



The **Greener** Report: Advancing Sustainable Business Education

TELFER SCHOOL OF MANAGEMENT | UNIVERSITY OF OTTAWA

2024-2025



KWEY

BONJOUR

WACHIYE

SHE:KON

ULLUKUT

HELLO

TANSI



uOttawa

Ni manàdjiyànànig Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom egawìkàd kì mìgiwewàdj.

Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninisidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig.

Nigijeweninmànànig ogog kà nìgànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded.

We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home.

We acknowledge the traditional knowledge keepers, both young and old. And we honour their courageous leaders: past, present, and future.

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Getting Started

Disclaimer: While every effort has been made to ensure the accuracy of the information presented in this report, any errors, omissions, or misrepresentations are the sole responsibility of the authors. Updates or corrections, if required, will be reflected in the next edition of the report.

Our Vision

A greener, healthier, happier, wealthier and more prosperous Canada for all.

Our Mission

Telfer unlocks knowledge in a bilingual environment for the betterment of all our communities.

Our Purpose

Telfer takes a results-oriented approach to building a better Canada. The research and data analysis we do generates knowledge that we share with our students and with key constituencies in Canada and around the world. We're driven by a passion for delivering positive societal outcomes in line with what we value: people, the planet, and profit. We measure our success in terms of how our actions align with macro, societal outcomes. We educate our purpose-driven students through coursework and experiential learning to become better decision-makers. We share knowledge with decisionmakers to inform their policy choices, as well as shed light on the potential impact of their options. While other business schools concentrate on building capital, at Telfer, we're dedicated to building a better world.



Strategy Alignment

At the Telfer School of Management, sustainability, social impact, and quality education are core strategic priorities that shape our mission to build a Better Canada. These commitments are operationalized through our institutional vision, our four strategic pillars, and dedicated platforms like the Green Academy and the Centre for Sustainable Impact (CSIID).

Strategic Vision and Pillars

Telfer's strategic vision is anchored in four interrelated pillars, A Greener, Healthier, Happier, and Wealthier Canada for all, which are explicitly mapped to the UN Sustainable Development Goals (SDGs). These pillars ensure that sustainability and responsibility are woven into research, teaching, and outreach, while also addressing social equity and inclusive prosperity.

Sustainability and Responsibility

Sustainability and ethical leadership are being woven across Telfer's programs, research, and partnerships, guided by the Centre for Sustainable Impact/pour l'Impact Durable (CSIID), the Sustainability Task Force and the Green Academy. Our approach is deliberately cross-cutting and cross-disciplinary, ensuring that sustainability is not treated as an add-on but as a core learning outcome. Through CSIID and faculty-led initiatives such as IARIMOS (focused on Indigenous self-determination and reconciliation), Telfer's teaching, research and outreach agenda directly contributes to advancing sustainable development, inclusive economies, and climate resilience.

Experiential Learning for Impact

Telfer offers students meaningful opportunities to translate theory into practice through innovation sprints, consulting projects, case competitions, and Community Service Learning (CSL) placements. Many of these experiential platforms are explicitly designed to address sustainability challenges, giving students the chance to work directly with community partners, organizations, and industry leaders. Whether through consulting for non-profits, tackling real-world business cases, or engaging in collaborative innovation labs, students are encouraged to apply their knowledge to create tangible social and environmental impact. These experiences cultivate a problem-solving mindset aligned with the SDGs and the common good, preparing graduates to become agile, responsible leaders.

Commitment to Quality Education

Our curriculum is continually assessed and expanded to integrate sustainability themes at both the undergraduate and graduate levels. The recent establishment of the Green Academy further strengthens this work by supporting faculty with resources and collaboration opportunities that help bring real-world sustainability challenges into the classroom.

Institutional History

The Telfer School of Management at the University of Ottawa has a longstanding commitment to fostering responsible management education (RME), grounded in its bilingual and research-intensive mission as one of Canada's leading business schools.

Telfer officially joined the Principles for Responsible Management Education (PRME) initiative in **2020**. However, its journey towards embedding sustainability, ethics, and social responsibility into its teaching and research began earlier, with key milestones shaping its RME trajectory. Among them:

2015

In 2015, to strengthen its commitment to responsible management education, Telfer received an endowment to create the position of a Professor of Ethics, Responsibility and Sustainability. This role built on years of faculty and staff efforts that had already begun to weave sustainability into teaching, research, and student life. One of the first initiatives undertaken was a commissioned study that revealed that, despite Telfer's strong research record, the School lagged behind its peers in fully integrating sustainability across the curriculum, research centres, and student engagement. This finding galvanized a broader, collective effort to more deliberately embed sustainability throughout Telfer.

2016

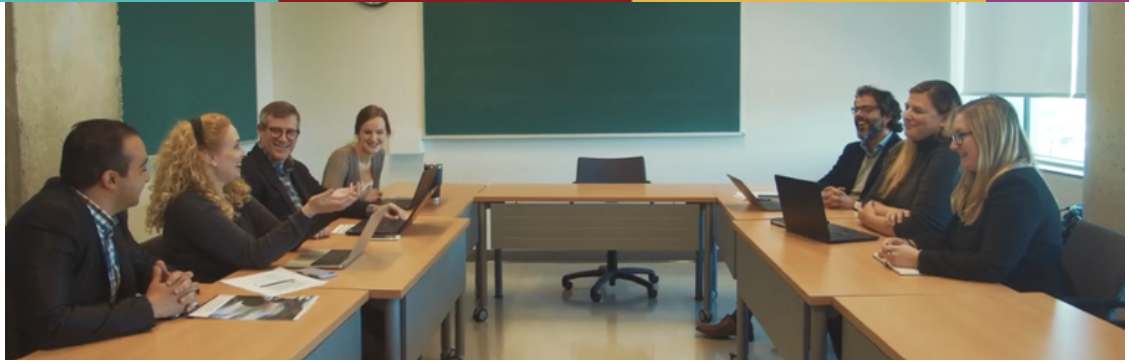
It was in 2016 that sustainability at Telfer truly began to take root in practice. That fall, Community-Service Learning (CSL) was formally introduced through a new capstone course for management students - ADM4317/4717 (Leadership, Strategy & Sustainability). In its first year alone, forty students partnered with two local organizations, translating classroom learning into strategies that addressed real social and environmental needs. The model they helped pioneer, action-oriented, community-facing, and anchored in responsible management, set the tone for what would become a hallmark of Telfer's experiential learning in programs.

That same year, Telfer also had the opportunity to connect its growing sustainability agenda to the global stage. From September 28 to October 1, 2016, Ottawa welcomed the One Young World Summit, bringing together 1,300 young leaders from 196 countries.

As part of the Summit's city-wide program, breakout sessions were hosted across more than 40 venues, including at Telfer and the University of Ottawa. These sessions focused on finding innovative, sustainable, cross-sector collaborations, and they drew nearly 100 international students and delegates to Telfer's doors.



2017



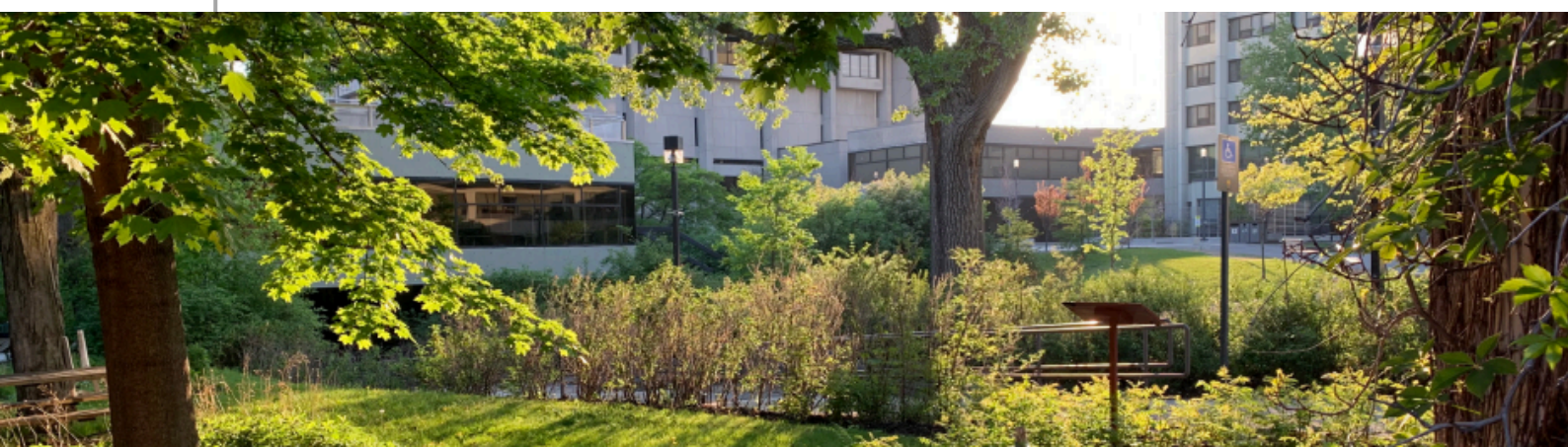
Following the launch of curriculum innovations, 2017 marked another important year for Telfer's sustainability integration. The ADM4317 Leadership, Strategy & Sustainability course was awarded an Honorable Mention in the Page Prize from the [Darla Moore School of Business](#) for its efforts in integrating sustainability into business curriculum. Through this course, students continued to work with simulations and community-facing consulting projects, further deepening their ability to address environmental and social challenges in real-world contexts.

2017 also marked the year of the integration of the Green Lab Simulation, an experiential exercise that allowed students to step into the role of corporate leaders. Over the course of simulated years, they were tasked with making strategic decisions that balanced profitability with social and environmental responsibility. The exercise made trade-offs tangible: a decision to maximize short-term profits could undermine sustainability goals or harm community well-being, while long-term investments in greener practices often demanded courage and foresight. By linking classroom learning to real-world complexity, the Green Lab prepared students to think critically about the interconnected nature of business and the Sustainable Development Goals.

2018

In 2018, Telfer Professors Daina Mazutis, Sharon O'Sullivan & Samir Saadi along with 25 other colleagues, established the **Globalization, Governance, and Sustainability Area for Strategic Impact** (GGs ASI). Guided by the Brundtland definition of sustainable development, from the outset, the group set a mission to align economic performance with social and environmental imperatives—sustaining people and planet. What began as a research collective quickly became a catalyst for conversation and community across the School.

In the years that followed, the GGs ASI convened dozens of brown bag lunches, seminars, speaker series, and workshops (more than 25 dedicated to the SDGs alone) where faculty, students, alumni, and industry leaders explored the grand challenges of our time. These gatherings were not just academic exchanges; they were moments where the language and literature of sustainability became shared reference points, where colleagues across management disciplines built familiarity with the SDGs and the PRME principles, and where a collective identity around responsible management began to take root.



2019



By now the GGS ASI had refined its short-term goals into four clear strategic priorities: building an interdisciplinary research platform; leveraging that platform for teaching; engaging community and external stakeholders through awareness-raising outreach; and institutionalizing sustainability through a living-lab approach. These priorities framed Telfer's early efforts to align its work with both the UN SDGs and SSHRC priorities, ensuring that sustainability was not a side conversation but a core driver of research and pedagogy.

For example, among the year's flagship events, Telfer welcomed the world to Ottawa as Platinum Sponsor of [the 21st International Leadership Association \(ILA\) Global Conference](#). More than 1,000 delegates from 37 countries gathered to explore the theme Leadership: Courage Required. With Telfer faculty playing leading roles as organizers, presenters, and panelists, the conference created space for courageous dialogue on sustainability leadership, Indigenous leadership, women on boards, and corporate responsibility. Spotlight sessions and plenaries featured voices from across academia, industry, and public life, including former prime ministers, business leaders, and Indigenous changemakers, while one dedicated PRME panel linked the global conversation back to Telfer's 50th anniversary celebrations.



Earlier in the year, the [Telfer Forum: How Organizations Use Data for Social Good \(April 2019\)](#), examined how good data practices can power products and services that benefit Canadians. Moderated by Professors Leila Hamzaoui and Steve Guest, with contributions from Professors Michael Mulvey and Umar Ruhi alongside municipal and industry experts, the forum tackled practical questions: how organizations use data for social good, the benefits of strong data governance, and aligning policy with the public interest.



In September, the School stood with the global climate strike movement. The Telfer Climate March ([Sept 27, 2019](#)) saw a delegation of 25+ faculty and staff and countless students, join millions worldwide in calling for urgent climate action; accommodations were offered so students could participate without penalty.

2020



In November, the GGS ASI, in collaboration with the uOttawa eHub Difference Makers Program, hosted Making a Difference: The Power of Social Enterprise, half-day workshop where students, faculty, and community members learned directly from social entrepreneurs and academics pioneering innovative, values-driven business models.

These events captured the spirit of the year: a School not only articulating a vision for sustainability but actively convening conversations, partnerships, and learning experiences that brought that vision to life for students, faculty, alumni, and the global leadership community.

The GGS group broadened its reach and became a hub for dialogue at Telfer. The group launched a steady stream of SDG-related brown bag seminars, workshops, and research presentations that created new spaces for knowledge exchange among faculty, students, and alumni. By the end of the year, more than two dozen events had helped weave the language of the SDGs and PRME principles into the everyday conversations of the School.

This momentum carried into a three-year strategy designed to strengthen interdisciplinary partnerships, expand sustainability-focused research and teaching, and more visibly position Telfer as a leader in advancing the UN SDGs. It was a turning point in our history: in the fall of 2020, **the Telfer School of Management formally became a PRME signatory**, committing to embed responsible management principles across its programs and culture.

To operationalize this commitment, the School convened a virtual session with representatives from PRME and the University of Victoria's Gustavson School of Business to exchange best practices for curricular integration and to map how Telfer could make full use of PRME resources.



Faculty were simultaneously pioneering new ways of teaching sustainability through entrepreneurship. Professors Stephen Daze and Kathleen Kemp, joined by Professor Sandra Schillo, began developing and piloting a new stream within the New Venture Creation course (ADM 3313), integrating the principles of social entrepreneurship. Students explored every stage of the process, from ideation and feasibility analysis to business modeling, planning, and impact evaluation.



At the same time, Telfer researchers were advancing knowledge on the frontiers of responsible management. For example Professors Sara Hajmohammad and colleague examined how companies can mitigate sustainability risks across their supply chains, while Professors Sharon O'Sullivan and Daina Mazutis analyzed the lessons from Ottawa's EcoDistrict initiative, offering candid reflections on the challenges of achieving transformational change through cross-sector partnerships.



Even in the face of the pandemic, faculty and students found creative ways to keep the conversation alive. Student-led groups such as [Enactus uOttawa](#) achieved national recognition for their projects in climate action, youth empowerment, and financial literacy.



The School also convened timely conversations with alumni and industry partners, such as [the June 2020 webinar](#) on shifting consumer behaviour during COVID-19, featuring social entrepreneurs, marketers, and innovators reflecting on how the crisis was reshaping business.

Together, these efforts revealed a School in transition: no longer simply experimenting with sustainability but steadily institutionalizing it, through research priorities, teaching innovations, student leadership, and external partnerships. The year closed with a clear signal to our community and the wider world that Telfer was ready to lead on responsible management education.

2021

Telfer launched a new strategic vision built on four interrelated pillars: a **greener**, **healthier**, **happier**, and **wealthier** Canada for all, each linked to the UN SDGs. While faculty research spans all four, the GGS-ASI group assumed responsibility for spearheading the "greener" pillar, advancing sustainability through research, teaching, and outreach.



During this period, Professors Sandra Schillo and Darlene Himick stepped forward to co-lead the group, ensuring continuity and momentum in embedding sustainability into Telfer's academic and research agenda.



That vision came to life in multiple ways. For example in May, more than 70 students, faculty, and alumni joined Professor Daina Mazutis and a panel of industry leaders for Greening Canada's Future: [Imagining the Transition to More Sustainable Cities](#), an interactive masterclass that examined the urgent challenges of urban growth, resource use, and carbon emissions.



Later that year, Professor Sandra Schillo brought her expertise to a broader audience as a featured speaker at TEDxKanata, where she championed inclusive and sustainable approaches to innovation.

Student leadership also played a central role in advancing the PRME principles in 2021. The MBA Student Association launched a sustainability-focused speaker series and a full-day consult-a-thon where students worked directly with local social enterprises on strategic challenges.



Meanwhile, the [Women in Management Network](#) wove sustainability into its programming by hosting #RealTalksHR and organizing Earth Week activities that invited students to showcase everyday green actions. These initiatives demonstrated how students themselves were becoming ambassadors of responsible management, extending the School's commitment to sustainability beyond the classroom and into the community.



2022

Telfer marked a major milestone with the publication of its first PRME Sharing Information on Progress (SIP) report, [Moving Toward a Greener Canada: A 2019–2022 Review](#). This foundational report reflected on the School's early GGS ASI-led achievements and set out a roadmap for embedding sustainability more deeply into research, teaching, and community engagement in the years to come.

Research impact at a glance: In their inaugural report to the UN PRME Telfer 'greener' scholars produced **85+** peer-reviewed publications and secured **\$27M+** in research funding aligned with sustainability and the SDGs.

Academically, 2022 was a year of transformation. The piloted social entrepreneurship stream in New Venture Creation (ADM 3313) became a stand-alone course, guiding undergraduate students through every stage of building a social enterprise, from ideation and modeling to feasibility analysis, planning, and impact evaluation.

At the same time, the [MBA](#) underwent a full redesign, introducing a new concentration in sustainable management to ensure graduates are prepared to confront the global challenges of their time. In the Executive MBA, sustainability became a defining theme through new offerings such as Sustainable Supply Chain Management, where students examined the role of environmental and social responsibility in sourcing, operations, and logistics, and a revamped Digital Marketing course, where student teams delivered real strategies for non-profit partners such as Women in Defence and Security.

Professional development and micro-credentials also evolved. [The Profession of Management Consulting Program](#) integrated ESG frameworks into its case-based training, while the [Capital Markets Program](#) broadened its scope to include ESG analysis in final stock pitches



The year also underscored Telfer's commitment to reconciliation and inclusive innovation. In partnership with Indigenous leaders, the School supported the launch of the [National Indigenous Women Entrepreneurs' Ecosystem \(NIWEE\)](#), co-designing an experiential entrepreneurship course rooted in Indigenous ways of knowing : See, Practice, Do.

Meanwhile, graduate education expanded its sustainability footprint with MSc seminars on social entrepreneurship and sustainability accounting, and new PhD courses in strategy and organization that examined grand challenges such as climate change.



Beyond the classroom, 2022 was punctuated by powerful community moments. In February, Perogies for Peace, [organized by Professor Sharon O'Sullivan](#), mobilized faculty, staff, students, and partners to raise over \$3,500 for the Canada-Ukrainian Foundation in the wake of the invasion of Ukraine, embodying SDG 16 in practice.

In November, we hosted a "Women, Life, Freedom" awareness-raising event in solidarity with Iranian women, advancing dialogue on human rights and SDG 5 (Gender Equality)



[In June, Telfer hosted alumnae trailblazers Martha Piper and Indira Samarasekera](#) for a dialogue on women's leadership, while in October, 101 Day: Classes Without Quizzes brought alumni back to campus for SDG-themed mini-lectures on entrepreneurship, climate adaptation, and ethics.

Students also continued to shine through national competitions such as the SFU Net Impact Sustainability Challenge and the HEC Montréal CSR Challenge, while closer to home, the Telfer Diversity and Inclusion Case Competition challenged participants to generate creative, actionable solutions for building more inclusive workplaces.



The wider university community celebrated a milestone as well: in March, the University of Ottawa earned [a STARS Gold Rating](#) from AASHE, recognizing its achievements in sustainability across teaching, research, and operations. Telfer was proud to contribute to this accomplishment, as its own programs and initiatives increasingly positioned the School as a leader in responsible management education.

2023

2023 was the year Telfer brought its sustainability ambitions fully into the institutional spotlight. Building on the foundations of the GGS ASI, Telfer faculty officially launched [the Centre for Sustainable Impact \(CSIID\)](#). What began in 2018 as a loose collective of professors with a shared interest in sustainability, was now transformed into a formal Faculty Centre with a clear mission: to advance sustainable business practices through research, teaching, and outreach that creates a positive impact for both current and future generations. With its launch, Telfer moved from experimentation to institutionalization, signaling that sustainability was not just an initiative, but part of the School's identity.

CSIID 
Centre for Sustainable Impact
/pour l'impact durable





The academic year was also one of curriculum innovation. Telfer introduced a new undergraduate microprogram in Business Sustainability, giving students from across the University the opportunity to build a foundation in environmentally and socially responsible management.

Building on the 2022 MBA redesign, Telfer introduced MBA6240: Strategic Sustainable Development, a dedicated sustainability course framed by the UN SDGs. Developed by Prof. Daina Mazutis, the course examines the role of business in addressing social and environmental challenges and culminates in the BIG Idea (Business is Good) capstone project, where teams write a case study of a company that is successfully (and profitably!) addressing a sustainability issue. Professional development programs also broadened their ESG scope, with the Capital Markets Program strengthening its analysis of sustainable finance and the Consulting Program integrating ESG thinking into weekly case-based training.



March brought an important first: Telfer hosted its inaugural SDG Week Canada, joining a national collaboration of universities to showcase how the UN Sustainable Development Goals could be actioned in higher education. Across five days, hundreds of students, faculty, and community members participated in sustainability-themed workshops, walking tours, and film screenings. The week featured the Better Canada Youth Forum, which convened more than 100 students from across Canada in dialogue with business and policy leaders, including former cabinet ministers and senior executives, in partnership with the Coalition for a Better Future. It also included a careers in sustainability panel organized by Professor Sharon O'Sullivan, where practitioners from sustainability think tanks and consulting firms offered mentoring insights and pathways into the field.

The program culminated in a hybrid keynote by Chris Turner, award-winning journalist and best-selling author of *How to Be a Climate Optimist*, who inspired participants with stories of real innovations already reshaping our climate future.



2023 also saw Telfer expand its leadership in Indigenous management research. Under the direction of Canada Research Chair Ana María Peredo, the School launched [the International Academy of Research in Indigenous Management and Organizational Studies \(IARIMOS\)](#), a global network connecting Indigenous and non-Indigenous scholars. Its [inaugural conference](#) brought together researchers and Elders from 13 countries, blending academic dialogue with lived experience and mentorship for emerging scholars.

A woman with dark hair in a ponytail, wearing glasses and a colorful patterned scarf, is speaking into a microphone. She is wearing a light-colored fringed garment. In the background, a blurred audience of people is visible.

The International Academy of Research in Indigenous Management and Organizational Studies

At the same time, [the National Indigenous Women Entrepreneurs' Ecosystem \(NIWEE\)](#) entered its second cohort and incorporated as a not-for-profit, marking another step toward advancing Indigenous entrepreneurship and reconciliation.



New initiatives also highlighted Telfer's outward-facing role. [The Inclusive Innovation Hub \(i2Hub\)](#) was incorporated as a not-for-profit, creating a space for experimentation and multi-stakeholder collaboration on inclusive innovation. And the School partnered with the Globe & Mail to present a national webcast series, Ideas for a Better Canada, convening thought leaders around Telfer's four strategic pillars, Greener, Healthier, Happier, and Wealthier.

Internally, the year closed with another milestone: the creation of the Telfer Sustainability Task Force, a cross-cutting working group of faculty, staff, students, and administrators charged with shaping the School's first sustainability plan.

2024

The year was marked by consolidation and deepening of Telfer's sustainability work. The i2Hub expanded programming, launching the Inclusive Innovation Café series and co-hosting workshops with partners further linking researchers, industry, communities, and students in shaping inclusive and sustainable innovation practices.



In March, Telfer once again joined the national movement for SDG Week Canada, with CSIID orchestrating a week of lively activities across campus. Students and faculty engaged in zero-waste campus tours, film marathons, and interactive debates, while the School's first Sustainability Circle Series workshop convened faculty, staff, and students to reflect on Telfer's own commitments.

The week also featured the launch of CAN! (Climate Action Now), a collaborative research and action partnership aimed at accelerating climate action through community-engaged, digitally enabled approaches.

Alongside this, the Better Canada Youth Forum returned for a second edition, connecting student leaders from more than 25 universities with business and policy figures to debate the country's path to prosperity, inclusion, and sustainability.

Telfer also continued to expand its role as a convener of research dialogue. The International Academy of Research in Indigenous Management and Organizational Studies (IARIMOS) held its second annual gathering, bringing together Indigenous and non-Indigenous scholars, Elders, and graduate students from across Canada, New Zealand, Australia, and the U.S. The Academy has quickly become a cornerstone for advancing Indigenous perspectives in management research, further positioning Telfer as a hub for inclusive, socially responsible scholarship.

Internally, the School took important steps to embed sustainability in its operations. The newly created Telfer Sustainability Task Force finalized its first set of recommendations and evaluation criteria, laying the groundwork for Telfer's inaugural Sustainability Plan. This framework, aligned with the University of Ottawa's sustainability policy and the UN SDGs, engages faculty, staff, students, and community partners in shaping future priorities across academics, operations, and outreach.

This year marked a turning point in Telfer's sustainability journey with the launch of The Green Academy at Telfer. Building on years of groundwork through the GGS ASI, and then CSIID, the Green Academy will be a cross-cutting platform of support for curriculum innovation, experiential learning, research, and community engagement.

