

PRME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Desautels Faculty of
Management, McGill University

October 2026

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about Desautels Faculty of Management, McGill University, including key details and basic institutional data.

Mission

“The mission of McGill University is the advancement of learning and the creation and dissemination of knowledge, by offering the best possible education, by carrying out research and scholarly activities judged to be excellent by the highest international standards, and by providing service to society.” The McGill Desautels Faculty of Management develops and educates ethical, global leaders as we generate knowledge with real-world social and economic value.

Vision

We strive to be “McGill Desautels—great and good.” We aim for great impact through excellence in our research, teaching, community, and global reach. We seek to do good and create positive societal impact by developing ethical, innovative, and future-ready leaders. We aim to be recognized as the world’s leading and most influential faculty of management, committed to achieving the great and the good.

Strategy

mcgill_desautels_strategic_framework_2025-30

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Strategy Alignment

McGill Desautels strategy alignment

Sustainability, Ethics, and Equity is one of two cross-functional strategic themes that focuses the Faculty’s collective efforts to compete and lead across critical areas of management scholarship and practice.

Sustainability, Ethics, and Equity strives to:

- Improve the long-term management of human, societal, organizational, economic, and environmental challenges; and
- Advance management with integrity and equitable outcomes, along with workplace wellness and diverse, inclusive cultures.

McGill Desautels aligns its strategic priorities with the advancement of sustainable development, the common good, and quality education by:

- Strengthening existing programming with, and developing new materials for, **Sustainability, Ethics, and Equity** themes across our academic offerings;

- Using our **Sustainability, Ethics, and Equity** institutes and initiatives to create new student projects, fund actionable faculty research, and partner with others at McGill and externally; and
- Enhancing our expertise in **Sustainability, Ethics, and Equity** at McGill, Montreal, Canada, and the wider global community.

Graduates & Enrollment

2025 Statistics	Number
Graduates	982
Faculty & Staff at the University	12774
Student Enrollment at the University	40531
Student Enrollment at the Institution	3521
Undergraduate Attendance	2581
Masters-Level Postgraduate Attendance	462
Doctoral Student Attendance	78

Degrees Offered

Bachelor Programs

- Bachelor of Commerce (B.Comm.)

Masters Programs

- Master of Business Administration (M.B.A.)
- Master of Management in Manufacturing (M.M.Manu.)
- Master of Management (M.M.)
- Master of Management in Retail (M.M.R.)
- Master of Management in Finance (M.M.F.)
- Master of Management in Analytics (M.M.A.)

Doctoral Programs

- Doctor of Philosophy (D.Phil.)



Purpose

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

Letter of Commitment

Message from the Dean

It is my great pleasure to provide the McGill Desautels Faculty of Management's Sharing Information on Progress report for the 2025 calendar year reporting period. Alongside the many accomplishments highlighted in this report, we are proud to have launched our 2025-2030 Strategic Framework which places sustainability, ethics, and social responsibility at the heart of our vision and priorities.

Our strategic initiatives, centres, and institutes provide an important institutional foundation for responsible management education. They include the Faculty's Sustainability Initiative and the Sustainable Growth Initiative (SGI), which together advance sustainability across teaching, research, and practice; the Equity, Diversity, and Inclusion (EDI) Initiative and the Laidley Centre for Business Ethics and Equity (LCBEE), which together promote inclusive excellence and ethical leadership; the Entrepreneurship & Innovation Initiative and McGill Dobson Centre for Entrepreneurship, with their deep, joint commitment to entrepreneurship for social good; and the Marcel Desautels Institute for Integrated Management (MDIIM), which champions an integrated management approach, including the *Integrated Management Student Fellowship* program focused on advancing the UN Sustainable Development Goals.

