

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

Telfer School of Management

September 2025

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Getting Started	6
4. Purpose	11
5. Values	13
6. Teach	16
7. Research	25
8. Partner	28
9. Practice	30
10. Share	32

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 Mission

Subjects

- Various
- Accounting
- Business Administration
- Business Law
- Corporate Social Responsibility (CSR)
- Environmental Economics
- Entrepreneurship
- Ethical Leadership
- Finance
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context

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

2. Vision

2.1 Vision

Subjects

- Accounting
- Business Administration
- Business Law
- Corporate Social Responsibility (CSR)
- Entrepreneurship
- Environmental Economics
- Ethical Leadership
- Finance
- Human Resources
- Renewable Energy Management

- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development
- Various
- Sustainable Supply Chain Management

Provide supporting context

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

3. Strategy

3.1 Telfer Strategy 2022-2025

Upload or select a document

Strategic-Plan-2025-English-Final-
compressed

View document  Download document 

4. Strategy Alignment

4.1 Strategy Alignment

Subjects

- Business Administration
- Accounting
- Business Law
- Corporate Social Responsibility (CSR)
- Entrepreneurship
- Ethical Leadership
- Finance
- Renewable Energy Management
- Social Entrepreneurship
- Responsible Management Education

Provide supporting context

See attached strategy alignment

5. Institutional History

5.1 SA & IH

Upload or select a document

SA & IH Final

[View document](#) [Download document](#)

6. Graduates

1045

7. Degrees Offered

- Bachelor of Science (B.Sc. or B.S.)
- Master of Science (M.Sc. or M.S.)
- Master of Business Administration (M.B.A.)
- Doctor of Philosophy (Ph.D.)
- Master of Health Administration (M.H.A.)
- Bachelor of Commerce (B.Com)
- Master of Engineering (M.Eng.)

8. Faculty & Staff at the University

6200

9. Faculty & Staff at the Institution

300

10. Student Enrollment at the University

48183

11. Total Student Enrollment at the Institution

5417

12. Undergraduate Student Enrollment at the Institution

4927

13. Graduate Student Enrollment at the Institution

466

14. Doctoral Student Enrollment at the Institution

50

15. Certificate, Professional Development, Continuing Education Student Enrollment at the Institution

10



Purpose

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

16. Letter of Commitment

16.1 Letter of the Dean & our People

Upload or select a document

Purpose Final

View document  Download document 

17. Define Purpose

At Telfer, Purpose means cultivating leaders who create positive social, environmental, and economic impact. Rooted in ethics and sustainability, our programs equip students to drive meaningful change and align business success with the well-being of communities and the planet.

18. Institutional Engagement

51% - 75%



Values

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



19. RME Lead

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

20. Define Values

At Telfer, Values guide our commitment to integrity, inclusivity, sustainability, and responsible leadership. We embed these principles in teaching, research, and practice, fostering a culture where ethical decision-making, respect for diversity, and long-term impact are central to developing future leaders.

21. Student Voices

21.1 Values

Subjects

- Business Administration

Provide supporting context

Please see attached

22. Celebrating Values

22.1 Value evidence

Subjects

- Business Administration

Provide supporting context

Please see attached

23. Values Voices

23.1 Values

Subjects

- Business Administration

Provide supporting context

Please see attached



Teach

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



24. Define Teach

At Telfer, Teach means equipping students with the knowledge, skills, and values to lead responsibly. Through experiential learning, interdisciplinary courses, and real-world challenges, we integrate ethics, sustainability, and social impact into management education to prepare graduates for meaningful, purpose-driven careers.

25. Courses

25.1 Strategies for Developing and Emerging Economies

Course code

ADM 4319

Department

- Business Administration

The duration of my course is:

- 6 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Supported by research-based teaching methodologies
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- Business Ethics and Corporate Social Responsibility
- Economic development and growth strategies
- Economics of climate change and sustainability
- Economics of innovation and technological change
- Income distribution and economic inequality
- Industrial organization and market structures
- Sustainable economic models and ESG Impact
- Social entrepreneurship and impact ventures
- Sustainable business startups
- Emerging markets and global development

- Government trade policies and regulations
- International corporate social responsibility and ESG
- International investment and trade agreements
- Outsourcing and offshoring strategies
- Regional economic integration and trade blocs
- Sustainable development in global business
- The role of international institutions (WTO, IMF, World Bank)

My course implements the following pedagogies:

- Blended Learning
- Active Learning
- Case Method

Course Description

This course focuses on strategic management in developing and emerging economies, with an emphasis on the interconnection between business growth and equitable development. While firms' integration in regional and global trade offers opportunities for building successful enterprises, poverty, inequality, technological, and institutional gaps remain significant hurdles to growth and competitiveness. This course focuses on such challenges and the possible strategies for addressing them at a national, industry, cluster, and firm level. Sustainable economic development issues are considered from multiple perspectives, particularly those of managers and policymakers. The conditions, policies, and strategies that foster economic development and competitive performance are analyzed and debated. Organizational and institutional changes focused on fostering equitable growth are also examined.

