

PRiME

*an initiative of the
United Nations Global Compact*

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

Conestoga School of Business

August 2024

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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.

Institutional Mission, Vision, and Strategy

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

Conestoga School of Business Mission, Vision, and Strategy

Please see attached evidence.

Relevant Stakeholders

Faculty, Staff, Student, Partners

Purpose

School of Business Mission, Vision and Strategy

PRME-SIP-Purpose-Mission-2023-24

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Values

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



RME Leadership Accountability

At Conestoga School of Business, accountability for responsible management education is structured as follows:

Formalized Senior Leadership Role

Conestoga School of Business Senior Leadership & PRME

Senior leadership support for PRME at Conestoga and within the School of Business is crucial as it ensures the integration of the PRME principles into the core strategy and operations of an organization, driving meaningful and sustainable impact.

PRME is strongly supported by Dr. Michelle Grimes, Executive Dean of the School of Business, as well as the President of Conestoga College, Dr. John Tibbits. Along with this executive buy-in, the School of Business leadership team has academic and administrative support focused on PRME. These positions are PRME Lead and Chair, Scholarship & Community Amanda Di Battista and Accreditation Consultant Anna Hohenadel. Amanda supports faculty in research and scholarship, and fosters the inclusion of SDGs across curriculum, research, and community engagement. Anna focuses on reporting and data collection, and they both work to maintain international partnerships and build the PRME community at Conestoga.

Organizational Structure for RME

The following organizational entities at Conestoga School of Business are responsible for RME:

- ❖ Teaching-Focused Entity
- ❖ Research-Focused Entity
- ❖ Students



Teach

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



RME Elements in Degree Programs

Conestoga School of Business integrates responsible management education into its degree programs through 5 different approaches:

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

Description of the Conestoga School of Business's pedagogical approach, which involves RME in all degree program design and pedagogical innovations

Currently RME is included within all School of Business degree program designs and we are working towards full inclusion in all programs. The School of Business has a wide range of program options, with most students outside of traditional bachelor's degree programs. To make the greatest impact, School of Business efforts to add RME into program design and pedagogical innovation includes all program options. To help facilitate this process, the School of Business developed the [PRME Curriculum Integration Micro-credential](#).

Through consultations with faculty members in 2021-22, the School of Business began the process of integrating the United Nations Sustainable Development Goals (SDGs) and sustainability education into course curricula and teaching practices across all Business programs to align with College and School level strategic priorities. During the consultation process, faculty expressed their desire to access training in sustainability approaches and develop the skills and expertise necessary to effectively integrate sustainability, SDGs, and RME into their teaching practice. To address the capacity gap in sustainability education, the School of Business has made significant investments in new training programs and introduced the PRME Curriculum Integration Micro-credential to empower faculty to meaningfully integrate RME and the SDGs into their curriculum development and teaching practice. This training is open to faculty and staff across the College and is part of a regular review process conducted by educational consultants in the Teaching & Learning department and supported by the PRME team at the School of Business.

The PRME Curriculum Integration Micro-credential includes three courses: the first introduces learners to key sustainability concepts and their practical application, including the triple bottom line along with an overview of PRME. The second course focuses on the SDGs, exploring synergies, trade-offs, and the importance of their incorporation into management education. The third course focuses on integrating sustainability and SDGs into teaching practices, utilizing tools like i5, culminating in a hands-on exercise requiring faculty to directly integrate SDGs into instructional plans. This comprehensive approach has led to impactful classroom innovations, fostering the development of pedagogies that integrate sustainability principles into educational materials and instructional practice. This includes redesigning

introductory-level course assignments and assessments to engage students in experiential, career-focused learning that is centered on the SDGs. The School of Business' commitment to and investment in educational supports that facilitate faculty development reflects our dedication to advancing sustainable education practices and preparing students for the challenges of the workforce and today's global environment.

The PRME Curriculum Integration Micro-credential has had two successful cohorts of Conestoga faculty and curriculum developers, resulting in 70 new trained faculty over the last year. An annual PRME Curriculum Integration Micro-credential Alumni Focus group was initiated in 2024 to provide faculty and staff with the opportunity to share best practices stemming from the training.

School of Business commitment to capacity building and the dedication of our faculty has allowed us to integrate PRME-related activities into over 70% of all School of Business programs, well exceeding our initial strategic plan goal of 50% integration by 2024. As faculty engage in sustainable curriculum innovation, they are strongly supported by administration and the faculty providing guidance for that course. While we have 100% adoption in our degree programs, we are working towards RME in 100% of all of our programs.

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

Description of Conestoga School of Business inclusion of RME in all educational efforts

As one of the few Canadian PRME signatory colleges, Conestoga is proud to advance the role of applied responsible management education for innovative, solutions-based action on the SDGs for a more sustainable future.

