



**FACULTY OF MANAGEMENT – LAURENTIAN UNIVERSITY
SHARING INFORMATION ON PROGRESS REPORT
December 5, 2019**

For:

PRME Principles for Responsible
Management Education

an initiative of the United Nations Global Compact

We acknowledge the Atikameksheng Anishnawbek First Nation on whose traditional territory Laurentian University is located.

History

Laurentian University is a bilingual institution with a tri-cultural mandate. This post-secondary institution offers degree programs in both of Canada's official languages and champions principles of inclusiveness in relation to Canada's three founding cultures: our First Nations and our English-, and French-speaking communities. The Faculty of Management also welcomes the recent arrivals in Canada and is strategically intent on growing our contingent of international students. The Faculty of Management currently boasts the greatest number of international students on our campus, due in large part, to our concerted efforts in recent years to increase our international degree pathways with institutions globally.

The School of Commerce and Administration, one of the two precursor Schools to the current Faculty of Management (created in 2015), was established at the founding of Laurentian University in 1960. The Sports Administration program was launched in 1972, a collaborative effort between Physical Education and Commerce. Ultimately, the latter became The School of Sports Administration (SPAD) and is now housed within the Faculty of Management (FoM), where there are the three Departments of Marketing & Management, Finance & Operations, and Accounting. At the undergraduate level, the Faculty of Management offers the Honours Bachelor of Commerce in Sports Administration (H.B.Com-SPAD) on campus and in English, the Bachelor of Business Administration (BBA) online and on campus in English, and the Bachelor of Business Administration in French (BAA - Baccalauréat en administration des affaires) on campus. The Master of Business Administration (MBA) is also offered in English on campus and online.

In 2008, the University took the initial steps toward international accreditation of our business programs. This initiative was formally endorsed by Laurentian University when international accreditation was designated Strategic Goal 10 in the University's 2012-2017 Strategic Plan.

In 2016, two of the Faculty's undergraduate degree programs - the BBA and the H.B.Com-SPAD - received initial EPAS accreditation from the European Foundation of Management Development (EFMD). In 2019, these two degree programs were re-accredited for another three years. In addition, the Faculty of Management was granted initial EPAS accreditation for the BAA.

Though the Faculty of Management continues to work toward initial AACSB accreditation, the FoM put movement through this accreditation cycle "on hold" until a new strategic plan could be put in place that would successfully lead the Faculty of Management to final AACSB accreditation. In the current University 2018-2023 Strategic Plan, Goal 15 relates specifically to "the demonstration of support for our vibrant high-quality accredited programs by providing the appropriate resources to meet external accreditation requirements."

In keeping with the ideals embraced by our accrediting bodies, the Faculty of Management has reinforced its commitment to ethics, corporate social responsibility, and sustainability in all of our undergraduate and graduate degree programs. The new Laurentian University Strategic Plan, through goal #20, also commits our faculty to be "leaders in sustainable community development

because of our contributions to social innovation and policy research.” Our involvement as a signatory of PRME is a natural expression of this commitment.

Principle 1 – Mission

In 2014, the Faculty of Management took the first concrete steps to obtain AACSB eligibility for accreditation and, shortly thereafter, achieved eligibility for EPAS accreditation for two of our undergraduate degrees (the BBA and the H.B.Com-SPAD). At a faculty retreat aimed at advancing our accreditation strategies, colleagues were asked to consider and to adopt a mission statement and accompanying values that would guide our academic work and advance initial accreditation outcomes. We remain committed to the mission statement developed at that time and shown below.

Mission Statement

The Faculty of Management develops socially responsible leaders for the global business world by providing flexible management education grounded in respected scholarship.

Énoncé de mission

La faculté de gestion forme des leaders socialement responsables destinés au milieu économique global. Elle dispense une éducation en gestion flexible fondée sur des travaux d’érudition reconnus.

Principle 2 – Values

Our values statement, developed at that time, remains today and is shown below.

Values Statement

We value continuous improvement in: quality business education; recognized research; engagement with the business community; diversity and inclusiveness; innovation in learning; opportunities for specialized study; international education opportunities; preparing students for dynamic career opportunities.

Valeurs

Nous valorisons l’amélioration continue de la qualité de l’éducation en gestion, de travaux de recherche reconnus, d’un engagement dans le milieu économique, de l’inclusion et la diversité, de l’innovation dans l’apprentissage, des possibilités d’études spécialisées, d’études internationales et la préparation des populations étudiantes à des carrières dynamiques.

Principle 3 – Method

a) *International Accreditation*

The Faculty of Management is a member of EFMD and the Association to Advance Collegiate Schools of Business (AACSB). In 2016, following a peer review team visit, we were granted EPAS accreditation for two of our undergraduate degree programs, the Bachelor of Business Administration (BBA) and the Honours Bachelor of Commerce in Sports Administration (H.B.Com-SPAD).

In 2018-19, these two programs received EPAS re-accreditation for three years, along with initial accreditation for the BAA (BAA -Baccalauréat en administration des

affaires). At this point, it should be underscored, the EPAS accreditation applies only to our on-campus delivery models for these undergraduate. Our ambitions are to receive in the near future EPAS accreditation for some of our online programs as well, including the BBA and the MBA.

The Faculty of Management intends to move forward with our plans to receive AACSB accreditation over the next few years, under the leadership of a new experienced Dean. Our ongoing commitment to international accreditations attests to the integration of the principles of responsible management in our curriculum and in our operating practices.

Our strategy since 2014 has centered on obtaining and sustaining international accreditations as a foundation toward maintaining current and developing new international partnerships. Along with our peer-accredited institutions in Canada and globally, we are committed to implementing “best practices” in all aspects of student education and in the internal operation and management of our Faculty.

b) Curriculum Development – Graduate Program

In 2014 -2015, following a mandated provincial quality assessment review, the curriculum of the Master of Business Administration (MBA) degree was updated with a new curriculum design that would more effectively accommodate students with both a non-traditional business background as well as those qualified to complete the fast track version of our graduate degree. The revised MBA curriculum design was adopted after a lengthy benchmarking exercise against our accreditation-comparison schools and following internal debates and discussions that ultimately resulted in a consensus to move forward with the new 24-month MBA curriculum.

