



Sobey School
of Business
Saint Mary's University

Sharing Information on Progress 2022

Principles for Responsible Management Education



Contents

- Sobey School of Business 3
- Purpose 5
 - Embedding SDGs LaB 5
 - Resourcing Purpose..... 6
- Values 8
 - SDG Curriculum Mapping 8
 - Centering Societal Impact 13
 - Raising the Visibility of our Commitment to PRME 14
 - PRME-related Program-level Learning Goals (PLGs) 15
- Method..... 17
 - BComm Program Review and Exploring Sustainability..... 17
 - Creating a Service Learning Platform 18
- Research..... 20
 - Virtual SDG Research Showcase 21
 - PRME influence on new Reseach Chairs 22
- Partnerships 24
 - The Black Business Initiative (BBI) Partnership Series 24
- Dialogue..... 26
 - The Circular Economy Challenge..... 26
 - Impact Speaker Series: Elevating Indigenous Businesses 27
 - Four Years of Championing Women in Business..... 28
 - Institutionalizing a Responsible Leadership Day..... 29
- PRME Strategic Plan 2022-2024 31

A word from the Dean

Since becoming a PRME Champion, the Sobey School of Business has worked to weave the values of responsible and sustainable business practice through our curriculum, research and scholarship, and in our engagement with the community of practice.



I am pleased to share that our faculty, students, alumni, and wider business community have supported us not only in remaining a top business school of choice for potential students, but in championing sustainability and the SDGs.

Over the reporting period, we conducted a comprehensive review of our Bachelor of Commerce (BComm) program to update its SDG and sustainability content, leading to the creation of an inter-departmental, foundational core course Exploring Sustainability. Program Learning Goals (PLGs) for several programs have been updated with a greater emphasis on responsible management.

The transformational gift received from the Sobey Family, Sobey Foundation and Sobeys Inc. has allowed us to further our SDG research capacity with the establishment of two Research Chairs, which will be hosted in the finance and management departments. Our faculty are exploring cross-departmental research pathways to further interdisciplinary SDG research.

We know that this work cannot be done in an insular academic environment. With this in mind, we have engaged our wider community through speaker series, seminars, webinars, and outreach work. Through these partnerships we have gained new perspectives, uplifted the voices of minority communities and invested in a community that champions the values of PRME.

We take immense pride in being a PRME Champion. I sincerely hope that as you read our fourth SIP report, you will see the passion that our faculty, students, alumni, and partners have for advancing responsible management education at the Sobey School of Business.

Dr. Harjeet S. Bhabra
Dean, Sobey School of Business



Sobey School of Business

Established in 1934 as the Faculty of Commerce at Saint Mary's University, the Sobey School of Business is Atlantic Canada's largest and most comprehensive business school.

Elevating Impact

Our strategy statement, *Elevating Impact* summarizes our strategic purpose and conveys our shared ambition. It encapsulates our brand, our purpose, our strategic goals and objectives. It is the strategic directive to our entire organization—our students, faculty, staff, alumni and community partners. This directive includes focusing our organization's attention on the need to make an impact; inspiring our people by demonstrating that their efforts are meaningful; encouraging individual and group participation and contribution; and directing resources to the fulfilment of our key strategic objective.

Our Vision

To lead in discovery and learning for global impact.

Our Mission

The Sobey School of Business, through active learning and the creation and mobilization of scholarship, prepares citizens of the world to lead sustainable, entrepreneurial businesses and communities.

Our Key Numbers

2,400

2000 Undergraduate students

400 Graduate students

58%

Domestic Students

84

Countries represented by international students

11

Graduate Programs

Reporting on the 2020-2022 PRME Strategic Plan

Each planning and reporting cycle the School's PRME Committee prepares a 2-year strategic plan for advancing the six Principles. Each time we have a deeper understanding of the Principles themselves and, in reflecting on the alignment of the plan with the Principles, strive for greater progress consistent with the intent of the Principle. The 2020-2022 cycle was no different. Below we present our goals and note how the initiatives featured in this report relate to one or more of our goals.

Principle	Strategic Goals for 2020-2022	Process
Purpose	1. Target high-impact opportunities to raise student's awareness of the SDGs	The SDGs LaB Resourcing Purpose – <i>The Linton Gift</i>
	2. Strengthen faculty capacity to infuse sustainability into the curriculum	
Values	1. Identify and target for improvement those programs (majors or graduate programs) with the least SDG integration	SDG Curriculum mapping project Centering Societal Impact Raising PRME's visibility Revising Program-level Learning Goals
Method	1. Target the core curriculum in the undergraduate program for deep and meaningful integration of the SDGs	BCOM Program Review and <i>Exploring Sustainability</i> Creating a Service Learning Platform
	2. Increase sustainability-focussed industry engagement in the core curriculum	
	3. Enhance service learning in all programs and draw explicit links between the learning and the SDGs.	
Research	1. Promote and encourage transdisciplinary, sustainability-focussed research done in partnership with research centres and/or community organizations.	SDG Mapping of Publications SDG Virtual Research Showcase Sobey Chairs shift to align with PRME
	2. Mobilize SDG-aligned research to students and the community through public events.	Finance Faculty spearhead SDG Research Symposium
Partnership	1. Increase and profile the applied or community-engaged research that aligns with the SDGs.	Black Business Initiative Partnership
	2. Engage leadership from the non-profit sector in the formal curriculum and through extra-curricular events.	
Dialogue	1. Connect with the research centres and all internal allies to facilitate and advance the public discourse around sustainability and ensure students are engaged in these processes.	The Circular Economy Challenge Elevating Indigenous Business Women in Business Institutionalizing Responsible Leadership Day
	2. Better leverage Work-Integrated Learning (WIL) techniques to connect students with sustainability leaders and issues	

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.

The Sobey School's strategic plan from 2020 included two action items:

1. Target high-impact opportunities to raise student's awareness of the SDGs
2. Strengthen faculty capacity to infuse sustainability into the curriculum



Embedding the SDGs LaB into the core undergraduate curriculum

In 2020, an outreach coordinator from the Canadian-based Foundation for Environmental Stewardship (FES) approached the Sobey School Business to bring their SDGs LaB (which stands for Launch Activate Boost) to the School's attention. The FES is a youth-led, youth-serving sustainable development organization. Its SDGs LaB initiative teaches the concepts of sustainable development through the lens of the United Nations Sustainable Development Goals (SDGs). By this point in late 2020, the FES had partnered with 82 post-secondary institutions in Canada, offering 50 separate training programs to over 8,000 participants. Given the Sobey School's commitment to PRME and status as Champions (1 of only 2 in Canada at the time), the PRME committee felt remiss in not giving our students the opportunity to participate in this unique program.

The SDGs LaB program begins with a presentation on the history of the SDGs. Next, a keynote address by the founder of SDGs LaB, walks students through the SDGs and their importance. Students are quizzed at the end of the session. A 'localization' seminar gets students thinking about how they can localize SDG implementation and in the action plan workshop, students identify a local theme/project/ nonprofit and work with them to find solutions for these groups using what they learn from

the SDGs LaB and class content. The SDGs LaB creates tailor-made video content and workbooks for the each offering. The FES also provided training for the institutional program leadership and support staff.

In conversation with FES about factors key to ensuring success of the program, we learned that very few of the participant schools had embedded the program into core curriculum and it was their recommendation that this would be the most effective mechanism for ensuring impact. Therefore, PRME committee members approached Dr Vurain Tabvuma – Associate Professor in the Management Department – who teaches the BCOM's first-year core MGMT 1281: Introduction to Business Management course to consider integrating SDGs LaB into his course. Vurain saw value in the program from the start and was quick to sign on to pilot it in this important first-year course.

Vurain, who has been teaching Introduction to Business Management for the last four years, had already reworked the course to give it a stronger sustainability component. Incorporating the SDGs more prominently was his next logical step, and the SDGs LaB's content created a hands-on learning environment for students to engage with sustainability. His goal with the integration of the SDGs was to make the course relevant to our current world, where primary

business concerns are both social and ecological. The re-organization of Introduction to Business Management received very positive feedback from students, who enjoyed the hands-on and dynamic learning approach as well as gaining tangible tools for incorporating the SDGs into businesses via an action plan.

In funding the SDGs LaB and embedding this program in the core curriculum, the School advanced both of its 'Purpose' goals. MGMT 1281 is now a very foundational and higher-impact learning experience and Vurain will be able to leverage his learnings to more fully infuse all of this teaching with sustainability principles.

