

Report on Progress: 2008/2013

A report by the

Odette School of Business
University of Windsor, Canada

Plan for Implementation of the 'Principles for Responsible Management Education'



H. Allan Conway, DBA
Dean

March 26, 2013

Ms. Merrill Csuri
Manager, PRME Secretariat
c/o Foundation for the UN Global Compact
801 Second Ave., 2nd Floor
New York, NY 10017 U.S.A.

Dear Ms. Csuri:

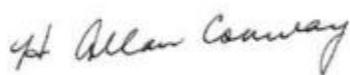
Periodically the role of business schools in promoting responsible leadership has been called into question. The recent worldwide financial meltdown was such a case in point where what seems reckless behaviour by key individuals across the financial and real economies caused unimagined hardship for many throughout the world. Even without the fallout from that event, we have had an ever-widening gap between “haves” and “have-nots” in many, many countries, an outcome that contradicts some of the rationale behind key elements of business school curricula. And, we continue to see corruption of significant magnitudes in case after case—as an example, in Canada we have the current situation of engineering giant SNC-Lavalin, where the pervasive nature of the wrongdoing is a sobering blow to the pride we Canadians had developed in the strength of our business values.

Some of the above was of concern to the Odette School of Business when we endorsed the Principles for Responsible Management Education, in 2008, as part of our commitment to educate students to take leadership roles in a sustainable society. We must still conclude, however, that business schools are not doing enough, or are not doing what we do well enough, to fulfill our responsibilities to ensure progress on the accomplishment of those Principles.

In the various sections of our report, you will see that we continue to work to be true to the Principles, adding what we consider to be related high potential activities to the original base. For example, in 2008 we had just created a required course in which all students were required to create and run a philanthropic fund-raising event for a charity. Since then, virtually all of our student societies have become engaged in ongoing projects benefiting the social and environmental goals. An example of the latter is our Odette Enactus Club which partnered with a nascent organization called Computers for Kids two years ago and has already grown it to an organization which recycles one million pounds of electronic waste per year while also salvaging enough components to build about 225 computers per year that are then donated to school age children whose families cannot afford a computer for them.

We are pleased to present this report on our progress towards meeting the PRME and to recommit ourselves to supporting the PRME initiative.

Sincerely,



H. Allan Conway
Dean



PRME - Principles for Responsible Management Education

The mission of the PRME initiative is to inspire and champion responsible management education, research and thought leadership globally. It is inspired by internationally accepted values such as the principles of the United Nations Global Compact. The principles seek to establish a process of continuous improvement among institutions of management education in order to develop a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21st century.

In the current academic environment, corporate responsibility and sustainability have entered but not yet become embedded in the mainstream of business-related education. The PRME are therefore a timely global call for business schools and universities worldwide to gradually adapt their curricula, research, teaching methodologies and institutional strategies to the new business challenges and opportunities.

As institutions of higher education involved in the development of current and future managers we declare our willingness to progress in the implementation, within our institution, of the following Principles, starting with those that are more relevant to our capacities and mission. 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 and curricula 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.

We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students. (<http://www.unprme.org>)

The United Nations Global Compact: The Ten Principles

The UN Global Compact's ten principles in the areas of human rights, labour, the environment and anti-corruption enjoy universal consensus and are derived from:

- **The Universal Declaration of Human Rights**
- **The International Labour Organization's Declaration on Fundamental Principles and Rights at Work**
- **The Rio Declaration on Environment and Development**
- **The United Nations Convention Against Corruption**

The UN Global Compact asks companies to embrace, support and enact, within their sphere of influence, a set of core values in the areas of human rights, labour standards, the environment and anti-corruption:

Human Rights

- *Principle 1:* Businesses should support and respect the protection of internationally proclaimed human rights; and
- *Principle 2:* make sure that they are not complicit in human rights abuses.

Labour

- *Principle 3:* Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;
- *Principle 4:* the elimination of all forms of forced and compulsory labour;
- *Principle 5:* the effective abolition of child labour; and
- *Principle 6:* the elimination of discrimination in respect of employment and occupation.

Environment

- *Principle 7:* Businesses should support a precautionary approach to environmental challenges;
- *Principle 8:* undertake initiatives to promote greater environmental responsibility; and
- *Principle 9:* encourage the development and diffusion of environmentally friendly technologies.

