

2024 Sharing Information on Progress **(SIP) Report**

School of Business, Kwantlen
Polytechnic University

Table of Contents

| | |
|---------------------|----|
| 1. About PRME | 3 |
| 2. About SDGs | 5 |
| 3. Purpose | 6 |
| 4. Values | 9 |
| 5. Teach | 13 |
| 6. Research | 23 |
| 7. Partner | 30 |
| 8. Practice | 36 |
| 9. Share | 46 |

About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment

School of Business, Kwantlen Polytechnic University demonstrates its commitment to PRME's Principles through the following letter from senior leadership.



mailing address
12666 72 Ave. Surrey, BC
V3W 2M8 Canada
kpu.ca

LETTER FROM THE DEAN

I am pleased to present the second SIP report for the KPU Melville School of Business. As one of Western Canada's largest undergraduate business schools, we are a regional leader with a global perspective. Our mission is to embolden business and technology learners to become inclusive community builders and conscious change makers. The exchange of ideas among students from numerous countries enriches the learning experience within our diverse, equitable, and inclusive classrooms. We are proud of our diverse student body and graduates from around the world. The diversity of our learners has enabled us to build a global network of business leaders, current students, alumni and business partners in the communities we serve.

Since our previous SIP report, the Melville School of Business has made notable strides in several areas. We have integrated Indigenous ways of knowing and being into our programs, strengthened connections with industry partners, expanded research scholarship opportunities for faculty and students, designed and proposed KPU's first graduate degree program. Each stride has incorporated a strong focus on the responsible management education principles of PRME.

Located on the unceded traditional and ancestral lands of the Kwantlen, Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt, and Kwikwetlem peoples, we are committed to educating our global student body about Indigenous ways of knowing and being. By incorporating Indigenous content and practices into our courses and programs, our students participate in reconciliation activities that support local Indigenous communities in the Metro Vancouver area. Indigenous Elders and Knowledge Keepers, collaborate with the Melville School of Business to advocate for Indigenous rights and mentor future Indigenous business leaders. Our genuine and collective effort to meet and one day exceed Canada's Truth and Reconciliation Report's calls to action for post-secondary education is at the heart of our values: Humility, Courage, Curiosity, Responsibility.

Guided by over 350 faculty experts, we serve up to 9,000 students across 23 programs, offering instruction from specialists in various business fields. Our programs are subject to bi-annual updates to Program Advisory Committees composed of community and industry members. These external partners ensure that our programs provide practical and relevant learning experiences. Additionally, every five years, our programs undergo a rigorous review process to collect feedback from students, alumni, faculty, and other partners. This feedback helps us assess our adherence to PRME Principles and the UN SDGs, ensuring that we continually strive for excellence amidst evolving business needs. To maintain high-quality programs, we are also accredited by the internationally recognized Accreditation Council for Business Schools and Programs (ACBSP).

The Melville School of Business is deeply committed to student centered, socially responsible, ethical business education. This commitment and our focus on continuous improvement is deeply ingrained in our values and practices.

A handwritten signature in black ink, reading "Stephanie Howes".

Stephanie Howes, Dean
Melville School of Business

Institutional Mission, Vision, and Strategy

The following outlines School of Business, Kwantlen Polytechnic University's institutional mission, vision, and strategic approach to responsible management education.

Purpose - Vision, Mission, Values, and Commitments

The Melville School of Business is focused on responsible management education.

Relevant Stakeholders

Learners, Faculty, Staff, Industry, and the Community

Purpose

The Melville School of Business gives students the real-world skills, practical know-how, and professional connections required today.

[Supporting Links](#)



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.

RME Leadership Accountability

At School of Business, Kwantlen Polytechnic University, accountability for responsible management education is structured as follows:

Yes, but the role is formalized elsewhere within the PRME signatory's organization (e.g., center/institute leader, faculty/staff member), but not in senior leadership team

Values - Indigenous, SDG, and PRME Champions

Three different areas of accountability were the focus during the 2023/2024 and 2024/2025 academic years:

- To support the Indigenous and Inclusion efforts as set out in the KPU Academic Plan 2026
- To advance UNSDG initiatives within the Melville School of Business
- To develop key initiatives to meet PRME signatory commitments

To meet these objectives, faculty members are released from teaching in order to focus their time and efforts on activities that support Melville's values and commitments. These values include a commitment to RME. Course releases totaling three full time teaching loads were provided to enhance Melville's commitment to PRME and Indigenous initiatives.

The faculty champions in all three areas have been collectively raising the profile of responsible management education by working individually with instructors on course redesign, giving faculty-wide presentations to raise collective awareness, speaking at and attending PRME conferences, piloting new student/industry/community events, and involving students in sustainability-related research.

A KPU delegation of more than 10 faculty and students attended the [PRME Chapter North America Biennial Meeting](#) at the University of Victoria in May 2024. Through workshops and poster presentations, we shared our experiences in implementing responsible management education with the wider PRME community.

<https://d30mzt1bxg5llt.cloudfront.net/public/uploads/PDFs/PRME-Chapter-NA-Meeting-Schedule-14.pdf>



SUSTAINABLE DEVELOPMENT GOALS

Principles for Responsible Management Education

an initiative of the



Values - Championing Responsible Management Education

I was a PRME Champion at the Melville School of Business in the 2023/2024 academic year.

