

Schulich School of Business

United Nations Global Compact

Communication on Engagement Report 2022



Global Engagement



Thought Leadership



Green Infrastructure



**Global Knowledge
Sharing**

June 2022

This report, prepared in accordance with the principles of UN Global Compact and PRME, was created by Himanshi Sharma, Susan Sherin Gilson and Ankita Bansal, in concert with the Centre of Excellence Responsible Business and reviewed by the Dean's Office at the Schulich School of Business

Paper doesn't grow on trees, so we purposely designed this report to be read on digital platforms. Please don't print this document.

MESSAGE FROM THE DEAN

The Schulich School of Business is pleased to reaffirm our commitment to the UN Global Compact and Principles of Responsible Management Education (PRME). As an early signatory, Schulich has long been a pioneer and global leader in teaching and research related to sustainability, social innovation, corporate social responsibility, not-for-profit management, and business ethics. We continue to imbue our curriculum and school environment with the principles and values embodied by the UN Global Compact and PRME, producing high-quality graduates to carry forward these principles and make a positive impact in the world. At Schulich, sustainability issues are woven throughout our curriculum, and are an integral aspect of the research many faculty members carry out across a wide range of disciplines. We also continue to collaborate with local and global business and community leaders, as well as fellow signatories to practice and promote the Six Principles.



Traditional Land Acknowledgement

York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, the Wendat, and the Métis. It is now home to many Indigenous Peoples. We acknowledge the current treaty holders and the Mississaugas of the New Credit First Nation. This territory is subject of the Dish With One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

We also understand that indigenous peoples around the world have important knowledge about how to live sustainably: Sophisticated knowledge of the natural world is not confined to science. Human societies all across the globe have developed rich sets of experiences and explanations relating to the environments they live in. These ‘other knowledge systems’ are today often referred to as traditional ecological knowledge or indigenous or local knowledge. They encompass the sophisticated arrays of information, understandings and interpretations that guide human societies around the globe in their innumerable interactions with the natural milieu: in agriculture and animal husbandry; hunting, fishing and gathering; struggles against disease and injury; naming and explanation of natural phenomena; and strategies to cope with fluctuating environments.

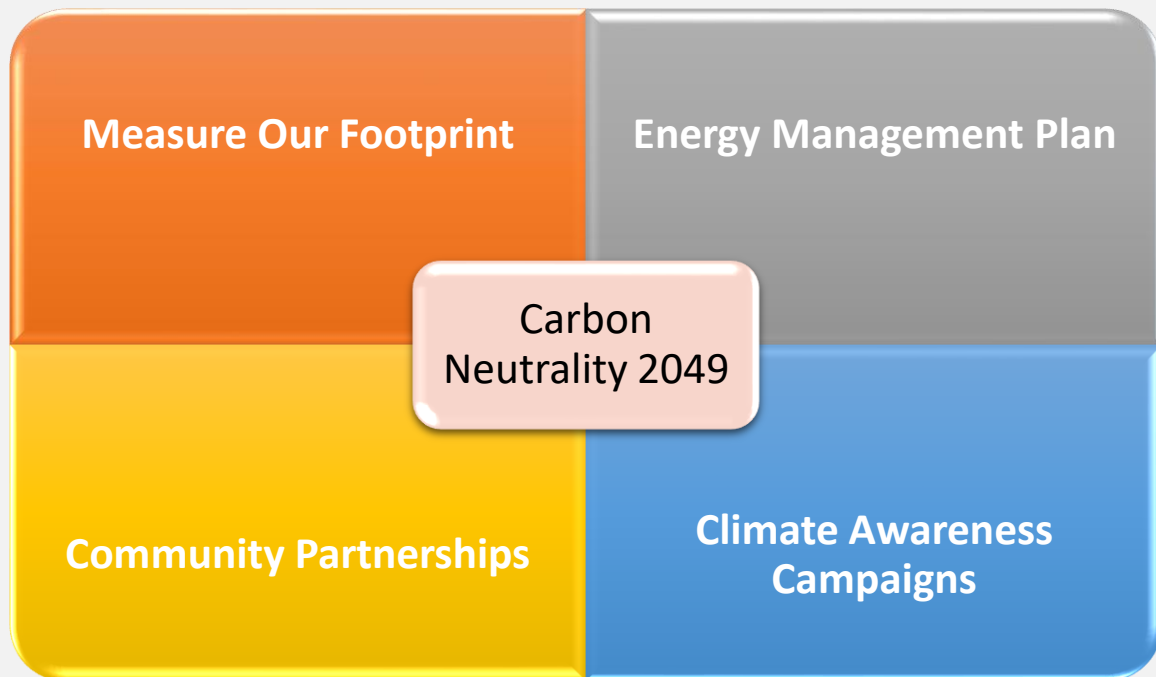
It is the intention of York University, in putting forth this Sustainability Strategy, to honour, respect and learn from traditional knowledge systems so as to better inform our efforts to live sustainably with the earth and with each other.

EXECUTIVE SUMMARY

The Schulich School of Business is one of 11 Faculties within York University. Operating in Toronto, Canada's corporate centre, Schulich has built a strong reputation, both at home and abroad, for global, innovative and diverse programs at the undergraduate, graduate and executive development levels. The School endeavours to meet the challenge of preparing business leaders for the environmental, social, and ethical complexities of modern-day business through cutting edge research in areas such as corporate social responsibility and through incorporating the triple bottom line decision-making approach, stakeholder perspective, and corporate social responsibility into the curriculum. Through its offerings in business administration, finance, accounting, business analytics and artificial intelligence, real estate, and international business, as well as a number of PhD and executive programs, the School continues to prepare its students to meet the needs of social and environmental stewardship in a rapidly changing world. The concept of sustainability underpins all of Schulich's management programs, and can be seen in both core courses and in the wide variety of elective courses, specializations and diplomas available to students.

Ethical considerations, sustainability, and responsible business procedures are also embedded into the School culture. They transcend formal policy and represent the undercurrent of all activities and initiatives, both formal and social, at Schulich. Orientation for students, as well as for faculty and staff, make clear the ethical obligations expected in the various conduct codes and policies that govern everyone at the University. The School engages in vigorous action to ensure a strong program of scholarships, bursaries, and negotiated financial aid arrangements with banks in order to reduce financial impediments for students. Use of green products, engagement in green practices for printing, use of computers and electronics, conservation of water and power, and the School's commitment to a green building program are additional examples.

