

PRiME

*an initiative of the
United Nations Global Compact*



Sharing Information on Progress 2026

Sobey School of Business, Saint
Mary's University

September 2026

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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.





Getting Started

This section provides foundational information about Sobey School of Business, Saint Mary's University, including key details and basic institutional data.

Mission

Since 2026, the Mission Statement of the Sobey School is:

Through experiential education and the creation and mobilization of knowledge, we inspire and empower diverse learners to lead thriving enterprises and communities.

Vision

In 2025, the Sobey School established its vision which is To ignite a global movement of responsible leaders who drive innovation, sustainability, and shared prosperity.

Strategy

SSB-Strategic-Direction-2025-2030

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Strategy Alignment

Strategic Alignment with PRME

The Sobey School of Business (SSB) has a long-standing commitment to CSR, responsible management (RM), and sustainable development. These principles are embedded throughout the School's mission, strategic direction, curriculum, research, partnerships, operations, and community engagement, and are reinforced through institutional policies and internationally recognized frameworks that collectively support the UN SDGs. The Sobey School's 2025-30 Strategic Direction, *Lead with Purpose*, further reinforces this commitment by positioning responsible leadership, sustainability, and positive societal impact at the centre of the School's future direction. Recognizing education as "a powerful foundation for positive economic and social change," the strategy builds on the School's strengths in experiential learning and responsible management education (RME) to prepare graduates who can address complex global challenges. It further articulates the School's vision "to ignite a global movement of responsible leaders who drive innovation, sustainability, and shared prosperity."

Institutional History

History of Saint Mary's and the Sobey School of Business

Saint Mary's University (SMU) (the University) is in Halifax, Nova Scotia. It was established in 1802 by the Roman Catholic Archdiocese as a boy's school, then college and was committed to education and community service. It was under a Jesuit administration from 1937 - 1970. Now long independent of any relationship with the Church or the Jesuits, founding traditions live on through a philosophy of accessibility. The Faculty of Commerce was created in 1934, one of the first in Canada. In 1992 it was named Frank H. Sobey Faculty of Commerce. In 1997, the University received a gift from the Sobey Foundation for a building to house the growing faculty and the Sobey Building opened in 1998. In 2003 the name of the Frank H. Sobey Faculty of Commerce was changed to the Sobey School of Business ("the School" or "SSB").

As early as 2000, the Sobey School considered 'social relevance' in its expectations related to intellectual contributions and listed among its values 'concern for a just and civil society'. In 2003, the School recognized that ethics was not sufficiently integrated into curriculum. Core courses in the Bachelor of Commerce (BComm) and Masters of Business Administration (MBA) programme were developed and faculty were recruited to deliver this curriculum. These faculty continuously develop curriculum and are engaged in responsible management research. This distinguished cluster of scholarly activity further influenced hiring practices in all departments.

The 2013 mission statement specifically referenced global citizenship and sustainability. A re-alignment of the programme-level learning goals strengthened the curricular objectives related to ERS. The inclusion of 'sustainability' in the mission statement was intended as a very strong signal to all the School's stakeholders and heralded a new phase of the School's commitment.

In 2014, by unanimous approval of Faculty Council, the Sobey School became a signatory to the Principles of Responsible Management Education ([PRME](#)). The faculty lead for the School's PRME commitment is a long-serving board member of the North American PRME Chapter executive committee. The School has served as a PRME Champion since 2020.

Elevating Impact, the School's Strategic Plan 2020-2025, builds upon the School's mission to elevate ethics, responsibility, and sustainability to a key transversal weave. Each of the three goals (Advance, Discover & Connect) specifically reference social responsibility.

In 2022, the Linton Family gifted the School \$500,000 to accelerate the integration of sustainability into educational programming and to ensure that students could be the future generators of sustainable value. In 2025, the Lintons extended the gift to provide additional funding to continue this work.

The Sobey School's 2025-30 Strategic Direction, *Lead with Purpose*, further reinforces this commitment by positioning responsible leadership, sustainability, and positive societal impact at the centre of the School's future direction. Recognizing education as "a powerful foundation for positive economic and social change," the strategy builds on the School's strengths in experiential learning and

responsible management education (RME) to prepare graduates who can address complex global challenges. It further articulates the School's vision "to ignite a global movement of responsible leaders who drive innovation, sustainability, and shared prosperity."

Graduates & Enrollment

2025 Statistics	Number
Graduates	614
Faculty & Staff at the University	1000
Faculty & Staff at the Institution	124
Student Enrollment at the University	6485
Student Enrollment at the Institution	2670
Undergraduate Attendance	2300
Masters-Level Postgraduate Attendance	320
Doctoral Student Attendance	50
Certificate, Professional Development, or Continuing Education Attendance	1000

Degrees Offered

Bachelor Programs

- Bachelor of Commerce
- 📖 Bachelor of Arts (B.A.)

Masters Programs

- Master of Business Analytics
- Master of Applied Economics
- Master of Management in Cooperatives and Credit Unions
- Master of Finance
- 📖 Master of Technology (M.Tech.)
- 📖 Master of Business Administration (M.B.A.)

Doctoral Programs

- 🎓 Doctor of Business Administration (D.B.A.)
- 🎓 Doctor of Philosophy (D.Phil.)

Undergraduate Degree Programmes

- 📖 Sustainability Management Major Program Description

Masters Degree Programmes

- 📖 Master of Business Administration Program

Postgraduate Degree Programmes

- 🎓 Graduate Diploma in Co-operative Management

Certificates, Professional Development, or Associate Programmes

- 📖 Certificate in Sustainability Business



Purpose

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



Letter of Commitment



September 29, 2026

It is my pleasure to share the Sobey School's continued progress in advancing the Principles for Responsible Management Education (PRME) and the United Nation's Sustainable Development Goals (SDGs). Since becoming a signatory in 2014, our commitment to RME and the economic, social, and environmental pillars of sustainability have been an integral part of who we are as a business school.

The Sobey School is proud to hold accreditation from both AACSB and EFMD, reflecting our commitment to excellence, impact and continuous improvement in business education. These commitments are further advanced through our new strategic plan, *Lead with Purpose*. Together, our accreditation standards, strategic priorities and participation in PRME provide a strong framework for preparing graduates to lead with integrity and address complex business, societal and environmental challenges.

