



# Integrating Sustainability into Business Education

*A Workshop for Canadian Business Faculty*

REPORT WRITTEN BY

Aabir Dey, Elizabeth C. Kurucz and Barry A. Colbert

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# Executive Summary

*Integrating Sustainability into Business Education: A Workshop for Canadian Business Faculty* was held on May 4th, 2010, at the University of Guelph Arboretum. The event was hosted by Dr. Elizabeth Kurucz of the University of Guelph and Dr. Barry Colbert of Wilfrid Laurier University and facilitated by Dr. Asaf Zohar of Trent University as part of an inter-university research initiative on business school interaction with stakeholders on sustainability issues. The workshop was convened on the premise that global sustainability issues—energy, climate, water, food, justice, population, poverty—will form the relevant context for organizational leaders in the 21st century. The purpose of this event was to provide a forum for academics in business schools across the country to dialogue with their peers about the opportunities to advance sustainability focused education in the design and delivery of elective and core courses in the curriculum. A total of 80 participants (including faculty, administrators, industry representatives, and students) gathered from 16 different universities and colleges to discuss the complex global issues that our business students will increasingly face in their personal and professional lives.

The day was structured around four uniquely themed sessions exploring different aspects of integrating sustainability into business education and practice. Each session contained a provocation from invited dialogue leaders, followed by table dialogue sessions of 30 to 45 minutes. Topics and dialogue leaders were:

## session 1

### 30 Years of Educating for Sustainability

**DR. DAVID BELL** Professor Emeritus,  
Faculty of Environmental Studies, *York University*

## session 2

### Perspectives on Sustainability-Focused Business Education from Leading Institutions

**TOBY HEAPS** President and Editor, *Corporate Knights Inc.*  
**JON-ERIK LAPPANO** Associate Editor and Director of  
Knight Schools, *Corporate Knights Inc.*

## session 3

### Insights from Internal Stakeholders: The Student Perspective

**AABIR DEY** Research Assistant, CMA Centre for Business  
and Sustainability, *Wilfrid Laurier University*  
**PRIYANKA SUNDARAM** Co-President, Net Impact  
Graduate Chapter, *Wilfrid Laurier University*  
**MARENA BRINKHURST** Co-President, Net Impact  
Undergraduate Chapter, *University of Guelph*  
**GAVIN ARMSTRONG** Co-President, Net Impact  
Undergraduate Chapter, *University of Guelph*

## session 4

### Insights from External Stakeholders: Perspectives from Industry, Public Sector & Civil Society

**FRANCES EDMONDS** Director, Environmental Programs,  
*Hewlett-Packard Canada*  
**MIKE MORRICE** Executive Director, *Sustainable Waterloo*  
**ANNIKA TAMLYN** Senior Policy Analyst  
*Council of Ontario Universities*

## Four key outcomes of the workshop were :

- » The opportunity for participants to generate insights and start to build a learning community through dialogue with colleagues
- » The summary and capture of key insights across tables in order to obtain cross-pollination of ideas
- » A summary discussion of key themes that emerged as the critical success factors in each of the sessions
- » This summary report capturing critical ideas generated through the workshop dialogues and offering additional resources for participants to continue the learning journey

The session also included a Sustainability Resources Expo: table presentations identifying resources for faculty for curriculum renewal, available throughout the day at breaks and lunch. The highlights of each session are presented in this report, including summaries of the provocation presentations and of the dialogue sessions that followed.

At the conclusion of this report is a summary of themes from across the dialogues sessions, and questions that participants identified as critical for future research and development. These questions are organized along four themes: questioning the purpose of business education, defining sustainability in business education, identifying resources for curriculum renewal, and securing institutional support for the work of curriculum renewal.

Thanks to all who participated—we look forward to more sustainability conversations!

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## Workshop Overview

*Integrating Sustainability into Business Education: A Workshop for Canadian Business Faculty* was held on May 4th, 2010, at the University of Guelph Arboretum. The workshop was convened on the premise that global sustainability issues—energy, climate, water, food, justice, population, poverty—will form the relevant context for organizational leaders in the 21st century. The purpose of this event was to provide a forum for academics in business schools across the country to dialogue with their peers about the opportunities to advance sustainability focused education in the design and delivery of elective and core courses in the curriculum. A total of 80 attendees (including professors, administrators, industry representatives, and students) gathered from 16 different universities and colleges (see Appendix A) across Canada to discuss the complex global issues that our business students will increasingly face in their personal and professional lives.

Dr. Elizabeth Kurucz, Assistant Professor, Department of Business, University of Guelph, Dr. Barry Colbert, Director, CMA Centre for Business & Sustainability at Wilfrid Laurier University, and Dr. Asaf Zohar, Chair, Business Administration Department, Trent University, designed the workshop as part of an inter-university research initiative they are developing that is focused on exploring new ways in which business schools can interact with their stakeholders to positively impact sustainability issues. From this work, it was clear that there was a need for more opportunities for faculty members who were champions in this area as well as those new to the field to share ideas on how to advance educational offerings in sustainability-focused business education and to have their thinking stretched by dialogue leaders who offered a range of stakeholder perspectives.

These dialogue leaders were responsible for providing provocations to workshop participants in each of the four uniquely themed sessions exploring different aspects of integrating sustainability into business education and practice. Each presentation was followed

by a dialogue among participants, where Dr. Asaf Zohar facilitated and moderated the discussion. Asaf led an ‘appreciative inquiry’ approach, which focused on asking questions that built on previous successes in order to see new possibilities, rather than dwelling on barriers to change. Following each session, participants were asked to record key insights from their discussion on sheets of flip chart paper, which were then posted around the room for attendees to explore during the breaks in the workshop. Each attendee was equipped with a packet of sticky-dots, which they would use to publicly mark on the posted flip chart paper the points they felt were most insightful. Various organizations that showcased practical tools and techniques for integrating sustainability into business curricula were also present for attendees to engage with throughout the day at our ‘Sustainability Resources Expo’.

After several informative presentations and dynamic discussions, the workshop concluded with a conceptual summary of the key ideas that emerged throughout the day delivered by Dr. Barry Colbert. Barry summarized the insights that transpired during the workshop, and reminded faculty that there is a need to continuously advance our business school curriculum design and delivery through engaging in ongoing sustainability conversations with a wide range of internal and external stakeholders. Part of this professional development can be assisted by remaining connected to each other as members of a learning community who share a common interest in rethinking business education from a sustainability perspective.

