

PRME Principles for Responsible Management Education

an initiative of the United Nations Global Compact

Sobey School of Business

Report on our Commitment to Responsible Management Education, 2016-2018



This work has been made possible through the leadership and dedication of the PRME Committee.

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Jane Mulatz

Thank you all for your service to our community.

The Impact of Responsibility



I am proud to see the Sobey School of Business at Saint Mary's University submit its second PRME SIP report.

As a School that has branded itself as creating “Impact with Purpose”, our commitment to PRME is strong and we are making an impact with our efforts and contributions. Our students are actively involved in service learning, our faculty are benefiting from speakers and the exciting new PRME Library Collection we have developed, and we are actively attending conferences, learning from thought-provoking speakers and engaging in research.

As I end my term as the Dean of the School, I am confident that the drivers of this initiative are embedded in the School and are not dependent on the passion of any one person. The values of responsible business education are shared across faculty, we have staff who are enthusiastic about supporting and enhancing this strong culture and the committee that oversees our activities is made up of faculty and staff across all departments. In fact, they are now building links across the university. For example, the team is supported by The Studio, our center for teaching and learning, and are being consulted in university-wide sustainability activities. We are even starting to include consideration for admissions to the MBA Program based on an appreciation of sustainability and responsibility.

While having a plan and acting on it is important, I am most proud of the impact of these efforts. Community groups that our students work with are benefiting from their projects, the PRME Community is the beneficiary of our new PRME Library Collection, the business leaders who hear our visiting speakers are challenged to think in new ways about the business case for sustainability and the risks of not acting now. Our students will graduate with a commitment to their own purpose and with a sense of urgency to contribute to a global collective impact project. We share this report with a full recognition of the work that remains to be done and with pride in what we have accomplished so far.

Sincerely yours,

Dr. Pat Bradshaw

Over the last two years, we are very proud of the contributions we have made to the PRME community and to our Saint Mary's University community.

It is important to celebrate our successes and reflect on our challenges as we move forward under the direction of a new, soon-to-be-announced Dean.

We believe we have advanced the goals and begun to provide some leadership to the greater university community here at Saint Mary's.

PRME Principles

- 1. Purpose 5
- 2. Values..... 6
- 3. Method 11
- 4. Research 16
- 5. Partnership 17
- 6. Dialogue 24

PRME 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.

Sobey School of Business goals:

- State the school’s vision, including an interpretation of what responsible management education means
- Provide personnel responsible for implementation of PRME-related activities
- Secure funds for implementation of PRME-related activities

INITIATIVE	STATUS	DATE	NOTES
Revised SSB branding based on “Making an impact with purpose”	Complete	October 2016	Revised brand early Winter 2017
Funding for attendance - PRME North American meeting in October	Complete	October 2017	Executive Director, Cooperative Management Centre participated in the chapter meeting in Guelph
Work to keep PRME top-of-mind with faculty/staff	Ongoing		This continues to be somewhat challenging given competing demands on faculty.
Develop specific goals, with shorter time frames, related to PRME initiatives	<i>Goal Revised</i>		Steering committee agreed to focus on key initiatives, most of which were longer-term projects
Monthly meetings of the PRME steering committee	Incomplete		The committee met 5 times in the academic year 2017-2018. Meetings were perhaps less frequent than optimal, partly due to scheduling challenges and partly the nature of longer term projects.
Hire a PRME Coordinator. The funding program goes until the end of September.	Complete	June 2017	Funding was extended through March
Held PRME Lunch & Learn event for new faculty	Complete	Fall 2017	
Annual report to Faculty Council	In Progress	May 2018	Will be an annual report in May of each year.
Global Forum for Responsible Management Education in NYC	Complete	July 2017	Dean Patricia Bradshaw registered but could not attend due to weather-related travel disruption.

PRME 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.

Sobey School of Business goals:

- Describe systems in place (e.g., surveys undertaken) to determine student and staff knowledge and awareness of values
- Make transparent reflections on the extent to which PRME-related topics are integrated across the institution, and what is being done to address this

INITIATIVE	STATUS	DATE	NOTES
Identify ways to share materials already developed for Cooperative Management Education courses/ faculty with other faculty in the Sobey School	Complete		CME materials incorporated into PRME library
Explore potential for Faculty Development Workshop in Fall 2017 related to sustainability and PRME/ SDGs	Complete	Nov 2017	Bob Willard visit and presentation
Explore potential for university-wide Community of Practice for teaching faculty using material with SDG focus	Incomplete		The Studio for Learning & Teaching did not feel there was enough interest to warrant hosting a Community of Practice and our faculty most engaged in sustainability already work closely together in various committees formal and informal.
Curriculum SDG Mapping & report	Complete	Sep 2017	
Reflected on new PRME mission	Complete	Nov 2017	The Steering Committee felt that our strategic plan was well-aligned with the PRME mission
SDG-focused projects in MBA Global Economics and Project Management	Complete		2 new faculty members agreed to incorporate the SDGs into significant assignments

SUSTAINABLE DEVELOPMENT GOALS



Mapping the SDGs in Sobey School curriculum: exploring the process of SDG incorporation and final outcomes

In support of PRME Principle 2, “Values”, the Sobey School conducted a faculty survey in 2017 to learn more about current inclusion of Sustainable Development Goals (SDGs) in course curriculum. The survey followed a faculty session in 2016 which had asked participants to commit to including their choice of SDGs in course curriculum during the 2016-17 year.

Between July and September 2017, PRME Coordinator Georgia Atkin conducted a followup survey of Sobey School faculty members who had attended faculty session. Aims of the survey included determining how many faculty had completed their SDG curriculum commitments; determining what kind of successes or challenges they had encountered during the process; and mapping the SDGs currently embedded in Sobey School curriculum.

Thirty-three Sobey School faculty members were contacted across the different departments, and nineteen responded to the survey.

Of these nineteen faculty members, eighteen taught classes during 2016/17, and sixteen of those faculty included at least one SDG in their course curriculum. Between these sixteen faculty members, there were thirty-nine courses taught in 2016/17 with at least one SDG receiving some focus in curriculum (twenty-two undergraduate courses and seventeen graduate courses).