Over the last two years, the Schulich School of Business has aligned its sustainability strategy in line with its parent York University's Academic Plan (2020-25) which focuses on creating positive environmental, cultural and social change, both locally and globally. It is also aligned with York University's Sustainability Strategy, which rests on the triple pillars of People, Knowledge and Place to track the university's progress vis-à-vis United Nations' Sustainable Development Goals.



PRINCIPLES 1, 2 AND 3: PURPOSE, VALUES AND METHOD

The Schulich School of Business (SSB) is committed to developing the capabilities of its students to enable lasting sustainable value creation within businesses and communities. The goal is to nurture future leaders who are passionate about building a more inclusive, and sustainable global economy. This is reflected in three constituent objectives of its **Mission**:

- To generate and disseminate transformational knowledge in the fields of management and leadership;
- To deliver world-class teaching that prepares our students to provide ethical and meaningful leadership in a changing world, forming leaders who aspire to making a positive difference in the world; and
- To create a respectful and inclusive environment that demonstrates our intention to be a forward-looking model for businesses around the world.

The School's **vision** is anchored in the development of three key attributes that will allow the School to build and sustain a competitive advantage: to be **global**, to be **innovative**; and to be

diverse. Schulich aspires to set the standard for management education in the twenty-first century. We are committed to creating and sustaining the conditions that enable all Schulich students to gain an education that is intellectually, socially, professionally and personally transformative, and provides the foundation for personal and collective flourishing. In doing so, the School aims to:

- enable and inspire managers, policy makers, students, academics, and consumers to integrate ethics, social responsibility and sustainability into the core of their decision-making processes.
- foster a new generation of business leaders who will be equipped to chart a course towards a more just and sustainable society through responsible business.

In implementing its Mission and Vision, Schulich is guided by **Values** that recognize:

- Respect for the rights, differences and dignity of all members of our community
- Honesty and integrity in everything we do
- Aspiration of excellence in one's work and conduct.
- Accountability for actions and conduct in all areas of work and learning
- Recognition of the critical linkage between business and environmental sustainability

The University Academic Plan (UAP)

The overriding sustainability framework in place is The University Academic Plan (UAP) 2020-2025, which aims to create positive change for students, campuses, and local and global communities. York University's Six Priorities for Action include the following:

- **Climate and environmental change:** This is an urgent question for virtually every field of endeavour and requires innovative thinking.
- **Digital inter-connectivity and physical mobility:** Covid has accelerated the need for both state-of-the-art digital infrastructure, as well as recognition of the need to create more accessible and accommodative environments for all people.
- **Technology:** As an enabling, enhancing, and disrupting element in our lives, technology can fundamentally alter the landscape of thinking, creation, and innovation.

- **International cooperation, economic inclusion, and social cohesion:** To address root causes of inequities, and to create more inclusive societies, it is crucial that the roadmaps to progress be multidimensional, accounting for all stakeholders necessary to the plan.
- **Ethical and moral imperatives:** Recent social movements—such as #MeToo, #BlackLivesMatter, have demonstrated gaps in institutional policies that create unwelcome barriers for certain communities. These movements need to inform academic and administrative policies as we move forward in our quest to create good.

Further to this, York University marked the United Nations International Day of Education theme of “Changing Course” with the launch of a [website](#) and the publication of its first annual progress report on SDGs: the [UN Sustainable Development Goal Report](#). The report and website highlight stories and facts about York University’s leadership, commitment and progress toward the 17 Sustainable Development Goals (SDGs).

Learning Objectives

SSB has outlined the following learning objectives for graduate students to emphasize sustainability as a core academic principle. These are:

- **Interdisciplinarity:** Instead of compartmentalizing sustainability as a stand-alone area of study, it should be integrated as a part of their course of study, and the specific areas of business which students will pursue post-graduation. This is reflected in curriculum planning which involves curriculum committees, instructors, and industry professionals.
- **Understanding of cultural context:** Sustainability can be a fraught discipline in context of the varying cultural expectations and contexts. Navigating global interculturality is key to becoming a better leader in this arena.
- **Familiarity with United Nations Sustainable Development Goals**
- **Sustainability in a technology-driven world:** As Covid-19 has made abundantly clear, technology is an intricate piece of our shared future. Future business leaders must understand that technological progress and responsible business practices must go hand in hand to create lasting value.

Specializations in Business & Sustainability at Schulich

SSB currently offers specialization and diploma for all Masters' level students enrolled at the school. These courses cover a range of social, ethical, and environmental concerns and aim to equip students with tools and practices that can help them effectively manage them. A snapshot of these courses is included here for clarity.

Accounting/Economics	<ul style="list-style-type: none"> • BSUS 6400 3.00 Sustainability Accounting and Accountability • BSUS 6600 3.00 Sustainability and Carbon • ECON 6170 3.00 Environmental Economics for Business Finance
Environmental Studies	<ul style="list-style-type: none"> • Faculty Of Environmental Studies • ENVS 6115 3.00 Ecological Economics • ENVS 6148 3.00 Environmental Negotiation and Mediation • ENVS 6164 3.00 Environmental Law • ENVS 6179 3.00 Climate Change • ENVS 6186 3.00 Impact Assessment
Finance	<ul style="list-style-type: none"> • BSUS 6950 1.50 Ethics And Finance • SOCM 6400 3.00 Social Purpose Investing & Finance
Law	<ul style="list-style-type: none"> • LW 2880 3.00 Environmental Law • LW 3490 3.00 Resource Management • LW 3590 3.00 Transnational Corporations and Human Rights • LW 3830 3.00 Climate Change Law • LW 4880 3.00 International Environmental Law: Protection Of The Global Environment • LW 5170 3.00 Corporate Governance

