



Sharing Information on Progress Report

PRiME Principles for Responsible Management Education **2015**

MESSAGE FROM THE DEAN



MacEwan University School of Business is pleased to renew its commitment to the Principles of Responsible Management Education (PRME) and continuing our efforts to establish a PRME network in our region.

I'm pleased with all the good work that our school has

accomplished and feel that PRME at our institution is reaching a mature state—we still have many objectives to complete, but those objectives are well known and lasting progress is being made. I mentioned in our previous SIP report that our renewed commitment to PRME will focus on connecting the school's sustainability initiative to the university and that is very much the state of affairs today, with more opportunities than ever for faculty and student engagement.

A handwritten signature in black ink that reads "Elsie Elford". The signature is fluid and cursive.

Elsie Elford

Dean, School of Business
MacEwan University

Vision Statement

MacEwan University School of Business: Fueling globally competitive, future-oriented organizations and graduates. Powered by Alberta's entrepreneurial spirit and catalyzing creative business partnerships, we drive prosperity at home and abroad.

Mission Statement

We transform our students into business practitioners skilled at anticipating trends and creating solutions. Our intensive practice-based approach and values-based curriculum challenge our students to become leaders whose ethics and character are second-to-none. We charge our graduates and accomplished faculty to apply their research, solve organizational challenges and contribute to a world eager for our singular blend of skill, ingenuity and heart.

We create:

- Exceptional educational and professional programs and learning experiences for our students that are grounded in advanced theory and business practices;
- Unique opportunities for high-potential students with non-traditional academic backgrounds, including those with relevant life experiences;
- Collaborative environments for our students, faculty and staff that are respectful, tolerant and success-oriented;
- Inquiring and adaptive life-long learners who are confident and ready for increasingly complex and demanding business environments in Alberta and the world;
- Highly ethical and socially-responsible business professionals and leaders;
- Strong business growth in future high-demand sectors in the Edmonton region;
- Lasting bonds with our business community, alumni, friends and donors that address their aspirations.

PROLOGUE

Since 2010, MacEwan University School of Business has been working to implement PRME in our curriculum. We began with a tightly structured approach that used working groups to help focus resources on the many budding initiatives that were being brain-stormed. These working groups had a real function when PRME was first being implemented, however, as awareness spread and projects were created out of our PRME framework, it became clear that management worked best at the project level. Having this loose structure worked because enough faculty had bought into PRME, were invested in the projects they had created, and they worked better in a sandbox environment where they could experiment with making PRME work in (and outside) of their classrooms. It was clear that the next step for implementing PRME was to measure the results on the curriculum, and that is where our 2013 SIP report left off.

This current SIP report will catalogue a number of changes in the structure of how PRME has been implemented. Chief among them is that the University's Office of Sustainability now has a greater role in the School of Business's implementation of PRME. The Office of Sustainability was created in 2009 and its mandate was covered by the Talloires Declaration. The initial projects that the office focused on related mainly to the carbon footprint of the physical institute, waste and water management, and creating awareness internally. However, in 2013, when the university rebranded itself, "Sustainability" was identified as one of the eight university brand pillars and the Office of Sustainability became the hub for all the spokes across the institution that dealt with sustainability, so the offices scope of projects expanded greatly and they have now formed a very comprehensive plan for integrating sustainability into all facets of the institute, there goals include:

Goal 1: Formal education programs and courses

Goal 2: Learning experiences outside the curriculum

Goal 3: Sustainability research

Goal 4: Climate change and air quality

Goal 5: Food services and sustainable food systems

Goal 6: Low impact development and grounds maintenance

Goal 7: Purchasing and asset management

Goal 8: Alternative transportation

Goal 9: Towards zero waste

Goal 10: Water and sustainable water management practices

Goal 11: Plans and resources

Goal 12: Employee engagement

Goal 13: Socially responsible investment

Goal 14: Community engagement and continuing education

The School of Business's major PRME focus has been integrating sustainability into the curriculum. The goals that relate to integrating sustainability into the curriculum, pedagogy, and scholarship, most closely align with the School of Business's PRME focus.

