



GERALD SCHWARTZ  
SCHOOL OF BUSINESS

# Sharing Information on Progress

•••  
2023 Report

GERALD SCHWARTZ SCHOOL OF BUSINESS



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# Icon Legend

Throughout this report we will be using the icons below.

In reference to the principles of PRME we will indicate the following:



Principle 1:  
**Purpose**



Principle 2:  
**Values**



Principle 3:  
**Method**



Principle 4:  
**Values**



Principle 5:  
**Partnership**



Principle 6:  
**Dialogue**

In reference to the SDGs, we will indicate the following:



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# An Introduction from the Dean

In 2019 the Gerald Schwartz School of Business at St. Francis Xavier University became a signatory to the PRME Initiative. This commitment on our part is consistent with the social justice ethos of our institution going back to its founding in 1853. As a small, primarily undergraduate university, our mission has been, and continues to be, focused on the development of graduates who have a calling to serve their professions and their communities.

The commitment to PRME's Six Principles is consistent with the Schwartz School's aim to educate the next generation of business leaders on responsible management approaches that will allow for an equitable and sustainable global economy. We are committed to the principles of corporate social responsibility and helping our students understand and embrace the values that will facilitate the advancement of these objectives. Indeed, the first "strategic imperative" within our Schwartz School Strategic Plan makes clear that a key objective is to "ensure our program offerings make explicit the centrality of social responsibility and community leadership."

This report highlights our continuing efforts and initiatives related to advancing the PRME principles within the curriculum and educational experiences of our students in the Gerald Schwartz School of Business. It reaffirms our School's commitment to the advancement of responsible management education, as well as the inculcation of CSR principles within our teaching, research, and outreach.

A handwritten signature in blue ink, appearing to read "Tim Hynes". The signature is fluid and cursive.

Tim Hynes

# Schwartz in Numbers

922 Full-time Students 2022-23

## # Students by Year of Study

272

First Year  
29.5%

194

Sophomore Year  
21%

272

Junior Year  
29.5%

184

Senior Year  
20%

## % Students by Location

58%

533 Out of Province



37%

340 In Province



5%

49 International



27 Full-Time Faculty

3 Departments

7 Majors

3 Post Baccalaureate Diplomas

# Our Vision, Mission, a Values



## Vision

To inspire the next generation of leaders.



## Mission

To empower people to design creative solutions for a complex world.



## Core Values

Service and Responsibility

Equity and Access

Teaching Excellence

Experiential Learning

Research Excellence

Innovation

Professionalism



## Strategic Imperatives

Innovation and Relevant Programming

Exceptional Student Experience

Enhanced Research and Scholarship

Stronger Alumni and Community Connections

Greater Brand Awareness



Principle 2:  
Values



Principle 3:  
Method



# Overview of Practical Actions

## PRME and the Schwartz First-Year Student Experience

Students in the first year of the BBA program complete numerous experiences that contribute to their learning about responsible management and the Sustainable Development Goals (SDGs).



**SDG#11** specifically addresses access to adequate, safe and affordable housing. In Fall 2022, our first-year business students participated in a pitch event about the housing crisis in Nova Scotia. Working in teams, students came up with entrepreneurial ideas to help address the housing crisis and then pitched their ideas to judges and peers.

Developing environmental awareness was another priority for the first-year experience. Students worked in teams to learn about environmental challenges by leveraging the Sulitest: Awareness Test, a tool used to gauge student awareness of sustainability issues and to provide another avenue to disseminate information about the SDGs and Sustainability.

Responding to the “Calls for Action”, a set of recommendations for how to further reconciliation between Canadians and Indigenous Peoples, was another significant exercise for first-year students. BBA students learned about the Calls for Action and then applied this knowledge to a case study featuring an Indigenous entrepreneur interested in growing her traditional venture.



The capstone first-year experience involved a case competition to address poverty and education globally in which students completed an analysis of growth options for a social enterprise.



Pitch competition for Housing Crisis



Showcase





Principle 2:  
**Values**



Principle 3:  
**Method**

## Overview of Practical Actions within the Classroom (i)

Here we highlight some of the specific actions our faculty have taken to address the PRME principles in our classrooms:

### **Organizational Behaviour:**

Teams of students participated in “point / counterpoint” presentations where they argued for or against a resolution. A subset of the debate topics included CEO compensation, professional athlete obligations to their team, administrative expenses for non-profit organizations, and technology-based surveillance of employees.