As a PRME champion, I mainly liaised with faculty involved in curriculum development to ensure that PRME principles and specific UNSDGs were incorporated into the curriculum. Externally, I coordinated a panel discussion at the UN PRME North America Chapter biannual conference that was held with Conestoga College and St. Mary's University.

Values – Commitment to Quality Teaching

To ensure high-quality educational objectives, faculty members are released from teaching in order to focus their time and efforts on activities that support teaching quality.

Course releases were awarded for the chair of the Faculty Council Standing Committee on Educational Quality, the developer of a new tool for tracking learning outcomes, the leader for new educational program development, the subject matter expert for the new cloud security program, and the subject matter expert for industry-focused upgrading certification.

Values – Commitment to Student Social Innovation

To ensure students with social entrepreneurship ideas are fully supported, faculty members are released from teaching in order to focus their time and efforts on activities that support student entrepreneurs.

Course releases for both leading the Student Innovation Hub and directly mentoring students were provided to faculty members.

Values – Commitment to Real-World Problem-Based Learning

To ensure students build workplace skills connected to problem-based learning.

A faculty member was released from teaching in order to focus their time and efforts on championing student participation in business case competitions.

Organizational Structure for RME

The following organizational entities at School of Business, Kwantlen Polytechnic University are responsible for RME:

- ❖ No Entity Yet



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

RME Elements in Degree Programs

School of Business, Kwantlen Polytechnic University integrates responsible management education into its degree programs through 6 different approaches:

Professor-Discretionary Course Topics

The Importance of Sustainable Operations

To teach my students in GRMT 6140 (Sustainable Operations) how to reduce the environmental impact of operations without compromising the efficiency.

It's a fact that social and environment sustainability do not exist without economic sustainability. Firms must generate a profit to stay in business. One of the main barriers to address environmental sustainability is that many sustainability related actions require some upfront investments, which makes it hard for a company to stay in business. However, it's still possible to identify opportunities which generate positive cash flows such as using LED lighting and adding skylights in Walmart, which help them not only to reduce resources but also to reduce energy costs. Another example is the use of modular design by IKEA, which enable them to ship more items per truck and therefore to reduce emissions and transportation costs as well as a result. So, the goal should be to identify such environmental opportunities. Another important issue is that if a company fails to perform sustainable operations and/or to address social sustainability, the result can be lost revenue and consumer confidence, which negatively impacts the efficiency, or, if severe enough, criminal violations and fines.

Teach - Examples of topics in courses

The KPU-wide Climate+ Challenge is how instructors can tell the university committee that they are including climate-related content in their classes.

Department

KPU-wide

Learning Object Subject

Climate+ Challenge

Educational Level

KPU-wide

Learning Outcome

To have at least one assignment focused on climate change.

Interactivity Type

In-class activity

Learning Object Description

Climate+ Challenge Courses

[Supporting Links](#)

Teach - GLBL 2000 SDG/ Interculturality In-Class Inquiry

Through inquiry and analysis, students determine how intercultural engagement and DEI contribute to the effective achievement of one of the sustainable development goals. Students present their findings in an informal in-class presentation.

For many students, this activity represents their first formal introduction to the SDGs, while others solidify their knowledge through sharing prior learning with their peers. This activity allows students to:

- Establish familiarity with foundational sustainability concepts and the SDGs
- Recognize the role of intercultural engagement in addressing global challenges
- Explore intersections between DEI and sustainability
- Identify actions that they can, as KPU students, take to promote sustainability

Climate+ Challenge Course Consolidation

All instructors at KPU have the opportunity to add climate-related topics to their courses and advertise these topics to the entire university student body, including Melville School of Business students. This list is updated every semester.

Students need to look at only one place when selecting courses to know which courses have a climate component: <https://wordpress.kpu.ca/climatepluschallenge/>

Climate+ Challenge courses provide students with choices to expand their knowledge of the climate emergency.



Meeting the Needs of my Students: What I teach in class about finding ideal employment.

"Eight out of ten employees are unhappy in their jobs" (Economic Times- Careers, 2018).

Regrettably, 'Eight out of ten employees are unhappy in their jobs' has persisted for decades. This figure struck me deeply, as I found it difficult to comprehend how anyone could tolerate, let alone remain in, a job that felt like a 'day prison.' At 22, I found my purpose and have since been dedicated to empowering students, adults, and business leaders to alter these statistics, even if it's one person or company at a time.

My first book, published at 23, presented a comprehensive curriculum for my grade 12 students, equipping them with the soft and hard skills necessary for a knowledgeable and fulfilling life. One of the units focused on identifying an ideal job or career that aligns with their skills, strengths, and values. Unsurprisingly, this unit became a highly sought-after elective, demonstrating its effectiveness in guiding students toward their ideal job.

Over the years, I was part of a team that created a BC Ministry of Education curriculum called *Career and Personal Planning*, which was mandated for all K-12 students. Today, it has been reduced and taught only to grade 10 students. Consequently, from teaching university students, I've learned that young adults are not adequately prepared for work, let alone know how to determine a career or even communicate what they like to do or how they can contribute to an employer.

International students come to Canada without knowing how to apply for an entry-level job. I know my audience and what they need, and I have spent decades teaching my "purpose" to help students find ideal jobs that offer them jobs that they look forward to going to every day. I personally know how it feels to work with "purpose."

