PRME
an initiative of the
United Nations Global Compact

# Sharing Information on Progress 2026

Telfer School of Management

September 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 Telfer School of Management, including key details and basic institutional data.

# Mission

## Getting Started

### Our Vision

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

### Our Mission

Telfer creates and disseminates knowledge in a bilingual environment for the betterment of all our communities.

### Our Purpose

Telfer's purpose is to advance business for a better Canada and leadership for a better world. We pursue this through research that matters, meaningful learning experiences, and work with the communities we serve.

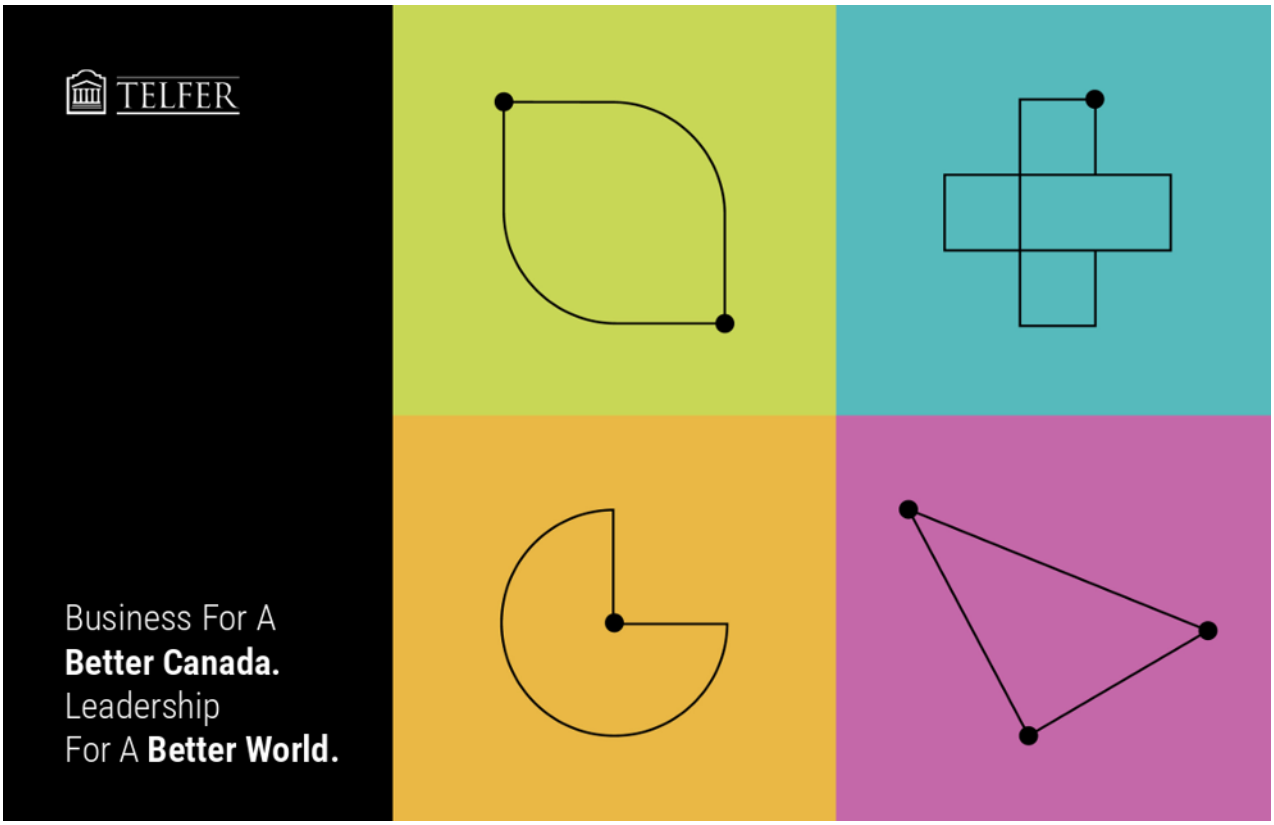


## Vision

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

## Strategy

### STRAT Main 2026






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## Produce Research That Matters

We have achieved an impressive research momentum and soon, our reputation will catch up to this undeniable fact.

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## Provide the Richest Possible Learning Experience

In the past three years we have redesigned all of our programs, focusing on innovative and flexible curricula. Our recipe is working.

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## Matter to the Communities That We Serve

We are now deeply embedded in our community. Telfer graduates, organizations in Ottawa and beyond, and community partners increasingly rely on us.

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## Operate as a Green, Healthy, Happy and Prosperous Organization

We are dedicated to fostering an environment where we operate as a green, healthy, happy and prosperous organization.