Management	<ul style="list-style-type: none"> • BSUS 6200 3.00 Managing Ethics and Social Responsibility • BSUS 6300 3.00 Management Practices for Sustainable Business • BSUS 6500 3.00 Business Strategies for Sustainability • MGMT 6200 3.00 Business Administration and The Law • MGMT 6600 3.00 Social Innovation and The Structure Of Global Poverty
Mining	<ul style="list-style-type: none"> • MINE 6100 3.00 Strategy and Value Creation In Mining • MINE 6300 3.00 Social and Environmental Strategies In Mining
Marketing/PROP	<ul style="list-style-type: none"> • MKTG 6480 3.00 Nonprofit Marketing & Resource Development • PROP 6550 3.00 Sustainable Cities - Urbanization Infrastructure & Strategic Choices
Organizational Behaviour/Entrepreneurship	<ul style="list-style-type: none"> • ORGS 6350 3.00 Managing Change • ORGS 6400 3.00 Power And Politics In Organizations • ORGS 6420 3.00 Crisis Management • ORGS 6560 3.00 Negotiations • ENTR 6655 3.00 Social Entrepreneurship

A list of the core (required) and elective courses offered as part of the MBA Specialisation or Diploma in Business and Sustainability is listed below:

	Specialisation in Business and Sustainability	Diploma in Business and Sustainability
Required courses	<ul style="list-style-type: none"> ▪ BSUS 6200 3.00 Managing Ethics and Social Responsibility ▪ BSUS 6300 3.00 Management Practices for Sustainable Business ▪ BSUS 6500 3.00 Business Strategies for Sustainability 	<ul style="list-style-type: none"> ▪ BSUS 6300 3.00 Management Practices for Sustainable Business ▪ BSUS 6500 3.00 Business Strategies for Sustainability

	Specialisation in Business and Sustainability	Diploma in Business and Sustainability
<p>Elective courses: SSB targets to achieve inter-disciplinary learning outcomes in sustainability and offers wide range of elective courses from its different departments and master programs.</p>	<p>Schulich School of Business (Recommended Electives):</p> <ul style="list-style-type: none"> ▪ BSUS 5200 3.00 Business and Sustainability ▪ BSUS 6200 3.00 Managing Ethics & Social Responsibility ▪ BSUS 6300 3.00 Management Practices for Sustainable Business ▪ BSUS 6400 3.00 Sustainability Accounting and Accountability ▪ BSUS 6500 3.00 Business Strategies for Sustainability ▪ BSUS 6600 3.00 Sustainability and Carbon Finance ▪ BSUS 6950 1.50 Ethics and Finance ▪ ECON 6170 3.00 Environmental Economics for Business ▪ ENTR 6655 3.00 Social Entrepreneurship ▪ MGMT 6200 3.00 Business Administration and the Law ▪ MGMT 6600 3.00 Social Innovation and the Structure of Global Poverty ▪ MINE 6100 3.00 Strategy and Value Creation in Mining ▪ MINE 6300 3.00 Social and Environmental Strategies in Mining ▪ MKTG 6480 3.00 Non-profit Marketing and Resource Development ▪ ORGS 6350 3.00 Managing Change ▪ ORGS 6400 3.00 Power and Politics in Organizations ▪ ORGS 6420 3.00 Crisis Management ▪ ORGS 6560 3.00 Negotiations ▪ PROP 6550 3.00 Sustainable Cities: Urbanization, Infrastructure, and Strategic Choices ▪ SOCM 6200 3.00 Leadership in Social Sector Management ▪ SOCM 6400 3.00 Social Purpose Investing and Finance <p>Other Electives:</p> <p>Faculty of Environmental Studies</p> <ul style="list-style-type: none"> ▪ ENVS 6115 3.00 Ecological Economics ▪ ENVS 6148 3.00 Environmental Negotiation and Mediation ▪ ENVS 6164 3.00 Environmental Law ▪ ENVS 6179 3.00 Climate Change: Science and Policy ▪ ENVS 6186 3.00 Impact Assessment <p>Osgoode Hall Law School:</p> <ul style="list-style-type: none"> ▪ LW 2880 3.00 Environmental Law ▪ LW 3490 3.00 Resource Management ▪ LW 3590 3.00 Transnational Corporations and Human Rights ▪ LW 4880 3.00 International Environmental Law: Protection of the Global Environment 	

Scholarships and Bursaries

SSB has created eight new Equity, Diversity & Inclusion scholarships in 2021 to remove financial barriers for students from Black, Indigenous and other under-represented communities. Some of the more prominent awards include:

- **The SRPAA Leadership Fund for Black and Indigenous Communities**, established by the Schulich Real Property Alumni Association to create more equitable and inclusive opportunities for promising young individuals to obtain their undergraduate degree and pursue a career in business.
- **The Gary Whitelaw Strength in Diversity Award**, established to enable pathways for Black, Indigenous, and female students to study and pursue a career in the commercial real estate industry.
- **The Canaccord Genuity Diversity Award of Excellence**, established to benefit Black students at Schulich who demonstrate both academic excellence and an interest in pursuing a career in the capital markets and/or wealth management segments of the financial services industry.
- **The Schulich Black and Indigenous Student Bursary**, established to provide financial relief to either part-time or full-time Schulich undergraduate and graduate students who demonstrate financial need.

Academic Centres

George Weston Ltd Centre for Sustainable Supply Chains

In keeping with the framework outlined above, SSB announced the creation of the [George Weston Ltd Centre for Sustainable Supply Chains in October 2020](#). The Covid-19 pandemic has brought the global supply chains into sharp focus, as the overburdened infrastructure and emphasis on efficiency over future fallouts resulted in severe and even crippling disruptions over the last two years. Climate change, digital transformation, and the possibility of similar disruptions in the future have brought back an urgent need to re-develop supply chains from a 21st century sustainability perspective.

As Galen Weston, Chairman and CEO of George Weston Ltd. [put it](#), “Supply chains are the heart of Canada’s economy and provide the food, medication, and other items Canadians need by connecting communities from coast to coast to coast”. This Centre will aim to deepen Canada’s expertise in sustainable and futuristic supply chains that are resilient and tailored to the needs of a new economy. In this process, it will also create more responsible leaders who are responsible, adaptable, and attuned to these changing needs.

The Centre of Excellence in Responsible Business (The Centre)

Founded in 2010, the Centre of Excellence in Responsible Business is an academic centre at Schulich focused on triple-bottom-line thinking. Drawing on 40+ faculty experts from a diverse range of specializations, the Centre examines the social, ethical, environmental, and political responsibilities of business. The faculty boasts research strength in accounting, operations management, economics, and strategy. The Centre’s core mission is to enable and inspire managers, policy makers, students, academics, and consumers to integrate ethics, social responsibility, and sustainability into the core of their decision-making processes.

The Centre has an Independent Advisory Council comprised of senior leaders with high level experience and knowledge of responsible business, and who embody a commitment to enhancing responsible business practices through education and research.