Over eight years of teaching international university students have revealed a significant challenge they face—understanding the North American job market. They often lack knowledge of how to present themselves professionally or what to expect during interviews. To address this, I conducted interviews and surveys with over 500 human resources managers, international students, and new arrivals, culminating in publishing a best-selling book, **How to Find Your Ideal Job in a New Country...A Detailed Guide for International Students** (Amazon, 2023).

I offer the entire book to my *Introduction to Professional Communications for the Workplace* students as a PDF (soon to be an Open Learning Resource digitized book in spring 2025). Many of my course lessons and assignments pertain to my students' needs to find employment by learning and reflecting on who they are, what they enjoy, their transferable skills, newly learned skills, innate strengths, and community involvement.

The assignments teach them everything from determining a potential career of interest, completing an informational interview, selecting suitable job advertisements, cover letters, a resume that gets noticed, and interview skills. Through this course theme, students learn how to communicate verbally and in writing in the workplace through emails, memos, letters, proposals, reports, and oral presentations and reflection. Many of the students find suitable jobs during the semester. The content and document formats for job applications can be used while they attend university and throughout their future. The book offers multiple resumes and letters from students seeking an entry-level job to someone with a master's degree who may be seeking a position of challenge and higher responsibility.

I am grateful to be able to assist our international and domestic students in learning more about their value to the workplace, how they can communicate to potential employers, and how they can help make a difference in the workforce and economy.

Guest Speakers and Showcase Events

Teach - Showcase Event

The Inaugural Student Project Showcase Event

Date

March, 2024 - March, 2024

Location

Melville School of Business

Speakers

Dr. Candy Ho

[Supporting Links](#)

Join us for an insightful discussion into the future of career development. Informed by CERIC's recent report, "Career Development in 2040", this keynote session dives into the changing nature of work and its profound impact on our careers and society. We'll explore the influences of technological advancements, societal shifts, economic trends, and environmental considerations that are shaping the future job market. As students and graduates poised to enter this dynamic landscape, you'll gain critical insights into the skills, strategies, and mindset needed to succeed. This session inspires you to consider how to become adaptable, forward-thinking leaders ready to tackle the challenges and opportunities of a rapidly evolving professional world. You will leave with insights for navigating and harnessing the opportunities of tomorrow's workplace. This session is a must-attend for those seeking to lead and innovate in the ever-changing world of work.

Course-Level RME Learning Goals**Teach - Examples of topics in courses**

The KPU-wide Climate+ Challenge is how instructors can tell the university committee that they are including climate-related content in their classes.

Department

KPU-wide

Learning Object Subject

Climate+ Challenge

Educational Level

KPU-wide

Learning Outcome

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Interactivity Type

In-class activity

Learning Object Description

Climate+ Challenge Courses

[Supporting Links](#)

Program-Level RME Integration

Teach - RME Degree Programs

At the both undergraduate and the graduate level, Melville offers degrees focused on responsible management education.

While all Melville graduates have exposure to responsible management education throughout their studies, graduates from these programs have a more concentrated focus on responsible management education:

Graduate Diploma in Green Business Management and Sustainability

<https://www.kpu.ca/melville/gdba/green-business>

Undergraduate Diploma in Front-End Development for Interactive Applications, A Melville School of Business / Wilson School of Design Collaboration

<https://www.kpu.ca/design/front-end>

Undergraduate Citation in Cloud Architecture and Security

<https://www.kpu.ca/melville/citation-in-cloud-architecture>

The signatory's pedagogical approach, which includes RME in all degree program design and pedagogical innovations

Teach - program design and pedagogical approach

Program Advisory Committees ensure industry and community members are involved with every Melville School of Business Program.

See <https://www.kpu.ca/sites/default/files/Policies/>

[AC1%20Program%20Advisory%20Committee%20Policy.pdf](https://www.kpu.ca/sites/default/files/Policies/AC1%20Program%20Advisory%20Committee%20Policy.pdf)

A **Program Review** every five years ensures programs are regularly reviewed for quality and updated.

See <https://www.kpu.ca/program-review>

The Melville School of Business is **Accredited by ACBSP**.

See <https://acbsp.org/members/?id=18776559>

Program Advisory Committees (PACs)

All programs at KPU are required to have annual meetings with a Program Advisory Committee comprised of community and industry members. These external partners help us support a practical learning experience for all students in a culture of continuous improvement.

Program Reviews

As part of our commitment to excellent practical learning experiences, all programs undergo a rigorous review process every five years to gather feedback from current students, alumni, faculty, and other stakeholders. These reviews examine our commitment to PRME Principles and the UN SDGs. The feedback received in the review process is used to ensure the Melville School of Business continues to strive for excellence in an environment of changing business needs.

ACBSP Accreditation

As part of our goal to maintain high-quality programs for our students, we are also accredited by the internationally recognized Accreditation Council for Business Schools and Programs (ACBSP). This culture of continuous improvement is deeply rooted in our values.

Teach - Business Education Framework

The formal degrees that KPU offers, the credentials, are established in KPU Policy AC 14. Melville's Business Education Framework adheres to AC14 and all programs meet business and industry advisory requirements.

This multilevel and rigorous review process ensures that Melville's programs are academically rigorous, innovative, experiential and outcomes based.

Well-defined Program and Student Learning Outcomes (PLOs/SLOs) allow Melville faculty to review student mastery of the defined outcomes. To meet ACBSP's accreditation requirements Melville faculty assess student performance for each course at the end of each semester.

