

2025 Sharing Information on Progress **(SIP) Report**

Conestoga School of Business

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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 your organization, including key details and basic institutional data. These elements serve as a starting point for your SIP report, can be copied annually, and typically require minimal updates from year to year.

1. Mission

1.1 Conestoga School of Business Mission

Subjects

- Mission
- Mission

Provide supporting context

The Conestoga School of Business' (the School) mission is to provide high-quality, innovative and experiential business education and applied research that meet the demands of our students while servicing our local, regional, and international communities and driving future growth.

2. Vision

2.1 Conestoga School of Business Vision

Subjects

- Vision
- Vision

Provide supporting context

The School's vision is to set the standard for applied business education and research.

3. Strategy

3.1 Conestoga School of Business Strategy

Subjects

- Strategy

Provide supporting context

The School is committed to preparing the responsible leaders of tomorrow by embedding the Seven Principles of PRME - Purpose, Values, Teach, Research, Partner, Practice, and Share - across all dimensions of business education. A multi-scalar PRME strategy is guiding this work, with a focus on expanding its impact to support sustainable transformation among students and within the broader community.

Efforts to date have prioritized the integration of sustainable and responsible management education into faculty training, curriculum development, and classroom instruction. In parallel, the School continues to advance the UN Sustainable Development Goals (SDGs) through applied research, scholarly activity, and meaningful community engagement.

As a result, PRME, sustainability and/or the SDGs are now reflected in 85% of the School's programs, supported by strong levels of faculty engagement. This work is further sustained through faculty and staff capacity-building initiatives, the integration of responsible management into program review processes, and the development of robust local, regional, and global partnerships through PRME.

This progress reflects a dynamic combination of grassroots, faculty-led initiatives and sustained leadership support at both the School and College levels. Collectively, these efforts have contributed to increased engagement year over year. Guided by the PRME Principles, the School is steadily cultivating a culture of engagement and impact across teaching, research, and institutional practice.

4. Strategy Alignment

4.1 Conestoga School of Business Strategic Alignment

Subjects

- Strategic Alignment

Provide supporting context

The PRME initiative is closely aligned with both the College-wide strategic plan and the strategic priorities of the School of Business. It reflects and supports the broader institutional commitment to sustainability, which is a central pillar of the College's strategic plan. The College-wide plan emphasizes objectives such as enhancing and differentiating the institutional brand, promoting responsible use of resources, and advancing innovative environmental solutions. Within this framework, the School of Business has positioned PRME

as a core initiative in its own strategic plan - championing responsible management education and fostering sustainability-oriented learning across programs, research, and community engagement.

5. Institutional History

5.1 Conestoga School of Business Institutional History

Upload or select a document

Getting Started - Institutional History - 2025

[View document](#)

[Download document](#)

6. Graduates

8,706

7. Degrees Offered

- Bachelor of Business Administration (Honours) - Accounting, Audit and Information Technology
- Bachelor of Business Administration (Honours) - International Business Management
- Bachelor of Commerce (Honours) - Financial Services
- Bachelor of Human Resource Management

8. Faculty & Staff at the University

4,143

9. Faculty & Staff at the Institution

531

10. Student Enrollment at the University

32,000

11. Total Student Enrollment at the Institution

12,000



Purpose

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

12. Letter of Commitment

12.1 Letter of Renewed Commitment

Upload or select a document

PRME Renewal

View document  Download document 

13. Define Purpose

The School advances the Purpose principle by integrating sustainability, responsible management, and the SDGs into business education. Through applied learning, industry collaboration, and community engagement, we prepare students to lead responsibly, foster inclusive prosperity, and drive meaningful impact in an interconnected and rapidly changing world.

14. Institutional Engagement

51% - 75%



Values

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



15. RME Lead

- 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

16. Define Values

The School advances the Values principle by embedding social and environmental responsibility into curriculum, operations, and partnerships. We empower faculty, students and staff to prioritize sustainability, and drive positive change for communities and the planet through responsible business practices and decision-making.

17. Student Awareness

51% - 75%

18. Student Voices

18.1 Navigating Purpose Through Impact: A Reflection on My Journey with PRME at Conestoga College by Vanderson Correa

Subjects

- Student Voices
- Student Voices

Provide supporting context

Position: PRME Partnership Assistant

Institution: Conestoga College, School of Business

Where Purpose Meets Practice

Working as a PRME Partnership Assistant was a turning point in my professional journey. It allowed me to build new skills and apply my experience to a different professional context. This role helped me understand the values behind the SDGs and how Conestoga is impacting students' lives by integrating sustainability into its programs and culture. The core focus of my role was PRME Global Students and research.