The revised curriculum reflected the Faculty of Management’s commitment to the PRME agenda by including a required course in Ethical Leadership, described as follows:

This course explores leadership in organizations that support the development, implementation, and audit of effective **ethical programs** in a global environment. In addition, societal-organizational interactions and governance issues are examined through the lens of **corporate social responsibility (CSR)**. Personal values and the challenges of ethical leadership will be studied and explored, in CSR programs and practices that allow for good governance.

A second course, an elective, in Mining and First Nations, was also created and is described as follows:

This course examines the development of mining sector **corporate social responsibility** in the context of First Nations communities. This is accomplished through review of institutional theory as well as company and community case studies. The context covers prehistory to current status of indigenous communities, government influence and experiences, and challenges and results of agreements or non-agreements with mining companies.

Our Assurance of Learning efforts over the past two or more years to align our curriculum and student learning outcomes with domestic and global “best practices” has resulted in a dynamic effort to revise our degree programs and update our curriculum.

Some of these efforts have been smaller in scale. For example, in the Spring of 2019, we incorporated an international study elective course into the MBA program and took our course registrants for the first time to Hong Kong and Mainland China for a culturally-rich learning experience so that they could better understand the means of doing business in Asia as compared to North America. Similar international study tours are on the books for other areas such as India.

Some of our efforts since 2017, however, have been on a larger scale. For example, in the Fall of 2019, we just completed a benchmarking exercise for our MBA program following a government-mandated review of our MBA program in May, 2019. Our renewed goal was to more effectively compete in the domestic and international markets.

To this end, for the Fall 2020 academic year, we have decided to reduce the amount of time to complete the MBA degree requirements from 2 years to 16 months for full-time, on-campus delivery. Our part-time time online MBA program will continue to complement the on campus delivery model, thus increasing program completion flexibility for graduate students and allowing for a blended on-campus and online learning experience.

Over the following academic year, we intend to further revise our MBA curriculum to make it more distinctive relative to other existing MBA degrees, such as working with the Faculty of Engineering to develop a specialized MBA in Mining Engineering on campus. Such an effort would be aligned with the University’s mission of becoming known as “the mining engineering university” in Canada and would enrich the career opportunities for international students interested in becoming more knowledgeable in both the engineering and business fields. This new specialized MBA degree will emphasize **ethical leadership and CSR**, generally, and **social responsibility** in the context of First Nations communities, particularly. There will also be a number of new courses created dealing with Mining Finance.

Over the 2020 academic year, we are also intent to reduce further our MBA full-time delivery on campus to a 12-month option using a cohort model and incorporating both domestic and international students. We also plan to add additional courses **in CSR and environmental protection** that would more fully address the missions and values in the PRME initiative, besides our current required course in Ethical Leadership.

Over the past two years, we have also worked with the Faculty of Health to develop an online Master of Health Administration, incorporating some of our present-day MBA courses. This graduate degree curriculum, very rich in **PRME Principles related to Health and Business**, was externally reviewed by the designated government bodies during the 2018-2019 academic year and was perceived to appeal to those in remote and rural areas in Canada (and elsewhere) where resourcing and constituency purpose differ considerably from health institutions found in the more resource-rich urban areas. This online graduate degree would be offered in English and in French.

c) Curriculum Development – Undergraduate Program

With the launch of the accreditation initiatives in 2014, as noted in our previous PRME submission, it became apparent that our undergraduate curriculum design needed to be completely revamped. Therefore, at that time, we were offering three undergraduate degrees: the Honours Bachelor of Commerce (in English and French), the Bachelor of Business Administration, and the Honours Bachelor of Commerce in Sports Administration.

Following intensive benchmarking against our accreditation-comparison schools, the Faculty decided then to adopt the Bachelor of Business Administration (BBA in English and in French) and the Honours Bachelor of Commerce in Sports Administration (H.B.Com-SPAD) as our primary undergraduate degrees of offering. The two degrees, we maintained, would share a common core curriculum and allow for specializations and minors for non-business students. In addition, SPAD students would complete an additional 27 credits outside of those required for the BBA.

Among the curriculum design changes directly addressing the PRME agenda, the common core curriculum revised then and maintained in the present includes three required courses: *MGMT 2006 Sustainable Management, Corporate Ethics and Social Responsibility*; *MGMT 2007 E Commercial Law*; and a three-credit elective course, designated as a Faculty of Arts course emphasizing indigenous content. (Examples of such courses include *INDG-1017EL-Introductory Nishnaabemwin B*, *INDG-1025EL-Introduction to Cree*, *INDG-1116EL-Foundations of Aboriginal Peoplehood*, and *INDG-2126EL-Indigenous Perspectives on Water*).

Through our active Assurance of Learning (AoL) process within the Faculty of Management, we developed a curriculum map to determine which other required courses addressing topics related to sustainable management, corporate ethics, and social responsibility should be incorporated into our undergraduate degrees. The revised BBA curriculum rolled out in the Fall, 2017, added required **courses in ethics, CSR, sustainability, and business law**. The revised SPAD curriculum introduced in the Fall, 2018, included required courses in ethics and business law.

We should add that the Faculty of Management's ongoing commitment to Canadian and global accreditation levels since 2017 has strengthened our operating systems to now include a systematic, annual Assurance of Learning (AoL) process measuring student learning objectives in a number of key areas, **including ethics, CSR, and sustainability**—from the early years of entry into our programs up to and including the final year.

The evidence collected to date has shown us that, historically, student learning in these PRME-focused areas has been below our expectations; therefore the changes mentioned above to our undergraduate programs were introduced in recent years. Ongoing assessments will reveal the efficacy of these design changes and indicate whether further interventions are needed.

d) Curriculum Development – Graduate Program

The 24-month MBA currently in operation is being overhauled, as noted above, to make it more competitive domestically and internationally by reducing its length for time to completion and by being PRME-Principles enhanced. These revisions, as noted, resulted from a recent external review of our MBA (known as Institutional Quality Assurance Program or IQAP) in the Spring of 2019 and a recent benchmarking exercise completed by the Faculty of Management in the Fall of 2019.