Its mandate is to weave sustainability throughout every dimension of the School, connecting students, faculty, and external community partners in tackling grand challenges from multiple perspectives.



2025



In March, Telfer hosted its third annual [SDG Week Canada](#), which brought more than a thousand uOttawa students, alumni, and community partners together for an intensive week of learning! Through five themed days - Healthy planet, healthy people; Sustainable cities; Sustainable entrepreneurship; The power of equity; and Zero waste & zero hunger - students had the opportunity to blend field visits, hands-on upcycling workshops, and community panels to broaden their understanding of, and connection to, the SDGs.

An federal government booth by Employment and Social Development Canada (ESDC) and a wellness session opened the week. Students toured Zibi's One Planet Living eco-district, joined a zero-waste campus tour and Free Store pop-up, and explored electric vehicles at uOttawa's first ever EV Day with the Electric Vehicle Council of Ottawa. Panels examined sustainable cities and feeding communities not landfills. Skills sessions ranged from "Nailing a Sustainability Career" to an equity-allyship workshop ("Two-Eyed Seeing") and an upcycling build that turned retired fire hoses into emergency shelter cots! An eco-innovation lab and pitch crowned a cellulose-based biodegradable pill-bottle concept, and the week closed with a screening of the film Just Eat It.

Organized by CSIID, the Sustainability Club of the uOttawa Student Union, the Office of Campus Sustainability and graduate students from the Institute for the Environment, the week's programming underscored the School's role as both convener and catalyst, inspiring participants to translate the UN SDGs into actionable ideas for business and society.

SDG week 2025

Highlights





Research and knowledge-sharing remained core to Telfer's impact. The Green Academy sponsored [the student research poster competition on finance, ethics, and social responsibility, spotlighting the work of undergraduates in ADM 4355](#). Led by Prof. Darlene Himick, the competition celebrated students who are rethinking traditional business paradigms by integrating environmental and social concerns into financial decision-making.



The Academy also played a role in experiential learning beyond uOttawa campus. In the summer, Telfer students joined peers from York, Waterloo, and Brazil in [the C4 course on homelessness](#), a collaborative course where interdisciplinary teams worked with community partners to co-create solutions for systemic urban challenges. Supported by the Green Academy, Telfer students contributed to projects that bridged business acumen with social impact, one team even earning the Innovation Award at the final showcase.



In June, Environment Week further amplified the Academy's visibility and engagement across campus, with a bilingual digital campaign in partnership with the Office of Campus Sustainability that mobilized students, faculty, and community members to reflect on pressing issues ranging from plastic pollution to sustainable lifestyles. Posts and stories reached more than 50,000 viewers across platforms with results highlighting the appetite for sustainability content among our community.

In August, The Green Academy launched its Simulations & Games Handbook, an ever-expanding, living resource that helps faculty embed gamified, real-world sustainability dilemmas into courses and equips students to experiment, problem-solve, and imagine bold solutions.



The year culminated in September with [the official launch event](#) and the introduction of the [first ever Telfer Innovation Sprint](#). A fast-paced, credit-bearing challenge that connects students, faculty, and partners in designing real-world solutions, the inaugural Sprint, sponsored by the Green Academy and CEWIL, will focus on sustainable food systems and food security.

In parallel with these new experiential formats, Community-Service Learning had become a signature of learning across programs. By May 2025, ADM4317/4717 (Leadership, Strategy & Sustainability) ran in four sections annually (three English, one French), and more than 1,000 students had delivered 150+ strategic consulting projects to roughly 100 community partners—contributing over 30,000 hours of applied problem-solving. Beyond the undergraduate capstone, CSL extended into graduate offerings, including ADM6269 (Management Consulting) and ADM6420 (Digital Marketing), where MBA teams partnered with hospitals, social enterprises, and non-profits on sustainability-related briefs. Together, these course experiences embed the SDGs in practice while responding to real community priorities.

What began as a vision in the GGS ASI research group has now evolved into CSIID, a faculty centre focused on research, a fully-fledged Green Academy, focused on teaching, and the Sustainability Task Force, focused on further institutionalizing responsible management practices at Telfer, positioning the School as a national leader in sustainability education, research, and community impact.

Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

When the Telfer School of Management joined PRME, we committed to preparing leaders who can build a better and more sustainable future. That commitment has guided us in recent years and continues to shape Telfer's programs, research, and partnerships.

We are proud that the Centre for Sustainable Impact (CSII) has grown into a hub for advancing knowledge on sustainable supply chains, inclusive innovation, and Indigenous entrepreneurship. Faculty and students are publishing impactful research, securing competitive funding, and building partnerships that strengthen both our School and the communities we serve. Initiatives such as the International Academy of Research in Indigenous Management and Organizational Studies (IARIMOS) and the Inclusive Innovation Hub (i2Hub) are connecting us with scholars, practitioners, and communities across Canada and beyond.

This year we devoted our resources towards The Green Academy, a milestone in our journey to embed sustainability throughout the School. The Academy brings learning to life through Innovation Sprints, community consulting projects, and interactive teaching tools that allow students to test ideas, solve problems, and design practical solutions. It will provide our graduates with the skills and confidence they need to lead with purpose.

Our students remain at the centre of this work. During SDG Week Canada 2025, they partnered with community organizations, debated solutions to pressing challenges like food security and climate adaptation, and showed us how powerful it can be when learning is connected to real-world impact. Their energy and creativity continue to inspire all of us.

At the same time, Telfer is playing a stronger role in national and international conversations on sustainability. Through public forums, Indigenous partnerships, and global research networks, we are bringing people together to exchange ideas and create change. This work reflects the principles of PRME and the shared goals of the United Nations Sustainable Development agenda.

Looking ahead, I am proud of the progress we have made, but I also recognize how much more there is to do. Sustainability is no longer an initiative at Telfer. It has become part of who we are and how we define success as a School. I am excited that our faculty, students, staff, and partners continue to build a greener, healthier, happier, and wealthier Canada for all.

Stéphane Brutus

**WORD
FROM
THE
DEAN**



Our People

The success of our PRME initiatives depends on the dedicated people who drive them forward. What began as a grassroots effort within the Globalization, Governance and Sustainability (GGS) Area of Strategic Impact (ASI) group, led by early champions, has grown into a school-wide endeavour, embedded in governance structures and embraced by faculty across disciplines.

Today, our governance structure ensures that PRME principles, ethics, responsibility, and sustainability are not only embedded in teaching and research but also in outreach, alumni engagement, and strategic planning.

Greener Faculty



Abdoukadre Ado
Associate Professor



Ali Akyol
Associate Professor



Davood Astaraky
Part-time Professor



Walid Ben Amar
Full Professor



Sarah Ben Amor
Full Professor



Morad Benyoucef
Full Professor



Mathieu Bouchard
Assistant Professor



Justin Boutilier
Assistant Professor



Kevin Brand
Associate Professor



Jonathan Calof
Full Professor



Tyler Chamberlin
Associate Professor



Mohamed Chelli
Associate Professor



Qiu Chen
Associate Professor



Imed Chkir
Full Professor



Lamia Chourou
Full Professor



Brian Conheady
Assistant Professor



Alexander James Corner
Assistant Professor



David Crick
Full Professor



Magda Donia
Associate Professor



Nelson Duenas
Assistant Professor



Sylvain Durocher
Full Professor



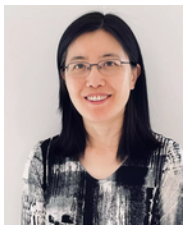
Shantanu Dutta
Full Professor



Adelpe Ekponon
Associate Professor



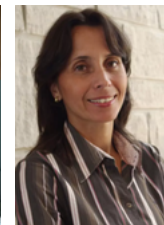
Tommaso Ferretti
Assistant Professor



Wenxia Ge
Full Professor



Sara Hajmohammad
Associate Professor



Leila Essoussi
Associate Professor



Timothy Hannigan
Associate Professor



Darlene Himick
Full Professor



Rim Jaber
Assistant Professor



Peter Jaskiewicz
Full Professor



Argiro Kliamenakis
Assistant Professor



Saouré Kouamé
Associate Professor



Murray Kronick
Part-time Professor



Kaouthar Lajili
Full Professor



Jonathan Yu-Meng Li
Associate Professor



TieMei (Sarah) Li
Full Professor



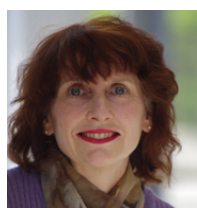
José Carlos Marques
Associate Professor



Daina Mazutis
Associate Professor



Philip McIlkenny
Associate Professor



Cheryl McWatters
Full Professor



Fabio Moneta
Full Professor



Éric Nelson
Part-time Professor



Miwako Nitani
Associate Professor



Jacline Nyman
Associate Professor



Sharon O'Sullivan
Full Professor



Milena Parent
Full Professor



Ana María Peredo
Full Professor



Bijan Raahemi
Full Professor



François-Éric Racicot
Full Professor



Harshit Rajaiya
Assistant Professor



Suhaib Riaz
Associate Professor



Syrine Sassi
Associate Professor



Sandra Schillo
Full Professor



Marc Tassé
MBA Director



Madeline Toubiana
Full Professor



Hien Tran
Associate Professor



Stephane Tywoniak
Associate Professor



Jac van Beek
Part-time Professor



Leigh Ellen Walsh
Assistant Professor



Sheldon Weatherstone
Assistant Professor



Daniel Zeghal
Professor Emeritus



Qian Zhang
Assistant Professor



Rengong Zhang
Associate Professor



Zi Ye Zhang
Part-time Professor

Support Staff

The PRME project is also currently supported by the following extraordinarily dedicated administrative staff members :



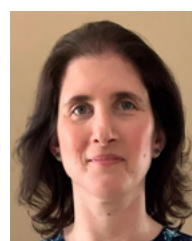
Matt Archibald
Director (Undergraduate Programs),
Student Services Centre,
Career Centre



Dana Hyde
Executive in Residence



Rania Nasrallah
Manager of Research Services



Isabelle Paquet
Quality Assurance Manager



Umar Ruhi
Full Professor
Vice-Dean (Undergraduate Programs)



Jonathan Simon
Director of Marketing & Communications



Takwa Youssef
The Green Academy Coordinator

Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.

[Watch the video highlights here](#)



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Below are some stories from students who participated in different interdisciplinary, impact-driven initiatives this year, illustrating how Telfer's integration of the PRME values has shaped their thinking and professional development.

Homelessness Summer Course

Led by Professor Franz Newland of the School of Engineering Design and Teaching Innovation, and supported by the Green Academy, this interdisciplinary summer course brought together students from multiple uOttawa faculties and partner institutions in Canada and Brazil to co-create practical responses to homelessness with community organizations, turning classroom learning into applied impact.

Kevin O'Neal Sokeng Achigui, a first-year accounting student, reflected on how the course expanded his understanding of what it means to be a responsible future business leader. Through his experience, Kevin came to see homelessness not just as a housing issue, but as a systemic challenge interlinked with mental health, addiction, unemployment, and inequality.

"While my academic focus is business and finance, I've always believed it's important to stay connected to real-world social issues and understand people's challenges beyond the boardroom. I came away with a new appreciation for the role business students can play in advancing social equity. People in business, including those of us studying accounting, have a role to play in supporting ethical decisions, responsible budgeting, and community-focused partnerships."

Kevin O'Neal Sokeng Achigui

Shivani Patel, contributed to the Smart Survival Backpack project, which aimed to create adaptable, tech-integrated gear designed with and for people experiencing homelessness. She emphasized the human-centred nature of the experience.



"It didn't feel like a pitch. It was immersive. Being on-site, meeting people, we were designing something we knew would actually be used."

Shivani Patel

Natasha Stewart, a fourth-year Bachelor of Commerce student in Management, shared how her learning journey began with confronting her own assumptions.

She went on to unpack societal myths and develop empathy for the individuals and communities affected, especially marginalized groups like Indigenous peoples and 2SLGBTQIA+ youth.

Natasha's contribution to her team's policy simulator project combined policy analysis with strategic communication skills. Their project won the C4 Innovation Award, sponsored by YSpace, for its creativity, real-world viability, and marketplace readiness.

Her reflection embodies the PRME Principles of Method and Dialogue, integrating values-based learning and inclusive engagement across disciplines.

"It was a wake-up call," she said, upon realizing how little she knew about the structural causes of homelessness. Learning about the disproportionate percentage of Indigenous and 2SLGBTQIA+ people experiencing homelessness has made me walk down Rideau Street with more empathy and compassion.

This experience was both humbling and empowering.

I learned that people need more than financial support. They need health care, structure, connection, and long-term solutions."

Natasha Stewart



"I was surprised to learn how many shelters don't prioritize housing first, and how that can limit long-term outcomes for people trying to get back on their feet. I helped with research into how to approach shelters. What steps would need to happen to make our framework viable, not just idealistic, but also implementable."

Jiya Kansal

Jiya Kansal, a student in International Management, brought a business lens to the social problem of youth homelessness and explored the practical application of institutional partnerships. Her team developed a partnership model between youth shelters and post-secondary institutions, and she ensured their framework was feasible.

Finance, Ethics and Social Responsibility Research Poster Competition

Taught by Professor Darlene Himick, this undergraduate course examines the social and ethical dimensions of finance and culminated this year in the Finance Ethics Research Showcase : a juried poster competition where students presented original, values-driven research on pressing issues in responsible and sustainable finance.

“It felt rewarding to spend a semester researching something we were passionate about. Analyzing the interviews... showed us how everyday choices can be part of a bigger story about ethics and sustainability.”

Faseeha Farhan

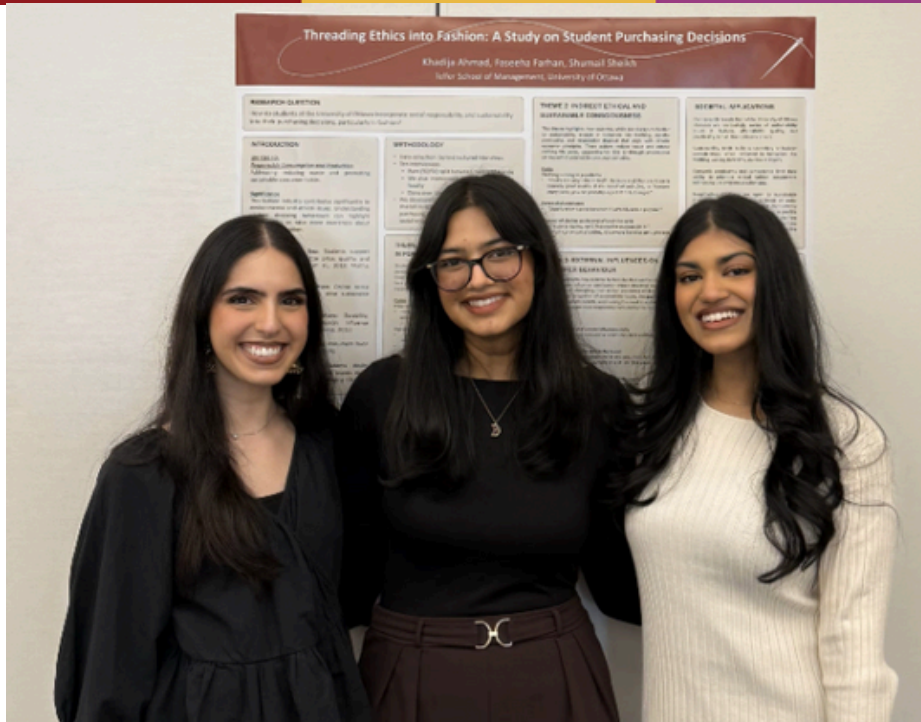
Khadija Ahmad (Team member, Threading Ethics into Fashion)
Khadija emphasized the confidence-building experience of punctuated, public academic discourse:

Her story illustrates the PRME Principles of Partnership and Dialogue, demonstrating how real-world interactions foster communication skills and ethical leadership.

Reflecting on her deeper awareness, Shumail offered a powerful observation, Her quote speaks directly to Values and Purpose, emphasizing the transformative power of ethical awareness as a catalyst for responsible action.

“We realized how small, mindful choices we were already making can spark bigger change. It all begins with awareness and daring to ask better questions about the world we’re building.”

Shumail Sheikh



Faseeha Farhan (Team member, Threading Ethics into Fashion, 1st place). Faseeha shared the joy and insight she gained from her research on ethical fashion. Her reflection highlights the PRME Principles of Values and Dialogue, showing how connecting consumer behavior with sustainability can inspire meaningful ethical engagement.

“Talking with judges and visitors felt different from a regular classroom presentation. It helped me build real confidence, speaking spontaneously, exchanging ideas about something meaningful.”

Khadija Ahmad

Derek Cruickshank, Daniel Johnston & Hayden Weedmark, from the team that researched *How Smartphones Are Changing Social Connection on Campus*, described how their project connected finance with social well-being. Their collective insight aligns with Research and Purpose, as it demonstrates how finance studies can address mental health and student welfare through empathetic inquiry.

“As finance students, we’re used to working with numbers and models. This project challenged us to find meaning in dialogue and emotion instead. Hearing students open up about loneliness made us realize how finance, ethics, and real social issues are deeply connected, especially in our own campus community.”

*Derek Cruickshank,
Daniel Johnston & Hayden Weedmark*



SDG Week Canada – Telfer’s 3rd Annual, March 3–7, 2025

In March 2025, Telfer hosted its **third annual SDG Week Canada**, led by CSIID co-leads Professors Daina Mazutis, Sharon O’Sullivan, and Sandra Schillo, in partnership with the UOSU Sustainability Centre, the Office of Campus Sustainability, and IE graduate student Nubi Afolasade, amongst other supporters. The program brought students, faculty, and community partners together to explore how responsible management drives sustainable change. Highlights included a Government of Canada SDG information booth, a wellness session, a student visit to the Zibi eco-district, a panel on sustainable cities, a zero-waste campus tour, a Free Store pop-up, a green business pitch competition, an allyship and equity workshop, a sustainable careers panel, and a hands-on upcycling workshop. The week culminated in a panel on reducing food waste and strengthening local food systems—reinforcing Telfer’s commitment to sustainability, inclusion, and community impact.

MSc student Sana Al Mansour reflected on how real change begins in academia and knowledge creation, where new ideas can shape future leaders and institutions. For her, SDG Week highlighted the importance of open conversations that challenge assumptions, while also showing how much the discourse on sustainability has evolved in just a generation.

“Change really happens in academia and knowledge, and once you start from there you can push forward. I appreciate conversations like the ones we attended this week, as a student and as someone who can see the change in discourse between 20 years ago and now.”

Sana Al Mansour



Celebrating Values

At Telfer, our shared values come to life through action. We celebrate equity, diversity, inclusion, and respect as cornerstones of meaningful leadership. These principles guide how we learn, work, and collaborate, ensuring that every voice is valued, every perspective is heard, and every member of our community can thrive.

MBA Diversity & Inclusion Case Challenge 2025

In February 2025, Telfer hosted the 9th Annual MBA Diversity & Inclusion Case Challenge in partnership with Export Development Canada (EDC) and Deloitte. This national competition brought together MBA teams from across Canada to tackle pressing questions at the intersection of equity, inclusion, and sustainable business practice.

Challenge



The 2025 theme challenged participants to address labour shortages in Canadian agriculture by envisioning inclusive industry solutions that integrate Indigenous perspectives, environmental sustainability, technological innovation, and global trade considerations. Over the course of two days, students worked intensively on their cases, presenting their recommendations to panels of academic and industry experts.

The competition offered \$10,000 in prizes and drew fifteen MBA teams from across Canada, reflecting strong national interest in equity, inclusion, and sustainability. It provided a transformative experience for students, not only testing their analytical and leadership skills but also fostering community with like-minded peers committed to advancing social and environmental impact.



The Sustainability Taskforce



Launched under Telfer's 2022–2025 Strategic Plan, the Sustainability Task Force unites faculty, staff, and students to embed sustainability across teaching, research, outreach, and operations. Representing every corner of Telfer Nation, the Task Force was charged with drafting the School's first-ever Sustainability Plan, a milestone in aligning with the UN Sustainable Development Goals (SDGs) and global accreditation standards.



Building the First Sustainability Plan

In December 2024, after months of consultation and analysis, the Task Force delivered its first draft of a Sustainability Plan to the Dean's Office. The Plan outlines Telfer's long-term vision, aligning with uOttawa's Policy 72 and Canada's 2050 carbon-neutral target. It sets out recommendations for concrete initiatives, from zero-waste events and green procurement, to expanding community-engaged learning and sustainability-focused research.

Engaging the Community



While work is ongoing, engagement is at the heart of the Task Force's approach. Through events such as the **Igniting Change Workshop during SDG Week 2024**, the Task Force has begun seeding a culture of sustainability champions among students, staff, and faculty. Its communication strategy will emphasize co-creation, transparency, and accountability – ensuring sustainability is not just a policy but a lived practice across Telfer.

Looking Ahead

The Sustainability Task Force's work marks a turning point: from recommendations to action. Its efforts are transitioning into a permanent governance structure that will guide implementation, track progress, and ensure alignment with uOttawa's ambitious commitments, including becoming a zero-waste campus by 2030 and carbon-neutral by 2050. Early priorities include defining and tracking Telfer's societal impact, expanding experiential learning opportunities, supporting faculty in sustainability teaching and research, and building stronger external partnerships – from corporate sponsorships to joint projects and community workshops. By anchoring sustainability within the School's operations and academic life, the Task Force will ensure that Telfer not only teaches responsible management, but embodies it.



The Equity, Diversity & Inclusion Committee at Telfer

Since its creation, the EDI Committee has brought together faculty, staff, students, and administrators to examine how inclusion is lived across the School. This year, the Committee continued to expand its reach, ensuring that the values of equity and belonging are embedded in both student life and academic culture.

Listening and learning

Through surveys and consultations with faculty, staff, and students, the Committee is gathering a clearer picture of how people experience inclusion at Telfer. These conversations have revealed both progress and opportunities, and they are already shaping recommendations for future action.

Working alongside student leaders

By connecting with presidents of Telfer's clubs, the Committee has been able to map how diversity and inclusion show up in extracurricular life, and where additional resources or training could make student spaces even more inclusive. The dialogue has sparked a stronger sense of collaboration between governance structures and grassroots student initiatives.

The Committee has also invested in building awareness and capacity. An internal newsletter now circulates updates and practical tools for faculty and staff, while the **EDI Event Guide** helps organizers design gatherings that are accessible and welcoming to all. These resources, simple as they may seem, are changing habits and broadening the way community members think about inclusion in their everyday roles.



But beyond the frameworks, what stands out is the way the EDI Committee has made space for real conversations about belonging, reminding us that progress is not only about new policies but also about listening, connecting, and acting together.

PRIDE BREAKFAST 2025

This Pride Breakfast is just one of many initiatives led by the University of Ottawa's Office of the Vice-Provost, Equity, Diversity & Inclusive Excellence, which champions inclusion across the campus community. For more on the university's equity, diversity and inclusion commitments, see the [EDI policy page](#).



On August 24, 2025, uOttawa hosted a Pride Breakfast led by the Office of the Vice-Provost, Equity, Diversity & Inclusive Excellence.

The event brought together students, faculty/staff, and alumni for a morning of celebration, solidarity, and joy.

With music by CHUO 89.1 FM, drag performance, creative arts stations, games, and inclusive conversations, the Breakfast offered a powerful moment of connection and visibility for the 2SLGBTQIA+ community.



Thoughtfully designed for accessibility, the event is a testament to the university's commitment to belonging and inclusion, reinforcing our shared values and aligning with SDGs like Reduced Inequalities and Peace & Justice.

Special Adviser on Antisemitism

Professor Jonathan Calof

Professor Calof is a full professor of international business and strategy at the Telfer School of Management at the University of Ottawa and a recognized leader in intelligence and foresight. He is also UNESCO co-chair of anticipatory systems for innovation and venture creation.



To deepen uOttawa's commitment to equity, diversity, and inclusion, Jonathan Calof (Telfer) was appointed Special Adviser on Antisemitism by the University of Ottawa's Office of the Vice-Provost, Equity, Diversity & Inclusive Excellence. As a recognized leader in international business, foresight, and community engagement, his role centers on listening, advising, and supporting Jewish students, faculty, and staff across the campus.



Professor Calof provides regular briefings to the University's senior leadership, acts as a key resource for identifying and responding to instances of antisemitism, and helps guide the development of institutional training, feedback mechanisms, and policies. He works to surface the lived experiences of those impacted, partnering with Jewish community groups and other stakeholders, to build a culture of safety, respect, and belonging.

This appointment reflects the value of principled academic action and inclusive leadership by responding explicitly to issues of discrimination.

A number of roundtables will be held to allow members of the Jewish community at the University to convey their experiences. The incumbent will also support a study to measure experiences with antisemitism on campus, to develop a results-based framework for action.

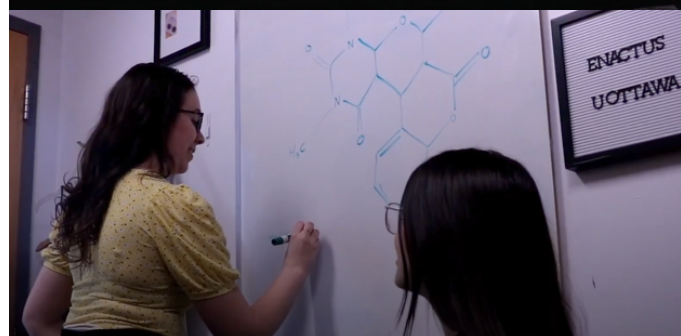
Student Leadership for the SDGs

At Telfer, our student-led clubs play a vital role in advancing sustainability and social impact. These organizations give students the chance to put their values into practice by developing projects, businesses, and initiatives that address the UN Sustainable Development Goals (SDGs) in creative and impactful ways.



