

The Corporate Knights 8th Annual Knight Schools Survey

Are we there yet?

Getting antsy on the educational journey to greener pastures

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Commentary by Jon-Erik Lappano and Erin Marchington

Ask a friend or colleague to recite their multiplication tables, the alphabet or grammar rules, and they should be able to answer you without too much hesitation. All children are taught the basics of math, spelling and writing because these are fundamental components to everyday life—a common language for society. As we progress in the education system, we orient ourselves to more specific languages and fundamental theories: the businesswoman banter over balance sheets; the lawyer laughs about litigations; the teacher talks of training methods; the doctor dreams of diagnoses.

What if we added principles of sustainability to our basic “ABCs” of life, informing fundamentals of education in every profession?

For the past eight years, CK has evaluated the integration of sustainability into professional school curricula. Our focus lies in disciplines not typically associated with the concepts surrounding sustainability, but those traditional walks of life we feel need an infusion of environmental, social and governance (ESG) principles. As in past years, the 2011 rankings focus on business (MBA and undergraduate degrees), law and teaching degree programs offered at universities across Canada. New this year is a foray into medicine. The underlying question of our study: Have

our universities reached a point where sustainability is considered an integral component in the education of future business leaders, lawyers, teachers and doctors?

CK is interested in encouraging

sustainability as a common language, for reasons plain and simple. If newly hired MBA grads were exposed to concepts of sustainability in their education, the chances that they would reflect and call upon that training

in the working world is surely higher than if they had not been exposed to these concepts. Likewise, teachers who learned about environmental and sustainability education methods are more likely to use those methods in a classroom, lawyers trained in human and environmental rights are more likely to recognize those issues in a case, and doctors who understand the concepts of ecosystem and environmental health are more likely to use this knowledge in the treatment of their patients.

As a result, a new “sustainable norm” might be established and a new pattern of behaviour will hopefully emerge. This is one way to create societal change. It is a slower change than government legislation or regulation. And it is true that there are many other factors other than education that influence the actions and decisions made by professionals; surely traditions within a discipline and social, economic and legal pressures also play an influential role. But in Canada, our higher education institutions are unique places where professionals



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come of age, and where first-learned lessons are not easily forgotten.

At this point, the concept of sustainability has been around for a few decades—certainly enough time to seep into our societal fabric and be on its way to saturating the disciplines of higher education.

Is this what we found in our 8th Annual Knight Schools Survey?

Not quite. While some schools are working diligently and proficiently towards the common good, it seems that much of academia is taking a long rest in the middle of the journey. Others still are lingering far behind the rest, with hardly a whisper of ESG issues in the curriculum.

The front-runners of sustainability require students to complete mandatory courses or projects on related topics. External speakers are brought in to lecture about sustainability in the discipline, research centres are actively pushing the boundaries and questioning what we know about the topic, and students themselves are active in exploring sustainability-related issues within and outside of their education. The program is a hotbed for innovation, discussion and engagement around sustainability.

Unfortunately, the work by front-runners to get their students up to speed with sustainable society is harshly contrasted by the overwhelming lack of action by many other institutions. For the eighth year in a row, many institutions are nowhere near the integrated model that a few front-runners exemplify. For many MBA and undergraduate business programs, a “professional ethics” course in their first year is the only required course resembling ESG criteria. Similarly, most law schools require their students to take corporate law and property law, but human rights law and environmental law are not required. Teaching programs often have courses on diversity and

inclusion, but rarely sustainability theory, and medical students are rarely exposed to environmental health topics in their curriculum.

With sustainability still resting on the fringes of most degree programs, it is evident that we still have a long way to go until integration is achieved.

A glimmer of hope in this journey comes from the abundance of research initiatives by faculty and student-led initiatives even at schools that have not moved to integrate sustainability theory into their curriculum. So it is evident that the ideas are there, in both teachers and students, but the transfer

to formal training has been limited. This is something that could change in the future, especially if called for by the professional community themselves.

Professor Peter Hardi at the Central European University Business School is currently using focus groups of CEOs and managers to assess what skills they are looking for in new graduates in terms of sustainability and anti-corruption training to then inform the development of the business school curriculum. Initial focus groups show that this type of training is a high priority in the business community.

“Business ethics and anti-corruption teaching starts from the ‘supply’ side, or, what educators should teach students,” Hardi says. “A significant challenge is the effectiveness of anti-corruption education—[corruption] keeps coming back.”

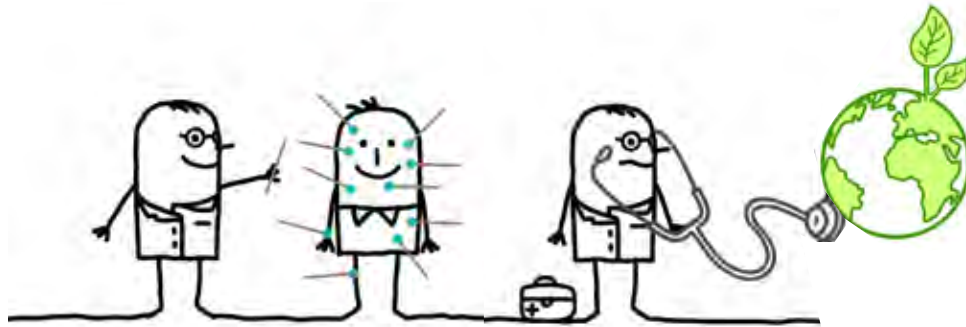
It may be in the future that professional community norms and societal change actually precede and prompt higher education institutions to adjust their professional training degrees. If this is the case, it will be interesting to track it in future Knight Schools rankings, with the potential to correlate findings to our Best 50 and Global 100 reports, which measure sustainability in the business community, to see the results of sustainability education in action.

And so, eight years into the journey to integrated sustainability education, the overall progress of the caravan called academia is not clear. While the outliers are charting clear passages forward, much of the convoy seems perfectly content to lag far behind (some are still parked in the driveway), unmotivated by the thrills of a new and better frontier. For the rest, it’s time to pull out of the rest stop and continue along the path, kicking it into high gear while you still can, to make up for valuable lost time. 🐾



Knight Schools Spotlight on medicine

A preliminary examination of sustainability integration within the curriculum and research initiatives at Canadian medical schools reveal some promising steps in the right direction, but a general lack of momentum across the board



What does your doctor have to do with sustainability? Typically, we associate our health care providers with the preservation and maintenance of human well-being—as stewards of our bodies, not of the planet. We want our doctors to know our respiratory and circulatory systems by heart (forgive the pun); we want them to identify and treat a melanoma or carcinoma without hesitation. We don't generally expect them to give us a lesson on climate change or have vast knowledge on the causes of local air pollution, or to take on the fight against pesticides.

But perhaps we should. The health of our bodies and the health of our environments are inseparable, and our doctors are well positioned to be joint ambassadors of both.

In the treatment of a disease or illness, your doctor is probably trained to consider a variety of factors according to three main

pillars: the biological (body), psychological (mind) and social effects. In the medical field, this is referred to as the biopsychosocial model. Yet this model could undoubtedly become more all-encompassing if it were expanded to take into account environmental or ecological factors. An eco-systemic model that considers the interrelated dynamics of ecosystem health and human health is a crucial component of a truly sustainable medical system.

So, what skills, knowledge or approaches would an "ideal medical doctor" have after training in an environmental or sustainability-oriented medical school program? Gideon Forman, executive director of Canadian Association of Physicians for the Environment, gave us his perspective:

"A doctor trained in a sustainability-oriented medical program would take a holistic approach. She would ask, 'What truly makes people sick, and what genuinely makes them

well?' She would see the health of individuals inextricably linked to the health of the planet. She would feel a duty not only to heal her patients but to heal the earth. She would know how to prescribe medicine but also how to win environmental legislation."

Yet the language traditionally used to discuss sustainability may not translate directly into the medical field. This does not mean that the basic concepts of sustainability are not found in medicine, but that different descriptors are used. An example of this is "preventative medicine," which has a clear connection to sustainability, as it emphasizes long-term thinking and action with importance placed on cause rather than treatment. Another example could be "holistic" approaches in medicine that broaden the traditional or biological based definitions of health and wellbeing, much as the concept of sustainable development integrates social, economic and environmental elements.

