United Nations Principles for Responsible Management Education (PRME)

Sharing Information on Progress Report

2020 - 2022

Conestoga College Inaugural Report – Published November 2022
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Executive Summary

Conestoga College is proud to present its first Sharing Information on Progress (SIP) Report for Principles for Responsible Management Education (PRME). The Conestoga School of Business signed onto PRME in November 2020, and over the past two years has worked to meaningfully implement each of its principles. This report confirms Conestoga’s continued commitment to PRME with letters from the President of Conestoga College and the executive team steering the initiative. Within its commitment to PRME, the School of Business is also committed to advancing the United Nations Sustainable Development Goals (SDGs) within campus operations, research, curriculum and activities.

Throughout this report SDGs icons have been placed beside many of the sections outlining initiatives, curriculum and activities to highlight how the work to advance PRME also aligns with the SDGs. The School of Business recognizes that the SDGs require significant collaboration to achieve and strive to incorporate them to advance sustainable development.

This report shows how the School of Business is advancing each of the six PRME principles: Purpose, Values, Method, Research, Partnership and Dialogue. Each principle detailed in this report includes a section outlining the overall strategy, practical actions taken and goals for the next 24 months. This report will then focus on Conestoga College’s organizational practices that help to support the PRME initiative with a focus on operational sustainability and Equity, Diversity and Inclusion (EDI). Throughout the report you will also find testimony from students, alumni and employers who share how PRME at Conestoga has made a positive impact. The final section of this report provides a reflection on the progress made since becoming a signatory and summarizes the goals the School of Business has set for the next 24 months by Fall 2024.

As one of the first Canadian Colleges to become a signatory to PRME, Conestoga College strives to lead by example and advance PRME Principles within its networks. Over the next two years, the School of Business will focus on centralizing data collection, formalizing pathways for curriculum and research to incorporate PRME and the SDGs as well as building internal and external partnerships. PRME is now a major focus in the School of Business Strategic Plan, and its continued development will serve as an example for the rest of Conestoga College.
Land Acknowledgement

At Conestoga College, we would like to acknowledge that in Kitchener, Waterloo, Cambridge and Brantford we are located on the Haldimand Tract, land promised to the Haudenosaunee people of Six Nations, which includes six miles on either side of the Grand River. This is the traditional territory of the Anishnawbe, Haudenosaunee, and Neutral peoples. To recognize the land is an expression of gratitude and appreciation to those whose territory we reside on, and a way of honouring the Indigenous people who have been living and working on the land for thousands of years.

Practical Actions

Conestoga is establishing and building meaningful relationships with local urban Indigenous groups and encouraging Indigenous students to honour their heritage. Conestoga’s Indigenous Studies program and Be-Dah-Bin Gamik, a Place of New Beginnings, which provides services and supports for Indigenous students, collaborated to develop the garden. It serves as a living classroom to help build cross-cultural relationships and a deeper understanding of Indigenous land-based practices and knowledge and is also used to bring members of the college together while supporting the broader community.

Conestoga’s Indigenous Garden covers an area close to 4,000 square feet and is shaped to resemble a medicine wheel. Planting began in May 2021 to include sacred medicines and local Indigenous foods, such as tobacco, sweetgrass, corn, bush beans, and squash as well as potatoes, strawberries, raspberries, and tomatoes. The garden has also made an impact across the broader community. Last year it served more than 100 families through donations made to the Cambridge Food Bank. The weekly deliveries to the food bank were also made throughout the 2022 harvest. Annually, we organize a college-wide program to recognize Truth and Reconciliation, as well as celebrating National Indigenous Peoples Day. Conestoga hosts an Annual Pow Wow, celebrating culture, spirituality, and heritage of our Indigenous community.
I am proud to endorse this inaugural Sharing Information on Progress (SIP) report. On behalf of the students, staff, and faculty at Conestoga College, I convey our ongoing support for the United Nations Principles for Responsible Management Education (PRME).

Conestoga College is one of the fastest growing colleges in Ontario, Canada, and a leader in polytechnic education, with ten campuses and training centres across seven cities in southwestern Ontario. Conestoga’s career-focused education programs – from apprenticeships to diplomas, degrees to postgraduate certificates, continuing education, and part-time studies – all reflect Ontario’s changing job market. Conestoga College helps students build the skills and knowledge that today’s employers seek.

Conestoga College is ranked among Canada’s top 20 research colleges and holds the country’s highest ranking for Industry Research Intensity. Our research funding portfolio of more than $37 million included more than $2 million in new funding awarded in 2020-2021. Over the last year, more than 220 faculty and 4,200 students were engaged in applied research activities, including curriculum and capstones. These applied research activities support student learning and help surrounding businesses grow, innovate, and improve their productivity.

As one of the first Canadian Colleges to become a PRME signatory, the School of Business can build upon Conestoga’s leadership in polytechnic education and applied research. Given this leadership, the School of Business is ideally suited to advancing responsible management education through PRME. As outlined in this report, over the past two years, the School of Business has worked to implement each of PRME’s six principles, incorporated PRME into their Strategic Plan, and provided many opportunities for student research and learning surrounding the United Nations Sustainable Development Goals (SDGs).

The School of Business has made significant progress towards PRME implementation. On behalf of the College, I am pleased to affirm our enthusiastic support for Conestoga College’s commitment to PRME.

Yours sincerely,

Dr. John W. Tibbits
President, Conestoga College
On behalf of Conestoga College’s School of Business, we are pleased to present the inaugural SIP Report, a demonstration of our commitment to PRME. As you will see in this report, the School of Business has worked hard to secure a foundation for PRME, making it a common theme throughout our Strategic Plan.

We recognize the responsibility to ensure students receive business education that incorporates responsible management and the United Nations Sustainable Development Goals (SDGs). Outlined in this report are goals to increase the percentage of PRME related activity in programs, and training opportunities for faculty to make curriculum changes. In addition to curriculum changes, we will continue to find opportunities for students to participate in applied research and create spaces for dialogue and partnership surrounding PRME and the SDGs.

We are proud that many of our School of Business students are international and new to Canada as they enter their studies with us. PRME and the SDGs offer an excellent opportunity to help provide a global context to the School of Business and inspire students from diverse backgrounds. We recognize the need to inspire these students so that they learn and adopt PRME and the SDGs once they graduate and find jobs in local, regional, and international economies.

Conestoga College School of Business is honoured to be one of over 800 PRME signatory schools worldwide. As one of the first Canadian Colleges to become a signatory, we hope our first SIP Report can inspire other Canadian learning institutions and thereby contribute to responsible management research, education, and thought leadership. This work helps to achieve the School of Business vision to set the standard for applied business education and research.

We are committed to advancing PRME and will continue to embed its principles across the School of Business. We look forward to advancing the goals set out in this report.

Sincerely,

Dr. Michelle Grimes
Dean, School of Business

Gary Hallam
Senior Vice-President, International
Executive Dean, School of Business, School of Hospitality
Letter from the PRME Chair

In October 2021, I was appointed to be the PRME Chair for the School of Business, as part of my portfolio of over 200 faculty and staff and approximately 2000 students. I have been with the Conestoga College School of Business since 2012, starting as a professor and program coordinator, and becoming a Chair in 2019.

My experience within the College system positions me well to help implement PRME-related change within the School of Business. In addition to my role at Conestoga College, I am completing a Doctor of Education focused on bridging the knowledge gap from traditional business school education to the implementation of PRME. Through this research, I hope to formalize pathways for PRME curriculum development and ultimately offer this framework to inspire other PRME signatories through my published research.

With the support of Conestoga College, I oversee all PRME activities and facilitate the implementation of PRME projects. I also provide guidance and institutional support to the PRME Coordinator, Anna Hohenadel, and other faculty and staff, including the PRME Steering Committee and the PRME Working Group.

This report details how responsible management education, guided by the United Nations Sustainable Development Goals (SDGs), is woven into the purpose, values, method, research, partnerships, and dialogue in the School of Business and provides a strategy and goals for each of these principles.

The School of Business has already made great progress toward PRME through initiatives such as the eTexts program, Open Education Resources, and incorporation of PRME and the SDGs into courses and programs. I look forward to continuing my work as the PRME Chair and demonstrating leadership in the field, especially through our upcoming Micro-credentials. Conestoga College is the first higher education institution in Canada to offer a Carbon Literacy Micro-credential accredited by The Carbon Literacy Project, and the micro-credential in development for faculty to implement PRME will be the first of its kind in North America.

I am proud of what the School of Business has accomplished within our first SIP Report and look forward to seeing what the School of Business can achieve working together as a signatory to PRME.

Sincerely,

Amy Gleiser
PRME Chair,
School of Business
PRME at Conestoga: Origin Story

A Joint Letter from the PRME Co-Founders

Like all education institutions across the world, 2020 will be a year to remember for many reasons. At Conestoga College School of Business, it was a year that challenged us in creatively delivering excellence in education during a global pandemic. In our memories, 2020 will also be etched as the year that presented us the opportunity of strategically adopting responsible management education through PRME. Conestoga College embraced this as an opportunity to shape the future direction of business education.

Each summer, the college community collaborates to conduct an ‘Employees for Excellence in Education (E3) conference’. In June 2020, due to the spread of COVID-19 the format of the conference was switched to a virtual mode - the theme adopted for the conference was ‘Wellness at Conestoga’. One of the sessions conducted that year was ‘Introducing Sustainability in Classrooms and Daily Lives’. During this workshop that attracted faculty, staff, and administrators; the six PRME principles were introduced. The discussion that followed led to the realization that each of the six PRME principles were already being pursued in multiple ways. Our curricular, operational, research, and stakeholder engagement practices had a strong alignment with these principles. This ideation process laid the foundation for PRME at Conestoga and the two-year journey has been very inspiring.