Looking forward, we see that the School needs to more thoroughly evaluate the student's engagement with the SDGs LaB. Only part of the program occurs in the context of the course and there is further opportunity for students to participate with additional SDGs LaB programming on their own time. It is unclear to us at this time how many students have followed through with this additional opportunity. Additionally, it is not the FES's intention that the SDG LaB be a permanent, re-occurring part of a program's curriculum. A decision will need to be made about the SDGs LaB once the Exploring Sustainability course (discussed on [page 17](#)) is launched and coordination between Vurain and the Management Department on MGMT 1281 and the new sustainability course will need to be carefully considered.

"I wanted to help students understand different approaches to business and encourage them to start thinking about corporate social responsibility and social ecological thought perspective early. Once it's in your mind it will influence you for the rest of your life."

-Dr. Vurain Tabvuma,
Sobey Professor in Management

Resourcing Purpose

The School's strategic goal to strengthen faculty capacity to infuse the curriculum with the SDGs requires careful resourcing. Therefore, in early 2022, when the University's Advancement team approached the Dean and Associate Dean with an opportunity to shape a potential gift around the School's PRME efforts, the PRME leadership team mobilized quickly.

Advancement had been having conversations with Bill Linton (BComm '75 DComm '22) and his wife Marilynne about a possible gift. It was through this ongoing dialogue that they learned about their shared concern about business and its focus on sustainability. Knowing about the Sobey School's engagement with PRME, the Advancement Team saw an opportunity to bring the two parties together to co-create a gift around this shared value. They

quickly engaged the School's Dean, Associate Dean and PRME leadership in the development process. Many conversations later, the Sobey School of Business is pleased to recognize the generosity and vision of Bill and Marilynne Day-Linton, who have made a \$500,000 gift to the School with the aim of helping the School to centre sustainability in its curriculum and support its efforts to advance responsible management education.

Bill Linton believes that business schools play a key role in shaping the knowledge, skills and mindsets of business students and that these individuals can be powerful future drivers of good corporate citizenship and sustainability. A proud Saint Mary's alumnus and native Haligonian, Bill is a seasoned investor

and corporate director with more than 30 years of executive-level business experience, including seven years as Executive Vice-President, Finance & Chief Financial Officer at Rogers Communications Inc. Through his directorships on the boards of such companies as Empire Inc. and Canada Steamship Lines (CSL), Bill has seen first-hand what committed organizations can do to promote sustainability initiatives that can have real environmental and societal impact.

The Linton Family Sustainability in Business Trust will strengthen the Sobey School's ability to nurture students to become the future generators of sustainable value for business and society, and champion an inclusive and sustainable global economy. The gift will do this by supporting important curriculum development initiatives and the development of course materials, especially teaching case studies. The Trust will fund a curriculum developer who will specifically support faculty developing new courses, as well as those seeking to infuse existing curriculum with sustainability. Further details of this are described in the PRME strategic plan 2022-2024 (page 31).

Bill recently received an honorary doctorate from Saint Mary's University and during his formal remarks to new graduates, he focused on the importance of sustainability in business.



“Sustainable business practices can lead to the next level of business innovation and productivity and can be the answer to many of our economic and societal problems. We need to change our focus from climate being a cost to existing businesses to being an opportunity for new ones.”

— Bill Linton

Bill Linton BComm'75 DComm'22
Spring Convocation, May 19, 2022

The Sobey School extends its gratitude to Saint Mary's Advancement team, who engaged the PRME leadership early and actively in its discussions with Bill and Marilynne Linton. It was only through this engagement that the gift was shaped into one that is likely to have its intended, transformative impact. The School will report to the PRME community on the impact of this gift in its next SIP report.

Values

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

The Action Item from 2020 intended to identify and target for improvement those programs (majors or graduate programs) with the least SDG integration. The initiatives described below include the SDG curriculum mapping project and the review of the Program Learning Goals (PLGs). Two additional, recent initiatives are also clearly aligned with Principle #2 and are reported on here - the new strategy framework that centers societal impact and the PRME leadership's efforts to raise the visibility of our commitment to PRME.



SDG Curriculum Mapping

In 2020, the Sobey School became a PRME Champion. As part of the Champion's program, Schools must commit to proposing or participating in sub-group projects. These sub-group projects support the overall theme of the Champions program by promoting collaborative work to achieve higher levels of performance in transforming business and management education in four of the five key areas: curricula, educational frameworks, sustainability-based partnerships, and thought leadership. Given our desire to get a better understanding of our curriculum and its coverage of the SDGs, we signed on to a curriculum mapping project in collaboration with the PRME Champions led by the Copenhagen Business School (CBS) and involving 6 other business schools (Glasgow, Nottingham, Cape Town, Stellenbosch, George Mason, and the Gordon School at Pretoria).

The overall objective of the curriculum mapping project was to identify curricular elements that align with the Sustainable Development Goals (SDGs) in order to highlight the gaps that may exist. The methodology builds upon the work of Brugman et al at the University of Toronto who cite the SDG inventory as key to their efforts to transform curriculum.

Brugmann, R., Côté, N., Postma, N., Shaw, E. A., Pal, D., & Robinson, J. B. (2019). Expanding student engagement in sustainability: Using SDG-and CEL-focused inventories to transform curriculum at the University of Toronto. *Sustainability*, 11(2), 530.

Establishing Key Words

The first and arguably most important step in the curriculum mapping process was to define the set of key words that would be used to code the curriculum documents. Since Brugman et al. developed and published their coding structure, we were able to use that as a reference. The Champion's sub-project group then deliberated on the key words, and ultimately, established the list that follows.

The key words used in the project included those on the Brugmann et al. list and others agreed upon by the participating schools. As a group, the Champions set the constraint that any additional proposed word must appear in the Global indicator framework for the Sustainable Development Goals and targets of the 2030 Agenda for Sustainable Development. Schools were asked to identify any additional keywords that were critically contextually relevant. The SSB added 'indigenous' to SDG 10: Reduced Inequalities even though it only appears in the Global indicator framework SDG 2 Zero Hunger (in the context of food production).*

*The keyword table is presented on page 10.

Project Methodology

Since our undergraduate Bachelor of Commerce (BCOM) program is our largest program, we decided to focus on it for the curriculum mapping exercise. We hired Erandi Gamage, a research assistant (RA) from one of our graduate programs to conduct the mapping process and build the inventory under the supervision of Jane Mulatz, our Director of Strategy and Accreditation and the staff lead on our PRME Committee. Erandi built single-course documents that included the following: course title, calendar course description, syllabus (including course-level learning objectives and reading list). The documents were labelled with program level, name, subject and course code, term and section number. Most participants in the CBS-led project used the NVivo software. The SSB had a license for Atlas.ti and so we used that for the mapping project, believing the methodology to be software agnostic. Erandi built the code manager which included the SDG goal number, goal name and key words associated with each. The mapping process required finding and highlighting any quotations that contained the key words. The quotations usually went beyond a single sentence, but the amount of necessary text varied. Selecting the quotation was very important. In a few instances, Erandi's first attempt at selecting the right quotation was insufficient for her to derive the meaning of the keyword and she reported needing to go back in an expand the quotation. The quotations were then analyzed for meaning in the context of the Global Indicator Framework.

SDG	Goal Statement	Key Words
SDG 1	No Poverty	poverty, income, distribution, wealth, socio economic
SDG 2	Zero Hunger	agriculture, food, nutrition, hunger, farmers,
SDG 3	Good Health & Wellbeing	health, wellbeing, mortality, epidemic, healthcare, disease
SDG 4	Quality Education	educate, inclusive, equitable, education, literacy, numeracy, vocational, training
SDG 5	Gender Equality	gender, women, equality, girl, queer, discrimination, violence, "equal participation", "reproductive rights"
SDG 6	Clean Water & Sanitation	water, sanitation, wastewater, freshwater
SDG 7	Affordable & Clean Energy	energy, renewable, wind, solar, geothermal, hydro, fossil fuels, carbon
SDG 8	Decent Work & Economic Growth	employment, growth, "sustainable development", labour, labor, worker, wage, slavery, work, "job creation", entrepreneurship
SDG 9	Industry, Innovation & Infrastructure	infrastructure, innovation, industry, buildings, technology
SDG 10	Reduced Inequalities	trade, inequality, "financial market", taxation, migration, disability, inclusion, race, ethnicity, indigenous
SDG 11	Sustainable Cities & Communities	city, urban, resilience, rural, housing, poor, vulnerable, transport, communities, local
SDG 12	Responsible Consumption & Production	consumption, production, waste, "natural resources", recycle, "industrial ecology", "sustainable design", "Supply chain"
SDG 13	Climate Action	climate, "greenhouse gas", environment, "global warming", weather, resilience, mitigation, disaster, adaptation, green
SDG 14	Life Below Water	ocean, marine, water, pollute, conservation, fish, coastal, sea, acidification
SDG 15	Life on Land	forest, biodiversity, ecology, pollute, conservation, "land use", ecosystem, degradation, desertification
SDG 16	Peace, Justice & Strong Institutions	institution, justice, governance, peace, rights, corruption, law, conflict
SDG 17	Partnerships for the Goals	global, partnerships, data, "development financing", north south, cooperate, technology transfer, "capacity building"

Project Results

Erandi prepared two graphs to depict the integration of the SDGs into core curriculum based on the key word analysis of the course content that we examined.

