

Engaging Tomorrow's Business Leaders

**Research on the Integration of Corporate Responsibility
At Canadian MBA Programs**

Report of Findings

October, 2003

Founded in 1987, Imagine is a national leadership initiative of the Canadian Centre for Philanthropy that helps build stronger Canadian communities by encouraging increased business responsibility.

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Executive Summary

Imagine is Canada's national leadership initiative, designed to help build stronger communities by encouraging and facilitating corporate citizenship. In 2000, Imagine launched the Engaging Tomorrow's Business Leaders (ETBL) program to strengthen the teaching of corporate responsibility and citizenship in both the graduate and executive education programs in Canadian business schools. The program's goal is to ensure that Canada's future business leaders can recognize and integrate corporate citizenship and community engagement as part of a value creation agenda for their business.

Teaching corporate responsibility in Canadian schools is gaining importance as a key element in preparing students to lead in the business world. Government reduction of services, globalization and corporate scandals has raised public awareness of business activity and the responsibility business has towards the community. Business responsibility is a strategic tool in preparing the next generation of business leaders' to manage these concerns and remain competitive.¹ MBA programs need to respond to this challenge not only by preparing students with the requisite toolkits and problem-solving techniques, but also by helping them to understand the social, environmental, and economic impacts their business has on society.

This report is a key component of the ETBL program. It presents the findings of detailed research into the activities of Canadian business schools in the area of corporate responsibility (CR). This research, undertaken throughout 2003 by Katherine Partridge and Associates, was conducted through surveys and interviews using methodology based on the Aspen Institute's "Beyond Grey Pinstripes" report. All 31 of Canada's business schools were approached to participate in the research. Interviews were held with 27 Deans or their representatives, while seventeen schools responded to the written survey.²

From the data gathered, the relative integration of CR in core courses, dedicated course electives and extra-curricular activities was assessed. An independent advisory board comprised of business leaders, academics working in the field and CR experts reviewed the findings.

The results of the research show that schools throughout Canada are incorporating CR into MBA programs in innovative and exciting ways. Three key drivers encouraging schools to integrate more CR-related content into their programs were identified:

- 1) Cultural drivers within the school;
- 2) External business-influenced drivers; and
- 3) Third-party (accreditation) drivers.

Major barriers to incorporating CR in university programs identified in the research included:

- 1) A lack of champions of CR, and support for those champions; and,
- 2) Competition for scarce resources.

¹ Arthur D. Little, Michael Porter and Simon Zadek have written articles on the business benefits of corporate citizenship. For access to these reports, please visit www.imagine.ca.

² Participation by schools was voluntary and at the discretion of the school. Several schools declined to participate in the written components of the study, and Imagine has respected their wishes to be excluded.

The research demonstrated that Canadian schools clearly realize that students, faculty, and business believe that CR is an increasingly important and strategic component of business education. The majority of Deans interviewed ranked the importance of teaching CR as high and indicated that the importance has increased in the past three years, primarily as a result of recent high-profile corporate scandals. Most schools favour an integrative approach to incorporating elements of CR, introducing elements into core courses and electives rather than segregating teachings into dedicated offerings.

Based on this research, Imagine has identified the following schools as innovators and leaders in this field. Both the Schulich School of Business at York University and the Haskayne School at the University of Calgary have taken an aggressive approach to incorporating CR into their programs. Not only do they have a number of extracurricular activities available for students; they actively encourage students to effect positive change in their communities throughout their careers.

Highlights of innovative CR-focused programs currently in place at Canadian business schools include the following:

- As a requirement for graduation, Wilfrid Laurier University MBA students must have at least 40 hours of nonprofit work experience. The applied consulting project component gives students the opportunity to consult within the non-profit sector and its career centre complements these programs by advocating nonprofit career opportunities.
- The Haskayne School offers students specializations in Global Energy Management and Sustainable Development, and Environmental Management/Sustainable Development.
- The University of Toronto's Rotman School of Business offers an entrance award to a student studying nonprofit management and who intends to remain in that sector following graduation.
- The University of Regina has internship placement programs specifically for nonprofit organizations.

Based on the research conducted, it is evident that Canadian business schools are increasing their emphasis on the integration of CR in their curriculum. This report is a starting point for the ETBL program, and provides Imagine with an excellent snapshot of CR in Canadian business schools. From this point, Imagine will work to further support the integration of CR into school curriculum by addressing issues identified in this report.

1.0 Introduction

The Engaging Tomorrow's Business Leaders (EBTL) program was launched in 2000 by the Imagine program of the Canadian Centre for Philanthropy. Its aim is to strengthen the teaching of CR and corporate citizenship in both the graduate and executive education programs in Canadian business schools. At the beginning of 2003, research was commissioned to explore the current status of the thinking on and offerings of CR-related information at MBA schools in Canada. This report presents the findings of that research.

2.0 Study Methodology

The study research consisted was undertaken by of three components: 1) a written survey, 2) a course survey and 3) telephone interviews with the deans or their representatives. The survey sample included 31 Canadian MBA schools.

The written survey was built on research conducted by Imagine in 2000 (*Report on Corporate Issues in MBA Programs at Canadian Business Schools*) and methodology developed by the Aspen Institute for Social Innovation through Business and the World Resources Institute for the *Beyond Grey Pinstripes 2001 Report*³. The written survey was comprised of 16 questions covering program attributes and related offerings.

The course survey asked schools to review and update CR-related course offerings identified through online research undertaken by Imagine in August 2002.

In phase one of the research, the written and course survey components were e-mailed and faxed to schools in early December 2002 with a request for completion by January 15, 2003 (responses were accepted through February 14). A second research phase was conducted in September through October 2003. Schools that responded in phase one were provided with the opportunity to review and adjust their initial responses based on the guidelines of attribute and course criteria provided by Imagine. In addition, seven schools that did not respond in the first research phase but whose activities in CR teaching researchers knew about were invited again to participate.

Telephone interviews consisted of eight questions and were conducted through January 2003.

In all aspects of the research, schools were asked to limit their remarks to MBA program attributes and offerings in the academic years 2001/02 and 2002/03.

³ www.beyondgreypinstripes.org

2.1 Responses

In phase one, invitations to participate were sent to 28 English and three French MBA schools. A total of 27 interviews were conducted (24 English, three French) with deans (7), associate deans (6), directors of MBA programs or equivalent (10), or other (4).

In phase one, a total of 13 completed surveys were returned. In phase two, 12 schools confirmed the study's initial findings or provided updates, including two first-time submissions. In total, 17 schools provided submissions of program attributes and/or CR-related courses. Two schools declined participation in the written survey and 11 did not respond with written surveys or course information.

Please see Appendix A for a list of participating schools; Appendix B for the written survey; and Appendix C for the telephone survey.

3.0 Key Findings

The telephone surveys attempted to draw out perceptions of CR, the importance of teaching CR, and the degree to which CR-related topics are incorporated in MBA curricula. **Summaries of programs for those schools that completed written submissions for the study can be found in Appendix D.**

3.1 Defining Corporate Responsibility

Interviewees were asked how they defined corporate responsibility in the context of business school teaching. Many responded with multiple concepts and commented on the imprecision of the term. Several suggested that others within their schools might define CR differently. More than twelve distinct concepts were identified.

The majority of respondents (15) made some reference to informing business decisions through a **multi-stakeholder perspective**, taking into account responsibility to communities and Canadian society. Of these only five used the term stakeholder and three incorporated a triple-bottom-line definition. More than one-quarter (7) of respondents referenced the broader notion of taking actions "**beyond the bottom line**".

A large number (12) included the notion of **ethics** in their definition. For some, ethics was central, in some cases because an ethics course is taught at the school. One interviewee simply cited the Golden Rule: 'do unto others as you would have done unto you'. However, for most, ethics was one descriptive among others in their definition.