PRME at Conestoga began with the primary purpose of addressing student needs; developing skills for employability in an ever-changing business environment. The reality is that today’s business practices have been shaped by the business environment of the 20th century. In contrast, the challenges that businesses are facing now, in the 21st century, are new. Therefore, business practices need transformational changes that can only be realized through education that meets the needs of the 21st century; responsible management education (RME). Responsible management education will play a critical role in shaping students as future business leaders ready to lead this transformation. To ensure that our students are equipped with skills that industry needs and to play an active role in accelerating progress toward the Sustainable Development Goals (SDGs), Conestoga School of Business's PRME journey began as one of the first Canadian colleges on this path.

Conestoga’s School of Business has always supported industry needs. Our local industry is constantly grappling with risks that are economic, social, and environmental in nature. To mitigate these risks and develop resilience in a constantly changing business environment, industries need skilled leaders and managers that can help solve problems through innovation and systems thinking. Our classrooms and campuses will continue shaping the mindsets that prepare students in leading others for a sustainable future.

We are very glad to share the progress on this journey through the first SIP report. Since we began, there has been tremendous progress in shaping our purpose, values, methods, research, and partnerships through the PRME.
principles and Sustainable Development Goals (SDGs). Our focus will continue to be on how these aspects benefit students and the positive impact they have in industry and in our local and global communities. Throughout this report you will find shining examples of this impact.

Sincerely,

Established in 1967, Conestoga College now has campuses and training centers in seven cities within Ontario, Canada serving approximately 55,000 full- and part-time learners. Conestoga attracts a diverse student body. As of Fall 2022, the student body included approximately 16,340 international students from more than 80 different countries.

Conestoga is one of Canada’s fastest growing colleges and a leader in polytechnic education. Conestoga delivers more than 300 career-focused programs and is the region’s only provider of polytechnic education. Conestoga is proud to give back to the cities in which it operates; 65% of graduates remain in the area after graduation. To date, more than half of the local adult population has participated in Conestoga education and training activities. With numerous program options and entry points, Conestoga has the capacity to support students, wherever they are in their education or retraining journey.
Applied Education for Real-World Careers

Programs at Conestoga College range from apprenticeships to diplomas, degrees to post-graduate certificates, continuing education and part-time studies. Faculty have experience in their fields and students are given opportunities to practice applied research with real-world industry clients. Conestoga focuses on career-ready graduates with programs tailored to current labour market needs and is committed to continuous improvement. Conestoga’s success is evident through its graduates with 87% of graduates obtaining employment within six months of graduation. In addition, almost 93% of employers confirmed they were satisfied with the skills and knowledge of their new Conestoga-trained employees.

The Conestoga College School of Business

Within Conestoga College, the School of Business offers 43 different programs varying from certificates, diplomas, degrees, advanced diplomas, and graduate certificates. As of September 2022, the School of Business had 7,105 full-time students and approximately 600 faculty.

Since becoming a PRME signatory, the School of Business has placed PRME at the center of its Strategic Plan to ensure these principles remain a clear objective for the long term. The mission, vision, and values of the School of Business help to build an environment for the future success of PRME:

- **Vision:** Setting the standard for applied business education and research.

- **Mission:** To provide high quality, innovative and experiential business education and applied research that meets the demands of our students, while serving our local, regional and international communities and driving future growth.

- **Values:** Student Focus, Collaboration, Accountability, Inclusiveness and Innovation
Sustainability Strategy and Approach

Beyond the School of Business involvement in PRME, Conestoga College has an institution-wide commitment to sustainability. Sustainability was identified as one of the three main strategic goals outlined in the Conestoga College Strategic Plan for 2021 to 2024. Within this goal are objectives that reinforce Conestoga's dedication to collaboration and continuous improvement. These objectives include:

- **Contribute to Canada’s fight against climate change** through the development of innovative environmental solutions for industry as well as continued efforts to improve energy efficiency, reduce GHG emissions, and implement waste reduction and diversion strategies across college operations.

- **Engage proactively with employers, business, community and government partners** to address evolving expectations and priorities, respond to changing workforce and community needs, and increase understanding of Conestoga’s role and importance in the prosperity and well-being of regions across southwestern Ontario and beyond.

- **Work with and support employers** in understanding and responding to changing social, economic, and market trends and demands with a particular focus on the skilled trades and the opportunities afforded by the green economy.

- **Position Conestoga as a vital component in the social and economic recovery** and future development of the municipalities and regions we serve.

This college-wide commitment to sustainability helps create an environment for PRME to thrive within the School of Business. The following six sections of this report will provide an overview of the practical actions the School of Business has taken to implement PRME, share upcoming projects and set goals for future actions. As PRME activity continues to grow within the School of Business, we look forward to sharing our success and introducing PRME across the college. The implementation framework developed in the School of Business through applied research and dedication to PRME goals can serve as an example for other post-secondary schools in Canada that are not yet PRME signatories. Specific examples of operational sustainability will be provided in the organizational practices section of the report.
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 economy.” - PRME Initiative

Strategy

The School of Business is committed to the success of its students and recognizes that the integration of PRME principles should be a foundation of their education. The School of Business embedded PRME throughout its Strategic Plan to establish a framework for its continued growth – and created a dedicated team to ensure its future success.

Practical Actions

School of Business Strategic Plan and PRME

PRME is woven into the School of Business's institutional strategy through its direct reference within the Strategic Plan. The Strategic Plan outlines five operating principles of the department, consistent with the College’s overall values. One of these operating principles states:

- We provide responsible business education that aligns with the United Nations Principles for Responsible Management Education (PRME) Initiative.

PRME was identified as one of five major themes within the School of Business along with student and faculty experience, quality, research and scholarship, and growth. Within this theme, the School of Business Strategic Plan sets out several initiatives to determine what will be accomplished through PRME and how this progress will be measured.

The initiatives and their metrics are outlined in the chart below:

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<th>Measures</th>
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<td>Increase the percentage of programs with PRME-related activity or assessment by 2024.</td>
<td>50% of programs by 2024.</td>
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<tr>
<td>Implementation of a PRME outcome into programs, courses, initiated by program-area faculty/staff and tailored to programs.</td>
<td>30% of program designs by 2024</td>
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PRME strategically aligns our institutional values, with the global Sustainable Development Goals and provides a vision for education leadership in a post-Covid era.

Demonstrates leadership in Responsible Management Education at local and global levels through enhanced rankings and reputation.

The School of Business Strategic Plan also identifies how PRME activity can help to advance some of the objectives set out in the Conestoga College Strategic Plan. PRME can help to advance the overall College objectives by supporting work towards environmental solutions; brand enhancement and differentiation; and business, community and government partnerships. In this way, PRME activity within the School of Business will feed into the strategic goals of the College. It follows that PRME and the inclusion of the SDGs represent a significant value-add, not only for the School of Business, but for Conestoga College as a whole.
PRME Roles and Taskforces

PRME was introduced to the School of Business by the PRME Co-Founders. In the last two years, since becoming a signatory, the number of staff involved in PRME has grown and is outlined below:

**PRME Co-Founders**

Dr. Rajul Singh and Laura Matheson are the School of Business faculty credited with bringing PRME to Conestoga College and the School of Business. Their knowledge and expertise played a pivotal role in developing this SIP Report and examples of their hard work, dedication, and thought leadership are evident throughout. They co-lead the PRME Steering Committee, the PRME Working Group and provide excellent program leadership through the Sustainable Business Management Graduate Certificate. As PRME continues to grow within the School of Business, they will continue to play an important role in its continued success.

**PRME Working Group**

In March 2021, the PRME Working Group was created to provide expertise in advancing the PRME principles and SDGs through short-term or long-term projects that align with PRME. PRME Working Group members are responsible for: developing objective-based action plans for integrating PRME principles; conducting a PRME related event or project; supporting outreach of PRME events for a wider audience; mentoring student champions; and proposing experimental learning opportunities involving PRME and the SDGs. The PRME Working Group meets every two months and includes 26 faculty members from across the School of Business.

**PRME Steering Committee**

In January 2021, the PRME Steering Committee was formed with the goal of providing strategic guidance for the integration of the PRME principles and SDGs in the School of Business. The committee helps to oversee the alignment of PRME with the Strategic Plan, provides guidance for implementing PRME across the School of Business, ensures that PRME and SDGs are embedded in programs, and guides sustainability initiatives for internal and external stakeholders. The Committee aims to create a culture of change. The PRME Steering Committee meets every two months and is comprised of five core members.

**PRME Chair**

In October 2021, Amy Gleiser was appointed to be the Chair responsible for PRME in the School of Business. In this role, Amy leads Conestoga’s PRME and sustainability initiatives in collaboration with internal and external stakeholders. This includes effectively allocating human, fiscal, and physical resources, as required. Amy implements strategies to reach PRME goals throughout the School of Business and has a proven track record as a changemaker across the school.
**PRME Coordinator**

In August 2022, the School of Business hired Anna Hohenadel to provide coordination and direction for PRME initiatives and meet the goals outlined in the School of Business Strategic Plan. In this role, she is responsible for coordinating all aspects of PRME initiatives, consulting with the PRME Steering Committee and liaising with external stakeholders. Working closely with the PRME Chair and the PRME Co-Founders, Anna collected data and compiled this SIP Report. After submitting the SIP Report, Anna will help to promote the report and work on setting project plan deadlines, scope and work breakdown and formalizing data collection.