# From the Dean

Four years ago, we shared the bold ambitions and actions that would shape the future of the Telfer School of Management and achieve our vision for a better Canada – a greener, healthier, happier and wealthier nation for all. Over that time, thanks to the collective, coordinated, passionate, and purposeful efforts from staff, students, faculty, and countless other stakeholders, we have made incredibly meaningful and lasting progress across all facets of our organization.

Some of this progress is conspicuous and tangible; for example, our vision and pillars becoming both deeply ingrained into the day-to-day pulse of life on campus and truly integrated into our curriculum and programs, and some is more nuanced or ancillary, but by no means less important. As we look to what comes next, I am extremely proud to share some highlights of this progress, and even more proud of the collaboration and determination that fostered these foundational outcomes in the face of some rather significant, and prevailing headwinds.

As a result, our intention with this 2026-2028 Strategic Plan is to not deviate or re-invent, but to build on our momentum and to serve as a natural evolution to our vision. While realizing a better Canada remains a keystone of our strategy, our role as an institution, a community, and a country has also become increasingly critical on the global stage. The world increasingly looks to Canada for leadership, and those who currently inhabit our walls are setting a new leadership standard that will permeate their teams, their organizations, and their communities to help contribute to a better world.

Our role together is to carry this momentum forward, to work in lockstep towards our goals, and to let the world know that Telfer has truly arrived as one of the preeminent business schools in Canada. I thank you in advance for your collaboration in continuing to help make the bold ambitions in this plan a reality, and helping shape both a better Canada and a better world.

Stéphane Brutus

# Building on a Strong Foundation

We are proud to share some notable successes from 2022-2025, which inform and shape our ongoing objectives, and invite you to learn about each more comprehensively.

## Overall

Firmly solidifying Desmarais Building (DMS) as home base for Telfer students, as well as seeing marked increases in faculty members; fellowships, professorships and chairs; and research funding.

See More

## Research

Significant increases in PhD funding and successful grants helped to deliver more impactful research programs and innovative pedagogy, as well as doubling enrollment for our Master of Science in Management program.

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## Programs

Vastly expanding experiential learning opportunities, creating five new microprograms, and ensuring direct linkages with our pillars in syllabi have helped increase workplace preparedness; and we've made significant progress in our aim to unlock knowledge in a bilingual environment through increasing both cohort sizes and course sections available primarily in French.

See More

## Development and Community Engagement

Surpassing fundraising targets, securing transformational gifts, hosting events rooted in strategy and relevancy for attendees, and launching Telfer United.

See More

## Administration

Creating a 'red tape committee' to increase efficiencies in day-to-day operations, launching several internal taskforces to further integrate our pillars into our processes, and increasing focus on recruitment, development, and retention for those who drive Telfer forward.

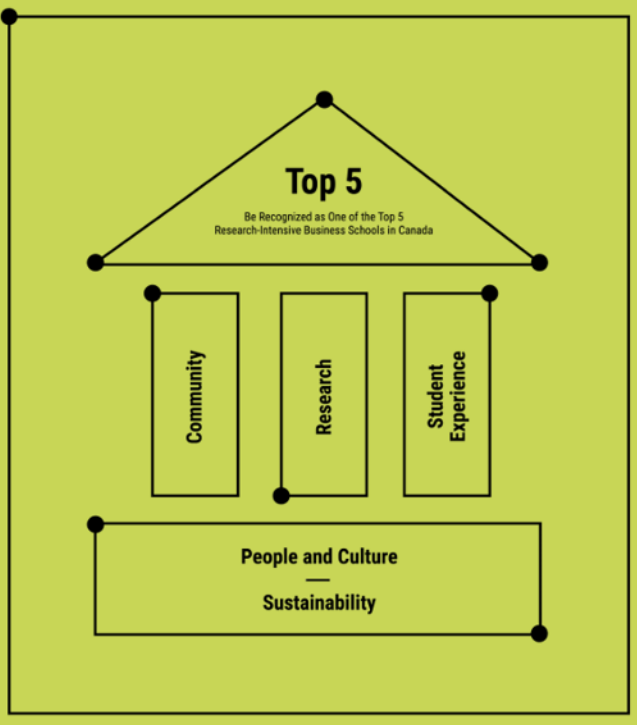
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# *Building a Better Telfer* Strategic Framework

Our objectives are not mutually exclusive. They are interconnected, interrelated, and intersectional. They rely on common elements, resources, and foundational capabilities. Progress in one permeates the others and lifts us to collectively higher results. Our new Strategic Framework has been designed to reflect these realities and to illustrate to our stakeholders the tangible impacts of their contributions.