### Workshop Goals

- 1] To raise awareness among faculty members regarding key sustainability issues pertaining to business
- 2] To allow faculty members the opportunity to reflect on best practices in sustainability-focused business education and future directions as communicated by internal and external stakeholders
- 3] To engage with faculty members and foster a dialogue surrounding the pedagogical challenges and opportunities pertaining to teaching sustainability issues in business education

## Workshop Setting

The workshop was held at the University of Guelph Arboretum. The Arboretum is 408 acres of spectacular green space, formal natural gardens, wandering nature trails, and 35 diverse plant collections that surround the tranquil meeting facilities. We chose this location for the workshop as we hoped attendees would retreat to the beautiful surroundings of The Arboretum, and let this inspired setting bring about a meaningful, engaging, and insightful dialogue.



*There is a need to continuously advance our business school curriculum design and delivery through engaging in ongoing sustainability conversations with a wide range of internal and external stakeholders*

# Workshop Agenda

## Welcoming Remarks

### **DR. ELIZABETH KURUCZ**

Assistant Professor, Department of Business  
*University of Guelph*

### **DR. BARRY COLBERT**

Director, CMA Centre for Business & Sustainability  
*Wilfrid Laurier University*

### **DR. ASAF ZOHAR**

Chair, Business Administration Department  
*Trent University*

### **DEAN JULIA CHRISTENSEN HUGHES**

Dean, College of Management & Economics  
*University of Guelph*

### **DEAN GINNY DYBENKO**

Dean School of Business & Economics  
*Wilfrid Laurier University*

## *session 1*

## 30 Years of Educating for Sustainability

### **DR. DAVID BELL**

Professor Emeritus, Faculty of Environmental Studies  
*York University*

## Dialogue

Facilitated by **DR. ASAF ZOHAR**

## *session 2*

## Perspectives on Sustainability-Focused Business Education from Leading Institutions

### **TOBY HEAPS**

President and Editor  
*Corporate Knights Inc.*

### **JON-ERIK LAPPANO**

Associate Editor and Director of Knight Schools  
*Corporate Knights Inc.*

## Dialogue

Facilitated by **DR. ASAF ZOHAR**

## Presentation from the Network for Business Sustainability

### **TOM EWART**

Managing Director, Network for Business Sustainability

## Lunch & Sustainability Resources Expo

*session 3***Insights from Internal Stakeholders**  
*The Student Perspective***AABIR DEY**

Research Assistant, CMA Centre for Business & Sustainability  
*Wilfrid Laurier University*

**PRIYANKA SUNDARAM**

Co-President, Net Impact Graduate Chapter  
*Wilfrid Laurier University*

**MARENA BRINKHURST**

Co-President, Net Impact Undergraduate Chapter  
*University of Guelph*

**GAVIN ARMSTRONG**

Co-President, Net Impact Undergraduate Chapter  
*University of Guelph*

**Dialogue**

Facilitated by **DR. ASAF ZOHAR**

*session 4***Insights from External Stakeholders**  
*Perspectives from Industry, Public Sector  
& Civil Society*

**FRANCES EDMONDS**, Director, Environmental Programs  
*Hewlett-Packard Canada*

**MIKE MORRICE**, Executive Director, Sustainable Waterloo

**ANNIKA TAMLYN**, Senior Policy Analyst  
*Council of Ontario Universities*

**Panel Discussion with External Stakeholders**

Facilitated by **DR. ASAF ZOHAR**

**Closing Remarks & Thoughts for  
Continuing the Dialogue**

**DR. BARRY COLBERT**

**DR. ELIZABETH KURUCZ**

# Report Overview

## Four key outcomes of the workshop were :

- » The opportunity for participants to generate insights and start to build a learning community through dialogue with colleagues (*individual table dialogues and flip chart exercises*)
- » The summary and capture of key insights across tables in order to obtain cross-pollination of ideas (*the sticky dot exercise*)
- » A summary discussion of key themes that emerged as the critical success factors in each of the sessions (*the conceptual summary of the workshop and plenary discussion at the end of the session*)
- » A summary report capturing critical ideas generated through the workshop dialogues and offering additional resources for participants to continue the learning journey (*this report*)

This report will serve as the primary output for workshop attendees, detailing the presentations delivered by our dialogue leaders, summarizing the dialogues that followed each session, and highlighting the key insights that were obtained from the plenary discussions and the flip-chart exercises. The report will also provide workshop attendees with a guide to key resources in business and sustainability education and will provide the opportunity for future interactions as part of a learning community dedicated to an ongoing exploration of these issues.

## Opening Remarks

Dr. Elizabeth Kurucz opened the workshop by welcoming the 80 participants. Elizabeth provided a brief history of the inspiration for the event as a workshop designed to connect faculty interested in collaborating on exploring ways in which business schools can engage with internal and external stakeholders to advance the field of sustainability-focused business education.

Dean Julia Christensen Hughes from the College of Management and Economics at the University of Guelph shared a few remarks about the importance and value of this event. Julia delivered a telling anecdote from a recent AACSB meeting that she had attended where Peter Senge highlighted for the attendees the enormous quantities of water that are used by Coke and Pepsi use to generate a 1L bottle of their product. She made note of not only the quantity that is used to make the mixture, but the amount that is used to generate the plastic bottles and the total amount used in the actual processing of the product. Her story highlighted the importance of “systems thinking” indicating that it is to our detriment as business leaders to ignore the interconnectedness of the systems that we have created and acknowledge the impact of our actions on the planet, profits and the well-being of society.

*Sustainability has shifted from being on the periphery of business institutions to becoming a business-critical strategic objective*

Dean Ginny Dybenko from the School of Business and Economics at Wilfrid Laurier University built on Julia's remarks by further emphasizing how sustainability has shifted from being on the periphery of business institutions to becoming a business-critical strategic objective, and describing how we are at a stage where it is essential for us to prepare our students appropriately for this new reality.

Both Deans recognized the importance of this workshop as an opportunity for faculty to work across institutions toward the societal level goals of sustainability, and signalled the need for the dialogue on this field to continue if we want to better ourselves as institutions for higher-learning and respond to the changing demands of students and society.

## SESSION 1

## 30 Years of Educating for Sustainability

## session 1

## Key Objectives

- 1] To explore the implications of “mainstreaming” sustainability in business education.
- 2] To identify current and desired information that can assist participants in understanding these issues.

## CORE QUESTIONS FOR INQUIRY

*“What are the times when a sustainability focused business education is at its best in your institution? What stories best capture these instances?”*

*“What information do you currently have to help you understand these issues? What information do you need to better understand them?”*

Dr. David Bell, Professor Emeritus, York University, and Chair, Learning for a Sustainable Future, launched the first session of the workshop and set the context for the day by emphasizing why education is a critical component that will “bend the curve” of our world toward a more sustainable future. Bell was frank in his assessment of our unsustainable path, openly stating our most critical education challenge: “we must learn to live differently on this planet or face the prospect of our own extinction as a species”. Russian proverbs and quotes from Confucius were intermingled with statements

*“We must learn to live differently on this planet or face the prospect of our own extinction as a species” – DAVID BELL*

from Jeffrey Sachs and Al Gore, as David served sombre reminders of how we as a society need to significantly change our unsustainable lifestyles. However, David was able to undercut grim predictions of the future, as he maintained themes of hope, innovation, and opportunity throughout his presentation. David’s work as a leader in sustainability education through Learning for a Sustainable Future (LSF) is a testament to the type of creativity and determination that is required to bring about positive social and environmental change. His view of “education for sustainable development (ESD)” is simply what he considers education to be for the 21st century. Moreover, while David adamantly states that ESD is essential for all educational institutions to adopt—it is not sufficient: both professional and technical educational institutions need reorient themselves and transform themselves to support a “culture of sustainability”.