Leading with Numbers: Global Communications for the SDGs

During my time with PRME Global Students, I had the opportunity to serve for two terms: first as a content creator for the newsletter, and then as its global coordinator. This publication reaches business students worldwide who are integrating the SDGs into their professional lives. As coordinator, with guidance from my Conestoga supervisor Anna Hohenadel, I introduced engagement metrics in the newsletter's history. Inspired by what I learned in my Business Marketing program at Conestoga, I developed performance dashboards that helped us make better decisions. The results were clear: in just four months, subscription rates increased by 15%, our average open rate reached 60% (well above market standards), the click-through rate climbed to nearly 8%, and both bounce and unsubscribe rates dropped to around 1%. With Anna's continued support, we also launched the newsletter's YouTube channel, and the videos quickly became the most clicked link in our publications.

Research That Moves Ideas Forward

Another highlight of this role was contributing to the research project "Challenges and Opportunities for Applied Responsible Education: Mapping the Canadian Public College Landscape." Led by my Coordinator, Amanda Di Battista, the project aimed to analyze how over 100 Canadian colleges are integrating sustainability into their operations and curriculum. With a clear methodology and tight timelines, we collected and analyzed data revealing that many colleges publicly communicating sustainability values have limited practical implementation. These findings were presented at a UN conference in Berlin and directly informed Conestoga's internal strategy. I was honoured to be named co-author of the final report. It taught me that rigorous academic work can serve institutional decision-making, and that students can be trusted partners in research that matters.

Committees that Teach Beyond the Classroom

Being elected to the PRME Steering Committee and the PRME Working Group was one of the most meaningful parts of my journey. I had the chance to work alongside faculty, staff, and leaders committed to embedding sustainability across the College. These committees gave me insight into how change happens through strategy, listening, and collaboration. We focused on showing students how sustainability can shape careers. Every meeting felt like a masterclass in leadership and purpose.

Events and Encounters That Inspired Growth

Throughout the contract, I attended internal and external events - representing Conestoga, connecting with sustainability leaders, and learning from people making a real-world impact. These experiences expanded my network and reinforced my desire to contribute meaningfully to this field in Canada.

Looking Ahead with Conviction

What I experienced through this role went far beyond tasks or deliverables - it was about being part of an institution that believes in education as a driver of sustainable change. Conestoga gave me the space to grow, the trust to lead, and the tools to measure impact with intention. I'm deeply thankful to Anna and Amanda for their guidance and trust, and to the entire PRME team and Conestoga leadership for believing in this program and students like me. My confidence today is rooted in the opportunities Conestoga created, reinforcing that communication, when connected to purpose, can truly move people and institutions forward.

18.2 Student Reflection: Sustainability Communications Assistant Role at Conestoga College by Reshmi Manghat Anilkumar

Subjects

- Student Voices

Provide supporting context

Position: Sustainability Communications Assistant

Institution: Conestoga College, School of Business

Introduction

Working as the Sustainability Communications Assistant at Conestoga College has been one of the most rewarding and insightful experiences of my professional journey so far. This role allowed me to blend my passion for sustainability with my skills in strategic communication, while actively contributing to the College's broader efforts to promote environmental awareness and responsible practices.

Under the guidance of my supervisor, Anna Hohenadel, I was responsible for:

- Designing communication strategies to promote sustainability initiatives across the School.
- Creating digital content for newsletters through my role as a Newsletter taskforce member with UN PRME Global Students.

- Planning and executing SDG-focused events, such as the Fall 2024 “Design Your Own Bag” workshop that incorporated sustainability, EDI (Equity, Diversity, and Inclusion), and critical thinking, “Wordle for Change” event that focused on SDG 1 - No Poverty as part of the SDG Week (Winter 2025) held across campuses.
- Collaborating with cross-functional teams to ensure alignment with institutional sustainability goals.