Anti-Corruption

- *Principle 10:* Businesses should work against corruption in all its forms, including extortion and bribery. (<http://www.unglobalcompact.org>)

The Odette School of Business

The Odette School of Business (OSB) is committed to implementing the PRME principles in all aspects of our activities. The Principles are not mutually exclusive and some activities may reflect the realization of several of the PRME principles. Accordingly, we have organized our report around **four main sets of activities: outreach, research, curriculum and operations**. Outreach refers to connections between the School and its multiple stakeholders. Research refers to the broad range of scholarship undertaken by faculty. Curriculum refers to individual courses and degree program structures. Operations refers to the way in which the School operates its internal administration and manages its physical plant. The table below summarizes the relationship between our reporting categories and the PRME principles.

PRME Principle	Key Areas at the Odette School of Business			
	Outreach	Research	Curriculum	Operations
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.	X		X	
Principle 2 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.	X	X	X	X
Principle 3 Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.			X	X
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.		X	X	
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.	X	X	X	X
Principle 6 Dialogue: We will facilitate and support dialog 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.	X	X	X	

Outreach

In its outreach to stakeholders in the business community and society at large, the OSB meets Principles 1, 2, 5 and 6. The School is committed to helping build a just society and to further corporate social responsibility (CSR) and sustainability in the business world. In pursuit of these goals our students, faculty and staff serve Windsor and the wider society through the basic purpose of the School, its values, partnerships and the facilitation of dialogue. Some of these activities are described below.

The OSB is proud of its many student groups running philanthropic events. The following items are the most recent of dozens of events staged annually by the Odette Commerce Society (OCM), Odette MBA and MoM (Masters of Management) Societies, and various clubs and Associations.

The Odette Commerce Society organized a “Yes We Can” can drive to benefit the local Downtown Mission over the 2012/13 Christmas holidays. Their goal was 5,000 cans – they got 6,264.

The MBA Society’s *Hats on for Healthcare* raised thousands of dollars for local hospitals, and their November 2012 *Movember* campaign (grow a moustache) raised \$1,200 to benefit prostate cancer research. A walkathon raised thousands for the John McGivney Centre, which works with and educates handicapped children. The MBAs have also been involved with community non-profits such as *Habitat for Humanity*.



Enactus group - 2013

Enactus (formerly SIFE) ran a major gala last spring for children’s oncology at Windsor Regional Hospital. The group also took a local charity, *Computers for Kids*, under its wing, and has helped them attain fiscal sustainability while tripling their impact on the environment (1 million pounds of electronic waste recycled in 2012 as well as 225 computers assembled from the usable parts and distributed to high school students who can’t afford computers).

In particular, Enactus has been instrumental to outreach at the OSB. In addition to raising money for charity, the group runs programs on environmental sustainability as shown in a chart from its website (<http://enactus.org/>). Enactus’ programs “not only try to create sustainable businesses, but also strive to make them green. We have a variety of projects that range from green initiatives to green consulting. Below is a list of the projects which fall under the category of Environmental Sustainability.”

<i>Project</i>	<i>Description</i>
Business Natural	This green consulting program helps businesses reduce their carbon footprint by going to more natural or green efficient solutions. At the end of the program, businesses that have made the successful switch are posted on our online green business bulletin board. From here they are funneled to the SIFEGogreen.com project.
SIFEGogreen.com	This is a green product referral website whereby we hold direct marketing conferences to refer green products to local business and franchise owners of the area. The website also is used for household item referrals through Amazon and provides testimonials and further information on the advantages of going green.
The Money Tree seminar series	This is a financial green seminar series educating high school students on proper financing while staying environmentally friendly.
Grade-school Green Games	This consist of a 4-week grade school green Olympics. Throughout the program, groups of 2 or 3 team leaders visit grade schools three times a week to run the program on a drop in, lunch-time or one hour class session program for a total of 12 sessions. Students are divided into teams and must complete a series of green initiatives to get ahead.