Principle 4 – Research

Our scholars engage in research with direct or indirect implications for PRME ideals and the advancement of the Sustainable Development Goals (SDG) agenda. Our Faculty members' journal publications, refereed conference proceedings, refereed conference paper presentations, and refereed book chapters over the past two-year period are related to many of the Sustainable Development Goals. These scholarly outcomes are detailed below.

i) Goal 3: Good Health and Well Being

Leopkey, B., & Ellis, D. (2019). Sport event hosting capacity as event legacy: Canada and the hosting of FIFA events. *Sport, Business and Management: An International Journal*., doi: <https://doi.org/10.1108/SBM-09-2017-0047>

Grzeda, M. (2019). Tikkun Olam: exploring a spiritual path to sustainability. *Journal of Management, Spirituality and Religion*.

Razmak, J., & Bélanger, C. H. (2018). Managing Patients' Data with Clinical Support Systems: A Factual Assessment. *Journal of Decision Systems*, 27 (3), 123-145, doi: <https://doi.org/10.1080/12460125.2018.1533159>.

Saqib, N. (2018). Predicting Cross-Cultural Intentions to Engage in Physical Activity. *International Journal of Pharmaceutical and Healthcare Marketing*, 12 (3), 307-324

Razmak, J., Bélanger, C. H., & Farhan, W. (2018). Development of a Techno-Humanist Model for e-health Adoption of Innovative Technology. *International Journal of Medical Informatics*., doi: <https://doi.org/10.1016/j.ijmedinf.2018.09.022>

Kyei-Poku, I. (2018). The influence of fair supervision on employees' emotional exhaustion and turnover intentions. *Management Research Review*.

Wardley, L., Bélanger, C. H., & Nadeau, J. (2017). A co-creation shift in learning management: Work design for institutional commitment and personal growth. *Higher Education*, 74 (6), 997-1013

Pegoraro, A., Scott, O., & Burch, L. (2017). Strategic use of Facebook to Build Brand Awareness: A Case Study of Two National Sport Organizations. *International Journal of Public Administration in the Digital Age*, 4 (1), 71-90.

Xiao, N. (2019). Choice setting and product evaluation. *Society for Consumer Psychology (SCP)*. (Proceedings)

Saqib, N. (2019). A Cross-Cultural Comparison of Health Psychology Theories. Annual Conference of Southwest Decision Sciences Institute, Houston, Texas. (Conference Presentation)

Byun, J., Leopkey, B., & **Ellis, D.** (2018). *Exploring Opportunities and Challenges of Mergers in Sport: A Case Study of the Korean Sport and Olympic Committee*. European Association of Sport Management Conference, Malmö, Sweden. (Conference Presentation)

Choi, K.H., **Ellis, D.**, & Leopkey, B. (2018). *Examining TOP and Domestic Sponsorship Leveraging at the 2018 PyeongChang Winter Olympic Games*. European Association of Sport Management Conference, Malmö, Sweden. (Conference Presentation)

Xiao, N. (2018). *Simple or complex? How choice setting influence preference change through goal activation*. ASAC, Toronto, Canada-Ontario. (Conference Presentation)

Assogbavi, T., Sedzro, K., & Azondékon, S. (2017). *Probabilistic Financial Planning: A Powerful Tool For A More Realistic Personal Financial Planning*. Global Management Conference, Lille, France. (Conference Presentation)

Xiao, N. (2017). *How Identity Related Goals Moderate the Role of Attributes in Product Evaluation*. American Marketing Association Winter Conference, Orlando, Florida. (Conference Presentation)

Golmohammadi, A. & Hassini, E. (2017). *Coordination on Improvement of the Supplier: The Role of the Buyer on Managing Investment*. International Federation of Operational Research Societies, Quebec City, Canada-Quebec. (Conference Presentation)

Millman, Z. (2017). *Personality, Emotional Intelligence and Job Satisfaction Shedding light on the Challenge of Turnover in In-Home Health Care*. ASAC, Montreal, Canada-Quebec. (Conference Presentation)

Schell, B. "Internet Addiction and Cybercrime." In Holt T., Bossler A. (eds) *The Palgrave Handbook of International Cybercrime and Cyberdeviance*. 2019. Publisher: Palgrave Macmillan: Basingstoke. (Book Chapter)

ii) Goal 4: Quality Education

Delorme, M. (2019). Creative Positive Impacts on Sustainability: A Shared Responsibility between Academics and Practitioners. Keynote Speaker at the 2nd Global Corporate Sustainability Forum. Taipei.

Bélanger, C. H., Longden, B., **Orozco Quijano, E. P.**, & Razmaz, J. (2019). How Mexican students perceive their classroom experience from their professors. *Tertiary Education and Management.*, doi: <https://doi.org/10.1007/s11233-019-09019-y>.

Wardley, L.J., & **Belanger, C. H.** (2018). Work Design: Rethinking How Technology Is Used in University Classrooms. *International Journal of Business and Management*, 13 (9), 1-12

Orozco Quijano, E. P., Bandaranaike, S., Orozco Aguirre, M.S., & **Haq, R.** (2018). Business Students in Mexico developing work skills with Work Integrated Learning. *ICSIMAT 2018*. (Proceedings)

Bélanger, C. H., Longden, B., **Orozco Quijano, E. P.**, & Razmak, J. (2018). *How Mexican Students Perceive Their Classroom Experience from Their Professors*. Annual Meeting for the European Association for Institutional Research, Budapest, Hungary. (Conference Presentation)

Orozco Quijano, E. P., Bandaranaike, S., Aguirre, M.S., & **Haq, R.** (2018). *Business Students in Mexico developing work skills with Work Integrated Learning*. ICSIMAT, Athens, Greece. (Conference Presentation)

Suniti Bandaranaike, S., Khampirat, B., & **Orozco Quijano, E.P.** (2018). *Embedding Learner Autonomy in Future Employability: International Case Studies*. Australian Collaborative Education Network National Conference, Brisbane, Australia. (Conference Presentation)