**Student Led Sustainability Club**

The Sustainability Club was founded by students in 2021 and is the first Conestoga club to address this topic. The Sustainability Club provides an inclusive environment for students and staff to incorporate sustainability in their personal and professional lives utilizing the PRME Principles and the UN Sustainable Development Goals. The club provides a safe space for students across all programs at Conestoga who are interested in social and environmental issues and want to connect with like-minded people. The club runs events for students during the school year and maintains a social media presence to raise awareness about sustainability, PRME and the SDGs. The club offers a chance for students to gain practical skills, experience and build their resume through executive roles such as President, Vice President, Treasurer and Event, Marketing and Engagement Coordinators. Each year, the sustainability club attracts 30-40 participating students.

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**Student feedback**

“As an aspiring sustainability professional in the Sustainable Business Management program, I look for areas to apply the knowledge I receive in class to impactful actions. As a member and the new president of the Sustainability Club, I can safely say that I found the perfect platform to fulfill my passion while contributing to the UN SDGs and PRME. “

- Yousef Abdulhadi, Sustainability Club President, Current Sustainable Business Management Student

“The Sustainability Club at Conestoga College aspires to create and drive long-lasting positive changes in our lives and future generations by engaging people and organizations to develop a sustainable way of living and doing business... [The club] allows students with common aspirations to find solutions to the issues addressed by the United Nations under each SDGs, to develop the skills of responsible decision-makers and start creating a collective impact.”

- Nicole Vieytes, Sustainability Club Vice President, Current International Business Management Student

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**Environmental Sustainability Coordinator**

In February 2022, Samantha Tremmel Lamb joined Conestoga College’s Facilities Management team as Environmental Sustainability Coordinator. She was brought on board to initiate, improve and strengthen sustainable practices across campuses as it relates to buildings, GHG emissions, energy, food services, grounds, purchasing, transportation, waste, and water usage. She works to foster collaboration between, and coordination of student life and campus operations.
Building the SIP Report: Metrics Collection

Since becoming a PRME signatory, several methods have been used to track information on the faculty, research, events, and course material in which PRME has been incorporated. Most of this information is housed in a Sharepoint site using Microsoft Office online. Information was also collected through Working Group meeting minutes, as members provided project updates at the bi-monthly meetings.

Baseline information was collected through surveys distributed to the School of Business Faculty and students to gauge levels of interest and engagement for PRME, sustainability and the SDGs. The results of these surveys can be found in Principle Two.

In preparation for the SIP Report, the PRME Coordinator met with each Chair from the School of Business and their respective program managers and program coordinators. These meetings, along with existing information, helped to build a baseline for understanding the incorporation of PRME and SDGs into existing course outlines and applied research.

Through Conestoga College’s Quality Assurance office, a special PRME flag was also added to the annual program reflection process to flag programs for which faculty expressed interest in further incorporating PRME and the SDGs. In future, the PRME Coordinator will be available to support the inclusion of PRME and SDG elements into School of Business programs.

As PRME continues to grow within the School of Business, metrics collection will become more formalized, utilizing existing College database systems. Alignment and collaboration with other College schools and departments will ensure the PRME metrics system works optimally within the current infrastructure.

Goals for the Next 24 Months (Fall 2024)

- **Strategic Plan Goal:** Complete and implement the goals outlined in the first SIP Report
- Centralize data collection for all PRME activity
- Create a student representative role within the PRME Working Group to allow for increased student engagement in PRME planning
- Develop a co-op position, whose primary responsibility will be to align institution-wide sustainability and PRME efforts, which are currently centralized in the School of Business
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.” - PRME Initiative

Strategy

The School of Business aims to transform teaching, research and thought leadership to serve societal needs while developing responsible leaders of today and tomorrow. Through its activities and curricula, the School of Business will advance the PRME principles and SDGs among stakeholders to influence responsible management education.

Practical Actions

As a means of influencing responsible management education, Conestoga and the School of Business will lead by example. Two examples of this leadership can be found in the eTexts and Case Research Development Programs which help to make high quality educational materials more accessible to students and faculty.

eTexts Program

The School of Business is an active participant in the Conestoga College eTexts initiative. Through this program, all course textbooks are offered online through the Texidium platform. Students are given access to the resources on day one of classes and the unlimited use of the resources is included in student fees. The eTexts are accessible online and offline and provide many accessibility features. Students who use the program retain permanent ownership of the material they download.

The eTexts program was especially helpful during COVID-19, when many international students were learning online in remote locations. eTexts eliminated shipping costs and resolved physical textbook availability issues. A Conestoga College-wide survey found that 94% of students agreed that not having to purchase a physical textbook was less stressful.
The eTexts program not only makes course textbooks more accessible for students and saves on paper and waste created using hard copy books, it also offers a considerable cost savings for students. In the Fall 2020, four popular business courses adopted the eTexts program and over the past two years has saved students over $680,000.

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<th>Course Code</th>
<th>Physical Textbook Cost</th>
<th>eTexts Cost</th>
<th>Savings per Textbook</th>
<th>Number of Students Enrolled in the course since Sept. 2020</th>
<th>Total Savings (2020 - 2022)</th>
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<tr>
<td>MKT1040</td>
<td>$116.15</td>
<td>$36</td>
<td>$80.15</td>
<td>3,906</td>
<td>$305,050.90</td>
</tr>
</tbody>
</table>

TOTAL SAVINGS: $680,791.40

Case Research Development Program (CRDP)

The Case Research Development Program (CRDP) provides support for School of Business faculty to develop case writing skills and develop high quality cases to enhance student learning. This program helps to improve the availability of course resources through Open Access Teaching Case Journals which are free to use and publish. The CRDP helps to build resources by:

- Increasing collaboration between faculty, students, other educational institutions, and business partners who support case research to help solve real world problems
- Providing an Open Education Resource that is free to use and publish, aimed at reducing the cost of education for students and promote digitization of resources
- Offering Peer-Reviewed Editorial Services and mentorship to provide developmental feedback to authors aimed to produce high-quality case research submissions
- Promoting scholarly work and research within the School of Business and the College through CRDP activities.
The CRDP is managed by the Case Research Peer Review Committee (CRPRC), comprised of the following members: Dr. Jane Gravill, Dr. Fatih Yegul, Dr. Kevin McDermott and Kim Carter, M.A. There are 12 full-time faculty case writers in the CRDP and five part-time faculty writers. The CRDP is continuing to gain momentum in the School of Business as five more faculty members have expressed interest in participating. Cases developed by faculty are reviewed through a sustainability lens to better understand how they can contribute to the SDGs and PRME.

For a list of CRDP Publications, from November 2020 to October 2022 please see the appendix.

**PRME and Sustainability Knowledge Surveys**

To establish a baseline of knowledge and gauge interest about PRME and the SDGs, the School of Business conducted two on-campus surveys. The first study captured student desire for sustainability education. The second captured faculty attitudes about implementing PRME in their courses.

The first survey was launched in March 2019 and was distributed to students, faculty, and staff at the Conestoga Doon Campus – before the School of Business became a signatory to PRME. The survey collected 644 responses, over 90% were students. Of these students, 90% were enrolled in the School of Business at that time. This survey found that:

- 78% of respondents thought sustainability is something that all courses at Conestoga College should actively incorporate and promote
- 80% of respondents said sustainability is something they would like to learn more about.

The results of this initial survey showed that students overwhelmingly wanted more sustainability content incorporated into their education and activities. This enthusiasm provided an excellent environment for PRME’s launch in the School of Business.

The second survey was distributed during Winter 2021 to faculty and administrative staff within the School of Business. The survey asked six questions about incorporating PRME into courses and found a large percentage of respondents were already including PRME or interested in doing so. In total, there were 124 respondents. The results were as follows:

- 65 faculty (52%) are teaching courses with PRME principles and/or the SDGs integrated into student learning
- 98 faculty (79%) agreed there may be an opportunity to better integrate PRME principles and/or the SDGs

Overall, these results demonstrated enthusiasm for PRME among students and faculty. Within one year of becoming a signatory, some School of Business faculty were already engaged in structured PRME learning opportunities. The momentum driven largely by the PRME Co-Founders showed a strong desire among faculty to learn more about PRME and the SDGs and incorporate these principles into their teaching. The PRME Coordinator will work to continue to formalize the process for engaging faculty and students into PRME participation.
**Sharing PRME Values within the School of Business**

As demonstrated, since becoming a PRME signatory, the School of Business has worked hard to share the PRME principles with faculty and students. Growth started organically and has since grown with the addition of the PRME Working Group and Steering Committee creating more PRME representatives within the School of Business faculty. PRME updates are also shared through a monthly School of Business newsletter and at presentations at School of Business meetings.

In Fall 2021, a sustainability module was added to Conestoga 101, a mandatory self-directed course for students, faculty, and staff that introduces new students to support, services, and academic expectations at Conestoga. Within the sustainability section, there is an introduction to PRME and the SDGs. The inclusion of this module helps draw student attention to these issues and frames the values that guide Conestoga College.