Four respondents noted that governance and/or transparency are important elements of a CR definition.

3.2 Importance of Teaching CR

Interviewees were asked how their school rated the importance of teaching CR (high, medium, low); whether that importance had increased in the past three years (increased, stayed the same, decreased); and whether they expected the importance to increase in the next three years (increase, stay the same, decrease).

Two-thirds (18) of respondents rated the importance of teaching CR as high; one-third as moderate (9). None rated the importance as low.

Of those schools rating the importance of teaching CR as high, almost three-quarters (13 of 18) said that teaching CR had long been a part of the school's culture, programming (either implicit in teaching or as demonstrated by a core ethics course) and/or of their understanding of what managers need to operate. Two noted it as a core business school responsibility.

Three respondents noted recent high-profile corporate scandals as being catalysts in driving schools to integrate more CR content. Other reasons for the increase in interest in CR included: a faculty champion (2), accreditation requirement (1) (American Association of Colleges and Schools of Business), and student interest (1).

Respondents who rated their school's view of the importance of teaching CR as moderate highlighted a lack of a faculty champion or lack of interest by faculty and/or students for why there has not been a greater degree of CR teaching to date. The issue of integrated vs. exclusive course offerings was also noted as a roadblock. Two respondents noted the difficulty of incorporating exclusive courses into already full curricula. Undergraduate programs offered more latitude to incorporate CR-related courses.

Most respondents (89%) said the importance of teaching CR had increased in the past three years. Only three respondents suggested the importance had stayed the same. None rated the importance as declining.

When asked why the importance of teaching CR had increased, most schools responded that the recent corporate scandals had increased sensitivity and urgency to CR issues from, both faculty and student viewpoints. As one interviewee commented, courses that were launched five years ago to little interest had been dusted off and offered anew. Three schools cited an increase in interest arising from having champions, who, as one noted, "can now come out of the woodwork." This increased interest has not necessarily translated into additional courses taught. Rather the focus seems to be on integrating CR-related teaching into course material.

Of the three schools that said the level of interest in teaching CR had stayed the same, two reasoned that teaching these issues had always been part of the curriculum. One simply noted that faculty and staff continued to express no interest in the issues surrounding CR.

Two-thirds of respondents believed the importance of teaching CR would continue to increase in the next three years. Remaining respondents suggested the importance would stay at current levels.

Interviewees identified three key reasons for why teaching CR-related courses is expected to continue to increase.

1. As more course material is developed, there will be greater ability for students to gain exposure to CR and become interested.
2. Business interest in these issues will continue to drive incorporation into curricula.
3. Accreditation granting bodies are beginning to require more teaching of CR for licensing.

Of those who did not expect an increase in importance of teaching CR, half noted that the issues had always been a part of their schools' curriculum. The other half had adopted a wait and see approach, believing the interest in these issues had peaked and would decline with an upturn in the markets.

3.3 Current Integration in Curriculum

Interviewees were asked to comment on the degree to which CR-related issues were integrated into their schools' curricula (high, moderate, low). Some schools rated themselves as being between moderate and high and moderate and low. To accommodate comparison with survey assessments, the findings are summarized in four categories in the following table (1 school did not report):

Perception of level of integration of CR

High	5 schools	19%
Moderate – high	3 schools	12%
Moderate	12 schools	46%
Moderate – low; low	6 schools	23%

It is important to note that since these answers are individual perceptions and therefore highly subjective. For example, one school noted that CR-related issues are “integrated into most courses” and rated its integration as high. A second commented that there is “some teaching throughout, particularly in a couple of areas” and rated its integration as moderate. A third noted, “There is no major specialization. It is included in a number of particular courses. Out of 11 months, there may be one month of work that is largely based in this area.” This school ranked its degree of integration as low.

In order to reduce subjectivity, an analysis of written responses received during phase one of the research was conducted to compare the school's perceptions of its integration with Imagine's view of the level of integration based on written responses. It was hoped that this would help to clarify whether schools were over or under-assessing the degree to which CR was present in their programs. As the table below shows, schools were equally likely to over-assess their integration as they were under-assess it.

Comparison of interview and survey assessment of integration

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12
Interview Assessment	MH	MH	L	H	M	ML	M	M	MH	H	ML	L
Survey Assessment	M	MH	L	M	MH	MH	L	MH	M	H	M	L

A central issue that was identified in the debate over the value of integrating CR-related teaching was whether to offer individual courses, or to instead focus on teaching dedicated courses on CR. At the current time, most schools have pursued the integration route, letting CR issues "ripple through thematically". An argument in favour of this approach is that segregating CR to a few courses makes it easier for CR issues to be seen as secondary to core curriculum, rather than integral to all business decisions. It also is the most accommodating option for schools with case-based curricula.

The challenge is that an individual faculty member controls each course, which means that delivery of content may be uneven. Dr. Brian Bemmels, Associate Dean of Academic Programs at the University of British Columbia's Faculty of Commerce and Business Administration explained:

"The challenge is to increase the teaching. There are different ways of doing it: Launch new courses, hiring staff specifically for this. The other way is to try to ask faculty to include [CR] more in their courses where it's appropriate. Whether they actually will or not and to what extent is unclear."

And as Dr. Al Miciak, Dean of St. Mary's Sobey MBA Program, noted:

"We're all expecting someone else to do it. It's largely that the direction from the faculty as a whole is that everybody should be incorporating [CR] into all of their courses. But the history of it is that we teach a course on business ethics and society and that's who's responsible for it. Everyone feels it's important, not everyone incorporates it to that extent."

3.4 Drivers and Trends

The research identified three main drivers to further development of CR-related topics in business school curriculum:

1. **Internal cultural drivers.** These include the ingrained historical regard at a school for the importance of CR-related issues to a business education; a notion heavily influenced by leadership or faculty champions. There is a trend to greater inclusion of CR-related issues into business school curriculum, which those

interviewed expected to continue for the next three years. However there was not unanimity on this expectation and the outcome may be dependent on other external drivers, outlined next.

2. **External business-influenced drivers.** These include the degree to which negative business actions keep the issues top-of-mind among faculty and students, as well as the degree to which Canadian corporations deem CR-issues a vital business imperative. Related to this is the importance given to CR-related and environmental issues by Canadian society as a whole (e.g., the Kyoto Accord and other environmental issues, Aboriginal community relations, and other social issues). The impact of negative headline business stories may be seen as cyclical and the corporate imperative as steadily increasing, given the trend to rising importance of these issues over the past 15 years. Several interviewees noted that students themselves were responding to the increased media attention on business responsibility, which, in turn, may drive schools to increase their CR-related offerings.

Dr. Michael Percy, Dean of the University of Alberta's Faculty of Business noted the under-developed potential in small and medium-sized enterprises, which provide what he calls "invisible" community support for local projects and sports teams. "CR tends to be easier for larger companies because there is a limited number of them and they're publicly traded. They have reporting responsibilities, so you know what's going on. [But] there is a tremendous amount of community involvement by small business that is not picked up on. There is not enough focus here. What they do is below the radar."

3. **Third-party drivers.** This relates to the development of requirements by such business school accreditation bodies as the American Association of Colleges and Schools of Business. A few interviewees noted a trend to increased CR-related requirements for accreditation, and felt that this would force schools to make CR a priority.

3.5 Challenges

The research identified two main challenges to further development of CR-related topics in business school curriculum.