Building on the success of our sustainability curriculum, exemplified in our *BCom Major and Concentration in Managing for Sustainability*, the Faculty launched a 15-credit *BCom Concentration in Ethics* in Fall 2025. The Faculty also continued to strengthen the integration of ethics across our curricula through LCBEE Embedded Ethics Seed Grants, which supported revisions to 12 existing courses. In addition, the SGI expanded its impact in 2025 in several significant ways. First, the SGI launched the student-focused Decarbonization Leaders Program via the Power Sustainable Office for Decarbonization. Second, in conjunction with the Nkabom Collaborative, the SGI created its Office of Sustainable Africa, with a focus on advancing entrepreneurship among youth in Ghana. Other highlights during the year included the LCBEE Business Ethics Conference, the SGI's Annual Grand Challenge on Sustainability in partnership with Gildan, and the Sustainable Transportation Roundtable hosted by the Office of Sustainable Mobility in partnership with Alstom. We also established the Partnership Accreditation in Indigenous Relations (PAIR) Working Group as we work towards PAIR certification through the Canadian Council for Indigenous Business. In line with our commitment to embedding sustainability into everyday operations, the Faculty expanded its composting infrastructure, including the installation of composting bins on every floor.

These achievements reflect the efforts and participation of a wide range of members of the Desautels community. Notably, the Desautels Sustainability Community, formed in Fall 2025, now includes 63 faculty members, staff, and students who voluntarily come together to advance sustainability in our teaching, research, outreach, and operations. Three Desautels offices received McGill Sustainable Workplace Certifications in 2025, further demonstrating the involvement and commitment of our staff members.

I am honoured to continue to champion the McGill Desautels Faculty of Management's commitment to the guiding Principles of Responsible Management Education.

Yolande E. Chan

Dean and James McGill Professor
Desautels Faculty of Management at McGill University

Definition of Purpose

McGill Desautels defines Purpose under the PRME framework as the nurturing of students to become future generators of sustainable value for business and society, to work towards inclusivity, and to advance sustainable economic development.

Continue telling your story

Message from PRME Coordinator

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Values

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



How We Define Values

McGill Desautels defines Values under the PRME framework as supporting institutional systems and structures that allow the incorporation of sustainability and responsible management in academic activities, including research, teaching, service, and engagement with internal and external stakeholders.

Who Champions Responsible Management Education at Our Institution

- ❖ Centralized sustainability office
- ❖ Disciplinary efforts within business school
- ❖ Individual leader
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Senior leadership office
- ❖ Student contributor

Student Voices

The following narratives demonstrate how Desautels Faculty of Management, McGill University has influenced students' academic journey and personal growth.

Student Voice - Enactus

Enactus McGill is a social entrepreneurship club that aims to give student led early-stage startups the opportunity to become self-sustaining businesses! In 2025 we held 25 events, mostly promoting sustainability. We avoided waste on campus by providing edible cutlery to McGill Venture's Scarlet Pitch whilst iterating our MVP for project One Bite and hosted a clothing swap for project Eco Tap to educate students on integrating sustainability into their everyday habits. Eco Tap aims to install laundry detergent dispensers into university residence laundry rooms, decreasing the waste associated with such a mandatory task. Whilst One Bite creates edible cutlery to reduce the reliance on single use of plastic at events.

Student Voice - DSN

Leading the Desautels Sustainability Network showed me that student voices and determination can have an actual impact on McGill's sustainability landscape. We emphasized experiential learning by inviting industry experts and collaborating with sustainability-focused groups across disciplines, including textiles, engineering, atmospheric and oceanic sciences, and AI for biodiversity

conservation. Our relationship with the Honduran Coffee Alliance was especially valuable, giving students hands-on insight into the climate-related risks facing Arabica coffee and the communities that depend on it. These experiences strengthened connections across McGill and gave students interested in sustainability a path way to see what careers in sustainability look like. I was very happy to be able to contribute to this mission.

Being a part of the sustainability community at McGill has been such a rewarding experience. Last year, DSN collaborated with student groups across various faculties and backgrounds, and it's been so inspiring to see people from such different disciplines rally around the same mission of promoting sustainability on campus and beyond. Events such as our "Sustainable Futures" networking cocktail demonstrate the growing interest in sustainability among students, alumni, and professionals alike, and I'm excited to see this momentum continue to build for years to come!

