



# SURVEYING KPU'S HUMAN RESOURCES MANAGEMENT FACULTY PERSPECTIVES: *INTEGRATING UNSDGs IN THE CLASSROOM*

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# INTRODUCTION TO THIS RESEARCH

This survey aimed to assess the current integration of the United Nations Sustainable Development Goals (UNSDGs) within the classrooms and curriculum of the Human Resources Management (HRMT) faculty. Additionally, it sought to pinpoint areas for potential improvement in UNSDG integration within HRMT classrooms.

## THE SURVEY

Conducted anonymously via Forms, the survey comprised 5 questions: 3 short-answer, 1 multiple-choice, and an optional query at the end.

Participation was voluntary, with invitations sent to the HRMT department mailing list. In total 7 faculty members participated in the survey.

Member checking was completed by sending the first draft of this report to the HRMT mailing list. Feedback, comments and additions to the data were requested. Faculty were invited to provide feedback via email, through phone or Zoom calls or anonymously through a Forms feedback form.



# FINDINGS

## QUESTION 1

HOW ARE YOU AS AN HRMT  
FACULTY MEMBER  
INTEGRATING UNSDGs INTO  
THE CURRICULUM?

The HRMT faculty members discussed their integration of UNSDGs (United Nations Sustainable Development Goals) into the curriculum. They incorporate SDGs through various methods such as weekly discussion forums linking HRIS and data analysis, adding them to assignments, deep dives into specific goals in small groups, introducing them through video, article, and reports in specific courses, inviting guest speakers from sustainable organizations, aligning learning outcomes with relevant SDGs, and using SDGs as a foundation for group projects to foster discussion and awareness, aligning with program learning outcomes around sustainability. Despite recognizing room for improvement, they remain committed to continuous learning and updating their courses with emerging trends in HR.

*“The learning objectives aren't related to the SDGs, but we use the SDGs as a vehicle for discussion to expand learning and awareness. This aligns with our PLO around sustainability.” Participant*

*“Students take a deep dive in their small group into one of the goals and explore the subgoals and how they relate to the practice of HR and organizational strategy.” Participant*

*“In the past, I invited guest speakers from organizations that place a heavy emphasis on sustainability and therefore can provide real-world examples to students. I am hoping to invite more guest speakers in the near future to talk about this topic.” Participant*

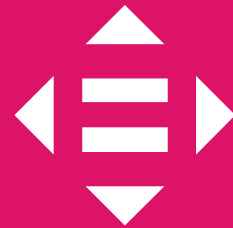
# FINDINGS

## QUESTION 2

WHICH OF THE 17 UNSDGS DO YOU BELIEVE IS MOST RELEVANT FOR CANADIAN HR PROFESSIONALS TO FOCUS ON, THUS MOST IMPORTANT FOR THE HRMT FACULTY TO INCORPORATE WITHIN THE CLASSROOM? TO REVIEW THE UN SDGS GO

The respondents emphasized Goal 10: Reduce Inequalities as the most relevant for Canadian HR professionals to focus on, highlighting its importance for incorporation within the classroom. Additionally, they mention Goal 4: Quality Education, Goal 16: Peace, Justice, and Strong Institutions, and Goal 8: Decent Work and Economic Growth. However, Goal 10 is reiterated as the primary focus. Note that some faculty also highlighted that there are many UNSDGs goals that HR can have impact on, and that it is difficult to choose just 1.

**10** REDUCED INEQUALITIES



**4** QUALITY EDUCATION



**8** DECENT WORK AND ECONOMIC GROWTH



**16** PEACE, JUSTICE AND STRONG INSTITUTIONS



# FINDINGS

## QUESTION 3

PLEASE SHARE AN EXAMPLE OF AN IN-CLASS ACTIVITY THAT YOU CURRENTLY USE IN YOUR COURSES, OR WOULD LIKE TO USE, THAT FOCUSES ON UN SDGs WITHIN THE HR OR BUSINESS ENVIRONMENT.