Georgia interviewed the majority of respondents in person, with three interviewed by phone or email. She used the same questions: (1) In your courses taught during 2016-17, which Sustainable Development Goals did you include in your course material, and how did you include them (e.g. events, assignments, exam questions)? (2) What types of difficulties or successes did you encounter during the process?

Survey Results

The results of the survey revealed a range of different methods and outcomes for incorporating SDGs into course curriculum at the Sobey School. Some faculty had completed their original commitments, some had decided to incorporate different SDGs instead, and a few had not included any SDGs at all – or were planning to complete their commitments in a future semester.

For respondents teaching undergraduate-level Bachelor of Commerce courses during 2016-17,

the most frequently incorporated Sustainable Development Goals were SDG 16 (Peace, Justice & Strong Institutions) and SDG 10 (Reduced Inequalities), closely followed by SDGs 8 (Decent Work & Economic Growth) and 9 (Industry, Innovation & Infrastructure). None of the respondents specifically incorporated SDG 4 (Quality Education) or SDG 15 (Life On Land) into their coursework, but some respondents did include class assignments or activities that allowed students to choose from the full range of SDGs.

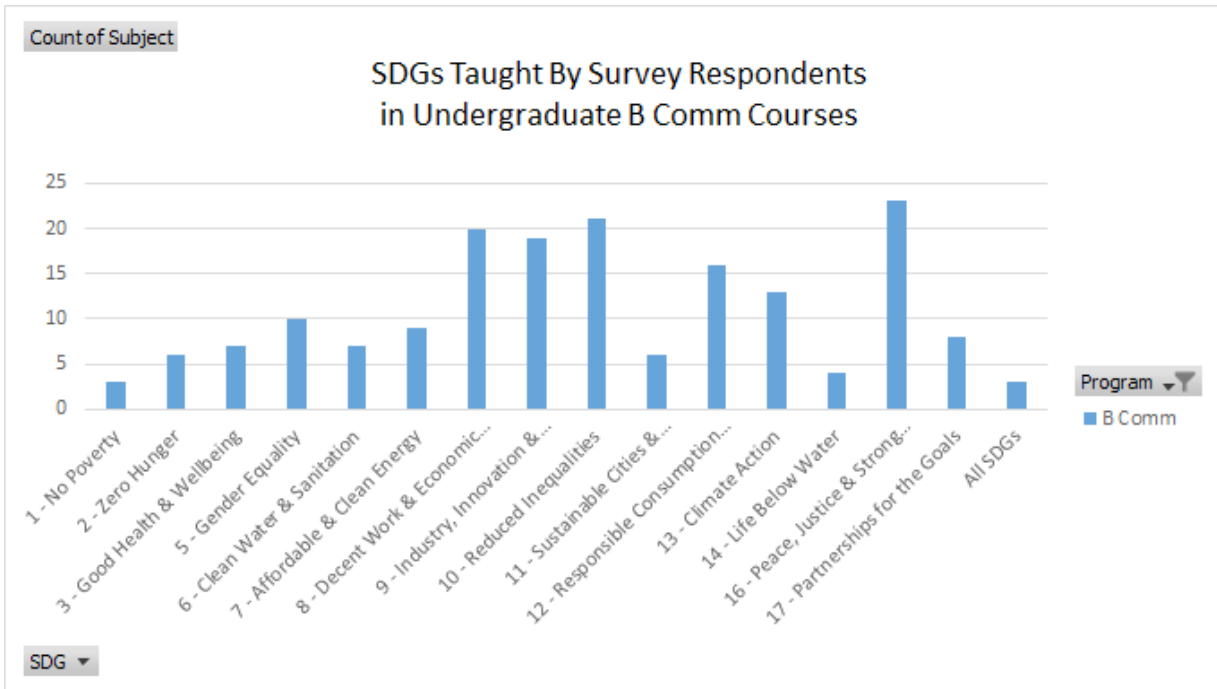


Chart #1 (above): SDGs Taught by Respondents in Undergraduate Courses.

For respondents teaching graduate-level courses in any of the Sobey School’s masters programs, the most popular Sustainable Development Goals to include in coursework were SDG 9 (Industry, Innovation & Infrastructure) and SDG 8 (Decent Work & Economic Growth), closely followed by SDG 5 (Gender Equality). None of the respondents incorporated SDG 2 (Zero Hunger) and SDG 15 (Life On Land) into their coursework, but, again, some respondents allowed students to choose from the full range of SDGs for a class assignment or activity.

When it came to the experience of teaching the SDGs to students, much of the response was positive. Six respondents noted that students responded with interest and engagement to course content about the SDGs, often finding ways to relate the SDGs to their own lives and experiences. One respondent who taught courses on Cooperative Management said that it was almost “too easy” to find ways of including the SDGs. Another respondent had successfully connected the SDGs to managerial concepts of “vision” in her coursework. Only two respondents felt that students had to be forced to engage with the SDGs through exams and grades.

