

REPORT

School of Business
Sharing
Information on
Progress



2011

PRME Principles for Responsible
Management Education

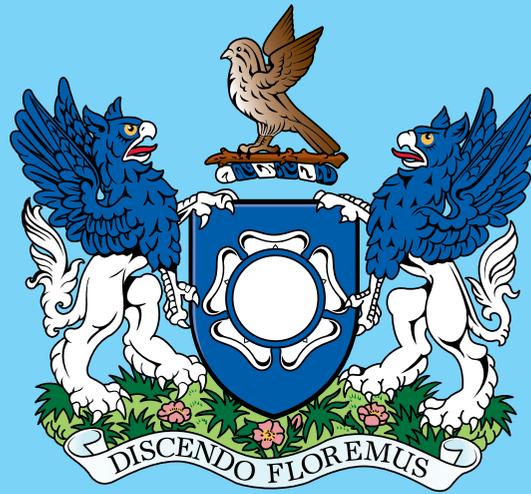
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“Through learning we flourish.”

Our Mission: Grant MacEwan University is a vibrant, innovative educational institution focused on student learning. MacEwan fosters student success and student contributions within local, national and international communities. Teaching and learning are central to the academic endeavour, which is informed and enriched by research and scholarly pursuits of highly engaged faculty and staff. MacEwan strives to exemplify the values of respect, integrity, citizenship and environmental stewardship through teaching, learning, scholarship, research and service.



MESSAGE FROM THE DEAN:

Letter of Commitment

Grant MacEwan University draws from its 40 year history as a Community College and since 2009, a University. Our legacy as an institution is reflected by our namesake, Dr. J.W. Grant MacEwan, former Lt. Governor of Alberta and Mayor of Calgary. Dr. MacEwan's creed, written in 1969 informs the University's values and decisions – the creed concludes “I am prepared to stand before my Maker, the Ruler of the entire Universe, with no other plea than that I have tried to leave things in His Vineyard better than I found them.”

As Alberta's newest university, we are inspired by Dr. MacEwan's creed to be aware of an even greater and growing responsibility to the local and global community. The Business School at MacEwan is committed to preparing students for the economic and ethical issues that they will face as business and community leaders of tomorrow.

On February 1st, 2011 MacEwan School of Business became a signatory to the Principles for Responsible Management Education (PRME). Our adoption of this initiative began in early 2010 and now has swept through the school, engaging faculty, administration and students. This initiative has proven instrumental in providing a framework to focus our efforts on advancing sustainability, and encouraging international collaboration, as we strive to live up to our university's vision.

We are pleased to present our first progress report and share our renewed commitment to PRME.