Student Voice - MUS SEDI Team

SEDI Team Highlight 2025 Calendar Year Desautels' 2026 Sharing Information on Progress (SIP) Report for the United Nations Principles for Responsible Management Education (UN PRME). The Sustainability, Equity, Diversity, and Inclusion (SEDI) team of the McGill Undergraduate Society (MUS) is a team of 5 passionate students committed to integrating SEDI principles into student life and engagement. Our initiatives in the 2025 calendar year include:

- Introducing in-house event sustainability certifications in partnership with the McGill Office of Sustainability.
- Co-Creating the Being Black in Finance event, which gave voice to accomplished Black professionals and brought together over 40 attendees.
- Hosting a Sustainable Stock Pitch competition partnered with McGill nourish.
- Developing an ESG audit for McGill clubs, which we plan to implement in the upcoming year

Student Voice - IMSF Program

In the summer of 2025, the IMSF welcomed four teams into our Impact Internship program. This program allows Fellows to continue working on their community impact projects with support from the IMSF team. Interns tackled a variety of topics that summer, including the environmental impacts of generative AI, the health and well-being of newcomers to Montreal, youth phone addiction, and CEGEP students' mental health. Interns focused on creating meaningful community impact throughout the Internship, while also personally developing important skills in community engagement, project management, impact measurement, and much more. It was a pleasure overseeing these Interns as they are motivated and conscious young leaders dedicated to shaping the change they want to see in the world.

Values Voices

Value Voices - IMSF

2025 was a particularly meaningful year for the IMSF. It was the year that made me realize just how strong our IMSF community had become. As we began planning our first alumni reunion that would take place in Spring 2026, our saying “once a Fellow, always a Fellow” felt especially true. We had the opportunity to connect a remarkable group that reached 303 individuals committed to making meaningful change in this world. 2025 was also the year that 17 new community impact projects came to life. A diverse set of issues were tackled such as helping individuals navigate the Quebec healthcare system, keeping girls in sports, supporting green technology adoption and so much more. Students from across McGill came together with diverse skills and perspectives to first listen to the communities they served, and then work to make a lasting, positive difference.

Continue telling your story

Student-led organizations embedding PRME Values View document  Download document 



Teach

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

How We Define Teach

McGill Desautels defines Teach under the PRME framework as incorporating the values of global social responsibility, as portrayed in international initiatives such as the United Nations Global Compact, into academic activities and curricula.

Courses that support RME

Desautels Faculty of Management, McGill University reports 8 courses in 2025 that support responsible management education and sustainable development goals.

Strategies for Sustainable Development | MGPO 640

This course aims to produce new knowledge about the multidimensional nature of sustainable development; develop skills required to formulate and implement policies that integrate economic progress with quality of life and the preservation of the biosphere.

The course contents are organized into five parts: (I) Introduction; (II) Sustainability and Systems; (III) Sustainable Development and Business Strategy; (IV) New Paradigms and Perspectives; and (V) Closing: Synthesis & Looking Ahead. See the course schedule/reading list table (pp.7-10) for weekly topics and contents.

By the end of this course, it allows students to better able to:

- Understand the systemic nature of sustainability and analyze the complex, interconnected dynamics of social and ecological systems (including organizations);
- Recognize and address the unintended and/or unanticipated consequences of organizational actions across time, space, and scale;
- Develop innovative business models, strategies and frameworks for sustainable development, by situating the role of businesses in broader social and ecological contexts;
- Navigate complex sustainability-related issues and processes across scales, by connecting concrete business strategies/actions to global sustainability frameworks/scenarios;
- Understand and hone skills that will allow you to become an effective agent for change towards sustainability in organizational settings; and,
- Appreciate and empathize with the perspectives and demands of different stakeholders brought together around sustainable development issues.





Systems Thinking and Sustainability | MSUS 402

Most humans do not wake up dreaming about destroying the planet and depriving the most vulnerable of access to food and water. Yet the humanity is facing unprecedented environmental and social challenges such as climate change and extreme inequality. How did we get here? How do we move towards a more sustainable future? An important part of the answers to these questions lies in the dynamics of systems – how complex social and ecological systems behave over time, interact/ entangle with one another, and transform across scale – as well as our (in)ability to understand and act upon/within systems.