MAKING SUSTAINABILITY A CORNERSTONE

Over the past four years MacEwan University School of Business has steadily promoted and assessed sustainability content in its business curriculum. Of 113 courses, 65 have a sustainability component and of those 65, three courses have sustainability as their focus. However, most of the sustainability content in these courses exists in isolation; it's a single chapter in a thick course textbook and maybe a few questions on the quiz. It's a start. It's our goal to build sustainability into our core curriculum, for sustainability to become a cornerstone of the curriculum and for sustainability concepts to build on one another. We have begun doing just that by starting with the first course all business students must go through: Business 201.

BUSINESS 201

In our last SIP report in 2013 Business 201 had just begun its sustainability makeover and today is a very different course. To recap, Business 201 is a student's first experience learning about business and sets the tone for the rest of their business education. Traditionally, this course is a survey course that covers the basics of all the various disciplines a business student will learn about over the next four years of their degree. The full name of Business 201 was *Introduction to Canadian Business*, this has now been changed to *Introduction to Sustainable Business*. Such a name could imply that the course is adopting a narrow focus on business, but instead the course still covers the same broad disciplines of business but does so with a sustainability slant: case studies and business problems are analyzed from the perspective of the triple bottom line: people, planet, profits; not for profit organizations are studied; the real cost (and loss in profits) of externalities is factored into the profitability of assessed for profit organizations; and students are engaged in a number of projects and experiences that are designed to help students buy-into the sustainable way of operating a business. These projects and experiences include:

NEXTUP

A speaker series that focuses on sustainable businesses, ideas, and practices. Every week a person from the local business community will come to present their ideas and share their story, then engage with students in a Q&A session. These speakers help to show the reality of operating a sustainable business and that sustainability is more than paying lip service—it makes for a successful business. Some of the presenters have included Simon O'Byrne, Vice President of Community Development – Stantec; Jeremy Bryant, Co-Founder of Mealshare; Matt Moreau, Founder of The Earth Group; Danny Turner, President and Founder of The Organic Box.

Mission Possible

An expansive class project that challenges students to create their own micro-venture and promote hands on learning of business practices while supporting the local community. The goal of this project is to drive innovation and create a culture of socially-conscience

entrepreneurship. Students are teamed up in groups of 3-5 people and given a \$5 start-up loan per student.

Leo Wong, the course leader for Business 201 and the creator of Mission Possible, began this project in Fall 2013 by approaching ATB Financial for a \$5000 sponsorship. ATB Financial agreed and asked that instead of calling in the loan that the money be used to fund subsequent term's Mission Possible. During the first run through of Mission Possible Leo had no idea what business ideas students would come up, so he gave them loose guidelines. Some of the ideas that students came up with included raking leaves, selling chocolate bars, and making homemade products like knitted scarves, spring rolls and baked goods. One of the more successful teams developed a wedding photography business and landed a couple of contracts that made the group over \$1,000. Another team created a custom sign-making business aided by a number of local artists.

“A lot of students come to business school because they want to make money and be successful. Now they're making money and being successful, but also seeing the charity side and how business can help the community.”

– Leo Wong

Charity is a key component of Mission Possible; teams choose a charity to receive a portion (10 to 100 per cent) of their profits. Donations of 100 per cent were incentivized because the students' grades were determined by their profit amount (revenues minus expenses) and by how much they donated to charity. Most teams chose to donate 100 per cent to charity. When the first year of running Mission Possible came to its end, the students had raised and donated \$22,930 in the Fall 2013 term and \$31,643 in the Winter 2014 term for a total of \$54,573.

In the next year, Fall 2014, Mission Possible was brought back again, but this time students were challenged even further: not only did they have to come up with a micro-venture, they had to create a plan that would allow the business to continue for the long-term and this plan would be judged in a competitive environment by a panel à la “Dragon's Den”. This addition to Mission Possible really grounded students and forced them to face the realities of running a business. Some of the more successful ideas included candles, canine treats, and a care detailing service. The car detailing service, Speed Demon Detailing, continued beyond the scope of the class. By the end of the fall term the students had raised \$62,827 and had donated \$34,146 to charity.