**Overcoming PRME Introduction Challenges**

PRME started at the School of Business largely thanks to the dedication of two faculty members and it has now grown to be a pillar of the School of Business Strategic Plan. Once introduced, PRME was met with enthusiasm from both students and faculty, but the PRME Co-Founders are also full-time faculty, so time constraints presented a challenge to implementation. Keeping track of all PRME related activity across the School of Business became a challenge and is something that will become more formalized in the next two years. As PRME gained momentum in the School of Business, administrative staff and other faculty were able to provide support and the PRME groups outlined in Principle One were formed. In advance of this SIP Report, a dedicated PRME Coordinator position was created to support PRME implementation.

COVID-19 presented another challenge to the PRME implementation at the Conestoga School of Business. Examples set by other schools in implementing PRME are largely centered around in person learning and events. Classes were shifted to being entirely remote during the height of the pandemic, so on-campus events, discussions, or competitions could not occur. This change motivated faculty to think differently about courses and incorporate new teaching methods to adapt to the virtual environment.

In this way, the virtual teaching environment became an opportunity for innovation rather than a challenge. This format allowed for opportunities for international dialogue and discussion surrounding PRME, with many international students participating from their home countries. In the virtual COVID-19 classroom, many instructors started incorporating PRME and the SDGs into their teaching. COVID-19 also demonstrated why responsible management education and the SDGs are so important, since it shone a light on inequalities in the global economy and thereby demonstrated why sustainable growth is so important.
Conestoga College was one of the first Canadian Colleges to become a PRME signatory, and the College has chosen to lead by example. Without an example of Canadian college implementation, the School of Business has paved its own way, which was both a challenge and an exciting opportunity for growth and leadership. As a college, Conestoga and the School of Business are in a unique position to collaborate with industry to ensure that the responsible management education provided is relevant and valuable to today’s job market.

**Goals for the Next 24 Months (Fall 2024)**

- **Strategic Plan Goal:** Build faculty capacity related to PRME through training and development opportunities with five new faculty members participating each year.

- Launch the Open Access Teaching Case Journal (OATCJ) as a fully functional journal with a peer-review submission process in place, hosted on its own website by 2023.

- Create a website presence for PRME on the Conestoga College website.

- Now that in-person learning has resumed, create a physical presence for PRME and the SDGs on campus to increase visibility and participation.
Principle 3: Method

“We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.” – PRME Initiative

Strategy

The School of Business will meaningfully incorporate sustainability, PRME, and the SDGs into course outcomes and evaluations across the School of Business. Faculty support will become more formalized as PRME continues to grow and provide a framework for others in the Conestoga community looking to incorporate this knowledge.

Practical Actions

PRME and SDG Related Courses

Shortly after Conestoga College became a signatory to PRME, an initial scan was conducted of all School of Business programs to determine possible connections to PRME. Through this scan, it was revealed that 25 programs included at least one course containing themes relevant to PRME.

In September 2022, a survey was conducted to determine the number of courses with PRME, SDGs or sustainability incorporated within the course outline, outcome, or assessment. The survey showed that 49 courses fit these criteria. Some examples of these courses are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Outcome</th>
<th>Course Evaluation</th>
<th>Related SDGs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources (HRM8130)</td>
<td>Assess whether human resources programs, policies and procedures align with the organization’s strategy given social, economic and environmental conditions and how they foster equitable and productive organizational environments with maintaining responsible management practices.</td>
<td>In an individual assignment, students are asked to compare the organization’s corporate social responsibility initiatives to PRME, the 17 Sustainable Development Goals and assess which of the 17 goals align with the organization’s initiatives.</td>
<td>4</td>
</tr>
<tr>
<td>Course</td>
<td>Course Outcome</td>
<td>Course Evaluation</td>
<td>Related SDGs</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>Global Markets and Strategies (MKT8035)</strong></td>
<td>Integrate the Sustainable Development Goals (SDGs) and supporting frameworks in functional areas of business – global marketing at the strategic and/or operational levels, to enhance economic, social and environmental benefits for stakeholders.</td>
<td>In the final term project, students are asked to describe the Sustainable Development Goals (SDGs) that the specific company is supporting and categorize how this SDG relates to the company’s product or service.</td>
<td>4, 8, 9, 12</td>
</tr>
<tr>
<td><strong>The Business of Social Media Marketing (BUS8590)</strong></td>
<td>Develop a social media marketing plan based on Sustainable Development Goals (SDGs) that meets the objectives of a global business.</td>
<td>In a group final project, students are asked to describe the Sustainable Development Goals (SDGs) and discuss how the group will incorporate a minimum of one of the SDGs into this social media plan for the selected company.</td>
<td>4, 8, 12, 17</td>
</tr>
<tr>
<td><strong>The Art of Negotiation (MKT3070)</strong></td>
<td>Discuss the impact of implementing a collaborative model in negotiation based on Sustainable Development Goals (SDG’s) to preserve the world’s limited resources.</td>
<td>In the final negotiation, students are asked to incorporate sustainability and the SDGs into the Sales Proposal Letter and Sales Deck.</td>
<td>4, 6, 12, 14, 15</td>
</tr>
</tbody>
</table>
Beyond the inclusion of sustainability, PRME principles, and SDGs within individual courses, the School of Business offers sustainability-based programs or specializations throughout all program types – degree, diploma and certificate. These include:

- **4 Year Bachelor of Business Administration (Honours) International Business Management Degree – Sustainability Management Major** offered at the end of Year Two
- **2 Year Business – International Business Management Diploma** - Sustainable Business Practices Specialization Stream launching Fall 2023
- **1 Year Sustainable Business Management Graduate Certificate** (with optional co-op)

**Bachelor of Business Administration (Honours) International Business Management Degree – Sustainability Management Major**

This four-year, co-op Bachelor of Business Administration (Honours) program is designed to prepare students to manage international business endeavours and work in global companies. The goal is to provide graduates with the ability to bring people, processes, and technology together to achieve improved performance in domestic or international enterprises. The program includes three paid co-op terms, the choice of a major consulting project or a Bachelor’s thesis, international exchange opportunities and dual-degree opportunities in Ireland and France. In Year 2, students have the option of selecting one of four majors or continue in the general stream.

Students who select the Sustainability Management Major will be provided with the following course options:

- Environmental Principles;
- Environmental Economics;
- Sustainable Finance;
- Sustainable Management Strategies;
- Sustainability Performance Management and Reporting;
- Environmental Management Systems;
- Sustainable Supply Chain Management;
- Sustainable Marketing
This two-year Ontario College Diploma program prepares students with specialized knowledge and skills in international business, which will allow them to carry out business functions in today’s global marketplace. One of the goals of this program is to help students understand how business success at the international level is linked to strong corporate sustainability and corporate social responsibility initiatives. A new specialization stream in year two called Sustainable Business Practices is in development and launching in Fall 2023.

This diploma specialization option includes the following courses:

- Sustainability and Corporate Social Responsibility;
- Sustainable Marketing;
- The Circular Economy;
- Sustainable Operations;
- Sustainable Planning, Reporting and Business Ethics;
- Sustainable Business Proposal

**Sustainable Business Management (SBM) Graduate Certificate**

The SBM Graduate Certificate was a pioneering program in advancing the PRME and the SDGs. This graduate certificate was created to satisfy the growing demand for managers with sustainability expertise. Courses in the SBM program teach a diverse skill set needed to succeed in the field, including developing a new product or service and enhancing an existing one through a triple bottom-line approach. All of this with the goal of leading an organization to more sustainable operations or managing change and promoting engagement for sustainability. The optional co-op provides students a paid working opportunity in the field of sustainability.

PRME was introduced within the SBM program when the School of Business became a signatory in November 2020. Prior to this, the SDGs had already been incorporated into most of the program courses. In Fall 2021, the SDGs were mapped to each of the courses in the program as shown on the following page.
## Course Name | SDGs Addressed
---|---
**MGMT8425**

**BUS8460**

**BUS8450**

**MGMT8260**

**MKT8055**

**FIN8310**

**BUS8470**

**BUS8490**

**ENVR8005**

**MGMT8435**

**SCIE8010**
The SBM program serves as an example for other programs within the School of Business that want to incorporate sustainability, PRME, and the SDGs. Faculty involved in this program have also gone on to develop sustainability-based courses for other programs across the School of Business.

**Strategies to Develop PRME Related Course Content**

**Curriculum Templates**

For faculty at the School of Business looking to incorporate PRME and the SDGs, the PRME Working Group created a template and guide on how to incorporate the SDGs into course outlines and model course shells. The Mapping the SDGs template is an Excel-based template that outlines each SDG and provides faculty with the opportunity to consider whether a course currently connects to SDGs and where future connections could be made. The guide is a one-page road map on how to incorporate the SDGs, with time estimates for each step, to establish expectations around the time commitment necessary for faculty participation. This guide provides resources to learn more about the SDGs and examples of teaching outlines for faculty use. Select PRME Working Group members are also available for consultation in this process to help faculty make connections between their course content, the SDGs, and PRME.

**Annual Program Reflection (APR)**

In Spring 2021, the PRME Chair approached the Program Quality Assurance (PQA) Department at Conestoga College to determine ways that PQA processes could help support goal setting related to PRME. As a pilot for the School of Business, the PQA Department integrated PRME Principles as an actionable item in the 2022 Annual Program Reflection (APR) online application. In the Plan section of the APR, School of Business program teams were prompted to consider how action items align to the PRME initiative.