This course introduces principles and tools for systems thinking to foster learning, inform organizational decision-making, and solve real-world problems. We will examine interconnected dynamics of ecological and social systems (including organizations) through real-life case studies which involve successes, failures, and mixed outcomes across time and space. The course does not teach computer-based modelling techniques. Instead, you will be invited to practice and reflect upon modelling in the sense of conceptualization. The tools in this course (e.g., causal loop diagrams, stock and flow mapping) will be used for facilitating systems thinking in various ways, such as modelling with a pen and paper and using sticky notes as movable nodes for group modelling.

The course contents are organized in five modules: (I) Foundations; (II) Tools #1 Mapping; (III) Tools #2 Simulations; (IV) Perspectives & Practices; and (V) Closing: Synthesis & Looking Ahead.

By the end of this course, it allows students to be able:

- develop an understanding of major systems perspectives on sustainability and their complementarities (e.g., systems science and Indigenous worldviews);
- be better able to recognize and address the unintended and/or unanticipated consequences of organizational actions across time, space, and scale;
- be able to apply a variety of systems thinking tools (e.g., causal loop diagrams, simulations) and critically reflect upon their strengths and limitations; and,
- be better equipped to conduct an in-depth analysis of complex real-world problems and design action plans to build sustainable systems.



MRKT 351: Marketing & Society | MRKT 351

Marketing has the power to strengthen societies, improve lives and benefit the world at large. At the same time, marketing has the power to hurt consumers, employees, communities, and the environment that surrounds us. When we theorize about the marketing concept, and marketing in general, we cannot help but ask ourselves critical questions about the overall purpose and objectives of marketing within the greater social context. What is the current state of marketing? What is marketing's impact and contribution to society? Can we use marketing for good? What are the social and ethical implications of marketing perspectives and objectives?

In this course, we will look at how we can use marketing to contribute to a better world. This will be accomplished by leveraging insights about human decision-making to design policies and interventions (i.e. “nudges”) to improve societal well-being. Furthermore, we will examine how nudges can be used in more or less morally acceptable ways. We will draw on research from psychology, marketing, and other fields to learn how marketing influences us, how we make judgements and decisions, and how we can leverage these insights to design evidence-based interventions that encourage positive changes in consumers, citizens, and employees. We will examine topics related to sustainability and climate concerns, economic and social empowerment, health and well-being and prosocial behaviour.

Drawing from psychology, sociology, and behavioral economics, students design evidence-based interventions to promote sustainability, equity, and social good. For example, after examining my research on labeling “ugly” produce to reduce food waste, students applied debiasing principles to new domains, including public policy and diversity initiatives. This interdisciplinary structure enables students to understand consumer decision-making not only as a market phenomenon, but also as a social and ethical one.

The impact of my course is reflected in both quantitative and qualitative evidence. Qualitative evidence includes comments from my students like: "This course provided an extensive coverage of an aspect of marketing and behavioural science I have not found in any other course... appreciated that the assessments in the course, especially the group project, allowed for creativity and further exploration.". Another student mentioned, "Professor Siddhanth makes both Marketing Research and Marketing and Society engaging and useful classes to attend that I look forward to each week... Him showing how to use marketing to help better society has inspired me to do the same with my career". My course evaluations reflect an average of 4.4-4.5/5, which is much higher than the average evaluation at Desautels (4.0/5).



Social Entrepreneurship and Innovation | MGPO 438

Explores key concepts associated with social entrepreneurship and social innovation – the application of principles of entrepreneurship and innovation to solve social problems through social ventures, enterprises and not-for-profit organizations. Focuses on the social economy, including how the market system can be leveraged to create social value.