Bandaranaike, S., **Orozco Quijano, E. P.**, & Sullivan, M. (2017). *Capacity Building in Work Integrated Learning Through Learner Autonomy*. WACE2017 20th World Conference of Cooperative and Work Integrated Education Profesional Workshop, Chiang Mai, Thailand. (Conference Presentation)

Orozco Quijano, E. P. (2017). *Desarrollando Competencias de Emprendimiento con un Modelo Educativo Cooperativo*. PFACD Programa de Formación, Actualización, Y Capacitación Docente, Guadalajara, Mexico. (Conference Presentation)

Orozco Quijano, E. P. & Bandaranaike, S. (2017). *The Challenges of Understanding Work Skills through Pre and Post Perceptions of WIL students in Mexico*. WACE2017 20th World Conference of Cooperative and Work Integrated Education Peer Reviewed Paper Presentation, Chiang Mai, Thailand. (Conference Presentation)

Orozco Quijano, E. P. & Bandaranaike, S. (2017). *The Work Skills Development Framework applied to Students in Mexico*. Models of Engaged Learning and Teaching I-MELT, Adelaide, Australia. (Conference Presentation)

Orozco Quijano, E. P. (2017). *Online Professional Development; Extending the International connection of experience and Impact*. WACE2017 20th World Conference of Cooperative and Work Integrated Education Profesional Workshop, Chiang Mai, Thailand. (Conference Presentation)

Orozco Quijano, E. P. (2017). *Educación Cooperativa en Canada*. Educación Cooperativa en Canada, Zapopan, Mexico. (Conference Presentation)

Totskaya, N. (2017). *The value of business strategy simulation in management education. Technologies in Education-2017: materials of international conference*. Siberian University of Consumer Cooperation, Novosibirsk, Russia. (Conference Presentation)

Suniti Bandaranaike, S., Khampirat, B., & **Orozco Quijano, E. P.** (2018). *Embedding Learner Autonomy in Future Employability: International Case Studies*. Australian Collaborative Education Network National Conference. (Proceedings)

iii) Goal 5: Gender Equality

Cachon, J.-C., Robichaud, Y., Barragan Codina, J., Lopez Lira Arjona, A., & César Davila Aguirre, M. (in press, 2018). Success and Performance Factors among Mexican Entrepreneurs: Gender Comparison. *Journal of Management Policy and Practice*.

Robichaud, Y., Cachon, J.-C., & McGraw, E. (2019). Gender differences in venture financing: A study among Canadian and US entrepreneurs. *Journal of Developmental Entrepreneurship*, 24 (3), <https://doi.org/10.1142/S1084946719500146>

Robichaud, Y., Cachon, J.-C., McGraw, E. 2018. Gender Comparisons in Success Evaluation and SME Performance in Canada. *Journal of Developmental Entrepreneurship*. 23, 1, 26 p. <https://doi.org/10.1142/S1084946718500048>

Gonsalves, C.A., McGannon, K.R., & **Pegoraro, A.** (2017). Mass media narratives of women's cardiovascular disease: A qualitative meta-synthesis. *Health Psychology Review*, 11 (2), 164-178, doi: 10.1080/17437199.2017.1281750.

McGraw, E., & **Robichaud, Y.** (in press, 2018). L'étude du comportement des femmes entrepreneurs face au financement de leur entreprise. *Atlantic Schools of Business Conference*. (Proceedings)

iv) Goal 8: Decent Work and Economic Growth

Golmohammadi, A., & Hassini, E. (2019). Capacity, Pricing and Production under Supply and Demand Uncertainties with an Application in Agriculture. *European Journal of Operational Research*, 273 (3), 1037-1049.

Chan, E., & **Saqib, N.** (2018). Reversing the endowment effect by empowering buyers and sellers. *European Journal of Marketing*, 52 (9/10), 1827-1844.

Golmohammadi, A., Taghavi, M., Farivar, S., & Azad, N. (2018). Three Strategies for Engaging a Buyer in Supplier Development Efforts. *International Journal of Production Economics*, 206, 1-14.

Golmohammadi, A., Tajbakhsh, A., **Dia, M.**, & **Takouda, P. M.** (in press, 2018). Effect of Timing on Reliability Improvement and Ordering Decisions in a Decentralized Assembly System. *Annals of Operations Research*.

Shalchian, H., & Bu, D. (2017). Risk-based performance, nature of property and executive's steady compensation: Evidence from Chinese corporations. *Accounting and Finance Research*, 6 (1), 57-67.

Farivar, S., **Golmohammadi, A.**, & Ramirez, A. (2019). Business Analytics in Supply Chain Management. *Administrative Sciences Association of Canada Annual Conference*. (Proceedings)
Abukari, K. (2018). *Has Stock Exchange Demutualization Improved Market Quality?* Eastern Finance Association (EFA), Philadelphia, Pennsylvania. (Conference Presentation)

Assogbavi, T. & Sedzro, K. (2018). *Can Investors benefit from information on past performance of alternative funds?* Table-ronde: Conférence Régionale de CORCEDO en collaboration avec l'Université de Parakou, Parakou, Benin. (Conference Presentation)

Shalchian, H., Bu, D., Huang, R., & Hu, F. (2018). *Executive's steady compensation and firm's economic success: The impact of government subsidization of Chinese corporations*. Business Sustainability and Economic Development, Tokyo, Japan. (Conference Presentation)

Abukari, K. (2017). *Dominance of Hybrid Contratum Strategies over Momentum and Contrarian Strategies: Half a Century of Evidence*. Financial Management Association (FMA), Boston, Massachusetts. (Conference Presentation)

Suniti Bandaranaike S., Tardiff, N., **Orozco Quijano E. P.** WACE 21nd World Conference 2019 Conference Proceedings "Preparing for the future Global Workforce in the Mining

Industry; A Career Pathways Mapping Project” “*Best Refereed Research Paper Award*”
ISBN 978-0-473-49649-4

Vargas Hernandez J., **Orozco Quijano E. P.**, Virchez J. Small Business International Review Journal, Vol 3 Num 1 Pag. 1-18 (2019)“ *A Critical Analysis of Scenarios for Small and Medium Enterprise in NAFTA renegotiations*” DOI: 10.26784/SBIR.V3I1.151

v) Goals 10: Reduced Inequalities

Ellis, D., O'Reilly, N., & Seguin, B. (2019). Ambush Marketing and the Olympic and Paralympic Marks Act: A National Sponsor Perspective. *International Journal of Sport Management and Marketing*, 19.75, 184-207.