As a PRME Champion since 2020, we are proud of the progress we have made, but equally mindful that there is more to do. Our ambition is to ensure that sustainability and responsible management are not confined to individual courses or initiatives at the Sobey School, but are embedded in how we teach, conduct research, engage with our partners and operate. We also recognize our responsibility to contribute to the broader advancement of RME by sharing promising practices, fostering collaboration across the PRME community and supporting fellow signatories in advancing our collective agenda. In the spirit of shared learning and continuous improvement, I highlight three areas where we are advancing our PRME commitments and developing practices that may be of interest to fellow signatories:

- **Strengthening PRME Governance and Engagement:** This report shares our evolving approach to PRME governance, including formalizing our committee structure, expanding participation and student representation, as well as strengthening connections with external partners and global PRME community.
- **Advancing Teaching & Experiential Learning:** We highlight initiatives to integrate sustainability and responsible management across our curriculum, including the launch of a new Major in Sustainability Management and its associated sustainability focussed courses, and expanding experiential learning.
- **Connecting Research, Practice and Community:** We describe how sustainability-related research, interdisciplinary collaboration, community partnerships and engagement initiatives, such as *Responsible Leadership Day*, are helping connect faculty, students and business leaders for societal impact.

We reaffirm our commitment to the Principles of PRME, and we look forward to continuing this work with our faculty, staff, students and partners, and sharing our experiences with the global PRME community.

Best regards,
Dr. Michel Delorme
Dean, Sobey School of Business

923 Robie Street Halifax NS B3H 3C3 Canada
sobey.smu.ca

The logo for "World without limits." features a blue wavy line above the text "World without limits." in a bold, sans-serif font.

World without limits.

Institutional Engagement

51% - 75% of faculty at Sobey School of Business, Saint Mary's University actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

Continue telling your story

Linton Family Sustainability in Business Trust

The Linton Family Sustainability in Business Trust, established through the generosity of Dr. Bill Linton and Marilynne Day-Linton, provides dedicated support for advancing sustainability in business education at the Sobey School of Business. The Trust is an important resource for implementing Sobey's commitments under PRME, supporting curriculum development, faculty initiatives, experiential learning and engagement with external organizations.

During 2025-26, the Trust supported the launch of the new Bachelor of Commerce Major in Sustainability Management and the continued integration of sustainability across required courses. This included the delivery and ongoing development of BCOM 1201 – *Exploring Sustainability* and ENTR 2201 – *Sustainable Entrepreneurship*, as well as the redesigned MGMT 3480 – *Business Ethics & Responsibility*. Support for curriculum development and open educational resources helps embed sustainability and responsible decision-making throughout the undergraduate learning experience.

The Trust also expanded opportunities for students to apply their learning to real-world challenges. It supported participation in regional, national and international sustainability-focused case competitions, including the Questrom Sustainability Case Competition, the McGill International Portfolio Challenge and the International Business Ethics and Sustainability Case Competition. Sobey also hosted the inaugural Atlantic Sustainable Marketing Case Competition in April 2026, bringing together 12 teams from four universities to develop strategies for Sprout Dwellings, a Nova Scotia sustainable housing company. These initiatives support Sobey's PRME goals by connecting responsible management education with practical experience and external engagement.

Beyond the classroom, the Trust supported faculty development and the creation of sustainability-focused teaching cases. One example is *Zipline Drones: Diffusion of AI-Based Innovations in Health Care Systems*, developed by Dr. Mahdi Tajeddin and collaborators. The case examines how emerging technologies can address health-care delivery challenges in remote communities. It became an Ivey Publishing Bestseller and was selected for the 2026 Scotiabank International Case Competition. Alongside its support for Responsible Leadership Day, the Trust also funded the creation of a dedicated Sustainability Integration Coordinator position in April 2026 to help implement Sobey's PRME Action Plan, coordinate initiatives and support sustainability reporting.

<https://publications.smu.ca/maroon-white-spring-2026/giving-matters>

PRME Implement Committe Plan 202627- Final

View document 

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PRME Action Plan 2026-2027 Committee Members

View document 

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Values

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



Who Champions Responsible Management Education at Our Institution

- ❖ Disciplinary efforts within business school
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Senior leadership office
- ❖ Strategic planning and institutional governance
- ❖ Dedicated Sustainability Integration Coordinator
- ❖ Dedicated PRME Committee

Student Voices

The following narratives demonstrate how Sobey School of Business, Saint Mary's University has influenced students' academic journey and personal growth.

Student voices from the Positive Impact Rating 2026

195 students completed the Positive Impact Rating in 195. The PIR collects student perspectives on 4 areas and 8 dimensions. The students rated the Sobey School as Level 4 or Transforming.

Dimension	Student score
Governance	8.1
Culture	8.3
Programs	8.7
Learning methods	7.7
Student support	7.8
Research	7.9
Role model	7.9
Public Engagement	7.85
PIR Score	8.0

The students were also asked what the School should STOP doing:

1. Stop using single-use plastics, paper, and wasteful materials
2. Stop treating sustainability as optional
3. Stop pure-theory or outdated or lecture heavy teaching
4. Stop ignoring or sidelining sustainability across the curriculum.

5. Stop focusing on profit, grades, rankings & prestige

The students want us to start:

1. Greener campus operations
2. More programs with positive social/sustainability impact
3. Better support for mental health, wellbeing and international students
4. More real-world, practice and hands-on learning
5. Better access, scholarships, and financial support.

These voices have been incorporated into our 2026 - 2027 PRME action plan.

Student experience of ENTR 2201: Sustainable Entrepreneurship

Across the Sobey School of Business, students consistently describe responsible management education as most meaningful when they can apply what they learn to real challenges. Whether working with community organizations, participating in case competitions or examining complex societal issues, students value opportunities to connect classroom learning with real-world impact. Although each experience is different, a common theme emerges. Students develop a deeper understanding of sustainability and social responsibility by working collaboratively, considering different perspectives and tackling issues that affect people and communities.

This connection between learning and practice is reflected in ENTR 2201: Sustainable Entrepreneurship, where students explore how entrepreneurial thinking can create environmental, social and economic value. Through the development of sustainable business plans, students consider how sustainability can be integrated into practical business decisions. Reflecting on their learning, one student shared, "Creating my business plan for RePlate Halifax has helped me see how businesses can help solve community issues while being financially sustainable."

Another student reflected, "Personally, I have become more open-minded about sustainable business and view it as less of a gimmick and more as an achievable and impactful mission."