Figure: Telfer Strategic Framework




## Collaborative Stakeholder Engagement

In the fall of 2024, we initiated the process to assess, adapt, and evolve our strategic plan as we entered the next phase in our journey. As was the case with our prior plans, and rooted in our belief that we can only be better *Together*, a robust and collaborative approach was undertaken in order to glean the necessary perspectives, insights, and input from the broader Telfer community:

Subject-matter experts created the first draft of their respective sections, which were then consolidated into a master working document. These draft elements were thoroughly reviewed by full- and part-time faculty, staff, alumni, and student representatives via online and in-person consultation sessions in early 2025.

All told, hundreds of stakeholders were engaged throughout the process, and we are deeply grateful to them for making the time and effort to help shape our collective future. We would also like to thank Part-Time Professor (Long-Term Appointment), Murray Kronick, a leading expert in the fields of management consulting and strategic planning, for supporting Telfer's leadership team in developing this plan.

This collaborative and consultative approach formed the basis of this Strategic Plan, informed its core elements, and is deeply integrated into our guiding principles:

## Mission

Telfer creates and disseminates knowledge in a bilingual environment for the betterment of all our communities.

## Vision

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

## Tagline

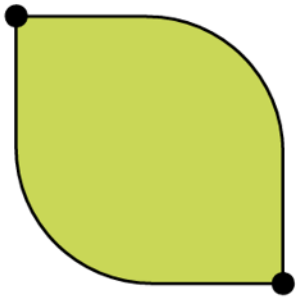
Business for a Better Canada. Leadership for a Better World.

## Values

**We are:**
Respectful
Community-minded
Diverse and Inclusive
Experientially-oriented
Sustainable

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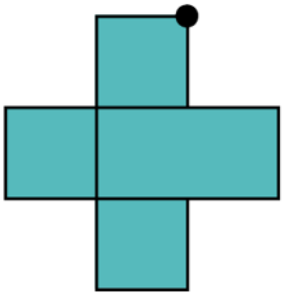


# Greener

Telfer's global vision includes a sustainable future. It is our shared responsibility to make decisions today that prioritize the well-being of the environment, the economy, and the generations to come, through responsible choices and diverse and inclusive practices. In a world where globalization, digital transformation and climate impacts are accelerating at an unprecedented pace, we are demonstrating our commitment to a greener world by equipping leaders, generating new insights and driving impact through better business practice, policy, and partnerships.

**telfer.uottawa.ca/en/better-canada/greener/**

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# Healthier

Telfer's vision for a healthier Canada includes a strong healthcare system and tools to ensure the well-being of all Canadians. We envision a holistic transformation of our health systems, to deliver efficient health services and optimal patient outcomes. We are leaders in health systems innovation as well as management research and education. In collaboration with hospitals, practitioners, administrators, researchers, and community groups, our innovative solutions will lead to a healthier Canada, and by extension, a healthier world.

**telfer.uottawa.ca/en/better-canada/healthier/**

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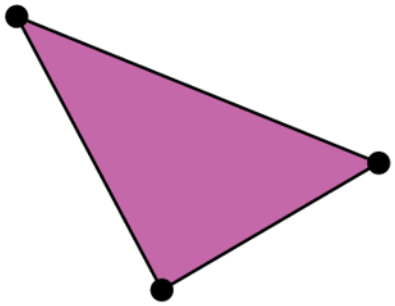


# Happier

Telfer's vision for a happier world includes accessible and welcoming workplaces where employee well-being is a priority. Through research, we're developing the knowledge and trainings necessary to build more inclusive work environments, then weaving it through our programs and activities so that every member of Telfer Nation can contribute to a strong, healthy, and productive workforce. Professors, students, staff, alumni, and partners can all work together for a happier world.

telfer.uottawa.ca/en/better-canada/happier/

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# Wealthier

Telfer's vision includes innovative and sustainable global economic growth. To meet the needs of our stakeholders – both at home and abroad – leaders and decision-makers need to value diverse ideas and inclusive entrepreneurship. We can lead by example and capitalize on our rich potential, including the next generation of entrepreneurial families. We are contributing to a wealthier and more prosperous future by building strong partnerships, supporting impactful research, and providing exceptional learning opportunities.

telfer.uottawa.ca/en/better-canada/wealthier/

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# Building a Better Telfer

Our ambitions may be bold, but they are matched by our will and belief that they can be achieved. Our strategy, as well as our overarching intention, comes to life through our best-in-class programs and initiatives, delivered by the passionate people and dedicated resources we have at our disposal.