Key Learnings and Takeaways

Through this role, I gained several valuable insights and skills that have helped shape my professional and personal development:

- **The Power of Communication in Climate Action:** This experience reaffirmed that strategic messaging and public engagement are essential in driving awareness and change. Communications roles often considered “light green jobs” are as vital as scientific or policy-based roles in the sustainability sector.
- **Mentorship and Professional Growth:** Working with Anna Hohenadel was one of the highlights of this role. Her support and constructive feedback empowered me to think critically, act confidently, and develop a deeper understanding of institutional communications within a sustainability framework.
- **Inclusivity in Messaging:** I learned how to frame content in a way that resonates with diverse student audiences while being mindful of accessibility, tone, and cultural sensitivity.
- **Creative Engagement:** I was encouraged to think outside the box and explore new formats, ideas, and event strategies. This helped me sharpen my creative thinking and project management skills.
- **Interdisciplinary Collaboration:** Sustainability communications is inherently interdisciplinary. My role required working with students and staff, demonstrating that collaborative efforts lead to the most effective outcomes.

The Broader Impact of “Light Green” Roles

A major takeaway from this experience is the growing importance of communication, marketing, and outreach roles within the climate and sustainability movement. While not technical in nature, these “light green” roles help connect people to issues that matter. They educate, engage, and empower audiences, paving the way for wider acceptance and action on climate issues.

My role at Conestoga was a testament to how creative, strategic communications can shape narratives, foster inclusive dialogues, and mobilize communities toward collective climate action. As I move forward in my career, I will carry with me the lessons, mentorship, and sense of purpose that this role has offered. I am proud to have been part of an opportunity from Conestoga College that believes in the power of communication to drive meaningful change.

19. Student Engagement

0% - 25%



Teach

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



20. Define Teach

The School advances the Teach principle by embedding responsible management concepts into our curriculum and pedagogy. Currently 85% of our business school programs incorporate PRME, sustainability and/or SDGs within the course outlines and resources are provided for curriculum integration through the PRME Module and PRME Curriculum Integration Micro-credential.

21. Courses

21.1 Sustainability and Corporate Social Responsibility

Course code

BUS2180

Department

- Business Administration

The duration of my course is:

- 15 weeks

My course session format is:

- 1 three-hour sessions

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Integrated with professional and career readiness skills
- Scaffolded to support learning progression throughout the course
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Structured to encourage critical thinking and decision-making
- Tailored to diverse learning styles and accessibility needs
- Supported by research-based teaching methodologies

My course touches on the following concepts:

- Business Ethics and Corporate Social Responsibility
- Sustainable Business Models and ESG Integration
- Sustainable Development for Global Business

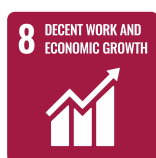
My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Collaborative Learning
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)

Course Description

Modern corporations can no longer operate as autonomous, single-minded organizations. This course provides students with an introduction to the concepts of sustainability and corporate social responsibility (CSR) in a business context. It examines issues in CSR, emphasizing accountability for, and reporting of, the social and environmental effects of an organization's economic actions to stakeholders. Without exception, the external environments are complex, dynamic, and unpredictable. Companies today are caught in a crossfire of external (and sometimes internal) demands related to how they manage their responsibilities to a wide range of stakeholders, including employees, investors, suppliers, customers, communities, and national governments where they operate, particularly where long supply chains exist in developing nations. As a result of these conditions, corporations can be seen creating dialogue, relationships, and formal inter-organizational ties to a broad number of other parties and constituencies. In addition, those other parties and constituencies are exerting considerable influence on the formulation and execution of strategies. In large measure, the strategic management of these relationships is a keystone to business.

Relevant SDGs addressed through the course



21.2 eCommerce Data, Business Analytics, and Decision-Making

Course code

ECOM8010

Department

- Business Analytics

The duration of my course is:

- 15 weeks

My course session format is:

- 1 three-hour sessions

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Big Data Applications in Business Strategy
- Data Ethics and Privacy Compliance

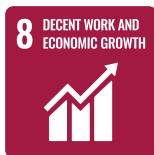
My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Collaborative Learning
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)

Course Description

Analytics refers to the ways in which organizations use data to gain insights that lead to fact-based management that drive decisions and actions. ECommerce businesses are faced with data that has high volume, variety, and velocity and the interpretation of this data is an essential skill. The three major areas of business analytics explored in this course are reporting, visualization and prediction, all of which are key to sound business decisions under uncertainty. Students will then utilize current analytics technologies to create reports, scorecards, and dashboards through guided exercises and case studies involving eCommerce companies. In addition to analytics, students will learn to structure data in a way that supports successful consumer search and navigation functions. Students will develop actionable insights and recommendations based on the analysis of the summarized data.