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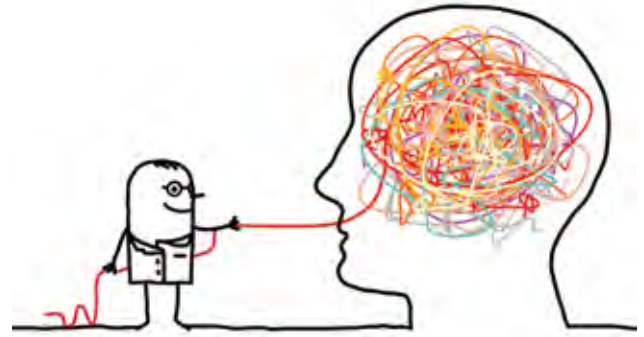
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ANYTHING BUT TEXTBOOK

With awareness of the medical ‘sustainability language’, CK explored some of the current research going on at universities across the country. Here are some of the best practices of sustainability-minded research in Canadian medical schools that we found:



UNIVERSITY OF WESTERN ONTARIO

The Office of Global Health

The Office of Global Health embraces a multifaceted approach to health, which highlights the interconnectedness of medical, social, environmental and cultural determinants of health.

The Marginal Communities Clinical Experience is an optional program that allows students to gain experience working with local marginalized populations. Fourth-year students looking for international experience can also apply for an international clinical placement designed to familiarize them with different diseases, working conditions and cultural traditions. In 2012, the school will host a conference entitled “Transcending Borders Towards Global Health: Discovering Sustainable Pathways Local to Global.” Through its Global and Ecosystem Health Interest Group, the student body is also active in promoting a systems approach to health.

UNIVERSITÉ DE MONTRÉAL – MPÀC: Pour que les médecins tiennent la prévention à coeur

What are medical students being taught about prevention? This study targets MD students and graduates to determine how they perceive the responsibility of preventative medicine to be shared among health-care professionals, and how their perceptions change throughout medical school. Researchers hope to help overcome the challenges of integrating the concept of prevention in medical education.

LAURENTIAN UNIVERSITY AND LAKEHEAD UNIVERSITY – Northern Ontario School of Medicine (NOSM)

At NOSM, all first-year MD students take part in a one-month Integrated Community

Experience in a remote aboriginal community. The program aims to heighten their awareness of issues affecting rural and aboriginal communities and cultivate cultural competency. A leader in Northern health research, NOSM organizes the annual Northern Health Research Conference.

McMASTER UNIVERSITY (HEADQUARTERS OF MULTICENTRE STUDY) – Canadian Healthy Infant Longitudinal Development (CHILD) study

The rise in allergies, eczema and asthma has increased interest in the link between environment and health. The CHILD study follows 5,000 children from “pre-birth” to the age of five with the goal of assessing how genetic and environmental factors combine to affect children’s health and development.

WOMEN’S COLLEGE HOSPITAL – Environmental Health Conference: Clinical Pearls

Women’s College Hospital is home to one of Canada’s two Environmental Health Clinics. In May 2011, its one-day conference included sessions such as “Prenatal and Childhood Toxic Metal Exposures - Primary and Secondary Prevention Strategies,” “Body Burden, Plastics and Pesticides” and “Health Impacts of Poor Indoor Air Quality.”

UNIVERSITY OF BRITISH COLUMBIA – School of Population and Public Health Seminar Series

The School of Population and Public Health hosts two weekly seminar series on Occupational and Environmental Health, and Population and Public Health. This forum has allowed researchers to present on a wide variety of topics such as hearing loss among transit riders and developing global health partnerships.

UNIVERSITÉ LAVAL – Understanding Vulnerability to Climate Change

Researchers are developing a web tool to manipulate and analyze spatiotemporal climate change data to better understand the linkages between climate and health vulnerability. The application will combine social, health and environmental data along with climate models, making it an invaluable tool for decision-makers in Canada and around the world. 🌍

Note: The Knight Schools medical program survey was sent to all universities offering MD programs, but was not completed by any of the institutions, so a formal ranking was not completed this year due to an overwhelming lack of information. In lieu of this, CK conducted a preliminary “spotlight” investigation using some portions of the survey and a small pool of medical doctor programs.



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The indebted medical student

Why rising tuition may be leaving family doctors at a loss

by BRIAN GOLDMAN, MD



I've been fortunate enough to enjoy two high-adrenaline careers as an ER physician and a medical journalist and author. Both careers have come together on my CBC Radio show, *White Coat, Black Art*, in which I pull back the curtain to explore the culture of health care.

What never ceases to amaze me on the show is the utter devotion of all the health care providers who make up our Canadian health care system. It makes it clear that a

sustainable society's need for competent and passionate health practitioners is as perpetual as the seasons—new generations of high-quality doctors must be encouraged to come out in droves.

And thankfully, they are out there. In my role as radio host, I am often awarded the privilege of hearing from such committed and motivated students embarking on the early years of their medical journey. Recently, Nicole Perkes of Port Coquitlam, B.C., sent me a note announcing her acceptance into

medical school, and thanking me for the show's contribution to her success in making her vision for a future in health care a reality.

In my congratulatory note to Nicole, I reminded her that she did all the work getting past the interview and into medical school—and that she will need a lot of dedication and perseverance to survive her undergraduate years and beyond.

But there is another obstacle in Nicole's way, lurking in front of all medical students, and whittling away at the numbers of

There's growing evidence that rising medical student debt is playing a role in Canada's dearth of family doctors.

Canada's future family care providers: debt.

As it turns out, students like Nicole will also need quite a lot of money to graduate. Medical school tuition is rising as though the schools themselves were filled with helium. According to a survey published in *Macleans* magazine last fall, first-year tuition for the previous academic year ranged from a low of \$7,499 at the University of Manitoba's faculty of medicine to a whopping \$20,831 at McMaster University. Québec medical schools offer lower tuition costs to Québec residents. University of British Columbia, the school Nicole Perkes enters this September, charged \$15,457 tuition to first-year students.

And tuition is only the beginning. Add in books and equipment, plus the cost of living, and the total price becomes daunting.

When I left residency back in the 1980s, I owed the bank \$9,700 in student loans. That's small beer compared to the debt racked up by today's medical students. According to the 2007 National Physician Survey, more than one-third of respondent students said they expected their medical school-related debts to top out at more than \$83,000. Among third- and fourth-year med students, a little more than five per cent said they expected to have total debts of over \$160,000.

Yet believe it or not, it could be worse. Three years ago, I travelled to Ireland to visit Geoffrey Stevens, one of several thousand Canadians studying medicine abroad at the time. Stevens, a native of Ontario, attended medical school at Dublin's Royal College of Surgeons in Ireland. Stevens admitted he didn't get into a Canadian medical school because he favoured partying over studying during his undergraduate years and his



grade-point average suffered as a result. Medical schools in Ireland aggressively recruit students from North America, but at a cost.

At the time, Stevens' first-year tuition alone cost €34,000. Annual tuition increases, living expenses and the then-weak Canadian dollar drove his total costs to close to half a million Canadian dollars. The debt was always on his mind.

"It influences how my future will unfold," he said during an interview on *White Coat, Black Art*. "No matter where I go, I will always be thinking about how to pay this back."

And why should the dwindling bank account of a medical student matter to you?

Because rising debt doesn't only affect those budding physicians. It has a huge impact on the health care system itself. According to Statistics Canada, in 2010, 4.4 million Canadians or 15 per cent of the population age 12 and older did not have access to a family doctor. The same survey found that

53 per cent of those without a regular medical doctor had tried unsuccessfully to find one. Among these, 40 per cent said that doctors in their area were not taking new patients, 31 per cent said their own physician had retired, and 27 per cent said there were no physicians available where they lived.

There's growing evidence that rising medical student debt is playing a role in Canada's dearth of family doctors. Back in 1997, 45 per cent of Canadian medical school graduates chose residencies in family medicine. Since then, there's been a steady decline. Alain Vanasse, a family physician and a professor of family medicine at the University of Sherbrooke in Québec, and his colleagues analyzed data from the 2007 National Physician Survey and uncovered a disturbing result: Fewer than 31 per cent of medical students choose family medicine. That figure is far below the goal of 45 per cent set nationally and a target of 50 per cent of medical school graduates in Québec.