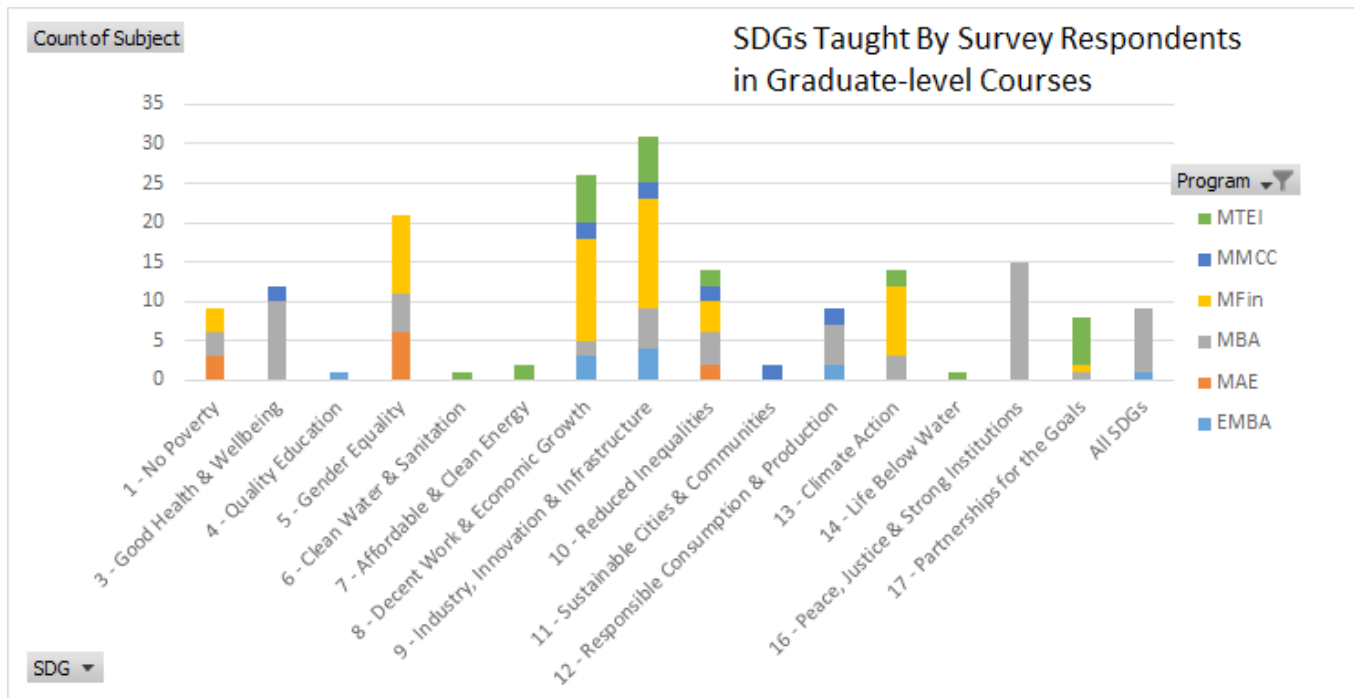


Chart #2 (above): SDGs Taught by Respondents in Graduate-level Courses.

Survey respondents also described some challenges:

CHALLENGES TO INCORPORATING SDGS INTO COURSES

Two faculty members found some SDGs vague or difficult to understand

Three faculty members were concerned that students of different nationalities and cultures had differing levels of comprehension around social issues (e.g. Gender Equality)

One faculty member was concerned that students were receiving mixed messages about the SDGs from different professors/instructors

Five faculty members felt that their current business course curriculum was too rigid/full to incorporate new material on SDGs (no capacity)

Although the survey indicated some difficulties incorporating SDGs into course curriculum, the results also indicated that Sobey School faculty were working to overcome these difficulties. Of the faculty who were concerned about SDG comprehension among international students, one respondent countered this issue by including a strong variety of case examples in her classes from different cultures and countries (especially developing countries), while another noted that students in diverse classes often taught each other, providing a range of perspectives in class discussions around SDGs.

Moving Forward

Following the results of the survey, the Sobey School has developed a list of new ideas and projects for assisting faculty in incorporating the SDGs into curriculum:

- The school is working to create opportunities (both social and educational) for faculty members to work together to improve understanding of SDGs, share ideas, and solve problems around incorporating SDGs into curriculum. These will include faculty sessions, workshops, and informal lunch events where people can discuss things and ask each other questions.
- In support of PRME Principle 3, the Sobey School has developed the PRME Library, an online collection of links to over 500 PRME and SDG-related teaching resources. One method for assisting faculty in their SDG curriculum development may involve challenging all faculty members to find at least one new resource from the PRME Library and use it in their courses during the following semester.
- The Sobey School has begun a research project focused on mapping the interactions and relationships between the 17 Sustainable Development Goals. Once complete, this mapping project will provide faculty and other PRME community members with a new visual tool to support better incorporation of the SDGs into different disciplinary curriculum.
- Since the results of this curriculum survey have been useful for gaining a better understanding of how faculty members are approaching the task of incorporating the SDGs into coursework, the Sobey School is considering the possibility of making this survey a regular annual occurrence in the future, with an additional aim of improving faculty awareness and engagement regarding the SDGs.

PRME Principle 3 – Method



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

Sobey School of Business goals:

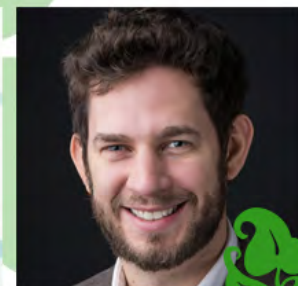
- Assess the extent to which PRME-related topics are integrated into programs/courses/curriculum
- Identify PRME-related program offerings, certificate courses, minors, majors, specialisations, etc.
- Describe and assess methods used in the classroom (e.g., lectures, co-teaching, case studies, activities, service learning, field trips, competitions, simulations, e-learning, blogs, virtual communities)
- Offer faculty development (e.g., workshops, resources, publications) on teaching sustainability as well as incentives to facilitate faculty work in this area