### **Social Entrepreneurship:**

A local field trip allowed students to be immersed in the social enterprise environment and to see for themselves what it looks and feels like. This experience demonstrated to students how organizations, even with a for-profit model, can work towards a social purpose. This type of immersive learning is consistent with the learning methods encouraged by PRME.

### **Business Ethics:**

A “Dear Newsmaker” letter activity required students to find a current news story featuring a business or businessperson involved in an activity that invites critique from an ethical perspective. In this letter, students provided a summary of the facts at hand and the underlying ethical problem(s) and outline responses and alternative course of action that are ethically defensible and consistent with the values they wish to promote. Letters also included a commentary on why this news story is significant in a broader social context, and what business actors in general should learn from this event and the students’ analysis of it.

An ethics debate teaching initiative occurs every year in this course. Students helped to co-construct the list of debate topics and were then randomly assigned a debate and position to defend (for or against). All topics related to some kind of business activity that invites a question regarding what is responsible, ethical and hence defensible.



Principle 2:  
Values



Principle 3:  
Method



# Overview of Practical Actions within the Classroom (ii)

## Organizational Analysis:

Students linked the Covid-19 crisis to other “grand challenges” and therefore analyzed how the Covid-19 crisis may have had (and still has) an impact on the SDGs and the movement to achieve them.



Prof. Jonathan Hood, Victoria Whittemore, Anna Parsons, Dana Morrison, Prof. Rhonda McIver and Prof. Neil Maltby

## Cases in International Business:

To develop case competition, organizational, and evaluative skills, the students in this course organized the “2nd Year International Business Case Competition” focused upon expanding a Nigerian social enterprise. Students in the Schwartz School of Business were invited to put their knowledge into action and enhance their case analysis skills when situated in an international context as they competed in this internal business case competition. The teams had a week to analyze the business case and provide recommendations to help a small business address their international business challenges.

## Leadership:

Within **SDG#5**, target 5.5 states: Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life. One unit of this Leadership course explored women and leadership. Students reviewed findings from the Globe and Mail’s recent Power Gap study, the causal factors that create the ‘leadership labyrinth’ that women leaders navigate (prejudices, role performativity, human capital differences, etc.) along with organizational changes that can promote more equal opportunities for women leaders.

Students also engaged in service learning through the development and execution of a leadership project that unfolded in the local community. In doing so, they supported work aimed at producing a positive social impact and strengthening community, thus aligned with PRME’s method for more experiential learning opportunities.



Principle 2:  
**Values**



Principle 3:  
**Method**

# Overview of Practical Actions within the Classroom (iii)

## **Employee and Labour Relations:**

The protection of labour rights, particularly in the context of the increasing precarity of employment and rise of non-standard employment relationships, was a prominent and recurring topic of discussion in this course. Students engaged in readings that explored precarious employment, engaged with the President of the NS Federation of Labour during a guest lecture where labour rights are the focus of his remarks, analyzed films that refer to labour rights and analyzed cases that cover a range of topics including these. Students also went on a field trip to the NS Museum of Industry where the evolution of work and associated discussion of safe and secure working environments is a prominent theme.

Regarding the reduction of inequalities, students engaged with the StFX Manager of Human Rights and Equity during a guest lecture and read about the organizational reproduction of inequality to learn about employment policies and practices aimed at removing barriers to opportunity which lead to discriminatory outcomes.

## **Strategic Management:**

For team projects, one of the case studies analyzed was about an Australian art gallery for Australian Indigenous art. The other was about a flower company importing flowers from Colombia. For each case, part of the assignment was to create a decision matrix that included ESG criteria to highlight the importance of ESG criteria in evaluating strategic decisions.

The CEO of Aqualitas offered a virtual guest speaking session/podcast. The firm's mission and vision are focused on corporate social responsibility, growing organic, and sustainability.

## **Environmental Sustainability of Organizations:**

The term project incorporated the use of tools and methods of community-based social marketing to address sustainability challenges on campus. Two StFX departments (Facilities Management and Sodexo) partnered to identify major pain points on campus, which were then assigned to student groups to address over the term. These challenges ranged from weekly drywall holes (wasted labour & materials) to reducing hot water consumption to increasing composting to addressing litter.