GLOBAL BUSINESS AND SUSTAINABILITY

If Business 201 is the sustainability class that takes a local focus, International Business 310 (INTB 310) is the global counterpart. In this class students examine the increasingly important issue of sustainability of global business operations. Students discuss complex and controversial issues from both a broad macro national/international viewpoint, as well as from the perspective of the management of an individual firm operating internationally. Students analyze international business decision making with consideration of environmental, ethical, and social factors. Some of the sustainability advancements that this course has made include:

- The addition of the UN Global Compact Dilemma Game which is a board game based on the 10 Principles of the UN Global Compact. The game was designed by Christian Honoré (Denmark) and Dawn Baggaley (New Zealand) in 2010. The game helps players learn how to handle real ethical dilemmas from a variety of stakeholder perspectives, and implement responsible business practices. It includes examples of good and poor practices and questions derived from the UN Millennium Development Goals
- The addition of a new text book, *Globally Responsible Leadership: Managing According to the UN Global Compact*, by Joanne T. Lawrence – Hult International Business School and Paul W. Beamish – Western University, Canada; published in 2013. This book uses the UN Global Compact and its ten principles as an overarching framework for understanding the complex issues facing global business managers today. Contributors from different parts of the world discuss the intersection between business and the ethical issues of our time—human rights, labor, the environment, and anti-corruption—and, most critically, how readers can address these issues in the day-to-day running of their multinational operations.

SUSTAINABILITY 201

During Earth Week at MacEwan University in 2015, Sustainability 201 was announced. Not only is this the institutions first course that focuses totally on sustainability, but it is also the first interdisciplinary course that extends across all faculties. The course was developed by English faculty member Dave Buchanan, and Nursing faculty member Margaret Milner. The course is broken up into three themes: food, climate, and energy; and is delivered through case studies, current events, and local issues.

“We’re hoping this course attracts a variety of people—including those who might be sitting on the fence or skeptical about where we’re headed as a society. We’d like to see this course ripple out to students in every faculty, attracting people who are curious about the world and the challenges we face—and who are keen to try to do something about it.”

– Margaret Milner

One of the early pleasant surprises from creating this course has been the identification of faculty across the institution who have a personal interest in sustainability and this has helped catalyze the creation of a community. The course is scheduled to begin in Winter 2016. The short-term intention for this course is for it to be a part of a complement of courses that contribute towards developing a minor in sustainability and, in the long run, creating a proposal for a BA in sustainability.

231 students were surveyed on the topic of Education for Sustainability and found that 87% of students believe sustainability should be included in the curriculum; 73% of students think sustainability would add value to their degree; 60% of students believe sustainability in the curriculum would better prepare them for the workplace; and 36% of students would be interested in a certificate in sustainability.

SUSTAINABILITY BEYOND THE CLASSROOM

Outside of the classroom, students are engaged in a number of clubs and initiatives with a direct sustainability focus. These include case competitions, participation in Earth Day, service learning, and other sustainability projects. The following are some highlights:

Enactus

Enactus (formerly Students in Free Enterprise, SIFE) is a world-wide student-run organization with over 45,000 participants. Its mandate is to bring together the top leaders of today and tomorrow to create a better, more sustainable world through the positive power of business. MacEwan business students adopted the Enactus initiative in 2011 and since then have created a number of projects:

Financial Literacy. This project was created to help people with their personal finances. The Enactus team's goal is to teach people the inner workings of things like mortgages, loans, and credit work, and how easy budgeting can be when planning for the future. This project has been running since Enactus was first adopted at MacEwan and continues to do so.

Business Consulting. The Enactus team has helped a number of small business, non-profits, and charities around the city; including Baba's Own Food, a local non-profit organization. The Enactus team helps these organizations through consultation and support in the areas of marketing, accounting, and product analysis.

Sustainable Campus International Competition (SCIC). SCIC is a global sustainability business case competition that challenges students to create sustainability projects with

measurable environmental, social, and economic impacts. The Enactus team sponsored \$3,000 to one of the MacEwan teams to compete internationally for another \$3,000 prize.

Level Up. Level Up is a program that focuses on low income individuals and international students. In one instance, on behalf of Amity House, the Enactus team was able to save a single mother over \$3000 a year in expenses.