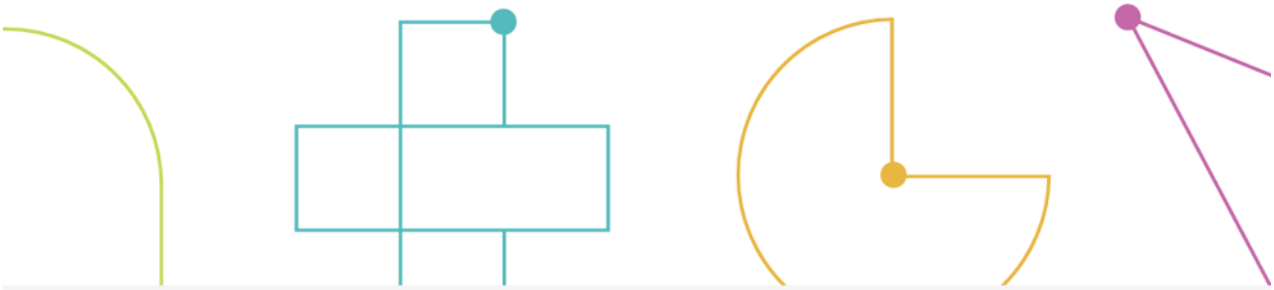
What follows are our specific objectives for the duration of this plan, examples of initiatives that will support them, and how we intend to objectively measure our successes.

## Our Overarching Intention

Be recognized as one of the top 5 research-intensive business schools in Canada through our vision and four core pillars

- Strive to produce impactful research
- Differentiate the Telfer School of Management through experiential learning across all programs, in order to increase student employability and enhance our reputation
- Preserve and, in some programs, grow student enrolment by focusing on student recruitment and retention
- Reinforce our infrastructure (facilities, administration, and services) to sustain our progress in research and programs
- Support our people and culture for fulfilment and a high level of engagement
- Strengthen the School's commitment to Sustainability

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Research and Graduate Research Programs

# Produce Research That Matters




Research and Graduate Research Programs

## We have achieved an impressive research momentum and soon, our reputation will catch up to this undeniable fact.

We will expand and strengthen our research activities thereby enhancing our capacity for impactful scholarship and the training of the next generation of scholars. We will provide more assistance for our researchers by increasing capacity in our Research Office to support large grant submissions, strengthen integration of Knowledge Mobilization resources and strategies at both the school and individual levels, and provide more comprehensive post-award support, thereby enabling Telfer professors to concentrate efforts on the highest caliber of research activities. In parallel, we are committed to strengthening the quality of training within our MSc and PhD in Management programs, ensuring that our students are well-prepared to contribute meaningfully to their fields.

## Objectives

- Continue to develop and support research groups aligned with the four pillars
- Increase support for research activities that have impact within and beyond the academic community
- Increase support for Sustainability-focused research
- Increase Knowledge Mobilization Support Structures at the school, researcher, and student levels
- Strengthen our research culture
- Strengthen the PhD and MSc in Management programs



Research and Graduate Research Programs

## Preliminary Initiatives

- ☐ Develop infrastructure that will encourage new, and support existing, research groups to apply for large grants (PI at Telfer)
- ☐ Introduce new seed funding programs and dedicate staff hours to support Knowledge Mobilization activities and partnerships with non-academic stakeholders
- ☐ Implement additional funding models for PhD students to increase student quality and enrollment
- ☐ Expand on training offered to professors, PhD, and MSc students on Knowledge Mobilization strategies
- ☐ Institutionalize supervision practices to ensure better preparation of PhD students for the job market
- ☐ Introduce new scholarships for research in Sustainability

## Preliminary KPIs

1. Number and dollar amount of grants received by Telfer PI
2. Quality of publications by Telfer professors as measured by comprehensive journal rankings and impact factors
3. Indicators of impact on research end-users such as policymakers, industry partners, and community members
4. Number of professors, PhD and MSc students receiving KMb-specific training
5. Number and type of Knowledge Mobilization activities led by research groups, and individual professors and PhD students
6. Number and type of Knowledge Mobilization events held by research groups and individual professors
7. Quality of placement of PhD and MSc students
8. Quality of publications and conference presentations involving PhD students
9. Percentage of PhD and MSc students graduating on time

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Teaching and Professional Programs

# Provide the Richest Possible Learning Experience



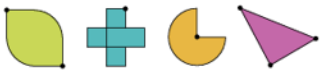
Teaching and Professional Programs

## In the past three years we have redesigned all of our programs, focusing on innovative and flexible curricula. Our recipe is working.

We do experiential learning exceptionally well and this pedagogical approach is not only attractive for prospective students but also ensures graduates have the necessary competencies to be successful contributors in making Canada (and the world) greener, healthier, happier, wealthier and more prosperous. We are now expanding this approach by embedding career readiness as a defining feature and equipping our students with AI literacy, competency, and fluency to meet the evolving demands of an AI-augmented economy. We continue pursuing the development of new programs, microprograms, and/or options focusing on revenue-generation, and collaboration with other units/institutions. Special attention will be given to student recruitment and retention. We will also aim to expand our presence internationally in order to further strengthen our global reach and diversify our student population.