1. **Lack of champions.** Many interviewees noted that it was difficult to influence individual faculty course curriculum. Faculty may not have sufficient knowledge of the issues to feel confident teaching the courses and may not be inclined to being taught the material by other faculty members. It may take time to meet this challenge given that CR-related issues may not be core to the training of PhDs. A related issue is the lack of teaching resources, including existing CR research to demonstrate the business case for CR and Canadian-based case studies to use in the classroom. The challenge is exacerbated by confusion around terminology and definitions of what constitutes CR.
2. **Competition for resources.** Many interviewees noted that CR competes with several other important topics in the business school curriculum. Dr. Ken

Rasmussen, Associate Dean of the University of Regina's MBA program, thinks the importance of incorporating CR issues into the curriculum will increase, but notes:

"We're stretched in the sense that all our classes are full and all our faculty engaged. To an extent then, some people would consider this frivolous or less important than finance, or offering more depth in those areas. There will be some debate on which direction we should be going in, in terms of adding new sections and new course offerings and what we should put in the core. But am I really confident that in three years we will see much more? I don't know. I wouldn't be entirely confident."

Even if CR-related topics win in the debate for resources, there is a long lag time to introduction of new courses. While none of the interviewees framed the issue as such, it seems likely that resource issues play a role in a school's choice of integration vs. a dedicated course structure, because integration does not draw on limited resources (although interviewees did note it was a more difficult approach in the long run and its success harder to quantify). A few interviewees thought undergraduate programs offered more opportunity for incorporation of dedicated CR-courses.

4.0 Results

4.1 Scoring

A school's performance was measured on two criteria:

- 1) Courses dedicated to or incorporating CR issues, and
- 2) Supporting program attributes

These measures were weighted as follows:

Course material	60 %
Supporting programs	40 %

The rationale for this weighting is that course material comprises a part of core teaching and is available to all students, while the accessibility of supporting programs may be more limited.

Courses were scored as follows:⁴

⁴ Not all schools differentiated between courses that are dedicated and those providing component material. Courses were coded "dedicated" when their course title clearly indicated a focus on CR-related issues. Examples: all courses clearly indicating nonprofit sector, environment, ethics, social issues, diversity, values, governance, etc. Otherwise, courses were coded as "component". For consistency in scoring, indications made by schools were altered to conform to this criteria (e.g., Concordia identified its course Accounting for Not-for-Profit Organizations as having components related to Corporate Responsibility- Nonprofit. According to criteria established, this course is "dedicated"); not all schools differentiated core (required) courses from electives. When not indicated, elective was the default code; as this survey only covers mainstream MBA programs, executive education courses are not scored; due to inconsistencies in reporting, courses were not evaluated based on length (i.e., full year, one term, half term).

Core (required), dedicated	4 points
Core (required) <i>for some specializations only</i> , dedicated	3 points
Core (required), integrated or component material	2 points
Core (required) <i>for some specializations only</i> , integrated or component material	2 point
Elective, dedicated	2 points
Elective, integrated or component material	1 point

Other program attributes were scored at a rating of one point per attribute. Program attribute categories included:

- Mission statement
- Specializations, joint degrees
- Orientation activities
- Experiential-based learning opportunities in nonprofit organizations
- CR internships/placement programs
- Student contests/competitions
- Scholarships or financial aid
- Student groups or clubs
- Endowed faculty Chairs
- Centres of Excellence
- Speakers' series/conferences/seminars

Multiple points were awarded in each attribute category except in the conference seminar category where a school received one point if it demonstrated some offerings in this area. Attributes that crossed categories were noted as such, but scored only once. Schools that indicated they provide programs but did not give examples were awarded a single point. Publishing contributions on CR topics were not scored due to inconsistencies in reporting. Imagine will amalgamate the input into its on-line catalogue. Attribute information provided on written questionnaires was supplemented with information from interviews with deans or their designate.

4.2 Limitations of Methodology

In the development of the methodology, it was envisioned that schools would provide sufficient course details to allow a more precise assessment of the incorporation of CR. However, the self-assessment structure of the pilot survey and a lack of clear direction and criteria for determining courses for inclusion resulted in inconsistency in reporting and did not facilitate precise characterization and measurement of course attributes. Phase two research attempted to address this challenge by providing schools with guidelines on appropriate courses to include. Some schools successfully addressed this challenge. Schools with a case-based curriculum were additionally challenged. Data on publishing related to CR-related topics at schools was gathered, but returns were inconsistent and therefore assessment difficult. As a result, publishing was not included in results.

A lack of consistency in interpretation of CR terminology resulted in inconsistent reporting against supporting program attributes. Phase two research attempted to

address this challenge by providing schools with a sample survey, compiled by sampling responses from phase one research.

As well, the fact that it is difficult to assess the relative impact of an attribute on the student body presents limitations in scoring. For example, the existence of a student organization on campus such as a chapter of Net Impact⁵, does not indicate the degree of club activity or the number of students involved, thus it is hard to deduce the overall impact of such an organization. In the study, one point was given for each attribute, but it may be more appropriate to devise a scoring system based on the relative impact of a program attribute. Refinements to scoring methodology may be a recommended course of action as better understanding is gained about the specific attributes.

Given these limitations, it is important to keep in mind the pilot aspect of this ranking. As more knowledge about programs is gained, and as schools become more familiar with definitions of CR, reporting will be able to be more refined and precise.

4.3 Results

Individual school results placed them in the following groupings. Schools can be clustered as having a high-degree of CR activity (Taking the Helm), a moderate degree of CR activity (Charting a Course); some degree of CR activity (Testing the Waters) and an interest in CR activities (Supportive, But Still On Shore).

Category	Schools (listed alphabetically by category)
Taking the Helm	Haskayne University of Calgary Schulich School of Business, York University
Charting a Course	Eric Sprott School of Business, Carleton University John Molson School of Business, Concordia University Dalhousie University HEC – Montreal I.H. Asper School of Business, University of Manitoba Michael G. DeGroote School of Business, McMaster University Memorial University Joseph L. Rotman School of Management, University of Toronto
Testing the Water	University of British Columbia University of Regina Wilfrid Laurier University
Supportive, But Still On Shore	Guelph University Laurentian University Simon Fraser University University of New Brunswick – St John

⁵ Net Impact is an international network of MBA students committed to fostering sustainable and responsible business practices. There are over 80 student and professional chapters worldwide: www.net-impact.org

Taking the Helm: York University stands out for the breadth and depth of its CR-related curricula and CR-related activities, with three times the number of course offerings focusing on or including CR-related teaching and more than twice the number of supporting programs than the exemplary University of Calgary. But Calgary, too, is ahead of the pack, both in curricula offerings and supporting programs.

Charting a Course: Schools in this category demonstrate a commitment to CR-related teaching, touching on related issues in a number of courses and supporting student and faculty-related activities.

Testing the Waters: These schools offer limited CR-related curriculum and activities, but were open to exploring augmenting their programs.

Supportive, But Still on Shore: These schools recognize the very limited nature of their CR-related offerings, but support and are interested in the issues and the outcomes of Imagine's research.

5.0 Conclusion

Clearly, there is a heightened interest in developing CR-related education in business schools. At the same time, schools face challenges in doing this, and would welcome support. Specifically, the development of the following would help to increase CR teaching in Canadian MBA programs:

- An **academic network**, to nurture champions, communicate about, develop synergies between, and share available resources;
- A **business network** to connect business leaders, academia, and students, to act as a catalyst for uptake ("Imagine Corporate CR Champion"), and to recognize and capitalize on the contribution of small business;
- Development and promotion of a clearly defined **business case** for CR teaching in business schools to encourage uptake; and
- A **common language** to facilitate comparability of school offerings and attributes by students.

Some possible next steps were identified for encouraging CR teaching in schools. They include:

- Soliciting input into findings from CR educators at business schools and refining the ranking methodology based on that input;
- Augmenting the findings of the research through stakeholder input from students and faculty; and
- Including undergraduate programs in the survey.

Appendix A: PARTICIPATING SCHOOLS

The following schools participated in one or more of the following aspects of the *Engaging Tomorrow's Business Leaders* research: dean's interview, written survey, telephone survey.