Enactus is a student-led team of changemakers using entrepreneurship to solve pressing social and environmental challenges. Their projects foster innovation, community impact, and hands-on business experience for students. A standout initiative this year is **NuPacko**, dedicated to addressing food insecurity by developing a cookie specifically designed to tackle nutritional deficiencies. With each cookie that NuPacko sells, a Nupacko cookie is given to low-income communities across Canada. Beyond helping consumers shift habits, NuPacko demonstrates how business can be a force for good.

Enactus is more than a campus club, it's part of a global experiential learning platform active in dozens of countries, where thousands of student teams compete regionally, nationally, and globally



As part of the world's largest youth-run organization, **AIESEC** Telfer equips students with leadership experiences that cross borders and cultures. Through international exchanges, volunteer placements, and skills-building workshops, students cultivate adaptability, resilience, and a global mindset. By preparing future leaders to thrive in diverse environments.





Telfer International plays a vital role in fostering inclusion and global awareness on campus. The club helps international students integrate into the Telfer community while also building opportunities for all students to explore global perspectives. The club members celebrate cultural diversity, address international challenges, and create space for dialogue.



CASCO brings together students, faculty, and the Ottawa community to raise funds for the Children's Hospital of Eastern Ontario (CHEO).

Their annual gala blends business acumen with creativity, mobilizing hundreds of students to plan, perform, and engage the community in support of children's health. In recent years, CASCO has raised significant funds while nurturing a spirit of social responsibility at Telfer.



Women in Management Network (WMN)

The Women in Management Network (WMN) had a vibrant and impactful year focused on empowerment, leadership development, and community-building. Among their major initiatives:



Shooting for the Stars Week

Shooting for the Stars Week in March 2025 was a standout series combining professional development, health & wellness, and personal safety. Activities included an executive office tour, spin class, and workshop on self-defense, offering students varied platforms to grow in confidence and network.



International Women's Day

WMN marked International Women's Day with a breakfast featuring keynote remarks from Jane Jhaveri-Malt, (BCom '92), former Chief Customer Officer at Tangerine. With a career spanning leadership roles at RBC, IBM, and Scotiabank, Jane brought both professional insight and personal warmth to the conversation, which connected students with senior leaders across sectors.



Through its Leadership Lessons Panel, WMN explored gender and cultural dimensions of conflict resolution, delivering insights and tools for leadership in diverse teams.

“Balance & Brilliance”

The “Balance & Brilliance” off-campus event provided hands-on professional development, reinforcing WMN’s commitment to skills building beyond the classroom.

Lunch & Learn with Kate Smith

Creative leadership was highlighted in the Lunch & Learn with Kate Smith, Artistic Director of A Company of Fools, Ottawa’s longest-running professional Shakespeare company known for its accessible and imaginative performances. She shared her journey as a theatre director and creator, bringing unique perspectives from the arts and creative industries to leadership in business.

Telfer Pillar Award

WMN’s consistent impact was formally recognized: at the 2025 Clubs Gala, they won the Telfer Pillar Award for the second year in a row, affirming their sustained contribution toward gender equity and inclusive leadership at Telfer.



These initiatives bring the PRME and SDG commitments to life, advancing gender equality , breaking down barriers to inclusion , and equipping students with the skills to thrive as leaders . Through WMN, diverse voices are amplified, leadership capacity is nurtured, and students find the confidence and community to lead with purpose.

Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

3



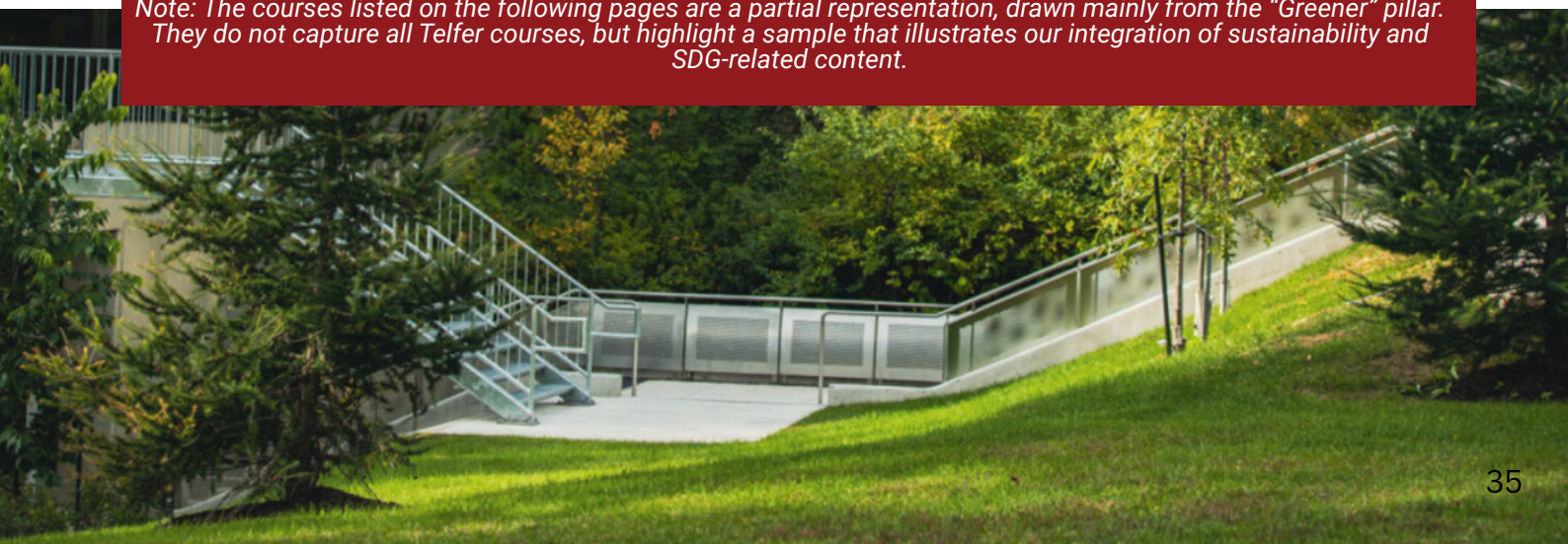
At Telfer, teaching is the foundation of how we prepare responsible leaders. Sustainability is not treated as an add-on, but as an essential dimension of management education. Faculty members across disciplines are integrating ethical, environmental, and social considerations into their courses, from finance to entrepreneurship, marketing to operations.

This section highlights examples of how sustainability is being taught in practice. Each profile illustrates:

- Course outcomes that link management knowledge with societal challenges,
- Pedagogies that engage students in experiential, applied, and collaborative learning,
- Impact on students, who gain the skills and mindset to lead responsibly,
- Connections to the UN Sustainable Development Goals.

Together, these teaching innovations show how Telfer is embedding responsibility and sustainability into the classroom experience, and how our faculty are shaping future leaders who will build a better Canada.

Note: The courses listed on the following pages are a partial representation, drawn mainly from the "Greener" pillar. They do not capture all Telfer courses, but highlight a sample that illustrates our integration of sustainability and SDG-related content.





Prof. Mathieu Bouchard



Business doesn't operate in a vacuum. ADM 1301M invites first-year BCom students to look beyond the firm and read the full landscape where decisions land: the interplay of business, government, and civil society. Through an ethics-and-responsibility lens, students explore stakeholders, lobbying, globalization, culture, and the tensions that shape "good" decisions when interests collide. It's the right conversation at the right moment—nearly 200 students, new to university, learning to think beyond business-as-usual.



ADM1301M Business & Society

OUTCOMES & INTENT

- Map the business–government–society system and diagnose implications for firms and communities.
- Apply ethics/CSR to Canadian cases by analyzing stakeholders, lobbying, globalization, and culture—and recommend responsible actions.
- Use the triple bottom line (People–Planet–Profit) in the Praxar simulation to make evidence-based trade-offs and justify decisions.
- Explain how international institutions and environmental considerations shape policy and firm choices, linking decisions to relevant SDGs and community impact.
- Communicate clearly and collaborate responsibly in Learning Exchanges and exams, engaging in evidence-based dialogue and upholding academic integrity.



IMPACT ON STUDENTS

Students leave the course with a deeper understanding of how business decisions affect society and the environment. They practice weighing People–Planet–Profit trade-offs, strengthen their ability to justify decisions with evidence, and gain confidence engaging in dialogue around complex ethical and societal issues. These skills prepare them to think critically and act responsibly in real-world contexts.

PEDAGOGIES

The course blends short lectures, lively discussion, curated readings, and experiential elements: guest speakers from campus and industry, and a Praxar Golf Course Management simulation where teams manage People–Planet–Profit trade-offs. Reflection-based Learning Exchanges create small-group dialogue around current issues. Together, these methods make ethics concrete and decision-ready.



Shirin Biglari

ADM 2313 The Entrepreneurial Society

OUTCOMES & INTENT

By the end of the term, students:

- understand fundamental concepts and practices of entrepreneurship in Canada and globally;
- recognize the unique challenges faced by women, minorities, and underrepresented entrepreneurs;
- compare commercial and social entrepreneurship models and evaluate their role in inclusive growth;
- analyze opportunities and risks of entrepreneurial activity in different contexts;
- develop collaboration and presentation skills through applied case studies.



In this course, we guide students to critically examine different forms of entrepreneurship, from commercial to social, and the unique challenges faced by women, minorities, and underrepresented groups. 

PEDAGOGIES

The course combines interactive lectures with individual case responses, team reports, and group presentations. Guest speakers provide real-world examples of entrepreneurial success and challenges. Students actively engage in peer learning and are encouraged to link theory with practice, strengthening both critical thinking and communication skills.

IMPACT ON STUDENTS

Students learn to see entrepreneurship as a driver of both business innovation and social transformation. By engaging with diversity in entrepreneurship, they understand how gender, culture, and social context influence opportunities and barriers. They also reflect on how entrepreneurial ecosystems can foster equitable development and reduce inequalities.



Mikaila Ortynsky

ADM 2337 Human Resource Management

OUTCOMES & INTENT

By the end of the term, students:

- understand the purpose and functions of human resource management in achieving organizational goals;
- can explain and apply equity, diversity, inclusion, and health and safety frameworks;
- identify key HR practices such as recruitment, training, performance management, and compensation;
- reflect on ethical and legal challenges in people management;
- gain tools to make responsible HR decisions in local and global contexts.



Our aim is to help students understand the strategic value of human resources and to prepare them to make responsible, equitable, and legally sound decisions in managing people 

PEDAGOGIES

Students engage in multiple case analyses where they apply HR frameworks to real scenarios. Exams and assignments test their ability to synthesize legal, ethical, and organizational considerations. Peer feedback emphasizes teamwork and accountability, reflecting the realities of collaborative HR practice.

IMPACT ON STUDENTS

This course deepens students' appreciation of people as an organization's most valuable resource. They recognize how fair hiring, workplace safety, and training systems contribute to healthier, more inclusive, and more productive environments. Students are equipped to connect HR practices with global goals such as reducing inequalities, ensuring decent work, and supporting well-being.



Prof. Jasmin Manseau

ADM 2772 Management Information Systems

OUTCOMES & INTENT

By the end of the term, students:

- understand the role of information systems in competitive environments and decision-making;
- can evaluate the benefits and challenges of enterprise systems, e-commerce, and knowledge management;
- identify ethical, legal, and social issues in the use of digital technologies;
- assess risks related to data security, privacy, and responsible technology use;
- develop the ability to connect digital innovation to sustainable organizational performance.

“ We want students to understand how information systems transform organizations and decision-making, while also reflecting on the ethical, social, and security issues they create ”

PEDAGOGIES

The course blends lectures with case studies, group assignments, and discussions on real-world IS dilemmas. Students critically debate issues of ethics and responsibility in technology, while hands-on exercises and cases allow them to apply theory in practice.

IMPACT ON STUDENTS

Students come to see information systems not only as business tools but as powerful levers of responsibility and accountability. They reflect on how technology choices affect security, privacy, and equity, and how digital transformation can be managed in line with sustainability goals.





This course follows the long arc of global enterprise—from Renaissance banking houses and chartered companies to nineteenth-century trade networks and the branding and consumption cultures that foreshadow today's multinationals. Students read and debate scholarly work to see how entrepreneurial choices were shaped by (and helped reshape) social, technological, political, economic, and cultural contexts. The result is a historically grounded toolkit for understanding why firms organize as they do, how capital and supply chains traveled, and what past governance and incentive systems can teach contemporary managers



Prof. Cheryl Susan McWatters

ADM 3317M — Varieties of Capitalism: from Medieval Merchants to Modern Multinationals

OUTCOMES & INTENT

- Analyze and evaluate historical evidence and explain the limits and meaning of historical knowledge for managerial decision-making.
- Identify economic, political, social, and technological forces that shaped the development of global business and trade—and relate them to contemporary firm strategy and policy.
- Synthesize and communicate coherent arguments—in writing and in class—linking past institutions (e.g., banking, chartered companies, branding) to present enterprise models.
- Interpret decisions through institutional context, showing how actors' incentives, governance, and networks conditioned outcomes across eras.
- Demonstrate professional participation—prepared, respectful, and constructive—in a seminar environment that treats peers as collaborators in inquiry.



PEDAGOGIES

- Seminar format, not a lecture stream. Weekly meetings blend mini-lectures, guided discussion, debates, and short presentations, anchored by required readings available through the uOttawa Library. Backgrounder notes and questions are shared in advance to prime analysis.
- Active, evidence-based practice. Two individual commentaries synthesize scholarship and connect it to current issues; pop-up activities and quizzes keep the reading central; a capstone Virtual Scavenger Hunt (with elevator-pitch presentations) trains students to “tell a story with evidence.”
- Professional conduct & academic integrity. Clear expectations for preparation, respectful participation, and integrity (including a scoped allowance for generative AI as a brainstorming/outline tool, with citation) model responsible scholarship

IMPACT ON STUDENTS

Students finish with a sharper sense of how history equips modern managers. By working through cases of financing, control systems, indigenous relations in North American trade, nineteenth-century networks, and the politics of consumption, they learn to connect context to choice. The course explicitly builds program-level capacities: using history to unlock value in globalization, making strategic and operational judgments from evidence, communicating and leading in discussion settings, and grounding analysis in high ethical standards—a foundation for life-long engagement with complex global business.



Prof. Suhaib Riaz



This course invites students into the real, shifting world of international business, where trade rules are rewritten in real time, climate risk reshapes supply chains, and technology accelerates change. With both regional and global lenses, the course explores how global production is governed, how international institutions (IMF, WTO, UN, etc.) steer outcomes, and how multinationals and suppliers, including in developing countries, navigate strategy, sustainability, and innovation. Current disruptions (tariffs, geopolitical tensions, climate change) aren't treated as headlines but as living case material that affects firms, communities, and the natural environment from Canada to the Global South. The class is deliberately interdisciplinary, drawing on management, economics, political science, anthropology, and law, to help students connect the dots across systems, sectors, and societies.



ADM 3318 International Business

OUTCOMES & INTENT

By the end of the term, students:

- understand how economic globalization shapes business decisions, socio-political dynamics, and ecological impacts;
- can trace the historical transformations that produced today's global order;
- develop the critical mindset and tools to interpret trends and their consequences for firms, policymakers, and everyday life;
- learn to surface trade-offs in global production, technological competition, and trade policy, especially as they relate to green growth, equitable development, and competitiveness in global value chains;
- build practical fluency with Generative AI as an enabler of critical thinking and research productivity (used carefully, questioned openly).

PEDAGOGIES

Classes combine contemporary readings and policy pieces with executive-style analysis and discussion. Students craft concise memos, team case briefings, and a research-backed final position paper that translate complexity into actionable insight. GenAI is used in a carefully selected manner as a scaffold (not a shortcut): a way to test hypotheses, compare sources, and pressure-test arguments—always with human judgment, citations, and limitations made explicit.

IMPACT ON STUDENTS

Students leave with a clearer map of globalization and a stronger moral and analytical compass. They learn to hold multiple perspectives at once—beyond a purely Canadian or Global North vantage point—and to argue from evidence while acknowledging uncertainty and externalities. Practically, they gain the confidence to brief executives, engage with policy debates, and make sense of fast-moving issues that will define their careers. The professor's aspiration is simple and ambitious: to graduate globally minded professionals who can critique and improve the systems they enter.





Prof. Abdoukadre Ado

ADM 3718 International Business (Taught In French)

OUTCOMES & INTENT

By the end of the term, students:

- understand theories and institutions of international trade and global competition;
- can assess the socio-political and ethical implications of globalization for firms and governments;
- evaluate the role of CSR, environmental ethics, and fair trade in global business;
- develop the ability to operate in multicultural environments and assess global risks;
- practice critical thinking through case competitions and debates on current global issues.

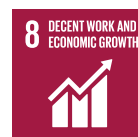
“ We want students to understand how firms navigate global trade while also reflecting on ethics, sustainability, and the role of international institutions. ”

PEDAGOGIES

Teaching combines lectures, case-based discussions, and a live competition where students present to executives. Weekly analysis of global current events ensures students practice connecting theory with practice and appreciate the ethical trade-offs in international business.

IMPACT ON STUDENTS

Students broaden their perspective on how international business decisions impact societies, ecosystems, and economies. They learn to connect trade policy and global agreements with issues of sustainability and social responsibility.





Prof. Éric Nelson



ADM 3715 is a hands-on studio for designing ventures that solve real social and environmental problems. Students move a real concept from ideation → business model → validation, while learning how responsible enterprises plan for feasibility (needs assessment, market analysis, marketing plan, HR/operations/finance) and how they measure social and environmental impact. The course treats the UN SDGs as a north star—using them to frame the problem, guide the model, and structure evaluation—so that strategy and impact stay aligned from day one.



ADM 3715 Social Entrepreneurship (Taught In French)

OUTCOMES & INTENT

By the end of the course, students can:

- Identify and frame a social or environmental challenge using SDGs and local/regional/global context.
- Design a viable social business model, rethinking partners, activities, costs, and revenues through an ethical stakeholder lens (people and planet as core stakeholders).
- Validate the concept with a clear plan (assumptions, tests, evidence) that considers intended and unintended impacts.
- Build a feasibility plan (needs, market, marketing, HR/organizational, financial), including green budgeting and resource planning.
- Define and track impact with SDG-aligned indicators and a simple learning loop.
- Present an investor-ready business plan that can launch a new initiative or “green” an existing organization.



IMPACT ON STUDENTS

The course equips students with the tools and critical instincts to turn a sustainability challenge into an organizational solution. Many leave ready to launch a social or environmental initiative or to lead a greening process inside an existing enterprise—bringing a pragmatic mix of market insight, ethical judgment, and impact measurement.

PEDAGOGIES

- Project-based studio: students develop a real social enterprise concept over the term.
- SDG-guided design: SDGs inform ideation, modeling, and validation at each milestone.
- Impact thinking from the start: students build a lightweight impact thesis and KPIs before scaling.
- Evidence over assertion: customer discovery, desk research, and comparable cases anchor decisions.
- Ethics as design input: community, environment, and equity are treated as non-negotiable stakeholders.



Prof. Muriel Mignerat

ADM 3778 Emerging Topics in Information Systems (Taught In French)

OUTCOMES & INTENT

By the end of the term, students:

- understand how emerging technologies (AI, blockchain, smart cities, IoT) impact organizations and society;
- analyze the implications of digital innovation for accessibility, inclusion, and equity;
- evaluate ethical, legal, and environmental risks of technological adoption;
- develop the capacity to propose sustainable and socially responsible IT strategies;
- gain autonomy in identifying credible sources and interpreting trends in information systems.

“ We encourage students to explore how emerging technologies, from smart cities to open data are reshaping organizations and societies, with implications for equity and sustainability ”

PEDAGOGIES

The course uses interactive formats including discussions, case studies, student presentations, and guest speakers. Students engage with real research and policy debates, strengthening their critical perspective while applying theory to practical, timely contexts.

IMPACT ON STUDENTS

Students learn to critically assess the promises and risks of digital innovation. They connect technical developments with social issues such as inclusion, accessibility, and sustainability. By engaging with frontier technologies, they develop the ability to envision and advocate for digital futures aligned with Innovation, Reduced Inequalities, and Sustainable Cities.





Prof. Dennis Sakalauskas

“The course explores how shifts in the economy, from climate change to inequality, demand new ways of thinking about business. We want students to see both the threats and opportunities that come with this transformation”

ADM 4312 A Management in the New Economy

OUTCOMES & INTENT

By the end of the term, students:

- understand the drivers of the new economy, including climate change, digitalization, and alternative economic systems;
- can critically assess the role of business in shaping work, government relations, and social equity;
- develop the ability to leverage innovative management frameworks in contexts of environmental and social transformation;
- learn to evaluate degrowth, circular economy, and alternative models as strategic responses;
- build the mindset of entrepreneurial leaders who recognize sustainability as a core driver of competitiveness and legitimacy.

PEDAGOGIES

The course uses a seminar style with case-based applications, simulations, and crowdfunding IPO exercises. Students participate in team challenges, analyze real-world cases from sources like Harvard Business Review and MIT Sloan, and prepare pitches and reports. This mix of critical debate and applied exercises ensures students learn by doing and develop transferable skills in leadership and sustainable management.

IMPACT ON STUDENTS

Students gain a holistic understanding of the “new economy” and its ethical and ecological dimensions. They leave prepared to critically assess and respond to business challenges tied to inequality, ecological limits, and digital disruption. The course cultivates socially responsible decision-making and equips students to see management challenges as opportunities to design sustainable and innovative solutions.





Prof. Jac Van Beek

ADM 4318 Multinational Business Policy

OUTCOMES & INTENT

By the end of the term, students:

- understand and assess the drivers and consequences of globalization and its impact on firms and countries;
- can compare political, legal, and economic systems and their influence on international management;
- appreciate the role of ethics and social responsibility in global operations, and the growing pressure on firms to act responsibly;
- develop competence in cross-cultural negotiation, communication, and team management;
- integrate and apply core management disciplines (marketing, finance, accounting, strategy) to multinational case studies;
- design and evaluate international entry strategies and assess their implications for sustainable organizational growth.

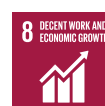
Well-prepared and well-informed managers must understand the global business environment and the unique challenges of international management. In this course, I want students to integrate their knowledge across disciplines and apply it to real cases in the multinational context.

PEDAGOGIES

The course is deliberately experiential. Students work through case studies of global firms, role-plays, team readiness briefings, and group projects. Two applied projects anchor the learning: an individual analysis of globalization's impact on a region, and a team project on a foreign entry strategy. Frequent presentations and peer briefings strengthen communication and leadership skills. Assignments also include a signed Personal Ethics Statement for each project, reinforcing integrity and accountability as core professional practices.

IMPACT ON STUDENTS

This advanced course challenges students to see themselves as decision-makers in a fast-changing global economy. By linking globalization to ethics and responsibility, it pushes them to recognize trade-offs and opportunities for sustainable international growth. Students sharpen their critical thinking and communication skills while learning how multinational corporations shape (and are shaped by) global systems. They leave the course with confidence to analyze complex environments, lead across cultures, and make ethically sound decisions in international contexts.





Prof. Pouya Safi

ADM 4317 A Leadership, Strategy and Sustainability

OUTCOMES & INTENT

By the end of the term, students:

- integrate strategy frameworks with sustainability principles to create business cases for sustainable enterprises;
- deepen their understanding of leadership challenges in complex corporate sustainability contexts;
- practice strategies and implementation planning for organizational change toward sustainability goals;
- expand their personal vision of leadership and its impact on organizations and society;
- critically evaluate emerging business models such as B-Corps, carbon-negative firms, and circular economy enterprises.

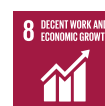
“ In this capstone course, we want students to grapple with the question: What kind of leader do I want to be, and what kind of organization do I want to lead in a world facing sustainability challenges? ”

PEDAGOGIES

The course integrates simulations, guest speakers, debates, and applied consulting projects with community partners. Students work on hot-topic projects, deliver company consulting assignments, and engage in live case analysis. This blend of experiential learning deepens their understanding of both leadership and strategy while reinforcing the centrality of sustainability in business practice.

IMPACT ON STUDENTS

As the management capstone, this course leaves students with both the knowledge and self-reflection needed to become responsible leaders. They gain awareness of their values and attitudes, explore the role of business in addressing grand challenges, and develop confidence to drive systemic change. The combination of personal reflection and applied consulting projects allows students to envision themselves as sustainability leaders who balance organizational performance with societal wellbeing.





Prof. Tommaso Ferretti



This course looks at strategy where it's hardest and most needed: in developing and emerging economies. Students connect business growth to equitable development, analysing how poverty, inequality, and institutional/technological gaps shape competitive advantage and public policy.