Signature

Elsie Elford

*Dean, MacEwan School of Business
Grant MacEwan University*

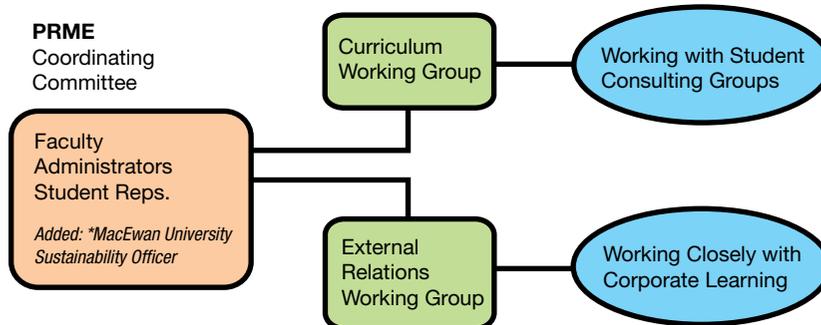


1.0 Principle 1: Purpose

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

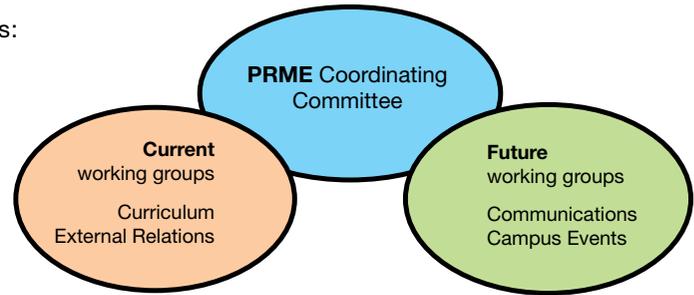
1.1 Implementation

- The PRME initiative at the MacEwan School of Business began as a small idea among a few faculty members. This idea didn't remain small for long as administration, students, and other faculty members, embraced PRME. In October 2010 the MacEwan School of Business PRME Coordinating Committee was formed. This committee adopted a collaborative approach to furthering the PRME initiative; fostering grassroots leadership from faculty and student representatives, instead of a top-down approach imposed by administrators. The committee's inaugural meeting had two goals:
 - Establish an efficient organizational structure to implement and monitor the six principles
 - Promote school-wide awareness and participation
- To create an efficient organizational structure, the committee conducted an external scan of Sharing Information on Progress (SIP) reports from Canadian PRME signatory institutions. Next, they conducted an internal scan of MacEwan School of Business Program Chairs to identify current activities that satisfy the PRME initiative. Committee members used both sets of findings to promote further awareness amongst business faculty, and form two working groups: the Curriculum Working Group, to track PRME values and incorporate them into course materials; and the External Relations Working Group, to engage local and global academic and business communities.
- With the structure and support to implement PRME in place, the MacEwan School of Business became an official signatory on February 1st, 2011.



1.2 Looking Ahead

- We are in the process of adding two new working groups: the Educational Events Working Group, to facilitate dialogue and debate through campus events, seminars and lectures; and the Communications Working Group, to report and create promotional materials.



2.0 Principle 2 and 3: Values and Method

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.

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

2.1 Our Values

Our values inform, and are the basis for, everything that happens here. They are at the heart of our programming. They motivate our faculty and staff. They are at the core of the way we look at the world and the way we conduct our operations.

LEARNER-CENTRED: Inside and outside the classroom, through its programs and services, the University serves the needs of its learners. The University is dedicated to improving the learners' critical and creative thinking, ability to integrate knowledge and action, physical and emotional well-being, and motivation for life-long learning.

EXCELLENCE: The University supports the students' educational right to be served by competent instructional, service, and administrative staff. Our classrooms and other learning environments are dynamic, supportive, compassionate and collaborative. Special staff and student activities contribute to the continuous development of effective and progressive methods of education.

COMMUNITY: We value effective communication and collegiality within and among all sectors of the University. We encourage a sense of co-ownership of the institution by all staff and students and recognize a collective responsibility to achieve our goals.

COLLABORATION: The University actively pursues partnerships with diverse communities on the regional, provincial, national and international levels. We believe that collaboration strengthens our educational offerings; fosters innovation through the exposure to new ideas; creates opportunities; and makes the best possible use of the resources available to us.

DIVERSITY AND INDIVIDUALITY: From the institutional to the international level, we are devoted to promoting acceptance of individual and cultural differences. We recognize that all students and staff, full and part-time, make a contribution to the University community, and that the value of a university education is enhanced by a broader cultural perspective. The University is dedicated to creating an institutional culture of mutual respect among all individuals and groups.

PARTICIPATION IN DECISION-MAKING: University policies affirm the right of all groups and individuals to voice their views before decisions affecting them are made. Students and staff are regularly provided with opportunities to influence matters of importance to them. At all levels of University governance, we value freedom of participation and open communication.

INNOVATION AND LEADERSHIP: The University adapts to changing circumstances and takes a leadership role in creating programs and activities to meet the future needs of the students and communities it serves. The University endorses the democratic rights of University staff and students to take leadership roles by making individual statements on public issues.