Student Recognition in the Community

The OSB's outreach activities have also seen several of its students winning community recognition. Prominent among these during the report period are Odette students Emile Cushman and Alyssa Atkins, who have been selected by *The Next 36* for leadership training. "The goal of The Next 36 is to increase Canadian prosperity by developing Canada's next generation of high impact entrepreneurs. Started by entrepreneurs for entrepreneurs, *The Next 36* provides a series of life changing experiences and relationships to young Canadians with the potential to build and lead great organizations." (<http://thenext36.ca/content/background>). Emile's and Alyssa's stories are told in the following segment compiled from information in the Windsor Star and The Next 36.



Emilie Cushman

A recent graduate of the Odette School of Business, **Emilie Cushman** has been nationally recognized as a promising entrepreneur and leader, having being named the *HSBC Woman Leader of Tomorrow for Canada*. Her interests range from golf and skiing, to classical piano with the Royal Conservatory of Music, having been a past music instructor for over five years.

Raised in Tecumseh, Ontario, Emilie Cushman has amassed experience in leadership and project management having led a team of over one hundred students as the President of Students in Free Enterprise (SIFE) Windsor. Emilie led the SIFE Windsor team to three regional victories having been the driving force in a dozen Windsor-based projects. These include a microfinance venture program reaching hundreds of high school students; a business-consulting program for Canadian newcomers on social assistance, and a social enterprise clinic providing refugees with legal, medical and social work services otherwise inaccessible.

A stint running her own window cleaning service convinced **Alyssa Atkins** to shelf plans to study law. "I knew right then I wanted to run my own business because I got up every morning so excited about going to work," said Atkins, who will soon graduate from the School. "It wasn't so much the window-cleaning as the chance to be my own boss, make my own decisions and be responsible for my own success." Her selection by The Next 36 will see her joining two other students in developing a mobile technology business.



Alyssa Atkins

Research

Research is central to the mission of institutions of higher learning, and research at the OSB, while addressing a multitude of issues and problems from several disciplinary perspectives, also directly addresses issues of Corporate Social Responsibility (CSR) and sustainability. In doing so, the School addresses the PRME Items 2, 4, 5 and 6 on Values, Research, Partnership and Dialogue. Not only have OSB researchers published articles on the UN Global Compact, for example, but they have directly addressed sustainability in theoretical articles and case studies. Moreover, OSB faculty and students work with businesses on environmental issues and sponsor debates that have tackled those issues. The following is a limited selection of published articles and conference presentations on sustainability/CSR by OSB scholars.

- **Dave Bussiere, Vincent Georgie, Anne Snowdon** (w/ B. Anderson) "The Role of Social Networks and Perceived Risk on Consumer Acceptance of Health Care Messages", *Canadian Multidisciplinary Road Safety Conference*, Niagara, ON, June 6, 2010.
- **H. Allan Conway** "Dilemmas in Corporate Governance" keynote address at the *Association for Chinese Management Educators (ACME 2009) 19th International Conference of Pacific Rim Management* annual conference, San Francisco, July 30-August 1, 2009.
- **David Hutchinson, Jang Singh, and Kent Walker** "An Assessment of the Early Stages of a Sustainable Business Model in the Canadian Fast Food Industry", *European Business Review*, Vol. 24(3), 2012.
- **Jang Singh** "Changes and Trends in Canadian Corporate Ethics Programs", *Business and Society Review*, 116(2), 257-276, 2011.
- **Jang Singh** "Determinants of the Effectiveness of Corporate Codes of Ethics", *Journal of Business Ethics*, 101(3), 385-395, 2011.
- **George Lan, Maureen Gowing, Fritz Rieger** (w/ S. McMahon and N. King): "Moral Reasoning and Personal Values of MBA Students and Alumni" *Fifth International Conference on Environmental, Cultural, Economic and Social Sustainability*, University of Technology, Mauritius, January 5-7, 2009.