Figure 1 shows the core courses which include key words and those which are meaningful in the context of the Global Indicator Framework.

Figure 1

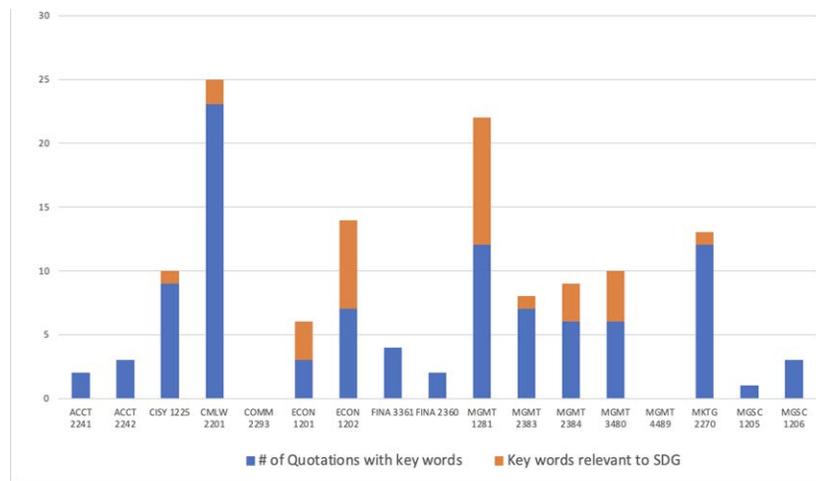
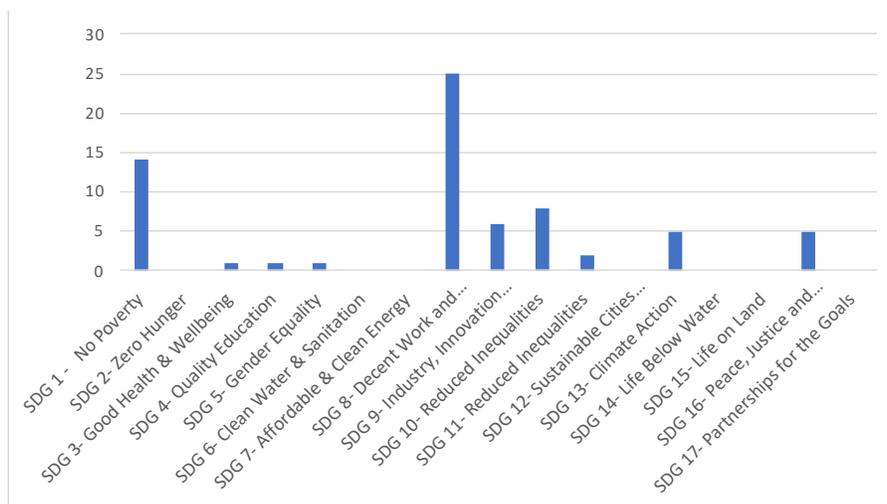


Figure 2 shows the number of times that key words associated with each SDG are meaningfully integrated into the program curriculum.

Figure 2



Project Limitations and Future Discovery

We recognize that the course artifacts “mined” for key words in this project are very limited in the extent to which they fully describe the potential for student learning in the classroom related to the SDGs. We used course syllabi and calendar descriptions as they were easily accessible and provided some measure of consistency in terms of data used for the overall Champions’ project. The PRME Committee recognizes that these results report merely the minimum amount of SDG coverage in the BCOM program and that

there is the potential for greater integration than indicated by the results. However, the course syllabi and calendar course descriptions are essential documents and provide critically important information to current and prospective students, as well as other important stakeholders, about our undergraduate program and its coverage of these important topics. Recognizing this limitation in the CBS-led SDG Curriculum Mapping Project has still helped the SSB to identify areas requiring additional consideration as follows:

- 1** BCOM program leadership and individual faculty need to reflect on the integration of sustainability-related knowledge and skill into the undergraduate curriculum. There appears to be very few instances of meaningful inclusion of content related to SDG 13: Climate Action, SDG 7: Clean & Affordable Energy, SDG 14: Life Below Water or SDG 15: Life on Land. This finding was the impetus for the PRME committee’s adoption of the theme to Centre Sustainability at the Sobey School of Business for the 2022-2024 action plan.
- 2** The materials examined for the BCOM’s quantitative courses – in accounting, finance and management science – contained the fewest references to the study’s agreed upon key words. Again, we recognize that the materials we reviewed do not provide a complete picture of all that an instructor may focus on in their course in terms of SDG content, but they do suggest that the exposure is limited. This finding has helped the PRME Committee to recognize that there is an ongoing need to continue with our efforts to provide professional development opportunities for faculty. We also see the need to work to foster connections with practice communities in these disciplines as we know that the finance and accounting fields in particular are facing increased demand from stakeholders for more effective measurement and reporting related to ESG.
- 3** As part of the ongoing work related to the implementation of the recommendations from our BCOM program review and subsequent work related to program majors and minors, program leadership, department chairs and individual faculty will be encouraged to be more explicit about the integration of the SDGs into their formal course documents (i.e., syllabi and calendar descriptions) to aid current and prospective students, as well as other key stakeholders, to connect the core content of the course with the Program-level Learning Goals associated with PRME.

Centering Societal Impact

The Sobey School of Business 2020-2025 strategic plan, *Elevating Impact*, guides our organization and informs our community on our values and goals.

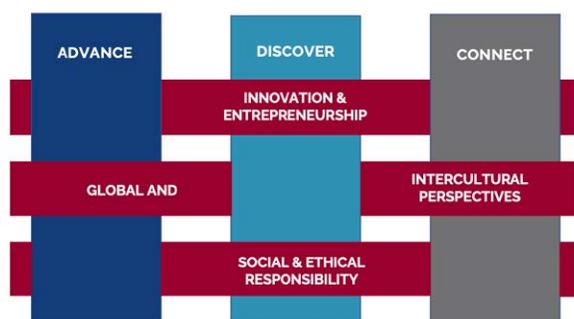
In 2019, as part of the plan's development, we created what we refer to as our "strategy weave." This image was designed to visually present the three pillars of teaching, research and service that are central to our mission as well as the differentiating factors that are foundational to our strategic plan. The depiction of our strategy framework as a 'weave' was intentional: it is strong and flexible, while at the same time multi-dimensional and integrated.

As we have approached the mid-point of our strategic plan's implementation, the Sobey School's Dean and members of his leadership team have been reflecting on all aspects of the plan and our progress in attaining stated objectives. Through this work, we have come to recognize that societal impact lives at the centre of our purpose and our strategy. We've come to appreciate that the weave, as a visual depiction of our intended strategic impact, seems limited. The pillars do not intersect

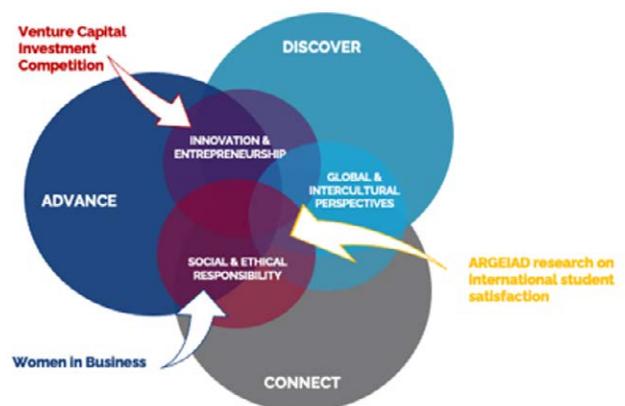
and neither do the transversal themes that create the weaves, and yet we know that in reality there is significant overlap. After reflecting on how we might better reflect the interactive nature of these relationships, we are in the process of shifting to a conceptualization of our strategic purpose as a Venn diagram. We see the core aspects of our mission and our differentiation drivers in a series of overlapping spheres, reflecting that they interact and are in conversation with each other.

