

6th Annual

Knight Schools

Designing Our Future: Sustainability in Education



T

his is a sketch of what is going on in schools across Canada. It's a blueprint of how a variety of degrees are molding minds and polishing their programs to incorporate the idea of sustainability. Sustainability is not just about conserving the natural world: it's about creating an inclusive, responsible society that cares about its future.

This year, we visited familiar territory by investigating Business, Law, and Public Policy Schools. Two additions, Industrial Design and Teacher Education programs, cover significant new ground.

It has become clear that there is room for sustainability in every field. These programs turn out professionals who will oversee projects, manage companies, and teach our children. The programs students are enrolled in now will have an impact on the shape of the world tomorrow.

The Industrial Design and Teacher Education reports were researched and produced with the financial support of Industry Canada.

Research by MONIKA WARZECHA, MELISSA FELDER, CARLA WEINBERG, JON-ERIK LAPPANO, AND MELISSA SHIN
Editorial by MONIKA WARZECHA

INDUSTRIAL DESIGN: MEA CULPA AND THE CONSUMER



Brandy Burdeniuk is part of a secret society. They're called industrial designers. "As designers, we touch everything. But no one knows we exist," she says.

Only a small group of schools teach the discipline in Canada. Combining art, function, and mass-production, an industrial designer stands behind nearly every object in our day-to-day lives. But why examine what future industrial designers are learning in school?

Burdeniuk believes that designers across the board have not been held accountable for what they make and what we buy (and often throw away). Burdeniuk is one of the co-founders of EcoAmmo, an Edmonton-based consulting firm that provides sustainable research and education about the built environment, and its offshoot, Green Alberta, a database of sustainable building products and materials. She is one of many designers who are asking questions about her field, and trying to come up with solutions.

Nathan Shedroff, author of *Design is the Problem*, shares this combination of criticism and optimism.

"I wouldn't be a designer if I thought design had to remain [at odds] with sustainability," he says.

A professor at the California College of the Arts, Shedroff believes industrial design programs need to be over-hauled to integrate more sustainability practices.

In studying the programs, the average design school score came to 30.02%. While a number of schools offered electives in green design, or socially responsible design practices, few made these types of courses mandatory for all students.

"Every class should touch on sustainability," Shedroff says. "I think that's the right approach, ultimately."

1.

HUMBER COLLEGE*
43.75%

2.

EMILY CARR UNIVERSITY
OF ART AND DESIGN*
42.85%

3.

CARLETON UNIVERSITY
39.35%

4.

ONTARIO COLLEGE OF ART AND DESIGN
29.05%

5.

UNIVERSITÉ DE MONTRÉAL*
22.2%

6.

UNIVERSITÉ DU QUÉBEC À MONTRÉAL
16.75%

7.

UNIVERSITY OF ALBERTA
16.2%



Best Practices

Jeremy Faludi Speaker Series: Interaction and Public Space (Emily Carr)

CIRAIG, Laboratoire d'écodesign (Le Centre interuniversitaire de recherche sur le cycle de vie des produits, procédés et services) [The Interuniversity Research Centre for the Life Cycle of Products, Processes and Services, Ecodesign Laboratory] (Université de Montréal)

Design and the Environment: Principles of Production & Consumption - Core Course (OCAD)

How is Society Possible? Conflict, Co-operation, and Social Theory - Elective (Humber College)

Methodology: Survey Breakdown

Part 1 - Institutional Support considers how the faculties are doing their part to encourage sustainability through research, guest speakers, awards and scholarships etc.

Part 2 - Student Initiatives play the important role of measuring how sustainability is fostered outside the classroom in clubs and groups. This section can have a huge effect on the overall score.

Part 3 - Course Work gets to the core of what students are learning by looking at the available electives, joint degrees,

specializations, and the courses required for the completion of the degree.

(Faculty members were given over a month to complete the surveys. If they did not complete the survey, CK used publicly available information and web resources for scoring purposes.)

Note: Corporate Knights will examine Business, Engineering, Architecture, and Urban Planning programs in 2010.

* Refers to schools that filled out the Knight Schools survey

▲▼ Arrows indicate how a school moved from last year's ranking to this year's.