## **Advanced Topics in Responsible Management:**

One of the tools for the assessment of student learning about CSR topics included case analysis. The first case invited students to consider the challenge of identifying and balancing conflicting stakeholder interests, along with topics of social license, corporate citizenship, triple-bottom-line, environmental racism, and more. The second case invited students to consider the shift to a strategic, holistic CSR, and the implications of same regarding processes of materiality assessment, benchmarking and social impact reporting. The third case invited students to consider the application of CSR within a cooperative organization, develop a CSR framework for the institution featured in the case, and identify the SDGs that may be addressed by the proposed activities.



Principle 2:  
Values



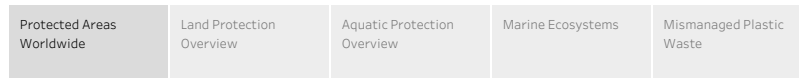
Principle 3:  
Method

# Overview of Practical Actions within the Classroom (iv)

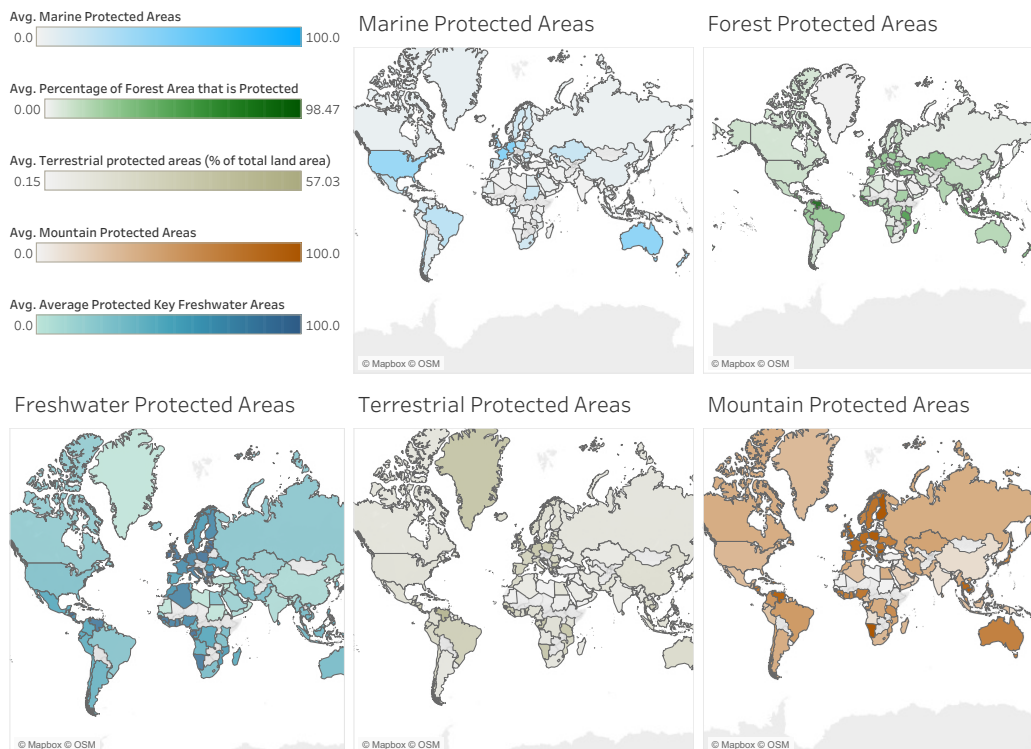
## Decision Intelligence and Analytics

During the term project, students were invited to dive deep into the rich world of data surrounding the United Nations' SDGs. This project presented a unique opportunity for students to use cutting-edge data analytics techniques to uncover compelling stories hidden within the SDGs data. As budding decision intelligence experts, students drew meaningful insights and present their findings in a cohesive, accessible narrative. Students explored how data and storytelling can intersect to influence policy-making and contribute to global progress. By analyzing the complex web of the SDGs, students not only sharpened their analytical skills but also gained a deeper understanding of the world's most pressing challenges and the steps being taken to address them.

Biodiversity protection was one of the student projects in the Decision Intelligence and Analytics course. The image below is an example of one of the deliverables from the course.