Athabasca University
Dalhousie University
Eric Sprott School of Business, Carleton University
École Des Hautes Études Commerciales (HEC) - Montreal
John Molson School of Business, Concordia University
Joseph L. Rotman School of Management, University of Toronto
I.H. Asper School of Business, University of Manitoba
Haskayne School of Business, University of Calgary
Laurentian University
McGill University
Michael G. DeGoote School of Business, McMaster University
Memorial University of Newfoundland
Queen's University
Richard Ivey School of Business, University of Western Ontario
Simon Fraser University
Schulich School of Business, York University
Sobey MBA Program, St. Mary's University
Université de Laval
Université du Sherbrooke
University of Alberta, Fort McMurray MBA/Alberta Executive MBA
University of British Columbia
University of Guelph
University of New Brunswick (Fredericton)
University of New Brunswick in Saint John
University of Regina
University of Victoria
UQAM - Université du Québec à Montréal
Wilfrid Laurier University

Appendix B: WRITTEN SURVEY

Imagine A New Spirit of Community

Engaging Tomorrow's Business Leaders

Research on the integration of Corporate Responsibility (CR) into Canadian MBA Programs

Written Questionnaire for Canadian Business Schools

Note: This questionnaire builds on research conducted by Imagine in 2000 (*Report on Corporate Responsibility Issues in MBA Programs at Canadian Business Schools*) and the methodology developed by the Aspen Institute for Social Innovation through Business and the World Resources Institute for the 'Beyond Grey Pinstripes' 2001 Report as posted on their website at <http://www.beyondgreypinstripes.org>.

For this survey, please provide information relevant to the academic years 2001/02 and 2002/03 for MBA programs only.

1. Contact Information

University	
Mailing Address	
Web	
Contact Name and Title	
Phone	
Fax	
Email	

2. Student Information Summary (for the academic year 2001/02 or latest available – please specify):

	Male	Female
# Full-time MBA Students		
# Part-time MBA Students		
Average Age		
Average years work experience		
Average GMAT score		
Feeder Programs (degrees held by MBA students)		

3. Is the issue of corporate responsibility reflected in your school's mission and / or vision statement?
 Yes No

If yes, please provide a copy.

4. Does the MBA program have any specializations, concentrations, or diplomas that enable students to focus on *social or environmental issues*?

Yes No

If yes, please list:

Specialization / Concentration / Diploma	Students enrolled 2001/02 and/or 2002/03?

5. Does your school offer any related programs (for example, joint degrees, executive education) focused on corporate responsibility?

Yes No

If yes, please list:

Program	Partner School / Department	Students enrolled 2001/02 and/or 2002/03?

6. Does the MBA orientation include activities / topics related to corporate responsibility?

Yes No

If yes, please specify activities and/or topics:

7. Does your school offer opportunities for experiential-based learning within nonprofits?

Yes No

If yes, please provide us with details:

Core course, elective, internship	Students enrolled 2001/02 and 2002/03?

Is this a requirement of graduation?

Yes No

8. Does your school offer internship opportunities or job placement services within CR fields or nonprofits?

Yes No

If yes, please provide details:

Internship opportunity / job placement service	Students participating 2001/02 and 2002/03?

9. Does your business school offer CR-focused contests or case competitions?

Yes No

If yes, please provide details:

Contest/competition	Date/year

10. Does your school offer scholarships and/or financial assistance for students specializing in CR?

Yes No

If yes, please provide details:

11. Are there student groups or clubs at your business school that support CR activities?

Yes No

If yes, please provide details

Club / Group	Activities	Contact

12. Does your business school have any endowed faculty chairs that have a focus on corporate responsibility?

Yes No

If yes, please provide details.

Chair	Current Appointment

13. Does your business school house (independently or in partnership) any institutes or centres that focus on corporate responsibility?

Yes No

If yes, please provide details

Name of Centre	Affiliated Departments, Centres	URL	Contact

14. Does your business school undertake/publish research in the area of corporate responsibility?

Yes No

If yes, please provide details

Author	Publication	Title	Publication Date

15. Does your business school offer speakers' series, conferences, seminars or any other activities focusing on corporate responsibility?

Yes No

If yes, please provide details.

Title of session	Year/Date

16. Imagine has compiled information available on the Internet regarding core and elective courses that integrate elements of corporate responsibility (general CR, business ethics, workplace equity, stakeholder relations, business and society, sustainability and environment, diversity/cultural, and other).

The list of courses we have already collected for your school is attached. Please take a moment to review this list and make additions, corrections, and amendments as necessary for courses being offered by your school in the 2001/02 and 2002/03 academic years.

For each course, please indicate whether the course is "dedicated" to social and/or environmental issues or whether CR-related teachings form a component of the course material. As well, for each, please indicate the number of hours of classroom teaching. Finally, please attach a course description and/or course syllabus for each course included.

Thank you for participating.

Appendix C: TELEPHONE SURVEY



Canadian Centre for Philanthropy™
Le Centre canadien de philanthropie™

Engaging Tomorrow's Business Leaders Initiative
Deans Telephone Interview Protocol

1. To what degree does your business school feel it is important to teach about corporate responsibility? Would you say a high degree, moderate degree or low degree?

Why do you give it that rating?

2. How do you define CR, thinking particularly within the context of business school teaching?
3. Reflecting on the past three years, to what degree has the business school's view of the importance of teaching CR changed? Would you say the importance has increased, stayed the same, or decreased?

Why do you give it that rating?

4. Now thinking ahead three years, to what degree do you anticipate the importance of including CR issues within the curricula will change? Would you say it will increase, stay the same, or decrease?

Why do you give it that rating?

5. A second component of this survey, which was sent with the package in early December, asks for written responses outlining details of your business school's program attributes that are related to CR. I'd like to take a moment to review these. Thinking about the academic years 2001/02 and 2002/03, please answer yes or no for each of the following:
 - a. Is the issue of CR reflected in your school's mission and / or vision statement? Yes/No
 - b. Does the MBA program have any specializations, concentrations, or diplomas that enable students to focus on *social or environmental issues*? - Yes/No
 - c. Does your school offer any related programs (for example, joint degrees, executive education) focused on CR? Yes/No

- d. Does the MBA orientation include activities / topics related to CR? Yes/No
 - e. Does your school have opportunities for experiential-based learning within nonprofits? Yes/No
 - i. Is this a requirement of graduation? Yes/No
 - f. Does your school offer internship opportunities or job placement services within CR fields or nonprofits? Yes/No
 - g. Does your business school offer CR-focused contests or case competitions? Yes/No
 - h. Does your school offer scholarships and/or financial assistance for students specializing in CR? Yes/No
 - i. Are there student groups or clubs at your business school that support CR activities? Yes/No
 - j. Does your business school have any endowed faculty chairs that have a focus on CR? Yes/No
 - k. Does your business school house (independently or in partnership) any institutes or centres that focus on CR? Yes/No
 - l. Does your business school undertake/publish research in the area of CR? Yes/No
 - m. Does your business school offer speakers' series, conferences, seminars or any other activities focusing on CR? Yes/No
6. To what degree would you say CR is incorporated into your business school curriculum? Would you say a high degree, moderate degree, or low degree?
- Why you gave that rating?
7. This survey has two additional components – a written survey that asks for details of your business school programs attributes, which I mentioned earlier, and a listing of CR-related courses. Do you have any questions about either of those components that I can assist you with at this time?
8. Is there anything else you would like to add that we have not covered today?

Thank you for your time.

Appendix D: SUMMARIES OF PROGRAMS BY SCHOOL

DALHOUSIE UNIVERSITY

Key Program Attributes

Dalhousie's strength is in the breadth to which it incorporates CR-related issues in core and elective courses, including a wide range of electives offered from the Resource and Environmental Studies faculty, which can contribute to a concentration in Environmental Studies. Support activities are rather weaker, with one student club and one opportunity to gain experience in the field.