A third student highlighted the challenges of putting these ideas into practice:

"When I started this course I thought I had a really good grasp on sustainable businesses, but this semester I learned more about approaching and executing ideas instead of just understanding the theories. In my business plan I learned more about the difficulties of trying to satisfy sustainable practices while also thinking about funding challenges and the tug of war related to affordability and profitability."

At Sobey, these reflections show us how students are moving beyond understanding sustainability in theory to exploring how responsible business principles can be applied in practice, including the challenges and trade-offs involved. They are also a reflection of the work our faculty put into making sustainability education practical.

Student experience of living case approach

Experiential learning continues to be one of the most valued aspects of responsible management education at the Sobey School for both our students and faculty. As part of Responsible Leadership Day 2025, students participated in a Sustainable Retail Hackathon with Hope Blooms, a Halifax-based social enterprise. Working in interdisciplinary teams, students developed recommendations to help the organization expand awareness of its social impact. Reflecting on the experience, Jonah Bucci shared, "I enjoyed interacting with a real business and its problems, and the short timeframe made it exciting."

Students have also highlighted the value of using real case studies to better understand environmental and social issues. After participating in the Ecology Action Centre Social Impact Challenge, Rob McLellan, a BComm student, reflected, "Analyzing case studies and energy data taught me a lot about Canada's energy use and how to make it more affordable."



Teach

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



Courses that support RME

Sobey School of Business, Saint Mary's University reports 7 courses in 2025 that support responsible management education and sustainable development goals.

Exploring Sustainability | BCOM 1201

In this interdisciplinary course, students examine concepts, issues, opportunities, and challenges in moving toward sustainability, emphasizing environmental, social, and governance (ESG) aspects. Through the lens of the United Nation's Sustainable Development Goals (SDGs), students will explore how individuals and organizations can operate in a responsible and sustainable way.

This core, required course for all Bachelor of Commerce students is interdisciplinary and team taught which ensures a consistent learning experience for all students across all course sections. It emphasizes student-centered design and practical strategies for exploring the concepts, issues, opportunities, and challenges in moving towards sustainability that are grounded in learning experience and motivational theories. By introducing a core course early in the program, faculty hope to inspire additional studies and co-curricular exploration of sustainability.



Ethics and Governance for Analytics | MBAN 5530

Students are provided with a framework to examine the ethical and governance implications of collecting, managing, and using big data for business decision-making. Students acquire the knowledge and skills necessary to assess the impact of the business analytics field on modern society, applying principles such as fairness, accountability and transparency.

Through this course, students develop an understanding of the benefits and ethical risks of using data, analytics and AI in organizations. They learn to identify ethical implications for individuals, organizations and society, examine AI policy developments in Canada and globally and explore the resources needed for responsible AI governance. Through case studies, real datasets and current ethical challenges in healthcare, law and financial services, students apply these concepts to real-world situations and develop skills to evaluate the ethical soundness of AI systems.



Business Ethics and Responsibilities | MGMT 3480

Business leaders are increasingly challenged to make ethical decisions in complex socio-economic systems. Stakeholders have competing and often polarized views, forcing difficult choices and tradeoffs. In this course, students critically examine how firms' approaches to navigating diverse stakeholder needs shape ethical decision-making and associated outcomes from the lens of social impact and environmental sustainability. Ethical principles and decision-making frameworks are applied to contemporary business dilemmas, developing ethical awareness and stimulating moral imagination.

Students find the MGMT 3480 course to not just be an ethics course but a course in which they develop decision-making and problem-solving skills. The stakeholder analysis frameworks lend themselves to all kinds of strategic business decisions



Sustainable Entrepreneurship | ENTR 2201

This course focuses on the role of entrepreneurship in tackling sustainability challenges. Students will learn concepts of social value, co-creation, responsible innovation, and social crowdfunding. Students will understand the determinants and forces shaping sustainable entrepreneurship and identify sustainable challenges, and potential solutions via the implementation of sustainable business models.

A student voice narrative is shared in the Values Principle.



Economics of Sustainability | ECON 3367

In 2015, the United Nations agreed on 17 goals to achieve development by 2030, the Sustainable Development Goals. Students will discuss the economic perspective on achieving some of these goals via governmental actions. Topics such as poverty, education, gender and climate change will be discussed.



Sustainability Accounting, Reporting & Assurance | ACCT 3360

Students will gain an insight into economic entities' current sustainability accounting, reporting, and assurance. They will study accounting and reporting by various organizations on their environmental, social, and economic performance. In the context of the complex regulatory landscape of sustainability reporting and external assurance, students will learn to navigate relevant policy frameworks and standards and appreciate their implementation.



Sustainable Marketing Management | MKTG 4832

This course provides an in-depth understanding of how marketing can drive sustainable business practices, addressing both environmental and social challenges while maintaining profitability. Students will explore key topics such as introductory principles of sustainable marketing, mission-focused strategies, branding and positioning for sustainability, and effective pricing and metrics. Additionally, the course examines consumer decision-making, the interplay between finance and marketing strategies, customer measurement tools, and the role of global marketing in promoting social development. A strong focus will be placed on integrating sustainability into marketing strategies to align with social policies and foster meaningful change.



Teaching Awards

In 2025, 2 awards were given to faculty and educators at Sobey School of Business, Saint Mary's University.

Dr. Geraldine Thomas Educational Leadership Award

Granter: Saint Mary's University

Grantee: Dr. Vurain Tabvuma

Award Description:

The Dr. Geraldine Thomas Educational Leadership Award recognizes innovative educational leadership practices on the part of distinguished teachers at Saint Mary's University. This award recognizes a teacher who demonstrates a sustained commitment to educational leadership, innovative teaching practices and improving post-secondary teaching and learning, with emphasis on institutional contributions that have impact beyond their own discipline or professional role.

The award was established in 2007 by the Senate Committee on Learning and Teaching (previously the Quality of Teaching Committee) with support from the Saint Mary's University Faculty Union (SMUFU). It is named for Dr. Geraldine Thomas who is a 3M National Teaching Fellow (1993) and founding member of the Quality of Teaching Committee. A former professor of Classics, she spent most of her academic career supporting efforts which improve teaching and learning within the University, the Atlantic region, and nationally.

<https://studio.smu.ca/educational-leadership-award>

Father William A. Stewart, S.J., Medal for Excellence in Teaching

Granter: Saint Mary's University

Grantee: Dr. Matthew Boland

Award Description:

Father William A. Stewart was a Professor of Philosophy and an Administrator at Saint Mary's from 1950-1982, working in the Faculty of Arts and holding various Administration positions during a time of major growth at the University. He continued to volunteer on committees until 1997. Father Stewart was one of the first professors at Saint Mary's to embrace inclusivity by welcoming women into his classroom, and helping young women become full-time students before the University introduced co-ed education evening classes in 1952. He was known for his strong beliefs in promoting accessible education to marginalized communities and was also very much involved in promoting teaching innovation and excellence on campus.