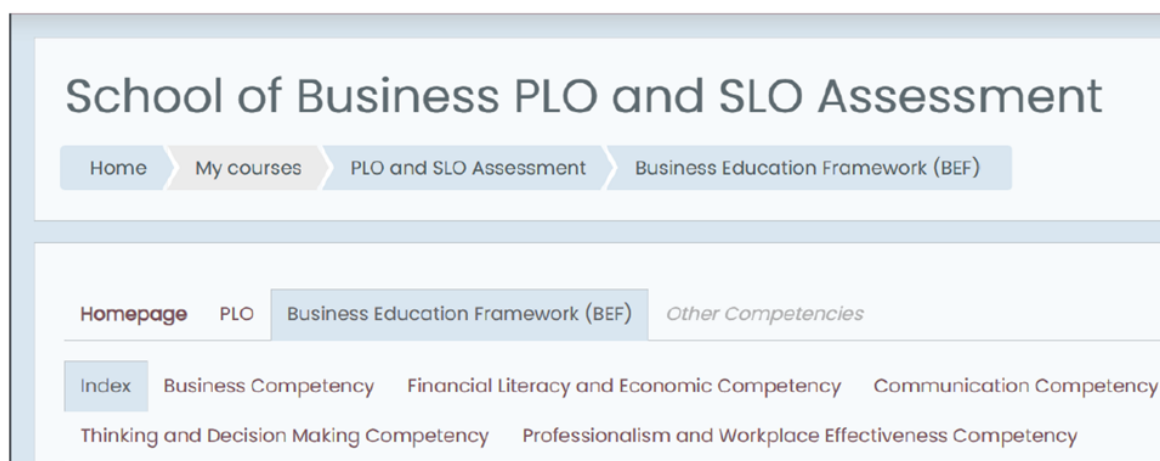
This quality improvement process is coordinated and overseen by Melville's Standing Committee on Education Quality.

The Business Education Framework

The five Core Competencies of the Business Education Framework are defined in the visual below:

The component competencies are collaboratively developed by faculty in response to program specific competencies identified by stakeholders.

The evidence-based approach to assessing PLOs and SLOs regularly ensures that Melville meets its ACBSP accreditation commitments for continuous improvement and allows faculty to use the data collected to improve program delivery



RME is in the signatory's educational vision, so that it drives the signatory's business model and all educational efforts, courses, programs, degrees, and non-degrees

Teach - RME in Melville's Vision

The Melville School of Business' Vision is:

To embolden business and technology learners to become inclusive community builders and conscious change makers.

See <https://www.kpu.ca/melville/about-us>

The three commitments arising from this vision include:

We create space in which all learners, faculty, and staff can continuously develop while feeling valued, supported, and connected.

We anticipate the needs of indigenous, domestic and international students, industry, and the community through consultation, collaboration and application of what we learn.

We innovate with partners to develop new experiential learning opportunities and establish means of recognizing the rich experience students bring to their learning.

Teach - Bringing Indigenous-Informed Education to Life

The Human Resources Management Department held two lunch-and-learns with Elder-in-Residence at KPU Ernie Cardinal.

This sharing of ideas at a lunch-and-learn expands learning and integration of Indigenous ways of knowing in the classroom.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

RME Elements in Research

School of Business, Kwantlen Polytechnic University incorporates responsible management education into its research endeavors through 4 different methods:

Regular Research Seminars

DRAFT Teach - MSB Emerging Scholarship Series

This series of Friday meetings enables faculty members to share RME-related research

Date

January, 2023 - December, 2024

Location

Melville School of Business

Speakers

Multiple

Emerging Scholarship Series

EmergingScholarship

View document  Download document 

Research - MSB Student Research Showcase

To create a venue for student research presentations.

The inaugural MSB Research Showcase took place on March 8, 2024. Human Resource Management Research and Computer Science and Information Technology student presentations on their research were well received by industry experts

Research Conferences

0.6% PD Funding for Conference Attendance

The 0.6% PD Fund supports faculty in attending conferences.

A Melville School of Business Faculty Member attended the Engaged Management Scholarship Conference 2023, strengthening their knowledge of the UN SDGs and applied this knowledge to the KPU SDG Mapping Project to bring transparency to how the school is supporting the SDGs.

Research - Student Conference Attendance

To connect students with the UN SDGs.

Two students with a faculty mentor produced a viral video, explaining the possible pathways for students who might be interested in participating in a May 2025 business pitch event related to social innovation. The students also attended numerous conferences and events (UNSDG related) as well as conducted classroom visits explaining the competitive process in detail.

Research - Conference Presentation

To disseminate KPU faculty research.

Andrea Niosi presented at ePIC 2023, "Open Recognition for a Sustainable Planet" Conference in Vienna, Austria.

Research – Presenting on COIL at a Conference

Present at the KPU accreditor's ACBSP Annual Conference in Chicago, 2023.

The Human Resources Management Department presented on how they have been integrating Collaborative Online Intercultural Learning (COIL) Projects into their programs which focus on SDG Development projects.

Research – Presenting on an Initiative to Improve Graduate Student Communication

International students at KPU needed more communication support when starting their graduate studies.

Tara Immell's award-winning presentation in Toronto, Canada in October 2022 was focused on developing a program to ensure international students coming for graduate studies at KPU build strong English communication skills.