Program Information

CR-related issues form a component of studies in more than 30 core and elective courses. They are focus of such electives as Management and the Natural Environment: An International Perspective, and Environmental Management Systems for Business, as well as a number of electives offered by the Resource and Environmental Studies faculty, which can contribute to a concentration in Environmental Studies

Integrative Program Components

Dalhousie students are provided with experiential-based learning opportunities through the elective BUS 6960, which offers internships with for- or non-profit organizations. The Society for Corporate Environmental and Social Responsibility (CESR) is a multidisciplinary graduate student society concerned about the environment, human rights, social justice, peace, ethics and democracy.

Student Information Summary

	MALE	FEMALE
# Full-time MBA Students	116	46
# Part-time MBA Students	30	15
Average Age	27	27
Average years work experience	5	5
Average GMAT score	590	590
Feeder Programs	BBA, BComm, BEcon, other Masters, BEng, BEd, BA, BSc, BPR	

ÉCOLE DES HAUTES ÉTUDES (HEC) - MONTREAL

Key Program Attributes

HEC-Montreal offers a small selection of courses focusing on CR issues, as well as a diploma in the Management of Cultural Organizations. The school is home to three Chairs focusing on CR issues (Governance and Forensic Accounting; Ethics and Management; Arts Management) and is affiliated with four institutes with a research focus on CR-related issues.

Program Information

HEC offers two required courses (Changing Oneself, Managing Change through People) and three electives (Ethics and Decision-Making, Management of Intellectual Property, Sustainable Development and Environmental Management) that address CR issues.

Integrative Program Components

Students at HEC know from the school's mission statement (which reads in part "Openness to the world, ethical behaviour, strict standards, leadership and entrepreneurship are all qualities that HEC Montreal strives to instill in its students") that CR-related issues are core to the program. Students may do their field study in a non-profit organization, can participate in exhibitions and meeting through the student-run Groupe Humani-Terre (Environment and Fair Trade), and attend a variety of extra-curricular seminars. A diploma in the Management of Cultural Organizations is offered.

Chairs

- Chair in Governance and Forensic Accounting
- Chair in Ethics and Management
- Carmelle and Remi Marcoux Chair in Arts Management

Affiliated Institutes

- Non-Profit Community and Cultural Organizations Research Group
- Humanism and Management Group
- Group for Education and Research on Management and Ecology
- Research Group on Ethics and Social Responsibility in Organizations

Student Information Summary

	MALE	FEMALE
# Full-time MBA Students	121	54
# Part-time MBA Students	224	110
Average Age	31	31
Average years work experience	7	7
Average GMAT score	590	590
Feeder Programs	Bachelors, Masters and Ph.Ds in all disciplines (Law, Engineering, Business, Arts, Architecture, Sciences, Medicine, etc.)	

ERIC SPROTT SCHOOL OF BUSINESS, CARLETON UNIVERSITY

Key Program Attributes

Carleton CR programs focus on business ethics. Students receive an introduction to the philosophical systems underpinning ethical problems, as well as the tools to analyze and approach ethical dilemmas that they are likely to encounter in the business world. The school exhibits a strong ethics component at the undergraduate level, and 4th year courses are available as electives to MBA students.

Program Information

Two dedicated 4th year undergraduate business courses – Business Ethics and Managing Workplace Diversity – are offered as MBA electives: An additional two undergraduate business courses and 12 MBA courses include components related to CR. Students can pursue a project (2-course equivalent) or a thesis (4-course equivalent) that involves dimensions of ethics or CR in any of seven areas of specialization; none of the areas of specialization are dedicated to ethics or CR. An affiliated unit of the school offers a Certificate in Organizational Values and Ethics.

Integrative Program Components

Carleton provides its MBA students with professional training to complement their study program. An ethics module will be introduced into the program in 2003. BUSI 4203, Marketing to Nonprofits, a 4th year undergraduate business elective open to MBA students, offers a practical component, for students seeking experiential-based learning opportunities in nonprofits. Students interested in CR as a research area can apply for graduate student support, and teaching assistant and scholarship support is provided in the Thesis MBA program, where students can choose to focus on CR issues. While the school does not house any CR-focused clubs, the activities of the Accounting Club include occasional speakers on relevant topics. The school also provides occasional extra-curricular seminars addressing CR issues.

Student Information Summary

# Full-time MBA Students	40
# Part-time MBA Students	5
Average Age	26
Average years work experience	3
Average GMAT score	610
Feeder Programs	B.Com or equivalent, or other degree plus 7 prerequisite business courses

HASKAYNE SCHOOL OF BUSINESS, UNIVERSITY OF CALGARY

Key Program Attributes

The Haskayne School of Business offers CR-related teachings in a number of areas. With specializations in Global Energy Management/Sustainable Development and Environmental Management/Sustainable Development and joint degrees in law and social work, students can explore CR issues from a variety of perspectives. A wide selection of student clubs, extra-curricular seminars and conferences, and a number dedicated faculty chairs ensure broad student exposure to relevant issues.

Program Information

The Haskayne School offers students specializations in Global Energy Management and Sustainable Development, and Environmental Management/Sustainable Development. Joint degrees are available with the university's law and social work faculties. Haskayne also administers a unique interdisciplinary MSc in Energy and the Environment, offered in collaboration with universities in Latin America and the Caribbean. CR-related issues are incorporated into 10 core courses and 18 electives. They are the focus of the Global Environment of Canadian Business, a required course, as well as five electives (e.g., Management of Social and Environmental Issues in the Global Marketplace, Ethical Issues for the Professional Manager).

Integrative Program Components

Haskayne offers experiential-based learning through MGMT 615 (MBA clinic), which offers at least two not-for-profit project opportunities, and SGMT 797.01 Management of Public Institutions, which requires project work in local public institutions. The Community Experience Initiative offers internships for MBA students through the school's Career Centre.

Scholarships and Funding Assistance

- Partial tuition waivers through Fee Remission grants for MBA-thesis students specializing in environmental management and sustainability issues
- Suncor Energy Inc. and Enbridge Inc. funding to support the development of cases on social impact and environmental management
- Chartered Accountants Education Foundation provides a Peter Valentine, FCA Essay Prize in Corporate Governance, Business Ethics and Professionalism. \$2,500 is awarded annually

Student Organizations

- University of Calgary Eco-Club: University-wide club created to focus attention of environmental management issues
- MBA Society: Organizes regular participation by MBA students in CR activities (Terry Fox run, volunteering at Calgary Food Bank)

Faculty Chairs

- Suncor Energy Chair in Competitive Strategy and Sustainable Development; and Director, TCPL International Institute for Resource Industries & Sustainability Studies (TC-IRIS); and Academic Chair, MSc Program in Energy and Environment for Latin America
- Suncor Visiting Scholar – Endowed Visiting Positions

- Management of Technological Change Research Chair in Risk Communication and Public Policy (NSERC/SSHRC)
- Future Fund Professor of Accounting; and Director, Research Centre for Public Interest Accounting
- Chair in Insurance and Risk Management; and Director, Research Centre on Risk
- McCaig Chair in Management – related to both social impact and environmental management (see publications)
- Chair in Business Ethics – approved for the Faculty of Humanities, with cooperation and support of the Haskayne School of Business

Affiliated Centres and Institutes

- TCPL International Institute for Resource Industries and Sustainability Studies (TC-IRIS)
- Research Centre for Public Interest Accounting
- Research Centre for Risk Studies

Speakers Series and Conferences include

- TC-IRIS Speakers: “Towards a Regenerative Future”
- Labour Arbitration and Policy Conference: Annual Conference
- Mergers and Acquisitions Summit, a Strategic Management Society mini-conference
- Tourism Seminar: “Narrative Inquiry for Tourism Research”
- CPIA Speaker: “The World Bank and Accounting in Developing Countries”
- Think Tank by Public Interest Accounting Centre (CPIA): Pensions and the Public Interest

Student Information Summary

	Male	Female
# Full-time MBA Students	52	29
# Part-time MBA Students	36	15
Average Age	30.5	28.9
Average years work experience	6.4	5.6
Average GMAT score	636	626
Feeder Programs	Degrees: BA, BComm, BAgronomy, BEng, BSc, BMusic, LLB, BSocWork, BEd, BFA	

I.H. ASPER SCHOOL OF BUSINESS, UNIVERSITY OF MANITOBA

Key Program Attributes

The I.H. Asper School of Business' commitment to the global environment and local community is reflected in its Mission Statement. The associated Asper Centre for Entrepreneurship and an Aboriginal business education program reflect the school's support of local communities, including its Aboriginal communities. There are opportunities for internship placements with nonprofit organizations within the full-time MBA program.