### Protected Areas Worldwide



Courtesy of Dobson Boudreau



Principle 2:  
**Values**



Principle 3:  
**Method**



# Other Practical Actions

## Wabanaki Maple Case Study and Competition

In August 2022, Professors Mary Oxner and Jane Fraser travelled to Tobique First Nation in New Brunswick to meet with Jolene Johnson, the owner of Wabanaki Maple. Wabanaki Maple is a maple syrup company founded in 2018 with the purpose to “share and reconnect people and communities with a piece of Indigenous history and culture”. Jane and Mary are writing a case about Jolene and her business for publication and use in undergraduate curricula. This case was tested in Professor Jennifer Alex’s Intermediate Managerial Accounting class in April 2023. In teams of 3-4, students presented their analysis of the case to a panel comprised of Jennifer Alex, Jane Fraser, Mary Oxner and two members from JD Irving. The top three teams were awarded cash prizes sponsored by JD Irving.



Erin Miller (JDI), Kamryn Moorhouse, Emily Bishop, Grace Wilson, Jennifer Alex, Missing: Kaitlyn Priddle



Wabanaki awards presentation



Principle 2:  
**Values**



Principle 3:  
**Method**

## Guest Speakers (i)



### **Guest Speaker in Entrepreneurship and Entrepreneurial Finance**

Tara Wickwire of Sandpiper Ventures was invited to campus to talk about inclusive entrepreneurship. Sandpiper Ventures is a Halifax-based, women-led Venture Capital (VC) firm that invests in female and non-binary founders of tech-enabled start-ups. This addresses the low representation of women in VC, and the under-representation of female and non-binary founders in VC deals.

In addition, the professors organized a smaller roundtable session with Tara and 14 female Business students to provide them an opportunity to discuss goals, challenges and career opportunities. Students spanned first to fourth year in entrepreneurship and finance. This was an invaluable networking opportunity, creating a first connection into the professional venture capital space.



### **Guest Speakers in Environmental Sustainability of Organizations**

Director of Facilities Management, Leon MacLellan, spoke about sustainability initiatives, metrics, and challenges at StFX. This helped to increase students' awareness of sustainability in practice around campus, as well as highlighted how sustainability can be implemented at an organizational level.



Dr. Michael Brennan described a sustainability initiative he led at St. Martha's Regional Hospital. His presentation showcased some of the organizational opportunities and challenges with respect to implementing sustainability projects. It touched on topics of leadership, employee engagement, waste reduction, metrics, reporting, and communication.



Principle 2:  
Values



Principle 3:  
Method



Principle 5:  
Partnership



## Guest Speakers (ii)

### Guest Speaker in Indigenous Business in Canada

The speakers invited were the co-founders of Indigenous Treaty Partners (ITP), invited to teach students and faculty about Truth and Reconciliation and how to engage and work with Indigenous communities. ITP discussed how they are building Indigenous principles and teachings into their own business plan and practices. They shared with the audience how they integrate their knowledge into economic reconciliation and how to transform workplaces from the inside out to better support and reflect unique nation-to-nation relationships. Houston Barnaby, Co-Founder of Indigenous Treaty Partners and StFX graduate, said: “We appreciate the opportunity as it has allowed us to think deeper about ITP as a business case about how 21st-century Indigenous people are changing the principles of capitalism and using current social tools to better our communities.”

Related to SDGs, the Indigenous Business in Canada class focused on **SDG#10** Reduced Inequalities and **SDG#8** Decent Work and Economic Growth (specific to Indigenous communities).



Rebecca Slaunwhite, Houston Barnaby,  
Corey Mattie





Principle 2:  
**Values**



Principle 3:  
**Method**



Principle 4:  
**Values**



# Student Research

## **Honours Student: Cassidy Pettipas**

**Supervisor: Opal Leung**

Cassidy's thesis explores the effects of the Canadian Cannabis Act on the level of opportunity for Indigenous entrepreneurs. She plans to share the Indigenous perspective and explore their position in the cannabis market.

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## **Honours Student: Mairi MacKinnon**

**Supervisor: Brad Long**

Mairi's thesis was published in the peer-reviewed journal *Qualitative Research in Organizations and Management* under the title "Leading with Two Eyes: Leadership Failures and Possibilities in the Management of a Pulp Mill's Wicked Problem". It represents a journal-length version of Mairi's thesis motivated by and supporting reconciliation efforts and identifies the value of an Indigenous epistemology informing leadership behaviours.