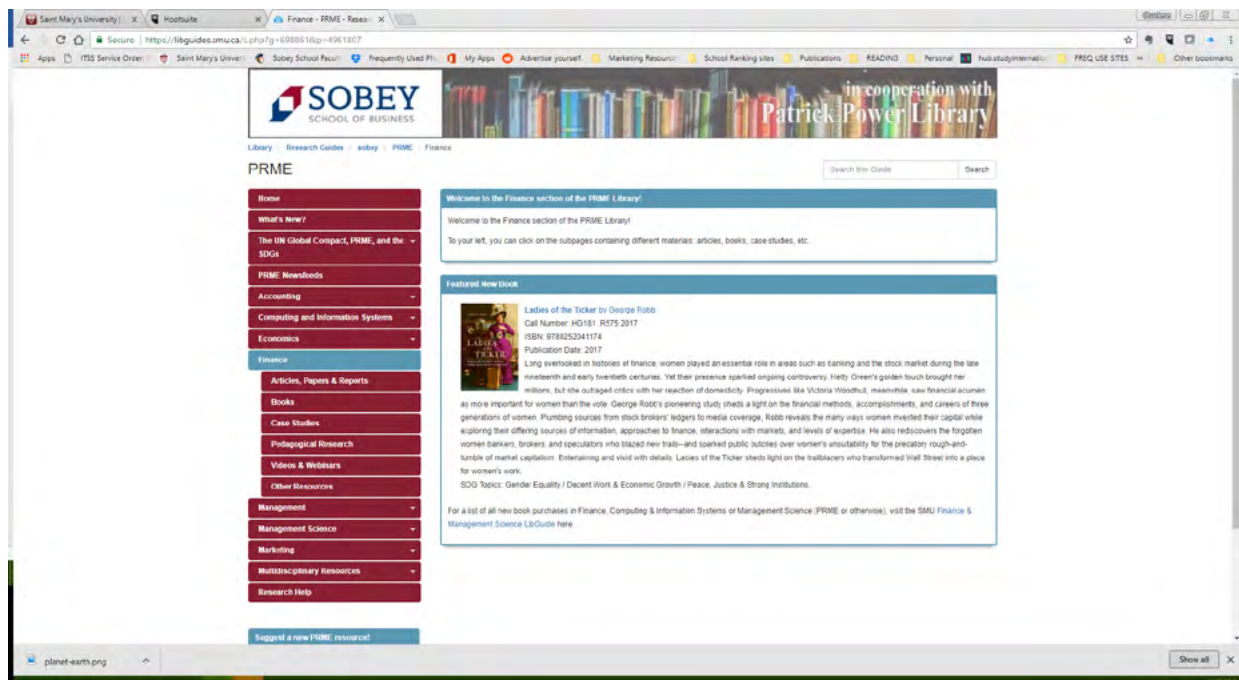
INITIATIVE	STATUS	DATE	NOTES
Follow-up 2016 Faculty Workshop - worksheets with options for incorporating the SDGs into teaching. Gather data to compare to initial commitment and create a central repository	Partially complete		Repository not established. Teaching materials integrated into the PRME Library.
Data collected and report complete.	Complete	November 2017	Sobey School PRME Library created.
Collect PRME/SDG cases and readings used by faculty, ideally with teaching notes, and post to Brightspace or Outlook 365 as faculty resources	Complete	November 2017	Sobey School PRME Library created.
Conduct environmental scan looking for resources already developed on SDGs and add to Brightspace or Outlook 365	Complete	July September 2017	Sobey School PRME Library created.
Develop one-page information sheets by discipline with suggestions on how to incorporate SDGs into courses	In Progress		Unsure how to proceed on this. Considering crowd-sourcing from the wider PRME community.
Matrix of Co-op Management Education readings available - to be posted in the Faculty Resource Space when it is set up by the PRME Coordinator	Complete		Matrix available through the PRME library.

Introducing a PRME component to the New Faculty Orientation.	Incomplete		The New Faculty Orientation is organized centrally via The Studio for Learning & Teaching. They are currently unprepared to revise their agenda to include an SDG component to the new faculty orientation. However, at a school level, the Dean and PRME faculty lead held a luncheon to introduce new Sobey faculty to PRME and the SDGs, and request their help in integrating discussion of these topics into their courses.
Create PRME Library	Complete	Oct/Nov 2017	
Welcome To My Classroom PD session featuring MBA faculty who revised their course to include a focus on the SDG's.	In Progress		Under development for Summer 2018

Hope Blooms: Marketing a Social Enterprise after Dragons' Den

Drs. Chantal Hervieux, Ethan Pancer and Margaret McKee together wrote and published a business case dealing with Halifax Social Enterprise Hope Blooms. The case was an Ivey best-seller.





PRME Library Collection

In support of PRME Principle 3, “Method”, one of the Sobeys School’s major projects for 2017-18 has been the Sobeys School PRME Library collection: a curated online collection of educational resources related to ethics, sustainability, and social and environmental issues within and beyond business. The project was officially launched in October 2017, and can be accessed from the Saint Mary’s University Patrick Power Library website under the list of Subject Guides, or via this link: <http://libguides.smu.ca/prme>.

The Sobeys School PRME Library collection hosts links to over 500 books, articles, case studies, simulations, videos, teaching games, and more. Each resource is mapped to the Sustainable Development Goals that it addresses. The collection is intended as a pedagogical and research tool to advance teaching alignment with the Sustainable Development Goals. It is also intended to foster collaboration and the cross-disciplinary pollination of ideas. Faculty members are encouraged to use the library and contribute

links to their own published resources to develop further the already-robust repository.

The collection is open to public access, and many of the resources are free, although some items require subscription due to copyright protection. Bibliographic information is free for all. The resource library is not only for schools that have signed on to the PRME initiative; it may help any who are interested in learning more about responsible management.

Development

In early 2017, the Sobeys School PRME Working Group decided to make the creation of an online resource repository one of its priority goals for the year.

“Early on, we identified that a central pool of resources would not only help individual faculty members and researchers, it would support better connections across disciplines,” said Dr. Patricia Bradshaw, Sobeys School of Business Dean.



In June 2017, the Sobey School hired Georgia Atkin as their dedicated PRME Coordinator. Working with Jane Mulatz, Director of Strategy and Accreditation, Georgia began investigating possible options for creating an online resource repository. They partnered with the Saint Mary's University Patrick Power Library to design the repository, and decided to use the Springshare LibGuide content management system for the project. Georgia received support and basic training in using the Springshare LibGuide system from library staff.

Next came the process of finalizing the organizational structure. Having consulted with Jane Mulatz and faculty member Dr. Margaret McKee, Georgia developed disciplinary categories and subtopics.

While learning how to use Springshare LibGuide, Georgia also conducted a scan for PRME and SDG-related teaching resources and best practices, combining online research with faculty and subject expert recommendations. She developed a spreadsheet of approximately 500 individual resources, cross-listing each resource under relevant disciplines and disciplinary subtopics. Georgia also labeled each resource with the relevant SDGs.

By mid-September 2017, Georgia had prepared an early demonstration of the visual structure and contents of the PRME Library collection for the PRME Working Group. The Group responded positively, asked questions, and provided feedback on the project. It was decided to make a goal of launching the project in October.

Georgia began the work of populating the PRME Library collection with all 500 resources, and completed the task within three weeks, making final tweaks to the collection's structure, text and design. She included sections of resources and informational material directly relating to PRME, the Global Compact, and the Sustainable Development Goals. She also created a PRME Newsfeeds page, which contained RSS feeds with

daily news headlines relating to PRME and the SDGs.

The Sobey School launched its PRME Library collection on October 23, 2017. Over the next three months, the project was promoted via avenues which included the Global Compact PRME Bulletin, the Academia Group "Top 10 in Higher Ed" newsletter, the PRiMEtime blog, and the Network for Business Sustainability "Opportunities for Researchers" newsletter.