Throughout the year, The Centre hosts multiple information sessions on sustainability, corporate social responsibility, ethics, and responsible business for students to learn about related courses, research, career advice and other related opportunities at Schulich.

COERB affiliates itself with several research units at York University that have similar views towards the promotion of responsible business. These units include the Canadian Business Ethics Research Network (CBERN). Additionally, COERB is affiliated with The Hennick Centre for Business and Law, Network for Business Sustainability, and York Collegium for Practical Ethics.

Organization Practices

Carbon Neutrality by 2049



York University is committed to reducing the carbon emissions by 45% by 2030, and to be carbon neutral on or before 2049.

Plastic Bottles Phased Out

In 2015, York University phased out the sale of single-used plastic bottles from the campus of the University. This was a result of student led campaign “Take Back the Tap”. Many schools across North-America participated in this campaign and advocated more socially conscious approach to drinking water.

York has been repeatedly acknowledged for its commitment to sustainability. It has been named one of Canada’s Greenest Employers for nine consecutive years, and has won other sustainability awards such as the 2013 Minister’s Award for Environmental Excellence from the Ontario Ministry of the Environment. York not only eliminated the sale of single use plastic water bottles; it has also installed 70 water refill stations across both Keele and Glendon campuses and has retrofitted over 200 existing public water fountains.

The Rob and Cheryl McEwen Graduate Study & Research Building

The design and technical features of the Rob and Cheryl McEwen Graduate Study & Research Building personifies environmental sustainability and social responsibility.

This building achieves SSB's dual goals:

- To provide an exemplary learning and research environment to graduate business education and a seamless interconnectivity with its international campuses and collaborators.
- To serve as an example to the school's commitment to sustainability.

Some of features of the building are:



98KWh/m² Energy Use intensity, 71.4% below Canada's Model National Energy Code.



7,500m² of new landscaped open area, including 3,800 m² of planted green space.

200+ automated computer controlled operable exterior windows across all occupied spaces.

67.4% reduction in Greenhouse Gas Emissions compared to the Model National Energy Code of Canada.

27m natural ventilation system driven by the glass solar chimney.

840m² of planted green roof area

100% of the artificial lighting in the Building is low energy LED.

1,700m² of exterior glazing on the Building. Triple glazed Low-E energy efficient glazing with bird friendly visual markers, providing natural daylight in all regularly occupied areas.



Rainwater recapture system for green roof irrigation.

Collen and Brian Johnston Wellness Suite

Located in the new Rob and Cheryl McEwen Graduate Study & Research Building, the Colleen Johnston and Brian Johnston Wellness Suite was built to enhance the daily experience of members of the Schulich community by offering access to a dynamic, inclusive space that offers a place to retreat, recharge and refuel. All Schulich students have access to book a 1-1 wellness check-in at the Wellness Suite.

Diversity, Equity & Inclusion Working Group

Schulich established a Diversity, Equity, and Inclusion (DEI) Working Group in the summer of 2020 to address anti-Black and anti-Indigenous racism. The Working Group was tasked with developing a strategic plan that identified actions to cultivate a vibrant and inclusive academic and work environment at the School. This Group, which was chaired by Brent Lyons, Associate Professor in Organization Studies at Schulich and a York Research Chair in Stigmatization and Social Identity, addressed the following priority areas.

- Identify ways to create greater Black and Indigenous representation among students.
- Identify ways to create greater Black and Indigenous representation among staff, instructors, and faculty.
- Integrate Black and Indigenous perspectives into the School's curriculum and learning;
- Strengthen the School's engagement with external stakeholders, within and outside York University, aimed at developing careers of Black and Indigenous people; and,
- Foster a culture of inclusion of Black and Indigenous staff, students, instructors, and faculty.

Schulich's Dean, Detlev Zwick, noted to the entire Schulich community when announcing the creation of the DEI Working Group: "I strongly believe the Schulich community is united in our desire to listen, learn and work together to confront racism and other forms of exclusion, and to create greater diversity and inclusion at our School. The Working Group is a big step forward along the road to achieving that goal."

Throughout fall 2020 and winter 2021, the Working Group collected data about experiences of racism, equity, and inclusion at Schulich. These data and additional research helped it craft a number of recommendations, including the following:

- The creation of a Schulich Anti-Racism Mission Statement and Policy
- The incorporation of inclusivity as a measure of teaching effectiveness in course evaluations
- The creation of a safe reporting procedure for incidents of harassment and discrimination
- The establishment of new scholarships and bursaries for Black and Indigenous students
- The implementation of intercultural awareness training, including anti-racism, for all new employees
- The creation of a positive space for Black and Indigenous members of Schulich’s community

To help facilitate the Working Group’s efforts, the School hosted a DEI virtual Town Hall meeting in February 2021 titled **“Bridging the Gap”**. The Town Hall featured special guest, Dr. Carl E. James, the Jean Augustine Chair in Education, Community and Diaspora in the Faculty of Education at York University, and the Senior Advisor on Equity and Representation at the University.

In May 2021, Schulich retained Jean-Jacques Rousseau, managing director of Rousseau Ventures, and a member of the Working Group, to assist the School with its ongoing DEI efforts, primarily in regard to developing action plans on integrating DEI content into the School’s core MBA courses. The School has also created an Office of Strategic Initiatives that includes DEI as a portfolio item.

School	Gender Diversity (Non-Male)	Racial Diversity
York University – Schulich School of Business	36.20%	29.15%

Rankings

The Schulich School of Business strives to be a leader in responsible business research, thinking and education, and the school continues to be acknowledged for its excellence in achieving these aims.

Schulich's Centre of Excellence in Responsible Business (COERB) is a global leader in creating and disseminating new knowledge about the social, ethical, environmental, and political responsibilities of business, and is also one of the world's largest and most influential academic centres dedicated to triple-bottom-line thinking.

Schulich continues to excel in global business school rankings, particularly with those rankings looking at sustainability or corporate responsibility. Most recently, the school was **ranked 4th globally** in the **2021 Corporate Knights *Better World MBA Ranking***. Corporate Knights is one of the world's largest circulation magazines with an explicit focus on responsible business and its ranking evaluates MBA programs globally on how well they integrate sustainability into their curriculum and overall school experience.