<https://www.smu.ca/alumni/father-stewart-medal-excellence-in-teaching.html>

Teaching Voices

The following statements demonstrate ways in which educators at Sobey School of Business, Saint Mary's University support sustainability and responsible management in their classrooms.

Dr. Stephanie Kelley: Ethical AI and responsible analytics

Dr. Stephanie Kelley designed and delivered MBAN 5530, *Ethics and Governance for Analytics*, to Master of Business Analytics students in 2025 and 2026. The course integrates responsible AI into organizational decision-making, addressing fairness, privacy, transparency, human oversight and accountability. Students apply these concepts through practical assignments, including evaluating AI-generated ethics principles for a healthcare organization, developing model cards and examining ethical issues in organizational AI cases.

An experiential explainable-AI tutorial, co-developed with a funded student, asks students to train and evaluate an AI model, compare explanation methods, identify contradictions and consider whether the system should be deployed. Delivered to two cohorts of approximately 30 students each, the tutorial connects technical analysis with responsible organizational decision-making.

Dr. Annika Voltan: Sustainable entrepreneurship and systems thinking

Dr. Annika Voltan incorporates sustainability into entrepreneurship and management education through applied projects, guest speakers and community engagement. Her courses include ENTR 2201, *Sustainable Entrepreneurship*, MGMT 6591, *Sustainable Change Leadership* and ENTR 6677, *Social and Sustainable Entrepreneurship*. Students engage with local organizations and sustainability practitioners through guest speakers and site visits, including a tour of an environmentally sustainable facility on the Halifax Waterfront. In MGMT 6591, students explore real-world applications of systems thinking. A team from the course went on to participate in the 2026 global competition at the University of Oxford, where it received the Systems Mapping Excellence Award for its work on the family physician shortage. Dr. Voltan's approach connects classroom learning with real-world sustainability challenges, giving students opportunities to apply systems thinking and develop approaches to sustainable change.

Dr. Ethan Pancer: Behavioural science and community impact

Dr. Ethan Pancer's MBA elective, *The Science of Behaviour Change*, connects behavioural science with public-interest challenges. Student teams work with local organizations to identify behavioural problems and develop evidence-based intervention proposals while considering whether their recommendations serve the interests of the people affected. In 2026, student projects addressed academic performance among student-athletes, Nova Scotia's government hiring portal, resource allocation at Souls Harbour Rescue Mission and peer support within Nova Scotia Health.

With support from the Linton Trust, Dr. Pancer also supervised student Zayna Eissa on a 2025 impact assessment for Women's Centres Connect, Nova Scotia's provincial association of nine community-based women's centres. The assessment was delivered to the organization and is now being used to support its case for continued and expanded funding. The project also helped secure a Mitacs

Business Strategy Internship, extending the collaboration. Dr. Pancer subsequently developed the work into a teaching case with an educator's note, providing an example of how community-engaged research and experiential learning can inform business education.

Dr. Daphne Rixon: Accounting, co-operatives and social responsibility

Dr. Daphne Rixon has developed teaching cases through the Centre of Excellence in Accounting and Reporting for Co-operatives (CEARC) that explore co-operatives and their contributions to social responsibility and sustainability. The cases have been used in ACCT 3358, *Co-operative Business Enterprises*, and MMCC 5130, *Accounting and Reporting*, at Saint Mary's University, as well as at other universities and in case competitions. They have also been used in case competitions prior to publication, with additional cases under development. Dr. Rixon's cases give students the opportunity to examine how co-operatives operate and consider the role of accounting and reporting in socially responsible business practices.

MGMT 3480: Business Ethics & Responsibility

Supported by the Linton Family Sustainability in Business Trust, MGMT 3480, *Business Ethics & Responsibility*, was redesigned this year to strengthen students' understanding of responsible leadership, ethical decision-making and sustainability in business. The course launched its first in-person offering in Fall 2025 and its first online offering in Winter 2026. It also serves as a core course in the new Bachelor of Commerce Major in Sustainability Management.

Dr. Chantal Hervieux, Dr. Mojtaba Shourkaei, Dr. Margaret McKee, Jane Mulatz, Darryl Eisan, Kevin Schwenker and Sustainability Curriculum Developer Bobbi Dunham contributed to the development and implementation of the redesigned curriculum and open educational resources (OERs). During the 2025-26 academic year, 437 students enrolled in MGMT 3480. Its OERs recorded 3,407 users and 13,306 views.

Barriers to Innovative Curriculum

In 2025, Sobey School of Business, Saint Mary's University identified the following barriers to innovating, updating, or taking risks in existing curriculum:

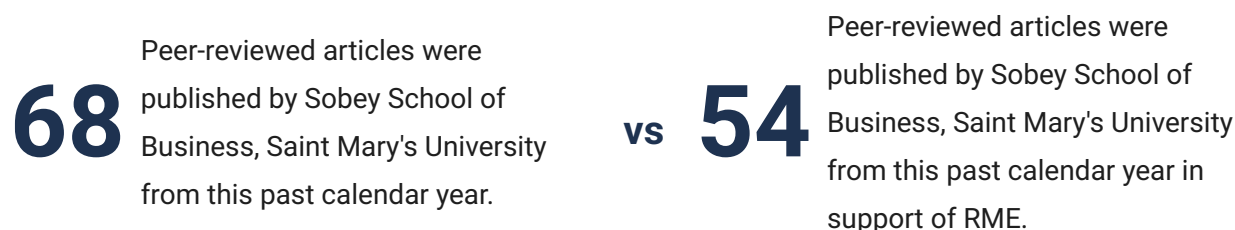
- ❖ Assessment challenges
- ❖ Curriculum inertia
- ❖ Learning curve for faculty
- ❖ Measurement and benchmarking issues
- ❖ Time constraints
- ❖ Budgetary limitations



Research

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

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, Sobey School of Business, Saint Mary's University was awarded funding for research that is:



Regional



National

Socializing Research

In 2025, Sobey School of Business, Saint Mary's University contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ Open-access platforms

Research Projects

In 2025, Sobey School of Business, Saint Mary's University reported 8 research projects that implemented responsible or sustainable activities.