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## **Research Assistant: Katia Beales-Salovitch**

**Supervisor: Katelynn Carter-Rogers**

This research involves barriers for Indigenous and Black Peoples with criminal records in hiring decisions. The purpose of this research is to get an understanding of the bias that exists for Black and Indigenous peoples when it comes to the relationship between criminal records and employment, and that this relationship is unique between these two groups. The research sheds light on the increased discrimination that Indigenous applicants experience in a hiring context and shows that there is significant room for growth within our society in the acceptance of both Indigenous peoples, and peoples who have criminal histories. This research focuses on **SDG#10** Reduced Inequalities as well as **SDG#1** No poverty initiative.





Principle 2:  
**Values**



Principle 3:  
**Method**



Principle 4:  
**Values**

# Faculty Engagement with PRME (i)

## Case Publications:

### **Aqualitas Case Study**

Professors Opal Leung and Stefan Litz prepared a case about a Nova Scotia based cannabis company that focused on corporate social responsibility (CSR) and remained consistent in their commitment to CSR during a global pandemic. During the COVID-19 pandemic, most businesses were either shut down or significantly scaled down to encourage people to physically distance and stay at home as much as possible. Aqualitas is a Nova Scotia-based cannabis company that focused on serving patients, its employees, and the local community. In this case, students are required to perform a thorough strategic analysis of the company and create a strategic direction that aligns with its values while working within the parameters of strict Health Canada regulations and Clean Green certification standards. The purpose of this case study is to demonstrate that within a challenging event (i.e., the pandemic), there might also be opportunities that are guided by a firm's values. The case was published by SAGE Business Cases (under the title "Aqualitas: Celebrating "420" During the COVID-19 Pandemic").

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### **East Coast Credit Union Case Study**

Throughout 2022, Professor Brad Long partnered with colleagues from Saint Mary's University to develop a case study on East Coast Credit Union's (ECCU) efforts to deepen and measure their community impact and more formally structure it within a CSR framework. The case introduces students to the cooperative business model and principles, CSR frameworks (SDGs, ESG, etc.), and techniques like materiality assessment to identify targeted initiatives that meet local community needs. A relationship with the ECCU had been developed over prior years with student projects in Brad Long's Advanced Topics in CSR course, and finally the written case was classroom tested in this course prior to being published by SAGE Business Cases (under the title "Coastal Credit Union").



Principle 2:  
Values



Principle 3:  
Method



Principle 4:  
Values

## Faculty Engagement with PRME (ii)

### John T. Sears Chair in Corporate Social Responsibility Summer Internship

Two students were hired as summer research interns by the John T. Sears Chair in Corporate Social Responsibility (Dr. Brad Long) through an internship program in social enterprise created in partnership with StFX's Coady Institute. Working on behalf of the Self-Employed Women's Association in India, the students spent five weeks of their 2022 summer internship in the field collecting data from women workers in the Indian state of Gujarat.

One student, Derin Derici, studied the impacts of SEWA training programs on the human capital development of its members, learning about the importance of continuing education into and throughout adulthood and gaining an appreciation for how SEWA's integrated approach to organizing, institution building and investing in life-long learning are key to human capital development. Another student, Jillian Hayden, examined how access to both financial capital and financial literacy were key to building resilience which, in turn, increases the livelihoods of all members of SEWA. To that end, Jillian was able to make recommendations that would increase member readiness to assume loans and for the formation of a new lending program that would promote women's growth and security.



Yogesh Ghore from the Coady Institute, Jill Hayden, Derin Derici and Brad Long





Principle 2:  
Values



Principle 3:  
Method



Principle 6:  
Dialogue



## Student Society Initiatives (i)



WIB Executive

### Women in Business 8th Annual Conference

The 2023 Women in Business Annual conference's core theme was "Fundamentally You" which is designed to help delegates find their unique skill set and strive toward reaching their full potential in the business world. Tia Upshaw Serial Entrepreneur/Motivational Speaker, and Nikki Robar, CPA, CA, CBV both spoke as keynote speakers about their experiences (successes and struggles) as women working in both corporate and not-for-profit organizations and about opening their own businesses.