The *Better World MBA Ranking* measures business schools in the following key areas: dedicated research institutes and centres; core courses sustainability integration; faculty research articles and faculty citations; and faculty gender and racial diversity. In addition to ranking 4th globally in the 2021 Corporate Knights *Better World MBA Ranking*, Schulich ranked 1st in the world in regard to the number of sustainability-related citations per faculty member, and 2nd in the world in the category of Faculty Research Intensity.

For more details about the ranking, visit the [Better World MBA: Top 40 ranking | Corporate Knights site](#).

In addition to the Corporate Knights ranking result described above, Schulich's recent ranking highlights include:

- 1st in Canada, 21st overall globally, and 12th in the world among non-US schools in the **2021 Economist MBA ranking**

- 1st in Canada and 9th among two-year non-US MBA programs in the **2019-2020 *Forbes* ranking**
- 1st in Canada and 17th in the world in the **2021 *CNN Expansión* “Best Global MBAs” ranking**
- **QS MBA** ranked Schulich among the top 25 business schools in the world in 2020 in the fields of Finance, Marketing, and Operations Management (Schulich placed 17th in Finance, 21st in Operations Management, and 22nd in Marketing)
- The Kellogg-Schulich Executive MBA Program placed 1st in Canada and 9th in the world in the **2020-2021 *Economist* EMBA ranking**
- The Kellogg-Schulich Executive MBA Program was ranked 1st in Canada and 7th in the world in the category of joint programs in the **2021 *QS World University* Executive MBA ranking**
- The Kellogg-Schulich Executive MBA Program placed 2nd in Canada and 49th in the world in the **2021 *Financial Times* Executive MBA ranking**

PRINCIPLE 4: RESEARCH

Public academic research will play an important role towards building more sustainable technologies, policies, and ecosystems. SSB's parent institution, York University, understands the need for strong leadership on this front and has instituted a five-year action plan - **York University Strategic Research Plan (2018-23)**, to fulfil its commitment towards research excellence and social responsibility. The six main pillars of the **YUSRP** are as below:

Advancing Fundamental Inquiry and Critical Knowledge

Analyzing Cultures and Mobilizing Creativity

Building Healthy Lives, Communities and Environments

Exploring and Interrogating the Frontiers of Science and Technology

Forging a Just and Equitable World

Integrating Entrepreneurial Innovation and the Public Good

YURSP has also identified **five critical areas of opportunity** to accelerate research growth and success. These are:

- Digital Cultures
- Healthy Individuals, Healthy Communities and Global Health
- Indigenous Futurities
- Integration of Artificial Intelligence into Society
- Public Engagement for a Just and Sustainable World

Further, York University has committed \$3.5 million in interdisciplinary research, which is to be focused on fulfilling the UN SDGs. The funding will be facilitated through York University's Catalyzing Interdisciplinary Research Clusters (CIRC) initiative. These research projects are expected to address society's most immediate challenges, enable cross-disciplinary knowledge exchange, and support collaborative partnerships to broaden the influence of these discoveries. See table for some of the first projects to receive funding.



In 2018, the Global Footprint Network and York University established the **Footprint Data Foundation (FoDaFo)** to make national Ecological Footprint and biocapacity results trusted and relevant, by ensuring their neutrality, transparency, and scientific robustness. The National Footprint and Biocapacity Accounts provide the core data required for all Ecological Footprint analyses worldwide. The accounts measure the ecological resource use and resource capacity of nations over time. Based on 15,000 data points per country per year, the accounts track the Footprints of more than 200 countries, territories, and regions from 1961 to 2017. The first set of reports from this joint venture were released in March 2021 under the aegis of **The Ecological Footprint Initiative**.



The Knowledge Synthesis Project responds to the challenge of living within the Earth's carrying capacity by assessing the demand for knowledge about Canada's use of the Earth's regenerative capacity, as measured by Ecological Footprint and Biocapacity. Biocapacity measures the capacity of lands and waters to sustain humans with renewable resources such as food and fibres and forest products, to sequester anthropogenic carbon emissions, and to accommodate built settlements. The principal takeaway was that a greater understanding and uptake of Ecological Footprint and Biocapacity accounting will require developing toolkits catered to specific audiences, validated by focus groups with key stakeholders. This project also entailed an assessment of policy implications based on key findings, specifically with respect to government-financed economics, which recommends that stimulus should be informed by metrics beyond jobs and Gross Domestic Product (GDP).

The Dean's Award for Research Excellence (DARE) (launched in 2017) allows students to work on professional research projects with faculty members during the summer. The 2021 winners for the DARE program have focused their research on diverse issues that directly address the socio-economic and political challenges facing our world.

Dare Project	Student(s)/ Supervisor	Program of Study	SDG Goals
The Rise Of Renewable Energy Technologies In Africa: What We Are Missing	Eyram Agbe/ Nathanael Ojong	International Development Studies	7, 9, 10, 11, 12, 13
War-Torn Communities Quality Of Life: Kurdish Ezadi/Yezidi	Abdirahman Ahmed/ Fereydoon Rahmani	International Development Studies	16
Assessing The Life Conditions Of Refugees And Internally Displace People In Ontario	Muhammad Ahsan/ Merle Jacobs	Political Science	10, 16, 17
Why Is The Take-Up Rate Of Microinsurance So Low?	Matthew Andary/ Tsvetanka Karagyzova	Economics	9, 10
“The First Member Of My Race”: An Analysis Of Maiden Speeches Delivered By Black, Indigenous, And Other Racialized Canadian Members Of Parliament (Mps)	Chantal Barry, Dylan Gruspier/ Laura J. Kwak	NA	10, 16, 17
York Study Mouse Mentoring And Tutoring Program For Black Youth-In-Care	Aysha Campbell/ Daniel Kikulwe	Sociology	10, 16, 17
Diversity In The Judiciary: Examining Judicial Appointments Through The Lens Of The Science Of Recruitment And Selection	Muzammil Chatha/ Marie-Hélène Budworth	Commerce and Finance	10, 16, 17
The Differential Impact Of Culture On The Resilience, Resistance And Accommodation Of Refugee Youth To Canadian Society	Erin Edghill/ Livy Vasano	NA	10, 16, 17
A Knowledge Synthesis Of Discrimination In Accounting And Business Research	Negar Fathi/ Akolisa Ufodike	NA	9, 10, 16