Vanasse and colleagues found that the most important factor driving career course decisions for young doctors is medical school debt. And the heavy financial burdens are swaying more students towards specialty medicine over family care, because there is a better chance they will be able to pay it back. According to the survey, between 54 and 64 per cent of medical students agreed with the statement that if a student has a lot of financial debt, "it is better to choose a specialty as you will make more money and be able to pay off your debt faster." In fairness, the remainder of students surveyed agreed with the contrary statement: "Choose family medicine as the residency is shorter and you can start paying off your debt faster."

Either way, like a virus, student debt enters the hearts and minds and the career choices



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“Family doctors aren’t just good for the sustainability of patients and society; they’re also good for the system itself.”

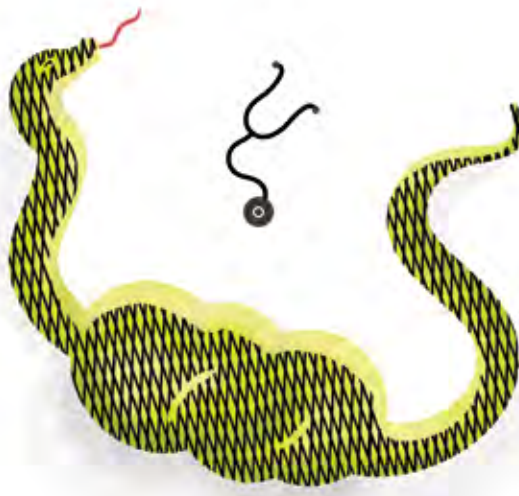
of Canada’s future doctors.

A sustainable society needs family practitioners. Study after study in recent years has concluded that primary care is at the very foundation of good medicine. For one thing, family doctors are more likely to confront a problem at its source, before it even really exists. That’s because they practice the art of prevention before the art of the cure. Your family doctor is aware of your family history, your environment, your personal and financial stresses and your relationships. Their approach to your care is all encompassing.

The orthopedic surgeon who fixes your hip may have excellent technical and diagnostic skills. She may even recommend that you lose a few kilograms before your operation. But it takes a primary care provider like your family doctor to encourage you to eliminate or modify risk factors for diseases like heart attack and stroke in the long run. Family physicians are most likely to encourage a philosophy of prevention, concerned with the entire biological, psychological and social impacts of day-to-day life that might result in illness. Not only that, but you can’t expect a specialist to know your entire medical background the way your family physician does. Historical perspective, especially when it comes to thorough and effective treatment, is not to be underestimated.

Family doctors aren’t just good for the sustainability of patients and society; they’re also good for the system itself. Family physicians deliver timely and detailed care that saves precious health care dollars.

Personally, I think we don’t celebrate primary care enough. As it is, the rate of dissatisfaction among Canadian physicians is high. A 2008 survey by Dr. Joseph Lee, a family physician in Kitchener, Ont., found 42.5 per cent



of family physicians have high stress levels, and nearly half of those surveyed said they have high levels of emotional exhaustion and depersonalization—the hallmarks of burnout.

The impact of distress among physicians goes deeper, extending into the quality of care we might receive. A survey of nearly 8,000 American surgeons published in the *Annals of Surgery* in 2010 found that nine per cent of them admitted to making a medical mistake in the operating room. After crunching the data, the authors concluded that the two strongest factors associated with errors were burnout and depression.

And so, the apparent decline in those entering family medicine as a result of rising tuition is troubling. Another point to consider is how many desirable medical school wannabes glance at the cost of tuition and simply take a pass?


I know that medical school is costly. I understand why debt-ridden provincial governments say they can’t shoulder the financial burden of subsidized medical tuition alone.

Yet they are being shortsighted if they don’t consider the broader implications of tuition that’s beyond the reach of many of our best and brightest students.

Some provinces are bucking the trend. Last year, Manitoba Premier Greg Selinger announced that medical students in that province would have their tuition fully paid for if they agreed to set up practice in parts of the province that are designated as under-served—including Winnipeg’s inner city and parts of rural Manitoba.

Earlier this year, Scott Dobson-Mitchell penned a blog at *Macleans On Campus* with the intriguing title “Should med school be free in Canada?” He asked if taking away the financial pain of med school could solve Canada’s health care crisis.

I think it’s an idea worth considering, provided students sign a contract guaranteeing they’ll work in an area that needs physicians. But why stop there? The provinces could consider paying tuition for nurse practitioners (NPs) too. In 2007, the Ontario government announced the creation of 25 NP-led clinics, a new way of delivering primary care in which the NP takes the lead, consulting with family doctors only when their patients require care that falls outside the NP’s scope of practice.

Canada made publicly funded, universally accessible health care a core value of our nation. In doing so, we decided that people of all economic demographics should have access to decent health care. It’s time we made a medical degree accessible to eager students regardless of their ability to pay. All of us have a stake in making sure that bright, passionate students like Nicole Perkes can find their place in the halls of medicine, unfettered by insurmountable student debt. 

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Business: Ahead of the game

In this year's survey, a few business schools are outperforming the vast majority of sustainability slouches

With the world economy once again teetering on the brink of recession, we are strongly reminded that a new model for business as usual is in order. Whether or not companies seize the opportunity to change course is dependent in many ways on the hearts and minds of their business leaders. Visionary veterans such as the late Ray Anderson of Interface have pointed to the saving grace as a more ethical and responsible model that sees beyond profits and into a secure and sustainable future for generations to come. CK looks to our academic institutions to gauge how effectively they are training the business workforce of the future to adhere to principles of sustainability.

There is a clear leader in this year's MBA program ranking. With a top score of 94.6 per cent, York University's Schulich School of Business MBA program consistently excels across all three evaluated categories: institutional support, student-led initiatives and coursework. Some notable examples include a Responsible Business Dialogue speaker series, run out of the Canadian Business Ethics Research Network (CBERN) that focuses on "triple-bottom line" thinking. Also, the York Sustainable Enterprise Consulting (YSEC) program is a group that merges the expertise of MBA students with Environmental Studies MA students at York to advise organizations on integrating environmental and social factors into their decision-making processes. Outside of the classroom, MBA and undergraduate students are active in sustainability-related events and clubs, such as Net Impact. Schulich MBA and undergraduate programs are also among the few that require students to take an ethics course in

the context of social responsibility and sustainability in business.

Other notable performers in the MBA ranking are the John Molson School of Business at Concordia University (74.3 per cent) and the Alberta School of Business at the University of Alberta (70.9 per cent). Student-led initiatives are the core strength of these programs. Concordia students are invited to partake in the *MBA Oath*, which asks graduates to commit towards the creation of value responsibly and ethically. Students at the University of Alberta can participate in a volunteer income tax return program that aids low-income individuals. If these students are the future of responsible business, the future is looking bright.

Leading in the undergraduate business program ranking this year with a score of 75.6 per cent is the Environment and Business program at the University of Waterloo. Designed to replace the traditional business administration degree, students take unique courses such as Environmental Management Systems and Green Entrepreneurship. A strong focus on the environment and sustainability in required coursework leveraged Waterloo ahead of the rest. The Desautels Faculty of Management at McGill University also performed well in the undergraduate program ranking following closely behind with a score of 71.4 per cent.

But, for both MBA and undergraduate business programs, there is still a long way to go in terms of integrating sustainability themes and practices into the education of our future business leaders.

Despite a strong performance by the top-ranked schools, the vast majority of evaluated programs obtained a score of 50 per cent or less. So where are improvements most

needed?

For MBA and undergraduate programs, consistently low scores were observed in institutional support and coursework. Particularly, greater support and incentives for students to participate in sustainability-orientation internships and consulting programs is needed; over 50 per cent of undergraduate business and MBA programs offered no relevant internships or consulting programs. Similarly, increased institutional leadership and support for relevant case competitions is also needed, as 42 per cent of undergraduate and 53 per cent of MBA programs scored zero points in this category. A serious commitment to sustainability needs to be evident in coursework, as few business schools include sustainability-themed courses in their core curriculum; only Waterloo and Laurier MBA programs achieved a perfect score in this category, offering at least five relevant and required courses.

However, there is some indication that sustainability is moving slowly from the fringes of business education towards the core. The Master of Environment and Business program (MEB) is currently offered at the University of Waterloo, an alternative to the traditional MBA degree. Such a collaborative approach to education could be the future of sustainable business education. Also, a plethora of combined or specialized undergraduate degrees in business and environment, corporate social responsibility, and so on are now appearing in course calendars. While the movement towards a saturated approach to sustainability is slow going, these promising initiatives are branching out intelligently in search of better business. We hope the rest will follow.