Program teams were given options of other sub-categories that could be linked to PRME principles, including but not limited to, course content/outline and program learning outcomes. As a result of this addition:

- 15 action items were flagged with reference to PRME Principles in Course Content/Outline, Evaluation and Assessment, and Program Learning Outcomes sub-categories
- 20% of PRME-related action items were categorized as high priority, and 53% were categorized as medium priority.
To help educate faculty, the Teaching and Learning Department, with the help of the PRME Coordinator, launched a workshop called PRME and SDGs: Teaching for a More Sustainable World in August 2022. This voluntary, 1.5-hour workshop is open to both full-time and part-time faculty with compensation provided for participation. Participating faculty learn more about how the School of Business has advanced PRME principles and are encouraged to consider how to incorporate PRME and the SDGs within their courses.

Funding is currently available for projects supporting PRME to incentivize faculty participation. Hours can also be allocated on the faculty Standard Workload Formula for those faculty undertaking projects or course development connected to PRME. Based on the experience of the first two years as a PRME signatory, it seems that staff are eager to participate. The School of Business will continue to build more formal pathways to participation in the coming years.

Impact on Students

“Since sustainability impacts individuals, communities and the government in their various activities, as an individual understanding and gaining knowledge of sustainable development will not only enable me to have an insight into sustainable development challenges the world is facing today but allow me to contribute to the achievement of the Sustainable Development Goals.”

- Nnenna Ijoma
Current Strategic Global Business Management Student
Impact on Students

“As future leaders of the world, feeling attracted to a purpose that is much bigger than us, such as the one behind the 17 Sustainable Development Goals (SDGs), and learning how our daily actions can contribute to achieving them by positively impacting on others and the planet, is an asset.”

- Nicole Vieytes
Current International Business Management Student

PRME in Curriculum Development

Courses

The survey conducted to track PRME implementation through course outline integration also highlighted over 15 courses currently in development that plan to incorporate PRME, SDGs and/or sustainability with course outlines. This enthusiasm within faculty is celebrated within the School of Business, and more formalized pathways will help to streamline the process of incorporating these themes.

Proposed New Program – Sustainable Food Systems

School of Business faculty member and Global Business Management Program Coordinator Tom Schell is developing a new program called Sustainable Food Systems (SFS). This program will offer hands-on, experiential learning and co-op placements to prepare students for multiple careers in the food sector to drive change and positively impact their communities. Supported by a diverse group of students and knowledgeable faculty, students will learn about a range of topics including:

- Sustainable urban and commercial farming methods and aquaculture with a focus on indigenous practices
- Distribution systems that minimize GHGs and supports cradle-to-cradle aspects
- Sustainable processing and storage methods
- Climate adaptation methods with respect to food production
- Input energy mapping for different food types
- Government mechanisms that would help transition to a sustainable food system through private and public sector initiatives
- Agri-tourism that connects city dwellers to local, sustainable food production.
Impact on Students

“Throughout my Strategic Global Business Management program at Conestoga College, I was deeply impacted by all topics related to Sustainability and the Principles for Responsible Management Education (PRME). I learned that being educated about sustainable practices is more than environmentalism; it also concerns social equity and economic development... I firmly believe that current strategic global leaders must acknowledge and truly embrace Sustainability to build long-term relationships with all stakeholders and create meaningful businesses.”

- Denise Shiohama
2021 Strategic Global Business Management Graduate

Goals for the Next 24 Months (Fall 2024)

- **Strategic Plan Goal**: Increase the percentage of programs with PRME-related activity or assessments to 50% of programs by 2024
- **Strategic Plan Goal**: Implementation of a PRME outcome into 30% of program designs initiated by program-area faculty and tailored to programs by 2024
- Centralize data collection on courses with SDGs and PRME-related content
  - Specifically, collect information on course data to find the total number of students participating in PRME related courses, determine the distribution of PRME content between core courses and electives, and the PRME representation across School of Business programs.
- PRME Coordinator to attend APR sessions when PRME is flagged to collaborate with faculty to ensure PRME and SDGs are meaningfully incorporated in outlines and assessments
Strategy

Conestoga College and the School of Business focuses on applied and pedagogical research with industry partners that incorporate paid work placement opportunities for its students. PRME-related research at the School of Business focuses on providing sustainability solutions for industry partners, providing hands-on learning experiences for students, and improving teaching outcomes for both students and faculty related to PRME.

Practical Actions

PRME Related Research Projects

**PRME Chair Amy Gleiser’s Dissertation & Micro-Credential: Implementing PRME in a Canadian Business School**

Through Arizona State University’s Doctor of Education in Leadership and Innovation program, Amy will be engaging in applied action research at Conestoga College. Amy’s focus will be on bridging the faculty knowledge gap to transition from traditional business school principles to implementation of responsible management (PRME) principles in curriculum across the School of Business. To help address this gap, Amy, along with a faculty team from the Conestoga School of Business, will develop a micro-credential focused on PRME and the SDGs. The aim of this micro-credential is to assist faculty in a substantial transformation of curriculum to integrate PRME principles. Launching in Spring 2023, it will be the first micro-credential in North America to offer this type of training to faculty. The results of Amy’s research will be published in her dissertation in 2024.
CISWP was established in 2019 and has received over $3 million in funding from agencies at federal and provincial levels. Hosted within Conestoga College’s School of Business, CISWP’s vision is to position Canada as a global leader in empowering businesses to adapt and thrive in the ever-changing competitive economy and building capacity for productive and sustainable work. CISWP’s mission is to improve the safety, wellness, and performance of the Canadian workforce by generating knowledge, transferring research to practice, and strengthening workforce development – all in collaboration with stakeholders. CISWP researchers are regular speakers at national and international scientific conferences. Annually, CISWP researchers mentor six to nine co-op students from various Conestoga departments. CISWP uses the SDGs as a strategic framework to help guide their work.

PRME related research projects include:

- Research in skilled trades to address workforce sustainability, health and safety
- Applied research in Inclusivity, Diversity and Equity (IDE)
- Research and development to tackle workforce shortage and challenges faced by the Canadian health care system

For a list of CISWP Publications, from November 2020 to October 2022 please see the appendix.

Sustainability Metrics Software Project

This research project is a collaboration between Conestoga College and The Owl Solutions – a software analytics platform based out of Waterloo, Ontario – to help identify supply chain inefficiencies. This project is led by Stephen Thomson, the Director of the Centre for Supply Chain Innovation and faculty for the School of Business. The goal of the project is to create a sustainability framework that incorporates metrics which can be calculated with existing data in companies’ IT systems, and thereby create opportunities for continuous improvement.

The purpose of the research is to bridge the gap in sustainability reporting that fails to address the needs of Small to Medium sized Enterprises (SMEs). Working collaboratively with two full-time School of Business co-op students from the International Business Management program and School of Business faculty, the team developed a sustainability framework and piloted a sustainability scorecard that uses existing data to calculate sustainability metrics. This research has now been used to develop a software application to help automate and simplify the calculation of sustainability metrics.
**BLOOM Kitchen**

Staffed by Conestoga students, Bloom Kitchen is a full-service teaching restaurant serving students, faculty and the community. Before the onset of the pandemic, Bloom was serving over 300 people a day with dine-in and grab-and-go options. Post-pandemic, Bloom Kitchen serves around 150 people a day. Faculty from the School of Business initiated a project to reduce greenhouse gas emissions in the menu by 50%, reduce food waste by 50%, and eliminate single use packaging for takeaway. This project was the result of collaboration between numerous Conestoga College departments and four industry partners. This project also incorporated student researchers and co-op students from Sustainability, Supply Chain and Culinary Programs.

**Open Educational Resources (OER) Initiative**

Open Educational Resources (OER) are teaching and learning materials available within the public domain or released under an open license that allows for no-cost access to use, adapt or redistribute. OER works to advance SDG #4 - Quality Education - to ensure inclusive, equitable and high-quality education while promoting lifelong learning opportunities for all. OER helps to remove barriers and improve access to education and provides students with more customized, relevant teaching materials that can be accessed at no or low cost to students and faculty.

The School of Business has been involved in OER creation since 2018, and OER was recognized in the School of Business Strategic Plan to support faculty creators in OER adoptions, adaptations, and new creations. In 2021, the School of Business initiated and supported the position of an OER Project Consultant. In this role Kim Carter supports the development of OER knowledge and associated skills with faculty and student creators.

Through OER consultation, project management support, and liaising with library supports the OER creators published multiple, collaborative, high-quality OER digital textbooks. These include interactive learning objects and ancillary resources in the Ontario Open Library Portal, which are available to all.

As a result of these efforts:

- As of September 2022, there are 14 School of Business-funded OER projects in development, with expected publishing dates ranging from Spring 2023 to Winter 2024.
- As of October 2022, the School of Business has 50 courses in which faculty have adopted OER in place of traditional paid resources. The School of Business continues to support faculty OER creators by providing funding for OER projects.

For a full list of School of Business OER publications from November 2020 to October 2022, please see the appendix.
Upcoming PRME Related Research

School of Business faculty Tanya Staples has received research funding from Conestoga College to study gender disparity in Canada's financial planning profession starting in Fall 2023. The study will work to understand the attempts to ameliorate this gender disparity and consider research questions dealing with the barriers and perceived barriers of entry and advancement of women in personal financial planning. This study will involve two to three paid student research assistants and allow for opportunities for faculty mentorship.