In the context of business education, David relayed a quote from Bob Willard to shed some insight on the enormous opportunity that presents itself for the institution of commerce: “Business is the direct or indirect cause of most ecological challenges, but it is becoming increasingly evident that it is also the only institution left on the planet large enough, well-managed enough, and resourceful enough to solve the problems facing us.” David further stressed that in order for

Education for the  
21st Century

Experiential, inquiry-based,  
place-based, and action-oriented

Teaches students to think in  
systems terms

Explains inter-relationships between  
ecosystems and social systems

Inspires concern for fellow humans  
and for the biosphere

Strengthens the capacity to think  
and act for the future and not only  
for the present

*Humanity is slowing beginning to understand how all of our global problems are linked, and with that understanding and acceptance, we can begin to make changes and to create opportunities for positive resolutions to the myriad of challenges we face*

sustainability to be effectively integrated into business education, a separate course dedicated to the subject is not ideal—it needs to be incorporated into the core DNA of business programs.

Quoting James Danko, Dean of Business, Villanova University, David noted that the young business leaders' perception of business will “...value solid, long-term benefits to humankind in addition to shareholder profits, and it will represent a departure from the fallen house of cards we have all helped to create, both as business educators and practitioners, over the last several decades.” David then proceeded to share titles from leading business-sustainability thinkers such as Paul Hawken, John Elkington, Stuart Hart, and Peter Senge, challenging the educators in the audience with the question: “are all of your business students exposed to this literature?”

After continuing to engage the group with a few more quotes of wisdom and insights from his past experiences—David's point was clear: the need for a renewal of business education is of critical importance. He concluded his presentation by reinforcing the themes of hope that were present throughout his session, noting that humanity is slowly beginning to understand how all of the global problems are linked, and with that understanding and acceptance, we can begin to make changes and create opportunities for positive resolutions to the myriad of challenges we face.

*The majority of attendees agreed that educational initiatives in sustainability have been most successful when an interdisciplinary and experiential focus has been adopted*

## Summary of Table Dialogues

The dialogue that followed Dr. Bell's presentation was as varied and as dynamic as the participants who were in attendance. Asaf Zohar encouraged attendees to focus their discussion around their institutions' best practices of sustainability-focused business education, and what information they would require to better implement sustainability into their programs in a way that would respond to the provocations provided by David Bell in his presentation.

The majority of attendees agreed that educational initiatives in sustainability have been most successful when an interdisciplinary and experiential focus has been adopted. These benefits were echoed across several discussions, with many faculty members joining the chorus to “topple the silos” of traditional business education. A notable example of an interdisciplinary and experiential education initiative was the University of Guelph's Garden 2 Table program, co-led by students from the School of Hospitality and Tourism Management and Guelph's Centre for Urban Organic Farming. This program is based on an international movement to bring the basics of agriculture and cooking into the elementary school curriculum while giving back to the community and is focused on highlighting for students the interconnectedness of the food system. An example offered from Brock University also highlighted the value of how food systems can help teach management students the inherent complexities of running a sustainable value chain, in this case through using examples of organic wineries in St. Catharines.

### session 1

## Key Insights

Interdisciplinary and experiential learning are key success factors in implementing sustainability-focused business education

Need for quality sustainability-oriented teaching materials, particularly case studies, as these can serve as enormous aids for educators

Integration and collaboration versus departmentalization and isolation are essential aspects of embedding sustainability into the curriculum

Other success stories were shared by faculty at Seneca College, whose Green Business Management certificate program provides opportunities for their students to engage with sustainability professionals across several industries. A representative from Queen's University also spoke about the success of their Corporate Social Responsibility certificate program, which combines traditional academic learning and community-service learning to instill values of CSR into its students. Attendees were also unanimous in their support for their respective schools' student-led initiatives, stressing that in order for any sustainability-focused efforts to be successful, institutions need to harness student energy early on and continue to nurture it.

However, despite the appreciative inquiry focus of the workshop, it was difficult for faculty members to not bring up the numerous challenges that they face at multiple levels in their institution. Many faculty members expressed concern about

*In order for any sustainability-focused efforts to be successful, institutions need to harness student energy early on and continue to nurture it*

the inadequacy of appropriate case materials, which some faculty felt served as a microcosm of more pressing issues: the perceived dearth of sustainability-related teaching materials available, and the lack of sustainability practices being demonstrated in industry. Furthermore, most faculty members felt that a supportive administration is essential to the success of facilitating sustainability concepts into business programs. Support, guidance, and mandates from administration can serve as activators for faculty to invest more time and resources into better understanding and researching sustainable business management. Most faculty members stressed that top-down administrative support can also help to align interdepartmental objectives and communications, in order to better facilitate interdisciplinary learning and collaboration.

## SESSION 2

# Perspectives on Sustainability-Focused Business Education from Leading Institutions

## session 2

### Key Objectives

- 1] To identify opportunities for furthering sustainability focused business education.
- 2] To identify 'best practices' in sustainability focused business education.
- 3] To identify current and desired information that can assist participants in understanding the issues.

#### CORE QUESTIONS FOR INQUIRY

*“How do we move forward in advancing this role as business education as an enabler for a more prosperous and just society?”*

*“What needs to happen to advance this role for Canadian Business Schools?”*

*“What information do you currently have that helps you to understand these issues? What information do you need to better understand and act on them?”*

Toby Heaps, Editor of Corporate Knights Magazine, and Jon-Erik Lappano, Associate Editor and Director of Knight Schools, provided a thoughtful presentation that built on the broad context of sustainability introduced by Dr. Bell and focused this more specifically toward thinking about how these societal level ideals can be integrated into the business school curriculum in the best practices they have observed. They started out by engaging the audience with a big provocation for dialogue: *How do we move forward in advancing the role of business education as an enabler*

*of a more prosperous and just society?* Toby drew on the philosopher Alfred North Whitehead's observation that “a great society is a society in which men of business think greatly of their functions” and drew participants' attention to the idea that Whitehead believed that business leaders should broaden the orbit of their concerns for those of their individual company or industry to the society at large.