All illustrations for our Knight Schools layout are from a Tournament Book (Knight games held by Emperor Frederick III. Emperor Maximilian I and in the years 1489 to 1511) drawn by Hans Burgkmair. They come courtesy of Peter "Peacay" who runs the excellent illustration blog, BibliOdyssey (blogspot.bibliodyssey.com) via a Creative Commons attribution license.

Full methodology is available online at www.corporateknights.ca/knightschools

POLICY: TOOLS FOR CHANGE



While some programs have seen their cumulative scores rise as they embrace sustainability, others have remained stagnant. While four out of five of this year's top five Master of Public Administration (MPA) or Master of Public Policy (MPP) schools have shown an increase in their percentage scores, the entire group of 16 policy schools has slipped.

In 2008, the average score for a policy program was 30.2%. This year, that number is down to 26.63%.

Policy schools may not be increasing their focus on sustainability issues, but they do provide the tools for graduates to turn their values into something tangible.

Chris Rickett is a project manager for GTAA Partners in Project Green: A Pearson Eco-Zone. It's a collaboration between businesses, governments, and communities to turn the industrial park surrounding Toronto's Pearson Airport into a site of sustainability and development. He admits that his MPA, completed in 2006, did not have much of a sustainability focus. But the degree did help him put green ideas in practice.

"What's probably been the most helpful are the policy courses that I took at school—understanding the decision-making process, how to best engage groups," he says. "Because at the end of the day, unless you have that background, not much is going to move on the sustainability side."

Best Practices

Sustainable Energy Policy (Elective) (Carleton)
 Specialization in Social Policy (Queen's)
 "Politics in the age of global warming: How do we move forward?" Panel Discussion (Simon Fraser)
 The Social Context of Policy-Making, Core Course (Toronto)
 The Centre for Non-Profit Management (Victoria)

1

CARLETON UNIVERSITY*
 63.35%
 (73.6% IN 2008)

2 ▲2

QUEENS UNIVERSITY*
 40.5%
 (45.5% IN 2008)

3 ▲5

UNIVERSITY OF OTTAWA
 31.73%
 (24% IN 2008)

4 ▲2

UNIVERSITY OF TORONTO
 31.45%
 (27.7% IN 2008)

5 ▼3

SIMON FRASER UNIVERSITY
 29.46%
 (57.6% IN 2008)

6 ▼1

UNIVERSITÉ LAVAL
 29%
 (34.7% IN 2008)

7 ▲6

UNIVERSITY OF REGINA
 27%
 (17.7% IN 2008)

8 ▼1

CONCORDIA UNIVERSITY
 25.24%
 (26% IN 2008)

9

RYERSON UNIVERSITY
 24.1%
 (23.5% IN 2008)

10 ▲1

UNIVERSITY OF WESTERN ONTARIO
 22.44%
 (18% IN 2008)

16 SCHOOLS EVALUATED



“Any thinking person today has to weigh the consequences of human activity on the natural environment. This is an area where ethical judgments must be made.”

Richard F. Haskayne, OC, FCA
Business leader, philanthropist and author of
Northern Tigers: Building Ethical Canadian Corporate Champions: A Memoir and a Manifesto.

At the Haskayne School of Business, we teach our students the principles of ethics and corporate social responsibility through the curriculum, speakers and seminars and by supporting their initiatives to give back to the community. Our goal is to shape future business leaders who will be guided by ethical and socially responsible business practices.

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The redesigned
John Molson MBA incorporates:

Business Ethics (core course)

Corporate Governance

Sustainable Business Strategy

Corporate Social Reporting,
Responsibility and Accountability

MBA Community Service Initiative

The John Molson Sustainable
Business Group

Zenergy Award for Best MBA Paper
on Sustainability



The new, state-of-the-art, green JMSB building awaits you in September 2009. It boasts LEED (Green Building Rating System's Leadership in Energy and Environmental Design) certification, and will be the first ever international demonstration of combined generation of heat and power using photovoltaic panels from Day4Energy and Solarwall© technology.

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Opening Worlds

BUSINESS: UP AND UP

The economic downturn has pundits pointing fingers in different directions, and a fair amount of criticism has been lobbed at the institutions that turn out stockbrokers, financial planners, and managers: business schools. Scrutiny over what these schools teach future business leaders may be a good thing. Scores have moved up since last year's report.