This course will explore key concepts associated with social entrepreneurship and social innovation, such that by the end of the term, student can expect to:

- Have a greater understanding of social change, including what impedes, supports and accelerates it.
- Be familiar with a variety of actors (and activities) that support the growth and development of the social economy and be able to articulate how both social entrepreneurship and social innovation benefit society.
- Understand the difference between non-profit organizations, social movements, NGOs and social enterprises, as well as traditional entrepreneurship, social entrepreneurship, social business, social intrapreneurship and social innovation.
- Be familiar with dozens of social enterprises of various sizes, in different sectors, with different missions, tackling a plethora of social problems.
- Have a greater appreciation for the personal, professional and organizational challenges social entrepreneurs face as they start-up, develop, scale and sustain their organizations.

- Be able to apply systems thinking and design thinking to address social and environmental challenges.
- Have the capacity to develop a theory of change
- Be familiar with a variety of approaches and tools to measure social impact, as well as the inherent complexities therein.
- Be motivated to make a personal contribution to social change through social entrepreneurship, social intrapreneurship and/or social innovation.



Sustainable Finance | FINE 465

Sustainability has become one of the major trends in finance. The objective of this course is to present how sustainability is taken into consideration by various players in this sector, especially companies listed on the stock markets and investors. This course will explore the challenges related to the integration of sustainability considerations such as environmental, social and governance (ESG) topics by the financial players, and the ethical questions they raise. Students will also learn how to conduct a sustainability analysis for a company in an investment context.

The impact I aim for is a change in how students reason. Most students arrive in Sustainable Finance expecting sustainability to sit alongside financial analysis as a separate, largely qualitative concern. They leave able to treat it as material to valuation, credit, underwriting, and portfolio construction and able to defend their reasoning with evidence.

The clearest evidence of this shift shows up in case work. The analysis is nuanced, and there is often more than one defensible conclusion; what I grade is the quality of the argument, the transparency of assumptions, and whether students engage honestly with evidence that cuts against their conclusion. Each report receives individual written feedback explaining its specific strengths and deficiencies, and we then work through the case together in a dedicated discussion session. Students consistently tell

me this feedback loop is where the learning happens.

That analytical demand only works in a classroom where students are willing to be wrong out loud. Building that environment is deliberate. My participation criteria reward contributions that connect concepts, introduce current events, or bring a different perspective to the discussion, rather than volume of speaking. Across sections, student evaluations consistently describe a welcoming, discussion-oriented classroom where they feel at ease sharing opinions and asking questions, and they highlight the detail of the feedback they receive.

The longer-term impact is professional. Students report that the course helped them see how to apply finance concepts through a sustainable lens in practice. Several have gone on to roles in asset management, banking, and corporate strategy where these questions are now part of the job.



Experimental Methods for Equity, Diversity, and Inclusion Research in Management | MGMT 714

This PhD seminar integrates experimental methods with the study of Equity, Diversity, and Inclusion (EDI) in management and organizations. Students examine research on gender and racial inequality, discrimination, and EDI practices and interventions, while learning how experiments that are particularly conducted in a careful manner can help address these questions. The course is built around experiential learning. Students develop their own research ideas and experiments, receive continuous feedback through workshops and peer discussions, and work closely with the instructor through individual meetings outside class. They revise and develop their research throughout the term based on this feedback. Alongside this process, students receive hands-on training in research ethics, experimental design, IRB procedures, pre-registration, and transparent research practices.

The course prepares future academics to conduct responsible, ethical, and transparent management research. Students learn not only how to investigate consequential EDI (or DEI) questions, but also how to conduct research responsibly through research ethics, IRB procedures, pre-registration, data transparency, and rigorous experimental design. By embedding these practices early in doctoral training (year 1 or 2), the course aims to develop scholars who will carry principles of research integrity, transparency, and social responsibility into their future research, teaching, and academic leadership.