Davis Pier Judge Sydney Newton, Inka Mitler, Dana Morrison, Adalyn Power, Anna Titus, Davis Pier Judge Laura MacAulay

Connecting to **SDG#3: Good health and wellbeing**, students at the conference participated in a pitch competition entitled *Combatting social isolation and strengthening community wellbeing* and came up with a wide range of pitches on how to address the issue presented. These pitches included a communal fridge/freezer and food-sharing program where community members teach local families how to cook culturally diverse meals, and a partnership program to match newcomers to the community with students (e.g., international students) who remain in Antigonish over the summer months. Representatives from B-Corp Certified company, Davis Pier, were the judges for the pitch competition.



Principle 2:  
Values



Principle 3:  
Method



Principle 6:  
Dialogue



## Student Society Initiatives (ii)



### StFX SDG Alliance

In an effort to fulfill the PRME mandate and integrate the Sustainable Development Goals (SDGs) in student activities, the StFX SDG Alliance was created in 2022. Beginning as a Student Working Group supported by the PRME Steering Committee, the group held a general meeting in March 2022 to gauge student interest. Over the summer of 2022, the group was ratified as a society through the StFX Students Union by Student at Large Hannah George (President), along with BBA students Anna Parsons (Vice President) and Dana Morrison (Treasurer). The group conducted several meetings before the academic year to discuss strategies for establishing the society on campus, engaging students, and making a social impact in the Antigonish community. In September of 2022, the StFX SDG Alliance attended Society Night and gained significant membership from interested peers. A meeting was held shortly after to introduce members to the SDGs and the PRME initiative, as well as discuss potential opportunities the society could pursue in the 2022-2023 academic year. The StFX SDG Alliance is the exciting culmination of work by the PRME Committee to engage students since the Schwartz School of Business joined the PRME initiative in 2019.



### The Schwartz Business Society (SBS)

SBS notes that many of their projects have centered around community engagement, including their Christmas Joy Program which raised money for Antigonish families in need for the holidays.

Most notably, and in alignment with **SDG#10**: Reduce Inequality, the SBS screening of a feature length film “Freedom Swell” by LaMeia Reddick and directed by StFX Alumni Marie and Meaghan Wright of Mirror Image Media sought to educate people on race-based issues and promote the inclusion of all, regardless of race.

Vice President of Diversity and Inclusion Lucas Seto spoke about how PRME and the SDGs play into their planning, saying: “It’s extremely inspiring to see the PRME and SDG framework begin to embed itself in so many ways within the Schwartz community - in and out of the classroom.”

# PRME Committee

The PRME Committee was developed to lead the progress of our objectives. With changes in leadership and sabbaticals, this committee has not been as active as we would like. However, we have been successful in adding PRME on the Schwartz webpage to benefit/inform our student recruitment efforts and we have implemented a data collection mechanism for teaching, research, and student activities which has been used to identify some of our practical applications identified in the preceding pages.

The StFX Gerald Schwartz School of Business has become a member in the Sustainable Development Solutions Network (SDSN) and has been instrumental in the creation of a campus wide SDG Student Working Group, officially named StFX SDG Alliance.

To recognize Earth Day, the PRME committee set up a table at the entrance of the Schwartz school. We handed out Earth Day themed cookies and PRME stickers and invited students to make a personal pledge related to their environmental footprint. Our aim was to encourage students to reflect on their own environmental impact and to increase awareness of our involvement in PRME more generally.



# Assessment of Outcomes

As we consider progress, we ask ourselves: Did we meet the goals set in our inaugural SIP report in 2021? Here is what we have discovered:

Membership in PRME encourages our faculty to address the Calls to Action as well as social and environmental impacts in our curriculum; to develop social connectedness in our pedagogy; to make sustainability questions central to our research; and to promote dialogue, partnerships and public outreach that is courageous enough to challenge the status quo and elevate sustainable prosperity as the centerpiece of our purpose and values. To this end, we have increased the number of courses in the Schwartz school specifically addressing PRME engagement, but we still have work to do to encompass all departments. This is evidenced by the “Practical Actions” highlighted throughout this report. Maintaining interest in reporting related activities as well as maintaining a working PRME committee are an ongoing work in progress. Seeing as this is relatively new, we are encouraged to see the initiatives that have been occurring in the classrooms, however, further engagement of PRME principles within all areas of our business curriculum is certainly necessary.