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Shobeiri, S., **Mazaheri, E.**, & Laroche, M. (2018). Creating the right customer experience online: The influence of culture. *Journal of Marketing Communications*.

Navarrete Baez, F., **Orozco Quijano, E. P.**, & Vichez, J. (2019). *La Orientacion Emprendedora De las Empresarias en la Zona Metropolitana de Guadalajara como camino a la Sostenibilidad*. Congreso Internacional De investigacion en Ciencias Administrativas, Oaxaca, Mexico. (Conference Presentation)

Saqib, N. (2018). *Preference for Culturally Incongruent Offerings in Traditional Cultures*. International Conference on Marketing, Management and Economics, Barcelona, Spain. (Conference Presentation)

Ellis, D. (2017). *Digital Definitions of Ambush Marketing: Examining Online Media Representation of Ambush Marketing During The Rio 2016 Olympic Games*. Sport Management Association of Australia and New Zealand, Surfers Paradise, Australia. (Conference Presentation)

vi) Goal 11: Sustainable Cities and Communities

Cachon, Jean-Charles. 2017. « Implementing Sustainability in a Large Mining Community: Sudbury (Canada) – From Cluster to Innovation Centre » in Lukes, M. (ed.) *5th Innovation Management, Entrepreneurship and Sustainability (IMES) Conference Proceedings*, 81-92. Prague. Czech Republic. University of economics. http://imes.vse.cz/wp-content/uploads/2015/08/Conference_Proceedings_IMES_2017.pdf

Cachon, Jean-Charles. 2019. Building Business Cred in the Hood: Traditional Teachings and Legitimacy Management in Indigenous Communities. *Journal of Enterprising Communities: People and Places in the Global Economy*. 13, 4, 525-554. © Emerald Publishing, Sept. 2, 2019. <https://doi.org/10.1108/JEC-05-2018-0032>

Shahi, S., & **Dia, M.** (in press, 2019). Empirical Study of the Performance of Ontario's Pulp and Paper Mills Using Bootstrap Data Envelopment Analysis. *International Journal of Productivity and Quality Management*.

Dia, M., Abukari, K., Takouda, P. M., & Assaidi, A. (in press, 2019). Relative Efficiency Measurement of Canadian Mining Companies. *International Journal of Applied Management Science*.

Kizaba, G., **Assaidi A.**, & Guilluy-Sulikashvili, N. (in press, 2018). Examen de la motivation et performance entrepreneuriales: Étude sur les entrepreneurs des départements Nord et Pas-de-Calais. *Géographie, Économie et Société*, 20 (3), 319-342

Dia, M., Golmohammadi, A., & Takouda, P. M. (2019). Performance Evaluation of Canadian Banks with a Three-Stage Network Bootstrap DEA Approach. *Administrative Sciences Association of Canada Annual Conference*. (Proceedings)

Hossain, I., **Saqib, N.**, & Haq, M. (2018). Scale heterogeneity in discrete choice experiment: An application of generalized mixed logit model in air travel choice. *Economics Letters*, 172, 85-88.

Dia, M., Takouda, P. M., & Golmohammadi, A. (in press, 2018). Assessing the Performance of Canadian Credit Unions Using a Three-Stage Network Bootstrap DEA. *Annals of Operations Research*.

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Dia, M., Takouda, P. M., & Golmohammadi, A. (2018). *Benchmarking Canadian Oil and Gas Companies*. Administrative Sciences Association of Canada Annual Conference, Toronto, Canada-Ontario. (Conference Presentation)

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Taghavi, M., Huang, K., & **Golmohammadi, A.** (2018). Multi-Stage Stochastic Capacity Expansion for Single Resource Problems. *Canadian Operational Research Society Annual Conference*. (Proceedings)

Eshghi, K. (2018). *Channel Conflict: Bad for Business Performance*. ISBM Conference, Boston, Massachusetts. (Conference Presentation)

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Principle 5 – Partnerships

Engagement with the external community and partnerships plays a prominent role in the academic activities of faculty and students. In this light, the Faculty of Management sustains relationships with local municipality groups, provincial government agencies, and global partnerships with peer institutions.

For years, the Faculty of Management has been a partner with the Sudbury Regional Business Center, whereby our senior students participate in consulting exercises with local companies and start-ups. The goal of the Sudbury Regional Business Center is to be a one-stop source for information and guidance on starting, expanding, and operating a business. In the Fall of 2019, 12 Faculty of Management students engaged as student-consultants for internal departments and external business clients, concurrently completing their business consulting course requirements.

Moreover, through a provincially-funded project, the Faculty of Management over the past decade has partnered with Professions North/Nord (PNN). In 2019, we remain a strong supporter of this important community builder and career-transition mentor. PNN has as its mandate the provision of job-bridging services and tools to assist internationally-trained professionals who have recently immigrated to Canada and have settled in Northern Ontario. The goal of PNN is to not only reduce inequalities and bolster sustainable cities and communities but to assist new immigrants to become job-ready so that they can obtain employment in Northern Ontario—preferably within the profession in which they were trained. PNN reports to the Dean, Faculty of Management.

Through our network of international partnerships with peer university institutions, the Faculty of Management sustains exchange agreements and dual degree programs encouraging international study experiences for both inbound and outbound undergraduate students in all of our degree programs. These partnerships are further supported by our membership in global management education organizations such as EFMD and AACSB.