Accounting for Co-operative Transformation (ACT) Dashboard – Canada

Period Covering: January, 2027 - N/A

Department: Accounting

The Centre of Excellence in Accounting and Reporting for Co-operatives (CEARC) at the Sobey School of Business has developed Accounting for Co-operative Transformation (ACT), an online dashboard that enables co-operatives to enter data related to the United Nations Sustainable Development Goals (SDGs).

The dashboard was developed using an action research methodology involving practitioners from co-operatives across Canada. It is intended to provide a tool for co-operatives to report on their contributions to sustainable development.

The Canadian rollout is planned for the first quarter of 2027, after which the dashboard is expected to remain available on an ongoing basis.



Accounting for Co-operative Transformation (ACT) Dashboard – UK

Period Covering: November, 2026 - N/A

Department: Accounting

CEARC is adapting its Accounting for Co-operative Transformation (ACT) dashboard for use by co-operatives in the United Kingdom, following interest from Co-operatives UK, the sector's industry association.

Co-operatives UK has provided funding to support the adaptation. CEARC is also collaborating with Dr. Francesca Gagliardi at the University of Hertfordshire on related research through the University's community impact funding program.

The UK dashboard is planned for rollout in November 2026 and is intended to remain available on an ongoing basis. The initiative extends CEARC's work on sustainability reporting through collaboration with international academic and practitioner partners.



Just, Good Business in Action

Period Covering: September, 2025 - June, 2026

Department: Entrepreneurship

Developed in partnership with *Just, Good Business* and supported by ACOA and Mitacs, this project examined how ten businesses across Atlantic Canada integrate sustainability into their operations and decision-making. The research produced ten business case studies and a Sustainability Starter

Guide summarizing common themes, practical approaches and lessons learned. These resources are intended to support business educators and leaders seeking to strengthen their sustainability practices at the Sobey School and beyond.



Community-embedded Policy Implementation in Social Infrastructure

Period Covering: May, 2025 - June, 2026

Department: Entrepreneurship

Led by Dr. Annika Voltan, with Dr. Chantal Hervieux serving as an advisor, this interdisciplinary research project brought together researchers from Saint Mary's University and other Nova Scotian universities to examine how municipalities can meaningfully involve communities in the development and implementation of social infrastructure. The project also involved SMU PhD student Ali Farahifarimani and SMU Cataloguing & Metadata Librarian Alison Manley. Through a scoping review of 77 articles from 26 countries, the team identified promising practices, challenges and enabling conditions for community-embedded policymaking. The findings informed a framework to support Halifax Regional Municipality in developing more inclusive, community-responsive social infrastructure projects.



From Seed to Harvest: A Playbook for Mobilizing Community Engagement

Period Covering: July, 2025 - July, 2026

Department: Entrepreneurship

Dr. Annika Voltan and recent MBA graduate Taylor Davies collaborated with the Centre for Local Prosperity to document a community-led initiative addressing food insecurity in Shelburne, Nova Scotia. Through interviews with 11 individuals involved in developing the community greenhouse, the researchers identified challenges, enabling factors and lessons for sustaining grassroots initiatives. The findings informed a practical playbook, *From Seed to Harvest: A Playbook for Mobilizing Community Engagement*, that shares the community's experience and provides guidance for others seeking to mobilize local action.



Impact Assessment for Women's Centres Connect

Period Covering: December, 2025 - N/A

Department: Marketing

Supported by the Linton Trust Sustainability Case Development Fund, this project assessed the collective impact of Women's Centres Connect (WCC), the provincial association of Nova Scotia's nine community-based women's centres. Under the supervision of Dr. Ethan Pancer, student Zayna Eissa developed an impact assessment overview to help WCC demonstrate the value of its work. The overview was delivered to WCC and is being used to support its case for continued and expanded funding. The initial engagement also enabled WCC to secure a Mitacs Business Strategy Internship, extending the collaboration through a funded student placement. The work was subsequently developed into a teaching case and educator's note for future publication and classroom use.



AI Grocery Recommendations for Food-Insecure Consumers

Period Covering: June, 2026 - N/A

Department: Marketing

Supported by a Social Sciences and Humanities Research Council of Canada (SSHRC) Partnership Engage Grant awarded in June 2026, this project brings together Saint Mary's University, York University and Blyyss, a Halifax startup founded by Sobey alumnus Conrad Scotchburn. Blyyss is developing a free, ad-free and subscription-free app that helps Canadians find affordable groceries and connect with local food resources.

Led by Dr. Ethan Pancer, with co-investigator Dr. Theodore J. Noseworthy, the research examines how AI-powered grocery recommendations can better serve people experiencing food insecurity. Although these tools have the potential to help people manage limited food budgets and improve diet quality, their usefulness depends on whether people can and will act on the recommendations.

The project investigates barriers to adoption, including interface design, trust, perceived judgement and the effort required to use the app. Researchers will test low-cost design changes to reduce these barriers and feed the findings directly into the Blyyss platform. The collaboration aims to improve access to affordable food while demonstrating how AI can be designed responsibly for people facing financial and other constraints.



Understanding Consumer Responses to Innovation in the Age of Generative Artificial Intelligence

Period Covering: December, 2025 - N/A

Department: Marketing

Led by Dr. Ethan Pancer, this five-year SSHRC-funded research program examines how consumers judge, trust and delegate decisions to artificial intelligence, and the implications for consumer well-being and fair treatment. The research explores the psychology of technology adoption and the ethical questions that arise as AI becomes increasingly involved in consumer decisions.

During 2025-26, the grant supported research assistants and a Sobey Postdoctoral Fellow, two publications in *Appetite* examining robotic labour and AI in food choice, and new projects investigating how consumers experience AI systems designed for them.



Research Awards

In 2025, Sobey School of Business, Saint Mary's University was awarded 2 research awards for responsibility- and/or sustainability-related research.

Sobey School of Business Excellence in Research Award

Granter: Sobey School of Business, Saint Mary's University

Grantee: Dr. Ethan Pancer

Award Description:

In 2025, Dr. Ethan Pancer, Associate Professor in Marketing, received the inaugural Sobey School of Business Excellence in Research Award. The award recognized his research program that pairs top-tier publication with work on socially consequential questions: food and health decisions, responsible adoption of AI and automation, greenwashing, and end-of-life choices.