STEWARDSHIP OF RESOURCES: The University, as an educational institution, a responsible employer, and as a good corporate citizen, must actively contribute to the recognition and resolution of the challenges impacting the Earth's environment and University resources.

GLOBAL UNIVERSITY: Grant MacEwan University is committed to fostering the development of the knowledge, skills, and attitudes necessary to live and work effectively in an interconnected world. Faculty, staff, and students integrate an international dimension into the teaching, learning, and service functions of the University.



2.2 Achievements

- The School of Business teaches seven professional skills needed in the workplace, in addition to theory. Ethical business practice is one of these skills and it is taught as a mindset that informs the choices of an entire firm – not an appendage of their operations. For this reason many different business courses that we offer require students to make ethical judgments in their course work. The following courses, in addition to requiring students to make ethical judgments, have an especially strong focus on teaching theories on ethics and sustainability in their curriculum:

- ACCT 353 – Leadership and Ethics
 - BUSN 200 – Fundamentals of Business
 - BUSN 201 – Introduction to Canadian Business
 - BUSN 330 – Project Management
 - INTB 310 – Global Business and Sustainability
 - LEGL 210 – Business Law I
 - ORGA 410 – Business Consulting
 - ORGA 412 – Intrapreneurship, Innovation and Creative Problem Solving
 - ORGA 422 – Contemporary Issues in Management
 - ORGA 433 – Managing Change
- Our courses are constantly changing, demanding more interaction. Even though our PRME initiative began this year, we have already begun creating opportunities for students to learn about PRME in the classroom. The following describes one of the projects that students have engaged in:
 - Winter 2011 semester students from the senior level business-consulting course, ORGA 410, were recruited by the PRME Curriculum Working Group to take part in a consulting project. Professors from nearly 60 Bachelor of Commerce courses were interviewed by these students on how PRME has been or could be worked into their curriculum. This project produced a report that helped update the curriculum map with ethics and sustainability learning objectives, and increased faculty awareness of PRME.



(MacEwan School of Business,
Associate Dean Mike Henry)

“My hope for engaging in PRME is that we can engage our entire academic community, students and faculty, in discussions and debates about what is responsible management.”

Teaching ethics and sustainability goes beyond the classroom. Our University strives to engage students in other mediums while setting an example of an institution that practices sustainability.

- Students in Free Enterprise (SIFE) is an international non-profit organization that challenges students to use their business education to improve quality of life by integrating and applying social, financial and environmental criteria in local and global communities. The MacEwan School of Business joined SIFE in 2011, giving students the opportunity to create a SIFE team, initiate programs for sustainable development and participate in international competitions. SIFE encourages students to share their values with other chapters and develop their awareness of global issues.
- In 2009, Grant MacEwan University began developing the Campus Sustainability Plan (CSP) in response to signing the University Leaders for a Sustainable Future (ULSF) *Talloires Declaration*. In addition, the university signed on to two other agreements committed to fostering sustainability on campus: the *Pan-Canadian Protocol for Sustainability* and the *University and College Presidents' Climate Change Statement of Action*. The School of Business at MacEwan participates in the CSP through the university faculty association, registrar, and sustainability office. The CSP has been developed for implementation by 2015.
- *Aspire* magazine is a theme-based publication about topics and events at the MacEwan School of Business. The inaugural, 2009, issue themed “The Global Issue,” celebrated giving back to local and global communities. The second, 2010, issue themed “The Values Issue,” explored how students and faculty can get more involved. The current, 2011, issue themed “Sustainability” narrates how the MacEwan School Business became involved with PRME, SIFE and other innovative programs and events that develop sustainable practices.
- Community of Practice Lectures are a periodic series of lectures and seminars open to students, faculty and staff. These events encourage dialogue and foster an inclusive environment. Recent lectures and seminars included:
 - Diversity and Inclusiveness, Dilara Yegani/Telus, November, 2010 and March, 2011
 - Eco-Socialism and China's Green Economy, Prof. Shi Qinghao, Shanghai Administration Institute, March, 2011
 - Diversity in the Work Place, Dilara Yegani/Telus, April, 2011
 - Qualitative Research Methods: Discourse Analysis, Cor Baerveldt/ University of Alberta, April, 2011
 - Regulation on Commodity, Yang Ju/ Shanghai Institute of Foreign Trade, May, 2011