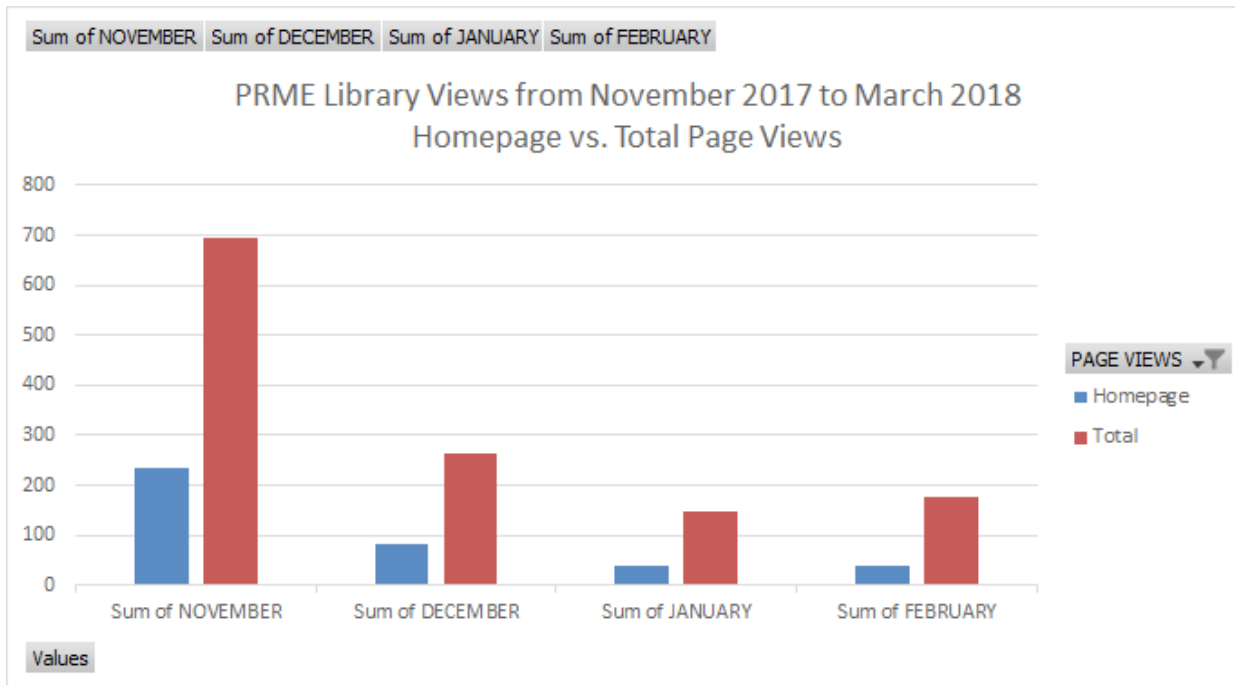
Impact and Public Reception

The next four months provided opportunity to observe the initial impact of the PRME Library. Between November 1, 2017, and February 28, 2018, the PRME Library collection had a total of 1286 views distributed throughout its pages, with 397 of those views to the Homepage – likely a closer estimate of individual visitors.

The most popular pages included the PRME and Sustainable Development Goals pages, suggesting that many visitors arrived for the purpose of learning more and finding additional materials about these UN initiatives. Other popular pages included the PRME Newsfeed page, and several pages from the Accounting and Management sections, with an emphasis on papers and case studies.

▼ Georgia Atkin, Sobey School PRME Coordinator.





On the other end of the scale, least popular pages included pages from the Marketing, Management Science, and Finance pages, with an emphasis on pedagogical research and video/webinar resources.

Although the PRME Library collection received lots of views, the amount of active use and engagement from users was less substantial.

Approximately 10% of PRME Library item links were opened between November and February (not counting PRME Newsfeeds). The most popular item was a link to a Copenhagen School of Business management case study, entitled “The Acquisition Experience of KazOil”, which was clicked on nine times. The high number of views to the PRME Library versus the low number of clicks suggests that users are doing lots of browsing, but are not yet actively engaging with the collection.

The Sobey School has not received any direct user feedback via the online submission form, which makes it difficult to determine what adjustments might improve active use from visitors.

Going Forward

After a successful launch, the Sobey School is keen to work on improving the impact and effectiveness of its PRME Library collection. Following Georgia Atkin’s initial analysis of public reception to the PRME Library, the PRME Working Group has developed a list of recommendations to consider for moving forward with the project:

1. Circulating a survey among faculty in order to learn more about what adjustments or additions would most benefit the PRME Library. This would be helpful in revealing why some pages are more popular than others, and also why the high number of views does not reflect a higher number of active use/engagement.
2. Encouraging more active engagement from users through initiatives such as faculty challenges, competitions or workshops. One idea could involve asking participants to utilize individual assets from the PRME Library to create a classroom module or lesson plan.
3. Promoting the PRME Library more regularly among faculty members via school newsletters and social media. This would remind users of the collection and encourage repeat visits.

PRME 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.

Sobey School of Business goals:

- Research strategy and focus areas relating to PRME including centres, projects, publications
- Ensure PhD program incentivizes graduates to focus on PRME-related research themes
- Extend opportunities for students to get involved in PRME-related research
- Explore sponsorship, funding and partnerships for PRME-related research
- Ensure PRME-related research is promoted and disseminated internally and externally

INITIATIVE	STATUS	DATE	NOTES
Funding provided for the PRME North American meeting (Guelph) in October.	Complete	October 2017	Daphne Rixon & Fiona Duguid attended and reported back to the Steering Committee.
Review data collected from the follow-up on the PRME Faculty Workshop and identify faculty efforts to be celebrated	Incomplete		To be incorporated into Welcome to My Classroom event in Summer 2018.
Consider opportunities to fit PRME into New Student Orientation either through Welcome Week activities	Ongoing		Success at graduate level. Need to continue trying to embed into undergraduate orientation. May be able to structure some content around social enterprises.
Signed on to WikiRate pilot project	Complete		A faculty member has agreed to participate at the MBA level
Corporate Knight MBA Rankings	Complete	October 2017	Sobey School fell in the ranking but still appears within the published top 40.