2025 MSOM Responsible Research Award Finalist

Granter: MSOM Society (INFORMS)

Grantee: Dr. Stephanie Kelley

Award Description:

The MSOM Society Award for Responsible Research in Operations Management recognizes research that contributes to evidence-based, high-quality and socially beneficial organizational practices. It considers research's service to society, stakeholder involvement, impact on stakeholders and dissemination beyond academia. Dr. Stephanie Kelley was named a finalist in 2025 for her research on reducing gender discrimination in high-stakes AI decision systems while considering organizational performance.

Research Presentations Related to RME and/or Sustainability

In 2025, Sobey School of Business, Saint Mary's University gave 1 research presentation related to RME and/or sustainability.

Revisiting National Systems of Innovation in the UN SDGs Era | [DOI](#)

Authors: Carlos Freire-Gibb | Claudia De Fuentes | Jesper L. Christensen | Louise Earl

Date of publication: June, 2026

Presented at: National or international discipline-specific conference

Department: Management

Ten years after the launch of the UN Sustainable Development Goals, their slow and uneven progress suggests that stronger national policy responses could emerge from renewed attention

to National Systems of Innovation (NSI). While innovation systems research has expanded toward regional, sectoral, and entrepreneurial ecosystem perspectives, recent geopolitical tensions have returned national governments to the forefront of analysis. A national-level perspective remains essential for aligning innovation actors, setting policy direction, and mobilizing innovation capacity toward national and SDGs. Re-engaging with core NSI principles, such as state coordination, institutional coherence, and mission-oriented directionality, is therefore critical for accelerating SDGs progress. The Canadian case illustrates how a high-income economy can experience persistent

coordination failures despite strong innovation inputs, a phenomenon known as the Canadian innovation paradox. Fragmented governance, weak inter-institutional linkages, and pronounced dependence on the United States have limited Canada's ability to translate innovation capacity into sustainable development outcomes, underscoring the importance of systemic orchestration for SDG achievement.



Publications Related to RME and/or Sustainability

How humanoid robots influence consumer preferences in the foodservice industry

| [DOI](#)

Authors: Lindsay McShane | Nükhet Taylor | Theodore J. Noseworthy | Ethan Pancer | Matthew Philp

Date of publication: December, 2025

Department: Marketing

This study examines how the use and appearance of robots in food preparation influence consumer perceptions of restaurants. Across two online studies, the researchers found that consumers evaluated restaurants less favourably when robots prepared food instead of people, particularly when the robots had a humanoid appearance. Humanoid robots increased perceptions that restaurants intended to replace human workers, which reduced their perceived morality and consumers' willingness to visit. The findings highlight the ethical considerations associated with automation in the foodservice industry, where many jobs are held by workers who may be vulnerable to displacement.



Artificial intelligence as a decision partner in food choice: Typology and research agenda

| [DOI](#)

Authors: Isaac Cheah | Ethan Pancer | Jianping Huang | Aimee Pink | Béatrice Parguel | Fong T. Keng-Highberger

Date of publication: September, 2026

Department: Marketing

This article examines the expanding role of artificial intelligence in food choices. The authors distinguish between AI as an information advisor, a decision partner that helps shape choices and an ambient influence that affects what consumers encounter before making a decision. Focusing on AI as a decision partner, they explore how these systems may influence consumer preferences, responsibility, confidence and decision-making skills. The article identifies potential implications for consumer agency as AI becomes more embedded in food environments and proposes a research agenda on responsible AI use in everyday decisions.



Shades of Green: how firms shift green imagery after industry crises (Research in the Sociology of Organizations, 2026)

Authors: Mary-Hunter McDonnell | Matthew Boland | Ethan Pancer

Date of publication: October, 2026

Department: Marketing

This book chapter examines how companies change the environmental imagery on their corporate websites following industry crises. Using a longitudinal analysis of green colour prevalence in website design, the authors investigate how firms adjust subtle, largely subconscious signals of environmental responsibility. The research explores whether these changes reflect substantive environmental action or symbolic impression management. It highlights a less visible dimension of greenwashing and suggests that regulators and sustainability advocates should consider visual communication alongside written environmental claims when assessing corporate practices.





Partner

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

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AASHE (Association for the Advancement of Sustainability in Higher Education)
- ❖ Positive Impact Rating (PIR)
- ❖ EFMD (European Foundation for Management Development)

Student Organization Partnerships

- ❖ Enactus
- ❖ Net Impact
- ❖ PRME Students

Partnerships

The following provides more details on 5 key partnerships at Sobey School of Business, Saint Mary's University.

FUNDEPOS Alma Mater University, Costa Rica

Since 2020, the Centre of Excellence in Accounting and Reporting for Co-operatives (CEARC) at the Sobey School of Business has maintained a partnership with FUNDEPOS Alma Mater University in Costa Rica. The collaboration has supported study tours for practitioners and academics from Canada, the United States and the United Kingdom to learn about Costa Rican co-operatives' contributions to sustainability. It has also resulted in case studies documenting co-operative sustainability practices. The agreement is ongoing.

<https://www.smu.ca/cearc/costarica/>

North America and Caribbean Network on Learning, Innovation, and Competence Building Systems (NACLICS)

The Sobey School of Business collaborated with NACLICS and international academic partners to organize the 2026 International PhD Academy and Research Conference, *Modeling Tomorrow: Innovation for Sustainable Development*, held in Barbados from June 22 to 26. The collaboration supported research exchange and doctoral development in areas including sustainable transitions, green innovation and sustainable development policy. Four Saint Mary's University PhD students participated in the Academy, which provided opportunities to present research, receive feedback from international scholars and engage with practical sustainability challenges through a hackathon. Sobey faculty also contributed to research mentoring and methodological training.

Halifax Regional Municipality (HRM)

Sobey School of Business collaborated with Halifax Regional Municipality (HRM) through an interdisciplinary research project led by Dr. Annika Voltan, with Dr. Chantal Hervieux serving as an advisor. The project brought together researchers from Saint Mary's University, Dalhousie University and Cape Breton University to examine community-embedded policymaking in social infrastructure. Through a scoping review of 77 articles from 26 countries, the team identified promising practices and developed a framework to support HRM in designing more inclusive, community-responsive social infrastructure projects.

Centre for Local Prosperity

Sobey School of Business collaborated with the Centre for Local Prosperity on a community-engaged research project documenting efforts to address food insecurity in Shelburne, Nova Scotia. Dr. Annika Voltan and recent MBA graduate Taylor Davies conducted interviews with 11 individuals involved in developing the community greenhouse, identifying challenges and lessons for sustaining grassroots initiatives. Funded by the Change Lab Action Research Initiative (CLARI), the research informed *From Seed to Harvest*, a practical playbook designed to help other communities mobilize local action.