Goals for the Next 24 Months (Fall 2024)

- **Strategic Plan Goal**: Build research capacity in the areas of sustainability and responsible management with at least two funded projects per year
- **Strategic Plan Goal**: Increase the number of full-time faculty engaged in Scholarship, Research and Creative Activity 20% by 2024
- Launch the PRME Micro-credential with a minimum of 20 participating faculty members in the first cohort
- Create a process for evaluating and documenting research contributions to relevant SDGs
Principle 5: Partnerships

“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.” - PRME Initiative

Strategy

The School of Business will continue to build partnerships with industry and the community to help meet social and environmental challenges, provide opportunities for student involvement, and share knowledge on PRME and the SDGs. The School of Business will also continue to advance partnerships within Conestoga College.

Practical Actions

Building Networks around PRME Principles

Conestoga College Employees for Excellence in Education (E3) Conference Workshops

Conestoga-wide E3 conferences have provided an excellent opportunity for PRME networks to be established within the College. Over the past three years there have been three E3 presentations focused on PRME topics. In June 2020, the first E3 presentation was hosted by PRME Co-Founder Dr. Rajul Singh and represented the first time that PRME was introduced to the College. The momentum following this presentation helped pave the way for the School of Business to become a PRME signatory. In June 2021, the second E3 presentation was hosted by the PRME Co-Founders and focused on PRME, the SDGs, and Global Citizenship. The PRME Assistant co-op student also attended this presentation to provide a student perspective on PRME.

During the third E3 presentation, in June 2022, Professor Michael Quartermain and PRME Co-Founder Laura Matheson co-facilitated a workshop called Carbon Literacy Training: An Introduction. Carbon Literacy training supports PRME by providing education on the impacts and costs of carbon emissions. The purpose of the training is to create an awareness of the impact and costs of carbon on daily lives and motivate people to reduce emissions at an individual, community and organizational level. Michael Quartermain completed his Carbon Literacy certification in February 2021 and spearheaded the initiative to develop a Carbon Literacy Micro-credential within the School of Business.
In 2021, the School of Business initiated development of an 8-hour Carbon Literacy Micro-credential in partnership with The Carbon Literacy Project. This micro-credential will address the science of climate change, global impacts and response, the Canadian perspective, and climate solutions. Upon successful completion of the course, participants will receive both the micro-credential from Conestoga College and a certification from the globally recognized The Carbon Literacy Project. The micro-credential will be available to all Conestoga College faculty, staff and students through the Continuing Education Department of Conestoga College in early 2023. Conestoga College is proud to be the first higher education institution in Canada to have accredited Carbon Literacy Training through The Carbon Literacy Project.

**Sustainability Speaker Series**

The Sustainability Speaker Series started in Fall 2020 through the Sustainable Business Management Program (SBM) program. This series offered a valuable opportunity for students to hear from guest speakers working in the sustainability field. Including the speaker series events planned for the Fall 2022 semester, the speaker series has hosted 26 different speakers over 30 sessions. These professionals shared their insights into real-world sustainability challenges and opportunities. Ten of these speakers were former SBM students now working in the field.

In 2022, the audience for this speaker series expanded beyond just SBM students to include students from other School of Business Programs, including International Business Management and Global Business Management. For Fall 2022, the speaker series is excited to host several inspiring speakers including Mike Morrice, Ontario’s first-ever elected Green Party Member of Parliament.

Here are some reflections from students who attended these speaker series sessions:

“The Sustainability Speaker Series helps me understand what it takes to be a sustainability professional. I left each session feeling encouraged by their good work and inspired to do the same.”

- Vijay Lakshmi Behera, 2021 SBM Graduate
Sustainability Speaker Series - Student Reflections

“The Sustainability Speaker Series was refreshing and an exciting way to see how sustainability is being integrated into different aspects of an organization. Real-world examples are critical to our learning and the Speaker Series enabled this.”

- Naomi Sumi, 2021 SBM Graduate

“Every session I attended helped me to understand more about the diverse role of a Sustainability Professional. This was an invaluable opportunity for me to learn and network.”

- Adithya Girish, 2021 SBM Graduate

The International Sustainability Group

The International Sustainability Group (TISG) is comprised of faculty from Conestoga College, Durham University in the United Kingdom, Nottingham Trent University in the United Kingdom and Rowan University in the United States. This group of four educational institutions was created to collaborate on learning opportunities for students and teaching best practices. When classes switched to a virtual environment during COVID-19, this offered TISG an opportunity to host virtual events and bring students and faculty together. TISG hosted two virtual events with an international audience – one hosted by Conestoga about the circular economy (outlined in Principle Six of this report) and a second hosted by a partner school on circular fashion.

Arizona State University Doctoral Research Conference

In April 2022, PRME Chair Amy Gleiser presented an update on her doctoral research at the Doctoral Research Conference at Arizona State University. In this presentation, Amy gave an overview of PRME and the SDGs and discussed the early cycles of her research at Conestoga College. In her first research cycle, Amy conducted a Leadership Retreat Workshop and was able to find some common themes based on pre and post workshop surveys. Amy also shared her upcoming research plans, including the upcoming PRME implementation Micro-credential.
External Stakeholder Involvement

Program Advisory Committees (PAC)

Program Advisory Committees provide the necessary link between Conestoga and the surrounding community and job market. PAC members are selected from the community to provide input on workforce and industry trends and to ensure that Conestoga College teaches skills that meet industry demands. These PACs help to enhance the learning experience and share opportunities for continued professional learning. PAC also includes a student representative role, which provides a student volunteer the opportunity to share insights from their classmates and help shape their program in the process.

The School of Business has 21 PACs covering each program area with between six and ten industry members on each PAC. In total, there are 148 active members. The PAC offers great opportunities to build community partnerships, share PRME values, and set students up for success in their field of study.

World Wildlife Fund (WWF)

Through the leadership of PRME Co-Founder Dr. Rajul Singh, the School of Business and the Sustainability Club participated in World Wildlife Fund (WWF) events and the Living Planet @ Campus program. The Living Planet @ Campus program includes the opportunity for students to become a certified WWF-Canada Living Planet Leader. Through an assignment in the Sustainable Business Management program, students are introduced to the Living Planet Leader certification and this year, the first student from Conestoga College was certified.

Sustainable Business Management (SBM) Capstone Assignment

As a part of the SBM Graduate Certificate, students are given the opportunity to work with a local business to provide recommendations for operational sustainability. Since the start of this capstone assignment, 25 local clients have been engaged, and students have provided over 100 recommendations to help better manage waste, water, and energy. These recommendations are delivered to the client and supported by a business case that includes a rationale for sustainability’s role in a successful business. Throughout this capstone assignment, students are introduced to many tools and practices applicable to their future careers.
In October 2022, Conestoga College became a member of the CCCOER, joining 111 other member institutions across North America to promote the awareness and adoption of open educational policies, practices, and resources. Conestoga is the first College in Ontario and the second College in Canada to become a member. Membership allows Conestoga to access resources, support, and opportunities for collaboration with other Colleges and a network to share best practices. The pillars and objectives of the strategic plan of CCCOER align with many of the SDGs and PRME Principles including equitable learning, innovative practices, stewardship policies, measuring impact, and sustainable partnerships.

“Working with local clients was an incredible experience that helped me to better understand how theories and concepts we learned in the classroom played out in reality.”

- Annap L., SBM Graduate
Continuing the Bloom Kitchen research project at Conestoga College, the research team has entered a formal partnership with CICan (a national association representing Colleges across Canada) to create a Campus Living Lab at Conestoga College. Campus Living Labs demonstrate ways to reduce greenhouse gas emissions through applied research, teaching, campus planning, infrastructure, operations and community development. Through this Living Lab project, the research team hopes to transform the Bloom Kitchen into a net-zero operation. This collaboration will involve numerous staff and faculty from different departments throughout Conestoga College as well as offer student research opportunities. Through this collaboration, Conestoga and Bloom Kitchen can act as a model for sustainable business practices for the hospitality sector and other institutions. It will also provide and provide an excellent environment for student learning.

**Mechanical Engineering Technology – Robotics and Automation Program**

A group of Conestoga students recently won Conestoga’s Best in Program for their capstone project, which developed a fully functioning assembly line to recycle high-density polyethylene (HDPE) plastic into drink coasters. The motivation behind the project was the student team recognition of the industry’s focus on sustainability and the desire to provide solutions towards this focus. Through the capstone project, the student team worked with other Conestoga College departments and community partners to develop their assembly line.

**Goals for the Next 24 Months (Fall 2024)**

- **Strategic Plan Goal**: Develop an Advisory Committee of 6 - 10 sustainability business and sector-based professionals meeting twice a year to advise on sustainability best practices and industry trends. Established by Fall 2023
- **Launch the Accredited Carbon Literacy Micro-credential for students, staff, and faculty in 2023**
- **Build new community partnerships and strengthen existing partnerships both within Conestoga and with external partners including municipal governments in cities with Campus locations**
- **Centralize data collection surrounding internal and external PRME partnerships**
Strategy

The School of Business will continue to seek out opportunities for students and graduates to participate in PRME both within the College and in international forums. The School of Business will share what it has learned from PRME implementation with a variety of stakeholders and share best practices with other institutions looking to adopt PRME.

Practical Actions

PRME Related Student Opportunities

**PRME Program Assistant Co-op**

The School of Business created a paid co-op position from May to July 2021 to help with PRME development and planning for the Fall 2021 semester. In this hands-on learning opportunity, PRME Program Assistant Josh Kraemer supported the PRME Steering Committee by assisting in project development and research. Josh also helped to develop communication strategies and templates, conducted research for SIP Report best practices and helped to organize meetings and events. Josh was a student in the Sustainable Business Management program when the School of Business became a signatory, and this co-op was a great opportunity for him to expand on the lessons he learned in class.