Relevant SDGs addressed through the course



21.3 Economics

Course code

ECON8070

Department

- Economics

The duration of my course is:

- 15 weeks

My course session format is:

- 1 three-hour sessions

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies

My course touches on the following concepts:

- Supply and Demand Analytics in Business
- Macroeconomic Indicators and Business Planning
- Microeconomics and Business Applications

My course implements the following pedagogies:

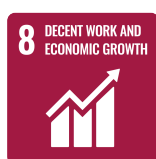
- Collaborative Learning

- Active Learning
- Blended Learning
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning

Course Description

This first portion of this course explores aggregate economic activity in the Canadian economy and its interrelationship with the rest of the world. It provides students with a basic understanding of macroeconomic principles and their relevance to macroeconomic issues impacting Canadian society. It examines the structure and performance of the Canadian economy utilizing such economic indicators as gross domestic product, employment, unemployment, income and productivity growth, inflation, interest rates, exchange rates, balance of international payments and the impact of government fiscal and monetary policies in an international setting. It will analyze current global issues affecting the Canadian economy. The second portion of this course introduces students to basic microeconomic terminology, concepts, methodology and theories, and provides an understanding of firm behaviour under various market structures in an international setting, and their application to current global microeconomic issues. Topics of study include supply and demand, elasticity concepts and their application; consumer theory; production, costs, and the determination of equilibrium price and output under different market models- perfect competition, monopolistic competition, monopoly, and oligopoly; government export taxes/subsidies and regulation of the market, and international trade. Within the course there is a focus efficiency, equity and ecological sustainability.

Relevant SDGs addressed through the course



21.4 Entrepreneurship

Course code

ENTR2010

Department

- Entrepreneurship

The duration of my course is:

- 15 weeks

My course session format is:

- 4 hours/week

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies

My course touches on the following concepts:

- Entrepreneurial Finance and Risk Assessment
- Sustainable Business Startups
- Social Entrepreneurship and Impact Ventures

My course implements the following pedagogies:

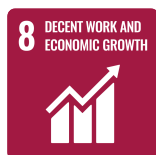
- Active Learning
- Blended Learning
- Collaborative Learning
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning

Course Description

This practical course provides the student with an introduction to the requirements of operating a small business. Topics covered include opportunities and challenges faced by small businesses, evaluating business opportunities, risk assessment, and development of a business plan. The course integrates prior and concurrent learning in areas of marketing, accounting, finance, operations, and human resource management. Specifically within the

course, students are asked to develop business strategies that integrate environmental, social, and economic principles within the creation of a business plan to address the challenges associated with all three of these interdependent sustainability dimensions.

Relevant SDGs addressed through the course



21.5 Advanced Finance

Course code

FIN74000

Department

- Finance

The duration of my course is:

- 15 weeks

My course session format is:

- 4 hours/week

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- ESG Investing and Sustainable Finance
- Mergers, Acquisitions, and Corporate Restructuring
- Risk Assessment in Financial Decision-Making

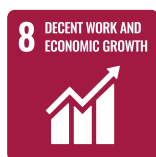
My course implements the following pedagogies:

- Active Learning
- Collaborative Learning
- Blended Learning
- Case Method
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning

Course Description

This advanced course is a continuation of the Finance course and provides an in-depth study of issues and tools that will assist financial managers in making decisions. Topics include capital budgeting under uncertainty; long-term sources of funds; financial leverage; capital structure; financing options; dividend policy; business valuations; mergers and acquisitions; investment decisions; futures, forwards, options, and swaps; risk management (foreign exchange and interest rate); financial planning; leasing; as well as long-term planning and strategic issues in finance. This course incorporate sustainability with course learning objective such as: Explain contemporary issues in corporate finance (for example, Systems Thinking, the impact of AI (Artificial Intelligence), Sustainable Finance and Sustainability Mindset

Relevant SDGs addressed through the course



21.6 Recruitment and Selection

Course code

HRM73045

Department

- Human Resource Management

The duration of my course is:

- 15 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Integrated with professional and career readiness skills
- Incorporating feedback loops for continuous improvement
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Recruitment and Talent Acquisition
- Workplace Diversity and Inclusive Hiring Practices
- Labor Laws and Compliance