After becoming a signatory in November 2020, School of Business began championing the Principles of Responsible Management Education (PRME) as a multi-stakeholder and multi-scale approach with a vision of creating change across all areas of Conestoga College and our growing community. The School of Business increased its commitment to participation on the world stage by becoming PRME Champions in 2022/2023 and 2024/2025. Recognizing our strengths as an applied teaching and research institution, the Conestoga School of Business has focused the first phase of our PRME efforts on Sustainable Development Goal 4: Quality Education, by providing robust training and capacity building opportunities for faculty, staff, and students. Our goal has been to prepare our faculty and staff to meaningfully engage with the SDGs throughout their work and to cultivate the next generation of sustainable thought leaders with the skills required to tackle the world's most pressing problems.

Conestoga's unwavering commitment to SDG4 is evidenced by our investment in accessible education and Open Educational Resource (OER) creation, SDG curriculum mapping and integration across all programs, paid employment opportunities for students to engage in sustainable experiential learning both regionally and internationally, and extensive faculty and staff training. Faculty teaching across all programs have numerous opportunities to get involved in PRME through the PRME Working Group and widespread administrative support for integrating RME into their curriculum development and classroom practice. Faculty are also encouraged to align their research and scholarly activities with the SDGs whenever possible to ensure that Conestoga's PRME initiatives have a positive impact on our industry partners and the local communities we service.

Professor-Discretionary Course Topics

Conestoga School of Business RME Topics

Please see the attached evidence for examples.

Department

School of Business

Learning Object Subject

Various - See Evidence

Educational Level

Various - See Evidence

Learning Outcome

Various - See Evidence

Interactivity Type

Active, Expositive

Learning Object Description

Examples of topics in various courses at all offered education levels at the discretion of the professor

PRME-Topics in Courses- 2023-24

[View document](#)  [Download document](#) 

Course-Level RME Learning Goals

Conestoga School of Business Degree Courses with RME

Please see the attached evidence for examples

Department

School of Business

Learning Object Subject

Various - See Evidence

Educational Level

Bachelor's Degree

Learning Outcome

Various - See Evidence

Interactivity Type

Active, Expositive

Learning Object Description

Examples of Bachelor's degree courses with RME Learning Outcomes (Goals)

PRME-Learning-Goals-2023-24

[View document](#)  [Download document](#) 

Guest Speakers and Showcase Events

Guest Speakers: Sustainability Speaker Series

Guest speakers provide students the valuable opportunity to hear from sustainability professionals working in the field. Please see the attached evidence for more information.

Date

September, 2023 - April, 2024

Location

Virtual

Speakers

Various

Fall 2023 and Winter 2024.

PRME-SIP-Teach-SpeakerSeries-2023-24

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Research

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

RME Elements in Research

Conestoga School of Business incorporates responsible management education into its research endeavors through 4 different methods:

Research Conferences

Example of responsibility-related conferences: PRME Chapter North America Meeting

Please see the attached evidence for the School of Business Report on the PRME Chapter North America Meeting.

Date

May, 2024 - June, 2024

Location

University of Victoria

Speakers

Various - See Evidence

7th PRME Chapter North America Biennial Meeting

PRME-Chapter-NA-Report-2024

[View document](#)  [Download document](#) 

Dedicated Research Funding

Conestoga School of Business research funding for responsibility

The focus on PRME integration across the School of Business has enabled faculty to situate their scholarship and applied research activities in direct relation to the SDGs and to make meaningful connections between their work at the local and regional level to the global sustainable business research communities.

In 2023/2024, 11 out of the 14 School of Business applied research projects funded through the Conestoga New and Emerging Researchers Grant (CNERG) – internal research funding earmarked for faculty and staff engaged in new, short-term applied research projects – incorporated a focus on at least one SDG. These projects focused on gender inequity in the financial services sector and in hybrid employment (SDG5: Gender Equity and SDG8: Decent Work and Economic Growth), corporate social responsibility in supply chain management (SDG12: Responsible Production and Consumption), sustainable infrastructure funding

mapping (SDG9: Industry, Innovation and Infrastructure), caused related marketing in India (SDG12: Responsible Production and Consumption), reducing food insecurity in the Waterloo Region (SDG2: No Hunger), and improving youth mental health in equity deserving communities (SDG3: Good Health and Well-Being). More information on some of these projects can be found through the links below:

- [Impact of Supply Chain Integration on Corporate Responsible Management Performance by Fatih Yegul](#)
- [Gender Issues and Advancement in Financial Planning by Tanya Staples](#)
- [Database for Sustainability Projects that Reduce GHGe by Michael Kukhta](#)
- [Exploring the Mental Well-being of Racialized Immigrant Youth in Toronto](#)

Research Awards Program

Research awards for responsibility-related research

School of Business faculty are engaged in award winning responsibility-related research that advances the SDGs and creates meaningful impact among industry communities.