We hope this depiction of our strategy will help us identify priorities and inform resourcing decisions. We think that those initiatives that we can plot closer to the centre of the Venn, that live at the intersections of our strategy, have the greatest impact on society and our constituents. It is our intent that this depiction of our values, our purpose and our strategy will reinforce the values of interdisciplinarity and collaboration. This framework will be introduced to the community in the mid-point report on *Elevating Impact* in February of 2023.

Strategic Weave



Strategic Impact Venn



Raising the Visibility of our Commitment to PRME

As part of our ongoing effort to “walk our sustainability talk”, our PRME committee spent time these past two year considering the degree to which our School's physical spaces reflect our commitment to PRME and the SDGs. With a new 42,000 square foot addition to the Sobey building under construction, we also felt it was important that we try to ensure sustainability was being factored into our new premises.

Committee members commented that anyone visiting our existing building would have no way of knowing that sustainability was a key value of our School. For example, on a very basic level, we had no significant signage related to PRME and no places where we showcased the SDG related research of our faculty or our PRME related events. Members were also unsure as to what extent Saint Mary's University prioritized sustainability as an institutional value. SMU had at one time achieved Silver status on the Association for the Advancement of Sustainability in Higher Education's (AASHE) Sustainability Tracking, Assessment and Rating System (STARS), but participation in STARS has since lapsed. Other initiatives – including a campus Sustainability Week and an energy dashboard – were shelved after key staff champions changed roles. We also noted the 2018 University Strategic Plan referenced sustainability, but only in the context of the University's finances. Previous efforts of the PRME Committee to work with the University's Sustainability Committee had been unsuccessful.

More recently, the PRME Committee was emboldened by very significant and positive steps taken by the University on the sustainability front. As part of a carbon reduction project, SMU had made significant investments in converting its central heating plant from using crude bunker oil to cleaner burning and more efficient natural gas. A water conservation project saw low flow

toilets and showers installed across campus buildings, and in student residences. LED lighting and motion sensors were installed in classrooms and hallways to cut down on electricity usage. A \$8.5 million capital project to install a solar power generating “skin” on our 22 storey Loyola residence building is underway. When completed it is expected to be the tallest solar integrated building in North America, generating 100,000 kWh each year.

As a PRME Committee, we felt we should become more aware of what more was being done – and perhaps more importantly what more could be done – especially in relation to the construction our School's addition. We began efforts to lobby our Dean and Vice President Academic for a chance to meet with the committee overseeing the academic considerations of the construction project. We also decided to renew our efforts to work more closely with the University's Sustainability Committee.

Our desire to follow through on these efforts was heightened after seeing a comprehensive presentation in April of 2022 at the PRME North America Chapter Meeting at George Mason University. During the “Learning Journey” which preceded the start of the official conference program, Greg Farley, George Mason's Director of University Sustainability outlined their multi-million dollar sustainability program, highlighting the alignment of its operations with the PRME principles and SDGs.

Energized by George Mason's success story, in late summer 2022, the leadership of the PRME Committee and the Sobey School Dean met with the Vice President of Finance & Administration and the Senior Director of Facilities Management to discuss the University's sustainability plans and potential for collaboration. We shared details of George Mason's initiatives and explained our desire to partner in introducing similar initiatives. We were pleased with how receptive they

were and gratified when they offered us a seat on the University's Sustainability Committee. We look forward to partnering on initiatives to demonstrate an even greater commitment to responsible and sustainable operations.

We've also managed to secure a meeting with the academic committee overseeing the construction of our building's expansion. Subsequently, the academic lead on our PRME Committee was invited to join the academic operations committee. Here again, our goal is to advocate for a clearer signal of commitment to sustainability and the SDGs in all possible aspects of the building. We are hopeful that having a seat at the table will allow us to bring ideas forward, both large and small, to make our premises more sustainable.

With our return to campus after the Pandemic and the start of a new academic year, we took some immediate steps to raise the profile of our PRME commitment in the School. Drawing on the talent and expertise of Tiffany Delaney, our in-house marketing coordinator, we developed a set of communication materials that highlighted our commitment to PRME and the SDGs. Our goal with these materials was to reanimate our current physical space and create visuals for SMU and Sobey students, faculty, staff and visitors that help them understand the centrality of sustainability and societal impact to our mission. The new materials are prominently displayed in the existing building and we hope to carry this approach through into the new space as it is opened to the School and public in the Fall of 2023.



A sample of the display materials raising the visibility of the School's PRME commitment.

PRME-related Program-level Learning Goals (PLGs)

Academic programs are the foundation of the students experience at the Sobey School. Beginning in the Fall of 2020, all of the Program Learning Goals (PLGs) were updated to better align with the School's mission (and therefore sustainability and the SDGs). During this same time, our undergraduate BCOM program underwent a very comprehensive review and the outcomes of that review process include new courses in the area of sustainability and sustainable entrepreneurship as well as greater integration of the SDGs (see next story for more details).

Program	Goal statement	Objective
Bachelor of Commerce	Graduates have an expanded and inclusive worldview and intercultural competency.	<ul style="list-style-type: none"> a) Demonstrate openness and appreciation for diversity and the richness of global cultures b) Integrate an intercultural worldview into business practices c) Recognize the effects of different economic, political, cultural, social, and technological environments
	Graduates have the knowledge and skills to make a positive impact on people, organizations, and the planet.	<ul style="list-style-type: none"> a) Recognize the ethical dimensions of situations b) Consider a broad spectrum of stakeholders in the development of organizations' social responsibilities c) Apply the principles of social responsibility and sustainability to business operations and decision making
Co-op Management Programs	Students have the capacity to understand the co-operative movement from a global perspective.	<ul style="list-style-type: none"> a) Can explain how public policy and regulation vis a vis co-operatives and other organizations varies by jurisdiction (international, national, sub-national) b) Is attuned to the different social, economic, and political contexts that impact upon the management of organizations c) Can enter environments which s/he is not familiar and manage to make sense of the encounter through reflection and comparison with his/her learning and experience
Executive Master of Business Administration	Graduates will recognize the need for personal and organizational leadership that is effective and socially responsible.	<ul style="list-style-type: none"> a) Develop the inter-personal skills needed to work effectively with multiple stakeholders b) Demonstrate leadership through service and accountability to all constituencies c) Incorporate the broader ethical and socially sustainable context into their decision making
Master in Applied Economics	Graduates will have a comprehensive skill set for research and policy analysis.	<ul style="list-style-type: none"> a) Demonstrate knowledge of quantitative methods, important statistical databases, and statistical software used in economic research b) Identify and apply appropriate research methods for analyzing economic issues and policy analysis c) Show an understanding of the interplay between economic, ethical, and social factors in policy decisions
Master of Business Administration	Graduates will recognize the need for personal and organizational leadership that is effective and socially responsible.	<ul style="list-style-type: none"> a) Develop the inter-personal skills needed to work effectively with multiple stake-holders b) Demonstrate leadership through service and accountability to all constituencies c) Incorporate the broader ethical and socially sustainable context into their decision making
Master of Business Analytics	Act responsibly given knowledge of ethics, security, privacy and governance	<ul style="list-style-type: none"> a) Demonstrate ethical decision-making skills and a deep understanding of social and professional responsibilities as they pertain to data and data analytics, business and society b) Critically reflect on the regulatory, legal, managerial, ethical and strategic considerations of existing and emerging technologies
Master of Finance	MFin students will demonstrate the ability to analyze results and relate them to the dynamic, innovative and at time fragile global business environment. They will develop the ability to handle such issues with their acquired finance knowledge and technical skill.	<ul style="list-style-type: none"> a) Apply acquired knowledge and practical skills required to integrate corporate social responsibility in finance practices into a global business environment using a sustainable and ethical approach
Master of Technology Entrepreneurship & Innovation	Graduates can critically evaluate issues, problems, and opportunities.	<ul style="list-style-type: none"> b) Evaluate risk and opportunity in the context of both local and global operating environments c) Recognizing and identifying solutions to pressing societal challenges
	Graduates demonstrate an increasingly entrepreneurial mindset.	<ul style="list-style-type: none"> a) Idea generation and problem solving b) Risk-taking and resilience c) Takes advantage of opportunities d) Self-reflecting e) Building a business network f) Developing social capital
MBA-CPA Program	Graduates will develop an appreciation of corporate and personal ethics and social responsibility, and an in-depth understanding of the additional responsibilities required of a professional accountant.	<ul style="list-style-type: none"> a) Use the ethical reasoning process as an enabling competency for behaving ethically and professionally b) Incorporate the broader ethical and socially sustainable context into their decision making

Method

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

The 2020 – 2022 PRME Strategic Plan identified three action items aligned with Principle #3:

1. Target the core curriculum in the undergraduate program for deep and meaningful integration of the SDGs
2. Increase sustainability-focussed industry engagement in the core curriculum
3. Enhance service learning in all programs and draw explicit links between the learning and the SDGs.