Business: Best practices

A small sample of promising initiatives discovered in the Knight Schools

Survey for undergraduate business and MBA programs

EXTERNAL SPEAKERS, SEMINARS AND CONFERENCES

Concordia University: John Molson School of Business

Examples of relevant external speakers hosted at Concordia between September 2010 and August 2011:

- “Personal Autonomy and Environmental Sustainability,” presented by Luc Pelletier, chair, School of Psychology, University of Ottawa
- “Getting Green IT off the Ground: Reconciling Diverse Perspectives,” presented by Jane Webster, professor of management information systems, Queen’s School of Business, Queen’s University

INTERNSHIPS AND CONSULTING PROGRAMS

University of Waterloo: School of Environment, Enterprise and Development (SEED) Undergraduate Environment and Business Consulting Project

This is a final project for senior undergraduate Environment and Business students. It requires an eight-month client-focused engagement that includes outreach as a component of an integrated environment, business case or research study. Students have produced original videos on issues of green business, sustainable development and corporate social responsibility.

INSTITUTES AND CENTRES

University of Calgary: Haskayne School of Business

International Resource Industries and Sustainability Centre (IRIS)

The centre was created to promote inter-faculty and interdisciplinary research projects on strategic management of environmental and sustainable development issues relating to resource-based industries. The

focus is primarily on research into the management of ecologically and socially sensitive areas in Canada and the developing countries in which Canadian resource-based firms conduct operations. In addition, attention is paid to the management of global strategic issues such as climate change, habitat destruction and diversity, the development of renewable energy sources, and carbon capture and storage techniques.

STUDENT-LED INITIATIVES

University of British Columbia: Sauder School of Business

Commerce Undergraduate Society Sustainability (CUS Sustainability)

CUS Sustainability began with one student’s attempt to raise awareness about sustainable business and social equity, and turned into a positive movement within the Sauder undergraduate community. The group’s mission is to provide opportunities for Sauder students to educate themselves on what sustainability means in the context of business; motivate students to integrate sustainability into their professional and personal lives; and use the CUS as a model for how sustainability can be implemented into the operations and strategic thinking of an organization.

REQUIRED, FULLY DEDICATED COURSES

Simon Fraser University: Beedie School of Business

Business, Society and Ethics

This course reviews and synthesizes the literature on moral and ethical issues in the field of business and society, including ethical leadership and environmental concerns in business, the direction of business ethics in an age of democracy, globalization and environmental concerns, and other themes.

SPECIALIZATIONS AND CONCENTRATIONS

McGill University: Desautels School of Business

Undergraduate program, Minor in Environment

The Minor in Environment option is intended to complement the expertise that Desautels undergraduate students gain through a major or faculty program outside of the McGill School of Environment.

MBA PROGRAM

Concordia University: John Molson School of Business

MBA students can specialize in one of the following by taking 12 credits in the respective area: corporate governance and business ethics; business sustainability and environmental management; or community development.



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Ashley Hegland, MBA '06
Director, Sustainability Practice
Edelman Asia Pacific
Hong Kong (China)

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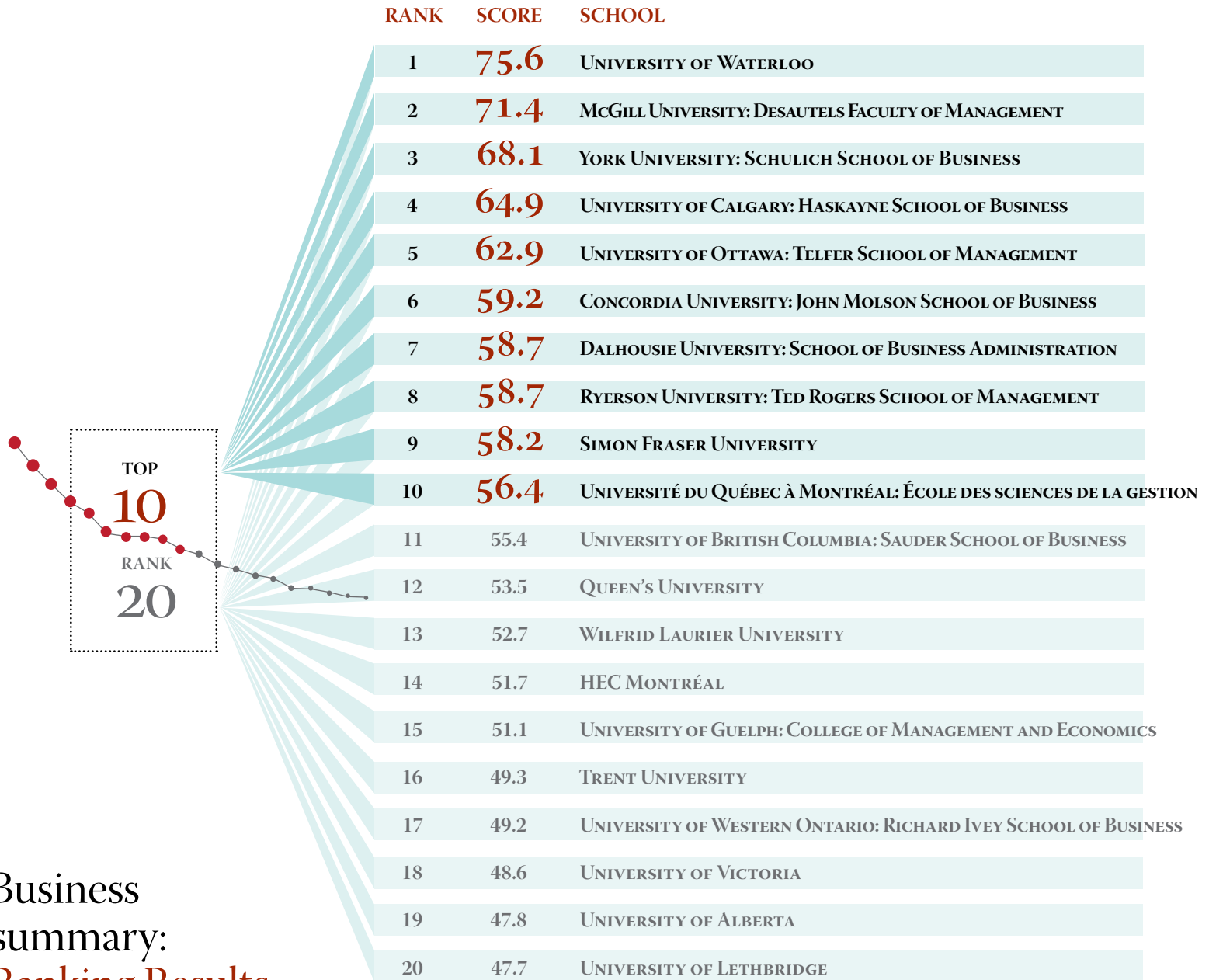
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Undergraduate Business Program Ranking Scores 2011



Business summary: Ranking Results and Analysis

The number of questions in Part 1, 2, and 3 of the undergraduate business survey that improved, deteriorated or did not change in comparison to the 2010 ranking with respect to the per cent of programs ranked achieving greater than zero points per question.