As noted in our previous PRME report, our international post-secondary institutional partners in recent years have included the following: Fachhochschule Kufstein Tirol Austria, University of Applied Sciences (Austria); University of Liège (Belgium); Zhejiang University of Finance & Economics (ZUFE, China); Shanghai University -Shu-uts Silc Business School (China); Southwest Jiaotong University-Gsp (China); Shandong University-Gsp (China); Foshan University (China); Liaoning University (China); Zagreb School of Economics and Management (Croatia); ESC La Rochelle (France); Groupe Ecole Supérieure de Commerce Pau (France); IAE Lille (France); Ecole Supérieure des Sciences Commerciales D’Angers (France); Rennes School of Business (France); Technological Educational Institutions of Athens (Greece); International Institute of Learning and Management (India); Gunadarma University in Jakarta (Indonesia) and Universidad de Nuevo Leon (Monterrey, Mexico).

In 2018-2019, our global institutional partners list grew to include in China: Central University of Finance and Economics (CUFE), Hubei University of Economics (HUC), and Hainan University. We also partnered with Solbridge International Business School in South Korea to become the first and only Canadian team to be invited to their global business case competition. To this point, we sent our elite team to compete in the case competition/cultural exchange at Solbridge in the Fall of 2019. We proudly won Second Place for our team's exceptional performance in responding to the CSR and environmental protection case provided by Samsung, the corporate sponsor for this year's competition. This case competition was followed by a Samsung-sponsored trip to their R & D headquarters in Seoul.

Principle 6 – Dialogue

The Faculty of Management engages in on-going dialogue with various external stakeholder groups. These engagements cover a spectrum of activities developed and led by our faculty and students. A number of examples, summarized in the headings below, illustrate the scope of our activities in the Faculty of Management addressing PRME principles.

Consulting Projects

Some courses are suited for field work and faculty members involve students in professional activities. Recent examples (2018-2019) include strategic planning for a remote mining community of Northern Ontario adjacent to a newly formed First Nation: this activity included one First Nation student, one student from Africa, and one Francophone, all female. Two site visits included town hall meetings and public presentations. Since graduating, one of the students now works with an economic development organization. In another case, two students performed market analyses within industrial construction and nuclear energy markets.

To fulfill the requirements of the Small Business Consulting course, upper-year students act as student-consultants. To this end, for this academic year, students have worked with the following organizations to accomplish the following consulting work:

Students	Client / Project	Contact Information
Zacharie Michel and Maxime Blais	Enactus Laurentian Organize monthly fundraising activities between October 2019 and March 2020 with the goal to generate a surplus of \$18,975.	Luc Lagrandeur <i>Academic Advisor of Enactus Laurentian</i> LAURENTIAN UNIVERSITY 935 Ramsey Lake Road Sudbury, ON, P3E 2C6 (705) 675-1151, ext. 2158 llagrandeur@laurentian.ca
Lindsey Chamberland	Sudbury Regional Business Centre Develop a social media plan to promote the portfolio of services of the center and « success stories of local entrepreneurs » to be used between January 2020 to April 2020.	Josée Pharand <i>Business Centre Coordinator</i> REGIONAL BUSINESS CENTRE Tom Davies Square 200 Brady Street Sudbury, ON, P3A 5P3 (705) 688-7582, ext. 2482 Josee.Pharand@greatersudbury.ca
Tyler Cooper	TPS Group of Companies Develop a marketing plan for adding a product line to the current portfolio of services.	Kenley Montgomery <i>Project Manager</i> (705) 692-9222, ext. 200 kmontgomery@tspgroup.ca Kevin Pattison <i>President</i>

		<p>(705) 292-9222, ext. 100 kpattison@tpsgroup.ca</p> <p>TPS GROUPO OF COMPANIES 98 Fielding Road Lively, ON, P3Y 1L5</p>
Marie Delva	<p>New Jerusalem Church of God Develop a business plan for a day care service.</p>	<p>Mirville Dor <i>Pastor</i> NEW JERUSALEM CHURCH OF GOD Unit 2 – 50 Leading Road Etobicoke, ON, M9V 5H1 (647) 616-7636 newjerusalemenc@gmail.com</p>
Thomas Houle	<p>Kelly Reich Develop a marketing plan for the book « If a Cat Could Talk » series.</p>	<p>Kelly Reich <i>Author of If a Cat Could Talk</i> 886 Woodlawn Road Sudbury, ON, P3E 6J6 705-822-8038 kellyareich@gmail.com</p>
Florence Kouamé	<p>Laurentian Print Hub Develop a communication plan to promote the portfolio of services with the challenge of a nil budget.</p>	<p>Martin Rondeau <i>Manager, Laurentian Print Hub</i> LAURENTIAN UNIVERSITY 935 Ramsey Lake Road Sudbury, ON, P3E 2C6 (705) 675-1151, ext. 2158 mrondeau@laurentian.ca</p>
Brandon Martel	<p>All Nations Church Undertake a research study to ascertain the core values and competitive advantages of All Nations Church and develop a communication plan.</p>	<p>Amanda Labrèche-Robichaud <i>Associate Pastor - Families</i> ALL NATIONS CHURCH 414 St Raphael Street Sudbury, ON, P3B 1M4 (705) 662-8589 arobichaud@allnationschurch.ca</p>
Myla McCormick	<p>Sudbury Regional Business Centre Develop a marketing plan for the Summer Company program and develop social media content for the implementation plan.</p>	<p>Josée Pharand <i>Business Centre Coordinator</i> REGIONAL BUSINESS CENTRE Tom Davies Square 200 Brady Street Sudbury, ON, P3A 5P3 (705) 688-7582, ext. 2482 Josee.Pharand@greatersudbury.ca</p>
Maxime Papineau	<p>Enactus Laurentian As Vice-President of Enactus Laurentian, the mandate is to maintain and expand current community-based projects.</p>	<p>Luc Lagrandeur <i>Academic Advisor of Enactus Laurentian</i> LAURENTIAN UNIVERSITY 935 Ramsey Lake Road Sudbury, ON, P3E 2C6 (705) 675-1151, ext. 2158 llagrandeur@laurentian.ca</p>
Mathieu Quenneville	<p>Everline Coatings Develop a list of potential clients from the mining supply industry and municipal governments in Northern Ontario, and cold call/follow up with them.</p>	<p>Eric Lavergne-Giroux <i>President – Sudbury/North Bay</i> EVERLINE COATINGS 265 Montcalm Avenue Sudbury, ON, P3C 5C8 705-918-0143 eric@everlinecoatings.com</p>
Brianne Rivet	<p>Enactus Laurentian</p>	<p>Luc Lagrandeur</p>