From national industrial policy to clusters, global value chains, and firm strategy, the class debates the conditions, policies, and organizational changes that foster sustainable development and competitiveness. The perspective is deliberately plural, managerial and policymaker lenses, Global North and Global South, so students learn to hold complexity and trade-offs, not just slogans



ADM 4319 – Strategic Management in Developing & Emerging Economies

OUTCOMES & INTENT

- Understand the challenges facing entrepreneurs, firms, governments, and MNCs in DEEs—and how strategy and policy interact.
- Build strategic analysis skills across levels (country/industry/cluster/firm) and contribute to public- and private-sector solutions.
- Develop a critical, inclusive mindset that foregrounds disenfranchised actors and geographies.
- Conduct team-based, multi-level research that integrates theory, data evidence, and Generative AI as a productivity/critical-thinking tool.
- Direct contributions to BCom learning goals: integration, critical decision-making, communication/leadership, integrity & social responsibility, globalization



PEDAGOGIES

- Blended seminar model: pre-class narrated slides → in-class discussion, structured debate, and live case work.
- Workshops: “Using GenAI to power your research report” (mid-term) and “Using data to support arguments” (late term).
- Team scholarship: case presentations + a substantial country/industry research report with interim presentation and feedback loop

IMPACT ON STUDENTS

Students finish with a practical, systems-level lens on how development actually happens—and how strategy can widen or narrow inequalities. They practice translating complex realities into clear, evidence-based recommendations for firms and governments, and they learn to use GenAI critically rather than uncritically. The instructor’s aim is to graduate analysts who can work across sectors to build dynamic enterprises while advancing equitable development.



Prof. Sharon O'Sullivan



Multinationals can't meet sustainability goals without becoming learning organizations. This course equips future managers—not just HR—to diagnose sustainability-driven training needs, design programs that advance the triple bottom line, evaluate their impact, and support employees' international careers doing collaborative, innovative work. It aligns strongly with Telfer's Greener pillar and runs in a hybrid format to mirror real workplace learning.



ADM 4338M – International Training & Development for Sustainability

OUTCOMES & INTENT

By the end of the course, students can:

- Diagnose the connection between global business strategy, sustainability imperatives, and an MNC's training & development needs.
- Design formal training and situated/informal learning that advance environmental and social aims—and are feasible in multinational contexts.
- Select and tailor methods (classroom, e-learning, blended, on-the-job) for topics such as orientation, ethics/anti-harassment/racism, and cross-cultural training.
- Evaluate and sell impact using training evaluation and cost–benefit logic; communicate results to decision-makers.
- Support international careers, including management development and repatriation challenges, with evidence-based recommendations.
- Deliver a tested solution via a needs analysis → proposal → immersive memo → workshop sequence, reflecting on integrity and peer feedback



IMPACT ON STUDENTS

Students leave ready to build and defend sustainability training that managers will actually use—linking global strategy to concrete learning designs and outcomes. The course advances BCom goals in integration, critical decision-making, communication/leadership, ethics & social responsibility, and globalization; it explicitly contributes to SDG 4.7 by developing the knowledge and skills needed to promote sustainable development.

PEDAGOGIES

- Hybrid cadence: weekly asynchronous checklists and resources on Brightspace, plus live sessions used for application—not repeat lectures.
- Experiential arc: published & live cases, applied research, practicum elements, and a case competition ethos.
- Scaffolded capstone project (50%): teams complete a 4-part client-style engagement—Needs Analysis (Feb 9), Proposal (Feb 25), Immersive Memo (Mar 11), and Workshop Delivery (Mar 18/25/Apr 1)—with integrity statements and a closing peer evaluation.
- Expert & workshop days: a Symposium of Experts (Week 3) and peer-led workshops anchor participation (20%).
- Method toolkits inside the syllabus: classroom vs. e-learning vs. blended choices; on-the-job methods; evaluation and selling impact (cost–benefit).



Prof. Darlene Himmick



We examine how finance can contribute to or detract from sustainability goals. We explore how ethics, responsible investing, and global frameworks such as the UN SDGs reshape financial decision-making.



ADM 4355 M Finance, Ethics and Social Responsibility

OUTCOMES & INTENT

By the end of the term, students:

- understand, communicate, and critique frameworks and innovations in sustainable finance;
- can apply the UN SDGs to a wide variety of finance-related issues;
- develop skills in analyzing impact investing, disclosure regimes, and social finance tools;
- conceptualize and execute research projects on finance and responsibility;
- learn to present and defend research outcomes through poster competitions and peer review.



PEDAGOGIES

The course is highly experiential, relying on interactive cases (e.g., Social Impact Bonds, impact investing scenarios), collaborative research projects, and poster competitions. Students engage in real-world applications with organizations such as Verge Capital and present their work in research poster formats. This mix of applied and research-based learning helps students bridge theory with practice in sustainable finance.

IMPACT ON STUDENTS

Students gain fluency in the emerging field of sustainable finance, building both conceptual and applied expertise. They explore how finance can advance or hinder social impact, develop practical experience with tools like social impact bonds, and practice research design. The course challenges students to rethink traditional financial metrics and to see themselves as agents of change capable of influencing sustainable economic systems



We emphasize how training and development can be aligned with global sustainability strategies. We explore how organizations can design programs that build not only technical skills but also sustainable careers and innovation capabilities.



Prof. Marjolaine Hébert

ADM 4738 A International Training and Development for Sustainability (Taught In French)

OUTCOMES & INTENT

By the end of the term, students:

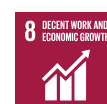
- understand how HR training and development intersect with global environmental, organizational, and social sustainability goals;
- can design, deliver, and evaluate programs that foster multicultural competence, sustainable skills, and global career mobility;
- develop the ability to diagnose learning styles and organizational needs to design impactful interventions;
- learn to resolve organizational dilemmas around staffing, training, and sustainable competencies;
- build capacity to evaluate the effectiveness of training programs and their contribution to sustainable organizational performance.

PEDAGOGIES

The course is delivered as an advanced seminar, combining case discussions, debates, experiential projects, and the design/delivery of training workshops. Students actively create and deliver training modules, work in teams to analyze organizational needs, and engage in reflective evaluation of effectiveness. Informal learning approaches such as communities of practice and stakeholder engagement projects are also emphasized. These pedagogical strategies cultivate creativity, intercultural awareness, and sustainable HR competencies.

IMPACT ON STUDENTS

Students leave the course equipped with a deep appreciation of how sustainability is embedded in workforce development. They gain insight into how organizations can build equitable, innovative, and globally competitive teams by aligning HR practices with sustainable strategies. For students pursuing HR or international management, this course opens career pathways that blend professional certification with sustainability leadership. It also prepares them to engage in global mobility issues such as expatriation, repatriation, and international talent sourcing.





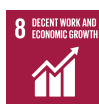
Prof. Charlotte M. Karam

MBA5330 Managing Talent & Organizations

OUTCOMES & INTENT

By the end of the course, students:

- understand the HR manager's role as a strategic partner and change agent;
- can evaluate recruitment, selection, training, and development processes through a responsible management lens;
- analyze drivers of job performance, organizational commitment, and employee thriving;
- assess workplace equity, diversity, and inclusion initiatives as strategic levers for competitiveness and fairness;
- examine power dynamics, organizational culture, and ethical dilemmas in talent management;
- develop critical reflections on the role of technology, especially AI, in shaping the future of work and responsible HR practices



“We want students to see how organizational design and talent management systems shape not only performance, but also equity, inclusion, and well-being. In my class, we explore how managers can build systems that are responsible, resilient, and aligned with human dignity.”

IMPACT ON STUDENTS

Students leave the course with both technical and ethical fluency in managing talent. They gain the ability to design and critique HR systems that foster well-being, fairness, and motivation, while advancing organizational performance. Assignments such as reflections on AI in talent management push them to consider how new technologies can amplify or reduce inequality. The course prepares graduates to become managers and HR leaders who can balance strategic goals with societal expectations of equity, inclusion, and responsibility

PEDAGOGIES

The course integrates in-person intensives, synchronous online sessions, and asynchronous activities for a blended learning experience. Students engage in critical reflections on current challenges, a case presentation, and a CEO briefing that simulates advising senior leaders. Peer learning, debates, and reflective writing strengthen communication and critical thinking skills. By combining academic theory with applied cases and executive-style deliverables, the pedagogy ensures students practice the leadership and advocacy skills essential for inclusive HR systems



Prof. Daina Mazutis

“Businesses today are at the center of the world’s biggest challenges—and therefore must be part of their solutions. This course empowers students to see the SDGs not just as obligations, but as opportunities for innovation, impact, and leadership.”

MBA6240 -Strategic Sustainable Development

OUTCOMES & INTENT

By the end of the course, students can:

- Identify the role of business in delivering a more sustainable future.
- Analyze strategies, tools, and innovations used by firms pursuing responsible business solutions to social and environmental issues.
- Justify and defend the business case for sustainable development.
- Incorporate one or more UN SDGs into business strategy

PEDAGOGIES

- Blended learning model: asynchronous modules with curated readings, videos, activities, and simulations; paired with weekly synchronous online discussions.
- Reflective practice: weekly mini-reflections linking course content to personal leadership development.
- Experiential projects: “BIG Idea (Business is Good)” scouting reports and case projects showcasing innovative SDG solutions.
- Simulations & applied exercises: ENROADS climate change simulator, ecological footprint activities, and urban sustainability case analysis

IMPACT ON STUDENTS

- Students in Strategic Sustainable Development quickly discover that the UN Sustainable Development Goals are not abstract policy documents, but living challenges that shape the way businesses operate today. Each week, they explore a new global issue, from climate change to clean energy, from circular economy models to inclusive growth and are asked to link it directly to real firms and strategies.
- The course places students in the mindset of responsible leaders who must balance profit with purpose. Through reflective practice, they begin to connect the theory of sustainability to their own leadership journeys, developing the confidence to articulate how and why business can be a force for good.
- Assignments such as the BIG Idea project transform learning into action. By scouting and defending examples of companies tackling the SDGs, students see the diversity of innovations happening worldwide and practice making the business case for change.





Prof. Darlene Himmick



Ethics in Finance is a pragmatic, case-driven exploration of what it means to steward capital responsibly. Students examine the ethical issues financial professionals face, the standards and codes that govern the finance function, and how misconduct and crises erode market integrity and investor confidence. The course follows a clear arc, from foundational ethical frameworks and ESG as material risk, through reporting standards and investor sentiment, to the frontier questions raised by AI in financial decision-making, ending with a synthesis that connects ethics to valuation and strategy.



MBA 6253 – Ethics in Finance

OUTCOMES & INTENT

By the end of the course, MBA candidates can analyze and write a Sustainability (material-risk) report, apply CFI ethical frameworks to assess AI and other emerging risks, and explain key elements of ethical risk in finance.

PEDAGOGIES

Classes couple practitioner-relevant readings with structured discussion and applied deliverables. Students practice ethical analysis through sustainability reporting (using frameworks such as GRI/SASB/IR/CDP), interrogate investor sentiment and transparency, and debate the ethical considerations of AI in finance. Academic integrity is made explicit via Personal Ethics Statements for all submissions and clear guidance on when and how AI tools may be used (with citation).

IMPACT ON STUDENTS

Students describe the course as “such an important course... very useful and practical” for both professional finance and personal investing; they highlight real-life Canadian/North American examples as “the highlight,” and call it “the best and most productive course since inception,” praising the balance of theory with the “real practical side.” The instructor’s intent is to graduate financially literate leaders who can recognize material ESG risk, communicate with integrity, and make decisions that protect market trust while creating sustainable value.





Prof. Walid Ben Amar

MBA 6254 Sustainable Finance

OUTCOMES & INTENT

By the end of the course, students:

- explain environmental, social, and governance (ESG) risks and opportunities and their importance for investment and credit analysis;
- understand the role of finance in the transition challenge and the pathways toward sustainable growth;
- critically analyze different responsible investment strategies, including ESG integration, shareholder activism, and sustainable lending;
- evaluate sustainability reporting frameworks (GRI, TCFD) and assess the quality of corporate disclosures;
- recognize greenwashing risks and design assessment tools to distinguish substantive sustainability practices from symbolic ones;
- develop skills to integrate ESG factors into practical investment, lending, and valuation decisions



We want to show students how finance can become a force for sustainability. By understanding ESG risk factors and integrating them into investment and lending decisions, managers can play a decisive role in the global transition toward a low-carbon and more equitable economy



IMPACT ON STUDENTS

The course provides students with practical and conceptual tools to navigate the rapidly evolving field of sustainable finance. Students learn how financial markets can both enable and hinder the transition toward sustainability, and they build fluency in the regulatory and reporting frameworks that guide investment practices. By working with real sustainability reports and applying ESG integration strategies to case studies, they learn to separate credible disclosures from superficial claims. The capstone group project gives students the opportunity to simulate professional ESG analysis, preparing them for careers in finance, consulting, or corporate sustainability where responsible investment practices are increasingly demanded

PEDAGOGIES

Delivered in an intensive MBA format, the course combines lectures, case-based learning, and applied projects. Weekly modules move from foundational concepts of sustainable finance to specific tools such as ESG integration in equity, bond, and lending decisions. Students complete a sustainability reporting quality assessment, two case study analyses, and a team project on a publicly listed company, allowing them to apply concepts to real financial and corporate contexts. The pedagogy emphasizes critical thinking, teamwork, and communication skills, ensuring that students graduate with not only technical expertise but also the ability to lead responsibly in a financial environment shaped by sustainability imperatives



Prof. Hassan Ebrahimi



Supply chains are no longer just about efficiency, they are about responsibility. In this course, we want students to see how sourcing, operations, and logistics can integrate environmental and social sustainability, making global supply chains both competitive and resilient.

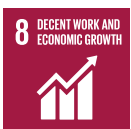


MBA6281 Sustainable Supply Chain Management

OUTCOMES & INTENT

By the end of the course, students:

- understand the role, processes, and strategic importance of sustainable supply chain management for organizations and their partners;
- formulate solutions to pressing problems in procurement, manufacturing, logistics, and distribution;
- assess performance using sustainability metrics and key performance indicators;
- optimize supply chains using tools and methods such as life-cycle assessment, eco-design, and circular economy principles;
- communicate effectively with diverse stakeholders in sustainability contexts



IMPACT ON STUDENTS

This course equips students with both analytical and ethical tools to lead global supply chains responsibly. By analyzing case studies like General Mills' cocoa sourcing, Walmart's distribution strategy, and Apple's supplier audits, they confront the realities of labor rights, transparency, and environmental trade-offs. Students learn to navigate global risks such as offshoring, reshoring, and post-pandemic resilience. The course builds their capacity to make decisions that balance competitiveness with accountability, preparing them to advocate for sustainable operations in organizations facing increasing pressure for transparency and resilience

PEDAGOGIES

Delivered in-person, the course emphasizes interactive participation in weekly discussions, combined with team-based case studies and an integrative exam. Case work encourages students to apply sustainability frameworks to real corporate dilemmas. Readings from Harvard Business Review, Ivey cases, and investigative reports (e.g., China Labour Watch) bring contemporary issues directly into the classroom. A signed Personal Ethics Statement is required with assignments, reinforcing the professional accountability expected of managers. Peer evaluations ensure fairness and accountability in group work, while Brightspace modules support sequential, structured learning



Prof. Dorra Jlouli

“Values-based leadership is about aligning what we do with who we are. In this course, students are encouraged to examine their own values and decision-making while learning how responsible leadership can drive both performance and social good.”

MBA 6290 Values-Based Leadership (Taught In French)

OUTCOMES & INTENT

By the end of the course, students:

- understand and apply the principles of authentic, values-based leadership;
- analyze real cases of leadership success and failure in diverse organizational settings;
- develop teaching cases that illustrate responsible or irresponsible leadership practices;
- build skills in critical self-reflection, teamwork, and applied problem-solving;
- connect values-based leadership with global sustainability goals .



PEDAGOGIES

The pedagogy is highly interactive and blended, combining simulations, case method, experiential projects, and inquiry-based learning. Students role-play climate negotiations using C-ROADS, develop their own leadership teaching cases, and complete both individual and team reflection projects. Guest speakers and applied projects ensure that theory is always grounded in practice. The approach emphasizes reflection, collaboration, and the transformative potential of authentic leadership .

IMPACT ON STUDENTS

Students emerge with a deeper sense of their personal leadership identity and the role values play in guiding decisions. By engaging in leadership simulations and case-based projects, they practice leading with integrity and resilience. The course helps students critically evaluate dilemmas involving equity, inclusion, and sustainability, and positions them to champion responsible leadership practices in their future workplaces .



Prof. Daina Mazutis



Social entrepreneurs challenge the status quo by showing that business can be designed first and foremost to create positive change. In this course, students explore how research, theory, and practice intersect to drive innovation for people and planet. 

MGT 6112 – Social Entrepreneurship & Innovation

OUTCOMES & INTENT

- Explore academic literature and key concepts in social entrepreneurship and innovation.
- Differentiate between social enterprises and other business models.
- Apply theories to real examples of social innovation in diverse contexts.
- Critically assess the field of social entrepreneurship research and identify gaps for further inquiry.
- Formulate new research questions and theoretical or applied contributions

PEDAGOGIES

- Seminar model: intensive, discussion-driven classes anchored in weekly readings and reflections.
- Research immersion: critical review of seminal and cutting-edge articles in social entrepreneurship and innovation.
- Applied pathways: students choose between a conceptual research paper, a qualitative case study, or a Community Service Learning (CSL) project with a real social enterprise.
- Presentation & peer feedback: term paper/project proposals and final presentations designed to build academic and practitioner-oriented communication skills

IMPACT ON STUDENTS

- The impact of this course unfolds like a research journey. Students begin by wrestling with definitions: What is social entrepreneurship? What makes an innovation “social”? Early reflections sharpen their ability to question assumptions and situate themselves in ongoing scholarly debates.
- As the weeks progress, theory comes alive through cases of hybrid organizations balancing social and financial logics, or entrepreneurs creating value in contexts of poverty, inequality, and institutional voids. Students see how ideas travel across levels—individual, organizational, and systemic—and begin to imagine how their own research could contribute.
- For many, the turning point is the applied option: working with a community partner on impact measurement, grant proposals, or social return on investment. These projects bridge academic rigor with tangible outcomes, showing students that research can be both intellectually demanding and socially transformative.





Prof. Mohamed Chelli

MGT 6127 **Social & Environmental** **Accounting Research (SEAR)**

OUTCOMES & INTENT

By the end of the course, students can:

- Decode the SEAR literature—understanding how theoretical lenses (e.g., stakeholder, legitimacy, institutional, political economy) shape research questions and findings.
- Compare standards and regimes around reporting, materiality, and assurance; discuss their strengths, limits, and real-world consequences.
- Design and execute a qualitative pilot study (e.g., interview/ discourse/ content analysis) with a clear question, protocol, coding frame, and ethical considerations.
- Apply theory to practice through case analysis of real sustainability disclosures, controversies, and achievements.
- Communicate research succinctly in seminar notes, briefings, and a short research paper/proposal.



MGT 6127 is a graduate-level research seminar that asks a simple question with complicated answers: how should organizations account for their impacts on people and planet—and who decides what “material” means? Students work through landmark and recent papers in Social & Environmental Accounting Research (SEAR) to unpack reporting, materiality (including double materiality), regulation, disclosure standards, assurance/ certification/ rating, climate-related reporting, and sustainability control systems. Alongside the readings, the class studies concrete company cases—both scandals and exemplars—to see how theories and methods illuminate what disclosures reveal (and what they obscure).



IMPACT ON STUDENTS

Graduates leave fluent in the language of sustainability accounting and confident evaluating claims about materiality, assurance, and performance. They gain practical research skills for roles in reporting, sustainability consulting, policy, and academia—plus the critical reflexes to ask who benefits from specific metrics, ratings, and narratives. The instructor’s aim is to develop practitioners and scholars who advance credible, decision-useful, and ethically grounded sustainability accounting.

PEDAGOGIES

This is a discussion-driven seminar with three recurring threads:

- Paper circles: close reading of selected SEAR articles, with brief “theory maps” that surface assumptions, methods, and implications.
- Methods mini-labs: hands-on work with qualitative approaches (e.g., building a codebook, thematic/discourse/content analysis, reliability checks, reflexivity and research ethics).
- Case rooms: guided debates on sustainability reporting, assurance opinions, ratings, and control systems, using real disclosures and media/NGO reports to ground theory.





Prof. David Crick

“ Entrepreneurship research today cannot ignore the social, environmental, and policy dimensions of new venture creation. In this seminar, we want students to explore diverse streams of research from internationalization to feminist and social entrepreneurship — while learning how to conceptualize and operationalize their own doctoral projects. ”

MGT8105 Entrepreneurship Research

OUTCOMES & INTENT

By the end of the course, students:

- critically analyze and debate key topics in entrepreneurship research, including cognition, internationalization, immigrant and gendered entrepreneurship, financing growth, and SME policy;
- synthesize, evaluate, and generate new theoretical insights in entrepreneurship;
- design conceptual frameworks and formulate testable hypotheses or propositions;
- operationalize models into research methods appropriate for doctoral-level projects;
- demonstrate advanced oral and written communication skills for academic audiences;
- uphold the highest standards of ethics and civic responsibility in the conduct of entrepreneurship research



IMPACT ON STUDENTS

This seminar prepares doctoral students to become independent scholars in entrepreneurship. They leave with the skills to join and shape debates in feminist, environmental, and social entrepreneurship, alongside more traditional streams like venture financing and marketing. Students also learn to connect research to pressing societal challenges, from immigrant integration to climate-conscious business models. The emphasis on both conceptual and methodological rigor equips them to make original contributions to scholarship while also engaging with policymakers and practitioners.

PEDAGOGIES

The course uses a mix of experiential and traditional seminar methods. Weekly sessions combine scholarly readings, student-led presentations, and developmental exercises. Students complete four major assignments: two presentations and two reports that move from conceptual framework design to operationalization. Peer critique and faculty feedback are central, ensuring iterative improvement and critical reflection. Readings span seminal and contemporary papers, with opportunities for students to bring in cross-disciplinary perspectives. A signed Personal Ethics Statement is required, reinforcing academic integrity and responsible research conduct

Case Studies

Learning in Action

These live cases are delivered through ADM 1100/1101, our first-year Introduction to Management course. When students work on real problems with real partners, they learn to hold performance and purpose in the same frame. These cases let them test ideas, listen to stakeholders, and turn the SDGs into practical action. That's sustainability in action.

Flirt Drinks (Koppel Cup: ADM 1300/1700) Challenge



Grow a better-for-you soda brand that's made from rescued fruit to reduce food waste and has ~40% less sugar than traditional sodas—without diluting the flavor-first proposition.

Impact

Students practiced translating circularity claims into clear consumer choices; Flirt received ready-to-test activation ideas.

Student solutions (all first-year BCom teams)

Pilots to drive trial and tell the food-waste story at shelf (sampling concepts, end-cap messaging, and a simple taste + impact tracking idea).

NU Grocery (Koppel Cup: ADM 1300/1700) Challenge



Scale adoption of zero-waste grocery—where shoppers bring (or borrow) containers—and communicate leadership as a Certified Living Wage Employer.

Impact

Students designed behavior-change nudges for circular retail; NU gained community-tested ideas to grow participation and visibility.

Student solutions (all first-year BCom teams)

A beginner “on-ramp to zero-waste” (starter kits, clear how-to prompts), light-lift community demos, and cues that show avoided packaging and wage commitment.

Kinaxis

(TelferINTL: ADM 3318 / 3718)

Challenge

Help supply-chain leaders plan and execute responsibly—tracking emissions, reducing waste, and balancing cost/service—without slowing the business. Kinaxis' platform explicitly targets sustainable supply-chain decisions and emissions visibility in planning workflows.



kinaxis®

Impact

Students learned to turn sustainability signals into operator-ready choices (trade-offs, KPIs, adoption risks); Kinaxis gained student-tested messaging and prioritization angles for greener planning workflows.

Student solutions (all 3rd-year BCom teams)

Teams produced executive briefs on “sustainable value at speed”: where to embed CO₂ monitoring in scenario planning, how to frame waste-reduction benefits for customers, and which compliance use cases (reporting/regulatory) best fit different industries.

Giatec

(TelferINTL: ADM 3318 / 3718)

Challenge

Concrete is carbon-intensive; reducing cement use without compromising strength is key. Giatec's AI + sensor tools (e.g., SmartMix, SmartRock/Roxi) target lower-cement mixes and CO₂ cuts via real-time data and optimization



GIATEC

Impact

Students practiced translating a technical sustainability claim into stakeholder value (owners, EPCs, regulators); Giatec received alternative go-to-market storylines that foreground emissions reduction outcomes.

Student solutions (all 3rd-year BCom teams)

Teams mapped adoption paths for ready-mix producers and contractors: pilot criteria, spec-writer education, and ROI narratives that link strength assurance to cement reduction and schedule gains.

Telesat

(TelferINTL: ADM 3318 / 3718)

Challenge

Craft a space-stewardship story that is technically credible. Telesat Lightspeed LEO satellites are designed for about 10 years in orbit—longer than many LEO systems—which can reduce replacement launches and associated footprint; by contrast, Starlink satellites are commonly cited at around five years. Students had to position stewardship without oversimplifying competitive realities.



TELESAT™

Impact

Students learned to balance engineering facts with public-value framing; Telesat received audience-tested language for stewardship and partnership impact.

Student solutions (all 3rd-year BCom teams)

Teams developed policy and communications briefs: lifecycle messaging, deorbit & debris explanations, and partner narratives (education, remote health, Indigenous connectivity) that link bandwidth to social outcomes.