Jon-Erik continued with this thought by describing how the Knights School's annual report on sustainability in business schools is focused on the question of how business education can be set up to encourage students to think about the society at large—both ecological and social—and is intended to explore if schools are living up to that potential. Toby and Jon-Erik then went on to describe the 4 key ways that they see this

being achieved. First, sustainability needs to be a part of the fundamental building blocks of business. It is not enough for schools to offer a course in CSR or ethics. Few programs have core courses that are entirely dedicated to sustainability and Toby suggested that sustainability needs to permeate not isolate, meaning that it should not be studied as a one-off topic, but rather it should be woven throughout the program as an integral part of each subject. He provided the example of Waterloo's Environment and Business program as one that does this very well. Second, the importance of interdisciplinary studies was emphasized and there was a call for “toppling the silos” of academia. Jon-Erik described the value of this approach as discouraging myopic thinking, promoting lateral thinking and the permeation of ideas to enable business education to include a more holistic understanding of the role of business in society. Jon-Erik provided examples of how this was starting to happen at leading schools such as Stanford that offer joint degrees

*“How do we move forward in advancing the role of business education as an enabler of a more prosperous and just society?”*

— TOBY HEAPS  
& JON-ERIK LAPPANO

*Sustainability-focused research matters because it allows more sustainability expertise to trickle down into the core curriculum, case studies and examples in the classroom.*

of MBA and Environment & Resources. However, their analysis of Canadian schools suggested there was a significant gap here, with only 25% of schools offering *one* joint degree or minor that dealt with social or environmental issues. Finally, Toby pointed to the need for more sustainability-based research in business schools as another opportunity to advance sustainability-focused business education. Only 40% of the programs reviewed by Corporate Knights had socially and/or environmentally focused faculty chairs which he felt was not adequate. Toby suggested that more sustainability-focused research matters because this allows more sustainability expertise to trickle down into the core course curriculum, case studies and examples in the classroom. It was promising that 66% of schools have at least *one* social and / or environmental research institute or centre with the business school.

Finally, the fourth aspect that Toby and Jon-Erik focused on was the student experience. They suggested that students needed to start with a clear understanding of the role of business in society and that this might be facilitated by a sustainability pledge like the Hippocratic Oath, and offered the example of UBC who has developed this. Experiential learning where research institutes provide students with the opportunity to partner with them on real-world problems and practical applications was another important area of the student experience that they described. They again pointed to Stanford University as leaders in this area. They suggested that a course dedicated to 'Sustainable Business in Action' that is mandatory for all students to take would be a great start in providing

of MBA and Environment & Resources. However, their analysis of Canadian schools suggested there was a significant gap here, with only 25% of schools offering *one* joint degree or minor that dealt with social or environmental issues. Finally, Toby pointed to the need for more sustainability-based research in business schools as another opportunity to advance sustainability-focused business education. Only 40% of the programs reviewed by Corporate Knights had socially and/or environmentally focused faculty chairs which he felt was not adequate. Toby suggested that more sustainability-focused research matters because this allows more sustainability expertise to trickle down into the core course curriculum, case studies and examples in the classroom. It was promising that 66% of schools have at least *one* social and / or environmental research institute or centre with the business school.

this exposure to experiential learning around sustainable business practices. Toby and Jon-Erik suggested that there could be a position of 'Sustainability Activators' developed at universities where a full-time staff person would be dedicated to forging links between a school's sustainability research and opportunities for students to apply these skills in the local community. Toby and Jon-Erik also highlighted how Net Impact chapters which are only at 21% of Canadian schools are examples of best practice in the student experience realm. Toby and Jon-Erik provided a number of examples of how business schools might work to acknowledge the broader context of society and environment that they are embedded in, in order to help transform business education so that it might positively impact social and environmental issues.

## Summary of Table Dialogues

The focus of the discussion that followed Heaps and Lappano was centred on the methods by which faculty can advance sustainability-focused business education as a whole, and more specifically in Canadian business schools.

The support for interdisciplinary themes in business education continued, especially in response to Heaps' and Lappano's suggestion of matching a business degree with another discipline. Some faculty members noted that business courses need to be more holistic and explore broader contexts in order to engage in sustainability issues. Others shared the idea that we need to view business at both a macro-level (its role in the society and economy) and at a micro-level (its operational and administrative functions) in order to achieve a

*In order to effectively pursue more relevant research goals, efforts should be taken to forge links between students, researchers and the larger academic community*

comprehensive understanding of its context, as well as gaining the requisite management skills. While some participants expressed concern over the actual definition of sustainability, and the problem of teaching such an abstract concept when there is not a set definition, others pointed to this ambiguity as essential—that ‘sustainability’ is an ideal, and movement toward that ideal is an ongoing process of societal learning; narrowing down a specific definition is unhelpful, limiting, and likely not even possible. ‘Teaching’ sustainability means setting out core concepts and broad goals, and then grappling with those in the classroom through real world cases and problems.

The need for administrative incentives for faculty members arose again, as some participants stated that appropriate research incentives and academic mandates would entice faculty to explore sustainability issues more effectively. Opposing views were shared to question why faculty should need incentives to provide an education that is focused on environmental and societal betterment. These views were rebutted by some, stating that due to the numerous conflicting priorities of professors, it is simply too difficult to juggle these commitments, while simultaneously initiating curriculum reform in sustainability. Moreover, some faculty simply feel uncomfortable integrating sustainability issues into their teaching because they do not have the expertise in this

## session 2 Key Insights

Need for top-down administrative support and incentives to better complement grassroots initiatives that are being led by faculty and students

Aligning the research objectives of “academia” with the learning objectives of “teaching”

How do we educate the educators?

domain, reinforcing the need for sustainability-focused business resources to be available in order to encourage faculty uptake.

Some of the dialogues touched on larger topics in which the purpose of academic research in university institutions was debated, and how certain mandates of academic research detract from the resources and time that could be spent on furthering the field of sustainability-focused business education. One member raised the issue that we now need *research with a purpose*, moving away from esoteric academic research and moving towards interdisciplinary and comprehensive research, and—once again—breaking free from the “silos”. Furthermore, in order to effectively pursue more relevant research goals, efforts should be taken to forge links between students, researchers, and the larger academic community.

A broader debate also emerged which questioned the role of business education altogether: *Are we training students with the skills to be employed in a business organization? If so, how does sustainability fit in an employment context? How do the demands of employment/industry change the type of subject matter we teach to students?* Some professors adamantly stated that it is their responsibility to ensure that students are equipped with the skills to be employable, and that those skills may not be taught as effectively if the academic focus shifts towards a mindset of sustainability. This view was countered with the idea that academia should be—at least, in part—dictating the practices of industry.

## Network for Business Sustainability

Before the group broke for lunch, Tom Ewart, Managing Director, Network for Business and Sustainability (NBS), introduced the NBS, which unites thought leaders from industry and academia in the shared goal of making business sustainable. Tom described the network's role in gathering, translating, and disseminating the most rigorous research and the most innovative practices in order to deliver unique teaching, research and management resources to its 500 sustainability researchers and 1,000 sustainability professionals.