BComm Program Review and Exploring Sustainability

During the period 2019 – 2021 the Bachelor of Commerce (BCOM) Program Council conducted a comprehensive review of the school's undergraduate program. Elements of the program have been updated through ongoing major-related reviews conducted every seven years since the early 2010s, but the BComm program as a whole had not been reviewed since the year 2000. The Dean of the Sobey School charged the Council to conduct a review of the core of the program – those courses taken by every BComm student. One outcome of this program review was the identification of opportunities to increase the amount of curriculum dedicated to the development of skills and knowledge related to sustainability and the SDGs.

In the spring of 2019, the Program Review Committee, consisting of faculty representatives from each of the School's academic departments as well as key staff, carried out a comprehensive self-study which culminated in the creation of a 75-page report, not including appendices. The Committee examined undergraduate business programs in schools across Canada, as well as in the United States and Europe. Being a PRME school, we specifically examined the curriculum of other PRME signatories. We also conducted surveys with students and alumni to ask what they thought of our current

program and what we might do differently to improve it. Surveys were also completed by members of the wider business community, but the focus was on the wants and needs of our students, both past and present. As is the practice, this self-study report was submitted to two external reviewers who were in associate dean roles in other Canadian business schools and who agreed to provide an external stakeholder's perspective on the program. These reviewers conducted a virtual site tour of the Sobey School of Business in fall 2020, met via Zoom with groups of current and past students as well as faculty and staff. Drawing on the School's self-study and their interactions with the School, they produced a report of their findings and recommendations. The Program Review Committee began working on the recommendations in the report and submitted an action plan to the University Senate, also in fall 2020.

Once the Senate approved the action plan, the Committee began the process of developing new courses and adjusting current courses to reflect the newly-refined Program Learning Goals (PLGs). One such proposed course, the first-year course Exploring Sustainability, is unique in that it is will be an interdisciplinary course, not residing within any one department but within the program as a whole.

To develop Exploring Sustainability, a committee with one volunteer representative from each of the academic departments has been created. Each representative was chosen based on their teaching and/or research interest in sustainability and other SDGs, as well as their commitment to contributing to course proposal and development. The hope is that having representatives from each academic department on the development committee will ensure a truly interdisciplinary course, considering sustainability from multiple lens.

The details of the course are beginning to take shape. The focus will be on both environmental sustainability as well as social sustainability, so that students will leave the course with a strong foundational knowledge of the different facets of sustainability. There is also work being done on determining the best pedagogical approaches.

The incoming class of 2023 will be the first to take Exploring Sustainability with 8 – 10 sections of the course running every academic year thereafter.

"This review makes us think and be more thoughtful about how we discuss sustainability in the program with students."

-Dr. Miguel Morales,
Associate Professor of Marketing



Creating a Service Learning Platform

In our last SIP report, we set an action item to increase Service Learning (SL) in all our programs. Although we have not made as much progress as we would have liked, the initiative described here is an example of which we are proud to share.

At Saint Mary's, course-based SL is an experiential learning approach which links community-based service experiences with course content through volunteering and active reflection. These experiences encompass a range of learning activities that are intended to benefit both students and community partners. In 2018, SMU created a committee to oversee SL and appointed Faculty SL Champions in the Faculty of Arts, Science, and the Business School. The champions promote and support SL within their respective Faculty, as well as work on various University wide initiatives. PRME Committee Member Dr. Chantal Hervieux took on the role of SL Champion for the Sobey School of Business. In 2020, Chantal took on a larger role as the University's SL Academic lead.

In this expanded role, Chantal initiated a large project to document all experiential learning, including SL, presently done at SMU. Relative to the School, data suggest still very limited use of SL in our business programs. One notable exception is Dr. Cathy Driscoll. Cathy has been an early adopter of SL and has included it as a significant feature of her MBA Responsible Leadership course. During the past two years, students in this course worked on multiple projects for Hospice Halifax and the Confederacy of Mainland Mi'kmaq, a Tribal Council that provides services to eight First Nations communities of mainland Nova Scotia. The students also worked on several smaller projects for a women's shelter, a food bank and not-for-profit offering environmentally friendly burial services.

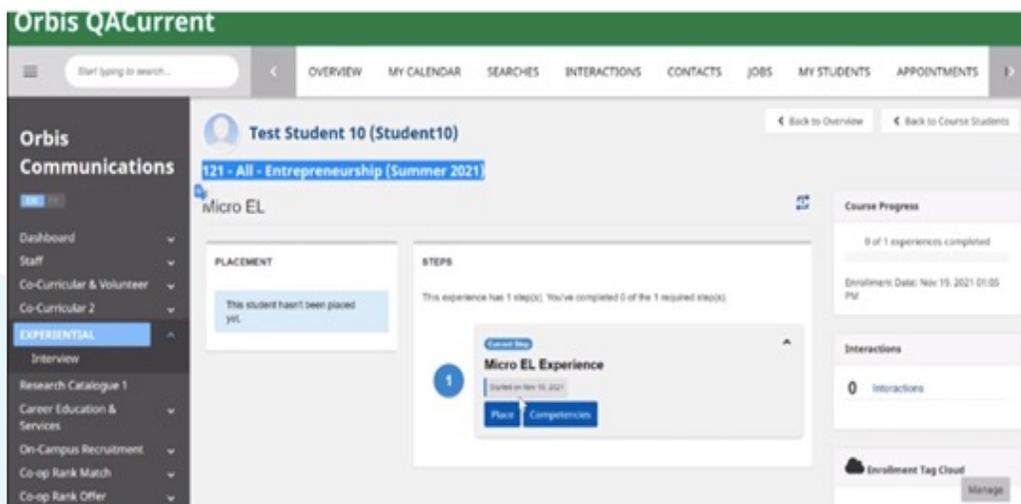
Dr. Tony Charles, a PRME Committee Member who teaches a sustainability management course for MBA students and upper year BCOM students, has also incorporated SL into his course. Most recently, his students also worked on projects with the Confederacy of Mainland Mi'kmaq.

Student and community partner feedback highlighted significant benefits from SL projects. However, the research undertaken by Chantal and her SL Champion colleagues suggested that growing EL and SL was going to be a challenge if we did not develop more tools to support faculty and also create more options for involvement. The idea of a Micro-EL platform emerged to allow for small, contained initiatives that allow students to engage with a partner over a short period of time. Chantal and the University's SL team partnered with Orbis (Career 360) to design the prototype for a Micro-Experiential Learning platform that included a dashboard with an "opportunity catalogue."

A pilot of the system was to be completed in 2022, but this had to be extended to 2023 because of pandemic related delays.

In this first iteration, only students and faculty were able to view the dashboard. Eventually, the opportunity catalogue will be visible to community partners, providing a way for them to see how they can engage with specific faculty and their courses, and what projects have been completed with other community partners. The pandemic has made it challenging to get this fully embedded in courses, yet the platform is now functional and will be fully tested in the Sobey School's MTEI program in the Winter of 2023. The hope is to also launch the Micro-SL platform in our *MGMT1281 Introduction to Business* course in the future.

As the SL team moves forward with the development and implementation of the platform, new features are being considered, such as search features that will allow faculty to select specific areas of interest. There is a plan to map SL opportunities to SDGs and then enable faculty to select SDGs as a condition for inclusion in their selection of course specific SL opportunities. The pandemic has slowed, but not stopped, our efforts to make SL and the SDGs a focus at SSB, and at SMU.



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.

In 2020, the PRME committee identified two strategic initiatives in support of Principle #4:

1. Promote and encourage transdisciplinary, sustainability-focused research done in partnership with research centres and/or community organizations.
2. Mobilize SDG-aligned research to students and the community through public events.