Research

CELEBRATING SDG RELATED RESEARCH

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

4

Authorship Note : In the tables below, Telfer professors are listed first (in alphabetical order and in bold), followed by co-authors from other institutions.

SEMINARS, CONFERENCES & PROCEEDINGS: ACADEMIC YEAR 2024-2025

Telfer professors remain highly active in advancing and sharing knowledge on responsible management, sustainability, and the broader social and environmental impact of business. Over the past year, they contributed to **58** seminars, reflecting the School's deep commitment to engaging in global and national conversations on critical issues.

Research Seminars, Conferences & Proceedings					
#	Author(s)	Title	Event	Location	SDG
1	Akyol, A.	Corporate Gender Culture	2024 Financial Management Association Conference	Dallas	
2	Akyol, A.	Within Firm Pay Inequality and Payout Policies	2024 Southern Finance Association Conference	Palm Beach	
3	Ben Amar, W., Ge, W., Lu, L., Qi, Z.	Are climate risk disclosures in earnings conference calls relevant to analysts?	Sustainable Financial Innovation Centre Annual Conference 2024, University of Birmingham	Dubai	
4	Ben Amar, W., Chourou, L., Ding, X.	Climate Risk and Long-Lived Tangible Asset Impairments	IHEC Sousse International Symposium 2025	Sousse	
5	Ben Ayed, A.K., Donia, M.B.L., Ronen, S.	Shaping Minds: How Leaders Influence Subordinates' Corporate Social Responsibility Attributions	22nd European Congress of Work and Organizational Psychology	Prague	
6	Ben Ayed, A.K., Hamzaoui-Essoussi, L., Pan, Y.,	Threads of Consumption Values: Weaving Upcycling Fashion for a Sustainable Future	ATINER 23rd International Annual Conference on Marketing	Athens	
7	Ben Ayed, A.K., Magrone, M., Montani, F., et al.	Unveiling Customer Incivility in Socially Distant Service Encounters: A Relational Gradient Perspective	SIM Conference. XXI SIM Conference	Milan	
8	Bouchard, M.	Réussir le démarrage d'une communauté de pratique	Société internationale francophone d'éducation médicale (SIFEM)	Paris	

Research Seminars, Conferences & Proceedings

#	Author(s)	Title	Event	Location	SDG
9	Bouchard, M.	Liminal becomings: the professionalization project of peer support workers	Management Research Café, Telfer School of Management, University of Ottawa	Ottawa	 
10	Bouchard, M.	Prefigurative workshop on artificial intelligence and pedagogy in business schools	Telfer Education Innovation Series (TEIS), Telfer School of Management, University of Ottawa	Ottawa	 
11	Bouchard, M.	Emotions and client participation in jurisdictional contestation: insights on publishing at Academy of Management Review	PhD seminar “Reading, Doing, and Publishing Management Research” at HEC Montréal	Montréal	 
12	Bouchard, M., Joshi, M., Rajan, A.	Activism for sustainable technology policymaking: the case of Homo Digitalis and Clearview AI	Interpretive Data Science (IDeaS) Workshop	Ottawa	  
13	Bouchard, M., Whalen, K.	Prefigurative workshop	SDG Week organized by Centre for Sustainable impact	Ottawa	 
14	Chamberlin, T., Schillo, R.S., Karaulova, M., Melkers, J., Ghiasi, G.	Expanding Openness of R&I Systems through Equity, Diversity and Inclusion: Measurement Challenges and Needs	Special Sessional at the 28th International Conference on Science, Technology and Innovation Indicators (STIBerlin2024)	Berlin	   
15	Chelli, M., Durocher, S.	An Investor Perspective on Materiality in Sustainability Reporting	Tunisia-International Conference on Economics, Finance, and Accounting (TICEFA)	Hammamet	  
16	Chkir, I., Chourou, L., Ben Abdesslem, R., Rjiba, H.	Economic policy uncertainty and Carbon Emission: Do National Culture And Board Skills Matter?	The 2024 International Conference on Sustainability, Environment, and Social Transition in Economics and Finance	Paris	   
17	Chourou, L., Qi, Q(C.), Saadi, S., John, K., Sassi, S.	Sustainability and unintended consequences: The impact of data breach disclosure laws on corporate debt financing	Sustainable Finance Conference 2024	Birmingham	 
18	Dimoff, J.K., Tremblay, K.	Mental health in the workplace: Four pillar strategy	Invited Webinar Workshop, Altis Recruitment	Ottawa	
19	Dimoff, J.K.	Mental health and mental illness in the workplace	What You Need to Know Now: Hostility, Mental Health, and Vulnerable Populations. Symposium at the annual conference of the Society of Industrial and Organizational Psychology	Denver	 
20	Dimoff, J.K., Jones, K.S., et al.	The role of I/O psychology in guiding the future of mental health research	Society for Industrial and Organizational Psychology Annual Conference	Denver	 

Research Seminars, Conferences & Proceedings

#	Author(s)	Title	Event	Location	SDG
21	Dimoff, J.K.	From the ivory tower to the factory floor: Translating occupational health research through knowledge mobilization best practices	Invited Presentation, Saint Mary's University LEARN Series	Halifax	 
22	Dimoff, J.K.	Women in Leadership: ONE Health	Invited Presentation, Executive MBA (EMBA) Program – Cornell-Queen's University	Kingston	  
23	Dimoff, J.K.	From the board room to the emergency room: The relationship between mental health at work and the healthcare system	Invited Presentation, University of Ottawa's Health Summit for MHA Alumni	Ottawa	 
24	Duenas, N.	Implications of the localization agenda for community-based organizations	Conference on Territorial Autonomies		 
25	Duenas, N.	The Localization Agenda: Implications for Accounting and Management of International Development Resources	Qualitative Accounting Research Symposium, University of Guelph	Guelph	 
26	Duenas, N., Savard, M.	Le chevauchement des frontières et l'innovation multidirectionnelle dans le milieu de la solidarité internationale	ACFAS, ETS	Montreal	   
27	Durand, F., Saluja, K., et al.	Patient experience with Social Prescribing Program in Ontario, Canada	NAPCRG	Québec	
28	Hajmohammad, S.	From Drivers to Impact: Innovation as a Pathway to Financial Sustainability in Non-Profits	Academy of Management (AOM)	Copenhagen	 
29	Karam, C.M.	Invited speaker on Mobilization for women's rights in MENA, Middle East and North Africa Programme	The Royal Institute of International Affairs, Chatham House	United Kingdom	    
30	Karam, C.M.	Guest Expert: Donor Requirements and Funding for Women's Rights Organizations, Lessons from the SAWI Project	Oxfam and Research and Professional Services (RPS)	Beirut	    
31	Karam, C.M.	Invited Keynote Address: For Whom and To What End? The Epistemological Leap Toward Relationality and Activism in The Age Of Crises	14th Annual Australasian Business Ethics Network (ABEN) Conference, University of Adelaide	Adelaide	    
32	Karam, C.M.	Invited Expert on Industry Panel: The Human Side of Sustainable Governance: Advancing Workplace Equity Through Context-Specific Inclusion Metrics	Governance Institute of Australia, hosted by KPMG	Adelaide	    
33	Karam, C.M., Contu, A., Cooke, B., Jazer, Z., Levy, D., Sliwa, M.	Opening the Space: Workshop on Anti-Semitism, Anti-Muslim, Anti-Arab, and Anti-Palestinian Sentiment, Values, and Practices	Organization Journal Virtual Conference, Hosted by CMS in Touch	Online	    

Research Seminars, Conferences & Proceedings

#	Author(s)	Title	Event	Location	SDG
34	Karam, C.M., Makarem, Y.	Unpacking the Risks of Cooptation in 'Sites of Contestation': The Interactional Microprocesses of Intra-movement Feminist Collective Action Framings	Organization Journal Virtual Conference, Hosted by CMS in Touch	Online	
35	Lessard, L., Hsu, A., Presseau, J. et al.	RESPECT for person-centred palliative and end-of-life care in Ontario's long-term care homes	NAPCRG (North American Primary Care Research Group) 51st Annual Meeting	Québec	
36	Mazutis, D., Seto, A., et al.	A place-based perspective of social entrepreneurship	Administrative Sciences Association of Canada Conference	Waterloo	
37	Mazutis, D., Shymanskyi, O.	Stakeholder Networks and Sustainability	Management Research Café	Online	
38	Mazutis, D., Shymanskyi, O.	Stakeholder networks and corporate sustainability	AOM	Copenhagen	
39	Mazutis, D., Nubi, A.	Fostering Low-Carbon and Circular Economy Transitions in the Construction Industry Through Policy Integration, The Canadian Context	ASAC	Waterloo	
40	Mazutis, D., Shymanskyi, O.	On the structure of stakeholder networks and corporate sustainability	ASAC	Waterloo	
41	Moneta, F., Sun, Y.	Mutual Fund Tournaments and ESG Rating	6th Canadian Sustainable Finance Network (CSFN) conference, York University	Toronto	
42	Moneta, F., Sun, Y.	Mutual Fund Tournaments and ESG Rating	Financial Management Association annual meeting	Dallas	
43	Mulvey, M.S., Dorr, G.	Decoding demand: Metaphorical logics and algorithmic discourses in taboo traditional medicine	IDEaS Workshop	Ottawa	
44	Mulvey, M.S., Copland, S., Marnfeldt, K., Primossi, V.	Mapping the Terra Incognita: Archetypes and intertextuality in ageing narratives	Netnocon 2025	Marseille	
45	Mulvey, M.S., Sandhar-Cruz, P., Saliba, K., Langlois, C.	Ensuring inclusive mobility at multimodal hubs: Addressing accessibility considerations in intelligent transportation systems	ITS Canada Annual Conference	Ottawa	
46	Mulvey, M.S., Schroeder, B., Wright, V., Fleury, M., Tremblay, M.	Voices on Housing: Community, Crisis, and Aging in Ottawa	LIFE Research Institute AGM	Ottawa	
47	Mulvey, M.S., Lever, M., McDonald, M., Khan, A.	Assessing the usefulness of social media and generative AI in pre-travel planning for individuals with mobility challenges	TTRA International	Galway	
48	Mulvey, M.S., Belanger, C., Krishnamurthy, P.	Cultural cartography: Pathways to enhance netnographic integration	58th Hawaii International Conference on System Sciences (HICSS)	Hawaii	

Research Seminars, Conferences & Proceedings

#	Author(s)	Title	Event	Location	SDG
49	Peredo, A.M.	Dialogue on Community-Based Enterprises and Indigenous Research	Honors Colloquium Student Seminar, University of Rhode Island	Rhode Island	 
50	Persaud, A., Hossain, S.,	Digital equity and entrepreneurial formation in a global context	ASAC	Waterloo	 
51	Persaud, A.	Agri-Food sustainability, food security and technological innovation: Insights from the last decade of research	International Association for Management of Technology (IAMOT)	Montreal	  
52	Riaz, S., Khan, A.F., Bhardwaj, A.	Organizing multi-stakeholder partnerships for societal grand challenges: A case of MNE engagement in school education	Academy of International Business UKI	Guildford	 
53	Riaz, S.	Organization and Management Theory in the Context of Societal Grand Challenges	Research Workshop at Aligarh University	Aligarh	
54	Sun, C.L.F., Mesana, T. et al.	Operating theater planning and scheduling for cardiac surgery	INFORMS Annual Meeting 2024	Seattle	
55	Sun, C.L.F., Moosavi, A. et al.	Prospective Validation of AI in Cardiology	University of Ottawa Heart Institute - Clinical Research Workshop	Ottawa	
56	Toubiana, M.	Perimenopause and women's leadership	Boundless leader program, lecture, University of Ottawa	Ottawa	  
57	Toubiana, M.	Lessons Learned Off the Beaten Path: Managing Vulnerability When Studying Unconventional Contexts	Organizer for symposium at Academy of Management Conference	Copenhagen	 
58	Toubiana, M.	Understanding perimenopause at work	Perimenopause video premiere and panel discussion, University of Ottawa	Ottawa	  

EXPLORING THE EXPERIENCES OF PERIMENOPAUSAL WOMEN IN CANADIAN WORKPLACES



"Despite perimenopause being a phenomenon every cisgendered woman goes through, we have almost completely ignored it in management scholarship ... while we are generating awareness more broadly on the topic ... we still tend to focus on its medical impacts, rather than on how it shapes women's working lives. In this project, we sought to change this."

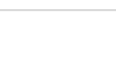
Professor Madeline Toubiana

RESEARCH PUBLICATIONS: ACADEMIC YEAR 2024-2025

Telfer faculty produced **34+** publications this year that are strongly related to responsibility. These works address themes that resonate closely with the UN Sustainable Development Goals. This body of research reflects both the depth and diversity of faculty expertise, advancing knowledge on the social and environmental impact of business while reinforcing Telfer's leadership in responsible management research.

Research Publications				
#	Author(s)	Title	Journal	SDG
1	Pacheco-Brousseau, L., Stacey, D., Desmeules, F., Ben Amor, S. , Dervin, G., Beaulé, P.E., Poitras, S.	Determining Appropriateness of Total Joint Arthroplasty for Hip and Knee Osteoarthritis: A Patient-Centred Conceptual Model	Musculoskeletal Care	
2	Ben Ayed, A.K. , Vandenberghe, C., Tang, W.-G.	Affective Commitment and Proactive Behavior: the roles of Autonomous Motivation and Team Communication Climate	Current Psychology	  
3	Jolliff, A., Fields, B., Boutillier, J.J. , Dudek, A., Elliott, C., Zuraw, M., Werner, N.E.	Exploring confidence in financial planning topics among care partners of persons living with dementia	Dementia	
4	Pickett, A.C., Valdez, D., White, L.A., Loganathar, P., Linden, A., Boutillier, J.J. , Caldwell, C., Elliott, C., Zuraw, M., Werner, N.E.	The CareVirtue Digital Journal for Family and Friend Caregivers of People Living With Alzheimer Disease	JMIR Aging	
5	Brice, S.N., Boutillier, J.J. , Palmer, G., Harper, P.R., Knight, V., Tuson, M., Gartner, D.	Close-Up on Ambulance Service Estimation in Indonesia: Monte Carlo Simulation Study	Interactive Journal of Medical Research	
6	Chappell, T.L., Pflaster, E.G., Namata, R., Bell, J., Miller, L.H., Pomputius, W.F., Boutillier, J.J. , Messinger, Y.H.	Bloodstream Infections in Childhood Acute Myeloid Leukemia and Machine Learning Models	Journal of Pediatric Hematology/Oncology	
7	Maaz, M., Leung, B.K.H., Boutillier, J.J. , Suen, S., Dorian, P., Morrison, L.J., Scales, D.C., Cheskes, S., Chan, T.C.Y.	Cost-effectiveness of drone-delivered automated external defibrillators for cardiac arrest	Annals of Internal Medicine	
8	Chelli, M. , Himick, D.	Constructing Housing Literacy Through Financial Literacy	Critical Perspectives on Accounting	 
9	El Malmi, M., Chreim, S. , Aden, H.	Exploring faith leaders' experiences in supporting individuals with mental health challenges in Ottawa	Journal of Religion and Health	
10	Burke, V., Grandey, A.A., Melloy, B., Ferris, D.L. , and England, K.	Are women penalized for showing pride at work? Gender disparities in the competence-warmth tradeoff.	Journal of Applied Social Psychology	  

Research Publications				
#	Author(s)	Title	Journal	SDG
11	Houston, L., Ferris, D.L. , and Crossley, C.	Does value-similarity matter? The influence of ethical leadership on employee engagement and deviance.	Group and Organization Management	 
12	Boodoo M.U., Hajmohammad S. , Klassen R. D., Choudhary A.	The stakeholder orientation paradox: implications for supplier sustainability risk and the role of institutional distance	International Journal of Operations & Production Management	 
13	Terpstra-Tong, J., Ralston, D.A., Karam, C.M. et al.	Attitudes of Millennials towards Corporate Responsibility: A Multilevel Analysis of 28 Societies.	Cross Cultural & Strategic Management	
14	Killoran, J., Manseau, J. , Park, A. and Kietzmann, J.	Supporting And Humiliating Dignity With Biometric Technologies	Journal of Business Ethics	 
15	Henriques, I., Colbourne, R., Peredo, A.M. , Anderson, R. and Wanuch, R.	Transforming Indigenous Procurement: Empowerment, Challenges, and the Road Ahead.	Journal of Aboriginal Economic Development	  
16	Ben Amar, W. , Kong, Z. and Martinez, I.	How Does Corporate Social Responsibility Shield Firms from the Adverse Effects of the COVID-19 Pandemic? the Role of Financial Flexibility.	Journal of International Financial Management and Accounting	
17	Chen, Q. , Ding, S. and Zhang, R.	Individual and Corporate Social Responsibility: Redemption of Excessive Executive Pay?	Journal of Business Ethics	 
18	Ben Abdesslem, Chkir, I. , Chourou, L., R., Rjiba, H.	Economic policy uncertainty and carbon emissions: Do CSR committee and CSR reporting matter?	Finance Research Letters	 
19	O'Dwyer, B. Jaana, M. , Hui, C., Chreim, S. , Ellis, J.	Implementation of digital contact tracing during the COVID-19 pandemic in a pediatric population	JMIR Public Health and Surveillance	
20	Cloutier, C., Desjardins, F. , Rouleau, L.	Grand Challenges Viewed through the Pragmatist Lens of the Economies of Worth	Journal of Management Studies	  
21	Dimoff, J.K. , Allen, S., Lee, J., Arpin, S., McCabe, S., et al.	Supportive-leadership training to improve social connection in a high-risk occupational context	Journal of Occupational Health Psychology	 
22	Durand, F. , Fleury, M-J.	The association between task interdependence and participation in decision-making in mental healthcare	Journal of Interprofessional Care	
23	Itani, M., Fawaz, R., Fathallah, R. , Jamali, D. and Okazaki, S.	Rebellion against resilience? The experience of women entrepreneurs in the context of poly-crisis.	International Small Business Journal, (In Press).	  
24	Lin, J., Fatimah, S., Poulton, E.C., Ho, C., Ferris, D.L. , Johnson, R.E.	Every Voice has its Bright and Dark Sides: Understanding Third-Party Observers' Reactions to Coworkers' Voice Behaviors	Journal of Occupational and Organizational Psychology	  

Research Publications				
#	Author(s)	Title	Journal	SDG
25	Ge, W., Qi, Z., Wu, Z. and Yu, L.	Abnormal temperatures, climate risk disclosures, and bank loan pricing: International evidence.	British Journal of Management	
26	Karam, C.M., Geha, C., Daouk-Öyry, L.	Supporting Women's Workplace Inclusion in the MENA Region	Stanford Social Innovation Review	
27	Young, M. & Mazutis, D.	Sphere Mapping and Leadership in Business	Canadian Journal of Practical Philosophy	
28	Oostlander, S., Joannis, C., Mulvey, M.S., Fraser, S., et al.	Occupational participation among older adults in a pandemic	Canadian Journal of Occupational Therapy	
29	Joannis, C., Oostlander, S., Mulvey, M.S., Garcia, L. et al.	Where it's okay if we die': Exploring older Canadians' perspective on long-term care through found poetry.	The Gerontologist	
30	Mulvey, M.S., Belanger, C., Bakker, D.	Working it out: Service displacement and the dynamics of consumer adaptation	Journal of Services Marketing	
30	Sun, C.L.F.	Breaking Barriers in Cardiovascular and Cancer Care with Multimodal AI	JACC: Advances	
30	Dahlke, S., Butler, J.I., Toubiana, M., Shrestha, S., Baskerville, K., et al.	Understanding Older Adults' Experiences with Cannabis for Medicinal Purposes	Canadian Journal on Aging	
30	Voronov, M., Toubiana, M., Ruebottom, T.	How Reality TV Helps Explain Trump's Success	Scientific American	
30	Yang, L., Zhang, Q., Gong, H. Zhang, Q.	Navigating the balance: how congruence between authoritative and benevolent leadership enhances employee thriving	Asia Pacific Journal of Management	

GLOBAL PERSPECTIVES ON ENVIRONMENTAL POLICY

“By examining the complexities of international environmental sustainability policies, our research highlights the importance of global collaboration and the pivotal role multinational corporations play in driving performance. These insights can help shape future strategies for reducing carbon emissions while guiding both policymakers and businesses toward more sustainable choices.”

Professor Tiemei (Sarah) Li



RESEARCH FUNDING SPECIFICALLY RELATED TO RESPONSIBILITY

Over the past year, Telfer faculty have continued to attract competitive internal and external funding to advance research that tackles some of today's most pressing challenges.

This includes about **\$89K** in ongoing internal funding and **\$114K** in new internal funding, as well as nearly **\$24M** in ongoing external grants and **\$907K** in new external grants.

From national agencies such as SSHRC and CIHR to international partnerships spanning academia, industry, and government, these grants fuel projects that make a difference, from strengthening gender equity in the workforce to building more sustainable supply chains and exploring the future of responsible innovation.

INTERNAL GRANTS RECEIVED BY TELFER PROFESSORS

Ongoing Internal Funding					
#	Author(s)	Title	Funding Source	SDG	Amount
1	Boutiller, J.	Personalizing tuberculosis treatment adherence support via actionable analytics	University of Ottawa (SEED Funding Opportunity) - 2024-2025		\$20,000
2	Chamberlin, T.	Enabling Systems Transitions Towards Inclusive Innovation	University of Ottawa - 2023-2026	  	\$15,000
3	Duenas, N.	Community-Based Participatory Research in International Development: Empowering Marginalized Communities through Localization and Enhanced Accountability	University of Ottawa, Office of the Vice-President, Research and Innovation - 2024-2025	 	\$9,700
4	Lessard, L.	Towards a digital platform for EMPOWERing families to navigate their mental health journey	Telfer School of Management Research Grants (SMRG) - 2024-2025		\$15,000
5	Li, T.	The Impact of Environmental Sustainability Policy Arbitrage: International Evidence	Telfer School of Management Research Grants (SMRG) - 2022-2025	 	\$15,000
6	O'Reilly, J.	Risk and the advancement of women in top management leadership positions	Telfer School of Management Research Grants (SMRG)		\$14,308
TOTAL					\$89,008

New Internal Funding, Academic Year 2024-2025

#	Author(s)	Title	Funding Source	SDG	Amount
1	Bouchard, M.	Cycling activism for sustainable transportation systems	Telfer SMRG Research Development Grant	 	\$15,000
2	Bouchard, M.	Using prefigurative pedagogy to boost experiential learning in the first year of Telfer's BCom program	Telfer School of Management (Dom Herrick Experiential Learning Fund) - 2025	 	\$6,500
3	Chekir, I.	The effect of climate risk on earnings quality	Travel Grant - 2024		\$3,200
4	Chreim, S.	Managing Tensions and Achieving Sustainability of Medical Assistance in Dying (MAiD) Programs	Telfer School of Management 2025-2026		\$15,000
5	Duenas, N.	Empowering Marginalized Communities through Localization and Enhanced Accountability	University of Ottawa, Office of the Vice-President, Research and Innovation 2024-2025	 	\$9,700
6	Fathallah, R.	Harnessing Tradition for Tomorrow: Understanding the Role of Igbo Apprenticeship in Sustainable Entrepreneurial Ecosystem Development	Telfer School of Management Research Grants (Indigenous SMRG)- 2025-2027	  	\$15,000
7	Moneta, F.	Mutual Fund Tournaments and ESG Rating	Telfer School of Management Research Grants (SMRG) 2024-2025		\$15,000
8	Zhang, Q.	Artificial intelligence with a human face: Using strategic relational HR analytics for improved data-driven, people-centric HR decisions	University of Ottawa (SEED Funding Opportunity) 2024-2025		\$20,000
9	Zhang, R.	How does the stock market fare for rank-and-file female employees? Evidence from gender diversity	Telfer School of Management Research Grants (SMRG) 2025-2026		\$14,748
TOTAL					\$114,148

ALTERNATIVE ENTREPRENEURIAL ECOSYSTEMS: THE CASE OF CYCLING ACTIVISM IN OTTAWA

"By spending time with people who do things differently and listening to what they have to say, we can better understand the innovative potential of their practices and develop effective policies to support their efforts. There's something wrong with our transportation systems, and I believe the change we need will come from the bottom up."

Professor Mathieu Bouchard



EXTERNAL GRANTS RECEIVED BY TELFER PROFESSORS

Ongoing External Funding					
#	Author(s)	Title	Funding Source	SDG	Amount
1	Andreev, P.	Power Over Pain: Implementation of a digital portal that provides Canadians with rapid access to stepped care resources for the management of pain, mental health and substance use across the lifespan	Health Canada (SUAP) - 2022-2024		\$1,254,564
2	Benyoucef, M., Schillo, S.	Training and Research in Autonomous Vehicles for Reliable Services in the Air and on Land (TRAVERSAL)	NSERC - 2023-2028		\$1,650,000
3	Chamberlin, T. Mazutis, D., Peredo, A.M., Raahemi, B., Schillo, S.	Enabling Systems Transitions Towards Inclusive Innovation	SSHRC - 2023-2026	 	\$198,793

ENSURING FOOD SECURITY DURING EXTREME WEATHER EVENTS BY BUILDING SUPPLY CHAIN RESILIENCE

“Although climate change seems to be inevitable, businesses and their supply chains are not prepared to deal with its intertwined socio-economic consequences. ... Now is the best time for managers to find out how they can build resiliency into their operations and supply chain processes.”