- Legal Environment of China's Trade in Education Services, Jin Xiaobai/Shanghai Institute of Foreign Trade, May, 2011
- Corporate Social Responsibility Reporting: A Comparison Between Turkey and Canada, Cenap Ilter/Grant MacEwan University and Dursun Arikboga/Istanbul University, June, 2011
- Study tours are an important component of the learning experience at MacEwan School of Business. In May, 2011, students had the opportunity to tour Brazil, India or China. In addition to touring these countries, students were involved with charities and sustainability initiatives in their host country:
 - INTB 251 (China) - Students, faculty and staff brought management/business textbooks of use to MacEwan's academic partners in China.
 - INTB 252 (India) - Students, faculty and staff raised approximately \$2,500 to purchase science laboratory equipment for Panhala High School, in rural Maharashtra state.
 - INTB 253 (Brazil) - Students, faculty and staff held a clothing drive to donate over 600 lbs of used clothing to two charitable organizations.

2.3 Looking Ahead

- In Fall 2011, the MacEwan School of Business will be offering a new 14-hour course for corporate learning and continuing education students: Introduction to Corporate Social Responsibility and Sustainability. Corporate Social Responsibility (CSR) and sustainability issues are becoming increasingly important. Companies, governments, educational institutions, and non-profit organizations alike are expected to take responsibility for their environmental, social and wider economic impact. This course will provide an introduction to CSR issues and build awareness of emerging stakeholder concerns. Students will explore key CSR topics and case studies for sustainability as well as how to communicate and manage these issues when developing a CSR and sustainability strategy for their organization. The School of Business plans on offering a certificate on the completion of this course.

3.0 Principle 4: Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.



3.1 Achievements

- MacEwan School of Business hosts two institutes: the Institute for Innovation in Management Education and the Institute of Asia Pacific Studies.
 - The Institute for Innovation in Management Education (IIME) was initiated in 2009 and operational in 2010-11. IIME supports research in the area of management education and development, with a focus on practical application. In this way IIME aims to contribute to curriculum development for the education of managers. The institute is also a strong supporter of student-led research.
 - The Institute of Asia Pacific Studies (IAPS) was launched in 1998. Specializing in emerging Asian business, IAPS engages in research and educational and cultural exchanges between the Asia Pacific region and Canada and is in the early stages of launching the Asia Pacific and Globalization Review, an online, open-access international business journal that includes corporate social responsibility in its mandate.
- On April 1, 2011, MacEwan School of Business students attended the Third annual Conference on Principles for Responsible Management Education organized by the William G. Rohrer College of Business at Rowan University, New Jersey, U.S. The following are two student papers presented at the conference:
 - Sustainability at Grant MacEwan University: Single Sustainable Campus Model
Authors: Miki Kenji, William Pasioka, Catherine Robataille and Owen Smid

Grant MacEwan University is a growing institution that is moving towards a consolidated environmentally friendly facility. Built to LEED silver standard, the Single Sustainable Campus Model is Grant MacEwan University's elegant implementation of the Quadruple Bottom Line (Triple Bottom Line + Culture). Through this plan MacEwan will provide better services to students, reduce energy requirements all the while becoming an integral hub for a new and revitalized Edmonton downtown and surrounding community.