	As President of Enactus Laurentian, the mandate is to expand team recognition on campus and within Sudbury.	<i>Academic Advisor of Enactus Laurentian</i> LAURENTIAN UNIVERSITY 935 Ramsey Lake Road Sudbury, ON, P3E 2C6 (705) 675-1151, ext. 2158 llagrandeur@laurentian.ca
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Participation in Competitions

Faculty of Management student teams, coached by faculty colleagues, participate annually in various regional, national, and international business competitions. From January, 2019, to December 2019, for example, these competitions have included the following:

Regional Competitions

- The Goodman Gold Challenge, hosted by Laurentian University (Gold medal winners in the inaugural competition, 2016).
- The Northern Ontario Business Case Competition, hosted by Algoma University (April 2019: 3rd place, Best Use of Technology Award, Best Innovator Award).

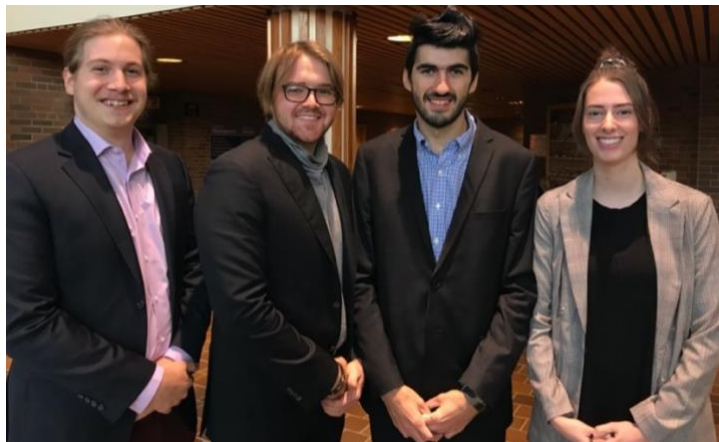
National Competitions

- The Inter-Collegiate Business Competition, hosted by Queen's University (January 2019: TOP 6 finalists in Policy, MIS, HR, and Debate categories).
- The Alberta Not-for-Profit Association Case Competition, hosted by the University of Alberta (February 2019: 2nd place; students donated the \$3,000 prize to the Sudbury Hospice Foundation).
- Hill Case Competition, hosted by Regina University.
- Canada's Next TopAd Exec Competition, hosted by McMaster University (Top 10 in 2009 and 2010).
- The Great Canadian Sales Competition, organized by Sales Talent Agency.

International Competitions

- The International Business Plan Competition, hosted by SolBridge International Business School (October 2019: 2nd place).
- The NIBS Worldwide Case Competition hosted by the University of Prince-Edward-Island (Top 16 finalists in 2015 and 2017).

Team Laurentian for the International Business Plan Competition in South Korea (2nd place)



Daniel Boileau, Maxime Leduc, Stephane Lauzon, Sarah Napoli

Student Clubs

The Enactus Laurentian team is a very active group of mostly business students, with participation of students from other programs such as computer science, environmental studies, social work, political science, communications, and mining engineering. The students across various disciplines work with a Faculty Advisor and engage with the community on a number of innovative and socially-responsible projects. Their student club's mission, succinctly stated, is to improve the livelihood of the community through entrepreneurial action.

In March 2019, the Enactus Laurentian team won the Regional Runner-Up Awards in its league for both the TD Entrepreneurship Challenge and the Scotiabank Youth Empowerment Challenge at the Enactus Canada Regional Exposition – Central Division.

In May 2019, the Enactus Laurentian team won 2nd runner-up with the Hometown Bubbles project from The Co-operators Youth Mental Health Challenge, Top 20 semi-finalist at the Enactus Canada National Exposition, and was awarded the Most Improved Enactus Team of the Year by Enactus Canada.



In summary, the projects of Enactus Laurentian currently undertaken by our students include the following:

- Hometown Bubbles is a series of workshops which teach youth with ASD how to create, market, and sell soap products independently. The youths in their program are being empowered with business acumen, leadership skills, and the ability to participate in meaningful work. In 2019, 4 youths were empowered to run their own businesses, generating a total profit of \$2,700.
- Hometown Venture aims to accelerate existing businesses run by students who are continuing their post-secondary education. In 2019, the team provided post-secondary students the unique challenge of using their skills to develop and launch a fundraising campaign to send kids with cancer to summer camp. A total of 10 students were empowered, creating 7 fundraising activities generating \$3,000 for Camp Quality.
- Hometown Cleanup consists of environmental initiatives to improve the local environment by re-greening the city by participating in a tree planting day; cleaning the Junction Creek waterway and doing a trout release; and putting in place a recycling program for students living on campus residences when they move out in April. A total of 109 students participated in "building a greener city"; combined, they diverted 4,883 lbs of waste and exposed 2,000 students living in campus residences to green practices.

Our International Students Volunteer in the Sudbury Community

The Faculty of Management's international business students actively volunteer in various community events and fundraising activities in the Sudbury community. On December 3, 2019, Laurentian University had a "1 million hours of volunteerism" celebration on our campus, and we are proud to say that our international business students are major contributors to this initiative. Below, as also illustrated in the photo on the next page, are some selected events our international students have been very active in over the past two years:

1. The Elgin Street Mission—a charitable organization providing an array of services to address daily and critical needs of Mission patrons including giving them healthy home-cooked meals.
2. The Rotary Fun Run—one of the long-standing events in our community since the early 1980's, with proceeds going to local charities like GoStart and Success After Stroke.
3. Cancer Run/Walk for Hope—a community event with proceeds benefitting the Northern Cancer Foundation.
4. Rib Fest Sudbury—a community event held on Labor Day weekend to support YMCA Strong Kids Campaign so that all kids in the community can access the Y's programs and services regardless of financial circumstances.
5. Xterra run—a community event supporting Miles Against Cancer, a joint partnership with the Northern Cancer Foundation.
6. Sudbury Rocks!!! Marathon Race—a community event supporting Diabetes Canada, the Northern Cancer Foundation, and the NEO Kids Foundation.