For the 2008 undergrad ranking, the average score was 33.72%. This year, the average score of the undergrad business school was up 4.22% to 37.94%. The top ten undergrad schools also showed an increased average: 61.6% in 2008, to 63.97% this year.

Schools expecting to keep their ranking at the same spot as the year before had to work harder. Fierce competition from Dalhousie, Simon Fraser, and Guelph means that even an increase in percentage score didn't guarantee results similar to last year's ranking. While the undergrad program at Richard Ivey School of Business at Western dropped 7 spots in the ranking since last year, moving from spot 13 in 2008 to 19 this year, its overall score increased by 4.7%.

The evidence of improvement is even more marked in the MBA programs, with the average scorer jumping from 33.36% last year to 40.33% in 2009. The top ten is now a harder group to join. In 2008, the average score for the top ten was 61.23%. This year, the average rose to 70.92%.

35 MBA PROGRAMS AND 47 UNDERGRAD EVALUATED



Best Practices

Global Energy Management and Sustainable Development Scholarship (Calgary, Haskayne)
 EcoVenture Green Business Plan Competition (Dalhousie)
 Strategy and Social Responsibility in Action, Core Course (Concordia, Molson)
 MBA/Master of Forestry, Renewable Resources, Joint Degree (Alberta)
 The Business of Sustainability, Undergrad Core Course (Royal Roads)
 Human Dimensions of Natural Hazards, Undergrad Elective (Waterloo)
 York Sustainable Enterprise Consultants, MBA Consulting program (York-Schulich)

MBA

1
YORK UNIVERSITY
SCHULICH SCHOOL OF BUSINESS*
92.8% (80.27% IN 2008)

2
 UNIVERSITY OF CALGARY *
 HASKAYNE SCHOOL OF BUSINESS
 80.85%
 (78.25% IN 2008)

3 ▲1
 CONCORDIA UNIVERSITY *
 JOHN MOLSON SCHOOL OF BUSINESS
 80.17%
 (60.9% IN 2008)

4 ▲2
 UNIVERSITY OF ALBERTA *
 76.15%
 (58.8% IN 2008)

5 ▼2
 UNIVERSITY OF BRITISH COLUMBIA *
 SAUDER SCHOOL OF BUSINESS
 74.75%
 (66.8% IN 2008)

6 ▼1
 UNIVERSITY OF TORONTO
 ROTMAN SCHOOL OF MANAGEMENT
 71.4%
 (60.3% IN 2008)

7 ▲5
 DALHOUSIE UNIVERSITY*
 63.15%
 (45.22% IN 2008)

8
 HEC MONTRÉAL*
 62%
 (53.4% IN 2008)

9 ▲5
 SIMON FRASER UNIVERSITY*
 56.92%
 (34.2% IN 2008)

10 ▲1
 UNIVERSITY OF WESTERN ONTARIO
 RICHARD IVEY SCHOOL OF BUSINESS
 51.05%
 (45.6% IN 2008)

BUSINESS UNDERGRAD

TOP MID-SIZED SCHOOLS
(12,501-27,700 students)

2
UNIVERSITY OF CALGARY *
HASKAYNE SCHOOL OF BUSINESS
80.85%
(78.25% IN 2008)

7 ▲5
DALHOUSIE UNIVERSITY*
63.15%
(45.22% IN 2008)

11 ▲14
RYERSON UNIVERSITY
TED ROGERS SCHOOL OF MANAGEMENT
49.97%
(23.61% IN 2008)

13 ▲8
BROCK UNIVERSITY*
47.12%
(29.16% IN 2008)

17 ▲2
CARLETON UNIVERSITY *
SPROTT SCHOOL OF BUSINESS
42.24%
(30.31% IN 2008)

TOP SMALL SCHOOLS
(12,500 students or less)

8
HEC MONTRÉAL*
62%
(53.4% IN 2008)

16 ▼7
WILFRID LAURIER UNIVERSITY
42.32%
(51.7% IN 2008)

20 ▼13
SAINT MARY'S UNIVERSITY *
SOBEY SCHOOL OF BUSINESS
39.89%
(54.8% IN 2008)