Corporate Knights Ranking

The Sobey School is ranked at #27 on the Corporate Knights Global Green MBA ranking. Last year we were ranked in the top 15. We received high scores in ‘institutes and centres’, ‘curriculum’, ‘faculty research and articles’ criteria, but we received a very low score in ‘faculty research and citations’. As we strive for continued ‘impact with purpose’ we have reflected on this ranking, our

faculty research and its impact. We publish in many creative, emergent research fields and are proud of the range of research projects aligned with PRME. Faculty in all of our disciplines are publishing in the areas of sustainability, ethics and corporate social responsibility. We believe that this research will continue to have impact.

PRME Principle 5 - Partnership



We will **interact with managers of business corporations** to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Sobey School of Business goals:

- Describe strategy for engagement and partnerships (including community, government and business)
- Develop overview of programs that involve stakeholders outside of the institution (e.g., with business, government, NGOs), such as case competitions and student projects
- Cultivate joint projects within the university or with other universities
- Describe engagement with PRME networks, such as Chapters, Champions or Working Groups

INITIATIVE	STATUS	DATE	NOTES
Investigate opportunity for faculty and local businesses with SDG focus to collaborate; \$15,000 through NS Productivity Innovation Program	Incomplete		Faculty member took an unanticipated leave.
Embed Service Learning across the curriculums in each program	Partially complete / ongoing		Service learning has been embedded in the MBA and undergraduate programs.

Challenges

Of all of the PRME goals, this is the area where we have made the least progress. We have struggled to meaningfully engage community members in our activities. Although there are pockets of success (especially related to service learning and applied research), we have failed to systematically interact with managers of business corporations at the level of the Business School. We note that there are no Global Compact companies headquartered in Nova Scotia, nor do we have many existing partnerships that are well-aligned for the purposes of PRME. In the coming years, we will look to our colleagues at PRME schools for guidance on how to better engage with members of the business community.



Colin Beiswanger is a Sobeys MBA student who helped develop the Care Coffee social enterprise to support the Metro Non-Profit Housing Association

Service Learning: Sharing Skills for Good

In support of PRME Principle 5, “Partnership”, the Sobeys School is developing and expanding its use of service learning content in courses, initiating joint projects with community partners.

Unlike volunteerism, or work-experience placements, service learning involves both an explicit connection between the service performed and the course’s academic content, and the work performed by students is related to needs identified by the community partners. The focus is usually on non-profit organizations, publically funded institutions, and social enterprises.

In 2017, Saint Mary’s University hired Sarah Bray as the campus Service Learning Placement Coordinator, with the goals of providing administrative and logistical support to faculty members, helping to prepare students for a service learning experience, and developing new opportunities with community partners.

“It’s intended to take students out of their comfort zones and get them to put theory to practice,” says Bray. “Operating within an organization and aligning course concepts and academic knowledge with real-world experience.”

The Sobeys School has a history of incorporating service learning into its coursework, and has worked with Sarah Bray to develop new pilot projects during the 2017-18 semester.

MGMT 6595 - Responsible Leadership

Sobeys School professor Dr. Cathy Driscoll has been incorporating service learning into her management courses since 1994.

“I was doing it before I was calling it service learning. I just thought this was a great way for the students to learn, to do it experientially,” she says.

In 2016, after redesigning its MBA program, the Sobey School decided to embed service learning as a longitudinal unit into MGMT 6595, *Responsible Leadership*.

During 2017-18, with Dr. Driscoll at the helm, *Responsible Leadership* has partnered first-year MBA students with projects supporting the local Metro Non-Profit Housing Association and United Way Halifax .

For the Metro Non-Profit Housing Association (MNPFA), small teams of students have been working to re-launch and further develop a social enterprise initiative called Care Coffee: coffee sales are used to fund a drop-in centre for low-income community residents. Students have developed immediate sales strategies, expanded a long-term business plan to sustain the initiative, and have also developed a database for funders and grant opportunities.

For MBA student Colin Beiswanger, the experience of completing a service learning project for MNPFA has been rewarding, giving him new insight into working with non-profits.

“This is much more valuable,” he says. “You get a sense of pride in what you’re doing, talking to some of the employees at MNPFA.”

For United Way Halifax, teams of students have assisted the organization in solving HR issues and expanding community impact, developing a survey for United Way employees and completing research on potential HR initiatives and partnerships with other community organizations. Students also planned and organized a United Way campaign at Saint Mary’s University, hosting talks and fundraisers across campus.

MBA student Mark Simpson enjoyed the chance to put his own interests in human resource management into practice for a non-profit like United Way.

“Sometimes it’s just reallocating your resources or making sure that you’re properly using what you have to reach your goals,” says Mark. “Maybe I can offer help to an organization or organizations that I’ll be a part of in the future, and maybe I can learn something in the process as well.”



Mark Simpson, MBA student, put his own interests in human resource management into practice for United Way.



ACCT 4454 - Taxation Part II

Dr. Karen Lightstone, who has encouraged her students to volunteer in past years, recently decided to make service learning a more formal part of ACCT 4454 – Taxation II.

Working with Sarah Bray, Dr. Lightstone made arrangements to partner with the Black Business Initiative (BBI) in Halifax for a service learning project. Throughout March 2018, ten of Dr. Lightstone's students volunteered their time at the BBI's tax clinic on Friday mornings, preparing tax returns for local low-income community residents. Afterwards, the students wrote reflections on their experience.

Dr. Lightstone feels the pilot has challenged students to step outside their comfort zones.

"I'm a huge proponent of hands-on," she says. "It's a new experience, but it's really good for them. I think it's a huge confidence builder, and they get to go out into the community and they help somebody who would otherwise either not do their taxes or have to pay for them."

Although Dr. Lightstone will not be in charge of teaching the course next year, she feels confident that service-learning will continue to play a part in ACCT 4454, now that the necessary framework has been established. It may be expanded with more students participating.

MGMT 3480 - Ethical Responsibilities of Organizations

With the added support from Sarah Bray on service learning projects, the Sobey School has successfully completed a service learning pilot project in their core undergraduate course MGMT3480 *Ethical Responsibilities of Organizations*.

Ninety students in Dr. Xiaoyu Liu's course *Ethical Responsibilities of Organizations* have been partnered with one of nine community organizations, including Adsum for Women & Children, the Parker Street Food Bank, Fairview's Mobile Food Market, the SMU Community Food Room and the Saint Mary's Spark Zone, which ran a "food hack" during the semester.