## Objectives

- Further integrate the four pillars into our program offerings and delivery/activities
- Develop attractive programs, microprograms, or options
- Focus on student retention
- Increase Sustainability content in all programs
- Position career readiness as a key outcome of Experiential Learning for all undergraduate students
- Embed AI literacy, competency, and fluency development into all programs



Teaching and Professional Programs

## Preliminary Initiatives

- ☐ Provide a minimum of 4 meaningful experiential learning opportunities for all students in the BCom program
- ☐ Develop an Experiential Learning Hub
- ☐ Further 'greening' of our MBA and BCom curriculum
- ☐ Create a Real Estate Management microprogram
- ☐ Develop joint MBA-type offerings with other faculties (e.g., Law, Medicine, and FSS)
- ☐ Direct entry to francophone MBA in North Africa using role-based modules

## Preliminary KPIs

1. Percentage of BCom students in French and English programs undertaking at least 4 experiential learning activities
2. Increase in the number of high school workshops and activities we undertake (approx. 50 to 60 by 2028)
3. Increase student enrolment in microprograms
4. Add 5 new countries to our offerings for international exchange through new student mobility agreements
5. Number of international programs (partnership or joint degrees) with international partner institutions
6. Number of international students and satisfaction level
7. Number of MBA français students and satisfaction level
8. Incremental revenue from new professional graduate programs
9. Percentage of BCom graduates completing the basic level of the new AI Fluency credential (by 2028)
10. Percentage of BCom graduates completing the intermediate or advanced level of the new AI Fluency credential (by 2028)

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Alumni, Business, and Academic Community

# Matter to the Communities That We Serve



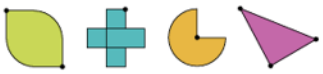
Alumni, Business, and Academic Community

## We are now deeply embedded in our community. Telfer graduates, organizations in Ottawa and beyond, and community partners increasingly rely on us.

The development of this trust has been a collective effort, involving all internal stakeholders: researchers, instructors, professional staff, and students. A connection with Telfer leads to tangible benefits (e.g., access to talent, counsel, network) but, equally important, it leads to a sense of belonging to a forward-thinking, enthusiastic, and welcoming community. In today's society, these communities are becoming increasingly rare and, as a result, important.

## Objectives

- Strengthen our community engagement
- Position Telfer as a place for 'lifelong learning'
- Maintain our reputation for producing workforce-ready graduates
- Offer meaningful international experiences to help graduates become employable on a global scale



Alumni, Business, and Academic Community

## Preliminary Initiatives

- ☐ Consolidate alumni groups
- ☐ Optimize alumni communications and event relevance
- ☐ Promote the notion of 'lifelong learning' to have graduates return for additional studies
- ☐ Enhance capacity of the Career Centre to ensure that students are 'employment ready' upon graduation
- ☐ Increase emphasis on International Exchanges
- ☐ Make our offerings clearer and better known to organizations and students

## Preliminary KPIs

1. Attendance of alumni in events
2. Social media connections
3. Alumni donations
4. Employer satisfaction with our graduates

*"What we affectionately call 'Telfer Nation' reaches beyond a great education and a terrific network; the Telfer reach is for making a difference to others."*

— Kathryn Tremblay (BCom '95)

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People and Culture

# Operate as a Green, Healthy, Happy and Prosperous Organization



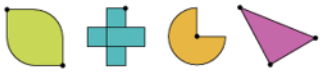


## We are dedicated to fostering an environment where we operate as a a green, healthy, happy and prosperous organization.

The past three years have made this pursuit challenging (post-pandemic adjustment, Workday, budget cuts, etc.) but we have made strides in improving our administrative process with the red-tape committee. Recommendations from the Sustainability taskforce will reinforce our commitment to the Greener pillar. The launch of the Happy and Healthy taskforce will do the same for those respective pillars.