Competitions

Our business students have also participated in a number of competitions; they include:

- University of Washington Tacoma – Milgard Invitational Case Competition on Social Responsibility; topic: social responsibility
- Queens University – Inter-Collegiate Business Competition; topic: ethics
- Georgetown University – The McDonough-Hilltop Business Strategy Challenge; topic: non-profit organizations
- University of Alberta – Alberta’s Social Profit Case Competition 2014; topic: non-profit organizations

RESEARCH

The number of faculty taking an interest in sustainability research has grown over the years. Here is a selection of some of the scholarly work that our faculty have accomplished:

Perez-de-Toledo, E. & Bocatto, E. (2015). Mirror, mirror on the wall: Who is the fairest of them all? Corporate Social Performance (CSP) and the valuation of cash holdings. 15th European Academy of Management (EURAM) Conference, June 17-20, Warsaw, Poland.

Angulo-Ruiz, Fernando, Albeno Pergelova (2014), “The definitions and constructs of consumer empowerment in marketing: a review and a way forward,” Proceedings of the European Marketing Academy Conference, Valencia (Spain).

Feng, L, Chen, Y, Hu, Y, Jin, C, Wei, X and B, Chen (2014), The Implication of Limited Conventional Fossil Fuels and Declining EROI on Economic Growth in China, 37th IAEE International Conference, "Energy & the Economy.", June 15-18, 2014, New Yorker Hotel, New York City, NY.

Oliveira, R. B., Ruiz, M. S., Dias da Silva, M. L. G., Struffaldi, A. and Bocatto, E. (2014). Environmental sustainability and reverse logistics: an analysis of the recycling networks of cooking oil waste in São Paulo, Brazil. Portland International Center for Management of Engineering and Technology (PICMET) Conference, July 27-31, Kanazawa, Japan.

- Perez-de-Toledo, E. and Bocatto, E. (2014). Environmental, Social and Governance (ESG) practices and firm value: the mediating effect of cash holdings. 14th European Academy of Management (EURAM) Conference, June 3-6, Valencia, Spain.
- Perez-de-Toledo, E. and Bocatto, E. (2014). The impact of Environmental, Social and Governance (ESG) standards on the value of cash holdings: Evidence from Canadian Firms. Canadian Academic Accounting Association (CAAA) Conference, Edmonton.
- Angulo-Ruiz, Fernando and Albená Pergelova (2013), "Consumer Empowerment in the Financial Industry: A Focus on Youth Financial Literacy," Proceedings of the European Marketing Academy Conference, Istanbul (Turkey).
- Perez-de-Toledo, E. and Bocatto, E. (2013). The impact of organizational slack and scarcity on environmental, social and governance practices: Evidence from publicly traded Canadian Firms. 13th European Academy of Management (EURAM) Conference, June 26-29, Istanbul, Turkey.
- Pergelova, Albená, and Fernando Angulo-Ruiz (2013), "Marketing and Corporate Social Performance: Steering the Wheel towards Marketing's Impact on Society," *Social Business*, 3 (3), 201-224. DOI: <http://dx.doi.org/10.1362/204440813X13778729134282>.
- Wei, X (2013), Renewable Energy Development in Alberta, in Liu, M, M, Henry and H, Huang (eds), *Renewable Energy in China: Towards a Green Economy*, Enrich Professional Publishing House, Hong Kong.

GOING FORWARD

Going forward sustainability will be further imbedded into the business curriculum and in such a way that concepts from one course link to another. It is our goal to graduate students who see sustainability as a fundamental aspect of business and their lives and to become sustainability ambassadors. Ultimately, we would like to see sustainability become normalized.

Our school will continue to be a proponent of PRME, however, going forward we may see a further consolidation of sustainability activities relegated to the Office of Sustainability. This SIP report limits its content to those activities and progress that our business school had direct involvement in. However, to learn more about the total progress of sustainability at MacEwan University please view the Office of Sustainability's 2012-2014 progress report:

http://www.macewan.ca/contribute/groups/public/documents/document/sustaindocs_reports_progress14.pdf

This report goes into greater detail about the 14 goals the institution has laid out for itself and includes actions for attaining its future goals.

Finally, we will continue to be an active member in the PRME community. In October 2014 MacEwan business faculty attended the 1st PRME Regional Meeting North America and was the most represented academic institution in attendance (other than our gracious hosts at Bothell School of Business). Our schools attendance at PRME events has always been strong and we have been active members of working groups and fledging PRME networks that only just forming. We look forward to continue this involvement in the future and encourage other PRME institutions to reach out to us.