Professor Sara Hajmohammad



Ongoing External Funding					
#	Author(s)	Title	Funding Source	SDG	Amount
4	Chamberlin, T., Schillo, S.	Impact Training: Experiential Learning Toolkits to Increase Social Sciences, Humanities and Arts (SSHA) capacity for research and innovation in the social sector	SSHRC - 2024-2030	 	\$2,500,000
5	Chen, Q.	The Application of Time-Driven Activity Based Costing in Canadian Hospitals	SSHRC - 2023-2025		\$63,763
6	Chreim, S.	Managing Tensions and Achieving Sustainability of Medical Assistance in Dying (MAiD) Programs	SSHRC - 2024-2026		\$25,000
7	Dimoff, J.	Addressing the harms of COVID-19 on the health of the Canadian health workforce: Evaluation of an evidence-informed, multi-level intervention strategy	CIHR - 2022-2027		\$249,247
8	Dimoff, J., O'Reilly, J.	Inclusion, Interaction, and Intervention: The Triple-I Lab	Ontario Research Fund (ORF)- 2022-2027		\$519,577
9	Dimoff, J.	Mental health training in sport: A partnership with Soccer Canada	SSHRC 2023-2028		\$320,000
10	Dimoff, J.	Pregnancy loss and work, partnership with the PILSC	SSHRC 2023-2025		\$25,000
11	Ding, S.	The Application of Time-Driven Activity Based Costing in Canadian Hospitals	SSHRC - 2023-2025		\$63,763
12	Durand, F.	Socialisation des nouveaux patients partenaires dans les équipes collaboratives en santé : une approche par l'apprentissage bidirectionnel	Institut du Savoir Montfort - 2023-2025		\$34,386
13	Durand, F.	Socialisation des nouveaux venus atypiques dans les équipes de projets d'innovation	SSHRC - 2022-2025	 	\$95,682
14	Dutta, S.	Green vehicles: Evolution of public perception on social media	SSHRC - 2024-2025	 	\$24,992
15	Ferretti, T., Marques, J.C.	Examining the global sustainability standards organizational landscape: A whole network analysis	SSHRC - 2024-2026	  	\$75,000
16	Ge, W.	Are climate risk disclosures in earnings conference calls relevant to analysts?	SSHRC - 2022-2025		\$49,504
17	Grudniewicz, A.	Changing primary care capacity in Canada (4C): A cross-provincial mixed methods study to inform workforce planning	CIHR - 2024-2028		\$1,041,430

Ongoing External Funding

#	Author(s)	Title	Funding Source	SDG	Amount
18	Hajmohammad, S.	Enhancing supply chain resilience to extreme weather events	SSHRC - 2021 -2025	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 12 RESPONSIBLE CONSUMPTION AND PRODUCTION 13 CLIMATE ACTION	\$206,647
19	Jaana, M.	Assistive Technology Innovations in Long-Term Care Organizations: Unveiling the Realities of a Complex Environment	SSHRC - 2024-2029	3 GOOD HEALTH AND WELL-BEING	\$260,079
20	Jaana, M.	Investigating the Innovation Process in Long-Term Care Facilities: A Research Project on the Adoption, Implementation and Assimilation of Health IT	SSHRC- 2022-2026	3 GOOD HEALTH AND WELL-BEING	\$281,500
21	Karam, C.	Strengthening Women's Contributions to the MENA Economy: Implementation of Inclusive HR Policies	U.S. Dept of State, Middle East Partnership Initiative Bureau of Near Eastern Affairs, Federal Assistance Award - 2022-2025	5 GENDER EQUALITY 8 DECENT WORK AND ECONOMIC GROWTH 10 REDUCED INEQUALITIES 16 PEACE, JUSTICE AND STRONG INSTITUTIONS 17 PARTNERSHIPS FOR THE GOALS	\$4,545,158
22	Kliamenakis, A.	Wishcycling: When Consumer Recycling Goes Wrong	SSHRC - 2022-2025	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	\$53,090
23	Lessard, L.	Making IT Count: Decisions for Affordable/Social Housing (DASH) System	SSHRC - 2022-2025	11 AFFORDABLE AND SUSTAINABLE HOUSING 11 SUSTAINABLE CITIES AND COMMUNITIES	\$199,647

GREEN VEHICLES: EVOLUTION OF PUBLIC PERCEPTION ON SOCIAL MEDIA

"I am passionate about environmental sustainability, and emission control is a critical factor we can influence. By analyzing social media platforms like Reddit, we can better understand why many consumers remain hesitant to embrace electric vehicles. These insights can help policymakers and manufacturers address real concerns, build trust, and ultimately accelerate the transition to cleaner transportation."

Professor Shantanu Dutta



Ongoing External Funding					
#	Author(s)	Title	Funding Source	SDG	Amount
24	Lessard, L.	Advancing personalized health decisions for end-of-life through Implementation Science	CIHR - 2021-2025		\$1,998,900
25	Li, T.	Environmental Sustainability Policy Divergence, Environmental Disclosure, and Environmental Performance: International Evidence	SSHRC - 2023-2028	 	\$89,300
26	Mazutis, D.	Getting to One Planet Living: How construction and development leaders are tackling climate change	SSHRC - 2021-2026	  	\$166,019
27	Mignerat, M.	Technologies de l'Information (TI), TDAH et inclusion : vers de meilleures pratiques pour employés et gestionnaires	SSHRC - 2022-2025		\$74,714
28	Mulvey, M.	D-AIRing to Improve Air Travel for Passengers Living with Dementia	National Research Council of Canada (NRC) - 2023-2025		\$124,556
29	O'Sullivan, S.	The Dynamics of Indigenous Developmental Relationships for Environmental Work: Bridging micro and macro levels of analysis	SSHRC - 2018-2025	 	\$133,405
30	Persaud, A.	Accelerating the digitalization of Canadian agriculture	SSHRC - 2024-2027	 	\$81,175

EXAMINING THE GLOBAL SUSTAINABILITY STANDARDS ORGANIZATIONAL LANDSCAPE: A WHOLE NETWORK ANALYSIS

"What we're really uncovering is how the proliferation of sustainability certifications and labels has created fragmentation instead of clarity – my research aims to expose these inconsistencies in global standards, and offer ways to make them more transparent, credible, and effective."

Professor José Carlos Marques



Ongoing External Funding					
#	Author(s)		Funding Source	SDG	Amount
31	Qianru, Q.	Leveling the Playing Field: Synthetic Data Solutions for Labor Market Equality	SSHRC - 2023-2025	 	\$68,919
32	Riaz, S.	Organizing Prosocial Interventions in Education	SPARC- 2023-2025	 	\$96,533
33	Riaz, S.	Organizing to address societal challenges: Insights from multiple stakeholder interventions for education among the marginalized	SPARC - 2020-2025		\$38,289
34	Sauré, A.	Changing primary care capacity in Canada (4C): A cross-provincial mixed methods study to inform workforce planning	CIHR - 2024-2028		\$1,041,430
35	Sauré, A.	Advanced Analytics and Artificial Intelligence Methods for Improved Design of Public Policies regarding Medical Treatments	The National Fund for Scientific and Technological Development (FONDECYT) Chile, Regular Grant Competition - 2023-2027		\$370,000
36	Schillo, S.	Venture-Ready Program for Women Entrepreneurs in Food Processing	Innovation, Science and Economic Development Canada (ISED) - 2023-2025	   	\$3,500,000
37	Schillo, S.	Agriculture & Data	CAROTTE AA - 2023-2026		\$496,581
38	Sun, C.	Artificial Intelligence Supported In-Hospital Cardiac Arrest Prediction, Prevention, and Management	CIHR - 2024-2029		\$1,450,725
39	Toubiana, M.	Stigma For Social Change? Exploring Stigma-Exploiting Entrepreneurship As A Pathway For Social Change	SSHRC 2022-2027	 	\$204,125
40	Toubiana, M.	Perimenopause and women's careers	SSHRC 2024-2027		\$67,815
41	Zhang, R.	Sustainability Meets Technology: A Novel Approach of Sustainability Education through a Student-led ESG Analytics Platform	University Grant Committee (UGC) of Hong Kong - 2023-2025	  	\$172,709
42	Zhang, R.	Does Automation Makes the Workplace Safer?	University Grant Committee (UGC) of Hong Kong -2023-2025		\$78,696
TOTAL					\$23,990

New External Funding, Academic Year 2024-2025

#	Author(s)	Title	Funding Source	SDG	Amount
1	Bouchard, M.	Activism for Sustainable Policymaking (with an empirical case study on digital rights activism)	SSHRC - 2025	 	\$58,000
2	Duenas, N.	The Localization Agenda: Implications for accounting and management of international development resources	SSHRC 2024-2026	 	\$58,231
3	Fathallah, R.	Building a more inclusive entrepreneurship ecosystem: A study of 2SLGBTQI+ entrepreneurs in Canada	SSHRC 2025-2027	 	\$70,536
4	Ferris, L.	Moral Motivation(s)	SSHRC 2024-2027		\$126,528

INCLUSIVE INNOVATION TRANSITIONS

“Our research aims to clarify what it means for innovation to be inclusive, not just in outcomes, but in who participates, in what types of innovation, and how governance is structured. By taking a broader perspective, we can begin to understand how innovation systems can open doors to underrepresented groups, address complex societal challenges, and ensure that the benefits of innovation are more widely shared.”

Professor Sandra Schillo



New External Funding					
#	Author(s)	Title	Funding Source	SDG	Amount
5	Joshi, M	Evolving nature of work in the era of artificial intelligence	SSHRC 2024-2026	 	\$71,770
6	Manseau, J.	Ethical boundary management in the age of biometrics	SSHRC - 2025-2027		\$66,732
7	Mazutis, D.	The Sustainable Construction and Development Applied Research Project	SSHRC 2025-2028	  	\$200,000
8	Mazutis, D.	Building the Future: Fostering Low-Carbon and Circular Economy Transitions in the Construction Industry Through Policy Integration	Smart Prosperity Institute (SPI)/Economics and Environmental Policy Network (EEPRN)	  	\$30,000
9	Mazutis, D., Schillo, S.	Sustainable Food Systems Innovation Sprint	CEWIL	   	\$164,949
10	Ruhi, U.	Advocacy-focused, AI-Enabled, Stakeholder Relationship Management System	MITACS 2024-2025	 	\$30,000
11	Ruhi, U.	Enhancing Clinical Documentation through Large Language Models	MITACS 2024		\$30,000
TOTAL					\$906,746

BUILDING THE FUTURE: FOSTERING LOW-CARBON AND CIRCULAR ECONOMY TRANSITIONS IN THE CONSTRUCTION INDUSTRY THROUGH POLICY INTEGRATION

“The construction sector has enormous potential to shift toward sustainability, but to do so, leaders must not only adopt new innovations, but reimagine their role as agents of change. By integrating low-carbon, circular economy principles into policy and practice, business can drive urban transformation that supports inclusive, resilient, and sustainable communities.”

Professor Daina Mazutis



Research Internal Awards

Knowledge Mobilization Excellence 2025

Michael Mulvey

In recognition of his exceptional ability to translate research into real-world impact, most notably through his Daring to Travel initiative, which has influenced national accessibility guidelines and enhanced inclusive air travel policy



Telfer Established Researcher Award 2025

Timothy Hannigan

For his internationally recognized contributions to strategy and organizational studies, particularly his work on turning technologies like AI, blockchain, and chatbots into practical tools and his leadership in building the Interpretive Data Science (IDeaS) research network



Telfer Emerging Researcher Award 2025

Christopher Sun

For his pioneering AI-driven and simulation-based innovations at the intersection of public health and data analytics, securing major funding and developing algorithms that enhance emergency detection and equity in healthcare systems



OTHER EXTERNAL FACULTY AWARDS

NED SMITH RISING STAR (ACADEMY OF MANAGEMENT'S ORGANIZATION AND MANAGEMENT THEORY DIVISION)

"Winning the Ned Smith Rising Star Award meant so much because it signals that work focused on marginalized, stigmatized communities and social change can be recognized at the highest levels. Early in my career, I was cautioned against focusing on topics aligned with PRME, but I persisted because those themes mattered deeply to me."

Professor Madeline Toubiana



The Muse Creative Award

The Muse Creative Awards are an international competition that celebrates excellence in creative and design fields. They're organized by the International Awards Associate (IAA), which also runs awards like the Vega Digital Awards and NYX Awards.

"Receiving the Muse Creative Award was deeply validating. It was my first attempt at mobilizing social impact through video rather than through articles, and this award shows that alternative modes of sharing knowledge — creative, visual — can also be celebrated."

Professor Madeline Toubiana

Watch the video [HERE](#)



RECOGNIZED AT AOM 2025 FOR ADVANCING INDIGENOUS PERSPECTIVES IN MANAGEMENT

Approaches to centering Indigenous organizing and strategizing in management and organization studies

Organizers:

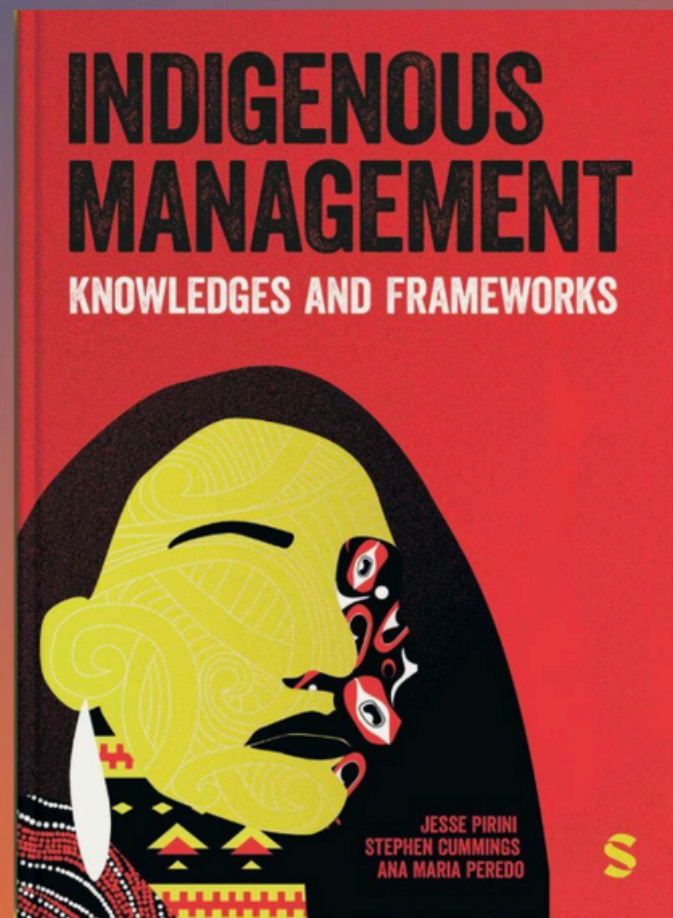
Ana Maria Peredo

Jesse Pirini

Rebecca Bednarek

Stephen Cummings

AOM 2025
COPENHAGEN



This summer marked a milestone for the IARIMOS Academy of Research in Indigenous Management and Organizational Studies, with a strong presence at international conferences, including the Academy of Management (AOM) 2025 in Copenhagen.

One of the highlights was the recognition of a workshop co-organized by **Professor Ana Maria Peredo**, Tier 1 Canada Research Chair in Social and Inclusive Entrepreneurship, alongside colleagues Stephen Cummings, Rebecca Bednarek, and Jesse Pirini. Their professional development workshop, **“Approaches to Centering Indigenous Organizing & Strategizing in Management and Organization Studies”**, was awarded Best Professional Development Workshop 2025 by the Critical Management Studies (CMS) Division at AOM.



“This award is truly a collective recognition. Indigenous research in management and organization studies continues to grow thanks to the dedication of colleagues worldwide. I am grateful to CMS AOM Division for this honor, and to all those who are helping center Indigenous perspectives in the study and practice of management.”

Professor Ana María Peredo

TELFER PROFESSORS HONOURED WITH THE KING CHARLES III CORONATION MEDAL

In 2025, three professors from the Telfer School of Management were awarded the King Charles III Coronation Medal, a distinction that recognizes individuals who have made significant contributions to their communities, Canada, and the Crown.

The medal celebrates leadership, service, and impact across diverse fields. At Telfer, it is both a recognition of individual excellence and a testament to the School's broader mission of preparing leaders to build a better Canada.

Professor Daina Mazutis

Endowed Professor of Ethics, Responsibility and Sustainability, recognized for her pioneering work in advancing responsible management education and embedding sustainability into teaching, research, and practice.

Professor Jonathan Calof

Professor of International Business and Strategy, honoured for his leadership in intelligence studies, international collaboration, and contributions to Canadian innovation policy.

Professor Marc Tassé

Adjunct Professor, celebrated for his expertise in governance, ethics, and anti-corruption, and for advising public, private, and international organizations on integrity and transparency.



A Shared Honour

Together, Professors Mazutis, Calof, and Tassé exemplify the values of service, integrity, and leadership that the Coronation Medal seeks to recognize. Their dedication extends from the classroom to boardrooms, communities, and global networks, inspiring students and colleagues alike.

TELFER PHD STUDENT WINS BIG AT ASAC 2025

"It was a truly enriching experience to engage with scholars from across the country and to be part of such a thoughtful and welcoming academic community. I came away with new insights, encouragement, and energy for the road ahead."

Ali Esmaeili Aftabdari



The Telfer School of Management is proud to celebrate PhD candidate Ali Esmaeili Aftabdari (supervised by **Professors Sarah Ben Amor** and **José Carlos Marques**), who achieved remarkable success at **the Administrative Sciences Association of Canada (ASAC) Conference 2025**, held at the University of Waterloo.



Ali's paper, "Political Ideology of CEOs: A Typological Overview of Their Impact on Organizational Configurations," was recognized as the Best Student Paper in the Strategy Division and further distinguished as one of the Top 3 Student Papers of the Conference overall. This recognition gave him the opportunity to compete in the prestigious Spark Tank Pitch Competition, where he was awarded First Place, earning rave reviews from peers and a **\$1,500 prize**.

In addition, Ali presented a second paper in the Organizational Studies Division: "From Geopolitics to Logics: The Impact of Geopolitical Events on the Endurance of Organizational Logics." This research was accepted for presentation and publication in the conference proceedings, providing valuable feedback and engagement with the academic community.



GRADUATE STUDENTS: SDG-ALIGNED PROJECTS & AWARDS

Note: The projects highlighted here represent just a few of our students and their work. Some details may be subject to change, but we wanted to showcase their contributions and the amazing SDG-related initiatives they are leading.

SDG-Aligned Projects

Using Advanced Analytics to Develop Supported-Evacuation Plans for Vulnerable Populations in Wildfires – Shahryar Moradi (PhD)

This project applies advanced modeling to design evacuation strategies that prioritize vulnerable populations during wildfires. It bridges operations research with public health and disaster management.



Vision-Language Models for Object Detection in CT Images – Maryam Vahabi (PhD)

By combining computer vision and natural language processing, this research develops AI tools to improve diagnostic accuracy in medical imaging.



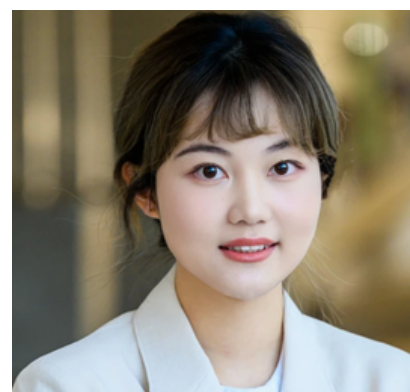
Resilience & Performance in Long-Term Care – Danielle Cruise (PhD)

Examines how long-term care facilities adapt to external shocks and internal pressures, identifying key resilience factors for quality care.



Climate Risk & Reporting – Xin Ding (PhD)

Analyzes how climate risks influence economic decisions and corporate reporting.



Social Robots in Older-Adult Care (umbrella review) – Tarek Khalil (PhD)

This umbrella review synthesizes evidence on how social robots can support older adults in healthcare settings, addressing both opportunities and ethical concerns.



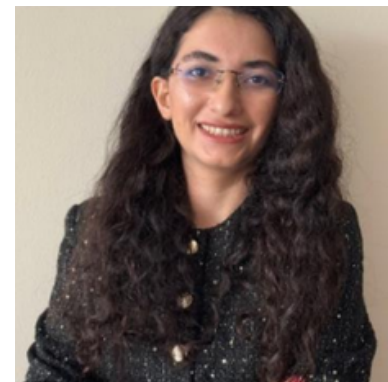
Hybrid AI for Financial-Statement Fraud Detection – Matin Najarashtiani (PhD)

Combines statistical methods and AI to detect irregularities in financial reporting, advancing fraud prevention and corporate accountability.



GNNs + Pre-Training for Financial-Fraud Detection – Soroor Motie (PhD)

Uses graph neural networks and pre-training methods to better identify patterns of financial fraud in complex datasets.



Strategic Use of Share Repurchases & Labour Dynamics – Shaista Jaffer (PhD)

Explores how firms use share repurchases strategically and the implications for labour markets, inequality, and long-term firm performance.



Essays in Family Business – Elizabeth Tetzlaff (PhD)

Explores how firms use share repurchases strategically and the implications for labour markets, inequality, and long-term firm performance.



Entrepreneurial Environment & Institutions – Tuan Vu Chu (PhD)

Analyzes how institutional settings shape entrepreneurship and influence the success of new ventures.



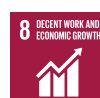
Quantum-Inspired Feature Selection for Fraud Detection – Tin Pham (PhD)

Applies quantum-inspired computing to feature selection in financial datasets, improving the accuracy and speed of fraud detection models.



Mental-Health-Responsive Supervision – Daniel Quintal-Curcic (PhD)

Develops a framework to help supervisors better support employee mental health in the workplace.



Students Living with Disabilities in Job Interviews (qualitative study) – Avery Hughes (MSc)

A qualitative study exploring barriers and supports faced by students with disabilities during job interviews, offering recommendations for more inclusive hiring practices.



Assistive Technology in Long-Term Care (stakeholder perspectives) – Amanda Kutenski (MSc)

Analyzes stakeholder experiences with assistive technologies in long-term care, highlighting their role in improving accessibility and patient outcomes.



ESG Scores & CEO Turnovers – Suvo Das (MSc Management)

Investigates whether sustainability ratings influence leadership transitions in major firms.



Indigenous Voices in Higher Education – Rickjit Jhander (MSc Management)

Explores challenges and opportunities for Indigenous representation and inclusion in universities.



Voice Tech & Cardiac Care – Suraj Brar (MSc Health Systems)

Assesses how interactive voice tech supports patients in pre- and post-surgical cardiac care.



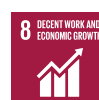
Collaborative Learning Health Systems – Mary Cathryn Espadero (MSc Health Systems)

Develops a framework to evaluate collaborative learning in healthcare systems.



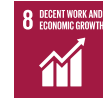
Cultural Similarities in M&A – Marc Antoine Gnanazan (MSc Management)

Studies how cultural alignment impacts merger and acquisition outcomes.



Wellness in Long-Term Care Leadership – Catherine Kadamani (MSc Health Systems)

Studies leadership behaviours and support for wellness among healthcare providers post-pandemic.



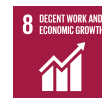
2SLGBTQ+ Student Mental Health – Meggie Gilmour (MSc Health Systems)

Examines how 2SLGBTQ+ students access formal and informal sources of mental health support.



Corruption, Equity & ESG – Jiaqi Cui (MSc Management)

Examines how corruption affects the cost of equity and the moderating role of ESG.



Graduate Student Awards

Note: The following tables highlight a selection of student awards from this year. It is not an exhaustive list, but showcases some of the outstanding achievements of our students.

Award	Student (Program)	Project / Thesis (if provided)
CIHR Canada Graduate Scholarship (CGS-M)	Amanda Kutenski (MSc)	<i>A follow-up mixed-methods study on the effects of Epic EMR implementation in an academic acute-care hospital</i>
CIHR CGS-M	Abraham Wan (MSc)	<i>Mental health experiences of Hong Kong newcomers (proposed thesis)</i>
SSHRC CGS-M	Marc-Antoine Gnanazan (MSc)	<i>Cultural Synergies: Impacting Success in Canadian Firm Acquisitions</i>
Ontario Graduate Scholarship	Parker Hamilton (MSc)	n/a
Ontario Graduate Scholarship	Danielle Cruise (PhD)	<i>Performance and Key Success Factors in Ontario's Long-Term Care Homes</i>
Ontario Graduate Scholarship	Manal Chakra (PhD)	n/a
Queen Elizabeth II (QEII)	Tin Pham (DTI, PhD)	n/a
Ontario Women's Health Scholars Award	Mikaila Ortynsky (PhD)	n/a
PhD Engagement Award	Shirin Biglari (PhD)	n/a
PhD Engagement Award	Mikaila Ortynsky (PhD)	n/a
Daniel Zeghal Award	Xinyu Li (PhD)	<i>Beyond Profit: CSR Committee & Innovation Performance in U.S. Listed Firms (thesis)</i>
Daniel Zeghal Award	Xin Ding (PhD)	<i>Adapting to climate risk: Exploring its impact on businesses (thesis)</i>
François Julien Doctoral Award	Wrenford Thaffe (PhD)	<i>Macro/meso/micro factors in gig work as a predictor of entrepreneurial intention (thesis)</i>
Oral Thesis Competition (Finalist/Competitor)	Shahryar Moradi (PhD)	<i>Improving Stroke Prevention Care through Enhanced Patient Appointment Scheduling (listed)</i>
Oral Thesis Competition (Competitor)	Valentina Primossi (DTI, PhD)	<i>Accessible & Inclusive Air Travel Journeys for Passengers Living with Dementia</i>
Oral Thesis Competition (Competitor)	Meggie Gilmour (MSc)	<i>2SLGBTQ+ Students' Experiences Accessing Mental-Health Services</i>
Poster Thesis Competition (Competitor)	Yasaman Gheidar (DTI, PhD)	<i>Trustable Peer Support Systems for Healthcare Workers</i>
Poster Thesis Competition (Competitor)	Danielle Cruise (PhD)	<i>Tech-adoption decision-making in LTC (scoping review)</i>
Poster Thesis Competition (Competitor)	Mian Wei (PhD)	<i>Within-Firm Pay Inequality and Payout Policies</i>

Telfer Research Seminar Series

Telfer came alive with conversations that bridged research, practice, and community. Each event, whether a seminar, workshop, or international guest lecture, offered a space where students, faculty, and partners could learn together and challenge one another. These gatherings were living classrooms where ideas crossed disciplines, cultures, and sectors, often sparking new collaborations and research directions.