In collaboration with Joanna Daley of the English Studies Department, Tara described how the World Englishes students know can be different from Canadian English and helped others create a more inclusive environment for all students.

Tara went on to present this talk three more times. She was an invited speaker at the 2023 ACBSP international conference in Chicago, USA; the Emerging Scholars Series at KPU; and the Industry Insider Event at KPU.

Research - Responsibility-related UNSDG Conferences

UN PRME North American Bi-Annual Meeting

Date

May, 2024 - June, 2024

Location

University of Victoria

Speakers

A Faculty Team of Six Speakers

[Supporting Links](#)

An opportunity for Melville Faculty to share our responsible management education progress

Research Awards Program

Research - 0.6% Professional Development (PD) Funding

0.6% PD funding is a competitive, internal funding opportunity that faculty use for engaging in research and scholarship.

Scope

All faculty

Enforcement Date

August, 2022

Number Of Pages

1

Publisher

KPU

Media

website

[Supporting Links](#)

Research - Faculty 0.6% PD Fund Successful Recipient

Receiving 0.6% funding to embark on research related to 'The Sustainability of AI or AI for Sustainability: Why Can't it Be Both?'

Faculty and students benefitted from this research by a faculty member researching the latest in AI.

Required Research Reporting

Research - Expanding Accessible Access to OER Resources

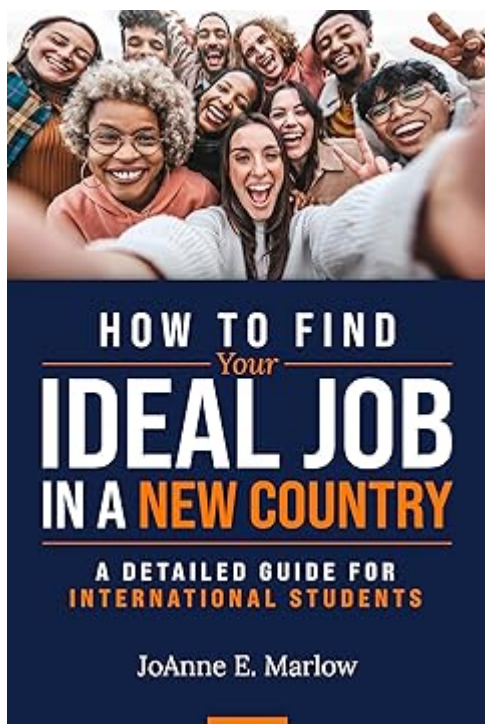
To make educational resources fully accessible to all people.

Brad Anderson turned his OER textbook “Developing Organizational and Managerial Wisdom” into an audiobook available on Pressbooks

Research - Authoring a Book

Joanne Marlow wanted more of her students to find employment, so she wrote a book. This book advances inclusivity by helping international students in Canada find jobs.

[How to Find Your Ideal Job in a New Country: A Detailed Guide for International Students](#)



Accessibility: Creating an Open Learning E-book "How To Find Your Ideal Job in a New Country - A detailed guide for international students"

"In B.C., international students are the new temporary foreign workers stuck without work in their fields" (Smith, 2023).

According to a three-year project and research paper in BC (Smith, 2023), over 70% of international students with bachelor's degrees can still not attain permanent residency after ten years. They are not being offered jobs that suit their skills and strengths.

I find this situation unacceptable.

After teaching students from around the world for the past eight years and seeing the struggles they face in finding jobs in a new country, I decided to add my expertise and research to offer a detailed guide for students to determine their employable skills, strengths and apply to organizations that will align with their values and employment needs.

For decades, I've been teaching students how to enter the world of work successfully, and for the past decade, I have offered facts and methods to leaders and business owners on how to attract, hire, and retain their best talent. Finding an employee who can align with the company's purpose, values, and vision is ideal for an organization to retain its best talent. Canada has relied on new arrivals, including international students, to stay in Canada and build a life here.

My book, **"How to Find Your Ideal Job in a New Country"** (Amazon, 2023), is one solution to this problem. It allows students to understand the hiring market here and to change their application methods to meet the needs and criteria of the workplace. When these guidelines are followed, students get hired and stay at their company and in BC.

The book is accessible to KPU students. It is currently available in hard copy and PDF format in the KPU Libraries, my applied communication classes, and other career and internship departments at KPU. By spring 2025, it will be an Open Learning Resource (Free) digitized copy for all KPU students to use and learn from.

For many, finding their ideal job is a dream, but I have found that it is not impossible. It takes perseverance, dedication, and to know yourself so well that companies will be grateful that they have found you.

Reference:

Smith, K. (2023). *B.C. international students are the new temporary foreign workers, stuck without work in their fields: survey*. New Canadian Media
<https://www.newcanadianmedia.ca/b-c-international-students-are-the-new-temporary-foreign-workers>

Research - Supporting Open Pedagogy

KPU actively supports open pedagogy.

Deirdre Maultsaid published a research article "Can Open Pedagogy Encourage Care? Student Perspectives".

Research - OER Publishing with Students

To create opportunities for student - faculty joint publishing.

Andrea Niosi and her students published a new OER for nonprofits, activists and advocates, "An Open Guide to Integrated Marketing Communications"



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Partnership Approaches for RME

School of Business, Kwantlen Polytechnic University partners with external stakeholders to advance responsible management education through 4 different approaches:

Knowledge Translation and Dissemination

Description of partnering activities that involve informing

To share industry knowledge.