Comments by External Reviewers Regarding Our Student-Community Partnerships

At the end of our recent March, 2019, EFMD re-certification review, the international review team commented about our rich and varied student-community partnerships. An excerpt from their report is reproduced below.

“An impressive list of extracurricular activities was presented to the PRT, highlighting, in particular:

- The integration of guest speakers in classes;
- A series of lunch conferences with speakers from the business world;
- The frequent participation of FOM students in business case competitions;
- Corporate interactions through student business consulting projects;
- The involvement of students in Enactus Laurentian.”

Work Integrated Learning and Social Responsibility: Partnering and Giving Back

As part of our Work Integrated Learning program (WIL), the Faculty of Management has collaborated with hundreds of community and industry partners over the past several years. The main objective of Experiential Learning, particularly with all of our Work Integrated Learning courses (Internships and Coops), is to align theoretical business classroom material with a practical setting and workplace. There is a high relevance and emphasis placed on preparing our students to become good professionals *and* good global citizens.

Each WIL course at the undergraduate and MBA level has specific expectations of what students are required to learn and do as a result of completing the work term and the course work. Together, community partners and the course professor ensure that students will be able to develop—in addition to new business knowledge—a set of skills and learning outcomes including the following:

- Initiative,
- Technology,
- Learning and reflection,
- Planning and Management,
- Problem solving and Critical Thinking,
- Communication and Teamwork.

Other PRME-relevant learning objectives for students enrolled in WIL courses include accountability, social inclusion, commitment to quality, global perspective of practice, financial responsibility, social and environmental responsibility, and cultural competence.

Over the past two years, industry and community/non-profit organization partners locally and in Canada have included the following:

Industry Partners: CRA, Pepsi Co., Toyota, Desjardin, TD Bank, BDC, CIBC, HydroOne, Hatch, Ontario Soccer, Simcoe Block, Dibrina Group, Collins Barrow, Home Hardware, Outlawboats, RBC, FCR, and Scotiabank.

Community partners/non-profit organizations: YMCA Employment Services, Green Economy Forum, Multicultural Associations in Sudbury, Sudbury Manitoulin Children’s Foundation, YMCA, Orthophoria Clinic, and Scrappiest Salvage—where many of our students have made a positive and significant difference, as noted by our partners.

Finally, we want to underscore that the Faculty of Management is committed to giving back to our industry and community partners for enhancing our students’ learning experiences and appreciation for PRME Principles. This past year, for example, RBC Royal Bank received the Stella Award presented by Dr. Patricia Orozco (shown in photo below).

RBC has been supporting experiential learning and WIL in the Faculty of Management for more than 10 years. Notably, RBC Royal Bank is a national leader in WIL promotion and in WIL-targeted research—particularly that related to the present-day skills economy.

Notably, the foundations of RBC’s work with the Faculty of Management over the years have now informed Laurentian University's broader institutional experiential learning planning to better prepare Laurentian students for the CSR-enhanced workplace of the future. Members of the RBC Royal Bank team not only continue to act as mentors and supervisors for students in the Faculty of Management, but they welcome Laurentian students from diverse programs of study to engage in co-op placements and internships emphasizing PRME Principles.

RBC Royal Bank also participates in the Faculty of Management's Dean’s External Advisory Committee to provide PRME industry insights for enhancing student learning and CSR-rich skill building. The Co-op program of the Faculty of Management of Laurentian University, is accredited by Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada)



Link:

<http://planningourworkforce.ca/wp-content/uploads/2018/12/Booklet-info-for-Eng-Website.pdf>

Closing Comments

In short, this Faculty of Management’s PRME Principles for Responsible Management Education Sharing Information on Progress (SIP) Report:

1. Shows convincingly how the Laurentian University Faculty of Management is actively promoting the Principles through our curriculum revisions (the BBA/BAA, H.B.Com-SPAD for the last report and the MBA for this report).
2. Shows that our scholars engage in research with direct or indirect implications for PRME ideals and the advancement of the Sustainable Development Goals (SDG) agenda. (Nine pages of scholarly outputs are detailed along these dimensions: good health and well-being; quality education; gender equality; decent work and economic growth; reduced inequalities; sustainable cities and communities; the environment; peace justice and strong institutions).

3. Demonstrates that engagement with the external community and partnerships plays a prominent role in the academic activities of faculty and students, and in this light, the Faculty of Management sustains relationships with local municipality groups, provincial government agencies, and global partnerships with peer institutions. (Details are given pertaining to our partnerships with the Sudbury Regional Business Center, Professions North, and our global university pathway partners)
4. Demonstrates that the Faculty of Management engages in on-going dialogue with various stakeholder groups covering a spectrum of activities developed and led by our faculty and students. (Details are given regarding Enactus Laurentian, our community partners for the Small Business Consulting course, participation in domestic and international case competitions, the involvement of student clubs, the International Students' high degree of volunteerism in the community, and the critical role of Work Integrated Learning and Social Responsibility for our students at the undergraduate and graduate levels).
5. Shows that the 2018-2023 LU Plan Goal 15 (demonstration of support for **high-quality accredited programs** and Goal 20 (be leaders in **sustainable community development** because of our research contributions) support our contributions regarding Principles for Responsible Management Education.

Future Objectives

The primary focus of the Faculty of Management over the last two years, in particular, has been curriculum updating and international accreditations. The objectives for the next two years include:

1. Expanding international initiatives in China, Taiwan, Japan, and French-speaking countries (particularly the Ivory Coast, France, and Togo).
2. Embed PRME Principles in our revised curricula, particularly for our MBA.
3. Encourage our Faculty to continue to focus their research objectives on those that align with various SDG's.
4. Embed the PRME Principles in Faculty Accreditation and Assurance of Learning Committees.
5. Encourage our Faculty to be active participants in conferences advancing the various SDG's.