Strategies for Sustainability | MGPO 440

This course is designed to provide an introduction to the relevance of sustainability as a framework for driving business value creation. At the end of this course, you will be able to:

- 1) Understand the systemic nature of sustainability and the challenges it poses for “business as usual”.
- 2) Conceptualize and analyze sustainable development issues as business problems that pose opportunities and threats to a firm’s competitive advantage and social legitimacy
- 3) Recognize, understand and develop innovative business models and frameworks for innovation that both foster sustainability and confer competitive advantage, rather than viewing them as trade-offs.
- 4) Comprehend the linkages between sustainability and economic theory, including common misconceptions, limits, and paradigms, both entrenched and emergent.
- 5) Understand and hone skills that will allow you to become an effective agent for change towards sustainability in organizational settings.
- 6) Appreciate and empathize with the perspectives and demands of different stakeholders brought together around sustainable development issues.



Ethics in Management | MGPO-450

A primary objective of the course is to ensure that students have a solid understanding of what we mean by “ethics” in the contemporary context, including its various valences and possible applications in management. A second objective is to ensure that students establish frameworks for values-based decision-making that will contribute to a possible future world in which they would want to live.

The course begins by introducing students to various ethical concepts and frameworks and then

shows them how to apply these to sustainability; public health; education; equity, diversity, and inclusion; and questions of technology. We engage philosophical, cultural, and narrative approaches to ethics through fictional and nonfiction texts, including one full econarrative novel. Fictional texts allow us to explore difficult ethical and economic challenges with the relative distance and safety that fictional worlds afford. Nonfiction texts present actual events and circumstances, enabling students to explore and develop their own positions within the actual world and in relation to those of other students.

Nearly a half of the assessment comes from in-class, collaborative dialogue and presentation, encouraging the class to work with one another and attend to one another. Given the increasing unreliability of information, as well as the growing threats that generative AI poses to cognitive development, agency, and autonomy, the course works to ensure that students understand the value of protecting their own agency and, thus, their ability to make informed, ethically sound decisions.

Students learn how to challenge their own assumptions; listen; think deeply and critically about the world as it is and as it can be imagined; identify their own values, why those values exist, and how they can contribute to the good; attend to the values and positions of others; engage in interdisciplinary approaches to understanding systemic challenges; and more. Students go on to change their comportment toward management as a category and to rethink the kind of work they would like to do following graduation. They also develop an understanding of our relationship to all species; to differently abled persons and persons from distinct regions, cultural backgrounds, ethnicities, and positions of privilege; and to the planet. Finally, they learn about and critically assess what sustainable development goals actually mean and why they are important, as well as how technology helps and/or hinders those goals. The course has a tremendous impact on students. I received two letters from the Vice Provost's office regarding the positive impact of this course on students based on anonymous feedback from the students themselves.

Importantly, this course is the required course for the Concentration in Ethics, which I created in our faculty and launched in Fall 2025. I invited all faculty members to become part of the concentration, identified courses for inclusion, consulted with the instructors whose courses are included to help them achieve the required ethical content for participation, established an Ethics Seed Grant program to help them enrich the ethical dimensions of their courses, and provided a moral philosophy PhD candidate as an RA for additional support. The Concentration includes classes in Management, Engineering, Arts, and, soon, other faculties. The Ethics Seed Grant program and RA are open to all of our courses in the entire faculty. Most of the courses you see here are part of the concentration. Finally, I received the Sustainability in Teaching award in our faculty.



Educator Recognition

At Desautels Faculty of Management, McGill University, we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Financial incentives
- ❖ Pedagogical innovation grants
- ❖ Institutional recognition events
- ❖ Professional development opportunities
- ❖ Publication or research support
- ❖ Performance-based teaching fellowships
- ❖ Student-nominated teaching awards

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Other programs

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Undergraduate program

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Doctoral program

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Master programs

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Research

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

How We Define Research

McGill Desautels defines Research under the PRME framework as advancing the understanding of the dynamics, impact, and role of enterprises in the creation of sustainable social, environmental, and economic value via conceptual and empirical investigations and studies.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, Desautels Faculty of Management, McGill University was awarded funding for research that is:



**Institution
Specific**



Local



Regional



National



International

Socializing Research

In 2025, Desautels Faculty of Management, McGill University contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ International media
- ❖ Local media
- ❖ National media
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Research collaborations
- ❖ Social media and digital outreach

Research Awards

In 2025, Desautels Faculty of Management, McGill University was awarded 5 research awards for responsibility- and/or sustainability-related research.