My course implements the following pedagogies:

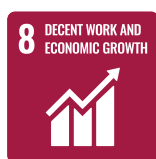
- Active Learning
- Blended Learning
- Case Method
- Collaborative Learning
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Transformative Learning

Course Description

This course offers a comprehensive exploration of staffing strategies through a systems-based lens, focusing on acquiring and deploying a company's workforce across domestic and international landscapes. It delves into the development and execution of effective orientation

programs for new employees, ensuring their seamless integration into organizations. This course analyzes business contexts and their unique staffing challenges, particularly when employing a diverse mix of Canadian and international staff. Students will be equipped with the knowledge to navigate and manage the complexities of staffing within an ever-evolving global business environment. Specifically, students are asked to: Analyze recruitment and selection practices in the context of the United Nations Sustainable Development Goals (SDGs), particularly focusing on promoting decent work and economic growth (SDG 8), reducing inequalities (SDG 10), and ensuring gender equality (SDG 5).

Relevant SDGs addressed through the course



21.7 Project Management with International Applications

Course code

MGMT72095

Department

- International Business

The duration of my course is:

- 15 weeks

My course session format is:

- 4 hours/week (two 2 hour sessions)

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills

- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Cross-Cultural Management and Communication
- Outsourcing and Offshoring Strategies
- International Business Negotiations and Diplomacy
- Import-Export Business Operations

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Case Method
- Collaborative Learning
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning

Course Description

Management of large-scale projects is both a science and an art. This course will focus on Project Management as an essential component of managing both international and domestic operations and an evolving professional discipline. All projects are typically complex, are comprised of many components and tasks, and involve a cross-section of different functional teams. The essential knowledge areas which are vital to effective project management (integration, scope, cost, time, quality, human resources, communication, risk and procurement) will be explored in detail. As well, the key processes involved with successful project management (initiation, planning, controlling, executing and closing) will be reviewed. Students will have an opportunity to apply these skills and knowledge to a variety of real world situations and to utilize information technology to identify opportunities for improvement. Specific course learning outcomes that focus on sustainability include: Apply the knowledge and skills needed to promote sustainable development in project management, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development; Discuss the Principles of Responsible Management Education and identify how the principles support achievement of the Sustainable Development Goals throughout the project management lifecycle and process groups.

Relevant SDGs addressed through the course



21.8 Sustainable Development for Managers

Course code

MGMT3130

Department

- Management

The duration of my course is:

- 15 weeks

My course session format is:

- 1 three-hour sessions

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Performance Management and Key Performance Indicators (KPIs)
- Sustainable Leadership and Social Impact

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Collaborative Learning
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Case Method

Course Description

This course is designed to introduce students to theories and practices involved in managing for triple bottom line productivity. Students learn the historical timeline of sustainable development, debate responsibility for key socio-environmental issues and evaluate methods for sustainable environmental economics. Through analysis of personal ecological footprints, students will be encouraged to define their own sustainable worldview and to identify how it relates to their management style. Case studies and simulations are used to develop students' practical skills, including developing and defending the business case for sustainability, conducting environmental audits and designing financially sound recommendations to improve operational efficiencies within an organization as related to key performance indicators. Students will apply and evaluate sustainable marketing strategies, methods for engagement and reporting. Upon course completion, students will be well positioned to lead change towards a more socially, environmentally and financially sustainable global business environment.

Relevant SDGs addressed through the course



21.9 Professional Selling

Course code

MKT3095

Department

- Marketing

The duration of my course is:

- 15 weeks

My course session format is:

- 4 hours/week

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Direct Marketing and Sales Strategies
- Customer Relationship Management (CRM) and Retention Strategies

My course implements the following pedagogies:

- Active Learning
- Case Method
- Collaborative Learning
- Flipped Classroom
- Experiential Learning
- Inquiry-Based Learning
- Learner-Centered Pedagogy
- Student-Centered Learning
- Project-Based Learning (PjBL)

Course Description

Learn how to swim with the sharks. Through this highly interactive and hands on course, you will develop and hone your professional selling abilities and become proficient in using Salesforce.com. You will construct a business-to-business presentation to sell a service or concept, including all aspects of the sales process from prospecting right through to a successful close. After this thorough immersion into professional selling, refining and polishing

your plan, with numerous role plays with your peers, and an intense one-on-one sales presentation with your instructor, you will be prepared to launch a lucrative career in sales. Learning outcomes that are specific to sustainability include: Discuss the impact of implementing sustainability sales strategies based on Sustainable Development Goals (SDG's) to respond to requests for products and services that preserve the world's limited resources; Describe SDG's as they pertain to sustainability in sales.