Tom recognized the value of bringing faculty together for this workshop, and described how events such as these are the types of initiatives the NBS exists to help champion and support. Faculty often request the need for learning communities, and the NBS is one that can help connect faculty across the world to further the agenda on how to move toward more sustainable business practices.

## SESSION 3

# Insights from Internal Stakeholders

## *The Student Perspective*

### session 3

### Key Objectives

- 1] To understand the student perspective furthering sustainability focused business education.
- 2] To identify 'best practices' in enabling sustainability focused student learning in business education.

### CORE QUESTIONS FOR INQUIRY

*"How do we move forward in advancing sustainability-focused learning experiences for Canadian business students?"*

*"What needs to happen to advance these experiences in Canadian Business Schools?"*

The second half of the workshop commenced with a showcase of student perspectives on sustainability-focused business education. Aabir Dey who is a Research Assistant at the CMA Centre for Business and Sustainability, Wilfrid Laurier University, began the session by providing an overview of the student organization, Net Impact: an international non-profit organization that establishes chapters across businesses and educational institutions with a mission to "inspire, educate, and equip individuals to use the power of business to create a more socially and environmentally sustainable world." In the context of universities and colleges, students choose to establish their own Net Impact chapter at their respective institution, to better enable them to use resources that can help to facilitate the integration of sustainability into business education.

In 2008, Net Impact conducted surveys of undergraduate business students and graduate business students across North America to assess their opinions of sustainability-focused

business education. The key findings from the surveys revealed that the majority of undergraduates and MBAs both agreed that "...the curriculum at [their] business program should include more content related to corporate social responsibility and environmental sustainability." Students also indicated that case studies, integrating themes into core courses, and the presence of guest speakers were the most effective methods of curriculum integration.

Aabir then proceeded to share success stories of curriculum renewal from Net Impact chapters in schools across North America. Students, recognizing their school's respective business programs were lacking in sustainability content, decided to collaborate with faculty and administration and bring about different forms of curriculum renewal in their business programs. Two success stories that were closer to home could be found in the efforts of Priyanka Sundaram from Wilfrid Laurier University, and Marena Brinkhurst, from the University of Guelph, who took the stage after Dey. Both students co-founded respective Net Impact chapters at their schools in 2009 and shared their successes over the past year.

*Students indicated that case studies, integrating themes into core courses, and the presence of guest speakers were the most effective methods of curriculum integration*

Priyanka who is Co-President of the Laurier Graduate Net Impact Chapter) spoke briefly about Laurier's chapter launching an iteration of the previously mentioned survey for a small sample of MBA students, and the results ran nearly parallel to the surveys released in North America. Students clearly voiced that the MBA program did not provide enough content on corporate social responsibility and environmental sustainability. Initiatives such as the Green Speaker Series, Laurier Net Impact's Green

### session 3

## Key Insights

How do we stimulate and support student interests?

How can we nurture those interests and meaningfully connect with those students?

Need for administrative support to balance and further augment the grassroots initiatives of students

“Students are not the roadblocks—faculty are”

Day, and ongoing corporate and not-for-profit partnerships, are some of the programs Laurier’s chapter have conducted that serve as a testament to the new way of thinking that is slowly blossoming in the minds of the students in the MBA program.

Similarly, Marena Brinkhurst and Gavin Armstrong from the University of Guelph spoke about their successful establishment of an undergraduate Net Impact chapter. While still in its infancy, the organization has undertaken efforts in curriculum renewal, instituted a speaker series, run a campus sustainability case competition, and encourages interdisciplinary student collaboration. As a result

of some of their efforts, the University of Guelph’s first year business curriculum now has a focus on problem-based learning and service-learning credits for their business students. It was clear that all three students had made enormous strides in establishing their respective chapters, and set the tone for sustainability-integration in their respective schools.

The presentation concluded with two clear observations: 1] there is a *significant demand* from students, to learn about how sustainability issues can be linked to business education; and 2] there is a *significant opportunity* for business faculty to engage with students on both curricular and extracurricular fronts, in order to best integrate sustainability tenets into business education.

## Summary of Table Dialogues

Dr. Zohar kicked off the dialogue for this session with the question “how can faculty advance sustainability-focused learning experiences for students?”

The dialogue shifted quickly from how to create opportunities for students, to how to remove the barriers that exist to prevent student opportunities from flourishing. Participants suggested that faculty members need to identify the student change agents within their schools and to collaborate with them to develop prospects for sustainability integration. A discussion thread emerged around how to entice more students to engage with sustainability issues: *should we continue to “preach to the converted” or should we find ways in which we can engage with those that “on the fence” with respect to sustainability issues?*

Some faculty members felt that the presentation showed yet another example of the importance of having a supportive administration that provides faculty the freedom to better support student initiatives. However, the issue of administrative support reignited an ongoing debate of the workshop: *why wait for the institution to get on board?* Segments of attendees expressed that teachers should be supporting sustainability efforts of students regardless of administrative mandates, whereas others felt that with institutional support faculty can free up more of their resources and time to collaborate with students on sustainability initiatives.

Another common theme that continued from previous discussions was the need to *educate the educators*—faculty members would be happy to teach sustainability-oriented material if they were confident of their knowledge in this area. Participants

*Should we continue to “preach to the converted” or should we find ways in which we can engage with those that are “on the fence” with respect to sustainability issues?*

also expressed interest in the survey results, requesting that a more formalized survey be distributed where the results can be more widely shared to better legitimize student interests. However, common ground was found among faculty members in being united in their support of student efforts and initiatives—some even conceding that *students are not the roadblocks—faculty are*.

## SESSION 4

## Insights from External Stakeholders-Industry, NGO, & Public Sector Perspectives

### session 4

#### Key Objectives

- 1] To identify opportunities for enhanced external stakeholder perspectives furthering sustainability focused business education.
- 2] To identify 'key capabilities' that business schools need to help students develop so that they can make a positive impact on sustainability issues while working within and across multiple sectors (public sector, industry, civil society).

#### CORE QUESTIONS FOR INQUIRY

*“What are the greatest opportunities for advancing the development of key capabilities required to positively impact sustainability issues within and across multiple-sectors (public sector, industry, civil society) as part of a sustainability-focused business education?”*

*“What needs to happen to enable these capabilities to be nurtured in students that are pursuing education at Canadian business schools?”*

The workshop's last session focused on drawing in the perspectives of external stakeholders, to try to understand the key capabilities that need to be nurtured in business schools in order to positively impact sustainability practice in industry, the public sector and civil society.