22 ▲9
ROYAL ROADS UNIVERSITY*
33.65%
(16.1% IN 2008)

1
UNIVERSITY OF WATERLOO
CENTRE FOR ENVIRONMENT
AND BUSINESS*
74.25%
(77.3% IN 2008)

2
UNIVERSITY OF CALGARY *
HASKAYNE SCHOOL OF BUSINESS
72.55%
(74.75% IN 2008)

3 ▲3
UNIVERSITY OF BRITISH COLUMBIA *
SAUDER SCHOOL OF BUSINESS
66.95%
(56.3% IN 2008)

4 ▲21
SIMON FRASER UNIVERSITY*
66.07%
(56.3% IN 2008)

5 ▲5
DALHOUSIE UNIVERSITY*
64.35%
(51.22% IN 2008)

6 ▼3
CONCORDIA UNIVERSITY *
JOHN MOLSON SCHOOL OF BUSINESS
63.9%
(72.45% IN 2008)

7
YORK UNIVERSITY*
SCHULICH SCHOOL OF BUSINESS
62.7%
(52.57% IN 2008)

8 ▼4
TRENT UNIVERSITY*
59.63%
(69.54% IN 2008)

9 ▲21
UNIVERSITY OF GUELPH*
56.42%
(27% IN 2008)

10 ▲13
UNIVERSITÉ DU QUÉBEC À MONTRÉAL*
52.85%
(30.61% IN 2008)

TOP MID-SIZED SCHOOLS
(12,501-27,700 students)

5 ▲5
DALHOUSIE UNIVERSITY*
64.35%
(51.22% IN 2008)

11 ▲17
RYERSON UNIVERSITY
TED ROGERS SCHOOL OF MANAGEMENT
51.17%
(30.6% IN 2008)

13 ▲7
BROCK UNIVERSITY*
49.67%
(32.46% IN 2008)

16 ▼4
QUEEN'S UNIVERSITY
49.21%
(46.45% IN 2008)

17 ▲5
CARLETON UNIVERSITY *
SPROTT SCHOOL OF BUSINESS
48.99%
(32.11% IN 2008)

TOP SMALL SCHOOLS
(12,500 students or less)

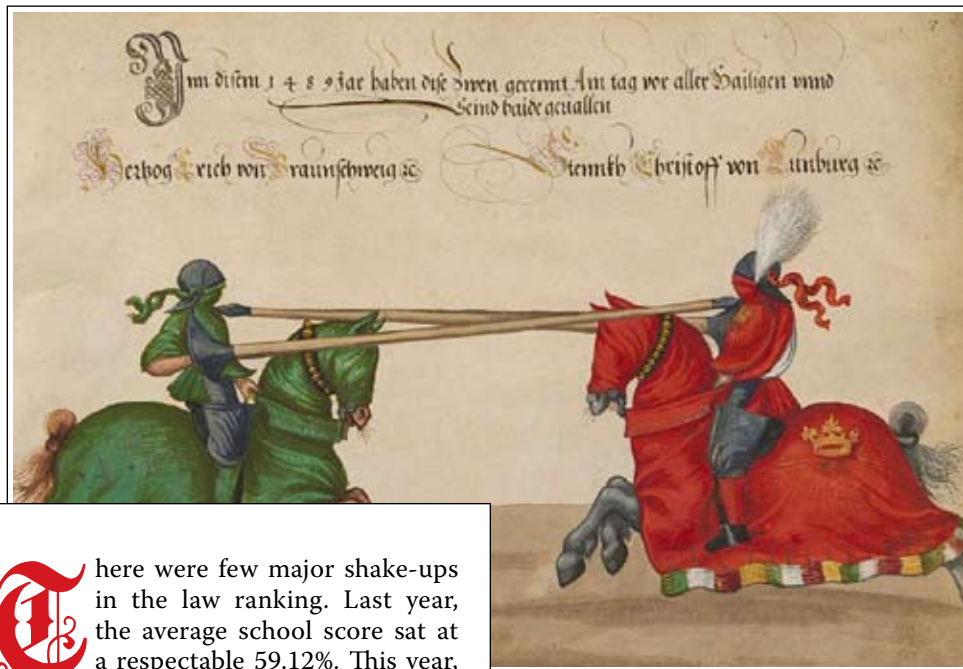
8 ▼4
TRENT UNIVERSITY*
59.63%
(69.54% IN 2008)

15 ▲1
UNIVERSITY OF LETHBRIDGE *
49.54%
(42.46% IN 2008)

24 ▼21
SAINT MARY'S UNIVERSITY *
SOBEY SCHOOL OF BUSINESS
39.09%
(57.5% IN 2008)

25 ▲11
ROYAL ROADS UNIVERSITY*
36.35%
(16.1% IN 2008)

LAW: A NEW STANDARD?