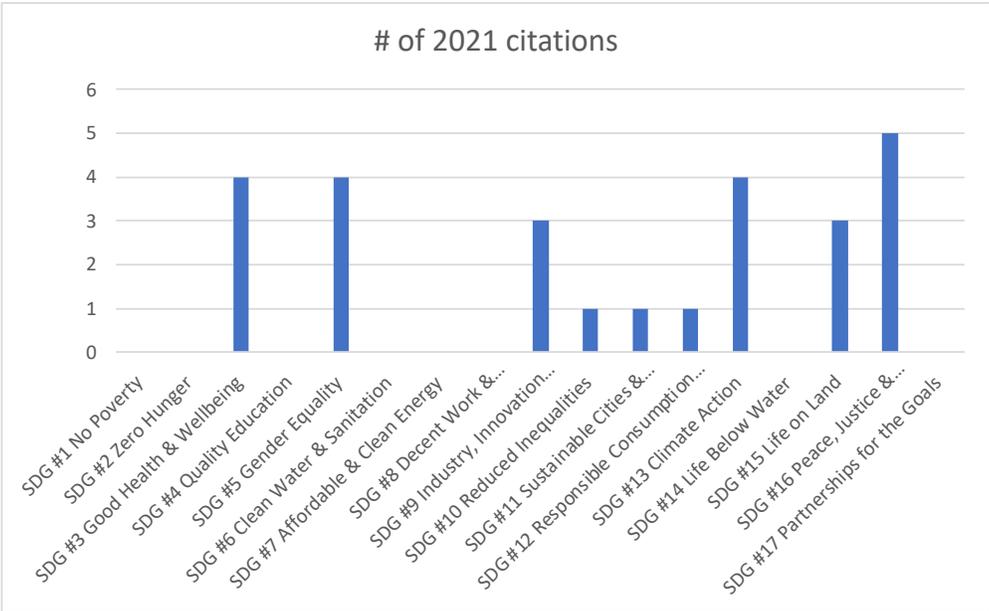


The Sobey School has documented the School's sustained and growing commitment to advancing the SDGs via research.

Our past two research bulletins ([2020](#) and [2021](#)) highlight the alignment between scholarly contributions and the SDGs at the Sobey School of Business. We have done this rather simplistically at the outset

by noting the related SDG, but we can see benefit in doing this more meaningfully by highlighting the specific target associated with the research,

The figure below depicts the publications in 2021 that are related to the SDGs. The School will work to refine the methodology for mapping and tracking this alignment annually.



Virtual SDG Research Showcase

The first annual Responsible Leadership Day in 2019 featured an SDG Research Showcase: a poster presentation in the conference hall where 25 Saint Mary's Researchers shared their research findings on any project related to the SDGs.

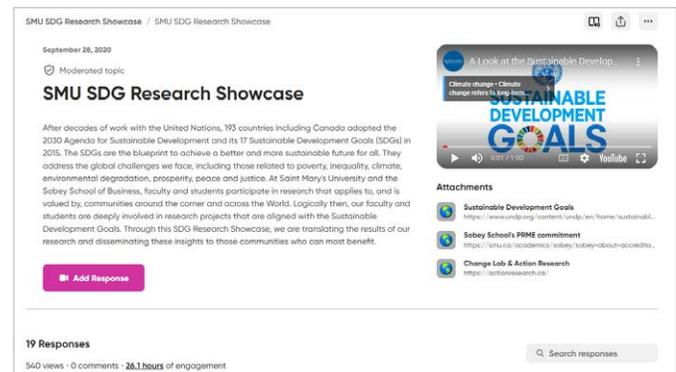
Necessarily virtual in 2020, the PRME Committee used the FlipGrid application to host a virtual SDG Research Showcase in conjunction with the 2nd annual Responsible Leadership Day. Flipgrid is a learning application that is available on the Microsoft 365 platform. The 'administrator' sets up a basic site on Flipgrid that invites participants to respond. The 'record a response' function allows respondents to use a basic kit of editing functions including screen capture, upload video clips, text, emojis, trim, etc.

The School encouraged researchers to submit 3-minute video presentations that highlight the findings from a recent conference paper/journal article, or from a work in progress that linked to any one

of the 17 SDGs, making the links as explicit as possible. Researchers were reminded that the insights they shared were far more important than their video production skills. The site was promoted during the break between the keynote and the panel discussion and viewers could comment on, 'like' or record a response to any of the videos they viewed.

The 19 submitted videos were viewed 540 times – over 26 hours of engagement -by the delegates of Responsible Leadership Day and visitors to the site since.

The School has left the Flipgrid site live and the application and the presentations are still available for viewing at flip.com/aa63e929.



"These are unprecedented times to be doing research in a business school, and the relevance of the work we do could not be more salient. We have seen the fragmentation of information throughout society and the desperate need for evidence-informed approaches in the public sphere. During the pandemic, many companies (e.g., in technology, health care, or front-line services) were continuously forefront on the global stage and some (e.g., cloud computing) were more powerful than many governments in terms of geo-political influence. In addition, growing inequalities in access to health care and income security make our commitment to aligning our efforts with the UN's Sustainable Development Goals (SDGs) even more pertinent."



Dr. Catherine Loughlin
Associate Dean
Research and Knowledge
Mobilization

PRME influence on new Research Chairs

The transformational \$18 million gift received from the Sobey Family, Sobey Foundation and Sobeys Inc., earmarked funding for establishing two Endowed Chairs in the Sobey School of Business. An open call for proposals was issued to all Departments in the School. To ensure that the Chairs were well aligned with the School's strategic plan, proposals were to highlight the ways in which the Department would nourish and support the Sobey Chairs while promoting interdisciplinary and sustainability-focussed research. The Department of Management secured the Chair in Entrepreneurship and Small Business Management, and the Department of Finance, Information Systems & Management Science was awarded the Chair in Governance, Business Ethics and CSR.

Chair in Entrepreneurship and Small Business Management

A group of relatively junior faculty in the Department of Management worked together to identify two key areas of research where the Chair would have the most impact in growing the department's expertise, both in research and teaching. These areas are Sustainable Entrepreneurship and Entrepreneurship and Community Development. The Sobey Chair in Entrepreneurship and Small Business Management is expected to conduct research and knowledge mobilization activities in areas related but not limited the following identified 'grand challenges' associated with achieving the SDGs:

- 1. Entrepreneurship, innovation and community development**
- 2. Climate change and environmental sustainability**
- 3. Equity, equality, diversity and social justice**

Sobey Chair in Governance, Business Ethics and Corporate Social Responsibility

The Chair in Governance, Business Ethics and Corporate Social Responsibility was awarded to the FISMS Department. The multi-disciplinary FISMS Department has a rapidly expanding body of faculty members conducting research in Environmental, Social and Governance (ESG) topics.

The Finance division identified three areas of ESG research that the Chair will be able to help grow in their department. These areas are:

- 1. Developing universally accepted ESG rating and standards.**
- 2. Develop an improved understanding of the effects of ESG performance on asset prices and portfolio risk and return in investing.**
- 3. Researching the link between governance and Corporate Social Responsibility (CSR), and how governing bodies shape CSR practices.**

Of note, the Sobey Chairs are tenured positions. Initial funding for these positions has come from the Sobey Gift and the Sobey School of Business is making a long-term monetary commitment to furthering research associated with the SDGs and our PRME initiatives.



Finance faculty attend Cornell University ESG Investing Research Conference and return to spearhead Sobey Research Seminar

Thanks to the generosity of the Dean of the SC Johnson College of Business at Cornell University, finance faculty at PRME North America business schools were offered a unique opportunity to attend the Cornell ESG Investing Research Conference in July 2022. In answer to a call from the Chair of PRME North America for signatories to nominate interested faculty members who are actively conducting ESG related research, the Dean of the Sobey School identified two Finance Department faculty members. Dr. Rahman Khokhar and Dr. Ashraf Zaman were both invited to attend the conference, which brought together Finance faculty engaged in Environmental, Social and Governance (ESG) investing research, as well as investment professionals who manage ESG assets.

After attending the conference and seeing the benefits of a multi-sectoral approach to studying ESG, Ashraf, who is also a SSB PRME Committee Member, approached the Dean about organizing a research seminar, hosted by the Finance Department but inter-disciplinary in scope, on the subjects of ESG, Corporate Social Responsibility (CSR) and sustainability. The goal was to bring together faculty who do research in these areas, and to facilitate discussion about possible interdisciplinary working relationships between departments. On October 14, 2022, five researchers from four of the School's Departments presented their work to an audience of 35 colleagues, and afterwards attendees discussed how to support partnerships in these areas of research. Participants were enthusiastic about the potential for inter-disciplinary research on ESG, CSR and sustainability and appreciative of Ashraf's leadership to bring everyone together. Follow-up sessions are planned.