Relevant SDGs addressed through the course



21.10 Advanced Accounting II

Course code

ACCT74010

Department

- Accounting

The duration of my course is:

- 15 weeks

My course session format is:

- 4 hours/week (2 two-hour sessions)

My course learning outcomes are:

- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Integrated with professional and career readiness skills

My course touches on the following concepts:

- Financial Accounting and Reporting Standards
- Environmental and Social Accounting
- Government and Nonprofit Accounting

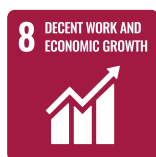
My course implements the following pedagogies:

- Active Learning
- Collaborative Learning
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Blended Learning

Course Description

This advanced financial accounting course provides an in-depth study of areas of advanced financial accounting and accounting theory including standard setting in Canada and internationally, income tax allocation, financial instruments, not-for-profit and public sector accounting, and the practical and theoretical problems of the present value model. Course learning outcomes that are specific to sustainability include: Describe the principles and practices of Sustainability Reporting in accounting, including Corporate Social Responsibility (CSR) reporting and Environmental, Social, and Governance (ESG) reporting; Discuss emerging trends and future developments in sustainability reporting, such as integrated reporting and the increasing use of technology and data analytics to enhance transparency and accountability; Explain how Sustainability Reporting impact financial disclosures and decision-making processes within organizations.

Relevant SDGs addressed through the course



22. Teaching Awards

22.1 The Aubrey Hagar Distinguished Teaching Award

Award Granter

Conestoga College

Award Grantee

Estatira Shirkhodaee

Description of Award

The Aubrey Hagar Distinguished Teaching Award is an annual award that recognizes a faculty member who has made an outstanding contribution to or has taken a leadership role in the teaching-learning process at Conestoga College. The candidates for the award are assessed, and a winner is chosen by other full-time members of the Conestoga College faculty on the Selection Committee. Candidates for the award must be nominated by a minimum of four people, at least one of whom is a current, full-time faculty member and at least two of whom must be current or former students. Support staff and administrators are also invited to be part of the nomination process. Candidates must be nominated by four to six people. The successful candidate will have demonstrated an outstanding contribution to or will have taken a leadership role in the teaching-learning process at Conestoga College as demonstrated by the following criteria: competence in learning design; innovation and creativity; integrity and professionalism; leadership in the promotion of quality in education; concern for and sensitivity towards students; action as an ambassador for the College.

[Award link](#)

23. Educator Recognition

- Course evaluation scores
- Institutional recognition events
- Pedagogical innovation grants
- Professional development opportunities
- Publication or research support
- Student-nominated teaching awards

24. Teaching Voices

24.1 Sustainability in Action at Conestoga College: A PRME Learning Module

Subjects

- PRME Module
- PRME Module

Provide supporting context

Members of the PRME Working Group, Shelley Clifford, Margaret Strawbridge and Hajar Alviri have collaborated to create the PRME module to help share sustainability resources. This interactive module is designed to support students in developing a deeper understanding of sustainability through the lens of PRME and the SDGs. With a strong focus on student engagement, the module includes a variety of activities exploring the SDGs, including interactive tools, and real-world applications. By participating, students will gain practical insights into sustainability and its role in responsible business and leadership. The module is built within the College's eLearning platform. Faculty can copy the module into any existing course shell/model shell and utilize the resources provided in a way that suits their course needs. The PRME module team has promoted the module with their departments, conducted drop-in training sessions, and conducted a survey with users to better understand usage, obtain feedback, and get recommendations for next steps. There are currently 106 faculty members engaged in the module, with sustainability facts and new content being added regularly to enhance engagement.