### A Perspective from Industry *Frances Edmonds from HP*

Frances Edmonds, the Director of Environmental Programs at Hewlett-Packard Canada, brought her wealth of industry experience in environmental management to add a deeper layer of context to sustainability in business education. Frances began the presentation by clearly stating HP Canada's commitment to promoting environmental education through their partnerships with LSF, the University of Waterloo, York University's Schulich School of Business, and the WWF. More pointedly, HP Canada's internal Green Advocates program educates their own employees to ensure that they are equipped with the knowledge of HP's environmental portfolio.

HP's Green Advocates program is an initiative that is part of HP's wide-ranging Eco Solutions program. Frances notes that the Eco Solutions program exists because there is an organizational design at HP that facilitates sustainable thinking and follow-through. Furthermore, it is essential for business leaders to understand how existing structures can facilitate or hinder advances in sustainability, and how to work to change or modify these structures. HP has been successful because their organizational design has control metrics for their sustainability efforts, cultivates a culture of stakeholder engagement, and identifies leverage points within the organization where environmental change can be facilitated most effectively. Frances continued to elaborate on HP's environmental strategy and how they focus their efforts to reduce their own environmental impact, reduce impacts across

*If students see success stories for sustainability efforts in the real world, they can more easily develop a mindset that allows them to think critically and strategically about key business and sustainability issues*

their supply chain, and educate their customers and stakeholders on how to use IT as an enabler for a low-carbon economy—all the while yielding business benefits through brand reputation and customer loyalty.

Frances concluded her presentation suggesting that business schools can most effectively engage students in these initiatives by developing case studies on corporate sustainability as the norm for businesses. If students see success stories for sustainability efforts in the real world, they can more easily develop a mindset that allows them to think critically and strategically about key business and sustainability issues. Frances' presentation served as a reminder to attendees that environmental issues are indeed of strategic importance to organizations, and that there is now an expectation that students will need to be cognizant of sustainability issues in business management.

## A Perspective from an NGO

### Mike Morrice from Sustainable Waterloo

Mike Morrice, Executive Director of Sustainable Waterloo, took to the stage next to share insights from his experience in a civil society organization. Sustainable Waterloo is a not-for-profit that guides organizations in the Waterloo Region towards a more environmentally sustainable future. Mike emphasized how Sustainable Waterloo facilitates collaboration between for-profit organizations, local government, academia and NGOs, and that their skills in enabling collaboration have been fundamental to Sustainable Waterloo's success.

Mike explained the skill sets that are required of "tomorrow's sustainability leaders", emphasizing three key schools of thought:

*Students should understand the interconnectedness and complexity of their organization in order to be effective change agents for sustainability*

multi-disciplinary collaboration, passion, and systems thinking. The importance of interdisciplinary thinking was elaborated on, with Mike stressing the value of the knowledge exchange that can occur by crossing organizational boundaries and "breaking organizational silos of thinking". Mike then proceeded to explain how tapping into the unique passions of his volunteers, and matching those passions with the cause and work that Sustainable Waterloo is doing, has helped to shape effective and strong sustainability leaders. Lastly, Mike highlighted the importance of systems thinking—with respect to Sustainable Waterloo, he stated *"there isn't a single part of the organization that shouldn't be thinking about sustainability in all decisions."* Students should understand the interconnectedness and complexity of their organization in order to be effective change agents for sustainability.

Mike wrapped up his session by noting how Sustainable Waterloo began as an independent study program at Wilfrid Laurier University, where he was a business student who understood the critical importance of sustainability efforts in business organizations, and needed to engineer some degree of positive change using the faculties he had at his disposal. As a result, Sustainable Waterloo came to fruition, and currently employs volunteers and a rotating staff of co-op students, to continuously develop young leaders that can cultivate sustainable management practices and bring those skills to other industries and sectors.

## A Perspective from the Public Sector *Annika Tamlyn from the Council of Ontario Universities*

Annika Tamlyn is Senior Policy Analyst, Council of Ontario Universities, and has also worked in the public sector as a Policy Advisor at the National Round Table on the Environment and the Economy (NRTEE), and as a Commerce Officer with the Environmental Industries Directorate at Industry Canada. She closed the session with a very informative piece from the perspective of public policy. Annika set the backdrop of the 2008 global recession, the current environmental climate, emerging developing nations, and increased security concerns, as the context for the management skills that are needed to transition into a low carbon economy and society.

Current policy developments are clearly signalling a slow shift towards developing a green economy. Annika made note of several Canadian policy initiatives such as GHG emissions reduction targets, carbon pricing schemes, extended producer responsibility regulations, and subsidies and feed-in tariffs, emphasizing how Canada's efforts at all levels of government mirror the policy initiatives that are being conducted all over the world.

*The 2008 global recession, the current environmental climate, emerging developing nations, and increased security concerns, are the context for the management skills that are needed to transition into a low carbon economy and society.*

Given this context, Annika stated that students need to be equipped with the skills to maximize opportunities in green technologies / services and should be committed to working towards a low carbon and resource efficient economy. While there is a high demand for skills in science, engineering, and math, in order to encourage innovation in energy and technology, there need to be individuals in place to *manage* the transition. As a result, we need the practical management acumen of business students, but students with an understanding of how their management skills can be used in a sustainability context.

Annika closed her presentation with suggestions that reinforced some of the themes that have been discussed throughout the workshop. Once again, the focus on interdisciplinary course concepts can equip business students with a more comprehensive business education. Further, co-op placements that focus on environmental management can give students practical experience on how environmental issues can be of strategic importance to organizations. Annika concurred with others that case studies need to demonstrate that strategic efforts around sustainability should be the norm for most organizations.

As Annika concluded her presentation, there was no doubt that the concept of sustainability is making a strong appearance in all levels of industry, the public sector and civil society; the question that remained was how we can enable students to help organization to positively impact sustainability in the realm of practice.

## Summary of Plenary Discussion

The discussion that followed the presentation of external stakeholders was a very brief question and answer session between the audience and the presenters. Although there were several

interesting questions surrounding HP's efforts as a leader in closed-loop recycling and disruptive technology, and Sustainable Waterloo's attempts to develop opportunities in "social sustainability", the most pertinent question came in an audience query that asked, "*how do we evolve into multi-disciplinary institutions?*"

Mike Morrice suggested that we need to first focus on removing obstacles that prevent collaboration across sectors. As an example, Sustainable Waterloo has developed strategic plans where they engage with academia, industry, and government through external working groups. Annika Tamlyn noted that although financial restrictions limit many organizations from interacting on an interdisciplinary level, much of it must begin internally driven with small grassroots initiatives that eventually develop further into inter-organizational initiatives.

An audience member then shared the importance of continuous and ongoing dialogue in all sectors, noting that business in and of itself is interdisciplinary and we need to "*harness that multi-faceted focus in our learning*". Edmonds added to the discussion by stating we need to continuously challenge ourselves in our respective institutions to attempt to reconcile opposing perspectives, and admitting that it is complicated, indicating that the work that is ahead of us will not be an easy task.