## Objectives

- Integrate the Greener pillar into Telfer administration
- Develop the Happier and Healthier pillars for integration into Telfer Administration
- Ensure that Telfer is a destination for faculty and staff



People and Culture

## Preliminary Initiatives

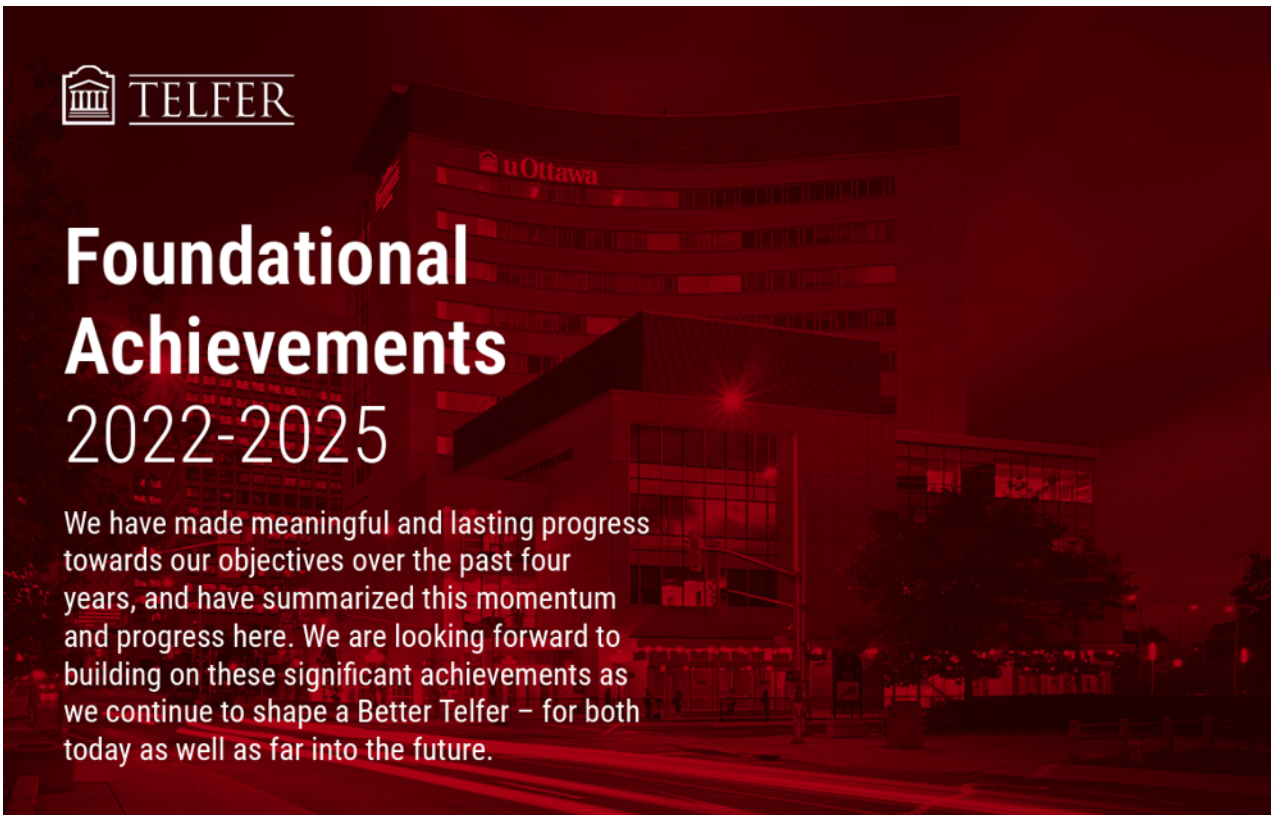
- ☐ Establish a vibrant community of practice for teaching and learning (for professors to share experiences and practices, new colleagues to get support, program offices to offer awareness and training, etc.)
- ☐ Reinforce the culture of service excellence
- ☐ Develop a tradition of a regular and continuous staff satisfaction survey
- ☐ Complete the review and implementation of Polaris initiatives that meet Telfer's organizational needs
- ☐ Develop and strengthen sustainable operational systems, and develop supporting metrics (e.g., food management, paper use, active and collective commuting support, etc.)

## Preliminary KPIs

1. Metrics to support sustainable operations
2. Increased staff satisfaction
3. Increased attainment of service standards

*"At Telfer, we care for our community and for the people who make it all possible, daily, whether they are teaching at the front of the scene or working quietly backstage."*

— Dorra Jemail
Manager, Undergraduate Studies Administration




## Overall Achievements

(2022–2025)

**+26%**
Increase in full-time, research-intensive faculty members (84 to 106)

**+8%**
Desmarais Building (DMS) becoming the de facto home of Telfer students, with an increase of Telfer courses delivered in DMS (+8%), as well as dedicated lounge spaces (+27%)

**+26%**
Increase in professors with external grants (from 54 to 68 percentage points, the only faculty at the University of Ottawa to show an increase)

**+233%**
Increase in the number of alumni volunteers who engage with students as guest speakers in classes, mentoring, and judging case competitions (From 90 to over 300)