PART 1 INSTITUTIONAL SUPPORT	↑5	↓3	NO CHANGE –
PART 2 STUDENT-LED INITIATIVES	↑–	↓1	NO CHANGE –
PART 3 COURSE WORK	↑3	↓3	NO CHANGE –

MBA Business Program Ranking Scores 2011

SCHOOL	SCORE	RANK
YORK UNIVERSITY: SCHULICH SCHOOL OF BUSINESS	94.6	1
CONCORDIA UNIVERSITY: JOHN MOLSON SCHOOL OF BUSINESS	74.3	2
UNIVERSITY OF ALBERTA	70.9	3
UNIVERSITY OF BRITISH COLUMBIA: SAUDER SCHOOL OF BUSINESS	67.1	4
MCGILL UNIVERSITY: DESAUTELS FACULTY OF MANAGEMENT	65.8	5
UNIVERSITY OF CALGARY: HASKAYNE SCHOOL OF BUSINESS	63.8	6
UNIVERSITY OF TORONTO: ROTMAN SCHOOL OF MANAGEMENT	58.4	7
UNIVERSITY OF OTTAWA: TELFER SCHOOL OF MANAGEMENT	55.6	8
HEC MONTRÉAL	51.5	9
DALHOUSIE UNIVERSITY: SCHOOL OF BUSINESS ADMINISTRATION	48.8	10
WILFRID LAURIER UNIVERSITY	45.6	11
SIMON FRASER UNIVERSITY	42.7	12
UNIVERSITÉ DU QUÉBEC À MONTRÉAL: ÉCOLE DES SCIENCES DE LA GESTION	41.8	13
RYERSON UNIVERSITY: TED ROGERS SCHOOL OF MANAGEMENT	41.1	14
UNIVERSITY OF WATERLOO	41.0	15
UNIVERSITÉ LAVAL	34.6	16
UNIVERSITY OF MANITOBA: ASPER SCHOOL OF BUSINESS	33.2	17
CARLETON UNIVERSITY: SPROTT SCHOOL OF BUSINESS	32.3	18
UNIVERSITY OF WESTERN ONTARIO: RICHARD IVEY SCHOOL OF BUSINESS	30.6	19
SAINT MARY'S UNIVERSITY: SOBEY SCHOOL OF BUSINESS	30.2	20

Business summary: Ranking Results and Analysis

The number of questions in Part 1, 2, and 3 of the MBA business survey that improved deteriorated or did not change in comparison to the 2010 ranking with respect to the per cent of programs ranked achieving greater than zero points per question.

PART 1 INSTITUTIONAL SUPPORT	↑5	↓2	NO CHANGE -1
PART 2 STUDENT-LED INITIATIVES	↑-	↓1	NO CHANGE -
PART 3 COURSE WORK	↑1	↓5	NO CHANGE -

Businesses around the globe are committing to social responsibility and environmental sustainability. More than ever, they need people — like our MBA and BBA students — who can understand and implement their vision.

This past year, our MBA students hosted the Sustainability in the City forum, held a charity chess competition for Free the Children, and won Vancouver's Acumen Fund Team Social Finance Case Challenge. Their ambitious One Dollar Per Like social media campaign raised enough funds for a water well so that a village in Sierra Leone will have access to clean drinking water.

Our BBA students, meanwhile, won the Environmental Sustainability Challenge, hosted the Social Innovation Case Competition and Social Entrepreneurship Challenge, and participated in award-winning initiatives like No Home and the Banner Bags sustainability program.

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Do More.
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Law: Defending the greater good

The legal system needs a boost of environmental and social values to maintain justice in a world of growing inequality. Are Canadian universities training young lawyers accordingly?

As food, energy and water security become increasingly pressing issues, the need for laws that protect the rights of individuals and the valuable environments that support them has never been greater. The gap between privilege and poverty is increasing with a higher demand and a decreasing global supply. Because of this, the basic rights and freedoms of the global population must be advocated for and upheld, and it is up to our lawmakers and legal defenders in part to ensure this is done. Whether one chooses corporate, civil, environmental or human rights law, the values of an ethical and environmentally responsible society must be at the core of basic legal training. CK continues to assess the state of legal education in Canada with respect to the integration of environmental and social justice into the curriculum.

In this year's survey, the Juris Doctor (JD) program at the University of Toronto led the law schools ranking this year with a total score of 88.9 per cent. Its law curriculum stands out by offering the largest number of

interdisciplinary combined degrees related to sustainability: JD and environmental studies, global affairs, international relations and social work are all options for students who want to expand their academic horizons. The Faculty of Law also has many relevant endowed faculty chairs focusing on environmental law, human rights, international law and development, and so on.

Following on the heels of the University of Toronto are the Osgoode Hall Law School at York University (79.8 per cent) and the Schulich School of Law at Dalhousie University (78 per cent). Performing strongly in student-led initiatives and institutional support, Osgoode Hall has a strong social focus and is an integral part of IRIS, the university-wide Institute for Research and Innovation in Sustainability. At Dalhousie, Schulich School of Law faculty runs a weekly lecture series for the community on contemporary legal topics and has a very active student body that organizes events and clubs on everything from animal rights law to lesbian, gay, bisexual and transgender (LGBT) legal studies.

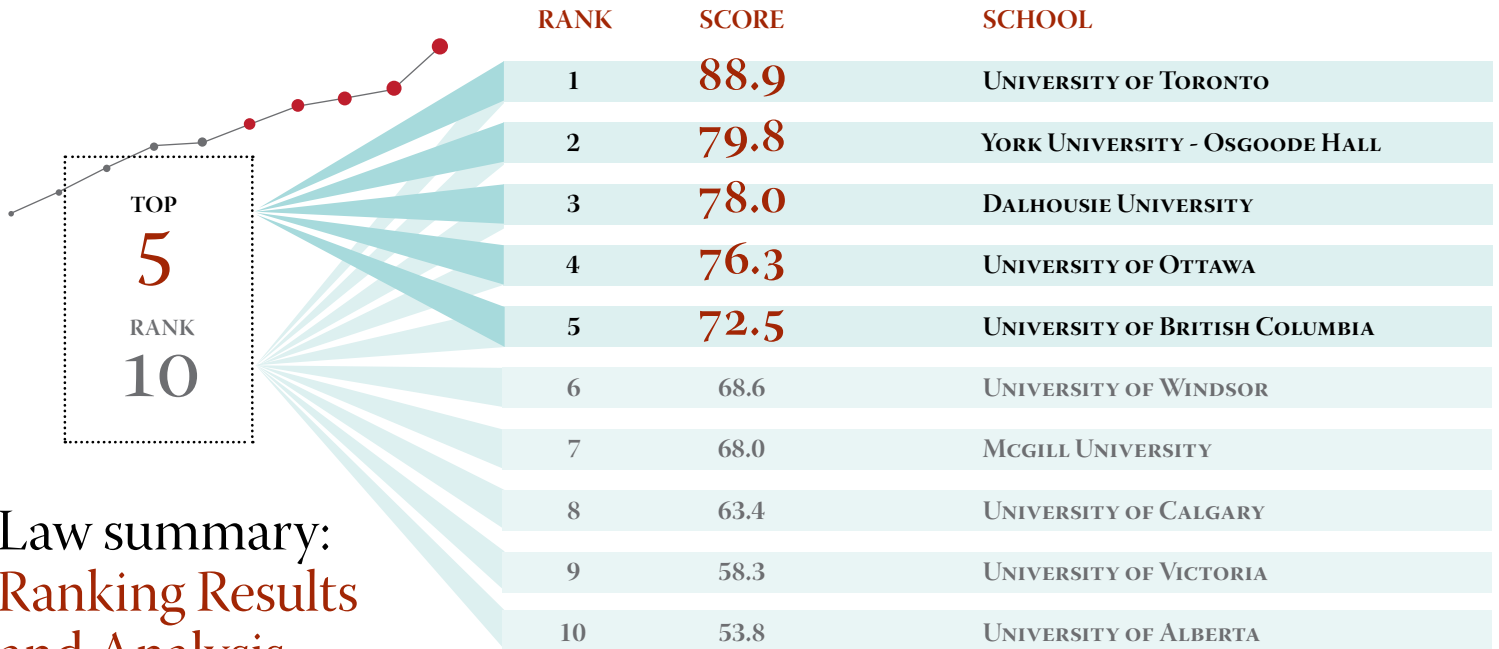
However, CK found there is much room

for improvement in instituting sustainability within legal education, noted most clearly in the curriculum offered by law programs across the board. Most require students to take a series of core courses in their first year, which commonly include professional ethics, criminal law, property law, tort law, administrative law and constitutional law; but even in upper years, students are not required to take environmental law or human rights law. Only Osgoode Hall Law School at York University requires graduates to fulfill 40 hours of public-interest, law-related work and only students in Windsor Law at the University of Windsor are required to take an access to justice course.

While it is evident that sustainability and its related themes in law have not been a priority in legal education, nearly all law schools analyzed scored perfect marks on research initiatives and student-led initiatives. So, it appears that there is a strong faculty and student interest in sustainability legal issues, but this has not yet transferred to the required curriculum.



Law Program Ranking Scores 2011



Law summary: Ranking Results and Analysis

The number of questions in Part 1, 2, and 3 of the law program survey that improved deteriorated or did not change in comparison to the 2010 ranking with respect to the per cent of programs ranked achieving greater than zero points per question.