In terms of communications, we are not as well-developed as we would like. There were two newsletters published by the STFX SDG Alliance, we have been successful with adding PRME to our website and we introduce PRME in the first-year courses and Lab. There have been limited advancements in communication or in dialogue events, supported by only a few guest speakers in specific courses, but we are hopeful this will increase as our communications and engagement increases.

The Department of Management was successful in recruiting for our Indigenous Business tenure track position. Our new colleague has an indigenous background and has been a true asset to

the Gerald Schwartz School and to our faculty and students. As another step closer, she was instrumental in arranging an Indigenous Partner Training session for one of her classes to which all students and faculty in the Schwartz School were invited to participate.

There have been some individual efforts at decolonizing our curriculum but as a School we have not yet created an active student recruitment strategy, partnerships with local Indigenous communities, or implemented schoolwide policies to create space for indigenous ontologies and epistemologies.

Discussions with Xaverian Capital, a student run investment group, are planned for the 2023-2024 academic year. It is not currently known if the investment community’s clear shift in the direction of sustainable investments/responsible investments is considered by the current student leaders. The investment considerations and investment philosophy on the current website contains no references to this shift.

Evidence of further development of our Student Society Connections can be found in the creation of STFX SDG Alliance Society; the 9th annual WIB conference; and SBS Diversity and Inclusion initiatives all mentioned above in the Student Society section. In addition, and further building on our connections, student society representatives play a key role in the first-year experience of our students, acting as evaluators of the Schwartz Showcase presentations for the BSAD 111 and 112 end of term projects.

# Looking Forward

As you can see from the information provided in this report, we have made small increments toward our goal to embed PRME into the fabric of the Schwartz School of Business, but we have much more to do in this endeavor. It is important that we continue to work toward such an important undertaking.

In our 2025 SIP Report, we hope to provide additional evidence of incremental progress in the following eight areas:

## 1. Breadth of Participation

We will encourage all faculty to respond to our call to action as outlined in our invitation described in our previous report. This may result in a greater level of participation across all programs and departments that we may highlight, in the future, when reporting on PRME in our curriculum and faculty with PRME.

## 2. Depth of Embeddedness

In conversations with faculty members leading to the content in this report, an ability to be more intentional and specific in integrating the SDGs into their curriculum was noted. This may result in deeper levels of engagement with these goals and PRME principles as we continue to develop our course content and pedagogies. We hope that the PRME Steering Committee may serve as a continued resource in this regard.

## 3. Communications

We will continue to develop the content and channels of our communication efforts to improve the overall level of PRME awareness and literacy amongst our many stakeholders, especially our students. This may, amongst other strategies, result in a more well-developed social media presence for PRME within the Schwartz School.

## 4. Dialogue Events

The PRME Steering Committee will consider additional ways of strengthening our efforts to uphold the sixth principle of PRME. Ideas like PRME research showcase, more guest speakers and other forms of outreach will be considered, along with greater levels of engagement within regional and international PRME networks.

## 5. Decolonizing and Indigenizing

As a higher education institution operating in Canada that is focused on developing the next generation of business leaders, we are compelled to respond to the Calls to Action produced from the Truth and Reconciliation Commission of Canada. This will entail participating in a broader campus-wide effort to decolonize our curriculum and create space for indigenous ontologies and epistemologies.

## 6. Responsible Investing

Given the investment industry's move toward responsible investments, we hope to influence conversations that would result in a responsible investing philosophy informing the holdings within our endowment and pension funds. A more immediate change in this regard would see such a philosophy guide the portfolio decisions related to the Xaverian Capital fund, a portion of the university endowment that has been delegated for management by Schwartz School Students

## 7. Focus on Sustainability

Following upon the focus on our own organizational practices, we will look for additional opportunities to continue to improve the sustainability of our operations to the extent that we are able to influence broader university policies (e.g. sustainable procurement; scope 1/2/3 emissions; etc.).

## 8. Developing the Student Society Connections

Partly addressed through enhanced communications efforts, the PRME Steering Committee will continue to encourage and support student-led initiatives to support PRME and advance the profile of SDGs in our Business School and campus more broadly.



**GERALD SCHWARTZ**  
SCHOOL OF BUSINESS