There were few major shake-ups in the law ranking. Last year, the average school score sat at a respectable 59.12%. This year, the average has fallen slightly to 58.89%.

One of the major movers this year was the Université du Québec à Montréal, which managed to crack the top ten, jumping from 19 last year to 8 this year. Their biggest improvement was in the all-important Student Initiatives section. In 2008, UQAM scored 0 out of 5 for their student initiatives. This year, they received 5 out of 5 for their initiatives, which included organizing a colloquium on globalization and diversity, and a panel discussion on racial profiling and ethnic repression.

But will law schools remain static in the future? The Federation of Law Societies Task Force on the Common Law Degree suggested increasing the list of mandatory courses in law schools. Critics say this list limits sustainability-related options.

Constance Backhouse, a professor specializing in social justice at the University of Ottawa, does not support increased standardization.

"We need to create more social and environmental courses, and to have the freedom to change these to respond to evolving issues and needs," she says.

"I think these courses can potentially be transformative in terms of political awareness, activism, and career choices. But the best way to do that is to offer students more choices, not fewer."

Best Practices

Finding a Balance: Perspectives on National Security Laws and Civil Rights, Panel Discussion (Alberta)

Nathan Cotler Memorial Prize in Human Rights Law (McGill)

2008 Student Orientation Theme: Aboriginal Rights and Issues (Ottawa – Common Law)

Ethical Lawyering in a Global Community, Core Course (York – Osgoode)

The Health Equity and Law Clinic (Toronto)

Certificate in Environmental and Natural Resource Law (UBC)

1

UNIVERSITY OF TORONTO*
91%

2

YORK UNIVERSITY*
OSGOODE HALL LAW SCHOOL
81%
(81.83% IN 2008)

3

UNIVERSITY OF OTTAWA*
COMMON LAW
79.67%

4

DALHOUSIE UNIVERSITY
78.75%
(83.5% IN 2008)

5

UNIVERSITY OF VICTORIA*
75.5%
(86.83% IN 2008)

6

MCGILL UNIVERSITY*
73.42%
(71.33% IN 2008)

7

UNIVERSITY OF BRITISH COLUMBIA*
71.67%
(67.5% IN 2008)

8

UNIVERSITÉ DU QUÉBEC À MONTRÉAL
67.75%
(38.83% IN 2008)

9

UNIVERSITY OF WINDSOR*
63.42%
(58.83% IN 2008)

10

UNIVERSITY OF ALBERTA
56.17%
(60.17% IN 2008)

21 SCHOOLS EVALUATED

Legal Eco-Beagles

by TOBY A. A. HEAPS

Anyone who has ever dealt with a General Counsel knows that the quickest way to quash a good idea is to bring them into the fold. But there is also a long tradition of legal pioneers advancing the frontiers of justice to raise the human condition in harmony with the planet.

Canadian law schools are a hotbed of activity in this area. We found professors who are saving pristine ecosystems, establishing legal frameworks and policies for complex environmental problems and increasing democratic participation in environmental decision-making.

Here is some of the most exciting work we encountered.

➤ Bruce Parry, Queen's University: Serves on Ontario Environmental Review Tribunal, helping to influence application of Ontario Environmental Bill of Rights.

➤ Chris Tollefson, University of Victoria (Environmental Law Centre): Submitted detailed complaint to Auditor-General, setting stage for negotiations to establish "Wild Coast" parklands.

➤ Marcia Valiante, University of Windsor: Working to preserve the 1909 Boundary Waters Treaty as foundation for environmental cooperation between the United States and Canada.

➤ Stepan Wood, Osgoode Hall, York University: Sits on advisory committee on Social Responsibility at Standards Council of Canada (ISO 26000).