PART 1 INSTITUTIONAL SUPPORT	↑ 3	↓ 2	NO CHANGE - 3
PART 2 STUDENT-LED INITIATIVES	↑ -	↓ -	NO CHANGE - 1
PART 3 COURSE WORK	↑ -	↓ -	NO CHANGE - 4

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Law: Best practices

A small sample of best practices from top-performing schools
in the Knight Schools Survey for law degree programs

EXTERNAL SPEAKERS, SEMINARS AND CONFERENCES

University of Western Ontario

Examples of relevant external speakers hosted at Western between September 2010 and August 2011:

- “Access to Justice,” fireside chat, Supreme Court Justice Thomas Cromwell
- “Canada and Human Rights: Have we lost our way?,” presented by Alex Neve, Secretary-General, Amnesty International Canada

INSTITUTES AND CENTRES

University of Toronto: Faculty of Law Centre for the Legal Profession

The centre says it aims to “broaden and deepen our understanding of professionalism, ethics and public service, and the relationship between them.” It was set up as “a catalyst for dialogue about the capacities, judgment and actions necessary for effective lawyering, and about the idea of community leadership and public service as essential to becoming a ‘good’ lawyer.”

STUDENT-LED INITIATIVES

Dalhousie University: Schulich School of Law

Relevant and active student associations at Dalhousie include: Pro Bono Students Canada, Canadian Lawyers for International Human Rights, Dalhousie’s Aboriginal Law Students Association, Health Law Students’ Society, Queer Legal Students Association, Dalhousie Black Law Students’ Association, Student Animal Law Association of Dalhousie and Environmental Law Student Society.

REQUIRED, FULLY DEDICATED COURSES

University of Windsor: Windsor Law Access to Justice


This course examines the role of law, legal institutions and lawyers in social change relating to access to justice. It includes an introduction to the Canadian legal system, an examination of the idea of access to justice and a critical consideration of the decision-making processes and outcomes of courts, legislatures and administrative agencies.

Constitutional Law

This course is designed as a general introduction to the Canadian Constitution, with particular emphasis on the Charter of Rights. In addition, each student is required to select, in either second or third year, one course from a group of courses that give a broader perspective of the legal process and legal theory. These courses form the Legal Perspectives group of courses and include, among others: Aboriginal Justice Systems, Aboriginal Law in Society, Alternative Dispute Resolution, Civil Liberties and Feminist Legal Theory.

SPECIALIZATIONS AND CONCENTRATIONS

York University: Osgoode Hall Law School

Multiple relevant specializations are available, including intensive programs in Aboriginal Lands, Resources and Governments, Immigration and Refugee Law, and Poverty Law. 



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Centre for Environment
UNIVERSITY OF TORONTO

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For more information or to register, please visit,

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johnmolson.concordia.ca/mba





ADOLFO ICH, CENTER. PHOTO: JAMES RODRIGUEZ

Going deeper underground

In Guatemala, victims of human rights abuses involving Canadian mining companies are left to pick up the pieces. At home in Canada, company lawyers skirt around questions of accountability, and justice ultimately falls through the cracks.

by LYNDIE BOURGON

Tory Wanless sits at his desk in downtown Toronto, flipping through photo after photo of burning huts and maimed bodies. He points out where Adolfo Ich was hacked in the arm with a machete before being shot in the head, and where the home belonging to one of 11 women allegedly raped once stood in Lote Ocho, a small village in Guatemala.

Wanless, a lawyer at Klippensteins Barristers and Solicitors, is working on two cases that have implicated Canadian mining company HudBay Minerals Inc. and its subsidiary, HMI Nickel Inc., in serious human rights abuses in Guatemala. Both cases concern Guatemala's CGN security forces, employed by HMI Nickel. In *Choc v. HudBay*, it's alleged that security personnel shot and killed Adolfo Ich, a well-known Mayan Q'eqchi community organizer, in public and in broad daylight on September 27, 2009. His wife, Angelica Choc,

has brought a wrongful death case forward against HudBay. In the other lawsuit, *Caal v. HudBay*, it's alleged that CGN employees, the Guatemalan army and police took part in the gang rape of 11 Mayan Q'eqchi women during the forceful eviction of their homes in Lote Ocho. The women are suing HudBay for negligence.

In a statement from HudBay, John Vincic, vice-president of investor relations and corporate communications, said, "In both cases we believe the allegations to be groundless, and we are defending ourselves vigorously against them. ...We continue to cooperate fully with Guatemalan authorities to ensure all the facts are uncovered."

Both cases raise the significant dilemma of who should take responsibility for human rights violations when business-as-usual goes wrong.

"The bullet that killed Adolfo was shot in Guatemala, but the decisions that ultimately

led to Adolfo's death were made in Canada," Murray Klippenstein has said.

So, is HudBay, the parent company, liable for actions taken by subsidiaries that it hires? And if not, who should be held accountable, and how? The problem is not unique to Guatemala and the allegations against HudBay. Trouble has been reported at Canadian mines across the world, including infractions in Mexico, Tanzania, India and Papua New Guinea. Companies including Anvil Mining, Barrick Gold and Banro Corporation have allegedly been involved in human rights abuses at mines abroad.

"This is a global problem with a Canadian flavour," says Wanless. "As a result, it becomes Canada's responsibility to do something about it."

But Canada isn't doing much. For reasons entrenched in our judicial and political infrastructure, most of these cases will never be heard in Canadian courts. It remains

relatively simple for Canadian companies to press responsibility on other parties, or to get the case thrown out of Canadian courts. It's par for the course for many mining companies to argue that human rights lawsuits should be heard in the country where the infraction took place.

In some cases, this makes sense. But experts including Grahame Russell at Rights Action and Audrey Macklin, a professor of human rights law at the University of Toronto say this most often ensures justice will never be served. In developing countries where mining takes place, judicial systems and the legal and political realms are often not at all equipped to handle these cases. For example, similar cases in Tanzania, the Congo and Sudan have been tossed out of court on minor technicalities.

However, a recent case alleging environmental damage against oil giant Chevron was heard in an Ecuadorian court, where a local judge found the company guilty of damages to forestry and community health, and ordered it to pay an \$8-billion fine. Chevron responded with outrage, and is seeking an injunction to block enforcement.

"So even when they're sued there, they'll stop at nothing," says Macklin. "Ultimately, it's not really about claiming where it's appropriate. It's all about avoiding legal accountability, anywhere."

Since 2009, four foreign-plaintiff cases have been brought against mining companies before Canadian courts, and two of those are the lawsuits against HudBay. One of the cases was dismissed from Ontario courts; the other, surrounding Anvil Mining's actions in the Congo, is still under review in Québec courts. Wanless says the cases against HudBay could prove to be a precedent if they're tried in the Canadian judicial system.

"Either this case is heard in Canada, or it is not heard at all," he says. Canada and its mining companies are signatories to a worldwide framework known as the Voluntary Principles on Security and Human Rights. The international decree sets out to guide extractive companies working in developing countries on how to handle risk regarding human rights and the environment.

The principles generally fall into three categories: risk assessment, relations with public security, and relations with private security. The framework acknowledges security as a fundamental need, and urges respect of the

Universal Declaration of Human Rights, as well as the need to mitigate potential conflict.

"The fact that they have a code like this is a tacit acknowledgement that they have an obligation and responsibility," says Karyn Keenan, a program officer at the Halifax Initiative, a coalition of human rights, labour and development organizations. "Companies have a legal obligation with respect to the firms that they hire," she adds. "If a mining company doesn't undertake reasonable due diligence before hiring a security firm, they can be found liable for negligence."

Vincic notes that HudBay follows the Voluntary Principles on Security and Human



ANGELICA CHOC. PHOTO: JAMES RODRIGUEZ

It's alleged that CGN employees, the Guatemalan army and police took part in the gang rape of 11 Mayan Q'eqchi women during the forceful eviction of their homes in Lote Ocho. The women are suing HudBay for negligence.

Rights, and says that corporate social responsibility has always been a priority for the company. About 66 community programs and initiatives are run through HudBay, he says, and the company also supports a not-for-profit foundation.

Russell says he's weary of corporate responsibility initiatives like those that HudBay has in place.