George Lan



Maureen Gowing



Fritz Rieger

- **George Lan, Maureen Gowing, Fritz Rieger** (w/ S. McMahon and N. King): " Living with Anaemia: a Case Study" presented at the *Fifth International Conference on Environmental, Cultural, Economic and Social Sustainability*, University of Technology, Mauritius, January 5-7, 2009.
- **Kevin Li** (w/ D. Ni and X. Tang): "Social Responsibility Allocation in Two-echelon Supply Chains: Insights from wholesale price contracts", *European Journal of Operational Research*, Vol. 207(3), pp. 1269-1279, October 2010.
- **Kevin Li** (w/ D. Ni): "A Game-theoretic Analysis of Social Responsibility Conduct in Two-echelon Supply Chains", *International Journal of Production Economics*, pp. 303-313, 2012.
- **Kevin Li** (w/ K.W. Hipel and D. M. Kilgour): "Integrating Uncertain Preferences into Status Quo Analysis: An Environmental Conflict Case Study", presented at the *2004 IEEE International Conference on Systems, Man, and Cybernetics*, The Hague, Netherlands, October 10-13, 2004. *Proceedings*: pp. 1092-1097, 2004.
- **Kevin Li** (w/ K. W. Hipel and D. M. Kilgour): "Integrating Uncertain Preferences into Status Quo Analysis with an Environmental Conflict" presented at the *2004 CORS/INFORMS Joint International meeting*, Banff, Alberta, May 2004.



Kevin Li



Zhenzhong Ma

- **Zhenzhong Ma**: "Environmental Constraints of Product Innovation in China: Evidence from international joint ventures" presented at the first off-shore session of the Royal Bank International Research Seminar series (co-sponsored by the Antai College of Economics & Management at Shanghai Jiao Tong University and the John Molson School of Business, Concordia University, and the Journal of Business Research: 8th Royal Bank of Canada International Conference on Globalization and Marketing Strategy, Shanghai, China, June 7-10, 2012.
- **Zhenzhong Ma** (w/ K. Yu and Y. Lee) "Business Ethics Research in the 21st Century: Mapping the Intellectual Structure of Business Ethics Studies in 2001-2008" *Administrative Sciences Association of Canada (ASAC) 37th annual conference*, Niagara Falls, June 6-9, 2009. Best Paper Award, Social Responsibility Division.
- **Ashish Mahajan** (w/ P.G. Benson) "Organizational Justice Climate, Social Capital and Firm Performance" *Journal of Management Development*, Vol. 32(9), 2013.
- **John Phillips**: "Governance as the Formation and Application of Moral Capital" invited presentation, *Odette School of Business Symposium: Corporate Governance, Risk and Internal Control* – sponsored by CMA Ontario, June 2011.

- **Alan J. Richardson** and **Eksa Kilfoyle**: “Bringing Accounting Back In: the emergence of accounting in the governance of transnational mail flows” *International Symposium on Management Accounting and Control in the Age of Globalization* (ISMAC 2012), Cardiff, Wales, June 18-9, 2012.



Eksa Kilfoyle

- **Anne Snowdon** (w/ R. Zur and J. Shell) “Medical Devices in Canada: Transforming Canada into a Global Centre for Innovation”, *Ivey Centre for Health Innovation and Leadership* White Paper, June 2011.
- **Kent Walker** (lead author with J. Gao): “Deviation from Predictions in Corporate Environmental Performance” *Academy of Management (AoM) Conference*, San Antonio, TX, August 12-16, 2011.



Kent Walker

- **Kent Walker** (w/ F. Wan) “The Harm of Symbolic Actions and Green-washing: Corporate actions and communications on environmental performance and their financial implications” *Journal of Business Ethics*, Vol. 109(2), pp. 227-242, 2012.
- **Kent Walker** (w/ F. Starke and K. Uggerslev) “Addressing Concerns Raised by Critics of Business Schools by Teaching Multiple Approaches to Management” *Business and Society Review*, Vol. 116(1), pp.1-27, 2011.
- **Kent Walker** (w/ N. Ni and W. Huo): “Is the Red Dragon Green? An examination of the antecedents and competitive advantage to environmental proactivity in China” *The International Conference for Corporate Social Responsibility*, University of Nottingham, England, April 26-27, 2012.
- **Jacqueline Power**: “How Acceptable is Bullying? Cultural Differences in 15 Countries” *Administrative Sciences Association of Canada (ASAC)*, Social Responsibility Division, Niagara Falls, June 6-9, 2009. Proceedings, Vol. 20, pp. 1-13, 2009.