Professor Tanya Staples won the Best Research Presentation Award for her research on the barriers hindering women's entry and progression in the Financial Planning sector at the 2023 Financial Planning Academics Forum and 11th Personal Finance Symposium, hosted by the University of South Australia. Tanya's research identified five key barriers: 1) gendered pay gaps, 2) gendered access to networking and professional development, 3) conscious and unconscious gender bias and discrimination in the workplace, 4) lack of leadership development programs for women, and 5) lack of information about the profession – preventing the full participation of women in the sector and revealed a gap in Canadian data. Her ongoing work aims to fill that data gap to make Canadian specific recommendations to reduce gender inequity in Financial Planning.

Regular Research Seminars

Examples of responsibility-related regular research seminars: Lunch and Learn

The Conestoga School of Business Lunch & Learn Series provides faculty, staff, and students with opportunities to connect with Conestoga researchers and support service providers. In these informal and interactive sessions, participants learn about applied research and scholarship, research methods, and innovation at the college, and have the opportunity to

network. In the 2023-24, more than 50% of the Lunch & Learn sessions included a sustainability focus, including research related to specific UN Sustainable Development Goals. Please see the attached evidence for more information.

Date

September, 2023 - August, 2024

Location

In Person on Campus

Speakers

Various - See Evidence

Lunch and Learn Series to connect on sustainable topics.

PRME-SIP-Research-Lunch-Learn-2023-24 View document  Download document 



Partner

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

Partnership Approaches for RME

Conestoga School of Business partners with external stakeholders to advance responsible management education through 4 different approaches:

Knowledge Translation and Dissemination

Informing Event: Climate Pedagogy Symposium

In May 2024, faculty and staff from the University of Waterloo, Wilfrid Laurier University, and Conestoga College gathered at the Balsillie School of International Affairs to share and explore strategies to enhance climate change teaching and learning in post-secondary education, laying the groundwork for future collaboration to inform and inspire future climate change education efforts. Conestoga sustainability consultant & project manager Laura Matheson was part of the organizing team, led two sessions and continues to be highly engaged in this multi-institutional climate pedagogy network. In addition, 10 faculty and staff, including the Conestoga PRME Lead, PRME Steering Committee and Working Group members attended the event, participating in educational workshops and strengthening relationships with scholars across Waterloo Region.

Date

May, 2024 - May, 2024

Location

Balsillie School of International Affairs in Waterloo

Speakers

Laura Matheson

[Supporting Links](#)

[Climate Pedagogy Symposium: Inspiring Engagement and Action](#)

Informing: PRME Showcase

The PRME Showcase event was an opportunity for staff and faculty to celebrate the achievements the School of Business has made since becoming a PRME signatory, share best practice and inspire work in other schools at the College.

On May 8, 2024, the School of Business hosted the first annual [PRME Showcase](#), open to Conestoga staff and faculty across the College to share best practices from PRME Implementation. With its focus on facilitating knowledge exchange and experiential learning among participants through interactive sessions, the PRME showcase allowed for insightful discussions and opportunities for faculty networking aimed at finding new ways to advance our

commitment to PRME principles. Numerous faculty members shared their insights on integrating PRME into their academic practice during the engaging World Café sessions and attendees participated in a screening of the movie "Beyond Zero," followed by an expert panel discussion which sparked meaningful conversations about sustainability and ethical business practices.

Collaborative Change Action

Acting: Carbon Literacy Project and Carbon Literacy Action Day (CLAD)

The School of Business has been working collaboratively with the Carbon Literacy Project since 2022 to develop and run Carbon Literacy training in Canada. As the first certified institution teaching this training in Canada, the School was invited to share our success during Carbon Literacy Action Day.

Conestoga School of Business has been offering the [Carbon Literacy Micro-credential since 2023](#) to faculty, staff, industry and community partners in collaboration with the Carbon Literacy Project.

On December 4, the Carbon Literacy Project celebrated its third annual [Carbon Literacy Action Day](#) (CLAD) and invited the Conestoga School of Business to share our experience and carbon literacy offerings during their global webinar. CLAD coincided with the UNCOP28 negotiations in Dubai and was an excellent opportunity to catalyse action on climate change through Carbon Literacy training. Conestoga School of Business was proud to have over 60 participants engaged in the Carbon Literacy training that coincided with CLAD, and over 40 people in person to celebrate the event on December 4. During our webinar presentation, we had the opportunity to talk about the impact we have had as a North America partner, and how our participation helped to increase the geographical reach of CLAD.