<https://www.kpu.ca/melville/PAC-event>

Partner - SDG Mapping Project

For the past two years, a university-wide SDG Mapping Project has researched actions at KPU and other universities that relate to every SDG. The goal is to generate ideas for doing better at KPU.

This research is informing KPU's sustainability commitments, policies, and actions.

Partner - 2022 to 2024 Internship Employment for Work-Integrated Learning Opportunities

To provide work-integrated learning opportunities for students.

172 student received internships at 63 industry partners. These 172 students were paid a total gross salary of \$1.72 million, supporting their educational and living costs.

Collaborative Change Action

Partner - SBOT (Surrey Board of Trade)-KPU CPS collaboration

This partnership intends to create workshops and courses in continuing professional studies for Surrey Board of Trade (SBOT)

KPU and SBOT have established a strategic arrangement to achieve the common goal of developing and delivering learning opportunities to the Surrey business community. To achieve this end, KPU and SBOT agree to adhere to the following principles and protocols in connection with the Project:

(a) promoting education within SBOT's membership;

- (b) promoting and maintaining open and timely communication with the other Party;
- (c) clearly delineating and allocating responsibilities and the expected role and function of each Party; and
- (d) encouraging early, effective, and efficient resolutions at the appropriate levels of decision making.



Partner - Workshop Services for LEDCOR INDUSTRIES Inc.

Imparting HR Consultative Problem Solving

The Workshop's primary objective is to provide training to staff of LEDCOR in how to action the Gartner models on HR consultative problem solving. This is done through engagement of KPU faculty with LEDCOR employees bounded by a set of responsibilities as below.

- Develop, prepare, and present the Workshop to meet the agreed objectives.
- Provide all necessary materials and resources for the Workshop.
- Ensure that the Workshop is conducted professionally and in accordance with industry best practices.

Partner: RBC Foundation Funding for Student Research Projects at Employers

To enable more employers to afford to hire an intern to work on a research-oriented project connected to their field of study.

The Royal Bank of Canada Foundation provided up to \$2,500 for interns conducting research projects at employers. This reduced the cost of an intern by 50% to an employer, allowing more businesses to hire Melville School of Business interns for research projects. Employers received 480 of work for \$2,500 with RBC Foundation funding + MITACS funding. This cost to an employer of \$5.21 per hour for a six-month research project intern resulted in students being hired.



Partner - MITACS Funding for Student Research Projects at Employers

To create employment opportunities for Melville School of Business students. Interns hired by employers work on a research-oriented project connected to their field of study..

MITACS funds 50% of a student's \$10,000 salary. This funding drops the hourly cost of an intern from \$20.84 per hour to \$10.42 per hour, enabling more employers to hire interns. The MITACS structure also ensures students are working on a research project that strongly connects to their current area of study. This ensures that the management education the student is receiving is being applied in the business world, as opposed to the student working on a minimum-wage job not connected to their studies.

The real-world experience the student is receiving helps to jump-start their career after graduation.



Collaborative Problem Solving

Partner - PAC Decision Making

Program Advisory Committees (PACs) ensure industry and community members are involved with every Melville School of Business Program.

These committees are comprised of members who ensure the Melville School of Business administration and department chairs are aware of current industry needs. By forming ongoing relationships with industry, Melville programs are able to better adapt to meet these needs.

See [https://www.kpu.ca/sites/default/files/Policies/](https://www.kpu.ca/sites/default/files/Policies/AC1%20Program%20Advisory%20Committee%20Policy.pdf)

[AC1%20Program%20Advisory%20Committee%20Policy.pdf](https://www.kpu.ca/sites/default/files/Policies/AC1%20Program%20Advisory%20Committee%20Policy.pdf)

As PACs meet regularly, this means new industry trends can be incorporated into classes immediately. Programs review discussions occur every five years and initiate change. PACs, on the other hand, meet multiple times a year and create change much faster.

Partner - Melville Business Strategy Internship Program

The Melville Business Strategy Internship Program (MBSI), is designed to provide organizations fresh perspectives, cost-effective solutions, diverse skill sets, and networking opportunities, serving as a talent pipeline, recruitment tool, and fostering a culture of innovation.

- The program offers students the opportunity for work-integrated learning, allowing them to apply program-specific knowledge in a real business environment. Additionally, students can benefit from mentorship, access employment opportunities by establishing a personal industry reputation, faster integration into the Canadian workforce and labor market, enjoy part-time/flexible work hours, and receive a supportive salary.
- Business students in their 3rd & 4th year of study, and those in Post-Baccalaureate and Graduate programs will be able to apply and compete via job interviews on posted internship opportunities.

Partner - Educating Indigenous Youth on Entrepreneurship

The Melville School of Business has partnered with the Martin Family Initiative to deliver a new Indigenous Entrepreneurship Course.

The course is for Indigenous youth interested in starting their own business and will provide a platform for initial success to these new entrepreneurs.

External Community Dialogue

Partner - Industry Insider Series

The Industry Insider Series are informative networking opportunities where our students can meet, listen to, and converse with local employers. Participate to learn about a specific industry, what they do, or what an employer is looking for when hiring. Make informed career decisions and prepare effectively for your future professional growth.

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Partner - Drafting the Position of Paraguay for the Global Environmental Faculty Meetings

To provide subject matter expertise to governments participating in the COP28 UN Climate Change Conference in Dubai, the United Arab Emirates.