Curriculum

Teaching, like research, is central to the mission of institutions of higher learning. Correspondingly, the curriculum at the OSB addresses all of the principles for responsible management education. The individual courses and structure of the School's programs seek to inculcate sustainability values in our students at the undergraduate and graduate levels, and to further the goals of the United Nations Global Compact. Similarly, students are encouraged to do research on CSR and sustainability; to promote these issues in projects conducted in partner businesses and in sponsored debates and guest lectures by managers from the public, private and civil society sectors. Some of the curricular efforts on CSR and sustainability at the OSB are described below.

Each student's academic journey within the OSB begins and ends with strategic management courses guided by themes of sustainable economic, social and environmental organizational success. Commencing with our first year course, *75-100 Introduction to Business*, students are first exposed to the challenges of ethical decision-making in practice and to the demands of operating social and environmentally sustainable organizations. Using written and multimedia case analyses, guest speakers, and student-investigated case writing, students are encouraged to recognize and diagnose the complex multi-stakeholder world in which organizations exist. Concluding each degree program is the capstone course *75-498 Strategic Management*, wherein success demands that students apply the holistic understanding of organizational management learned throughout their degrees to identify, address and solve complex economic, socio-ethical, and environmental business dilemmas facing organizations today.

Dr. Kent Walker teaches *Business Ethics in a Global Context* at the undergraduate level, and *Business Ethics and Sustainability* at the MBA level. Both are mandatory courses in those programs and they exclusively address ethics, CSR, and sustainability. Guest speakers in his classes have included the CEO of the United Way of Windsor and the director of Sandwich Teen Action Group (STAG). In the MBA class, students also partner with local non-profits to develop balanced scorecards. Organizations that have taken part include the United Way, Humane Society, Pathway to Potential, AIDS Committee of Windsor, Big Brothers and Big Sisters of Windsor Essex, Habitat for Humanity, and STAG.

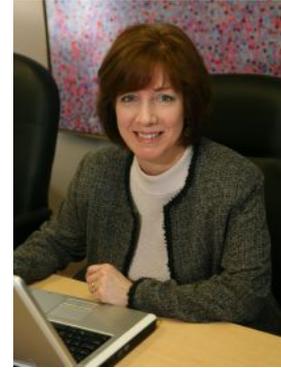
The coverage of sustainability and CSR is not limited to mandatory ethics classes but extends to courses in several business disciplines.

The course titled *Management and Organizational Life* became mandatory in 2008. In this course students are required to complete a project where they design and implement a fundraising event for a local charity. In Dr. Martha Reavley's class students work in community development projects, and over the past eight years have raised over \$400,000 to support local charities. In assessing community development needs and determining with which agencies to work, her students use the Rokeach value system to explore their own values in relation to those of agencies.



Jacqueline Power

Other professors teaching *Management and Organizational Life*, like Dr. Jacqueline Power, also cover ethics and CSR. Dr. Francine Schlosser covers these areas in her *Enterprise Management Consulting* course, at both the MBA and undergraduate levels. Guest speakers on ethical issues in those courses have included Paul Foster (Centre for Enterprise and Law Entrepreneur in Residence) and Roger Bryan (Partner, KPMG).



Francine Schlosser

In Dr. Maureen Gowing's *Advanced Managerial Cost Accounting and Analysis* class, CSR and issues of sustainability are covered in a case selected for this purpose. Formally, ethics is only one class in the semester; however with each topic ethics is addressed with regard to the opportunity to use techniques of analysis to bias operating results. Ethics is formally mobilized through a discussion of the Certified Management Accountant (CMA) code of professional behaviour with an emphasis on action, not theory.

In her *Advanced Accounting II* course Dr. Gowing teaches three classes formally devoted to a *Giving Voice to Values* module. The School of Accountancy of the Institute of Chartered Accountants of Ontario plans to adopt this approach in its Professional Education Program to train university graduates in the pervasive competency of ethics. The discussion of ethics is also mobilized through a discussion of the CPA code of professional conduct.

In Dr. Eksa Kilfoyle's *Management Accounting* class the code of ethics for professional accountants is discussed, and students analyze management control-related ethical issues in real-life cases. Also, in her *Managerial Accounting* class she discusses the code of ethics for professional accountants, and illustrates its application to managerial accounting.