The [Carbon Literacy Micro-credential](#) also gives the School of Business another point of connection with industry and community as it creates opportunities for the School to provide training to companies and organizations looking to increase their employee's understanding of sustainability, the SDGs and climate change. Since 2023, the School has been offering CLT in partnership with a large construction industry partner to train their employees and inspire climate action at both the individual and group level. The training started with executives and has continued with employees from a wide range of roles across the country.

Collaborative Problem Solving

Problem-Solving: Cambridge Food Bank

The School of Business prioritizes industry and community partnered applied research with the aim of solving complex problems and creating impact. While these partnerships focus on specific applied research questions, they may also generate innovative solutions to emerging problems leading to unexpected but meaningful impacts.

Conestoga's partnership with the Cambridge Food Bank started with an applied research project led by School of Business faculty Stephen Thomson in collaboration with the Conestoga Food Research and Innovation Lab to measure food waste and introduce food waste reduction processes into the Food Bank's operations. After a fire at the facility destroyed several refrigeration units, the [School of Business launched a fundraiser](#) to provide food and cash donations to help rebuild the facility. While the project is still ongoing, the Cambridge Food Bank has replaced the damaged equipment and is already adjusting their operations in response to insights they have gleaned from the food waste data collected so far.

External Community Dialogue

Dialoguing: 2024 Polytechnic Showcase

Nicole Detlor and Anna Hohenadel presented the following at the 2024 Polytechnic Showcase hosted by Polytechnics Canada: Inspiring Sustainability in Research and Academics The presentation discussed the following: Principles for Responsible Management Education (PRME) is a United Nations-supported initiative that aims to raise the profile of sustainability in business and management education. This session will share how PRME has been implemented at Conestoga College's School of Business and has inspired institutional transformation. We will provide examples of how we have utilized PRME to integrate sustainability into our curriculum, informing further programming. The session will also highlight how Conestoga is driving innovation through applied research projects with a sustainability focus through examples, including the integration of sustainability practices in organizational operations impacting the community

Date

May, 2024 - May, 2024

Location

Algonquin College, Ottawa, Ontario, Canada

Speakers

Anna Hohenadel, Accreditation Consultant, Nicole Detlor, Director of the Conestoga Food Research & Innovation Lab

[Supporting Links](#)

Presentation as part of the 2024 Polytechnic Showcase

Dialoguing: PRME Champions, PRME Chapter North America, i5

The School of Business is also involved within other PRME networks to help share best practice and encourage collaboration between signatory schools. The School of Business is actively involved in PRME Champions, PRME Chapter North America and i5.

The School of Business actively engages in bilateral and multilateral conversations across various areas of PRME. Currently participating in its [second cycle of PRME Champions](#), the School collaborates with other champion institutions on numerous projects and meetings, both in-person and virtually. Additionally, the School assists with communications for the PRME Chapter North America and played a pivotal role in organizing the most recent in-person PRME Chapter North America meeting. Anna Hohenadel, the School of Business Accreditation Consultant, serves as the secretary of the PRME Chapter North America Steering Committee. The School's dedication to the Chapter was recognized at the PRME Chapter North America 2024 meeting with [two awards for Most Engaged Signatory and Dean's Excellence Award](#). Furthermore, the School of Business actively engages with i5. School of Business faculty and staff have been featured in two i5 guides – the first for the [PRME Curriculum Integration Micro-credential \(page 16\)](#) and for the School's [Open Access Teaching Case Journal and the work of Dr. Rajul Singh \(page 18 to 21\)](#) contributing to the sharing of best practices. Amanda Di Battista Chair, Scholarship & Community and Anna Hohenadel, Accreditation Consultant, also collaborated on an i5 workshop at the PRME Chapter North America Meeting providing further examples of i5 integration at the School.



Practice

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



RME Policy Implementation

Conestoga School of Business has implemented 1 policy to support its commitment to responsible management education:

No, but RME is stimulated organically rather than through policies (a narrative explaining why will be prompted with this option)

Policies In Development

Policies surrounding these areas are currently being developed at the College-wide level.

We hope to be able to share these policies publicly in the coming years.

Institutional Aspiration Targets

Conestoga School of Business has set aspiration targets in 1 different area:

- ❖ Targets are currently being developed internally but have not yet been made public.



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, Conestoga School of Business operates with the following approach:

Limited Transparency Disclosure

Conestoga Communications

School of Business shares its successes using both internal and public-facing platforms to inspire action and create more opportunities for partnership.

The School of Business has an internal SharePoint site to share information, announcements and updates within the school along with an internal newsletter. Success stories are also shared through the College's news stories on its [external website](#). The College is creating a sustainability plan, but it is not yet public.

SIGNATORY

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