Working in teams of five, each student group was paired with an organization and completed 15 hours of service over the course of the semester. The theme of food security was selected due to the fact that Nova Scotia has one of the highest rates of food insecurity in the country. The community partners were chosen based on their work to help end hunger, achieve food security and promote sustainable agriculture. After the community partners identified their needs, students completed their service hours and wrote academic reflections on their experience.

Development and launch of the pilot project

In 2017, the Sobey School had perceived an opportunity to embed service learning into MGMT3480, *Ethical Responsibilities of Organizations*. Faculty members Dr. Margaret McKee, Dr. Chantal Hervieux and Dr. Xiaoyu Liu met to discuss potential challenges and solutions. Although they initially wanted to incorporate service learning into all five sections of *Ethical Responsibilities of Organizations*, they decided to try a smaller pilot with just two sections – approximately 90 students. Determining it would be best to choose a specific theme or topic for the pilot project, they chose food insecurity.

The *Ethical Responsibilities of Organizations* pilot project was planned for the 2018 winter semester. A faculty administrative position with one course release was provided to support the pilot project, and Dr. Hervieux undertook the administrative role while Dr. Liu took on the role of course instructor. Both professors met with Sarah Bray throughout the fall to finish preparations. Sarah created a new Student Agreement form, a Student Completion form, and a Student Handbook.

Before the winter term began, *Ethical*

Responsibilities of Organizations students had completed surveys about preferences for groups and projects.

In early January 2018, Dr. Liu and Sarah assigned the 90 students into 18 student groups based on survey responses, assigning groups to community partners. Sarah facilitated a Course Based Service Learning (CBSL) orientation session for students, which included discussions about professional conduct, best practices when working with community, confidentiality, personal safety, and discipline-specific knowledge such as working with youth. Students signed a CBSL Student Agreement and Release of Liability Waivers/ Informed Consent.

By the end of January, students had begun their service learning placements and attended any necessary training or orientation sessions with community partners.

Sarah worked closely with the SMU Community Food Room on campus, and completed mid-term check-ins with all community partners, faculty, and student groups. In February 2018, Sarah received approval from the university to award official Service Learning certificates of completion to students at the end of the course.

Service learning students working with the Square Roots Bundle Program: (l-r) Joseph Henry, Hongwoo Kim, Stephanie Ibrahim, Gavin Grant



“...they had to negotiate ethical territory in this workspace they may never have had to before.”

Impact on students and community

In terms of impact, both the students and community partners reported positive experiences from the pilot project.

One student team worked with The Spark Zone on Food Hack Nova Scotia, brainstorming new ideas to address problems in food safety, sustainability, and security. The students developed an idea of collecting lobster shell waste from the seafood industry — which often ends up in landfills — processing it, and turning it into fertilizer. The student team is now looking at reaching out to local seafood companies with their idea.

Another student team partnered with Adsum for Women & Children, where a team of five cooked meals at Adsum House, a temporary shelter for women and children. Kathy McNab, Fund Development Officer, says the experience made the reality of food insecurity in the community very real for students, and introduced some to ethical issues they may not have previously encountered or considered: “Some of the male students, especially, had to stay a bit more contained in the kitchen, as many of our residents have recent trauma related to domestic abuse. So they had to negotiate ethical territory in this workspace they may never have had to before.”

Nearly half the service learning students worked on campus with the Saint Mary’s Food Room. Nishka Rajesh is a fourth-year Psychology major, and President of the Saint Mary’s University Community Food Room society. She oversaw the teams that worked with the Food Room. “We had a group working on social media strategy, one did a mobile food room, four did food drives

and fundraising—one in each faculty and off campus—and another did scheduling. So it was really a coordinated, business-like effort, and we’ve really seen a great result. Before this semester we could only be open two hours a day, and now we’re open 10 am to 5 pm every weekday, except for deliveries on Monday morning.”

Rajesh says more people are using the room, and awareness has increased. “It’s made a big difference to us, and I think demonstrated to students the community need.”

Challenges, Obstacles, Future Adjustments

Despite successful implementation, there were logistical challenges encountered during the course of the pilot project.

Although students were assigned to their service learning groups during the first week of the course, some students switched or dropped out of the course. Other students hadn’t read the project descriptions before making group choices, and subsequently had to be reassigned. This created uncertainty as students came and went before settling down in their teams.

One team of students was less involved with their service learning project as the semester progressed. As a result, neither the team nor their community partner gained much from the experience. Dr. Hervieux noted that, while it is to be expected that not all teams and students will be as involved in their projects, the School needs to consider ways to motivate the teams that are not providing the needed service to their organization.

Sarah noted that, despite the service learning orientation being success overall, there was little time during the semester to discuss the individual projects further with student teams. She has suggested scheduling meeting slots for each team in the future to ensure that all students receive the necessary support and information. The Service Learning Office will also be setting up more regular office hours next term, as Sarah found that students would often reach out with questions and drop in to the office.

Future Plans

Following the pilot project, the Sobey School plans to expand the service learning component of *Ethical Responsibilities of Organizations* to include all student sections of the course, beginning this fall. Dr. Hervieux will undertake the administrative position again, and has agreed to be the Service Learning faculty Champion for the Sobey School in the 2019 term.

They are considering changing the start times of the project in the fall semester, dedicating the first 3-4 weeks of the term to preparing students for their service learning projects. This would allow more time for students to form groups and choose their projects, allowing time for students to change their minds and switch if necessary. This strategy might also provide necessary support for international students, who sometimes arrive on campus later in the fall than domestic students.

In expanding the service learning component to the whole class, Sarah and Dr. Hervieux are working on developing solutions to potential scaling challenges:

- Since overseeing 18 teams was a lot of work, having 45-50 teams will be more difficult. They need to make the management of the teams simpler, and will be exploring whether or not their current model of team management can be used and how many additional resources will be required.