Tell us about the impact you're making on your students

The course prepares students to understand the challenges facing entrepreneurs, enterprises, and governments in developing and emerging economies, as well as those encountered by multinational corporations (MNCs) that operate and invest in these countries. Students will build their knowledge of theoretical concepts, develop an awareness of policy and management challenges, and acquire strategic analysis skills, thereby enabling them to contribute to the efforts of public and private organizations to foster and build dynamic enterprises and achieve the sustainable developmental goals. Furthermore, the course pushes students to engage with and understand the perspective of disenfranchised business actors and geographies, developing a more holistic, inclusive, and global appreciation of the nexus of business competitiveness, sustainable development, and the role of the State and institutions. Finally, the course helps students develop the methodological skills to perform team-based, multi-level, interdisciplinary research projects, building on both theory, data evidence, and the use of Generative AI.

Relevant SDGs addressed through the course



25.2 Ethics in Finance

Course code

MBA6253 B00

Department

- Accounting

The duration of my course is:

- 6 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
- Tailored to diverse learning styles and accessibility needs
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Structured to encourage critical thinking and decision-making
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills

My course touches on the following concepts:

- Environmental and Social Accounting
- Business strategy
- sustainable business models and ESG integration
- Data ethics
- Privacy compliance
- Global business ethics
- ethical leadership

- corporate governance

My course implements the following pedagogies:

- Blended Learning
- Case Method
- Collaborative Learning
- Experiential Learning
- Flipped Classroom
- Project-Based Learning (PjBL)
- Student-Centered Learning

Course Description

This course examines the ethical challenges faced by financial professionals and the standards, practices, and codes of conduct that govern responsible finance. Students explore the roles and duties of financial managers and stakeholders across the investment chain—considering fiduciary responsibility, conflicts of interest, transparency, and fair dealing. Through cases drawn from financial crises and corporate scandals, the course analyzes how misconduct erodes market integrity and investor confidence, and equips students with practical frameworks for ethical decision-making and responsible investment. In alignment with PRME, the course links professional ethics to stakeholder impact and sustainable value creation.

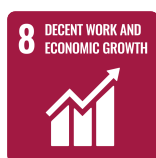
Tell us about the impact you're making on your students

Students consistently report that MBA6253 delivers practical, career-ready value by translating ethical theory into real-world decision-making. Course evaluations highlight three outcomes: (1) immediate applicability to professional finance roles and personal investing; (2) clarity and relevance through Canadian/North-American case examples and practitioner insights; and (3) a balanced pedagogy that pairs rigorous content with hands-on, practical learning.

Representative comments describe the course as “such an important course... very useful and practical,” note that real-life examples are “the highlight,” and call it “the best and most productive course since inception,” with the instructor “able to balance teaching with [the] real practical side.” Together, these results indicate strengthened ethical judgment, improved confidence in responsible finance practices, and meaningful alignment with PRME’s emphasis on responsible management and stakeholder impact.

Relevant SDGs addressed through the course





25.3 International Business

Course code

ADM 3318 B

Department

- Business Administration

The duration of my course is:

- 6 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Tailored to diverse learning styles and accessibility needs
- Grounded in core business and management methodologies
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- Business Ethics and Corporate Social Responsibility
- International Business Operations
- Knowledge Management and Organizational Learning
- Legal and Regulatory Environment in Business
- Operations and Supply Chain Management
- Risk Assessment and Business Strategy
- Global trade and International markets dynamics
- Industrial organizations and market structure

- Foreign direct investment and multinational enterprises
- Global business ethics and corporate social responsibility
- Global competitive strategy
- Government trade policies and regulations
- Import-Export business operations
- International corporate social responsibility and ESG
- International investment and trade agreements
- Regional economic integration and trade blocs
- Global Value Chains

My course implements the following pedagogies:

- Active Learning
- Experiential Learning

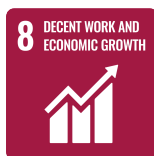
Course Description

This course introduces students to the international business environment, with a keen focus on the changes currently occurring within this environment from competitive, economic, sustainability, and political perspectives. With a regional and a global approach, the governance of global production and supply chains, the role of international institutions (IMF, WTO, UN, etc.), the strategies of multinationals and developing countries' suppliers, and implications for sustainability and technological innovation are analyzed. A special emphasis will be paid to the implications of ongoing trade disruptions caused by tariffs, geopolitical tensions, and climate change, both from a Canadian and a Global perspective. The course is highly subjective in nature and requires the integration of knowledge from a number of social sciences domains: management, economics, political science, anthropology, legal studies etc.