Similarly, ethics and CSR issues are addressed in Professor Don Jones' classes. In his Tax class ethics is covered in the context of an accountant's legal responsibility to ensure that taxpayers report all of their income subject to taxation, and to ensure that only proper business expenses are claimed as deductions in the calculation. The class also examines the penalties, both financial and non-financial, that accountants are exposed to if they violate the above rules. In Professor Jones' Auditing class, ethics is covered from a perspective of professional ethics (set by the Accounting Licensing bodies) as they relate to not associating oneself with financial statements which are known to be misleading, and from not participating in the preparation of financial statements that users thereof may potentially find are misleading. Again the financial and non-financial penalties of violating these rules are discussed.

Dr. Bharat Maheswari in his second year *Introduction to Management Information Systems* class looks at information systems ethics and security issues, and e-waste .

Dr. Bill Wellington discusses ethics and CSR in his *Introduction to Marketing* class. He provides a definition of sustainability and corporate ethics and discusses examples of Canadian firms that have implemented sustainability initiatives. He also addresses the three levels of morality: pre-conventional, conventional, and post-conventional; and ways of communicating ethics and developing codes of ethics. Moreover, he looks at marketing practices and evaluates them according to whether they violate accepted norms of ethics. The guiding code of ethics of the

Purchasing Management Association of Canada (PMAC) is used to indicate what kinds of selling practices need to be evaluated in terms of whether they are ethical or not.

In Marketing Professor Pete Mateja's *Introduction to Business* and *Strategic Marketing* courses, he covers ethics/corporate responsibility issues such as corporate fraud and senior executives serving jail time.



Vincent Georgie

In Marketing Professor Vincent Georgie's *Advertising Management* and *International Marketing* classes, he extensively covers CSR and sustainability issues. For example, in his advertising management classes he addresses the following issues:

- Ethics in advertising and the role and responsibility of business (for-profits and not-for-profits) in society are covered at length in classroom discussions, illustrations, projects, mandates and evaluations. They are fundamental underpinnings to these courses.
- The risk of turning CSR into a token public relations piece as opposed to using it wholeheartedly within the organization is also integrated into the course. Distinctions are sharply made between CSR and philanthropy.

These courses also question the way in which paid advertising can evolve into being *active dollars*, where all advertising budgets can be used not on mass-media, but towards projects and collaborations that are for the good of a community and of society. Essentially, what if the bulk of advertising budgets were channelled into sponsorship? What if sponsorship were to replace the bulk of the (former) uses of advertising? The argument is that this is a way of creating potentially lasting positive societal impacts from what has formerly been unsustainable promotional campaigns.

In Professor Georgie's *International Marketing* classes, similar attention is paid to CSR and sustainability issues: sustainable development, ethics in doing business in and with foreign partners, and the role and responsibility of businesses (for-profits and not-for-profits) in society are covered at length in classroom discussions, illustrations, projects, mandates and evaluations. They are fundamental underpinnings to these courses.

Operations

This final category is mindful, in particular, of the PRME directive “that our own organizational practices should serve as example of the values and attitudes we convey to our students”. The OSB’s administration and management of physical plant incorporate elements that PRME seeks to accomplish in Principles 2, 3, and 5. Examples of the manifestation of these principles in the operations of the School are provided below.

The School is subject to the University of Windsor recruitment policies and seeks equity in its employment practices as illustrated in the following statement that is part of all advertisements for faculty.

The [University of Windsor](#) is committed to equity in its academic policies, practices, and programs; supports diversity in its teaching, learning, and work environments; and ensures that applications from members of traditionally marginalized groups are seriously considered under its employment equity policy. Those who would contribute to the further diversification of our faculty and its scholarship include, but are not limited to, women, Aboriginal peoples, persons with disabilities, members of visible minorities, and members of sexual minority groups. The [University of Windsor](#) invites you to apply to our welcoming community and to self identify as a member of one of these groups. International candidates are encouraged to apply; however Canadians and permanent residents will be given [priority](#).