"I think it can work in a national context within the borders of a country like Canada, but it cannot and will not work whatsoever in the international sphere unless it's backed up by hard and binding law," he says. Corporate social responsibility "is part of the problem in this case, because the companies and the Canadian government say they have standards in place, but everyone knows it's

self-regulated so there's no enforceable regulation whatsoever." There is consensus from all sources in this article that government-backed legislation needs to be put in place before these human rights violations will stop entirely.

"If our government were serious about this, they could legislate to enable access to their courts for people who claim they have been harmed by the actions of a Canadian company abroad," says Macklin, adding: "It's very controversial."

Wanless adds that government regulation creates a risk to business. "The creation of risk is a great way to regulate corporations," he says.

The problem is, our government has already tried and failed to enact such legislation. In 2009, Liberal MP John McKay

Continues on page 43

ACTIONS SPEAK VOLUMES...



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BRIAN VAASJO President and CEO

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Organizations that help the women and men who serve our country, and their families, received approximately \$80,000 from Capital Power in 2010/2011 thanks to the fund-raising efforts of our employees and donations matched by Capital Power.



introduced a private members bill, Bill C-300, to the House of Commons—the Act Respecting Corporate Accountability for the Activities of Mining, Oil or Gas Corporations in Developing Countries. The bill would have: regulated the relationship between Canadian government agencies and Canadian corporations working in developing countries; listed guidelines regarding human rights treatment in these countries; and set in place a complaints mechanism that would investigate complaints against a company.

Bill C-300 was written based on outcomes from the National Roundtables Process on Corporate Social Responsibility, which took place in 2007. In the end, Bill C-300 was narrowly defeated.

“None of the challenges were anticipated by me, I can tell you that,” says McKay. “The first challenge was the indifference of the Canadian public.... Canadians either don’t know or don’t care about what’s going on by their companies in third world countries.

“The second was resistance on the part of the mining industry.... There seemed to be a lot of buyers’ remorse on the part of the industry that signed on for the Roundtable. It was unseemly, the furious backpedalling that was going on. Their strategy was to denigrate the bill left, right and centre.”

McKay is blunt when it comes to Parliament addressing corporate social responsibility in the mining industry: “Hell will freeze over waiting for that,” he says. “But I do think that there is an appetite for [corporate social responsibility] on an international scale.”

The issue has even been addressed by those heavily involved in the legal system. In a 2008 speech to the Canadian Bar Association, Supreme Court of Canada Justice Ian Binnie said that human rights enforcement mechanisms are lagging.

“My point simply is that you cannot have a functioning global economy with a dysfunctional global legal system: there has to be somewhere, somehow, that people who feel that their rights have been trampled on can attempt redress—and if the complaints turn out to be unfounded, so be it,” he said.

Education in post-secondary institutions, it turns out, is playing an important role in changing our current view of Canadian human rights abuses abroad. As more law and business schools integrate principles of environmental, social and governance criteria, a shift towards a more ethical approach to



PHOTO: JAMES RODRIGUEZ

“If our government were serious about this, they could legislate to enable access to their courts for people who claim they have been harmed by the actions of a Canadian company abroad”

business-as-usual is hopefully on the horizon.

“The interest in the bill migrated from the development crowd to the law schools,” says McKay. “When the law schools begin to talk about it, you know it’s getting a bit more serious. Then it migrated to the business schools, and they’re starting to get serious about it because they’re going to have to apply this and take it into consideration.”

But it isn’t just about legal and business education, though those are the professions most affected by corporate social responsibility.

“There are also other actors involved that require education, like the geologists and engineers who receive a narrow, technical education,” says Keenan. “I’m not sure that those entering the industry are provided with the opportunity to think about those issues and understand how important they are.”

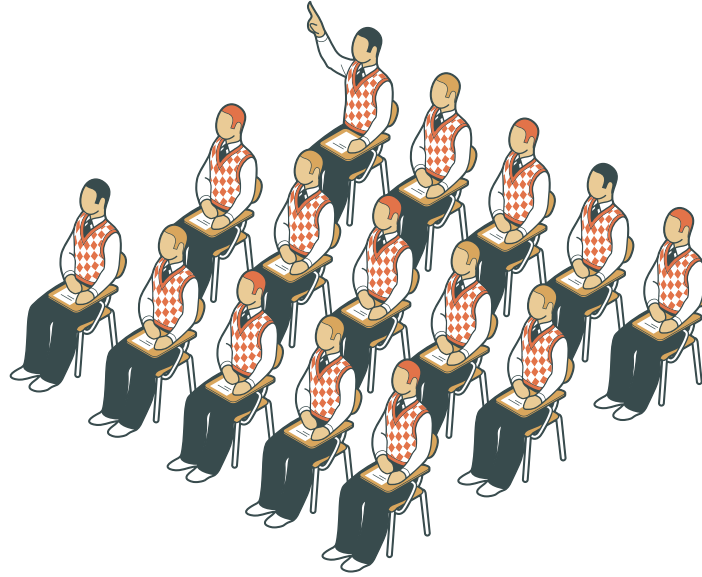
Once occupations involved in the extractives industry acknowledge the impact of their work on human rights, the courts will be better able to hold businesses accountable.

In a speech last December, Osgoode Hall Law School professor Craig Scott summed

up the conflict between legal accountability and societal responsibility in Canadian law: “If a plaintiff cannot find justice in Canadian courts on these facts, then what hope is there—not only for future plaintiffs, but for us as a society that likes to tell itself that Canada is amongst the better angels in this world? If not now, when?”

It will probably be years before Angelica Choc and the 11 women of Lote Ocho see legal justice anywhere. As Klippensteins prepares for initial hearings and appeals to get under way in late 2011, Wanless says the cases won’t see much action within the next four years. Nonetheless, the firm remains “cautiously optimistic” about what the lawsuits mean.

“If a Canadian court hears this case, that sends a signal to mining companies that if they screw up, they can find themselves in Canadian court. It could have a major impact in the way they think about business.”¹⁴



Teacher education: Cultivating change

One visionary institution makes significant strides in social justice and sustainability, while the vast majority of programs have their work cut out for them

Today, the most important test we are asking our educators to prepare our youth for is ironically one society hasn't yet passed. How do we overcome our differences to heal our planet and maintain social justice? As future generations face this mammoth task, their role models must be people who manage to bring issues of sustainability and justice to life. Our teachers must be compassionate and dedicated. If our teachers can educate our children to be more just, more cooperative and more resourceful than we ever were, they will not only lead the charge toward a sustainable world but also teach us a thing or two about it. How we train our teachers to do so is critical.

When it comes to sustainability and

teaching, there is a clear front-runner in the 2011 ranking. The Ontario Institute for Studies in Education (OISE) at the University of Toronto excels in every part of the ranking survey, scoring a promising 91.3 per cent and placing it more than 20 per cent above all other institutions. So what is its secret to success?

First, the teacher education program at OISE is based on seven principles, including "equity, diversity, and social Justice", which are strongly reflected institutionally. All students in the program are required to take the School and Society course, which addresses key themes like student diversity and difference and democracy, conflict, and resistance in schools. OISE is also the only school to offer an environmental and

sustainability education course, as well as a myriad of other specialized classes on everything from aboriginal perspectives on education to gender and diversity of sexualities in schooling.

The breadth and diversity of courses is surely a reflection of the strong faculty and research base that OISE has developed. With free public lectures series and institutes like the Centre for Urban Schooling, OISE rises above its peers.

And what about the rest?