Between August 22nd and August 26th of 2023, Luis Villalba actively participated and drafted the position of Paraguay for the Global Environmental Facility (GEF) meetings that took place in Vancouver, Canada as part of the replenishment process that led to the Conference of the Parties (COP) in Dubai in April of 2024.



Practice

We adopt responsible and accountable management principles in our own governance and operations.

RME Policy Implementation

School of Business, Kwantlen Polytechnic University has implemented 7 policies to support its commitment to responsible management education:

Greenhouse gas emissions

KPU Vision 2023 Kicks Off Renewed Efforts

KPU Vision2023 began in 2023 and recognizes sustainability as one of four primary themes for the university.

The sustainability goals of the university, that serve as a backdrop to responsible management education at the Melville School of Business include:

- Embrace all cultures and promote a renewed, authentic approach to Indigenization
- Foster environmental sustainability through our offerings, research and operations
- Integrate planning to ensure KPU operations are aligned with our resources, thus sustaining quality and institutional health

KPU2050 Official Campus Plan Sustainability Framework

This plan outlines how KPU will meet its zero-emissions targets by 2050.

Scope

KPU-wide

Enforcement Date

August, 2024

Number Of Pages

27

Publisher

KPU

Media

Website

[Supporting Links](#)

Practice - Achieve Carbon Neutrality No Later Than 2050

KPU signed the Global Universities and Colleges Climate Letter in 2019, committing to achieve carbon neutrality by no later than the year 2050. KPU is also a signatory to the SDG Accord, a commitment by learning institutions across the world to advance the delivery of the United Nations' Sustainable Development Goals and to annually share our progress and learnings both nationally and internationally.

KPU's new Official Campus Plan, Sustainability Framework, sets out the steps being taken to achieve carbon neutrality by 2050 or before.

As a post-secondary institution in British Columbia, Canada, KPU is mandated under B.C.'s Carbon Neutral Government Regulation to annually report and offset all operational greenhouse gas emissions.

This Sustainability Framework sets out the following GHG emissions reduction targets:

- By 2025 - 50% below 2007 levels
- By 2030 - 60% below 2007 levels
- By 2035 - 70% below 2007 levels
- By 2040 - 80% below 2007 levels
- By 2045 - 90% below 2007 levels
- By 2050 - 100% below 2007 levels

Water

Practice - Reduce Water Use

KPU is committed to reducing water use.

On all campuses, KPU will:

- Install water meters in all buildings and irrigation zones to establish a water consumption baseline and monitoring system and review progress against water use baseline annually.
- Reduce water use within existing and new buildings by exploring strategies such as capture and re-use of rainwater and greywater for irrigation and toilet flushing, installation of high-efficiency fixtures in new buildings and retrofitting existing fixtures at end of usable life
- Reduce water use associated with landscape maintenance by specifying only drought tolerant/climate appropriate species with priority given to plant species native to this ecoregion

Practice - Policies on water reduction

KPU is committed to reducing water usage.

Relevant Stakeholders

KPU-wide community

Purpose

Reduce water usage

[Supporting Links](#)

Commitment to Create Sustainable Policies on water

In the KPU 2050 Official Campus Plan Sustainability Plan, there are numerous new policies being developed connected to water.

Scope

KPU-wide

Enforcement Date

August, 2024

Number Of Pages

27

Publisher

KPU

Media

website

[Supporting Links](#)

Buildings/real estate

Commitment to Create Sustainable Policies on buildings

In the KPU 2050 Official Campus Plan Sustainability Plan, there are numerous new policies being developed connected to buildings.

Scope

KPU-wide

Enforcement Date

August, 2024

Number Of Pages

27

Publisher

KPU

Media

web

[Supporting Links](#)**Practice - All New Buildings to be Net Zero GHG & Existing Buildings to Be Retrofitted**

To support KPU's net zero GHG policy by 2050, all buildings on campus are being made more sustainable.

Some excerpts from the KPU2050 Official Campus Plan Sustainability Framework include:
All new campus buildings and facilities to operate using net zero greenhouse gas emissions.

Require all new building construction or renovations of existing facilities to divert at least 85% of construction materials from disposal in landfills and incineration facilities.

For all existing buildings and facilities, implement a phased electrification of mechanical systems, eliminating all Scope 1 (onsite) GHG emissions. Offset all Scope 2 (off-site) GHG emissions using green power, as outlined in SP.5.1.1 Zero Emissions Commitment.

Develop an embodied emissions (Scope 3) policy that:

- Mandates whole-building life-cycle analysis for all new buildings, with results published in a publicly available report
- Explores opportunities to minimize embodied emissions associated with building design and construction
- Requires, as part of the procurement process, an evaluation of embodied emissions associated with capital asset (e.g., equipment, facilities, vehicles) acquisition or development

Local staff/student/faculty transportation

Commitment to Create Sustainable Policies on local staff/student/faculty transportation

In the KPU 2050 Official Campus Plan Sustainability Plan, there are numerous new policies being developed connected to transporations.

Scope

KPU-wide

Enforcement Date

August, 2024

Number Of Pages

27

Publisher

KPU

Media

website

[Supporting Links](#)

Employee equity, diversity, inclusion

Policies on employee (including faculty) equity, diversity, inclusion

The President's Equity and Diversity Committee focuses on policies.