Community Service

Several faculty members of the School serve on the boards of community organizations. For example, Professor Vincent Georgie serves on the boards of the following organizations:

- Windsor International Film Festival (2009-present)
- Windsor Symphony Orchestra (2010-present)
- Federation of Franco-Ontarian Youth (2012-present)

Dr. Martha Reavley serves on the board of the Windsor Regional Hospital Foundation. Dr. Bharat Maheshwari is currently serving as a Director of the India Chapter, Canadian World Education Foundation board, and has served on the India Canada Association of Windsor Essex. Dr. Rajeeva Sinha serves on the board of the Windsor Essex Community Health Centre, and is currently that organization’s interim president.

The School’s pursuit of principles of responsible management education is also manifested in class projects. In addition to the charitable projects in the *Management and Organizational Life* course described earlier, other class projects are community-oriented.



Martha Reavley

For example, all term projects in all of Professor Vincent Georgie’s courses are developed side-by-side with community partners at the local, provincial, national or international levels. Students always work with real organizations, very frequently in the not-for-profit sector. His students have been instrumental and heavily involved in the development, promotion, planning and execution of the Windsor International Film Festival. It is now the 6th biggest Film Festival in

Canada, largely credited publically to the efforts of Professor Georgie's students. Many of Professor Georgie's current and former students collaborate with other community organizations, including the Windsor Symphony Orchestra, Goodfellows of Windsor, the Bystander Initiative, Windsor Pride and various church groups. His students have also partnered with independent community groups and schools in competing in fundraising competitions such as the *Pepsi Refresh Challenge*.

The Peddie Initiative



Dr. Richard Peddie

The operations of the OSB in furthering the goals of PRME have been bolstered considerably by the Richard Peddie Leadership Initiative through mentorship and direct contact with business leaders; local, national, and international.

In celebration of Dr. Peddie's remarkable accomplishments as corporate leader, the Odette School of Business in 2012 announced the establishment of *The Richard Peddie Leadership Initiative* honouring the career and business contributions of Richard Peddie, alumnus, UWindsor booster, and recently retired President and CEO of Maple Leaf Sports and Entertainment.

Dr. Peddie served as the Odette School of Business Executive-in-Residence in 2002, where he developed and delivered a leadership course, and has been instrumental in supporting the Odette School of Business Debate Team, which has enjoyed outstanding success in competitions across North America. High school students from across the city have also had an annual opportunity to compete in the Richard Peddie Invitational Debate Competition held twice a year at the Odette School of Business. *The Richard Peddie Leadership Initiative*, jointly sponsored by Maple Leaf Sports and Entertainment and the University of Windsor, is aimed at enhancing the ability of the School to assess and develop its students' leadership capabilities in order to help position The Odette School of Business at the forefront of assessing and developing student leadership potential.

Lastly, the OSB is currently seeking accreditation from the Association to Advance Collegiate Schools of Business (AACSB). "AACSB provides internationally recognized, specialized accreditation for business and accounting programs at the bachelor's, master's, and doctoral level. The AACSB Accreditation Standards challenge post-secondary educators to pursue excellence and continuous improvement throughout their business programs. AACSB accreditation is known, worldwide, as the longest standing, most recognized form of specialized/professional accreditation an institution and its business programs can earn" (<http://www.aacsb.edu/accreditation>). In addition to the accreditation standards, the AACSB fosters continuous development in others areas through its resource centres. These centres are designed to assist business schools with continuous improvement, innovation, and development in key areas by providing news, tools, publications, links, events, resource libraries, a rotating schools spotlight, and discussion platforms related to its topic (<http://www.aacsb.edu/resources>).

One such initiative is the Ethics and Sustainability Resource Centre, which includes a PRME Affinity Group.

The commitment of the OSB to the six principles of the PRME initiative is reflected in efforts and investments detailed in this report. We have chosen to convey our accomplishments by focusing on four key areas of progress, and as we look to the future we foresee the need to continue to emphasize each of these four areas and their relationship to each other. This final discussion touches on the future of the Odette School's efforts to enhance community outreach, scholarly research, student instruction and physical facilities; and considers the linkages among categories and their mutual impact.