Mission Statement

The primary purpose of the I.H. Asper School of Business is to provide management education in Manitoba by creating and disseminating leading-edge knowledge and developing skills relevant to current and future managers in organizations operating in a global environment. In fulfilling its mission, the school places equal emphasis on teaching and research within an academic environment of intellectual freedom and continuous improvement. The school strives to achieve recognition by producing high-quality undergraduate, graduate, and executive programs, while fulfilling its commitment to university, community, and professional service.

Program Information

The Asper School offers three electives dedicated to CR issues, including its Community Service and Managing for Sustainable Development courses. Several others (Business-Government Relations, Local Economy Study Tour, Strategic Leadership, and Management Change) include components of CR teachings.

Integrative Program Components

Student orientation programs include the Director's Message, which provides the context of the MBA programs to include all aspects of society, as does the CEO Guest Lecture, which focuses on the CEO's business and community responsibilities. Opportunities for experiential-based learning are offered in the school's Society and Community Awareness Project and the Professional Service courses, where students work on inner-city, poverty and Aboriginal issues. Full-time students are required to engage in several consulting projects, some of which may be conducted in the nonprofit and voluntary sectors. The Asper Centre for Entrepreneurship hosts the Canadian Aboriginal Entrepreneur Award and a Speakers' Bureau to the Aboriginal Community. Professor Bruno Dyck, whose research focuses on CR issues, is a valuable resource to students.

Student Information Summary

	MALE	FEMALE
# Full-time MBA Students	27	7
# Part-time MBA Students	75	45
Average Age	FT = 34; PT = 31	
Average years work experience	FT = 9; PT = 8	
Average GMAT score	FT = 593; PT = 576	
Feeder Programs	n/a	

JOHN MOLSON SCHOOL OF BUSINESS, CONCORDIA UNIVERSITY

Key Program Attributes

Concordia's Graduate Diploma in Administration (focusing on the nonprofit sector with specializations in managing community organizations, health organizations, arts and culture, and sports) integrates CR to a high degree. While there is less inclusion in the curriculum in other programs, the school emphasizes internalization of CR issues in all courses and extra curricular activities. Concordia's mission statement reflects the school's multicultural environment and role as social critic.

Mission Statement

Concordia is an urban university, which is responsive to the needs of a diverse student population as well as to the bilingual and multicultural environment in which it resides. It is a welcoming community where values of equality, non-discrimination and tolerance of diversity are appreciated and actively promoted. Furthermore, Concordia is committed to responsible and innovative leadership in fulfilling the mission of universities to develop and disseminate knowledge and values and to act as a social critic. The University seeks to achieve this end by offering its students inclusive and accessible academic programs which stress a broad-based, interdisciplinary approach to learning, as well as by a dedication to superior teaching supported by the best possible research, scholarship, creative activity and service to society. Through these means, the University prepares its graduates, at all levels, to live as informed and responsibly critical citizens who are committed to learning and to the spirit of enquiry.

Program Information

Concordia's Graduate Diploma in Administration includes five required courses focusing on the nonprofit sector (including Accounting for Nonprofit Organizations, Marketing for Nonprofit Organizations, and Organizational Behavior, and Administrative Theory for Nonprofit & Sports Organizations). All students are also required to take Business Policy and Strategy, which incorporates CR issues.

Integrative Program Components

Experiential-based learning in nonprofits is available through the MBA 632 Practicum Consulting Project, which forms a component of the Graduate Diploma in Administration. The Graduate Diploma in Administration and the Graduate Diploma in Sports Administration also offer internship opportunities. Two CR-related scholarships are available annually: The GDIA/GDSA Arts Administration Scholarship & Internship (\$2500) and the Humberto Santo Scholarship for Nonprofit (\$1500 each). For the past 22 years, Concordia has hosted the MBA – International Case Competition. The School houses the Entrepreneurship Institute for the Development of Minority Communities, and the activities of the student-run MBA Society include fundraising for charities. Several researchers on faculty focus on CR issues, including Sylvie St-Onge, Michel Magnan, Sophie Raymond, Linda Thorne, Denis Cormier, and Bernard Morand. "Depreciating Confidence", a recent Speaker Series offered by the School centred on accounting scandals and the future of corporate governance.

Student Information Summary

	MALE	FEMALE
# Full-time MBA Students	100	59
# Part-time MBA Students	78	59
Average Age	29	
Average years work experience	6	
Average GMAT score	650	
Feeder Programs	Engineering 29% Commerce 18% Science 27% Arts 21% Other 5%	

JOSEPH L. ROTMAN SCHOOL OF MANAGEMENT, UNIVERSITY OF TORONTO

Key Program Attributes

CR issues are incorporated to a moderate degree throughout the Rotman School of Management MBA program, and a champion at the top suggests continued integration of CR issues into curricula. The Rotman School of Management is home to the respected Clarkson Centre for Business Ethics & Board Effectiveness. The school offers an entrance award to a student studying nonprofit management and an MBA Fellowship for Social Entrepreneurs (valued at \$10,000) funded by the Bealight Foundation, to a full-time, part-time or EMBA student committed to social entrepreneurship.

Program Information

The required first year Mgt 1201 course includes a component entitled Values, Judgment & Decision-Making. As well, eight CR-related electives are offered, including Advanced Business Ethics, Nonprofit Consulting, and Diversity and Inclusiveness in the Workplace.

Integrative Program Components

The first module of the Rotman MBA orientation program "Introduction to Integrative Thinking" acquaints students to CR-related issues, including values, judgment, and decision-making. The elective MGT 2611 – Nonprofit Consulting provides students with opportunities for experiential-based learning.

Awards

- The James D. Fleck Award Student Entrance Award (\$5,000 - \$15,000) is available to a full-time, part-time or EMBA student from the nonprofit sector who intends to remain in that sector following graduation.
- An MBA Fellowship for Social Entrepreneurs (\$10,000), funded by the Bealight Foundation, is given to a full-time, part-time or EMBA student committed to social entrepreneurship;
- The National Awards in Governance in Action are presented by the CC(BE)² and sponsored by the Conference Board of Canada, Spencer Stuart, Rotman, The Globe and Mail, Ernst & Young and the TSE; and
- The annual Rotman Canadian Woman Entrepreneur of the Year Award is presented by BMO Financial Group.

Students Organizations

Students can take part in the campus Community Services Club, which is involved in fundraising and liaising with nonprofit organizations and leaders. The club organized the "Rotman Conference on Business & Society: Managing the Chaotic Interface" in March 2003.

Faculty Chairs/ Centres

The Rotman School is home to: The Clarkson Centre for Business Ethics & Board Effectiveness (CC(BE)²), as well as the Conway Director, Clarkson Centre for Business Ethics & Board Effectiveness. David R. Beatty, Professor of Strategic Management currently holds this Chair.