The discussion was humourously and fittingly closed by an audience member who shared an anecdote of a faculty meeting that was recently held to discuss interdisciplinary initiatives in the faculty member's business program: the group could not agree on whether the appropriate term was 'inter-disciplinary', 'multi-disciplinary', or 'cross-disciplinary', so the meeting was disbanded—complicated indeed.

## Closing Remarks

Barry Colbert and Elizabeth Kurucz wrapped the workshop by summarizing some key ideas that had emerged through the day. Those ideas are captured in the session summaries above, and some key themes across sessions are presented in the section following. Barry also discussed the importance of a hierarchical view of environment, society, and economy: the economy is a human creation, designed to serve our needs, and exists wholly within society; and society depends entirely on the biosphere for its sustenance. The environment could carry on without human society (it did for millennia, and someday will again), and people can live without trade, but it does not work the other way: we can't run a business in a failing society, and we can't house a functioning society in a dead ecosystem. So a sound business system is one that reflects that hierarchy—e.g. we need an urgent and fulsome focus on shifting our patterns of resource consumption and disposal, on the means of energy creation and use, and we need to question the taken-for-granted idea in business that growth is essential—or else the current problems will be made worse in the short-run, and the larger system will fail in the long run. Barry concluded by describing how business has an enormous role to play in determining the path we will take and how business schools can lead in shifting business practice—by developing managers who are educated in systemic sustainability issues, and who are skilled in leading change in a positive direction.

## REPORT SUMMARY

## Key Themes &amp; Questions for Further Dialogue

The four major sessions of the day are summarized within this report. Across the sessions there were a number of recurring themes and questions—ideas that participants felt needed to be explored and developed further. Those are presented here as a basis for future conversations and development work.

## Purpose of Business Education

Many students, and their parents, view a business degree as ‘training’ (versus broad-based ‘education’), with the key objective of teaching the student business skills and making them readily employable upon graduation. Some faculty at the session expressed concern that taking a broader ‘sustainability’ focus will distract from this core training mission of the business school. A counter-argument that emerged went like this: if current business practice is unsustainable in terms of resource use, environmental degradation, and social justice issues, then we are teaching students how to get better at a losing game. If sustainability issues are embraced as the inevitable context for business, then students can be educated and trained at a more constructive, longer lasting game. And if we include critical thinking, and integrated systems thinking, as was suggested by the fourth panel of external stakeholders, then students will be more employable.

*Purpose of Business Education : Summary Questions*

- 1] What is the purpose of a university/college education program in the “discipline” of business: training future employees, developing critical thinkers, or both?
- 2] How can we teach sustainability issues in a way that adds to a student’s employability?

## Defining Sustainability in Business Education

Because ‘sustainability’ is a vague, idealistic concept, many participants felt they needed a concise definition of the term in order to operationalize it in the curriculum. The challenge that was debated through the day was in how to bring the idea of sustainability, in all of its complexity, into the business curriculum in a way that is not limiting and could lead to rich conversations and new value creation opportunities. Another recurring issue involved curriculum structure: should sustainability issues be gathered into stand alone courses, or interspersed across the curriculum, and should they be contained in elective courses, or in the required core?

*Defining Sustainability : Summary Questions*

- 1] Do we need a singular definition of sustainability, or a process for exploring alternate meanings?
- 2] How do we situate sustainability issues in the curriculum: Stand alone courses, or integrated into all courses? Required or core?

## Resources for Curriculum Renewal

A key constraint to curriculum renewal is the time required for faculty to locate new teaching materials and to update their courses. A further concern of many participants was that they may not have a sufficiently deep grasp of sustainability issues and frameworks to do a competent and credible job of leading class discussions on them. All participants at the workshop were interested in bringing sustainability issues into their teaching, but many felt they could use further support to make that happen.

### *Resources for Curriculum Renewal : Summary Questions*

- 1] How do we educate the educators so that interested faculty feel they have competent grasp of the issues?
- 2] What are the best ways to develop and share relevant resources: case studies, success stories from industry representatives, teaching modules, and diagnostic tools?

## Institutional Support

Greater institutional support was raised often as critical to overcoming the constraints faced by faculty interested in integrating sustainability issues into their teaching. Schools that are serious about heading in that direction should consider building it explicitly into academic plans and performance management criteria, and could encourage sustainability research by directing funding incentives. Institutional support could also help to build strong interdisciplinary approaches and alternative pedagogy development, through research centres and teaching development initiatives.

### *Institutional Support : Summary Questions*

- 1] How best to provide institutional support to faculty?  
What are the potential roles for academic plans / standards, and funding / performance / research incentives in order to prioritize and effectively teach sustainability issues?
- 2] How to encourage and implement an interdisciplinary approach, with a mix of pedagogical methods (e.g. cases, experiential learning, work terms)?

## Learning Community Resources

The following section is a starting point for academic resources that can help to provide faculty with teaching materials on sustainability-focused business education.

### The Aspen Institute Center for Business Education

The Aspen Institute Center for Business Education (CBE) equips business leaders for the 21st century with a new management paradigm—the vision and knowledge to integrate corporate profitability and social value. To that end, it provides business educators cutting edge classroom resources and creates peer networks to incorporate social and environmental stewardship into teaching, research and curriculum development. CBE web sites draw over 75,000 visits monthly and its events and networks attract over 1,000 participants each year.

### CasePlace.org

CasePlace.org is your go-to destination for up-to-date case studies, syllabi and innovative MBA teaching materials that incorporate social, environmental, governance and sustainability themes.

It is home to thousands of documents that have been carefully selected for their content and quality from leading business school publishers, including HBSP, ecch, Ivey and Darden. We also house smaller hard-to-find case collections and a wide selection of journal articles and thought pieces that all serve to enhance the MBA teaching and learning experience.

Caseplace.org is the only website that compiles such a wide range of high quality MBA education materials with a specialized focus on social, environmental, governance, and sustainability themes.

### CasePlace Teaching Modules

CasePlace offers “teaching modules” which are sets of cases and related readings (journal and newspaper articles, book chapters,

etc.) that are organized around a particular disciplinary or topical theme and can be found as a *Product Type* on CasePlace.org.

A Teaching Module aims to gather the materials that a faculty member needs to teach a course section with insight and confidence. Even if the module isn’t used in exact form it can still be useful as a teaching guide and inspire new thinking on a subject.

All faculty are invited to submit Teaching Module proposals. (Email [Rachel.Shattuck@aspeninstitute.org](mailto:Rachel.Shattuck@aspeninstitute.org) with ideas).

### Beyond Grey Pinstripes: Coursework Search

Beyond Grey Pinstripes is a biennial survey and alternative ranking of business schools. Our mission is to spotlight innovative full-time MBA programs that are integrating issues of social and environmental stewardship into curricula and research.