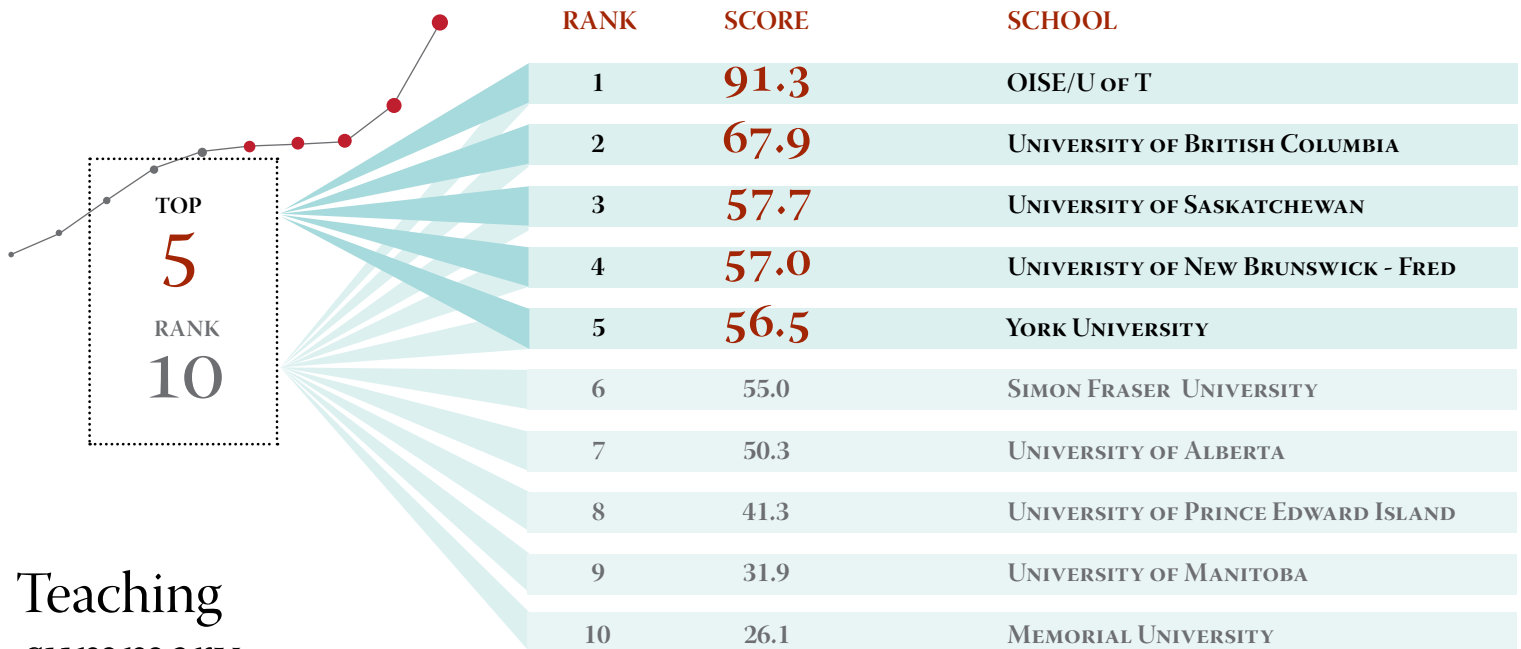
Similar to the disciplines of business and law, most teacher education programs analyzed in the ranking have at least some inclusion of ethics training, and courses on diversity and inclusive education for children with special needs are encouragingly common.

But this appears to be where most institutions draw the line, as all other sustainability-oriented courses (if offered) are electives. And, unlike other disciplines, student-led initiatives in teacher education appear to be lacking. However, the survey looks only at those initiatives directly associated with the education program; initiatives taken during placements in schools may be more significant.

It is interesting to question whether teacher education programs will evolve to incorporate concepts of social justice, environment and sustainability as OISE has done. One could hope this might become the future norm of teacher education.



Teaching Program Ranking Scores 2011



Teaching summary: Ranking Results and Analysis

The number of questions in Part 1, 2, and 3 of the teaching program survey that improved, deteriorated, or did not change in comparison to the 2010 ranking with respect to the per cent of programs ranked achieving greater than zero points per question.

PART 1 INSTITUTIONAL SUPPORT	↑ —	↓ 1	NO CHANGE — 5
PART 2 STUDENT-LED INITIATIVES	↑ 1	↓ —	NO CHANGE —
PART 3 COURSE WORK	↑ —	↓ 4	NO CHANGE — 1

Teacher education: Best practices

A small sample of promising initiatives discovered in the Knight Schools Survey for teacher education programs

EXTERNAL SPEAKERS, SEMINARS AND CONFERENCES

University of Alberta

An example of a relevant speaker series hosted by the Faculty of Education at the University of Alberta:

- “Abraham Maslow and the Blackfoot Peoples”, presented by Narcisse Blood & Ryan Heavy Head (Red Crow Community College), exploring how Abraham Maslow’s time with the Blackfoot Peoples in 1939 influenced his thinking and as a result, influenced western psychology, education and business practices.

INSTITUTES AND CENTRES

University of Toronto, OISE

The Centre for Urban Schooling

This education, research, policy and advocacy centre was established in 2005 to connect OISE to schools and communities in inner cities, committed to social justice and equity for all students. The centre works collaboratively on education projects that challenge power relations based on class, race, gender, language, sexuality, religion, ethnicity and ability in all aspects of education, both formal and informal.

OTHER PROGRAMS AND INITIATIVES

York University

The Access Initiative

York University’s Faculty of Education Access Initiative is designed to recruit, admit and support individuals who will make excellent teachers and who reflect the diversity in our society. Its admissions policies are designed to assess the potential of all candidates, in particular those who have faced systemic barriers in educational settings and in their lives. Underrepresented groups are encouraged to apply as a part of this initiative: Aboriginal (First Nations, Métis, Inuit, Status, Non-Status, Aboriginal

Ancestry), people with disabilities, racial minorities, and people whose personal education or career has been affected by the refugee experience:

REQUIRED, FULLY DEDICATED COURSES

University of Toronto, OISE *School and Society*


This course introduces teacher candidates to a range of issues flowing from the complex relationship between schools and the society in which they are embedded. Key themes addressed in this component include: the variety and purposes of schooling; contemporary goals of education; student diversity and difference; democracy, conflict, and resistance in schools; family and community relationships with schools; how schools are organized; and teachers’ identities.

University of Prince Edward Island *The Inclusive Classroom*

This course provides an overview of students with different learning abilities in the regular classroom, and examines the evolution of services for children with particular learning needs. The course emphasizes the skills needed to ensure that the regular classroom is inclusive and that the teacher is sensitive to all needs.

SPECIALIZATIONS AND CONCENTRATIONS

University of New Brunswick, Fredericton

The Education program at UNB offers the chance to take courses in many specialized areas of interest, while still maintaining some diversification. Specialization areas include: Aboriginal Education, Second Language Education, Art, Health, Drama, Mathematics, Music, Physical Education, Science, Social Studies, Early Childhood Education, Special Education, Technology Education, Guidance and Counselling. 

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Methodology

The Knight Schools Survey is distributed to programs selected for evaluation (see selection process below). Universities are given one month to complete the survey and, if incomplete, CK used publicly available information to collect data (unless exclusion from the ranking was specifically requested). All data covers September 2010 to August 2011.

SURVEY BREAKDOWN

1. "Institutional support" considers if the faculties are doing their part to encourage sustainability through external guest speakers, orientation activities, internships and consulting programs, loan forgiveness and scholarships, student competitions, community involvement, endowed faculty chairs, institutes and centres, and faculty research.
2. "Student-led initiatives" evaluates how sustainability is fostered outside the classroom by the student body in the form of clubs, groups and events.
3. "Coursework" illuminates how and if sustainability is integrated into the curriculum of the program by looking at required and elective courses, joint degrees and degree specializations available.

ANALYSIS

Data was analyzed by CK researchers and evaluated for sustainability content. The number of points allocated, maximum points allowable for each question and weighting of each question in the final score was based on the previous year's rankings, but modified slightly in 2011 to accommodate program improvements or lack thereof in the ranking results compared with 2010. The aim is to produce a ranking that evolves with changes in education and increased expectations as sustainability theory becomes more established.

SELECTION PROCESS

1. Business: 53 business schools, 50 undergraduate degree programs (BBA or BComm) and 40 MBA programs were evaluated. All general MBA programs in Canada were analyzed (excluding E-MBA, specialized MBA, co-operative MBA or online MBA programs). Not all undergraduate business programs in Canada were included due to time and resource limitations.
2. Law: Schools were selected based on the existence of a common law program.

Eighteen schools in Canada were analyzed. The law program at Thompson Rivers University starts in fall 2011, so it will be included in next year's ranking, and the Akitsiraq Law School, run out of the University of Victoria and Nunavut Arctic College, did not receive funding in the 2010-2011 school year.

3. Teaching: 16 teachers programs were selected for inclusion, drawn from one school per province or territory based on total undergraduate school population and two schools for larger provinces (Ontario, British Columbia and Québec). Programs based in the Yukon, Northwest Territories and Nunavut could not be included due to a lack of publicly available information.
4. Medicine: The top five medical doctor programs according to number of students admitted were selected for inclusion in the preliminary investigation.

For the full methodology, including links to the surveys and full scoring, please visit corporateknights.ca/knightschools.

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