Dr. Ashraf Zaman
Associate Professor,
Department of Finance, Information
Systems and Management Science

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.

In 2020, the action items associated with Principle #5 included:

1. Increase and profile the applied or community-engaged research that aligns with the SDGs.
2. Engage leadership from the non-profit sector in the formal curriculum and through extra-curricular events.



A number of allies to the PRME committee, especially the Community Revitalization and Prosperity Network and Graduate Career Services, have led initiatives that advance the Principle of Partnership. Throughout this reporting cycle, we have partnered with a number of organizations and individuals for the betterment of both our school and the community.

The Sobey School of Business is committed to mirroring the diversity of our community through panels, speakers, committees and organizational decision-making. However, we have yet to codify this value, for example in our terms of references, criteria for committees and in our leadership positions and we will look for opportunities to entrench this commitment more formally over the coming years.

The Black Business Initiative (BBI) Partnership Series

The Sobey School of Business Community Revitalization & Prosperity Network and the Black Business Initiative (BBI) collaborated to host a series of webinars on the subject of Black businesses.

Through the COVID-19 pandemic, black and minority-owned businesses were disproportionately impacted. With this in mind, the Sobey School of Business approached the BBI to create a conversation series with the black business community to both understand the challenges they face and discuss what can be done to address them.

Black Business Initiative Partnership Series 1: 25 Years & Beyond focused on lessons learned from 25 years of Black Business advocacy, including challenges inherent to Black Canadians that impede business startups and continued growth. Featured were BBI CEO Dr. Rustum Southwell,

Cynthia Dorrington, President of Vale & Associates Human Resource Management and Consulting Inc. and Dr. Harvi Millar, Professor of Operations Management at the Sobey School of Business.



Black Business Initiative Partnership Series 1: 25 Years & Beyond

Black Business Initiative Partnership Series 2: Access to Capital Markets | Overcoming Barriers for Black Businesses covered the systematic barriers Black businesses face in accessing capital compared to other ethnic groups. Moderated by Alfred Burgesson BA'19, founder and CEO of Tribe Network, speakers for the webinar were Craig Wellington, Executive Director of the Black Opportunity Fund, Matthew Martel MTEI'18, Chief Operating Officer of Black Business Initiative, and Dr. Mohammad Rahaman Associate Dean, Strategic Partnerships & Community Engagement, Canada Research Chair (CRC) in International Finance & Competitiveness.

A third webinar, focussing on addressing the challenges faced by black businesses, is set to run in early 2023.

"It is our goal to celebrate the contributions of the Black business community in Atlantic Canada, recognize the challenges and identify opportunities for Black-owned businesses".

-Dr. Harjeet Bhabra
Dean of the Sobery School of Business



Dialogue

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

Two priorities were established in 2020:

1. Connect with the research centres and all internal allies to facilitate and advance the public discourse around sustainability and ensure students are engaged in these processes.
2. Better leverage Work-Integrated Learning (WIL) techniques to connect students with sustainability leaders and issues



The Circular Economy Challenge

The Circular Economy Challenge was developed in partnership with the Saint Mary's Entrepreneurship Centre (SMUEC) to engage students more actively in sustainability-focussed experiential learning. Launched in conjunction with Responsible Leadership Day 2021, the competition empowered students from across Canada to design and submit a project or business idea on how they could create a closed economy within their institution.



The Circular Economy Challenge was open to all Canadian PRME and ENACTUS Schools. The launch event was held at Responsible Leadership Day where participants attended the keynote and panel discussion then moved into a specific event launch and design thinking session. Subsequent sessions included a workshop on creating and

managing partnerships, a pitch workshop and a project management seminar.

In the opening round of competition, 18 teams each submitted a 90-second video pitch. 36 judges (mostly alumni qualified on the basis of their professional and entrepreneurial experience) narrowed the 18 teams to 5 finalists. Those finalists presented a 2-minute pitch and participated in a 3-minute question and answer period with a panel of judges.

The finalists included projects that refined coffee grounds into new materials, a textile re-purposing initiative, and a food waste social enterprise.

In addition to engaging students in experiential learning, this Challenge also immersed students in campus operations, increasing the visibility and awareness of sustainability. Each finalist received a monetary award to launch their innovation in partnership with their home campus.

The Challenge was very well-received and the Sobey School and SMUEC are working to establish it nationally as an annual event. The second Circular Economy Challenge is kicking off at the 4th Annual Responsible Leadership Day on November 18th, 2022.

Impact Speaker Series: Elevating Indigenous Businesses

On Friday, November 19, 2021, the Sobey School of Business Impact Speaker Series launched with its inaugural event, *Elevating Indigenous Businesses*, a celebration and exposition of Indigenous culture and business teachings. Faculty, staff, students and community members attended to experience Indigenous cultural elements and hear from panelists and keynote speaker, Carol Anne Hilton, author of *Indigenomics: Taking a Seat at the Economic Table*.



“As we rise from the ashes of the COVID-19 pandemic, it is important to ensure that the post-pandemic economic recovery remains inclusive and encompasses all facets of the society. ‘Elevating Indigenous Business’ and ‘The Black Business Initiative Partnership Series’ were attempts to recognize and celebrate the contribution of indigenous-and-minority-owned businesses in the Canadian economic landscape.”

-Dr. Mohammad Rahaman

Canadian Research Chair (CRC) in International Finance & Competitiveness, Associate Dean, Strategic Partnerships & Community Engagement,



Four Years of Championing Women in Business

Over the last number of years, the Sobey School has hosted several initiatives to draw attention to the role of women in business. In 2015, Dean Patricia Bradshaw hosted an event called “Provoking a Bold Future: A Community Dialogue with Women for Women.” A Sobey School chapter of “Lean In” was created by a group of MBA students, followed by an undergraduate chapter. In 2019, the School hosted a very successful event Women in Capital Markets. The response to this event was so positive that the School instituted an annual event: Women In Business. Women in Business is steered by a committee of diverse stakeholders who take the lead in developing the program. In partnership with alumni, employers, civic and non-profit leaders, the School will host an event annually to help build a more equitable and inclusive practice of business. During this event we aim to:

- **Educate women on the roles and opportunities available.**
- **Support women to build their network, identify mentors and leadership paths.**
- **Provide women with experiential opportunities to develop their skills.**
- **Build a community to support women at the Sobey School of Business and throughout the region.**

In 2022, the theme was Women In Retail where nearly 100 delegates gathered together to hear the diverse voices of women in retail leadership and actively participated in discussions on how to impact our communities with purpose.