Beyond Grey Pinstripes provides a searchable database of syllabi from all the schools that are included within their rankings.

### Net Impact: Curriculum Change

Net Impact’s Curriculum Change Initiative is designed to empower Net Impact members to improve their business programs by incorporating socially and environmentally-focused classes, discussions, and events into the curriculum.

### Resources for Change

From recommendations for social enterprise case studies and syllabi to the latest news on business school curriculum reform, this section will get you equipped to make an impact at your school.

#### MAKE THE CASE

Sample letters, surveys, and best practices to convince all stakeholders—students, professors and administrative staff—that curriculum change is necessary

### TEACHING MATERIALS

Case studies, syllabi, and innovative teaching materials for integrating social and environmental themes into the classroom

### CONNECT

Opportunities to connect with Curriculum Change experts and other Net Impact members engaged in curriculum change through conference calls, individual member support calls, and a Google Group.

### NEWS YOU CAN USE

Stay informed with the latest articles on business school education reform. To learn more about Net Impact's Curriculum Change Initiative or to express interest in getting involved, please e-mail curriculum@netimpact.org.

### Ivey Publishing (Richard Ivey School of Business)

Leading case provider in business case studies, and emerging over 300 cases themed in Business, Government, and Society:

- Business, Government, and Society
- Environmental / Ecology
- Ethics
- Legal Issues
- Not-for-Profit
- Regulated Industry
- Sustainability

### Sustainability-Focused Business Journals

- The Journal of Business Ethics
- Business Strategy and the Environment
- Corporate Social Responsibility & Environmental Management
- Greener Management International
- Society and Business Review

### Management Journals (with Sustainability Articles):

- Journal of Management
- Journal of Management Studies
- Journal of Management Inquiry
- Journal of Management Education
- Management Learning
- Academy of Management Learning & Education
- Management Sciences
- Sloan Management Review (MIT)
- Organization Studies
- Organization Science

### Sustainability-Business ListSerts:

#### Social Issues in Management (SIM) ListServ

The domain of the SIM Division of the Academy of Management encompasses the exploration and analysis of various environments' and stakeholders' influence upon the organization and the organization's effect upon these groups. The domain includes the social, ethical, public policy, ecological, stakeholder, and international environments. Join the SIM ListServ to remain informed of different postings, conference calls, and resources on integrating social and environmental issues into business education.

#### Organizations & the Natural Environment (ONE) ListServ

ONE ListServ is a virtual community of and for management professors who want to discuss how sustainability issues can be incorporated into management courses generally. Join the ONE ListServ to be up to date with your peers' activities in business-sustainability research.

## Sustainability Resources Expo

The following organizations were present at our Sustainability Resources Expo to showcase their efforts in promoting sustainability-focused business education and business practices.

**NET IMPACT** is an international nonprofit organization with a mission is to inspire, educate, and equip individuals to use the power of business to create a more socially and environmentally sustainable world. Spanning six continents, our membership makes up one of the most influential networks of MBAs, graduate students, and professionals in existence today. Net Impact members are current and emerging leaders in CSR, social entrepreneurship, nonprofit management, international development, and environmental sustainability who are actively improving the world. The Net Impact network includes over 230 volunteer-led chapters in cities throughout the world and a central office in San Francisco, CA. Wilfrid Laurier University has established a graduate Net Impact Chapter for MBA students, and the University of Guelph has established a Net Impact chapter for undergraduate students. For more information on how to start a Net Impact chapter at your institution please visit [www.netimpact.org](http://www.netimpact.org)!

The **NETWORK FOR BUSINESS SUSTAINABILITY** unites thought leaders from industry and academia in the shared goal of making business sustainable. By gathering, translating, and disseminating the most rigorous research and the most innovative practices, the Network delivers unique teaching, research and management resources to its 500 sustainability researchers and 1,000 sustainability professionals.

After our workshop we would love for faculty to continue to connect with one another regarding sustainability-focused business practices. The Network for Business and Sustainability is an organization that allows for these types of connections and relationships, and on behalf of the NBS, we would like to invite you to join the Network to continue the dialogue!

Founded in July 2008 in response to imminent carbon emission policy, and with excitement for the opportunity presented to Waterloo Region's business community to be part of local solutions to global climate change, **SUSTAINABLE WATERLOO** is a not-for-profit that guides organizations in Waterloo Region towards a more environmentally sustainable future. To do so, Sustainable Waterloo facilitates collaboration between industry, local government, academia and NGOs. The current work of Sustainable Waterloo is focused on the Regional Carbon Initiative, which supports voluntary target-setting and reductions of carbon emissions by organizations across Waterloo Region.

**SOS: STUDENTS OFFERING SUPPORT** is a charitable sustainable social venture that develops and supports SOS chapters residing within post-secondary schools across the nation. Each University SOS chapter raises money to raise roofs through raising marks during our 'Exam-AID' group review sessions, taught and coordinated by student volunteers for university and high school students. Each year, the money raised is spent creating sustainable education projects in developing nations on annual outreach trips. Since 2005, over 700 SOS volunteers have tutored over 7,000 students and raised over \$340,000 for various communities in Africa and Latin America. With over 23 SOS chapters for the upcoming 2010 – 2011 year, SOS is always looking to create stronger relationships with faculty, and centres of entrepreneurship and business sustainability. Feel free to contact Greg Overholt, Founder and Executive Director to chat about getting more involved.

**HP ECO-SOLUTIONS:** HP has understood from our beginning that industry leadership extends beyond simply bringing innovative technologies to our customers or delivering improved financial performance. We are aligning our technology and environment strategies to address the sustainability challenges of today and



invest in ways to accelerate the low-carbon economy of tomorrow. We embed sustainability into our broad portfolio of products and services, scientific research and development, supply chain, and operations throughout the world. Our technology breadth and industry reach give us an unmatched ability to make the kind of impact that is good for business and good for customers with a lower impact on the planet.

## Acknowledgements

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Priska Handrazfil, Net Impact University of Guelph  
J .Geoff Loughton, University of Guelph  
Priyanka Sundaram, Net Impact Wilfrid Laurier University  
Amanda Solmes, Wilfrid Laurier University

## APPENDIX A

## Universities & Colleges Represented at the May 4, 2010 Workshop

Brock University  
Conestoga College  
Humber College  
McMaster University  
Mount Royal University  
Redeemer University College  
Ryerson University  
Seneca College  
Sheridan College Institute of Technology and Advanced Learning  
Trent University  
University of Guelph  
University of Ontario Institute of Technology (UOIT)  
University of Toronto  
University of Western Ontario  
Wilfrid Laurier University  
York University

## For More Information

For more information on the research initiative associated with the workshop *Integrating Sustainability into Business Education* please contact:

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