Tell us about the impact you're making on your students

The course fosters the students' understanding of the impact of economic globalization on business organizations, socio-political dynamics, and the natural environment. It improves their understanding of the historical transformation that led to the socio-economic order we live in; it provides the skills, competencies, and critical mindset to understand how international dynamics determine substantial effects on their daily lives and the strategies of firms and policymakers; and gives them the tools to make sense of the trends that are shaping the future of business, society, and sustainability. Furthermore, the course pushes students to engage with a multiplicity of perspectives on business, beyond just a Canadian and Global North perspective. Students will learn how to capture, analyze, and interpret the trade-offs attached to global production organization, technological competition, and international trade policies, with an emphasis on the implications for green, economic development, and competitiveness in the context of global value chains. Finally, the course will offer students the opportunity to develop skills in the use of Generative AI as an enabler of critical thinking and research productivity through a set of innovative assignments.

Relevant SDGs addressed through the course



26. Educator Recognition

- Annual teaching excellence awards
- Faculty promotion and tenure consideration
- Institutional recognition events
- Pedagogical innovation grants
- Professional development opportunities
- Publication or research support
- Student-nominated teaching awards

27. Teaching Voices

27.1 Teaching voices

Subjects

- Business Administration

Provide supporting context

Please see attached for the list of courses from the Greener pillar and the teaching voices

28. Fostering Innovation

To a great extent

29. Experiential Learning

To a great extent

30. Learning Mindset

To a great extent

31. Method of Teaching and Learning

Hybrid



Research

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

32. Define Research

At Telfer, research is systematic, peer-reviewed inquiry that produces evidence-based insights advancing responsible management, sustainable development, and stakeholder well-being, pursued through interdisciplinary collaboration, rigorous methods, and open dissemination to academic, industry, policy, and community partners.

33. 2024 Publications

113

34. 2024 Publications on Sustainable Development and/or RME

37

35. Research Funding

- International
- National
- Regional
- Local
- Institution Specific

36. Socializing Research

- 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

37. Research Voices

37.1 Research

Upload or select a document

Research 2

View document  Download document 



Partner

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

38. Partners, Accreditation Bodies, Associations, etc.

- AMBA (Association of MBAs)
- EFMD (European Foundation for Management Development)
- AASHE (Association for the Advancement of Sustainability in Higher Education)
- AACSB (Association to Advance Collegiate Schools of Business)
- Graduate Management Admission Council (GMAC)
- Quacquarelli Symonds (QS)
- Financial Times
- Network for Business Sustainability (NBS)
- Times Higher Education (THE)
- Ministries of Education, Higher Education, or similar national bodies

39. Define Partner

At Telfer, Partner means collaborating with academic, industry, community, and government stakeholders to co-create knowledge, drive innovation, and advance sustainable, inclusive impact. We value partnerships that strengthen learning, research, and societal relevance through shared goals and mutual accountability.

40. Student Partners

- Enactus



Practice

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

41. Define Practice

At Telfer, Practice means applying responsible management principles through experiential learning, research impact, and operational leadership. We engage students, faculty, and partners in real-world projects that advance sustainability, equity, and ethical decision-making, ensuring that values are not only taught but actively lived across the institution.

42. RME Practices

- AASHE STARS report
- Accreditation body recommendation documents
- Campus operations guides
- Carbon reduction or offset commitments
- Climate action plan
- Employee equity, diversity, inclusion
- Environmental stewardship policies
- Ethical leadership or good governance policies
- Faculty hiring, tenure, and promotion guidelines
- Greenhouse gas emissions
- Local staff/student/faculty transportation
- Open-access guides
- Professional training opportunities
- Student equity, diversity, inclusion
- Sustainability strategy or strategic plan (school or university level)
- Zero-waste guides
- Ethical data sourcing guides
- Responsible procurement policies
- Water

43. RME Policies

43.1 Practice V2

Upload or select a document

Practice

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.

44. Define Share

At Telfer, Share means communicating our progress, challenges, and impact in sustainability and responsibility with transparency. We engage diverse audiences through reports, public events, partnerships, and storytelling, fostering accountability, dialogue, and collective learning to advance responsible management education and practice.

45. Transparent Engagement

- Boards and advisory committees
- Annual reports
- Community events and consultation forums
- Partnerships with local organizations
- Public events and panel discussions
- Publicly accessible sustainability data and dashboards
- Student and staff volunteer programs
- Sustainability-focused research and collaboration Opportunities

46. Audiences

- Accreditation bodies
- Alumni and donors
- Boards and advisory committees
- Business and industry partners
- Chamber of commerce and local communities
- Faculty and staff
- Government and policy makers
- Media and public relations channels
- Non-governmental organizations (NGOs)
- Research and academic networks
- Prospective and current students

SIGNATORY

Telfer School of Management



Address

Telfer School of Management, 55 Laurier Ave E., Ottawa, ON, K1N 6N5
Canada



Website

<https://telfer.uottawa.ca/en/>