The faculty members outlined various approaches to integrating UN SDGs into their courses. These include incorporating SDGs into discussion forums and assignments, allowing students to choose multiple SDGs relevant to HR, creating renewable assignments and COIL projects focused on SDGs, using short videos or scenarios for discussion, and assigning research projects on HR initiatives to achieve SDGs. They also apply SDGs indirectly through legal frameworks and group work, aiming to foster student exposure and interest in alignment with other learning objectives. However, some respondents noted the absence of direct in-class activities solely focused on SDGs as a challenge in some courses.

*“I have created renewable assignments based on SDGs. Also, in working on COIL projects (collaborative online international learning) with other universities, we integrated the SDGs into these projects. This seems to be quite common for KPU partner universities in other countries.” Participant*

*“As part of the legal foundations of recruitment and selection, we apply the B.C. Human Rights Code to various short, realistic business scenarios.” Participant*

*“I would like to assign more research projects that require students to explore how HR practitioners can come up with initiatives to achieve the UNSDGs.” Participant*

# FINDINGS

## QUESTION 4

IF YOU COULD MAKE ONE BIG CHANGE TO KPU'S APPROACH TO UN SDGS WITHIN THE CLASSROOM - WHAT WOULD IT BE?

The faculty members expressed varying perspectives on potential changes to KPU's approach to integrating UN Sustainable Development Goals (SDGs) within the classroom. Suggestions include consciously incorporating SDGs into curriculum similar to Indigenization efforts, enhancing communication from KPU's leadership regarding the importance of SDGs and their integration into course learning outcomes, providing further education and resources on SDGs, creating specific courses targeting relevant SDGs such as Reduced Inequalities, Gender Equality, and Good Health and Well-Being, offering practical resources and sample learning activities for faculty to begin embedding SDGs into curriculum, and allocating resources and providing clear leadership to advance SDG initiatives within the Melville School of Business.

*“More communication from KPU's leadership on the importance of the SDGs as well as integration into course learning outcomes and course mapping.” Participant*

*“Offer practical resources, tips, strategies for embedding each of the goals in curriculum. Sort of a UN SDG toolkit with sample learning activities.” Participant*

*“I would like to assign more research projects that require students to explore how HR practitioners can come up with initiatives to achieve the UNSDGs.” Participant*

# FINDINGS

## QUESTION 5

DO YOU HAVE ANY OTHER COMMENTS, FEEDBACK, OR SUGGESTIONS RELATED TO THE HRMT FACULTY'S APPROACH TO INCORPORATING UN SDGS WITHIN OUR CLASSROOMS AND CURRICULUM?

Open feedback included a desire to be more knowledgeable about SDGs as well as a desire to learn from others' approaches and building upon them. Overall, faculty acknowledged and underscored the importance of incorporating SDGs into the curriculum.

*"I wish I was more knowledgeable and aware of the UN SDGs." Participant*

*"It would be interesting to learn about how others are incorporating and build off one another." Participant*

*"I think this is a great initiative and it is important to incorporate UN SDGs within our classrooms and curriculum. Participant*

# CLOSING THOUGHTS

The survey results demonstrate that the HRMT faculty are working actively to integrate UN Sustainable Development Goals (UNSDGs) into their curriculum. The faculty members employ diverse methods to foster awareness and discussion around SDGs, aligning with program learning outcomes. Some of these methods include:

- discussion forums,
- SDG focused reading,
- assignments,
- guest speakers, and
- group projects.

While Goal 10: Reduce Inequalities is emphasized as particularly relevant for Canadian HR professionals, other goals like Quality Education, Peace and Justice, and Decent Work and Economic Growth are also considered important.

Suggestions for improving KPU's approach include:

- conscious integration into the curriculum,
- enhanced communication from KPU and MSOB leadership,
- creating specific courses targeting relevant UNSDG goals, and
- allocating resources through the MSOB and KPU for UNSDG initiatives.

Overall, there is strong evidence that the HRMT faculty are striving to incorporate UNSDG in to their classrooms. There is also recognition of the potential for more impact on achieving SDGs and a commitment to continuous improvement through improved communication and resources to support this work.

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