Community Garden and Food Share Association of Shelburne County

Sobey School of Business collaborated with the Community Garden and Food Share Association of Shelburne County through a community-engaged research project led by Dr. Annika Voltan and recent MBA graduate Taylor Davies. The Association's volunteer board members shared their experiences developing a community greenhouse to address local food insecurity. Their insights informed *From Seed to Harvest*, a practical playbook documenting the challenges and lessons of mobilizing and sustaining grassroots community initiatives.

Partner Voices

The following statement from our partners demonstrates ways in which our collaborations at Sobey School of Business, Saint Mary's University support sustainability and responsible management education.

Partner voice - Atlantic Research Group on the Economics of Aging, Immigration & Diversity

"I have followed Dr. Akbari's work and the work of the Atlantic Research Group on the Economics of Aging, Immigration, and Diversity (AGREID) with great interest over the years. I have consistently found their research to be thoughtful, relevant, and highly valuable in informing discussions on demographic, labour market, and economic development issues in Atlantic Canada. I have also greatly enjoyed the various presentations, events, and knowledge-sharing opportunities offered by Dr. Akbari and his team."

Annick Leger, Director, Intergovernmental Affairs & Issues Management
Atlantic Canada Opportunities Agency (ACOA)



Practice

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

Institutional Policies and Practices

- ❖ AASHE STARS report
- ❖ AI use guide
- ❖ Campus operations guides
- ❖ Curriculum guidelines
- ❖ Ethical leadership or good governance policies
- ❖ Equity reporting (DEI, EDI, etc.)
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Accreditation body recommendation documents

Policy Documents Related to RME and/or Sustainability

8-1007_Senate_Integrity

View document  Download document 

2-2025_SexualViolenceHarassment

View document  Download document 

9-1005_EthicalConductForResearchInvolvingHumans View document  Download document 

GenerativeAIGuidelines

View document  Download document 

4-1009_Conflict

View document  Download document 

6-2027UniversityCodeofConductRev2026

View document  Download document 

6-2026RespectfulandInclusiveWorkplacePolicy_Rev2026 View document  Download document 

4-1023_SustainableProcurementPolicy

View document  Download document 

Practice Awards

In 2025, Sobey School of Business, Saint Mary's University received 7 awards for responsible and/or sustainable practices.

Best Storytelling Award, 2025 McGill International Portfolio Challenge

Granter: McGill International Portfolio Challenge (MIPC), McGill University

Grantee: Sobey School IMPACT Fund team: Lydia Ramsay, Michael Strugnell, Hannah Allen and Aniket Sharma

Award Description:

With support from the Linton Family Sustainability in Business Trust, four Sobey School of Business students, Lydia Ramsay, Michael Strugnell, Hannah Allen and Aniket Sharma, competed in the 2025 McGill International Portfolio Challenge. Mentored by Dr. Florian Muenkel, Academic Director of the IMPACT Fund, the team advanced to the Top 25 Finals in Montréal.

Under the theme Finance as a Biodiversity Catalyst, the students developed an investment strategy for a fictional Finnish sovereign wealth fund seeking to channel forestry-linked revenues into biodiversity-enhancing assets while meeting long-term financial return expectations. Inspired by the Kunming–Montreal Global Biodiversity Framework, they developed a methodology to assess assets based on their biodiversity impact and long-term growth potential, then proposed a phased portfolio transition strategy.

The team received the competition's Best Storytelling Award and a \$2,500 prize, recognizing the quality of its investment thesis and its ability to communicate complex sustainability concepts.

First Place, Questrom \$50K Sustainability Case Competition

Granter: Questrom School of Business, Boston University

Grantee: Sobey School undergraduate team: Robert Francis, Olivian Sanderson, Sarah Wheeler and Alice (Yimo) Zhou Zhou.

Award Description:

With support from the Linton Family Sustainability in Business Trust, Sobey School of Business undergraduate students Robert Francis, Olivian Sanderson, Sarah Wheeler and Alice (Yimo) Zhou Zhou earned first place and the US\$50,000 grand prize at Boston University's Questrom \$50K Sustainability Case Competition. Coached by Dr. Vurain Tabvuma, the team was among 30 selected to compete in

Boston from an initial field of 86 universities. The competition challenged students to develop commercially viable solutions to a real-world sustainability problem, providing an opportunity to apply business knowledge and responsible decision-making in an international setting.



Champion, 25-Minute Presentation; Champion, 90-Second Sustainability Pitch; Second Place, 10-Minute Ethical Analysis

Granter: International Business Ethics and Sustainability Case Competition, Institute for Business Ethics and Sustainability, Loyola Marymount University

Grantee: Sobey School student team: Jada Roy, Alice Zhou, Olivian Sanderson and Robert Francis.

Award Description:

Sobey School of Business students Jada Roy, Alice Zhou, Olivian Sanderson and Robert Francis received three awards at the 2026 International Business Ethics and Sustainability Case Competition, held at Loyola Marymount University in Los Angeles. Guided by Dr. Amna Chalwati and Jeff Muton, the team earned Champion in the 25-minute presentation and 90-second sustainability pitch categories, as well as second place in the 10-minute ethical analysis category. The competition challenges students to develop solutions to business issues that integrate ethics, sustainability, finance, law and the United Nations Sustainable Development Goals. This was the third consecutive year that a Sobey team placed in the competition, reflecting the continued strength of the School's sustainability curriculum and experiential learning opportunities.



Systems Mapping Excellence Award

Granter: Map the System, Skoll Centre for Social Entrepreneurship, Saïd Business School, University of Oxford

Grantee: Sobey School MBA team: Julia Faloon, Anna Streeter, Luke Pound, Jonah Crowther and Katie Brooks.

Award Description:

Five Sobey School of Business MBA students, Julia Faloon, Anna Streeter, Luke Pound, Jonah Crowther and Katie Brooks, received a Systems Mapping Excellence Award at the 2026 Map the System competition at the University of Oxford.

Map the System emphasizes systems thinking: rather than immediately proposing a solution, students identify root causes, contributing factors, power dynamics, relationships and leverage points within complex social or environmental challenges. The Sobey team examined factors including immigration trends, rural and urban realities, perceptions of family medicine, public expectations, burnout and isolation.