By bringing in voices from around the world, showcasing cutting-edge scholarship, and engaging students in real-time problem solving, these events advanced our mission to prepare leaders who will build a better Canada. The following timeline highlights the richness of this academic year's programming, capturing the spirit of curiosity, dialogue, and impact that defines our learning community.

Oct, 8 2024

Jonah Zankl: Clipping an Angel's Wings: Regulatory Threats and the Unintended Preservation of Exclusive Institutions

Jonah Zankl is a Lecturer in Entrepreneurship at The University of Queensland's Business School in Brisbane, Australia. His research focuses on understanding the systems and interdependencies between support for entrepreneurial activity, social innovation, and social change, asking broadly "how do societies support the organization of entrepreneurship and in turn ensure its positive impact on society?" Dr. Zankl discussed how recent regulatory actions aimed at enhancing investor protections have inadvertently posed an existential threat to the angel investing community. Proposals introduced in Australia suggest many current angel investors face exclusion from investing based on changed wealth-based and income-based thresholds for participation. Thus, while policymakers celebrate 'smart money', investor know-how is reduced to tests of wealth alone. The proposed changes disproportionately marginalize female and Indigenous angel investors, thereby limiting entrepreneurial opportunities for these communities.

Oct, 10 2024

Gustavo Borba: Innovative Urban Ecosystem Initiatives in Brazil: The Case of Pacto Alegre

Gustavo Severo de Borba is a Professor at Unisinos University, a Jesuit institution in south Brazil. He is Director of the Institute for Innovation in Education and was Director of undergraduate studies for 10 years. Based in the city of Porto Alegre, Brazil, Pacto Alegre is a collaborative movement that brings together diverse sectors - government, private industry, and civil society - to develop high-impact projects. Through resource sharing and strategic partnerships, the initiative fosters an environment that drives economic growth and technological advancement by stimulating innovation, investment, and entrepreneurial initiatives. Professor Borba discussed how this model can create opportunities for partnerships and inspire similar initiatives on a transnational level, including potential collaborations with Unisinos University (Hosted by CSIID.)

Nov. 6, 2024

Harry Van Buren: Scholarly Impact in Action: Mobilizing Business and Human Rights (BHR) for Social Justice and Corporate Transformation

Harry Van Buren is the Z. Lupton Patten Endowed Chair of Business Ethics at the University of Tennessee at Chattanooga's Gary W. Rollins College of Business as well as an honorary professor at Queen's University Belfast School of Law. In this inaugural session for the Telfer Pilot Knowledge Mobilization Initiative, Harry Van Buren provided an overview of the BHR field and some reflections on how it might enhance its impact in the most respect: preventing future human rights violations with a nexus to business and remediating those that have already occurred. Following this opening overview and reflection, participants were invited to think about how knowledge from their respective fields might intersect with BHR to produce actionable knowledge in this domain.

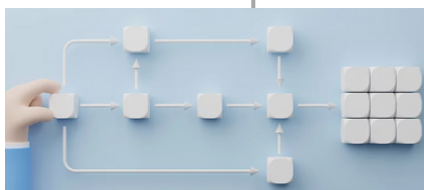
Nov 8, 2024



Davood Astaraky: Leveraging Data Science & Advanced Analytics to Tackle Real-World Health System Challenges at Ontario Health

Davood Astaraky is a dedicated analytics professional and Manager of Data and Decision Sciences at Ontario Health,. He explored the evolving landscape of data and analytics within Ontario's health system, highlighting both the opportunities and challenges associated with integrating data-driven approaches into healthcare operations. As the Manager of Data and Decision Sciences at Ontario Health, he shared real-world examples of how advanced analytics, including modeling and artificial intelligence, are being used to address complex challenges such as capacity planning, resource allocation, and process optimization.

Nov 18, 2024



Ann Langley: Process Perspectives on Organizational Identity

Ann Langley is Emerita Professor of management at HEC Montréal, and Distinguished Research Environment Professor at University of Warwick. She discuss four different perspectives on the meaning of “process” in process research and illustrated them by discussing their application to the notion of organizational identity. Ann drew on some of her own and others’ published work to show how a more radical process perspective can enrich our understanding of the phenomenon of organizational identity and identity work.

Jan 16, 2025



Rebecca Reuber: The Trajectories of Refugee Entrepreneurs

Becky Reuber is Professor of Strategic Management and the area coordinator for the Strategy area at Rotman, University of Toronto. Her research focuses on the growth strategies of entrepreneurial organizations, including internationalization, opportunity creation and the use of social media. Dr. Reuber presented the results of a qualitative, six-year longitudinal study of the entrepreneurial trajectories of Syrian women refugees resettled in the Global South and examined how their trajectories unfolded over time. Their data revealed that refugee entrepreneurship can be theorized as a distinct type of entrepreneurship that occurs during forced displacement.

March 14, 2025



Eileen Fischer: How do Markets Become Polarized? Insights from the Canadian Market for Nicotine Vapes

Eileen Fischer is a Professor of Marketing, and the Tanenbaum Chair of Entrepreneurship and Family Enterprise, in the Schulich School of Business at York University. Dr. Fischer presented a paper on the processes by which a market becomes “polarized”, defining market polarization as “a growing tendency toward starkly opposing views among stakeholders about aspects of the market.” Drawing on longitudinal qualitative data from the Canadian nicotine vaping market, the paper identified mounting bases of contestation that collectively fuel polarization between and among stakeholders including consumers, public health officials, policy makers, and vaping retailers. The paper concluded with a consideration of the transferability of insights and its contributions to the literatures on market systems, systemic mistrust, and consumer polarization.

April 10, 2025



Samer Faraj Lost in Space: The Interplay between Focal and Subsidiary Coordinating Following a Space Change

Samer Faraj is professor at McGill University's Desautels Faculty of Management, holder of the Canada Research Chair in Technology, Innovation and Organizing. Prof. Faraj presented an ethnographic study of a neonatal intensive care unit (NICU) relocation, where they found that space change required iterative embodied repairs that targeted subsidiary coordinating, ultimately reenabling focal coordinating. These repairs involved the reconfiguring of sensory access, inscribing new bodily habits, reallocating who-senses-what and reorienting intercorporeal action. His findings contribute to theories of coordinating and space by showing how spatial disruptions cannot be fully addressed through social or procedural adjustments alone but must involve the reconstruction of embodied subsidiary coordinating.

May 2, 2025



Alicia Grandey: Distinguished Speaker Series (Thriving Organizations & Societies)

Dr. Alicia Grandey is a distinguished professor of psychology in the industrial-organizational program at Pennsylvania State University. Dr. Grandey discussed the origins of her study of emotional labour (the regulation of emotions as part of one's work role), her most recent research in this area and the ways this has culminated in a forthcoming science-practitioner book, *Emotionally Charged: How to Lead in the New World of Work*. She described why she shifted to studying taboo topics such as the "three M's" and menopause and politics at work, highlighting some recent studies. Throughout, Dr. Grandey openly discussed the joys and challenges of contributing scientific knowledge to academic journals and the importance of sharing science-based knowledge with employees and leaders.

May 8, 2025



Nelson Phillips: Social-Symbolic Work

Nelson Phillips is the Christian A. Felipe Professor, Vice Chair for Academic Affairs, Ph.D. Faculty Advisor, and Distinguished Professor, Technology Management in the College of Engineering at the University of California Santa Barbara. Professor Phillips discussed the social-symbolic work perspective as a meta-theory useful in bringing together the various streams of research on new forms of "work". He explained how the social-symbolic work perspective helps extend and deepen our understanding of how actors engage in purposeful work to construct organizational life, including the identities, technologies, boundaries, and strategies that constitute their organizations.

Research Chairs, Professorships and Fellowships

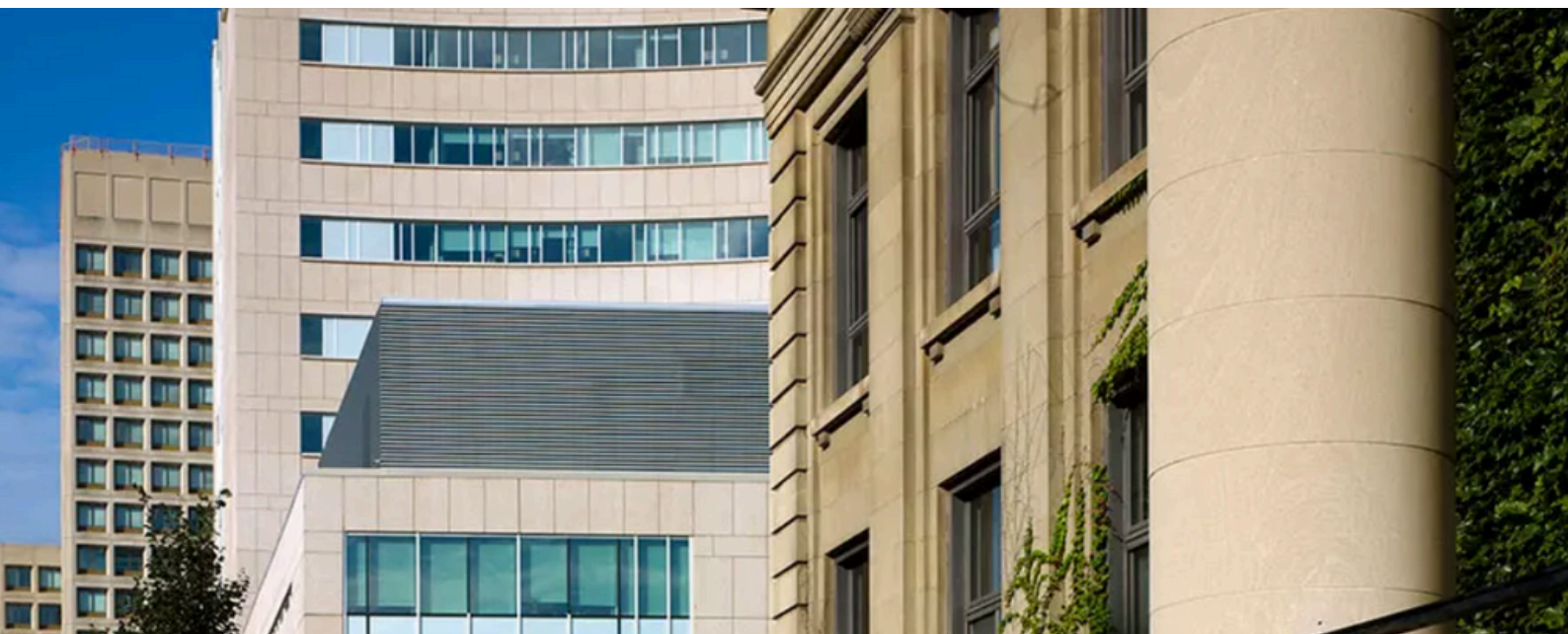
Telfer’s Research Chairs, Professorships, and Fellowships reflect our commitment to advancing world-class scholarship in areas that matter for business and society. These positions provide faculty with the support to deepen their expertise, build research collaborations, and generate insights that align with the UN Sustainable Development Goals. The list below highlights some of those Chairs, Professorships, and Fellowships, mostly the ones whose current research portfolios show a clear link to one or more United Nations Sustainable Development Goals.

Research Chairs				
#	Chair	Research area	Name	Year
1	Peredo, A.M.	Social and Inclusive Entrepreneurship	Canada Research Chair Tier 1	2022-2029
2	Sun, C.	Data Analytics for Health Systems Transformation	Canada Research Chair Tier 2	2023-2028
3	Toubiana, M.	Entrepreneurship, Social change and innovation	Desmarais Chair in Entrepreneurship	2022-2026



Professorships				
#	Chair	Research area	Name	Year
1	Bonaccio, S.	Psychology applied to workplace dynamics	Ian Telfer Professor of Workplace Psychology	2015-2028
2	Chreim , S.	Multi-level dynamics of change, co-leadership and identity	Ian Telfer Professor of Organization Studies	2021-2026
3	Dimoff , D.	Leadership, occupational health and safety, Mental Health in the Workplace and employee training and development	Kathryn Tremblay Professorship in Workplace Mental Health and Wellness Leadership	2024-2029
4	Ferris , L.	Motivation in the Workplace	Telfer Research Professorship of Work Motivation	2025-2030
5	Himick , D.	Financial accounting, accounting theory, and financial statement analysis	Father Edgar Thivierge Professorship in Financial Inclusion	2025-2030
6	Jaana, M.	Integration of Technology in Healthcare	RBC Financial Group Professorship in Health Care Systems	2024-2029
7	Karam , C.	Inclusive HR systems, business ethics, responsible leadership, public policy and feminist praxis	Ian Telfer Professorship in Inclusive HR Systems	2021-2026
8	Lamine, W.	Entrepreneurial universities, space entrepreneurial ecosystems, technology entrepreneurship, entrepreneurial networks, and incubation support mechanisms	Camille Villeneuve Professorship in Francophone Entrepreneurship	2024-2029
9	Li, J.	Business Analytics, Financial Engineering, Machine Learning, Operations Management	RBC Financial Group Professorship in Financial Risk Analytics	2024-2029
10	Mazutis, D.	Leadership, strategy and sustainability	Professorship of Ethics, Responsibility and Sustainability	2015-2030
11	Sassi, S.	Corporate Social Responsibility	Power Corporation of Canada – Paul Desmarais Professorship in Finance	2024-2029

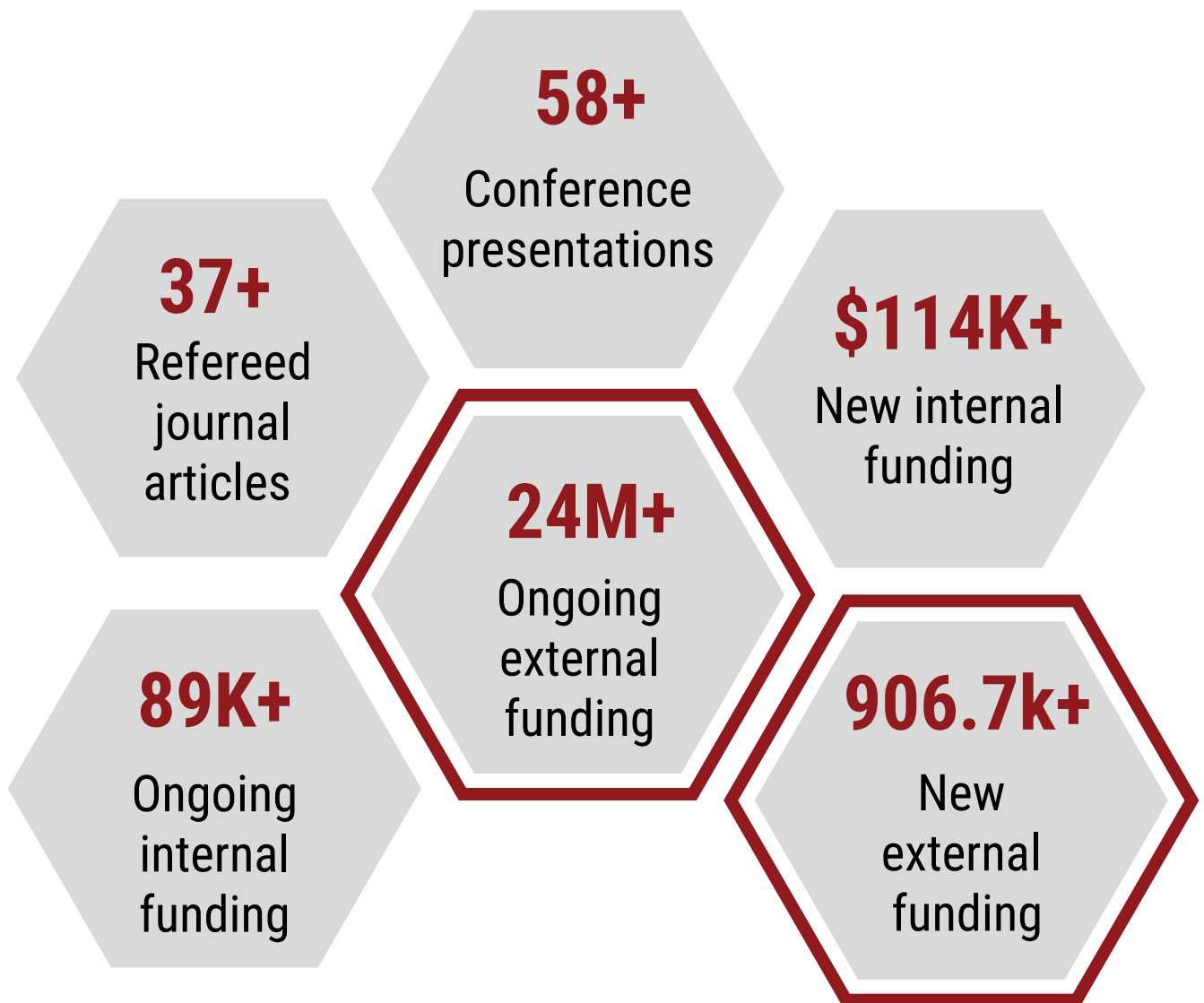
Fellowships				
#	Chair	Research area	Name	Year
1	Ben Amar, W.	Corporate governance, ownership structures, mergers and acquisitions and corporate disclosure strategies	Ian Telfer Research Fellowship	2021-2026
2	Durocher, S.	Accounting standard setting, the accounting profession and sustainable development	Logan Katz Fellowship in Accounting	2022-2027
3	Dutta, S.	Global corporate governance practices, insider trading & private meeting btw investors & mgt.	Ian Telfer Fellow in Global Finance	2025-2028
4	Grudniewicz, A.	Health Systems Management	Telfer Research Fellowships	2021-2027
5	Nitani, M.	Capital flows in Canada & wealth maximization for society as a whole.	Ian Telfer Teaching Fellowship	2021-2026
6	O'Reilly, J.	Facilitators & barriers to promoting employee psychological, physical & emotional well-being	Ian Telfer Fellowship of Workplace Wellbeing	2022-2028
7	Patrick, J.	Apply the methods of operations research to improve the efficiency of health care management	Telfer Research Fellowship in Optimizing Healthcare Delivery	2025-2028
8	Sauré, A.	Advanced modelling and decision-making under uncertainty and their applications to large-scale problems in service operations	Telfer Research Fellowship in Healthcare Analytics	2025-2028



OUR SUCCESS IN NUMBERS

2024 - 2025

R E S E A R C H



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

5

OUR PARTNER ECOSYSTEM: YEAR IN REVIEW

Our impact is made possible through a wide ecosystem of partners who collaborate with us across research, teaching, and outreach. From on-campus allies and local community organizations to national networks and international institutions, these partnerships deepen experiential learning, strengthen applied research, and extend our reach far beyond the classroom. The table below highlights the breadth of these collaborations, illustrating how together we advance sustainability and responsible management in practice.

Note: The tables below present a selection of partners from this year. They do not represent an exhaustive list but highlight some of the organizations that collaborated with Telfer on SDG-related initiatives.

Partnerships				
UOttawa-based Partners	Research	Teaching	Outreach	Example
The Office of Campus Sustainability	x	x	x	ADM4317/4717 CSL projects; SDG week; Enviroweek
Centre for Community Engagement	x	x	x	ADM4317/4717 CSL project coordinators; C4 course; Community Engagement Framework
Institute for Science, Society and Policy (ISSP)	x	x	x	Multiple cross appointed faculty in the Inclusive Innovation Research Cluster
uOttawa eHub		x	x	Guest lectures; SDG week
Institute of the Environment	x	x	x	Telfer faculty are cross appointed for graduate supervision; IE faculty spoken at multiple Telfer events
Kanata North	x		x	Grant applications; i2Hub partners
uOttawa Office of Indigenous Affairs	x		x	NiWee
School of International Development & Global Studies	x			Telfer faculty are cross appointed for graduate supervision
Smart Prosperity Institute	x		x	Several SPI executives have participated in Telfer events; Collaborated on joint tri-council funding applications
The Economics & Environmental Policy Research Network	x			Research funding
UOSU Sustainable Development Centre		x	x	SDG Week; Partnered on CSL projects

Partnerships				
UOttawa-based Partners	Research	Teaching	Outreach	Example
Telfer MBAAA (MBA Alumni Association)			x	Collaborated on outreach events
Telfer MBASA (MBA Student Association)			x	Collaborated on outreach events
Career Development and Experiential Learning (CDEL)		x		Cross Disciplinary Group on ExL for SDGs; C4 course; SDG Week
Faculty of Social Sciences			x	Faculty cross-listed with the Research Center on the Future of Cities
Faculty of Engineering		x		TRAVERSAL student training program
External Academic Connections	Research	Teaching	Outreach	Example
Sustainable Development Solutions Network			x	Faculty members; cross promotion
Network for Business Sustainability			x	CSIID members; cross promotion; recognized as leading in Indigenous Research
Sustainability Research & Policy Network of SSRN			x	Promote events internally
Responsible Research in Business & Management	x		x	Follow and participate in RRBM conferences; faculty research paper finalist in RRBM award (2025)
Sustainable Finance Research and Educational Network	x		x	Centre for Responsible Wealth Creation members follow and participate in SFREN conferences
Canadian Philanthropy Partnership Research Network	x		x	Joint research funding
CEWIL		x		Funding received for ExL
Carleton University	x			Joint research funding
Université du Québec à Montréal	x			Joint research funding
Ivey, Western University	x			Joint research funding
Unisinos University		x	x	C4 partner; CSIID lunch & learn
Dilin Duwa Centre- University of Melbourne, Australia	x		x	IARIMOS conference partner
University of Victoria, Wellington, New Zealand	x		x	IARIMOS conference partner
Latin American Symposium at Colby College, Boston	x		x	Invited speaker

Partnerships				
External Academic Connections	Research	Teaching	Outreach	Example
International Critical Management Conference in Regenerative Knowledge	x		x	Track convener
FAPESP School of Advanced Science in System Change & Sustainability, Brazil	x		x	Invited speaker
Chocolate Moose Media, University of Alberta			x	co-produced video won MUSE silver creative award
External Connections	Research	Teaching	Outreach	Example
Circular Economy Leadership Canada	x		x	SSHRC PDG partners; outreach/moderators
CTAQ (Le Conseil de la Transformation Alimentaire du Québec)	x	x		Community partner for Innovation Sprint
ERICA - Enhanced Resilience, Innovation and Climate Action across the Food System	x			Joint research funding: 85 co-applicants and collaborators from over 40 different organizations
NIWEE - National Indigenous Women Entrepreneurs' Ecosystem	x	x	x	Joint research funding; collaborative teaching; outreach
MIXr	x		x	Digital platform for Food and Beverage Associations across Canada
Small Scale Food Processors' Association	x			Joint research funding
Canadian Sustainability Standards Board (CSSB)			x	Invited presentation
Canadian Standards Association (CSA)	x		x	Invited expert advisor; outreach moderator
CANDO - Council for the Advancement of Native Development Officers	x			Joint research funding
Indigenous Works	x			Joint research funding
Good Trouble network	x			Joint research funding
Heritage Community Association	x			Joint research funding
Regina Street	x			Joint research funding
The Matriarch Collective	x			Joint research funding
RAD Network (Restore, Assert and Defend)			x	Faculty and students part of the network to support Indigenous – led conservation
RTOERO Foundation	x			Research funding

Partnerships

External Connections	Research	Teaching	Outreach	Example
SPARC grant (India)	x			Research funding
International Trade Centre (UNCTAD/WTO)	x		x	Innovation for Inclusive Finance and Investments in Agribusiness: Research and outreach project involving representatives of agri-finance organizations, investment funds, international organizations, NGOs, and farmers' organizations.
International Coffee Organization	x		x	Innovation for Inclusive Finance and Investments in Agribusiness: Research and outreach project involving representatives of agri-finance organizations, investment funds, international organizations, NGOs, and farmers' organizations.
Rethinking the Institutions of Development: The Vital Transformation of Quality Infrastructure Ecosystems	x			Research network
Zibi	x	x	x	Student case; site visits; panelists
Electric Vehicle Council of Ottawa (EVCO)			x	SDG Week electric vehicle day; panelist
Community Associations for Environmental Sustainability (CAFES)			x	Panelist
Ecology Ottawa			x	Panelist
Kalawikk Diversity Inc			x	Indigeneous allyship workshop
Goodfood2u			x	Panelist
Just Food			x	Panelist
Ottawa Tourism			x	Panelist
EnviroCenter	x	x	x	Follow their newsletters and promote within; Partners for CSL projects in ADM4317; joint research projects
World Circular Economy Forum			x	Follow their newsletters and online events and promote within
International Institute for Sustainable Development			x	Follow their newsletters and online events and promote within
Aga Khan Foundation			x	Follow their newsletters and online events and promote within
Centre for Social Enterprise Development (CSED)		x	x	Partnered for CSL projects in ADM4317; Regular guest lecturer in MGT6112; Follow their newsletters and online events and promote within
Indigenous Resource Center (IRC)		x	x	The IRC has provided guest speakers for courses and experiential business cases for a sample business school education experience day for Indigenous high school students
The Centre for Sustainable Peace and Democratic Development (SeeD)			x	Supporting community enterprise development for peace process in Rwanda

Partnerships				
External Connections	Research	Teaching	Outreach	Example
Rideau-Rockcliffe Community Resource Centre	x	x	x	CSL project sponsors; guest panelists at Telfer events; Research projects
IdeaConnector.net		x		Partners in NIWEE course
Accounting for Impact (AFI)			x	Invited speaker
Government Connections	Research	Teaching	Outreach	Example
Employment and Social Development Canada, SDG Unit			x	SDG week booth
Public Health Agency of Canada (PHAC)	x			Research funding
City of Ottawa - CityStudio				CSL partners in ADM4338/ADM4317
City of Ottawa - Solid Waste Services			x	Panelist
City of Regina	x			Joint research funding
UN Global Compact			x	Members attended multiple workshops on scaling sustainability
Export Development Canada (EDC)		x	x	Dean's Leadership Cabinet; ED&I case competition sponsor
Transport Canada	x		x	Joint Research Funding
International Longevity Centre Canada	x			Joint Research Funding
National Research Council Canada (NRC)	x			Joint Research Funding
Natural Resources Canada, Government of Canada			x	Invited presentation

COMMUNITY SERVICE LEARNING PROJECTS (FALL 2024–2025)

Each year, Telfer students collaborate with a diverse network of community, industry, and institutional partners to address real sustainability challenges. Through these collaborations, our students gain invaluable experiential learning opportunities while our partners benefit from fresh insights, research-informed strategies, and innovative approaches tailored to their needs.