**Student Reflection**

“During my time as the PRME Assistant at Conestoga College I developed an even deeper respect for the interdisciplinary nature of sustainability in post-secondary institutions. This experience helped me to develop many skills – like research, communication and action-planning – that I consider mandatory to a career in sustainability and also to help foster the successful integration of such a complex and rewarding program at Conestoga College.”

- Josh Kraemer 2021 Sustainable Business Management Graduate
**Sustainability Communications Assistant Workstudy Role**

In October 2022, the School of Business hired a full-time student for a part-time paid work study role as the Sustainability Communications Assistant. Funding was provided for 10 hours per week for both the Fall and Winter semesters. This role provides a unique opportunity for a student to support the development and promotion of this SIP Report and share its messages with the student body. The student will also have the opportunity to engage with PRME Global Students and find more ways for the School of Business student body to connect with PRME.

**PRME Events**

**The Sustainability Club Events**

Since its inception, the student-led Sustainability Club has hosted several events to engage students and faculty across Conestoga College and learn more about sustainability, PRME, and the SDGs. Events hosted by the Sustainability Club include guest speakers, trivia competitions, movie nights, Earth Day celebrations, and social media-based challenges to adopt more sustainable practices.

**Circular Economy Event with The International Sustainability Group**

On April 13, 2021, Conestoga College was the host institution for a global virtual PRME event entitled Accelerating Progress Towards a Circular Economy. Attended by 75 participants; guests included students and faculty from Conestoga, Durham University (UK), Rowan University (USA) and Nottingham Trent University (UK), along with leading industry experts from across the globe. The event was led by the PRME Co-Founders and introduced the principles of the circular economy, explored interactive tools, and featured a presentation by Chris Coulter, CEO of GlobalScan (a global insights and advisory consultancy with a focus on strategies to lead a sustainable and equitable future). Participants were given the opportunity to interact with international experts and had time in breakout rooms to discuss challenges in achieving a circular economy and propose solutions. The event was well received as one student recounts:
“The latest PRME event offered insight from educators surrounding a very important topic. I enjoyed hearing the perspectives of several individuals regarding sustainability in business. Engaging in small groups about important topics with people from other countries is inspiring and provides a more comprehensive outlook.”

- Hayley Waters, Student Event Participant, 2021 Sustainable Business Management Graduate

The New Sustainable Normal, A Student Led Virtual Conference

On March 30, 2022, Sustainable Business Management Program students conducted a virtual conference attended by 75 participants including students from across the college, faculty and sustainability enthusiasts. Conference planning was a collaborative, curricular project that enabled students to apply their sustainability leadership and engagement skills from two courses in the program. Under the guidance of the Sustainable Business Management faculty team, students developed an engaging conference program for the two-hour interactive session. The conference program prompted participants to consider their sustainability definition, how to calculate their carbon footprint, examine the SDGs and Good Life Goals, and test sustainability knowledge with a quiz. The event also incentivized action by sharing a sustainability pledge with participants.

The conference held a panel discussion with industry experts to highlight institutional and industry best practices for embedding sustainability. Panel members included:

- Nicole Mason (Occupational Health & Safety Specialist, Linamar Corporation)
- Eric Meliton (Sustainability Office Manager, Wilfrid Laurier University)
- Tony Sasso (Manager, Utilities, Sustainability & Facilities Information Systems, Conestoga College)

Other speakers at the conference included Dr Michelle Grimes (Dean, Conestoga College School of Business), Dr Nadira Singh (Chair, Conestoga College School of Business) and Sandra Iseman (Senior Program Officer, Impact Partnerships, Colleges and Institutes Canada) all of whom commended the students for their hard work and hoped it would inspire future student lead events.
Alumni Reflections

Alumni play an important role in advancing PRME in their careers following graduation. Alumni are often welcomed back to participate in the Sustainability Speaker Series and help to inspire students interested in pursuing careers in the field. Below, Sustainable Business Management (SBM) Program alumni reflect on how their PRME and SDG-focused education enriched their careers:

“As a recent graduate of the SBM program, it is encouraging to see Conestoga College continue to lead by example with their commitments to sustainability though the PRME and the SDGs. During my time in the SBM program, I was able to use PRME as a learning tool and engage with professors who were passionate and knowledgeable about the platform. The SBM program is heavily geared towards making the business case for sustainability, and through the teaching of PRME and the SDGs, you can see this in practice through the vision and actions that Conestoga College has set out to achieve. Sustainability can and should be a core pillar integrated into all business-related curriculum. With PRME, Conestoga College has the opportunity to connect students with sustainability and instill values that will last well beyond the classroom.”

- Nolan Kelly
2022 SBM Graduate, Sustainable Transportation Coordinator, City of Guelph

“PRME & SDGs incorporated into my business education at Conestoga College allowed me to develop a holistic perspective in my field of study, my career and my personal life. I am actively using the values of PRME and SDGs in my current role as I am responsible for engaging, communicating and collaborating with many different stakeholders towards a common goal of creating a more equitable and sustainable community. Having the foundation of PRME & SDGs as part of my educational background is a huge asset for me in my current role as my team focuses on the implementation of climate action strategies that embody the very values from what I learned from PRME & SDGs.”

- Sydney Sandluck
2021 SBM Graduate, Project Coordinator, Climate Action Waterloo Region
“While in the SBM program I learned how to make a strong business case for sustainability and how to integrate the United Nations Sustainable Development Goals into various business models. Upon starting my co-op at [auto parts manufacturer] Linamar, I immediately applied this knowledge by creating a sustainability manual which identified the actions Linamar had taken towards the SDGs followed by proposing additional actions Linamar could take to contribute further. The SBM program and the PRME initiative at Conestoga taught me how to balance economic and sustainability goals and communicate to senior management not only the benefits of these, but also the increasing importance of it. Having the skills to do this has been extremely useful while working in a manufacturing company that operates under a lean business model and has helped me in my new role at Linamar as their Sustainability & Environmental Coordinator.”

- Holly Lauryssen
2022 SBM Graduate, Sustainability and Environmental Coordinator, Linamar

**PRME and SDGs Related Career and Co-op Placement**

Conestoga School of Business students are eager and well positioned to find opportunities in the field following graduation. In 2021, within the Sustainable Business Management Graduate Certificate program, 80% of students actively looking for work in the field of sustainability found it within six months of graduation.

The School of Business works closely with regional organizations and companies practicing sustainability. Through the optional co-op element of the Sustainable Business Management program, many students have found roles both within the College and with external employers. As graduates continue to find success in this field, these opportunities will continue to expand. Here are some reflections from co-op supervisors who subsequently offered full-time employment to graduates following the co-op term:
“Hiring a Co-op from the Sustainable Business Management Graduate Program was a fantastic experience. Holly [Laursen] was well versed in sustainability reporting frameworks, business benchmarking and during her co-op term, was able to move Linamar forward towards our sustainability goals. Her education, combined with her enthusiasm for the subject, has raised the bar around stakeholder engagement and internal subject knowledge.”

- Melissa Gould
  Director of EHS (Environment, Health and Safety) for Linamar North America

“In the spring of 2021, we hired a co-op student from Conestoga College’s Sustainable Business Management program to help launch our SDG Cities project and support the implementation and engagement of the SDGs throughout our organization and team. The student was well prepared with a vast knowledge of the Sustainable Development Goals and practice with their implementation. After the co-op period, we were happy to extend an offer of employment for a full-time position with us.”

- Katie Baikie
  Associate Director, 10C Shared Space

**Goals for the Next 24 Months (Fall 2024)**

- Encourage student participation in PRME Global Students through the leadership of the Sustainability Communications Assistant.
- Actively participate as a member of the PRME North America Chapter
- Centralize data collection on student and faculty participation in PRME-related events.
- Continue to build alumni engagement strategies to track the number of students working in a sustainability field across all School of Business Programs.
- Launch a PRME Podcast to discuss issues relevant to responsible management and sustainability.
Organizational Practices

“We understand that our own organizational practices should serve as an example of the values and attitudes we convey to our students.” - PRME Initiative

Operational Sustainability at Conestoga College

Conestoga is committed to supporting Canada’s clean growth and climate change goals. All aspects of managing current facilities and planning new infrastructure will continue to be approached through a sustainability lens as we work towards improving energy efficiency, reducing GHG emissions, and implementing waste reduction strategies. Environmental considerations are included in a growing number of Conestoga programs as we prepare a new generation of workers to support the sustainability goals of Ontario’s businesses. This commitment to college-wide sustainability helps to create an environment for PRME to thrive both within the School of Business and later expand across the college.

Sustainability Achievements

LEED Accredited Building

Conestoga’s Cambridge campus (opened in 2011) was designed and constructed to achieve Leadership in Energy and Environmental Design (LEED) Silver accreditation, an internationally recognized certification. The 260,000 square foot facility has a passive energy design to promote sustainable energy management. For example, the campus’s windows provide natural light which reduces energy consumption and has a positive effect on personal health and academic performance. The building exceeds the regulated accessibility standards to better meet the needs of students, staff and visitors. This campus also has 1,800 solar panels, which generates approximately 750,000kWh of renewable energy per year (the equivalent of over 65 average Canadian homes electricity for the year).
Conestoga College is also dedicated to sustainability in the following areas:

**Infrastructure**

In terms of infrastructure the College has implemented:

- One geothermal field with 88 wells for on-campus energy generation, supported by heat pump technology
- Ice thermal storage systems that produce ice at night to generate chilled water for cooling systems
- Roofing upgrades replaced with calcite materials or “Cool Roofs” – white roofs that reflect more solar energy, lowering temperatures in buildings and significantly reducing energy required.