S&P Global Academic ESG Research Award

Granter: S&P Global - Portfolio Management Research

Grantee: Vihang Errunza

Award Description:

The S&P Global Academic ESG Research Award recognizes outstanding academic research in environmental, social, and governance (ESG) investing. The 2024 award recognized research on nature and biodiversity risk in domestic and foreign institutional investments. The award was announced in 2025.



2025 International Federation of Scholarly Associations of Management (IFSAM) Award for Excellence in Societally Relevant Management Scholarship

Granter: International Federation of Scholarly Associations of Management (IFSAM)

Grantee: Anna Kim

Award Description:

The International Federation of Scholarly Associations of Management (IFSAM) Award for Excellence in Societally Relevant Management Scholarship recognizes outstanding research that contributes to understanding and addressing significant societal challenges through management scholarship.

3rd prize in the best paper award competition at CSAMSE

Granter: Chinese Scholars Association for Management Science and Engineering (CSAMSE)

Grantee: Yichuan (Daniel) Ding

Award Description:

3rd Prize in the Best Paper Award competition at the 17th International Annual Conference of the Chinese Scholars Association for Management Science and Engineering (CSAMSE), for the papers “Optimizing Mobility and Fairness in Public Housing Allocation” and “Tight Bounds for the Price of Fairness.”



2025 Manufacturing & Service Operations Management (M&SOM) Best Paper Award

Granter: Manufacturing and Service Operations Management Society, Institute for Operations Research and the Management Sciences (INFORMS)

Grantee: Javad Nasiry; Xiaoyang Long

Award Description:

The Manufacturing & Service Operations Management (M&SOM) Best Paper Award recognizes an outstanding paper published in Manufacturing & Service Operations Management. The 2025 award recognized “Sustainability in the Fast Fashion Industry.”



Best Paper in Information Technology, Social Justice, and Marginalized Contexts Track

Granter: Hawaii International Conference on System Sciences (HICSS)

Grantee: Emmanuelle Vaast

Award Description:

Best Paper in the Information Technology, Social Justice, and Marginalized Contexts Track at the 58th Hawaii International Conference on System Sciences (HICSS), for the paper “Experiencing and Addressing the Moral Ambivalence of Developing Digital Technology: Insights from Artificial Intelligence Developers.”

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2025 PRME_Research Publications

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2025 PRME_Research Grants

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Partner

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

How We Define Partner

McGill Desautels defines Partner under the PRME framework as engagements and interactions with enterprise leaders that extend knowledge of their challenges in meeting social and environmental responsibilities and the joint exploration of effective approaches to meeting these challenges.

Institutional Partnerships

- ❖ EFMD (European Foundation for Management Development)
- ❖ Financial Times
- ❖ Quacquarelli Symonds (QS)
- ❖ Responsible Research in Business & Management (RRBM)
- ❖ Times Higher Education (THE)
- ❖ Corporate Knights

Student Organization Partnerships

- ❖ Net Impact
- ❖ Enactus

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Student competitions

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Partnerships

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Practice

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

How We Define Practice

McGill Desautels defines Practice under the PRME framework as the incorporation of social responsibility in internal policies and structures, such that these policies and structures guide and hold accountable activities aimed at responsible management education.

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Environmental stewardship policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water
- ❖ Zero-waste guides

Policy Documents Related to RME and/or Sustainability

2025_Policies and procedures

View document  Download document 



Share

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



How We Define Share

McGill Desautels defines Share under the PRME framework as facilitating and supporting dialogue between and among educators, students, enterprises, and other interested stakeholders on activities related to global social responsibility and sustainability.

Engagement Opportunities

Desautels Faculty of Management, McGill University offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

Desautels Faculty of Management, McGill University communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Faculty and staff
- ❖ Non-governmental organizations (NGOs)
- ❖ Research and academic networks

SIGNATORY

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