- Getting the projects to students early remains a good practise, even if they finalize teams at a later date. The more work that can be done before we need to start the projects, the easier this can be. Sending information out early to students worked well as many students had made their choices early.
- They could explore the potential to have a different topic assigned to a section (food security, homelessness, etc.) The idea of having “themes” or “topics” assigned to different sections would make things easier organizationally. However, for themes such as youth at risk, more planning and preparation may need to occur (for example, criminal record checks and/or child abuse registry).
- The increase in students, from 2 sections to 5 sections, will be another challenge. They need to ensure that there are adequate Community Partners willing to take on groups of students and that have suitable projects for them to support. Not every project will be renewable into the next term, not every Community Partner can accommodate a group of 5 students, not every Community Partner would have 15 hours of project work for students, etc. Adding one new section each semester may be an idea to help ensure that students have quality experiences available over quantity, as well as helping to cultivate deeper relationships with Community Partners.

Sarah and Dr. Hervieux have applied for REB approval in order to collect data on student experience with service learning, and they hope to develop pre and post surveys for students in the program.

The pilot project has helped Sarah develop a framework for service learning projects, and she will use this to assist implementation of service learning into other courses at the Sobey School of Business. She also has plans for starting a Community of Practice for service learning, where faculty members who have been engaged in service learning before can connect and share with others who are interested in learning more.

PRME Principle 6 - Dialogue



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.

Sobey School of Business goals:

- Foster dialogue on PRME-related topics across the organisation (i.e. across departments and disciplines)
- Host impactful events (i.e. forums, workshops, roundtables, conferences)
- Increase number of PRME-related magazines, newspapers, blogs and other non-peer reviewed thought leadership produced
- Capture alumni engagement on PRME-related issues

INITIATIVE	STATUS	DATE	NOTES
First SIP Report was uploaded to PRME website in June 2016.	Complete	June 2016	
Faculty development workshop & talks	Complete	November 2017	Bob Willard presented to staff, faculty and students
Special PRME edition of faculty & staff newsletter	Complete	November 2017	
Initiated cross-campus sustainability discussion	In Progress		Meeting in February with the leadership from the School of the Environment.

Bob Willard: The ROI of Sustainability

We were pleased to have Bob Willard join us and share insight into making the business case for sustainability. Dr. Willard's tools impressed faculty, staff, students and the public.

	Description & justification	Weight	Description & justification	Score
Do the right thing	Purpose fulfillment *	Weight	Purpose fulfillment *	Score
	Progress on ESG goals *	Weight	Progress on ESG goals *	Score
Capture opportunities	Financial analysis / ROI Payback, IRR, NPV, Profit	Weight	Growth ++	Score
	Other financial benefits *	Weight	Other financial benefits *	Score

In support of PRME Principle 6, "Dialogue", the Sobey School has been working to arrange new campus events to foster dialogue between students, faculty, staff and community members on topics of PRME and the Sustainable Development Goals.

In November 2017, the Sobey School arranged for Canadian researcher, speaker, and author Dr. Bob Willard to present a series of talks about the business case for environmental sustainability across the Saint Mary's University campus. He presented to students and alumni from the MBA, EMBA, and Directors Education programs at the Sobey School, plus a presentation for staff and faculty. In addition, the Sobey School partnered with the Saint Mary's School of the Environment to offer a free talk for the public by Dr. Willard.

"Society and business are wholly-owned subsidiaries of the environment," he said in his talk for staff and faculty, providing examples of how pollution or climate change can directly impact the reputation, productivity and profit of companies. He also shared success stories from both small and global companies that had dramatically increased profits and productivity as a result of their socially and environmentally responsible business practices.

Dr. Willard offered audience members his freely accessible teaching resources on business sustainability, including the open-source interactive Sustainability ROI Workbook.

The turnout for Dr. Willard's student and alumni presentations was strong, with between 35-45 audience members attending each of the MBA, EMBA, and DEP events. The staff and faculty presentation attracted approximately 10-20 audience members, while the public talk at the School of the Environment drew a smaller crowd, approximately 12.

Faculty members had positive feedback about Dr. Willard's presentation. One participant commented afterwards that it was "perhaps the most valuable talk that I have been to in years".

Sobey School professor Dr. Margaret McKee, who took the lead on arranging for Dr. Willard's presentations to take place, says she thought Bob Willard was a very impactful speaker.

"He has a real ability to frame the conversation around sustainability in ways that resonate with the business audience," said Dr. McKee. "He uses a very much evidence-based approach, which I think faculty respond well to. You feel like it is grounded in something substantive."

Presentation leads to project

Dr. McKee says the presentations also resulted in concrete plans for the future. After Dr. Willard's presentation for directors, an audience member approached the Sobey School and proposed a joint project on sustainability.

"A participant came up to us and said 'I'm interested in exploring this for my business, because I don't think we've done a good job in this area. Might there be a way for Sobey School students to partner on a project with me and my business so that we can explore some of this stuff?'"

Dr. McKee has since met with the Chief Operating Officer of the alumni's company, and is currently working to arrange for some undergraduate students from the Sobey School to work with this business and implement some of Dr. Willard's tools on business sustainability.

Reflecting on the series of talks, Dr. McKee says she is satisfied that the initiative had impact on students, alumni, faculty and staff, but she thinks the less well-attended public presentation at the School of the Environment would have been more impactful with more promotion to small and medium-sized local businesses. These local businesses could have benefitted from Dr. Willard's information and free resources.

"I think we did make good use of his time, but if we had been able to do a little more outreach to the broader business community, I think that would have been the icing on the cake."

Sobey School of Business

Looking ahead

We are very proud of the contributions we have made to the PRME community in the past two years. We believe we have advanced the goals and begun to provide some leadership to the greater university community here at Saint Mary's.

Our PRME strategy needs renewal. We are entering into a period of transition at the Sobey School of Business and will take this time to re-evaluate our values and commitment to PRME and the Sustainable Development Goals. Our steering committee also needs an injection of fresh and diverse energy. We have lost members to other kinds of administrative appointments. We realize that the core group of faculty and staff committed to PRME is smaller than optimal. It is our hope that junior faculty will become more engaged.

We also realize that our yet-to-be-appointed new Dean will want to embark on a strategic planning process, and we anticipate a period of lull while we develop a new strategic plan and mission. We are confident that PRME will emerge as a core value and we will continue the work of advancing the SDG's through our values, curriculum, methods, and research.

We will provide an update to the PRME community once our new strategic plan is in place.

PRME Principles for Responsible
Management Education

an initiative of the United Nations Global Compact