Dare Project	Student(s)/ Supervisor	Program of Study	SDG Goals
War-Torn Communities Quality Of Life: Kurdish Ezadi/Yezidi	Nissaba Hido/ Fereydoon Rahmani	Human Rights & Equity Studies	10, 16, 17
Performing Diaspora: Accordion Routes Of Italian Immigrants To Toronto	Elijah Leotaud/ Teresa Abbruzzese	Urban Studies	10, 16, 17
Covid-19 And The World Of Work: Workers' Voices Interview Series	Christina Love/ Luann Good Gingrich	Indigenous Studies and French	8, 9, 10, 16
A Matter Of Life And Death: The Politics Of Religious Diversity In Canadian Hospitals	Reem Mohammed/ Amélie Barras	Human Rights & Equity Studies	10, 16, 17
Examining Ontario Labour Rights Mechanisms Towards Building Sex Workers' Capacity For Contesting Workplace Discrimination	Michelle Molubi/ Tuulia Law	Human Rights & Equity Studies	8, 9, 10
Migrant Care Workers And Covid-19	Leah Nicholson, Maria Beatrice Serdon/ Ethel Tungohan	Political Science	8, 10, 16
Canadian Overseas Mining Regulations: Extractives Industry Responses To Recent Reforms	Munzungu Nzeyedioperf, Althea Elise Reyes/ Richard Saunders	Political Science and Public Policy & Administration	7, 9, 11, 13
Contemporary Transnational Formations: Exploring Integration And Identity Among Second-Generation Ethiopian Youth In Canada	Noorin Pattni/ Mary Goitom	International Development Studies and Psychology	10, 16, 17

Dare Project	Student(s)/ Supervisor	Program of Study	SDG Goals
Teaching Against Anti-Black Racism And Toward Black Inclusion	Jellisa Ricketts/ Andrea A Davis	NA	10, 16, 17
Negotiating Spaces Of Marginality And Covid-19: Blackness, Resilience And The Sustainable Development Goals (Sdgs) In Canada	Humayra Rashid Safa/ Shamette Hepburn	NA	10, 11 16, 17
Enhancing Resilience Of Women And Girls And Ngos Amidst Covid-19 In West Africa	Lorenzo Serravalle/ Annie Bunting	Anthropology	10, 16, 17
Ingrained Inequities - Stereotypical Poverty Notions And Representations In Popular Culture	Devin Stroink/ Anna MacLennan	NA	1, 10
Collaborating With The State: A Double- Edged Sword? The Brazilian Women's Movement Under The Workers' Party Administrations	Kiana Therrien- Tomas/ Simone Bohn	NA	10, 16, 17
Covid-19 And Faculty/Staff Work Arrangements	Serina Walimohammad, Wei Wang/ Kelly Pike	Law & Society, Philosophy	8, 10, 16
Covid-19 And Healthcare Waste Management In Urban Africa: A Comparative Study Of Accra (Ghana) And Kigali, (Rwanda)	Barbra Yagoo/ Jeffrey Squire	Urban Studies	9, 10, 11

Online Open Course on Navigating the Pandemic

As a direct response to the disruption caused by the pandemic, Schulich created a first-of-its-kind, inter-disciplinary online course on leadership-learnings from the pandemic - “Leading Through the Pandemic: Insights from Individuals, Organizations, Governments and Societies”. The course was designed by 11 faculty members at SSB, from a range of disciplines, and saw an overwhelming response from students.

Research Awards

Key achievements of Schulich faculty research in 2021-21 include:

- **Manus Rungtusanatham’s** article titled “*The Severity of Supply Chain Disruptions: Design Characteristics and Mitigation Capabilities*” (2020) became the 10th Most Cited Paper in the 50-year history of Decision Sciences
- **Lilian Ng**, Professor of Finance, secured the SSHRC Insights Grant for her paper titled “*How Firms Combat Climate Change: International Evidence*”
- **Lilian Ng**, Professor of Finance, won the 2019 Moskowitz Prize for Research in Sustainable Finance (Berkeley-Haas’s Institute for Business and Social Impact), titled “*Socially Responsible Corporate Customers*”
- **Amin Mawami**, Associate Professor of Accounting, secured SSHRC Insights Grant for his paper titled “*Evaluation of wage subsidies for public corporations during COVID-19 using legislative and accounting disclosures*”
- **Burkard Eberlein**, Professor of Strategic Management/ Public Policy, secured SSHRC Insights Grant for his paper titled “*Global sustainability standards in national context: Comparing business-government interactions in Argentina, Brazil and Canada*”

PRINCIPLE 5: PARTNERSHIP

Schulich School of Business and Start-up India (Government of India)

Together 2022

Schulich School of Business, in collaboration with Start-up India, organized the 7-day long Entrepreneurship Bootcamp and Venture Competition (week of January 3rd, 2022). This featured 100 pairs of inspired student entrepreneurs selected from over 17,000+ Indian schools and 700 + universities. Each venture team presented ideas to innovate across several sectors of national importance to unlock business opportunities fit for the Indian business ecosystem.

Indian student entrepreneurs were recruited by Startup India and supported by teams of top master's Students from Schulich School of Business and Lassonde School of Engineering or post-secondary students from leading institutions in Canada. The student entrepreneurs from India were also paired with 100 Mentors from India and 100 Mentors from Canada to support these innovators further and help them refine their pitches for the final competition.

The new businesses are owned by the Indian student entrepreneurs, and the winners of the competition were awarded access to powerful startup tools, global networks, and monetary support to realize their dream.

The theme of Together 2022 was 'Self Reliability, Sustainability, and Social Purpose', with eight sectors as follows:

- e-Mobility
- Environment and Energy
- Health Care
- Income Security and Fin-Tech
- Food and Agriculture
- Telecommunications
- Textiles
- Education

Together 2021

Schulich School of Business and Lassonde School of Engineering partnered with Startup India to kick off TOGETHER 2021, a seven-day virtual Entrepreneurship Bootcamp and Venture Competition in January 2021.

The bootcamp was backed by global organizations, leading entrepreneurs, and top venture capitalists. Student entrepreneurs from India and Canada formed teams and came up with solutions in line with the theme – **‘self-reliability, sustainability and social purpose’**.