The work connects directly to the Sobey MBA curriculum. Dr. Annika Voltan introduces systems

thinking in the Sustainable Change Leadership course, and students in that course participated in a campus-level Map the System competition during the winter term. The Oxford competition represents a natural progression from classroom learning to international experiential learning. The team also received support from Sobey professors and staff in the Arthur L. Irving Entrepreneurship Centre and Executive and Professional Development. The students plan to bring their findings back to the Sobey community through the PRME Research Expo at Lead with Purpose Day on November 20, 2026.

First Place, 2026 Atlantic Sustainable Marketing Case Competition

Granter: Sobey School of Business, Saint Mary's University

Grantee: Sobey School team: Vaishali Sachdeva, Trang Truong, Hazza Sujeer and Chloe Pobjoy-Ridolfo.

Award Description:

A Saint Mary's University undergraduate team, Vaishali Sachdeva, Trang Truong, Hazza Sujeer and Chloe Pobjoy-Ridolfo, earned first place at the inaugural Atlantic Sustainable Marketing Case Competition, hosted by the Sobey School of Business in April 2026. The competition brought together 12 teams from four Atlantic Canadian universities to develop marketing strategies for Sprout Dwellings, a Nova Scotia company focused on sustainable housing solutions. Students applied their marketing knowledge to a real-world sustainability challenge, presenting their recommendations to a panel of judges. More than 80 students, faculty members, judges, sponsors and volunteers participated in the event. The competition further strengthened the School's growing culture of sustainability-focused experiential learning.

AASHE STARS Gold

Granter: Association for the Advancement of Sustainability in Higher Education (AASHE)

Grantee: Saint Mary's University

Award Description:

In 2025, Saint Mary's University achieved a Gold rating in the Sustainability Tracking, Assessment & Rating System (STARS) 2.2, administered by the Association for the Advancement of Sustainability in Higher Education (AASHE).

The Sobey School of Business contributed to the University's sustainability reporting and academic performance. Sobey's renewed Bachelor of Commerce curriculum was featured as the university's report's first Point of Distinction, highlighting the integration of sustainability into required undergraduate courses, including Exploring Sustainability (BCOM 1201), Sustainable Entrepreneurship (ENTR 2201), and Business Ethics & Responsibility (MGMT 3480), as well as the Sustainability Business Certificate.

Sobey also supported the STARS reporting process through an MBA service-learning project in which 25 students worked in five teams to collect and report sustainability data. The Gold rating recognizes Saint Mary's University as a whole and reflects contributions from across the institution.

Positive Impact Rating Award 2026

Granter: Positive Impact Rating (PIR)

Grantee: Sobey School of Business, Saint Mary's University

Award Description:

In June 2026, the Sobey School of Business was recognized as a Level 4 "Transforming School" in the Positive Impact Rating, a student-led global assessment of business schools' positive impact. Student feedback identified the School's energizing culture as a strength and highlighted opportunities to further integrate sustainability into learning methods. Sobey is using this feedback to inform its PRME Action Plan and strengthen student participation in sustainability initiatives, including through the addition of two student representatives to the PRME Committee.

Continue telling your story

Establishing a Sustainability Integration Coordinator Role

To support the continued growth of sustainability initiatives across the Sobey School of Business, funding from the Linton Trust has enabled the hiring of Mariam Knakriah to the position of Sustainability Integration Coordinator. Introduced in April 2026, the new role provides dedicated capacity to coordinate and advance the School's sustainability priorities and PRME Action Plan.

Working closely with Dr. Margaret McKee, as well as faculty, staff, students, and external partners, Mariam will support the implementation of the Sobey School's PRME Action Plan, advance curriculum integration, coordinate sustainability-focused experiential learning opportunities, support responsible leadership initiatives such as Lead with Purpose Day, track and report on sustainability outcomes for accreditation and stewardship, and strengthen whips that connect students with real-world sustainability challenges.

PRME_Committee_ToR

View document  Download document 

PRME Implementation Committee Members

View document  Download document 



Share

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



Engagement Opportunities

Sobey School of Business, Saint Mary's University offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Public events and panel discussions
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

Sobey School of Business, Saint Mary's University communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Faculty and staff
- ❖ Media and public relations channels
- ❖ Prospective and current students
- ❖ Research and academic networks
- ❖ Alumni and donors

Sharing Voices

The following statement from stakeholders at Sobey School of Business, Saint Mary's University demonstrates our commitment to sharing and learning from sustainability and responsible management practices.

Reporting with Purpose: Strengthening Transparency and Accountability across PRME

Dr. Margaret McKee is pleased to co-lead an international research initiative examining the quality and contribution of PRME SIP reporting. Working jointly with project pioneers Dr. Laura Steele of Queen's Business School and Dr. Petros Vourvachis of Loughborough Business School, Margaret is helping to bring together researchers from across the PRME community to explore how reporting can support transparency, accountability, institutional learning, and progress in responsible management education.

Initiated in 2024 as a PRME Champions collaboration and continued in the 2026 Champion project cycle, the research project examines reports submitted following the introduction of "SIP 2.0" reporting standard on the PRME Commons platform. The first phase of the project involved analyzing 162 SIP reports, involving 16 reviewers from 14 business schools across eight countries. The team developed and piloted a 70-item assessment index, aligned with the seven PRME Principles, combining structured assessment of disclosures with qualitative analysis of evidence, SDG alignment, and the reports' potential contribution to responsible management education.

Preliminary findings highlight the value of clearer reporting requirements and a more consistent structure, alongside substantial variation in the depth and accessibility of disclosures. Common areas for improvement include supporting claims with evidence, demonstrating progress against targets, making explicit connections to the SDGs, and incorporating the perspectives of students, staff, and external partners. The analysis also identifies gaps in environmental reporting and shows how restricted access to content can limit transparency and opportunities for peer learning.

Outputs to date include the assessment index, research presentations at both the 2025 and 2026 Responsible Management Education Research Conferences, and development of an academic paper. These outputs identify practical priorities for stronger reporting, including clearer links between activities and outcomes, accessible supporting documentation, and greater visibility of the people involved in responsible management education.

A second phase is designed to compare the same institutions' SIP 1.0 and SIP 2.0 reports, enabling a more systematic assessment of changes following the revised framework. Through its co-leadership, QBS is contributing an evidence base to inform discussion of reporting quality and help strengthen the value of SIP reports as tools for reflection, shared learning, and institutional accountability.

We look forward to providing an update on the initiative in our 2026 SIP report.



SIGNATORY

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