➤ Aaron Dhir, Osgoode Hall: Developing legal framework with UN Special Envoy John Ruggie to ensure respect of human rights by transnational corporations.

➤ Dayna Scott, Osgoode Hall: Working on Health Canada's Women & Water in Canada project.

➤ William Amos, University of Ottawa:

Reorienting Quebec's mining act in the service of better environmental outcomes.

➤ Jamie Benidickson, University of Ottawa: Helping Law Commission of Canada integrate the precautionary principle and adaptive management.

➤ Yves Le Bouthillier, University of Ottawa: Director of the IUCN Academy of Environmental Law.

➤ Nathalie Chalifour, University of Ottawa: Educating judges on environmental issues and establishing how a federal carbon tax could be implemented in line with our Constitution.

➤ Lynda Collins, University of Ottawa: Co-Chaired the Ontario's Toxics Reduction Scientific Expert Panel (2008-2009) advising the Minister of Environment on Ontario's new Toxics Reduction Act.

➤ Stewart Elgie, University of Ottawa: Developing Canadian climate policy, advises Minister of Environment on application and revision of Canada's Species at Risk Act, advised Alberta government on market-based instruments for forest management and conservation, and co-drafted factums in two major environmental law cases.

➤ Heather McLeod-Kilmurray, University of Ottawa: Advised a delegation from the Chinese Communist Party School on increasing public participation in environmental decision-making.

➤ Marie-Ann Bowden, University of Saskatchewan: Focusing environmental legislation in Saskatchewan on results, member of City of Saskatoon Advisory Committee that established wetland policy for the city. 🐾

Toby A.A. Heaps is editor of Corporate Knights Magazine.

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TEACHER EDUCATION: THE GREEN MINORITY

Tim Grant says teachers interested in introducing their students to environmental issues are lone wolves.

Co-editor of *Green Teacher*, a North American magazine with headquarters in Toronto, Grant echoed some of the patterns we noticed in the Teacher Education surveys.

Many of the points awarded to schools belong to the social side of sustainability. While there is a wealth of core courses that focus on multiculturalism, Aboriginal issues, and inclusive classrooms, no program required all teacher candidates to learn about the environment.

“A lot of teachers don’t teach about the environment because they don’t feel comfortable enough,” Grant says, “There needs to be a broad-based course that all teachers must take...to overcome that barrier.”

While teacher education should be applauded for its insistence on a culture of inclusiveness, an equal emphasis on instilling our students with an ecological consciousness is missing. As phrases such as “climate change” become commonplace, teachers will need to answer students’ questions about these issues and importantly, help them understand why they should care. 

Best Practices

“Points of Contact between Mathematics and Indigenous Peoples” – Guest Speaker, Dr. Edward Doolittle (Alberta)

David Lam Chair in Multicultural Education (UBC)

The Centre for Leadership and Diversity (Toronto – OISE)

Certificate in First Nations and Inuit Educational Leadership (McGill)

Student Teachers Anti-Racism Society (Saskatchewan)

1
ONTARIO INSTITUTE FOR
STUDIES IN EDUCATION
UNIVERSITY OF TORONTO*
87.17%

2
UNIVERSITY OF BRITISH COLUMBIA
66.77%

3
UNIVERSITY OF SASKATCHEWAN
59.94%

4
UNIVERSITY OF ALBERTA
59.37%

5
MCGILL UNIVERSITY
53.2%

6
YORK UNIVERSITY
50.75%

7
UNIVERSITY OF MANITOBA
46.85%

8
SIMON FRASER UNIVERSITY*
43.52%

9
UNIVERSITY OF NEW BRUNSWICK
35.82%

10
MEMORIAL UNIVERSITY
35.41%

11
CONCORDIA UNIVERSITY
27.52%

12
ACADIA UNIVERSITY
21.45%

Newfoundland, Nova Scotia, New Brunswick, Manitoba, Saskatchewan and Alberta are represented by one school. PEI was excluded on the basis of size. Due to their higher populations, two schools per province represent Ontario, Quebec, and British Columbia. Aside from Quebec which requires a four-year degree program, the other degrees were consecutive or “after degree” programs no longer than two years. CK only evaluated 12 junior/elementary-level schools.