24.2 PRME Curriculum Integration Micro-credential

Subjects

- PRME Curriculum Integration Micro-credential
- PRME Curriculum Integration Micro-credential

Provide supporting context

Offered by the College's Teaching and Learning Department, the [PRME Curriculum Integration Micro-credential](#) supports faculty in embedding sustainability and the SDGs into their teaching. Through three progressive courses, participants explore foundational concepts such as the triple bottom line and PRME, examine the relevance and interconnections of the SDGs in management education, and apply practical strategies, (including i5) to integrate these principles into their own course design. The program concludes with a hands-on project where faculty adapt their instructional plans to integrate PRME and the SDGs. This approach has sparked meaningful classroom innovation, including redesigned introductory-level assignments that promote experiential, career-focused learning centered on the SDGs. Open to faculty across the College, the micro-credential has engaged 90 participants to date.



Research

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

25. Define Research

The School advances the Research principle through applied research in collaboration with community and industry partners. By exploring real-world challenges facing people, organizations, and ecosystems, our research generates practical solutions that inform responsible management and education, driving positive impact for society, the environment, and the broader business community.

26. 2024 Publications

12

27. 2024 Publications on Sustainable Development and/or RME

4

28. Research Funding

- Institution Specific
- National

29. Socializing Research

- Community organizations
- Government and policy makers
- Industry and business networks
- Open-access platforms

30. Research Projects

30.1 Examining Sustainability Communications in the Global Cosmetic Industry

Who is involved in the project

- Faculty

Department

- Marketing

This research project covers:



Period covering

September, 2024 - December, 2024

Describe the research project

School of Business faculty Hajar Alviri analyzed how cosmetic brands in Canada and India communicate sustainability through product descriptions, comparing industry-leading, fast beauty, and sustainable brands. The research explored branding strategies, transparency in sustainability claims, and the prevalence of greenwashing. Findings revealed that leading brands prioritize product performance and emotional appeal over sustainability messaging, while fast beauty brands frequently make sustainability claims but often lack substantiated evidence. Greenwashing emerged as a significant issue, particularly due to vague or misleading claims.

A key difference between the two countries was the level of transparency in sustainability communication, with India demonstrating greater openness. This raises questions about the role of national regulations in shaping corporate sustainability messaging and consumer trust. The study highlights the need for stronger policies to improve eco-label credibility and reduce misleading claims in the cosmetic industry.

The research provides valuable insights for global brands, consumers, policymakers, and educators. Brands must ensure sustainability claims are evidence-based to maintain consumer trust, while policymakers can strengthen regulations to enhance transparency. Future research will expand the study to Italy and Brazil to further examine how national regulations influence sustainability messaging and the prevalence of greenwashing in different markets.

30.2 Sustainability Communications Strategies in the City of Brantford

Who is involved in the project

- Faculty

Department

- Marketing

This research project covers:



Period covering

September, 2024 - December, 2024

Describe the research project

School of Business faculty Keith Paridy focused his research on an in-depth analysis of sustainability communication strategies in the City of Brantford, with a particular focus on residents aged 55 and older. Based on data collected through a 2024 community survey, his research examines how this demographic perceives and engages with the city's sustainability messaging. The findings highlight a clear need to improve public understanding of the term "sustainability" and offer specific strategies to increase engagement with the city's environmental initiatives.

The report evaluates both current and historical communication approaches used by the City of Brantford and includes a comparative review of successful sustainability campaigns from four similarly sized Canadian municipalities. These insights inform a set of actionable recommendations aimed at enhancing the reach and effectiveness of the city's messaging—particularly among marginalized or non-digitally connected populations. His research found that by implementing these best practices, the City of Brantford can strengthen public awareness, encourage meaningful participation, and cultivate a more informed and proactive community of sustainability advocates.

30.3 Optimizing Food Security & Sustainability Efforts: Evaluation & Co-Design Food Recovery Innovations

Who is involved in the project

- Faculty
- Undergraduate students

Department

- Supply Chain

This research project covers:



Period covering

January, 2024 - December, 2024

Describe the research project

In 2024, an intradisciplinary team from Conestoga College, led by School of Business faculty Stephen Thomson and the Centre for Food Innovation and Research (CFRIL), partnered with the Cambridge Food Bank (CFB) to evaluate and enhance food rescue operations. The 12-month project aimed to quantify the nutritional, financial, and environmental impacts of diverting surplus food from waste streams to community use. Using a custom-built web application, the team tracked rescued food volumes, calculated greenhouse gas emissions (GHGe) avoided, and assessed the nutritional value of redistributed food.