Research

Principal authors of CR-related research include Leonard J. Brooks, Jr., Roger Martin, Spencer Stuart, with CC (BE)² Max B.E. Clarkson, Michael Deck and Richard Leblanc, and the School has published extensively, including *Research in Stakeholder Theory*,

1997-1998: *The Sloan Foundation Minigrant Project* (The Clarkson Centre for Business Ethics, Toronto, ON, 2000), *Principles of Stakeholder Management* (The Clarkson Centre for Business Ethics, Toronto, ON, 1999), and *The Corporation and Its Stakeholders: Classic and Contemporary Readings* (The University of Toronto Press, Toronto, ON, 1998).

Speaker Series/ Conferences

Speakers' Series and conferences offered by the school include

- "Intention at the Top: 2003 Corporate Governance Conference" (with the Conference Board of Canada, Spencer Stuart, the Rotman School of Management, The Globe and Mail, and Ernst & Young in January 2003),
- "Executive Forum: Briefing on Enron" (a co-presentation with CC (BE)2 - Clarkson Centre for Business Ethics & Board Effectiveness and Executive Programs in March 2002),
- "Passion in the Boardroom: 2002 Corporate Governance Conference" (with the Conference Board of Canada, Spencer Stuart, the Rotman School of Management, The Globe and Mail, Ernst & Young, and the Toronto Stock Exchange in January 2002).

The School presented "Corporate Responsibility: Creating Value and Calculating the Return" in cooperation with Imagine/Canadian Centre for Philanthropy in April 2003.

Student Information Summary

	MALE	FEMALE
# Full-time MBA Students	264	139
# Part-time MBA Students	133	47
Average Age	29	
Average years work experience	5.5	
Average GMAT score	674	
Feeder Programs	Engineering 32%; Business/Commerce 22%; Humanities 11%; Social Sciences 11% Sciences 11% Economics 9% Math/Computer Science 3% Other 1%	

LAURENTIAN UNIVERSITY

Key Program Attributes

Laurentian measures its integration of CR issues as low. Primarily an accounting school, CR issues have not been seen as important course content in the past, however, that view is shifting and there is a heightened awareness of CR issues in accounting programs. Students will find some opportunities for experiential-based learning in nonprofits.

Program Information

A course in Ethics in Management is offered as an elective.

Integrative Program Components

Two courses (Comm5207 Marketing and Comm6007 Strategy) offer opportunities for experiential-based learning in nonprofits. The Association of Collegiate Entrepreneurs has a social issues function, including fundraising.

Student Information Summary

	MALE	FEMALE
# Full-time MBA Students	15	3
# Part-time MBA Students	16	7
Average Age	31	31
Average years work experience	6	7
Average GMAT score	574	580
Feeder Programs	BSc, BScEng, BA, BScEd, HCom, BPHE, BPS, BPharmacy	

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

Key Program Attributes

Professor Robert Sexty is an extensively published CR champion who provides a valuable resource to students interested in these issues. Overall, however, integration of CR issues at Memorial is low, with related issues touched on in only a few courses.

Program Components

CR issues comprise a component of two core and four electives, including Human Issues in International Business and Change Management

Integrative Program Components

Students in Memorial's MBA program can gain experience in nonprofit organizations through the School's Co-op Education program. The Business Faculty Forum for Social Responsibility was formed in 2003. Professor Sexty manages an extensive CR-related website, which includes a wealth of related readings.

Visit www.ucs.mun.ca/~rsexty/written.htm

Student Information Summary

	MALE	FEMALE
# Full-time MBA Students	28	29
# Part-time MBA Students	69	42
Average Age	30	30
Average years work experience	7	7
Average GMAT score	565	565
Feeder Programs	n/a	

MICHAEL G. DEGROOTE SCHOOL OF BUSINESS, MCMASTER UNIVERSITY

Key Program Attributes

The DeGroote Business School offers a specialization in Health Services Management and addresses CR issues in 18 course offerings. Students are introduced to ethics issues during orientation and can practice them in four courses, as well as co-op placements. An Industry Chair and an affiliation with the Conference Board of Canada support students in their CR-related studies.

Program Components

In addition, to its specialization in Health Service Management, the DeGroote Business School addresses CR issues in six core and 11 electives, and focuses on them in the required course Business, Government and The Global Environment.

Integrative Program Components

Students are introduced to ethics issues during orientation workshops. They gain experience in non-profit organizations through the core courses: Business, Government and the Environment, and Strategic Management, as well as in Advanced Management Accounting and Marketing Concepts, both of which offer project opportunities with non-profits. Co-op placements enhance learning opportunities, in particular for those talking their MBA in Health Services Management. The School also supports CR-related initiatives through its Industry Chair (held by Dr. Elliot Schreiber) and its affiliation with the Conference Board of Canada through the Directors' College. It also offers executive training in ethics twice annually.

Student Information Summary

	Male	Female
# Full-time MBA Students	227	152
# Part-time MBA Students	96	60
Average Age	28	
Average years work experience	3	
Average GMAT score	630	
Feeder Programs	BA, BSc, B. Eng., B Comm, MA, MSc.	

SIMON FRASER UNIVERSITY, HARBOUR CENTRE CAMPUS**Key Program Attributes**

Integration of CR issues at Simon Fraser University is moderate, although SFU's work with Canada's major accounting bodies has ensured that the issues are increasing in importance. The International Business/Multinational Business Enterprise program and a recently introduced MBA in Global Asset and Wealth Management provide opportunities to address issues of diversity and transparency.

Program Information

SFU offers an International Business/Multinational Business Enterprise specialization, and an MBA in Global Asset and Wealth Management, which focuses on intergeneration wealth transfer and incorporates issues of transparency. Students may undertake a strategic project (mini-thesis), which requires a public policy paper focusing on a social or environmental issue.

Integrative Program Components

CR issues are covered as an integrated component of the School's orientation activities. CR internships and placement programs are available. The Centre for Innovation Management offers stakeholder related programs, and two new centres, The Public Policy Centre and Sustainable Enterprise Centre, which are currently in development, will increase the school's focus on CR-related issues when operational. The School also sponsors occasional speakers on CR-related issues, especially in the area of wealth management.

Student Information Summary

n/a

UNIVERSITY OF BRITISH COLUMBIA

Key Program Attributes

CR issues have long been a part of many courses offered through the University of British Columbia's MBA program. Summer internships in nonprofits are available to students, and the school is home to a Net Impact group.

Program Information

MBA students at UBC can draw on resources in the Faculty of Science, which offers an undergraduate major focusing on sustainability. Business Ethics has been offered as an elective since the mid-1990s, and is seeing more interest from students in recent years. Six other electives with some focus on CR-related issues are available, including the Cultural and Political Environment of International Business and International Human Resources.

Integrative Program Components

UBC offers summer internships in nonprofit organizations, and students can take part in the University's Net Impact group, which focuses on social entrepreneurship; environmental initiatives; and mobilization of business leaders to take action on issues of justice, the environment, and corporate responsibility. Professor Wayne Norman, professor in ethics, is a valuable faculty resource and researcher. Portions of the Professional Development Program in MBA program include speakers on CR-related issues.

Student Information Summary

	Male	Female
# Full-time MBA Students	66	31
# Part-time MBA Students	13	10
Average Age	31.5	29.5
Average years work experience	7.3	6.1
Average GMAT score	643	637
Feeder Programs	Degrees: B.A.: 71.5% Master's: 25.5% Ph.D.: 3% Fields: Engineering: 33% Business: 25% Science /Medicine: 13% Social Sciences: 10.5% Humanities: 7% Law: 3% Other: 8.5%	

UNIVERSITY OF GUELPH

Key Program Attributes

Guelph's MBA programs, including an AgriBusiness MBA offered in conjunction with Athabasca University, are delivered through either a 12-month in-class program or online. A Masters degree in Leadership is in development. The school encourages its students to join organizations that abide by a high standard of ethics, obeying both the letter and spirit of the law, with a good system of governance in place to ensure that those who are responsible for executing CR are held accountable. CR issues are integrated to a moderate degree. Two courses incorporate discussion of the issues. However, the school has not specifically directed faculty to build CR issues into their courses.