This year alone, in one course alone (ADM4317/4717), we engaged 15 unique community partners across sectors, from community resource centres and social enterprises to municipalities, non-profits, and industry associations. Together, we explored :

SOLUTIONS TIED TO PRESSING ISSUES SUCH AS:

- Food security and health 
- Equity and inclusion 
- Sustainable cities and infrastructure 
- Circular economy and waste reduction 
- Governance, partnerships, and capacity-building 

PARTNERSHIPS WITH ORGANIZATIONS SUCH AS:

Rideau-Rockcliffe Community Resource Centre
CityStudio Ottawa
Outaouais Environmental Campus
FrancoQueer
Excellence Sportive Outaouais
Salvation Army Thrift Store
Alliance of Canadian Land Trusts
Green Teams of Canada
Meredith Centre
CHUO 89.1 FM
Sustainable Eastern Ontario
uOttawa Office of Campus Sustainability
uOttawa E-HUB
North Grenville Chamber of Commerce &
Municipality
Ferguson Tree Nursery
First United Church





**Centre de ressources communautaires
RIDEAU-ROCKCLIFFE
Community Resource Centre**
Overbrook • Forbes • Carson Grove • Manor Park
Lindenlea • Rockcliffe • New Edinburgh

CITÉSTUDIO / CITYSTUDIO
OTTAWA



**THRIFT
STORE**



**Alliance of Canadian
Land Trusts**
Alliance canadienne des
organismes de conservation



9

YEARS OF IMPACT, COLLABORATION & COMMUNITY VALUE

Thanks to experiential courses like ADM4317 & ADM4717, which embed Community Service Learning (CSL) directly into the curriculum, our students have been able to apply classroom knowledge to real-world challenges. By working hand in hand with local organizations, they've created meaningful impact for the community while deepening their learning experience.



94

**UNIQUE COMMUNITY
PARTNERS ENGAGED**



178

**STUDENT PLACEMENTS
IN REAL-WORLD CONTEXTS**



30,000+

VOLUNTEER HOURS CONTRIBUTED BY STUDENTS

\$1.5 MILLION

IN SOCIAL VALUE TO PARTNERS



See what some the partners who collaborated with us this year during SDG week on the panel “Feeding Communities, Not Landfills”, said about co-creating impact with Telfer students.

“ What I think is so important about conversations such as the ones we’ve had during this panel, is that you brought together people who are building community food solutions that are having successes and that are still passionate about this work 30 years in. People that are inspirational, which shows students that there is a pathway, it’s active, it’s happening and we can succeed if we cross together accross government, business and future leaders. ”



Moe Garahan
Executive Director
Just Food



Phil Nowotny
Community Engagement
Ottawa Tourism

“ Sustainable careers are built at the intersections. The work is inherently cross-cutting and cross-sector: engineers with economists, policy with product, community with business. Just look around the room today, a room this diverse with students from different backgrounds, different paths. This is what turns good ideas into change that scales. ”

“ Policy only works when people can act on it. We need future leaders who can translate circular-economy goals into simple, everyday behaviors that residents and businesses actually adopt. ”



Rachael Jones
Solid Waste Services
City of Ottawa



Jennifer Williams,
Founder, Goodfood2u

“ Food waste is a design problem. If you’re thoughtful about menus, procurement, storage you’ll find that local systems cut waste and more people eat well. We shouldn’t be chasing headlines about tariffs or COVID we should all as communities chase outcomes: dignified access, stable supply, and relationships that last beyond the news cycle. ”

Acting: Working collaboratively to enact change

Telfer also has several research and practice partnerships that are working diligently and collaboratively to enact change, especially in the SDG domains of:

- **Health Care (SDG 3):**

- o The Learning Health Systems Modeling Laboratory
- o Telfer Health Transformation Exchange (THTEX)
- o Daring to Travel/LIFE Institute
- o The Heart Institute

- **Equity, Diversity and Inclusion (SDG 5, 9, 10):**

- o Inclusive Innovation Research Cluster (IIRC)
- o Inclusive Innovation Hub (i2Hub)
- o National Indigenous Women Entrepreneurship Ecosystem (NIWEE)
- o The International Academy of Indigenous Research and Organizations (IARIMOS)

- **Energy, Responsible Business and Climate Change (SDG 7, 12, 13)**

- o Climate Action Now! (CAN!)
- o Positive Energy

Multiple of our faculty are also cross-listed and working on collaborative projects to enact change with our colleagues at the Institute for Science, Society and Policy (ISSP) and the Institute for the Environment (IE). Faculty, staff and students are also involved in multiple action-oriented working groups to tackle issues such as climate change and equity, diversity and inclusion. Our students also work collaboratively with a full roster of community partners through our CSL projects (described above) and more practically through our MBA Consulting Projects (described below).

Health Care (SDG3)

Learning Health Systems Modeling Laboratory



LEARNING HEALTH SYSTEMS
MODELING LABORATORY

Co-led by [Lysanne Lessard](#) and [Antoine Sauré](#), the Learning Health Systems Modeling Laboratory is an interdisciplinary group of health system experts dedicated to creating tools, knowledge, and models to help healthcare organizations plan their transformation projects and understand their potential impacts

Collaboration is at the heart of this research initiative, highlighted by numerous partnerships with research institutes, healthcare organizations, and healthcare leaders.



The Lab's research projects and initiatives will serve to transform Canadian healthcare networks to improve processes, service delivery, and access to care.

Telfer Health Transformation Exchange (THTEX)

The Telfer Health Transformation Exchange (THTEX) is a network of business academics, clinical innovators, and industry leaders that work to address current challenges in health care delivery in the Ottawa region.



Considering that health care is a significant part of our economy and a main contributor to our well-being, the work of the THTEX and its members supports health care transformation and cultivates a shared vision of the industry. This unique initiative, led by Dr. Michael Fung-Kee-Fung, clinician at the Ottawa Hospital and professor at uOttawa's Faculty of Medicine, and [Wojtek Michalowski](#), Professor Emeritus at Telfer, provides a collaborative platform for dialogue and knowledge sharing that leverages the strength and expertise of all three groups. Its main goal is to foster understanding, learning, and collaboration between key stakeholders in the industry. The Exchange creates learning opportunities and builds thought leadership by offering seminars and workshops as well as conducting research. From exploring the applications of artificial intelligence (AI) in medicine to transforming cancer care, the THTEX and its contributors are dedicated to improving health care delivery.



Co-Lead by Telfer Professor, [Michael Mulvey](#), and in partnership with the University of Ottawa LIFE Research Institute, Daring to Travel aims to work with travel industry stakeholders to ensure that older adults and persons living with disabilities can confidently embrace the challenge of "Daring to travel." We delve into the heart of air travel to redefine accessibility and inclusivity.



At the core of our mission is the recognition that travel significantly enhances the quality of life, serving as a powerful antidote to social isolation, particularly among our cherished older populations. We acknowledge the shifting landscape from business to leisure air travel; a journey often shared with family or companions. In our awareness of the increasing prevalence of dementia and "invisible disabilities," we emphasize the need to maintain travel opportunities for all, fostering an inclusive and compassionate approach. Our initiatives are grounded in a profound understanding of key factors that shape the travel experience and hence is interdisciplinary in nature, emphasizing the importance of diverse perspectives—from creators of the consumer experience to those regulating air travel.

Our collaborators include: IATA, Air Canada, Transport Canada, Carleton University and the Centre for Air Travel Research by the National Research Council of Canada amongst others. Our work shines a light on non-visible functional limitations, a critical yet often overlooked aspect in the air travel sector. Aligned with Canada's commitment to becoming barrierfree by 2040 through the Accessible Canada Act, we underscore the significance of collaborative efforts across diverse entities, navigating the intricacies of the crossjurisdictional nature of air travel.





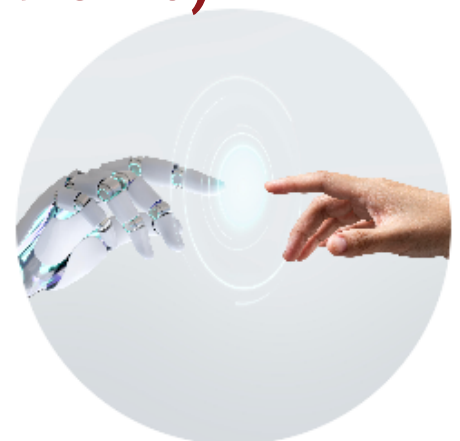
The University of Ottawa Heart Institute (UOHI) is one of Canada's most distinguished heart health centres, featuring a world-renowned research institute. Telfer is proud to partner with them to further innovative and impactful research through professor [Christopher Sun](#), who holds a joint position as Assistant Professor at Telfer and Scientist at the UOHI.

Professor Sun's unique research aims to transform health systems through data-driven optimization and artificial intelligence (AI). The resulting tools and models will serve to support decision makers in making more effective and efficient decisions. This collaboration is based on Telfer's and UOHI's shared goal to improve health-system decision-making. It combines leading-edge business analytics and health systems management with real-world problems and integrated research, to create, adopt and implement new tools to improve health care processes and ultimately, outcomes.

Equity, Diversity & Inclusion (SDG 5, 9 & 10)

Inclusive Innovation Research Cluster (IIRC)

As part of the Institute for Science, Society and Policy (ISSP) since 2016, the IIRC has spearheaded the (re)conceptualization and measurement of Inclusive Innovation beyond Equity, Diversity and Inclusion dimensions, influencing policy and practice.



Led by Telfer Professor, [Sandra Schillo](#), the IIRC has engaged over 1500 policy developers, community members and industry leaders through workshops, seminars, speaker series and customized engagement sessions. They have also spearheaded two successful SSHRC PDG projects, one on Inclusive Innovation (PI: Tyler Chamberlin), and one on the New Social Contract for Science and Innovation (PI: Sandra Schillo) and incorporated the Inclusive Innovation Hub (i2Hub).

Inclusive Innovation Hub (i2Hub)



Lead by Telfer professor [Sandra Schillo](#), the Inclusive Innovation Hub (i2Hub) was incorporated in 2023 as a not-for-profit organization influencing innovation practice across all sectors. Over 40 organizations and individuals came together to create the i2Hub and offer a virtual/physical space, expertise, and opportunities to connect with diverse audiences to assist companies, organizations, and individuals in making innovation more inclusive.

What is Inclusive Innovation? Inclusive innovation is a collaborative and co-creative, multi-stakeholder approach to innovation that emphasizes the agency and innovativeness of stakeholders that will be affected by the consequences of innovation, including those traditionally excluded from innovation activities, and aims to increase the contributions of innovation to social, environmental and economic outcomes.



Inclusive innovation has the potential to reduce risks in the commercialization process, increase innovativeness, enhance user experience, ensure social license, and expand the talent pool for innovation. Although companies are recognizing its potential and are working to implement greater inclusiveness from ideation through development to user experience design, few feel like they are doing as well as they would like to. Our consultations and collaborations have shown that leaders from all sectors -- industry, communities, governments, academia -- are keen to engage in inclusive innovation. Indeed, many organizations and individuals have engaged in first projects or collaborations to be inclusive in their work.

However, they lack opportunities for direct engagement with groups outside their typical circles. Companies lack access to community groups, while individuals from diverse backgrounds, including students, feel like they have no avenues to be meaningfully involved in innovation. In short, an accessible (virtual/physical) space is needed to begin conversations among innovation stakeholders, allowing all to learn to better engage on future projects. Several notable companies, social enterprises and governmental agencies have joined this open and collaborative space to explore the opportunities that inclusive innovation can provide.

The long-term goal of this initiative is to develop a theory of inclusiveness transitions in innovation systems that integrates lived experiences of communities traditionally excluded, or at risk of exclusion, from innovation processes and corporate innovation objectives and operating realities.

National Indigenous Women Entrepreneurship Ecosystem (NIWEE)



The National Indigenous Women Entrepreneurship Ecosystem is a collaboration with the National Indigenous Women Entrepreneurs' Ecosystem with the vision to contribute to levelling the playing field for Indigenous women by responding to the TRC's call to action #92 and delivering an early-stage entrepreneurial program that focuses on Economic reconciliation, Community, Growth and Dignity.



As such, it is a platform for providing education training, experiential opportunities, mentoring and business coaching to Indigenous women aspiring to become successful entrepreneurs. In the next 3-years, NIWEE will support 100 Indigenous women in launching and/or growing a business of their choice, by providing Grandmother Moon Fellowships.

The International Academy of Indigenous Research and Organizations (IARIMOS)

The International Academy of Indigenous Research and Organizations is led by Tier 1 Canada Research Chair Ana Maria Peredo. The academy assembles leading Indigenous and non-Indigenous senior management scholars, along with emerging scholars (doctoral students, postdoctoral researchers and junior professors), to explore topics related to Indigenous management and organization studies.



This year, IARIMOS was recognized internationally when its workshop, "Approaches to Centering Indigenous Organizing & Strategizing in Management and Organization Studies," co-organized by Dr. Peredo and colleagues, won the Best Professional Development Workshop 2025 from the Academy of Management's CMS Division, an honour that underscores the impact and credibility of this work.

Other Collaborations

Institute for Science, Society & Policy (ISSP)



The Institute for Science, Society and Policy is a cross-faculty Institute at the University of Ottawa exploring the links between science, society and policy. Our collective expertise spans three areas: science for policy (also known as evidence-based decision making); policy for science; and, governance of emerging technologies. We address issues from the funding of the S&T enterprise, through its regulatory oversight to its social implications.

The ISSP's mandate is to foster rigorous decision-making in uncertain, disruptive times on complex problems at the interface of science, society and policy. By strengthening links between these three spheres, the ISSP's work improves the governance of science, technology, and innovation.

Key themes in the Institute's research, outreach and teaching include science for policy (evidence-based decision-making), policies for science/technology/innovation, and the governance of emerging and disruptive technologies.

Professor **Schillo** is a Core Member of the ISSP and leads the Institute's Inclusive Innovation Research and Engagement Cluster. Recent collaborations between Professor Schillo and the ISSP include the launch of the Inclusive Innovation Hub (i2Hub), an emerging network of organizations and individuals committed to inclusive innovation, and the launch of Beyond Endless Frontiers, a SSHRC Partnership Development Grant exploring a new policy framework for Canada's science, technology and innovation enterprise.

Telfer Professors Cross Listed at the ISSP: M. Humayun, D.Mazutis ,R.S. Schillo, S.O'Sullivan, T. Chamberlin, A.M. Peredo, M. Brouard, S.Kouame, C. Karam.



Institute for the Environment

Transforming to an environmentally sustainable society is one of the greatest challenges facing our planet. Making this transformation will require substantial changes in all sectors of our society, our institutions and their governance, our economic and social policies and how we use knowledge and technology to address environmental issues.

The cross-cutting nature of environmental problems means that there is a critical need for innovative and interdisciplinary approaches to teaching and research. The Institute of the Environment is well positioned to bring together different academic fields and a range of stakeholders, all of which play a vital role in understanding environmental problems and developing solutions.

The Institute of the Environment has built a national profile, through its research and policy think tank, the [Smart Prosperity Institute](#), in the environment-economy sphere.



The Smart Prosperity Institute delivers world-class research and work with public and private partners – all to advance practical policies and market solutions for a stronger, cleaner economy. Since 2014, the Institute of the Environment is home to a graduate programs in environmental sustainability, offering a Master's of Science and PhD, with strong foundations in science, law, economics and policy.

The Institute of the Environment also fosters interdisciplinary research and dialogue, through collaborative initiatives, attracting visiting scholars and experts, and sponsoring conferences and seminars at the University and with partners in the National Capital and across the country.

Telfer Professors Cross Listed at the IE: W. BenAmar, M.Chelli, D.Mazutis, M.Nitani, S.O'Sullivan.

Practice

We adopt responsible and accountable management principles in our own governance and operations.

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Since its establishment, the Office of Campus Sustainability at the University of Ottawa has grown from a small coordinating unit into a central node of transformation: integrating sustainability into operations, governance, and campus culture. The University of Ottawa has committed itself to becoming a carbon-neutral campus by 2040, aiming to eliminate its Scope 1 emissions entirely.

As part of this trajectory, uOttawa has adopted a Sustainability Plan structured around three strategic pillars: climate, waste management, and experiential learning.

The plan targets zero waste to landfill by 2050, with an intermediate goal of reducing total campus waste volume by 30 % by 2030.

Historically, uOttawa has also invested in energy retrofits: between past years, renovations to the Biosciences Complex and Colonel By Hall have led to reductions of over 9,682 tonnes CO₂ annually



Recent Practice Highlights

Campus Sustainability Day.

In September 2024, uOttawa hosted its first Campus Sustainability Day, organized with support from the Office of Campus Sustainability. The event brought together student groups, local sustainable organizations, and campus clubs, featuring booths, interactive displays, and engagement opportunities. The event ran again in 2025, becoming a growing annual tradition and a showcase of student-led change.



Bird-Friendly Mural

On the third-floor terrace of Fauteux Hall, a hand-drawn bird-friendly mural—the fifth of its kind on campus—was created by volunteers in tandem with the Sustainable Development Centre. The mural aims to reduce collisions by making transparent windows more visible to birds.



Pollinator Garden

In what had been a plain stretch of turf, a pollinator garden now thrives in the Simard–Hamelin courtyard. This native-plant habitat supports insect diversity and helps beautify the campus while aligning with ecological and community goals.



Summit on Climate Mis/Disinformation

The Summit on Climate Mis/Disinformation, convened by the Information Integrity Lab, brought together experts from academia, journalism, policy, and civil society. Participants discussed strategies, tools, and interventions to strengthen public resilience and informed discourse around climate change.

Free Food Alert App



Launched in Fall 2024, the Free Food Alert app enables staff and event organizers to share leftover food from conferences, meetings, and events with students in real time. The goal is to reduce waste, feed students, and divert edible surplus from compost or landfill.

“This program will make it easier for event organizers to donate food and, most importantly, provide food to our students.”

Cassandre Pretorius

— Manager of events and protocol with uOttawa's Ceremonies and Events office

Largest Green Roof

In August 2024, the largest green roof on campus was installed atop the University Centre building. This living roof helps with stormwater absorption, cooling, biodiversity habitat, and campus greening.



LEED Platinum Health Sciences Building

Completed structurally in 2023 and certified in 2025, the Faculty of Health Science building is uOttawa's first LEED Platinum building. It embodies high standards in energy, materials, water, and indoor environmental quality.

TELFER THRIFT SHOP

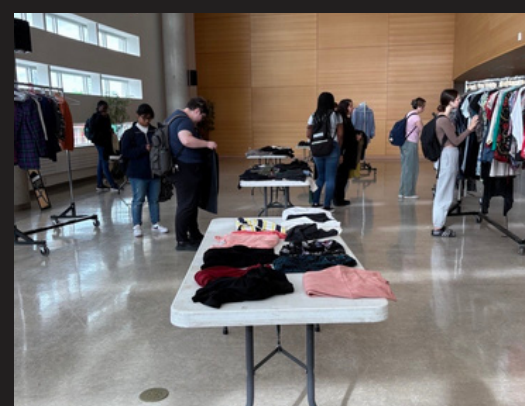


Jamie Harvie

“Telfer students need professional clothes as early as first year—whether it’s for their Introduction to Business (ADM1300) presentations, interviews for club positions, or general networking events. It’s an added cost that students don’t always expect, so we wanted to provide an option for them to secure professional clothes without financial strain. No expectations, just walk in, browse, and take what you like!”

The Professional Clothing Swap & Share was launched in 2023 for students in the Living Learning Community for Business students at the 90U residence. Following its early success, the event was expanded to the Desmarais (DMS) building in 2024, making it accessible to all Telfer students.

The initiative provides students with free access to gently used professional clothing for interviews, networking, and class presentations. What began as a pilot event has now become an annual tradition that not only reduces barriers for students but also fosters a culture of sharing, inclusivity, and sustainability on campus.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



Telfer School of Management actively shares its research, expertise, and initiatives with a broad public audience. Over the last year, Telfer was featured

2,060 times across diverse media platforms, reaching a potential audience of more than **2.1 billion** people worldwide.

LEADING OUTLETS & PROGRAMS



ICI

OTTAWA BUSINESS JOURNAL

The Guardian

**le journal de
montréal**

**THE
GLOBE
AND
MAIL**

LE NATIONAL

This wide-ranging presence demonstrates that Telfer faculty and initiatives are visible, accessible, and transparent in public discourse. Through radio interviews, national television debates, print articles, podcasts, and online news platforms, Telfer ensures that its insights on responsible management, ethics, and sustainable development reach students, policymakers, professionals, and the broader community.

The tables below present a small selection of highlights, just a snapshot of the many contributions made, to illustrate the scope and impact of our engagement.

		
Professor	Conversation Topic	Radio Station
Ana Maria Peredo	Participation in the São Paulo School of Advanced Science on Systems Change and Sustainability , contributing expertise on sustainability and community-based economies	CBKF-FM (ICI Radio-Canada Première Régina 97.7)
MBA Student Teams (Telfer-hosted case competition)	Diversity & Inclusion in management education — Telfer hosted the annual MBA Diversity & Inclusion Case Challenge, featuring cross-Canada teams	CBON-FM (ICI Radio-Canada Première Sudbury 98.1)
MBA Student Teams (Telfer-hosted case competition)	Diversity & Inclusion challenge highlighting equity and representation in business schools	QuébecNouvelles (Radio-Canada coverage)
		
Professor	Conversation Topic	TV Channel
Gilles Levasseur	Commented on economic recovery and the importance of aligning governance with long-term societal well-being (linked to SDG 8: Decent Work & Economic Growth)	ICI RDI (Le Réseau de l'information, Montreal) Telfer media report
Gilles Levasseur	Similar commentary on systemic governance and economic performance for sustainable growth	CBAFT-DT (ICI Radio-Canada Acadie, Moncton)
		
Professor	Conversation Topic	Publication
Michael Gardam (Telfer + Faculty of Medicine)	Advocacy for fundamental patient rights — tied to health equity (SDG 3: Good Health & Well-being)	The Guardian (Charlottetown, PE)
Michael Gardam	Same argument syndicated: health as a social responsibility	SaltWire Network
Online 		
Professor / Group	Topic	Platform
Telfer School of Management + SDC	SDG Week 2025: United under sustainability — events on unconventional solutions and community collaboration	The Fulcrum
Christopher Sun (CRC in Data Analytics for Health Systems Transformation)	Health systems wait times & transformation — connected to SDG 3: Good Health & Well-being	The Fulcrum
Ana Maria Peredo + global scholars	International announcement of São Paulo School of Advanced Science in Systems Change & Sustainability	EurekAlert

Disclaimer: While every effort has been made to ensure the accuracy of the information presented in this report, any errors, omissions, or misrepresentations are the sole responsibility of the authors. Updates or corrections, if required, will be reflected in the next edition of the report.

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