MaRS x Schulich Independent Study

Mission from MaRS: Climate Impact Challenge aims to address the global climate crisis by rapidly accelerating the adoption of Canada’s most impactful carbon-reducing innovations. MaRS is seeking 10 ventures across three core technology and infrastructure themes: energy, real estate, and transportation. Together, solutions targeting these sectors have the potential to mitigate gigatons of GHG emissions globally and, in the process, change the way the global marketplace views Canada’s cleantech sector.

Each venture in the initiative will be paired with a curated team (“coalition”) of potential end customers, industry suppliers, strategic investors, regulators, and policymakers (“coalition members”). These stakeholders will help identify barriers to the widespread adoption of their technologies and develop strategies for the removal of these barriers.

MaRS selected 9 students from Schulich School of Business to support 9 ventures. Each student is paired with one coalition for the duration of the Mission from MaRS program. The selected students will be considered part of MaRS team. There has been a mix of students from Schulich School of Business pursuing their undergraduate degree (4) and masters degree (5).

Independent Study: MaRS will be working closely with each venture and their respective coalitions to identify, analyze, and reduce barriers to adoption through a series of monthly roundtable discussions and workshops. Over the course of 6 months (October 2021-March 2022), coalitions will develop strategies and an action plan to address these barriers and accelerate adoption. The goal is for the end customer stakeholder to deploy the solution.

The selected students are supporting with delivering roundtable activities and analyzing and synthesizing roundtable outputs. Synthesized information will inform ongoing roundtable activities as well as the final strategy and action plan documents. Aggregate data will also be shared with government stakeholders to influence policy and regulation in the sector.

Schulich interacts with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities, and to explore jointly effective approaches to meeting these challenges.

“We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.”

The Schulich School of Business is continuously embarking on partnerships with responsible business leaders from a variety of industries.

The [‘Business for a Better World’ Case Competition](#) has been organized by the Schulich School of Business in partnership with Corporate Knights, the magazine for clean capitalism, since 2013. The competition challenges MBA student teams from around the world to improve the sustainability performance of a corporate case subject relative to their industry peers. The 2016 case subject was the decarbonisation of the holdings of the Norway Government Pension Fund Global, the largest sovereign fund in the world with a value of \$940 billion (USD). The three finalists were required to present their detailed business plan in front of a high-profile judging panel at the World Economic Forum in Davos, Switzerland, with the team from Schulich winning third place. In 2017, the teams were being challenged to design a global equity portfolio that advances the United Nations’ Sustainable Development Goals while also maximizing returns. For 2018, the three finalist teams were challenged to develop a new business idea for the BNP Paribas’ Corporate & Institutional activity, in line with their strategy to develop financially viable products and services that direct meaningful investment towards the achievement of the United Nations’ Sustainable Development Goals. BNP Paribas is a leading bank in Europe with an international reach.



Projects

Schulich students contribute to the community by engaging in small, consulting projects free of charge. Several elective courses involve a consulting project in which students must go into the community and find a company to use as the basis of a strategic analysis. Students will consult with business owners and community members and offer free advice as to how to leverage the business' strengths and maximize success. As they always involve working in groups to analyse a company or a particular problem and then make recommendations, projects of this nature also give students a chance to put their academic knowledge into practice in the real-world and to further develop their leadership skills.

601 Strategy Field Study

The '[601](#)' is a mandatory Strategy Field Study for MBA and IMBA students and is the capstone of the Schulich program. For the IMBA students, this project is called the International Field Study. The project spans the final two semesters of the program and is undertaken by a group of six or seven students (from a range of specializations) who form a 601 team. Though teams

work with companies of different sizes and from different industries, all teams follow the same process. They must first search for a company willing to share enough internal information to allow students to provide extensive analyses of the organization. Students are given the opportunity to integrate all their learning from the first year and apply it in a real-world setting. Participating companies gain a comprehensive look into their company's health (financially, operationally, and strategically). A panel of three faculty advisors assist the group in translating their in-class lessons to real-life strategies. In the end, the team presents its findings and recommendations to the senior management of the firm. The deliverable is a PowerPoint presentation and 40-page company assessment that summarizes its prospects, identifies strategic alternatives, and makes actionable recommendations for implementation.

Global Leadership Program (GLP)

The [Global Leadership Program \(GLP\)](#) may be substituted for the 601 and involves creating a market entry strategy for a foreign company looking to enter the North American market or a Canadian company looking at foreign markets. In this case, five Schulich students partner with three to five students from partner schools (in the past these have included Wharton, University of Pennsylvania, Tel Aviv University, Israel or Copenhagen Business School in Denmark). In 2018, the projects are focused on a range of countries including Israel, India and China.

A GLP project involves the student team travelling to the partner school/country to meet the company, returning to Toronto to conduct research, and then returning at a later date to their site to review data and make conclusions and recommendations. Like the 601, this program gives Schulich students a chance to interact with a real company and learn how to take a holistic view of potential issues before implementing strategic goals for the future.

York Consulting Group (YCG)

The [York Consulting Group \(YCG\)](#) is a non-profit student-managed consulting group that is overseen by a panel of faculty advisors headed by Schulich faculty member James Mackay, Director of the '601' strategy Field Studies course. As part of its portfolio of activities, the group offers strategic and marketing consultation services to organizations in the public, private and non-profit sectors. YCG consultants are a select group of MBA students with varied backgrounds, skills, and experience. This consulting group provides students with an understanding of core management concepts and shows how research practices can benefit firms with a social impact

mandate. It also provides, at rates well below those in the wider market, a highly valuable service to firms in the non-profit sector. Past YCG clients have included: City of North York, CANAM Tours, Myplasticsrecruiter.com and Internexperts.com.

York Sustainable Enterprise Consultants (YSEC)

[York Sustainable Enterprise Consultants](#) (YSEC) combines the skills of current and former students in York University's MBA/IMBA and MES programs to provide consulting services in the area of sustainable business. YSEC's consultants share a common aim: to advance social, environmental and economic sustainability by promoting responsible business strategies and practices. YSEC consultants work on a variety of tasks ranging from drafting project proposals to working and contributing to projects. With a wide range of expertise and backgrounds, YSEC consultants deliver feasible recommendations to the real-life challenges of small to mid-sized companies.

PRINCIPLE 6: DIALOGUE

Community Outreach Initiatives

Schulich also collaborated with external organizations to create initiatives aimed at creating greater Black and Indigenous representation in management education and business in general.