- As part of the long-term roofing replacement plans, Conestoga has identified areas of Doon campus for upcoming photovoltaic panels. In 2021-22, Phase 1 of the project began and in 2022-23, Phase 2 will commence. The addition of the onsite power generation will allow Conestoga to pause electrification of heating plants to reduce carbon emissions. In the past two years, Conestoga has invested $4.5 million in energy projects.

**Clean Up Campaign**

During a campus-wide Clean Up Campaign conducted between November 2021 and January 2022, 23.5 metric tonnes of paper was recycled. That means:

- **339** trees saved
- **96.37** megawatt hours saved (enough energy to power almost 14 average Canadian homes for a year)
- **622,807** litres of water saved (enough for 6,228 baths)
- **622,807** litres of oil use was prevented (the equivalent of 210 barrels of oil)
Conestoga College set a GHG emission target of a 20% reduction by 2025 (based on 2015 levels) that was achieved four years earlier than the target goal. Conestoga College has now set the new goal to achieve carbon-positive status by 2050. To help accomplish that goal, Conestoga is developing a Greenhouse Gas Reduction Roadmap & Action Plan.
Conestoga College thrives in serving diverse stakeholders through its multi-campus environment. Building community and belongingness is a strategic priority at Conestoga. We fulfill this promise through a variety of programs and supports available throughout the college in person and virtually. Professional Development offered two workshop series including Equity, Diversity and Inclusion which was a four-workshop series, as well as Intercultural Customer Service, a five-workshop services. Between the two workshops, almost 200 participants were involved. Mental Health First Aid is a very popular program and 137 people participated. The college accessed the services of The 519 to provide services focused on the health and full participation of LGBTQ2S communities by offering a wide range of programs and services responsive to the changing needs of our communities.

Conestoga College offers all employees and students access to the Canadian Centre for Diversity & Inclusion through an online membership. This site is devoted to helping employers celebrate diversity and difference with a model that blends social impact and proven business tactics for inclusive work environments that mobilize the potential of individuals – and of teams.

All Things Conestoga is an internal college website accessible to all employees. This website hosts Special Interest Groups that are employee driven and offer a diverse menu of options including Gratitude and Wellbeing Community, Gardening Community, and Conestoga Circles, to name a few.

Conestoga is eager to support the wellbeing of all its employees. We offer a robust Employee and Family Assistance program as well as a benefits plan to assist employees in their wellbeing. We devote a month to highlight Wellbeing. Every March, daily webinars are offered including diet and healthy eating, calming your mind in times of change, raising resilient children, yoga, and meditation.

Goals

Looking forward, Conestoga plans to develop and implement an Equity, Diversity & Inclusiveness framework to coordinate the EDI efforts of different departments and groups across the College, ensure a consistent understanding, approach, and execution of EDI principles and practices, improve accountability, governance, and transparency across the College, and harmonize resources and initiatives across the College.
Moving Forward

This first SIP Report provides an overview of the first two years of PRME at the Conestoga College School of Business. The goals outlined in this report and within the School of Business Strategic Plan provide a framework for further growth for PRME. PRME started as the result of the hard work and dedication of two full-time faculty members and in just two years, despite the complications created by COVID-19, has grown into a much larger initiative led by the School of Business leadership team. A significant focus over the next 24 months will be the centralization of data surrounding PRME, which will involve researching best practices and evaluating existing Conestoga College platforms to see how best to work within the College system. The work done to flag PRME in the annual program reflection process can serve as an example to centralize data on courses, research, partnerships, and opportunities for student and faculty dialogue.

In these next 24 months, the School of Business looks forward to initiating two micro-credentials focused on Carbon Literacy and implementation of PRME into program curriculum. These learning opportunities will help to advance PRME and understanding of the SDGs among students and faculty. Formalizing the pathways toward PRME integration will help to create a framework that can be utilized internally and externally. As one of the first Canadian colleges to become a signatory to PRME, Conestoga College hopes to inspire other Colleges to become signatories and provide an example for implementation.

With the release of this first SIP Report, the School of Business looks forward to playing a more active role in PRME networks, increasing visibility of PRME on campus, and establishing more partnerships both within the College and externally. The School of Business will continue to establish PRME as a fundamental theme and looks forward to learning best practices through networking and relationship building.
Reflections from the PRME Coordinator, Anna Hohenadel

I am grateful for the opportunity to compile and produce the inaugural Sharing Information of Progress Report for the School of Business at Conestoga College. My work on this task draws on seven years of sustainability-based higher education, including a B.A. in Environmental Governance from University of Guelph, a Masters of Global Affairs from the Munk School of Global Affairs and Public Policy at the University of Toronto, and a Sustainable Business Management Graduate Certificate from Conestoga College. My related experience also includes working with private organizations, non-profits, community organizations and municipal governments. I look forward to applying this experience to develop partnerships with internal and external stakeholders to advance PRME on behalf of Conestoga College.

Conestoga College became a signatory to PRME while I was completing my Sustainable Business Management Graduate Certificate, and held positions as the Program Advisory Committee Student Representative and the founding president of the Student Led Sustainability Club. These experiences provide me with a valuable perspective on our current progress and goals. In the last two years, the School of Business has worked hard to implement the PRME principles and further incorporate the SDGs. Moving forward, I am excited to support the School of Business in achieving its PRME goals established through this report.

Sincerely,

Anna Hohenadel
PRME Coordinator

—

Let’s talk more about PRME at Conestoga College!

For more information please contact:

Amy Gleiser, PRME Chair: agleiser@conestogac.on.ca
Anna Hohenadel, PRME Coordinator: ahohenadel@conestogac.on.ca
## Summary of Goals for the Next 24 Months (Fall 2024)

### 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 economy.”

- **Strategic Plan Goal:** Complete and implement the goals outlined in the first SIP Report
- Centralize data collection for all PRME activity
- Create a student representative role within the PRME Working Group to allow for increased student engagement in PRME planning
- Develop a co-op position, whose primary responsibility will be to align institution-wide sustainability and PRME efforts, which are currently centralized in the School of Business

### 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.”

- **Strategic Plan Goal:** Build faculty capacity related to PRME through training and development opportunities with five new faculty members participating each year
- Launch the Open Access Teaching Case Journal (OATCJ) as a fully functional journal with a peer-review submission process in place, hosted on its own website by 2023
- Create a website presence for PRME on the Conestoga College website
- Now that in-person learning has resumed, create a physical presence for PRME and the SDGs on campus to increase visibility and participation
“We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.”

- **Strategic Plan Goal**: Increase the percentage of programs with PRME-related activity or assessments to 50% of programs by 2024

- **Strategic Plan Goal**: Implementation of a PRME outcome into 30% of program designs initiated by program-area faculty and tailored to programs by 2024

- Centralize data collection on courses with SDGs and PRME-related content
  - Specifically, collect information on course data to find the total number of students participating in PRME related courses, determine the distribution of PRME content between core courses and electives, and the PRME representation across School of Business programs.

- PRME Coordinator to attend APR sessions when PRME is flagged to collaborate with faculty to ensure PRME and SDGs are meaningfully incorporated in outlines and assessments

“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.”

- **Strategic Plan Goal**: Build research capacity in the areas of sustainability and responsible management with at least two funded projects per year

- **Strategic Plan Goal**: Increase the number of full-time faculty engaged in Scholarship, Research and Creative Activity 20% by 2024

- Launch the PRME Micro-credential with a minimum of 20 participating faculty members in the first cohort

- Create a process for evaluating and documenting research contributions to relevant SDGs
“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.”

• **Strategic Plan Goal:** Develop an Advisory Committee of 6 - 10 sustainability business and sector-based professionals meeting twice a year to advise on sustainability best practices and industry trends. Established by Fall 2023

• Launch the Accredited Carbon Literacy Microcredential for students, staff, and faculty in 2023

• Build new community partnerships and strengthen existing partnerships both within Conestoga and with external partners including municipal governments in cities with Campus locations

• Centralize data collection surrounding internal and external PRME partnerships

“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.”

• Encourage student participation in PRME Global Students through the leadership of the Sustainability Communications Assistant

• Actively participate as a member of the PRME North American Chapter

• Centralize data collection on student and faculty participation in PRME-related events

• Continue to build alumni engagement strategies to track the number of students working in a sustainability field across all School of Business Programs

• Launch a PRME Podcast to discuss issues relevant to responsible management and sustainability
Appendix

Scholarly Work and Peer-Reviewed Publications from the Case Research Development Program (CRDP)

North American Case Research Association (NACRA) Peer-Reviewed Conference Proceedings October, 2021


Administrative Sciences Association of Canada (ASAC) Peer-Reviewed Conference Proceedings June, 2022


North American Case Research Association (NACRA) Peer-Reviewed Conference Proceedings, October, 2022


Open Technology, Education, Scholarship and Society Association (OTESSA) Conference, 2022


Business Case Studies: Sustainability (Pilot Open Access Journal catalyst for formation of OATCJ)


CISWP Peer Reviewed Articles


**CISWP Technical Reports**


Open Educational Resources (OER) Initiative Publications

The below publications were Conestoga College, School of Business faculty led and co-authored. These collaborations involve authors/collaborators from other schools.

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