- Innovations in the Oil Sands Industry to Mitigate Environmental Impact

Author: Alexandra Court, Grant MacEwan University

This paper discusses the actions of the oil sand companies of Northern Alberta, Canada, in mitigating environmental damage. It explains the process of extracting oil from the oil sands and why this process is environmentally damaging. This article proposes that innovative technologies which reduce the environmental damage that the oil sands cause are the industry's key to achieving sustainability. These technologies are explained and evaluated.



Dr. Grant MacEwan

“We endeavour to enhance our students’ capacity to live well-balanced, productive lives as citizens of our interconnected world. Our links with communities beyond the University—academic and professional, local and international—ensure the relevance of learning activities and enable students to move confidently into the workforce or on to further educational opportunities.”

(Educational Philosophy Statement, Grant MacEwan University)

- Four MacEwan School of Business students were among the 700 students from 129 countries who attended the 2011 Education Without Borders conference in Dubai, UAE from March 28-31, 2011. Of 76 students selected to present at the conference, one of our students, Melissa Ta, was able to present the following paper:

- Greening Oil

Author: Melissa Ta

The province of Alberta, located in Western Canada contains an estimated 173 billion barrels of oil, a close second to Saudi Arabia. The United States imports over 60% of its oil requirements from Alberta’s oil sector. However, environmental groups have been trying to boycott or lobby for a cessation in oil production. As the United States is a large importer of Alberta oil, how can companies fight back the negative media image? From a business point of view, this presentation will outline realistic solutions to help oil sand industries combat the “dirty oil” image, as well as reduce their carbon footprint on the environment. Companies must invest in technologies for sustainability in the environment and their key stakeholders.

- Selected Works by MacEwan School of Business Faculty:

Alon, I. and X. Wei (2010). Special Issue, Competition or Cooperation: East vs. West. *International Journal of Business and Emerging Market*, Vo. 2, No.4.

Blakey, B. (2010). Poverty and AIDS—One CMA’s Contribution. *Management*, 83(9), 10-11.

Bocatto, E., Perez-de-Toledo, E. and Wei, W. (2010). The Westernization of the East: Interpreting Social Actions and their Impact on Business and Society. 4th China Goes Global Conference, October 6-8, Harvard University, Cambridge, U.S.A.

Bocatto, E. and Perez-de-Toledo, E. (2011). Innovative Public Governance: Comparing the African Participatory Poverty Assessments (PPAs) and the Brazilian Participatory Budgets (PBs). 12th International Academy of African Business and Development (IAABD) Conference, May 17–20, Athabasca University, Edmonton, Canada.

Brown, M. and Rezanian, D. (2010). Integrating Sensemaking and Experiential Learning Theory in Management Education. *Proceedings of Western Academy of Management Conference*, March 24-28 Kailua-Kona, Hawaii.

Emberg, D. and Benson, L. (2010). Integrating Professional Skills into a Bachelor of Commerce Program: A Case Study. Paper presented at the Educational Innovation in Economics and Business conference, London, England.

Ilter, Cenap (2010). Exploring Illegal Guarantees Between Group Companies: A Case from Turkey. *Journal of Money Laundering Control*, 13 (2): 155-166.

Ilter, C. (2010). Exploring the Risk of Overstatements and Understatements in Financial Reporting due to Inflation and Devaluation Gaps. *International Journal of Economic Sciences and Applied Research of Greece*.

Ilter, C. (2010). Fraudulent Money to Suppliers and Top Management within the Group Companies: A Case from Turkey. *Economics Journal of Lithuania*.

Zhu, J. and X. Wei (2010). Studies on International HRM Integration of MNCs- A View from Knowledge Transfer (in Chinese). *International Association of Chinese Management Research Conference*, Shanghai.

3.2 Looking Ahead

- The Asia Pacific and Globalization Review (APGR) will release its inaugural issue on its journal website in November 2011. The editorial team for the APGR has already put out a call for manuscripts, especially those with sustainability themes, and is in the process of double-blind peer review for a number of submissions. The online environment of the journal allows for academics to easily critique their colleague's articles and challenge each other's theories.