Digital Main Street

SSB was a key facilitator of the Digital Main Street ShopHERE Initiative – this involved a partnership with the City of Toronto and leading e-commerce companies such as Shopify, Google and Facebook to launch online stores virtually overnight at thousands of retail companies throughout the Greater Toronto Area. The Digital Main Street initiative directly helped main street retailers stay afloat, and even thrive during the early days of the COVID-19 crisis. SSB students lent their expertise in marketing, finance, and IT skills which in combination with the digital expertise of some of the world's leading tech companies helped retailers adapt to the new medium at an accelerated pace. 100 Schulich students received work placements through this initiative to help small businesses move their businesses online at no cost.

Black Students in Business Collective

Schulich entered into a collaboration with the Ivey Business School at Western University, the Smith School of Business at Queen's University, and the Toronto District School Board's Centre of Excellence for Black Student Achievement to develop a multi-year program aimed at Grade 10 -12 high-school students to create academic pathways and career awareness/development opportunities.

Introduction to Business Certificate Program

Schulich partnered with A Different Booklist Cultural Centre (ADBCC) – The People's Residence, a nonprofit organization, to provide a business certificate program for members of Toronto's Black Community. The eight-week business certificate program, (free of charge) covered topics ranging from marketing and accounting to leadership and human resources management and concluded with a session on how to develop a business plan. Each webinar included a lecture from a Schulich professor, a discussion with a Black entrepreneur, and a Q&A session from the

audience. The program provided participants with the basics of running a business, while also giving them the opportunity to learn from entrepreneurs and draw inspiration from their success.

The Schulich Business Excellence Academy

The School launched the [Schulich Business Excellence Academy](#) program, a student-led initiative about business education and mentorship. The program was conceived by four Schulich undergraduate students, Rebecca Jodhan (BBA '21), Brittany Rossi (BBA '21), Joy Zhang (BBA '21), and Kim Tram (BBA '21), and supported by Schulich instructor Ushnish Sengupta; Michelle Hughes, Recruitment & Communication Coordinator at Schulich; and, Ruodan Shao, Associate Professor of Organization Studies. The program supported approximately 120 Black and Indigenous Ontario high school students considering pursuing a business degree. The Academy featured guest speaker lectures and interactive learning modules led by undergraduate Schulich students, and took place over four weeks during the Summer 2021 term. Participants gained exposure to a wide range of business fields, including marketing, accounting, and entrepreneurship, while also learning skills such as networking and problem solving.

Aid to Seniors

Schulich graduate Mahad Shahzad (BBA '20) created a non-profit called [Chatting to Wellness](#) to help senior citizens cope with pandemic-related isolation and loneliness. The organization carries out weekly visits to retirement homes and was awarded Ownr's Grant, a \$25,000 fund sponsored by RBC Ventures for entrepreneurs in Canada. It also received the Jordan James Pickell Mental Health Achievement Recognition Award.

Schulich DEI Initiatives

Schulich also undertook a number of DEI initiatives in 2021. To commemorate Black History Month, the School's student-run Black Graduate Business Network hosted a series of events featuring a wide range of industry leaders.

Black History Month - Black Graduate Business Network (yorku.ca)

The Schulich Executive Education Centre (SEEC) launched more than 20 community impact initiatives focused on Diversity, Equity & Inclusion during 2021, including the following:

- Talent and Inclusion Champion Program and 360 Assessment for senior leaders
- Unconscious Bias: Virtual Classroom Programs
- Anti-Black Racism Short Program
- Program for Ontario Native Women's Association
- Custom program for the Bimose Tribal Council, a First Nations educational institution
- Custom Program for Black Entrepreneurs
- A version of the Mini-MBA program specifically tailored for Indigenous Leaders and other leaders who work with Indigenous communities
- Overcoming Unconscious Bias to Achieve Diversity and Inclusion Webinar
- Canadian Aboriginal Management Program
- Diversity & Inclusion program for Kids Help Phone
- Black Entrepreneurship Program with Black Creek Community Centre

Schulich Black Students Association (BSA)

The Schulich Black Students Association operates with a mission to unite undergraduate Black Students at Schulich by offering community opportunities for cultural, professional, academic, intellectual and personal growth, while simultaneously creating awareness about the hardships of the Black community within and educational context, as well as business institutions. The association is student-led and consists of 35 members and 6 officers.

Black Graduate Business Network (BGBN)

The Black Graduate Business Network is a graduate club whose focus is to increase diversity and inclusion within the Schulich community and the Canadian Corporate pipeline. The BGBN's

objective is to facilitate a coalition of students that identify as members of the black community within Schulich in order to showcase Schulich diversity, diversify corporate Canada and help members succeed. The club is student-led and consists of 65 members and 13 officers.

Scholarships

- SSB created 8 new **Equity, Diversity & Inclusion scholarships** to remove financial barriers for students from Black, Indigenous and other under-represented communities.
- During the pandemic year, Schulich provided a record level of student support through scholarships, awards, bursaries, and other funding totaling approximately **\$8.8 million**.

Case Competitions

- Two teams from Schulich made it all the way to the final round of the **2021 Net Impact Case Competition**, a leading sustainability focused case competition for graduate students.
- Schulich finished second at the **Ted Rogers Ethical Leadership Case Competition**, Canada's largest undergraduate business ethics case competition.

Career Development Services – Sustainability

The Schulich Career Development Centre (CDC) offers a wealth of innovative programs and resources to help students launch their career in sustainability and facilitate future ESG employment opportunities.

- 1:1 session – CDC organized approximately 55 1:1 sessions regarding careers in sustainability in the last 6 months from June 2021- December 2021.
- Industry advising workshops – CDC regularly conducts sustainability industry advising workshops.
- Networking sessions- Last summer, approximately 45 students attended the networking sessions, where CDC connects students with industry professionals so that they can learn

about career opportunities in sustainability. The next networking session is due in February 2022. Clubs like Net-Impact and Social Impact Management Association also conducts similar events on regular basis.

- Career opportunities- There are job postings on sustainability roles on a year-round basis for students to apply to from a variety of industries and organizations on Handshake. The school also offers research associate positions for students, this opportunity enables students to either work with sustainability department or work on sustainability projects.



Image: Ethiopia - working with Canadian Feed the Children to develop local entrepreneurship training to foster greater innovation



Image: Ethiopia, on a visit to a non-profit in Addis that helps previously abused mothers who have left their spouse