Conclusions

Arguably, our strongest area of impact at the Odette School of Business is that of community outreach. The OSB is truly a core member of the Windsor-Essex community, with both faculty and students highly engaged in, involved with, and connected to the many activities of our community. From course-driven projects, to board representation, volunteerism, social entrepreneurship, social innovation, Enactus, community forums and so on, the OSB is a large part of, and a contributing member to, its local and global community. The key initiatives described and discussed in this report have positively changed the lives of students as well as community stakeholders. We will continue to foster and further strengthen our relationships with the surrounding community and societal stakeholders, as this has clearly become an important means through which the OSB has helped to create future leaders and a sustainable society.

Research at Odette continues to evolve and align with the PRME principles. Launched in 2010, a new research program founded on six fundamental organizational issues has served to shape the activities and investments of the School and its faculty. These foci include:

- Leadership and Governance
- Transformation, Innovation and Organizational Performance
- The Economy of the Future
- International Business
- Business Education
- Corporate Social Responsibility

Investments in research funding, support, and promotion have improved faculty productivity, leading to an impressive body of research examining the impact of organizations in the creation of economic, social and environmental value. While the arenas identified in the Research Program have been part of the DNA of our faculty, the Program has served as a roadmap, guiding recent selection and retention decisions, demonstrating our continued and escalating commitment to fields of research such as sustainability, non-profit governance, social and corporate entrepreneurialism. Moving forward, we aim to further leverage this expertise through increased undergraduate and graduate student engagement. The Odette School's recent acceptance in the Outstanding Scholars Program is one such avenue of participation, identifying high capacity undergraduate students, allowing them to build research capacity through participation in ongoing research projects. Additionally, the MBA Research Assistant program provides graduate students with opportunities to work closely with faculty members on research projects and activities in their areas of interest.

Guided by the mission statement of the OSB, great efforts have been made to create engaging experiential learning environments.

Taking pride in our diverse student body, and oriented to a global context, we deliver educational opportunities in a positive learning environment. Our goal is to prepare students for successful business and professional lives.

We foster the development of managers and professionals through involvement with our key stakeholders, through responsive programs and delivery methods, and through our intellectual contributions.



Many of the courses at the OSB seek to create effective learning experiences enabling students to take leadership roles in a sustainable society. This begins on day one in our introductory courses and follows through to the program capstone. Some of the means through which we do this have already been discussed.

Moving Forward

As we go forward in our efforts to continuously improve our programs, we foresee the need for greater emphasis on:

- Identification of gaps in our programming;
- Creation of new offerings to fit a changing world,
- Communicating the content of existing offerings and in particular, we need to do a better job at incorporating ethics, CSR and sustainability into our courses – and of tracking their results.

In a number of important respects, guiding principles of the AACSB process have led, and will continue to lead us toward greater clarity in our programmatic decision-making at both the undergraduate and graduate levels. With the creation and inclusion of course offerings centred on themes of sustainability, ethics and social responsibility, and in combination with the mentorship and outreach opportunities presented by the Richard Peddie Leadership Initiative, the School has made important strides toward its commitments to PRME directives. **Issues of particular concern will continue to include:**

- Organizational leadership and governance;
- The need for environmentally and economically sustainable business practices,
- Ethical responsibility and increasing social inequality across the world.

Lastly, the embodiment and institutionalization of our PRME commitment is reflected in the space we inhabit. We are currently expanding our physical structure and are making environmentally sensitive decisions in our lighting, air, and materials. Unfortunately cost considerations have delayed implementation of some environmentally sustainable retrofit projects. Progress needs to be made on aligning cost and sustainability criteria. In the future we will make improvements through the pursuit of continued environmental and economic efficiencies, and the use of environmentally-friendly cleaning products throughout the School.



Formerly the University Bookstore, this large 3-floor space is currently being renovated for exclusive use of Business students. New facilities include an 80-seat videoconference classroom and meeting/study space for students. The official opening will be in September 2013.

Taken as a whole and with input from our Dean, since our original endorsement of PRME in 2008, we have mindfully gathered many of the components needed to take our commitment further. What remains is:

- To assemble the puzzle pieces to create greater interconnectivity among the constituent parts, and
- To weave together a picture that demonstrates our holistic commitment to PRME initiatives.

We look forward to creating this picture through an inclusive, participative, multi-stakeholder approach where our strategy toward creating an educational process that leads to a sustainable society remains fluid and changes as society does, but with a commitment to our students and society that never wavers.