Program Information

Guelph's MBA curriculum includes three electives incorporating CR issues, including Animal Production Management and Business Policy for the Agri-Food Industry. The University is exploring a proposal to launch a Masters degree on leadership, which would involve a focus on CR and ethics. It would be coordinated by the Faculty of Management and involve the psychology and business management departments.

Integrative Program Components

Students have the opportunity to elect to do an internship and may choose to do that in a nonprofit organization.

Student Information

	Male	Female
# Full-time MBA Students	44	7
# Part-time MBA Students	-	-
Average Age	41	37
Average years work experience	10	8
Average GMAT score	N/A	N/A
Feeder Programs	B Sc. B. Com. DVM	

UNIVERSITY OF NEW BRUNSWICK – SAINT JOHN**Key Program Attributes**

This small program offers limited opportunity for students interested in CR-related issues.

Program Information and Integrative Components

CR issues are the focus of the elective International Business Ethics, and students in Management Project for Visiting Order of Nurses are provided experientially-based learning in non-profits.

Student Information Summary

	MALE	FEMALE
# Full-time MBA Students	11	7
# Part-time MBA Students	29	11
Average Age	34	32
Average years work experience	8	7
Average GMAT score	577	555
Feeder Programs	n/a	

UNIVERSITY OF REGINA

Key Program Attributes

The University of Regina's MBA program focuses on the soft side of management – managing change, managing in turbulent times, managing in HR functions, and other subjects that often incorporate CR issues.

Program Information

Two required core courses - Social Issues in Business and Business Policy have a CR focus. Other management courses may have CR-related components, but these are not clearly articulated or emphasized.

Integrative Program Components

The school notes that CR components are included in its orientation, student groups and research activities. Students have the opportunity to gain experiential-based learning in nonprofits and can benefit from CR internships and placement programs. CR-related speakers and seminars are offered on an ad hoc basis.

Student Information Summary

	MALE	FEMALE
# Full-time MBA Students	0	0
# Part-time MBA Students	38	22
Average Age	35	35
Average years work experience	9	9
Average GMAT score	560	560
Feeder Programs	B Administration B Comm B Engineering	

WILFRID LAURIER UNIVERSITY

Key Program Attributes

Wilfrid Laurier's concern for CR issues is reflected in the school's Mission Statement. The MBA program takes an integrated approach to teaching CR, with issues now becoming ingrained in most of the core curricula. As a requirement of graduation, every student must have 40 hours of work experience in the nonprofit sector. This stems from a belief that students need to see all sides of the society in which they operate. The nonprofit component also provides students with an opportunity to contribute the skills that they are developing during their MBA education.

Mission Statement

The School of Business and Economics develops leaders with skills in management and economics for a rapidly changing and complex global environment. It seeks to advance knowledge and practices in these fields by supporting both theoretical and applied research. Further, the School strives to serve business and its community by fostering mutually beneficial alliances with leaders at local, national and international levels.

Program Information

CR-related electives offered to MBA students include Management of Natural Resources, Environment and Energy in Canada, Sustainable Strategy, Management of the Environment, and Ethics in Management.

Integrative Program Components

New students are introduced to CR issues during orientation, when the requirements for the nonprofit practicum are reviewed. Students are required to complete 40 hours of community service before graduation. Approximately 30% of students also take advantage of opportunities for experiential-based learning in nonprofits in the program's applied consulting project component. To complement this component, Career Services advocates and supports nonprofit career opportunities. Faculty such as Sanjay Sharma and Mark Baetz pursue research in CR issues. MBA candidates at Wilfrid Laurier can attend occasional CR-focused Speakers' Series and Seminar, offered by such campus groups as the MBA Service Corp.

Student Information Summary

	MALE	FEMALE
# Full-time MBA Students	59	33
# Part-time MBA Students	252	133
Average Age	32	32
Average years work experience	8.9	8.9
Average GMAT score	601	601
Feeder Programs	BA, BSc, BBA, BEVE, MA, MSc, Phd., MSW	

SCHULICH SCHOOL OF BUSINESS, YORK UNIVERSITY

Key Program Attributes

The Schulich School of Business is a multi-faceted business school offering teachings in CR in a number of areas. With specializations or diplomas in sustainability, ethics, international studies, arts and media, and associations with other faculties within the University community and internationally, students can explore CR issues from a variety of perspectives. In 1994, the school's mission statement established that its goal was to create business leaders with the following attributes: a team leader, a strong generalist, a dynamic and adaptable individual, an agent of change, and a thoughtful and ethical decision-maker.

Mission Statement

The Mission is to 1) Generate and disseminate new knowledge on management and leadership, 2) Shape the future of management by preparing women and men who are able to provide leadership for a changing world, and 3) Achieve excellence nationally and internationally in all school endeavours.

Program Information

More than six-dozen courses at Schulich concentrate on or incorporate aspects of CR. The school offers specializations or diplomas in 12 areas, including Business Ethics, Business & Sustainability, Nonprofit Management & Leadership, Public Sector Management, and Justice System Administration. Related programs include programs in Corporate Governance in Russia (with the Canadian International Development Agency and the Higher School of Economics, Moscow), executive development in, among other programs, corporate governance. Schulich is associated with a continuing education program for the nonprofit sector, the Sustainability Enterprise Academy, the Commonwealth Executive Program in Public Management, and many others.

Integrative Program Components

Orientation includes a diversity challenge, a social adversity challenge, orientation activities for international students, and an Alumni Mentorship Program.

YUELI is a pre-MBA eight-week course for international students on cultural and language context.

Internships

There are several opportunities for experiential-based learning in nonprofits at Schulich: The Nonprofit Internship is an optional part of the nonprofit specialization, but required for the Diploma in Nonprofit Management & Leadership. The International MBA Internship Program is a required part of the International MBA, and students have the option to work for nonprofits or government entities. The Business & Sustainability internship is an optional part of the Business and Sustainability specialization and required for the Diploma in Business and the Environment. Schulich offers several job placement and internships options, including the Schulich-Rotman United Way MBA Internship Program.

Awards

There are more than two-dozen awards and bursaries to support students interested in CR issues, including:

- The Nestle Scholars Group Award to recognize the top performance in a specified group activity in the MBA core Business & Sustainability course.

- The Marshall A. Cohen Entrance Award (\$10,000) is presented to an incoming full-time MBA student who has selected the Voluntary sector as an area of focus.

Student Organizations

Students can take part in extracurricular activities through:

- The Business & Environment Club
- Nonprofit Management Association
- Women in Leadership
- Net Impact group
- Multicultural Society; and others.

Faculty Chairs/ Centres

- Gardiner Professorship in Business Ethics
- Erivan K. Haub Chair in Business and Sustainability
- Royal Bank Professorship in Nonprofit Management & Leadership
- Tanna H. Schulich Chair in Strategic Management
- Henry J. Knowles Chair in Organizational Strategy

Schulich is also associated with several Centres of Excellence, including:

- The Sustainable Enterprise Academy
- Transparency International Canada Inc.
- CGA-Schulich Program for Accounting
- Ethics and Corporate Governance
- The Centre for Practical Ethics.

Other

In addition to these programs, Schulich offers ongoing Speakers' Series, conferences, and seminars, and has several faculty who publish extensively in areas of CR, including Professors David Wheeler and Wesley Craig.

Student Information Summary

	Male	Female
# Full-time MBA Students	476	280
# Part-time MBA Students	340	234
Average Age	30	
Average years work experience	5.2	
Average GMAT score	656	
Feeder Programs	BA 21% BComm/Bus Admin 18% BEcon 9% BSc 22% BEng 13% Masters 9% Other 8%	