Scope

KPU-wide

Enforcement Date

August, 2024

Number Of Pages

1

Publisher

KPU

Media

website

[Supporting Links](#)

Student equity, diversity, inclusion

Policies on student equity, diversity, inclusion

The President's Equity and Diversity Committee focuses on policies.

Scope

KPU-wide

Enforcement Date

August, 2024

Number Of Pages

1

Publisher

KPU

Media

website

[Supporting Links](#)

Waste Management

Practice - Reduce Waste (Single-Use Items/Paper) and Increase Zero Waste

There is a focus throughout the Sustainability Framework to reduce waste to reach zero waste.

Excerpts from the report include:

Reduce Paper Use

- Continue to reduce paper-based documentation through a KPU-wide campus digitization strategy while simultaneously monitoring GHG emissions associated with cloud computing
- Provide training in, and promotion of, available software options that enable real time, cloud-based collaboration as an alternative to paper-based methods

Track Waste Diversion and Reduction

- Track and annually report on per capita waste generation (diversion and disposal) by campus and establish incremental targets for improvement
- Ensure that waste diversion and reduction strategies are integrated in KPU's procurement policy, including guidelines for evaluation of waste generated by product and capital asset packaging and end-of-disposal
- Explore opportunities to track, reduce, and offset Scope 3 emissions associated with waste generated through campus operations (e.g. solid waste and/or wastewater disposal/ treatment in facilities owned or operated by third parties)
- Support learning opportunities for zero-waste initiatives on campus (e.g. orientation, training and evaluation programs)

Eliminate Single-Use Plastics and Other Items

- Explore a dish-share program, and accompanying food safety plan, that offers reusable dishware, cups, and cutlery for campus events in a food safe manner
- Collaborate with the Kwantlen Student Association and on-campus retail outlets to pilot waste reduction programs that target the elimination of single-use plastics and encourages the use of re-usable items, such as bags and food containers
- Create a plan and timeline to shift all campus events to be zero-waste, including eliminating single-use items, such as water bottles, straws, plastic cutlery, and dishware

Ensure all campus events are zero-waste

- Ensure that all events have sufficient, clearly-signed multi-stream waste receptacles

- Create a plan and timeline to shift all campus events to be zero-waste, including eliminating single-use items, such as water bottles, straws, plastic cutlery, and dishware

Create Waste Diversion Facilities and Strategies

- Ensure that all facilities have sufficient, clearly-signed multi-stream waste receptacles
- Expand re-use programs by, for example, supporting zero-waste pop up shops or allocating space to lending libraries or free-stores
- Work with the Kwantlen Student Association to identify and implement additional KPU-specific strategies to divert materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling
- Develop enhanced graphics and signage to reflect waste reduction initiatives

Implement University-wide Sustainable Procurement Policies

Support Procurement Services to implement key actions in the Procurement Services Sustainability Awareness Report, including:

- Improve sustainability awareness by designing an e-learning module for new employees to complete as part of their on-boarding package
- Work collaboratively with internal stakeholders and the Environmental Sustainability Committee to become an Energy Star participant
- Develop procurement tools and checklists to successfully identify and implement sustainable sourcing where appropriate and applicable
- Periodically identify strategic procurement competitions where sustainability can be introduced as a qualifying evaluation criteria

Commitment to Create Sustainable Policies on Waste Management

In the KPU 2050 Official Campus Plan Sustainability Plan, there are numerous new policies being developed connected to waste management.

Scope

KPU-wide

Enforcement Date

August, 2024

Number Of Pages

27

Publisher

KPU

Media

website

[Supporting Links](#)

Institutional Aspiration Targets

School of Business, Kwantlen Polytechnic University has set aspiration targets in 1 different area:

- ❖ GHG Emission Targets



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



Performance Disclosure and Transparency

Regarding transparency in RME performance disclosure, School of Business, Kwantlen Polytechnic University operates with the following approach:

Full Transparency Disclosure

From Classroom to Community: Turning Learning into Action

Striving to empower fellow students to transform their understanding of sustainability into practical action, fostering a community where knowledge, creativity, and passion come together to create meaningful change. Meanwhile, I am also pursuing my personal project, where I aim to learn and implement the principles of sustainable business practices.

To bridge the gap between theoretical learning and real-world application in sustainability by:

-

1. **Launching Practical Projects:** I presented at the PRME 7th Biennial Conference to gain feedback on the practical implementation of the proposed Agri-business Model. If all goes well, I am eager to take this project further, possibly by participating in the upcoming pitching event. The university ecosystem has been supportive and conducive, providing valuable direction on these important topics.
2. **Student Sustainability Club: Building a Collaborative and Engaged Community**
 - To realize this vision, I founded the Student Sustainability Club at my university. This club serves as a vibrant platform where students connect, collaborate, and apply their classroom knowledge to real-world challenges. Through events, webinars, and workshops, we create opportunities for students to explore sustainability from various perspectives, turning theoretical learning into practical experiences.
 - By developing leadership roles within different sub-committees, the club fosters a sense of ownership and responsibility, encouraging members to delve deeper into sustainability topics and find innovative solutions to the issues they care about. Our inclusive environment ensures every student feels heard and valued, motivating them to actively engage in sustainability practices in their studies and daily lives. The ultimate goal is to empower students to become proactive leaders and advocates for sustainability, equipping them to drive meaningful change in their future careers and communities.

KPU Sustainability Plan

KPU Sustainability Report

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