4.0 Principle 5 and 6: Partnership and Dialogue

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.

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

MacEwan School of Business works to ensure that our education prepares students for the realities of tomorrow through feedback from our partnered business communities. A variety of methods are used to support and offer our students motivation to succeed by showing direct links between the classroom and the business community.

4.1 Achievements

- Dr. Charles Allard, a prominent Alberta businessman, established the Allard Chair in Business at MacEwan in 1984. His vision was to bring successful, philanthropic leaders of the business community in direct contact with those training to be tomorrow's leaders. Thus an honorary teaching position was established and offered annually to a respected leader of the Alberta business community. The resident Chair typically spends a number of days throughout their term at MacEwan with student groups from varied programs within the School of Business. In the 2010-11 semester, the 25th person to hold the Allard Chair in Business was Irving Kipnes, Executive Chairman and Director of Liquor Stores N.A. Ltd. Our students had the opportunity to connect with this highly respected leader and learn how to successfully launch their own careers.



(2011 Allard Chair, Irving Kipnes)

- The External Relations Working Group reaches out to the local and national business and academic communities. It focuses on MacEwan's participation in the local UNGC networks, and encourages dialogue on corporate social responsibility and sustainable business practice. The External Relations Working Group works closely with MacEwan Corporate Learning, providing an important outlet for networking as well as informing the creation of relevant programming.
- MacEwan School of Business maintains the goal to be the number one undergraduate international business school in western Canada. Active partnering with the following institutions lays groundwork for dynamic international opportunities for faculty, staff and students:
 - Grupo IBMEC, Brazil
 - China University of Petroleum, China
 - Education Forum for Asia, China
 - Hangzhou Dianzi University, China
 - Jiangsu University of Science and Technology, China
 - Observer Research Foundation, India
 - Prin. L.N. Welingkar Institute of Management Development, India
 - Autonomous University of Barcelona, Spain
 - Toulouse Business School - Campus Barcelona, Spain

"I think [giving back] should be a part of everybody's being, in that there are causes and people that need a hand up."



- PRME related conferences (Faculty or Associate Dean attended):
 - Third Annual PRME Conference: Achieving Sustainability through Innovation: April, 2011 at Rowan University, Glassboro, NJ.
 - The UN Millennium Development Goals, the Global Compact, and the Common Good Conference: March, 2011 at Notre-Dame University, Notre Dame, IN.
 - 2nd Global Forum for Responsible Management Education: June, 2010 in New York, NY.
- Conferences with sustainability content
 - Sixth Biennial International Students Education Without Borders Conference: March, 2011 at the Higher Colleges of Technology, Dubai, UAE. Attended by MacEwan business students.
 - ACCC, Sustainability: Educating for Tomorrow: June, 2011 in Edmonton, AB. PRME committee members, Gordon Lucyk and Joel Fridman, presented Implementation of PRME at MacEwan.
 - Canadian Association for University Continuing Education Conference: Sense and Sustainability: June, 2011 at University of St. Michael's College, Toronto, ON. Attended by members of PRME committee.
 - World Green Forum: May, 2011 in Hong Kong. PRME committee member, Mike Henry, and faculty member, William Wei, presented China's Water Resource Challenges: Parallel Approaches in Alberta, Canada.
- Conferences hosted by MacEwan School of Business:
 - 12th International Academy of African Business Development International Conference: May, 2011 at Grant MacEwan University, co-hosted by Athabasca University, Edmonton, AB.

4.2 Looking Ahead

- The PRME Coordinating Committee at MacEwan School of Business in collaboration with Jonas Haertle, Head of the PRME secretariat, is exploring the possibility of a regional forum in September 2012, including both PRME signatories and UNGC signatories. The External Relations Working Group will continue to build and strengthen its relationship with the UNGC Local Network and engage leaders with incorporating sustainability and social responsibility values.



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