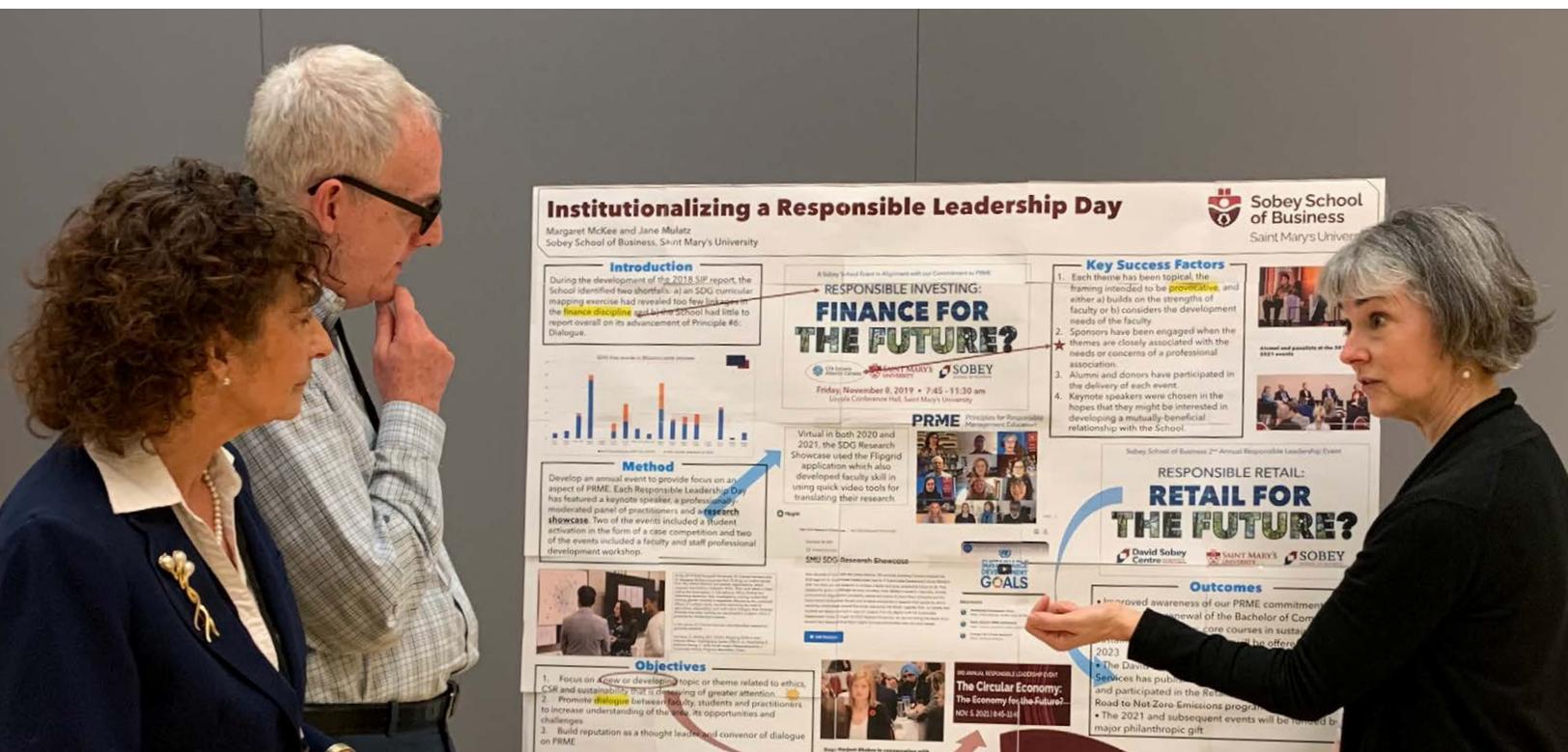


Institutionalizing a Responsible Leadership Day

Responsible Leadership Day is a mechanism to advance the School's PRME ambition in support of PRME Principle #6 Dialogue. Each year, the School's PRME committee work to develop a theme that is topical and builds on either a) the strengths or b) the development needs or priorities of the faculty. Each Responsible Leadership Day has featured a keynote speaker, a professional-moderated panel of practitioners, and a research showcase. Since 2021, the event is held in conjunction with the National Circular Economy Case Competition, hosted by Saint Mary's. Each of these present opportunities to facilitate dialogue between faculty, students and practitioners. In all instances we had good participation from faculty, students and related practice communities.

Key lessons

1. Each theme has been topical and the framing of the theme is intentionally provocative. The theme either builds on the strength of faculty OR considers the development needs of the faculty.
2. Sponsors have been engaged when the themes are closely associated with the needs or concerns of a professional association.
3. Alumni + donors have participated in the delivery of each event.
4. Keynote speakers were chosen in the hopes that they might be interested in developing a mutually beneficial relationship with the SSB.



Dr Margaret McKee presents on "Institutionalizing a Responsible Leadership Day" at the PRME North America research poster session to Dr. David Steingard, Associate Professor and Director of the Pedro Arrupe Center for Business Ethics at Saint Joseph's University and Dr. Janet Hale, Senior Lecturer, Finance & Economics, Texas State University.

Some Final Thoughts

The Sharing Information on Progress (SiP) process gives us an opportunity to reflect on the lessons of the past two years and our ambitions for the coming two years. This report details some of our lessons in terms of progress, so I will focus here on a few items that need further reflection and consideration.

An enterprise level effort requires the meaningful engagement of more than a few highly dedicated individuals. The SSB needs to better engage more faculty and stakeholders in our PRME commitment. A few attempts to engage faculty in the past two years: a planned Open Space on Sustainability, a professional development event on the sustainability mindset principles, even the SDG research showcase at Responsible Leadership Day in 2021 were not particularly successful. We cancelled the Open Space due to lack of interest. The faculty PD was not particularly well attended and there were no new submissions to the SDG research showcase. And yet there are improvements in SDG curriculum alignment and the extent to which our junior faculty are engaged in SDG related research. These indicate to us that faculty have a high level of concern with regards to sustainability and responsible management education. So the story on [page 23](#) of this report that describes the impact that participation in the Cornell ESG Research Conference had on our finance faculty is a turning point. I was delighted to attend the first CSR-focussed research symposium with twenty-five of my colleagues! New faces, fresh energy... exactly what we need. Therefore, extending the resources of the PRME community and encouraging my colleagues and our stakeholders to engage HOW and WHERE they want to is going to be important moving forward. We will work to better understand the developmental interests of our stakeholders and try to meet them where they are.

We've also not quite landed on an engagement framework for our students that ensures their participation in our efforts beyond curricular and co-curricular initiatives. We need to establish a governance structure that can ensure meaningful engagement in our PRME-related activities and build leadership amongst our student population. We would love to pursue the Positive Impact Rating, and engage more deeply with Net Impact at both the graduate and undergraduate level. The new PRME Global Students network is an initiative that presents another global engagement opportunity for our students. We need to figure out a sustainable and agile governance model that promotes sustained involvement by ways that also work for our students and within the specific context of our portfolio of programs.

We understand from our PRME colleagues that the most effective practices related to the implementation of the PRME Principles are process-driven. Our "looking forward" plan on [page 31](#) - the PRME strategic plan for 2022 - 2024 - emphasizes process and aims to "centre sustainability" in our efforts. We thank our PRME Champion colleagues and all signatories for the contributions that you have made to our learning to-date and hope that this SIP can support you in our shared ambition.



Margaret McKee

Associate Dean, Undergraduate and
Professional Graduate Programs
Sobey School of Business.

PRME Strategic Plan 2022-2024

Principle	SSB Goal	Process
Purpose	1. Increase the emphasis on the environmental and sustainability aspects of the SDGs especially Goal #13 Climate Action.	'Centre' Sustainability via all PRME Principles and use SIP report and PRME strategic planning process to focus all stakeholder efforts
	2. Better understand the expectations of a wide range of stakeholders	Focus Advisory Board attention on our efforts to centre sustainability
	3. Raise awareness within the School of mechanisms that we can deploy to advance the goal given the expectations of those stakeholders	Hire Curriculum Developer, Sustainability to support faculty efforts to engage with practice communities
Values	1. Align all SMU and SSB strategic plans with this purpose	Review and revise strategic plan, strategic research plan, influence SMU strategic plan
	2. Alignment with relevant disciplinary initiatives that promote the values of global social responsibility	Review the majors for alignment and articulate a major-specific set of learning objectives that reflect the values of global social responsibility
Method	1. Infuse physical spaces with sustainability messages	Lobby for access to influence the decision-makers (Academic Programming and Operations Committee) Access the University Sustainability Committee
	2. Develop a Sustainability Certificate that will prepare students for success in sustainability careers	Hire Curriculum Developer, Sustainability to prepare program proposal according to the SEM Program Renewal Initiative and MPHEC processes and shepherd it through both
Research	Increase the amount of funded research on the creation of sustainable, social, environmental and economic value	Influence the efforts of the Research Advancement Committee (RAC) to convene researchers working together on sustainability-focussed research projects and grant applications Use the Linton Gift to fund a case-writing initiative and build a cohort of sustainability-focussed case writers at the School
Partnership	1. Support faculty in maintaining the currency and relevance of research and curriculum to the business community	Fund faculty to engage in practitioner-focussed events and forums Incentivize community-engaged research via strategic research plan and Linton gift funds
	2. Raise awareness of sustainability as a career path	Recruit an RA to work with the Curriculum Developer, Sustainability to conduct market research on sustainability-focussed careers. Initiate a sustainability careers fair in connection with Responsible Leadership Day
Dialogue	To shift experiential learning opportunities in the formal curriculum towards organizations and organizational leaders that are focussed on sustainability	Connect via Graduate Career Service and the Service Learning Office on a campaign to recruit more sustainability-focussed leaders to engage in SSB experiential learning

We would like to thank our PRME Committee for their continued work and championing of PRME in the Sobey School of Business.

Dr. Tony Charles	Monique Boudreau
Dr. Amna Chalwati	Dr. Margaret McKee
Dr. Tiffany Vu	Jane Mulatz
Dr. Ramesh Venkat	Dr. Mark Raymond
Dr. Chantal Hervieux	Dr. Harjeet Bhabra
Dr. Ashraf Al Zaman	Mohammad Zadeh