The project demonstrated that 7,937 kg of GHGe were avoided-equivalent to driving a gas-powered car across Canada 4.5 times. Financially, the value of rescued food reached \$20,827, enough to feed a family of four for over a year. Nutritionally, the food provided over 1.5 million calories, meeting the daily intake needs of a young adult male for 726 days.

31. Research Awards

31.1 Paul R. Lawrence Fellowship

Award Granter

Case Research Foundation

Award Grantee

Homeira Ekhtari

Description of Award

This fellowship is for early-career academics interested in developing their skills in case teaching, research, and writing. Applications are evaluated based on the applicant's interest in and commitment to the case method; his or her likelihood to benefit as judged by prior academic performance, professional accomplishments, and letters of recommendation; and his or her ability and willingness to attend the annual North America Case Research Association (NACRA) meeting and to prepare a start-up case or full case for presentation there.

In addition to attending NACRA, Homeira also attended a week-long workshop advancing case research scholarship and skills. This is a highly competitive scholarship and well-regarded in the case research community. Homeira is now a NACRA Fellow, which allowed her to develop relationships with other Fellows who attended the program from around the globe

[Award link](#)

31.2 Award Winning Cases: Knowledge, Information and Communications Systems Category

Award Granter

The Case Center

Award Grantee

Fatih Yegul

Description of Award

The Case Centre Awards and Competitions recognize outstanding case writers and teachers, celebrating excellence in case writing and teaching worldwide. The Case Centre was established in 1973 as the Case Clearing House of Great Britain and Ireland as a joint initiative by 22 higher education institutions to share case materials among business teachers. The non-profit educational organization now has more than 500 members all over the world.

[Award link](#)



Partner

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

32. Partners, Accreditation Bodies, Associations, etc.

- AACSB (Association to Advance Collegiate Schools of Business)
- AASHE (Association for the Advancement of Sustainability in Higher Education)
- ACBSP (Accreditation Council for Business Schools and Programs)

33. Define Partner

The School advances the Partner principle by engaging with business, government, civil society, and academia to strengthen responsible management education and practice. As active contributors across the PRME ecosystem, we collaborate on applied research, curriculum innovation, and community initiatives that promote shared accountability, sustainability, and inclusive prosperity.

34. Student Partners

- PRME Global Students



Practice

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

35. Define Practice

Conestoga advances the Practice principle by embedding responsible and accountable management in our governance and operations. We model ethical leadership, transparency, and sustainability in decision-making, while aligning institutional practices with social and environmental priorities - demonstrating our commitment to the values we teach and promoting a culture of continuous improvement.

36. RME Practices

- Responsible procurement policies
- Sustainability strategy or strategic plan (school or university level)

37. RME Policies

37.1 Sustainable Procurement Guidelines

Upload or select a document

Conestoga Sustainable Procurement
Guidelines

View document  Download document 

37.2 Energy Conservation & Demand Management Plan 2024 - 2029

Upload or select a document

Conestoga Energy Conservation & Demand
Management Plan

View document  Download document 

38. Practice Voices

38.1 Energy Team at Conestoga College

Subjects

- Renewable Energy Management

Provide supporting context

Established in Fall 2024, the Energy Team at Conestoga College helps to advance the institution's greenhouse gas emission reduction targets - 40% by 2030 and net-zero by 2050. The team works to connect energy management initiatives across departments and facilitate cross-departmental collaboration to ensure a coordinated and effective approach to sustainability with members across 12 departments.

The objectives of the Energy Team are:

- Identify energy-saving opportunities across campuses and operations
- Plan and support infrastructure and system improvements that enhance energy efficiency
- Engage students, staff, and faculty in sustainability efforts and energy conservation practices
- Track, measure, and report progress toward GHG reduction goals
- Raise awareness of energy use and conservation strategies within the college community

Through these actions, the Energy Team helps drive meaningful change in energy management while fostering a culture of sustainability at Conestoga.



Share

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



39. Define Share

The School advances the Share principle by openly communicating our progress in responsible management education. Through reporting, collaboration, and active participation in the PRME community, we contribute to collective learning and strengthen our shared commitment to purpose, values, and continuous improvement across the global network.

40. Transparent Engagement

- Annual reports
- Partnerships with local organizations
- Community events and consultation forums
- Student and staff volunteer programs
- Sustainability-focused research and collaboration Opportunities

41. Audiences

- Accreditation bodies
- Faculty and staff
- Non-governmental organizations (NGOs)

SIGNATORY

Conestoga School of Business



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