**+47%**
Increase in Fellowships, Professorships, and Chairs (19 to 28)

# Research

(2022–2025)

**+22%**
Increase in total PhD funding (from $72,000 to $88,000 per student)

**+100%**
Increase in MSc program enrolment (from 24 to 48 students)

**+100%**
Increase in the number of active research groups (from 4 to 8)

**+42%**
Increase in grant applications (from 26 to 37) with a success rate above 50% every year

## Average Grant Amounts

| SSHRC Insight | SSHRC Insight Dev. | SSHRC Partnership Dev. | NSERC Discovery | NSERC Alliance | CIHR Project |
|---|---|---|---|---|---|
| $103,322 | $65,622 | $199,638 | $205,833 | $143,900 | $1,220,223 |
| (11 in total) | (17 in total) | (2 yrs; 3 in total) | (7 in total) | (1 yr; 1 in total) | (2 yrs; 3 in total) |

# Programs

(2022–2025)

An 8% increase in French Bachelor of Commerce (BCom) cohort size (versus 3% increase in English).

Over 20 new French Undergraduate (UG) course sections have been added in the last two years. At the graduate level, the French MBA has its highest enrolment ever and a new CPA in French will be offered in 2025-26.

All UG course syllabi indicate a direct link with one of the 4 pillars: Greener: 86% (from 47%); Healthier: 76% (up from 9%); Happier: 68% (from 51%); Wealthier: 80% (from 76%).

Increased experiential learning opportunities at all levels/programs.

- In every concentration, students end their journey with an immersive experiential capstone (1,500 students/year)
- Quintupled case competitions participation (over 2,000 students, in 23 internal and external competitions)
- Introduction of new micro-credit courses focusing on intensive experiential learning led by professors (Telfer Innovation Sprints) or student-directed (SLICCs)

Creation of 5 "new" microprograms (Sports Analytics; Business Sustainability; Entrepreneurship; Research; Work-Integrated-Learning) and reinforcement of existing 2 (Capital Markets and Management Consulting).

Increased holistic approach for the development of leadership and interpersonal competencies.

- BCom: formal methods for teamwork peer assessment and behavioural assessments in each year of the BCom program
- Career Centre: New activities and workshops to support career development: AI to support career development; Professional Associations Fair; sales development workshops
- MBA: Group coaching
- EMBA: Distributed leadership development program over three semesters
- EMHA: Individual coaching/mentorship

Introduction of flexible program using bi-modal and hybrid forms in all professional graduate programs. First fully asynchronous online program (EMHA).

# Development & Community Engagement

(2022–2025)

## $21M

Raised in total, against a target of $19M (+10.5%), to achieve record fundraising targets

## +Alignment

Secured transformational gifts that align with strategic priorities

## +Engagement

Created strategically-driven events to boost engagement (e.g., CEO Breakfast of the Year, Dean's Reception, Panda Alumni Party, Toronto top of the Tower event, Toronto Alumni Reception, Montreal Alumni Reception and Women in Leadership Workshop)

## Telfer United.

Created regional advisory boards and amalgamated four alumni associations into one: Telfer United.

# Administration

(2022–2025)

- Creation of a 'Red Tape Committee' and implementation of multiple recommendations, such as:
  - New features and enhancement to TAPS (e.g. automation of Faculty's annual and academic leave reports, course selection)
  - Annual Workday Training for Telfer Faculty
  - Greater coordination among administrative units (working less in silos)
- Greener taskforce completed report (implementation stage)
- Healthy and Happy taskforce launched in 2025
- Complete overhaul of Telfer and uOttawa's Faculty recruitment website
- Increase participation of professional staff in management development program
- Improved staff experience for attraction and retention
- uOttawa onboarding portal and orientation sessions for new employees
- Enhanced promotion and support for bilingualism (agreement with Language Services, sharing of available resources, and training during regular business hours – professional development)
- Reinforcement of EDI initiatives (creation of EDI committee, promotion of various activities and guidelines)
- Reinforcement of service excellence culture in support of our teaching and research mission


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2026–2028 Strategic Plan
Telfer School of Management
University of Ottawa
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# Strategy Alignment

## Strategy 2026

# Strategy Alignment

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

### Strategic Vision and Pillars

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

### Sustainability and Responsibility

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

### Experiential Learning for Impact

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

### Commitment to Quality Education

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

# Institutional History

## Institutional History

# Institutional History

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

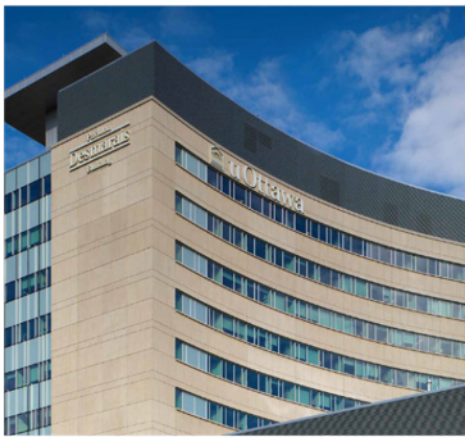
Telfer officially joined the Principles for Responsible Management Education (PRME) initiative in **2020**. However, its journey towards embedding sustainability, ethics, and social responsibility into its teaching and research began earlier, with key milestones shaping its RME trajectory. Among them:

**2015**

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

**2016**

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




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

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



## 2017



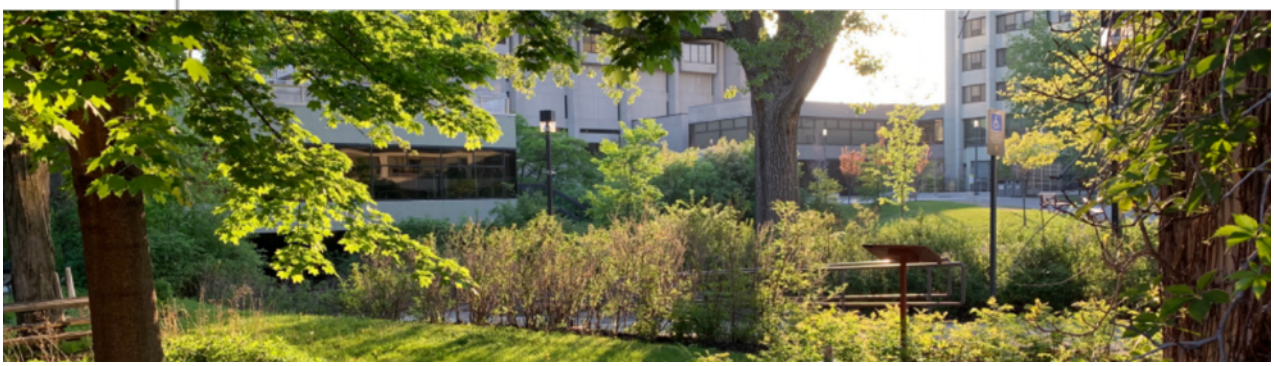
Following the launch of curriculum innovations, 2017 marked another important year for Telfer's sustainability integration. The ADM4317 Leadership, Strategy & Sustainability course was awarded an Honorable Mention in the Page Prize from the **Darla Moore School of Business** for its efforts in integrating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

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

## 2018

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

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



## 2019







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

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







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




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

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

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

## 2020

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

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

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



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



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



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



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

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

## 2021

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




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



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




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

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



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



## 2022

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

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

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

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

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

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

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



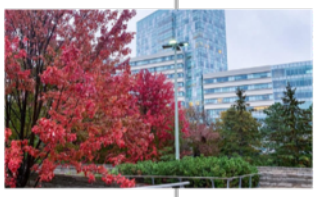
Beyond the classroom, 2022 was punctuated by powerful community moments. In February, Perogies for Peace, organized by Professor Sharon O'Sullivan, mobilized faculty, staff, students, and partners to raise over $3,500 for the Canada-Ukrainian Foundation in the wake of the invasion of Ukraine, embodying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

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



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

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

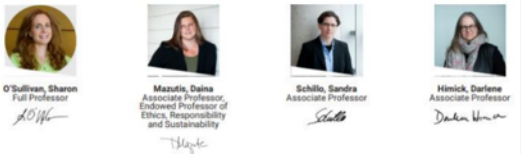


The wider university community celebrated a milestone as well: in March, the University of Ottawa earned a STARS Gold Rating from AASHE, recognizing its achievements in sustainability across teaching, research, and operations. Telfer was proud to contribute to this accomplishment, as its own programs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

**2023**

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

CSIID
Centre for Sustainable Impact
/pour l'impact durable

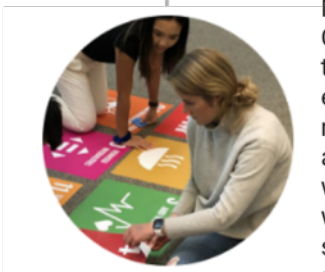



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The academic year was also one of curriculum innovation. Telfer introduced a new undergraduate microprogram in Business Sustainability, giving students from across the University the opportunity to build a foundation in environmentally and socially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

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



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

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



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




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



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

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

## 2024

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



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

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

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




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

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

**2025**

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

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

L'ACADÉMIE VERTE
THE GREEN ACADEMY



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

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

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

## SDG week 2025

*Highlights*
















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




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



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

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



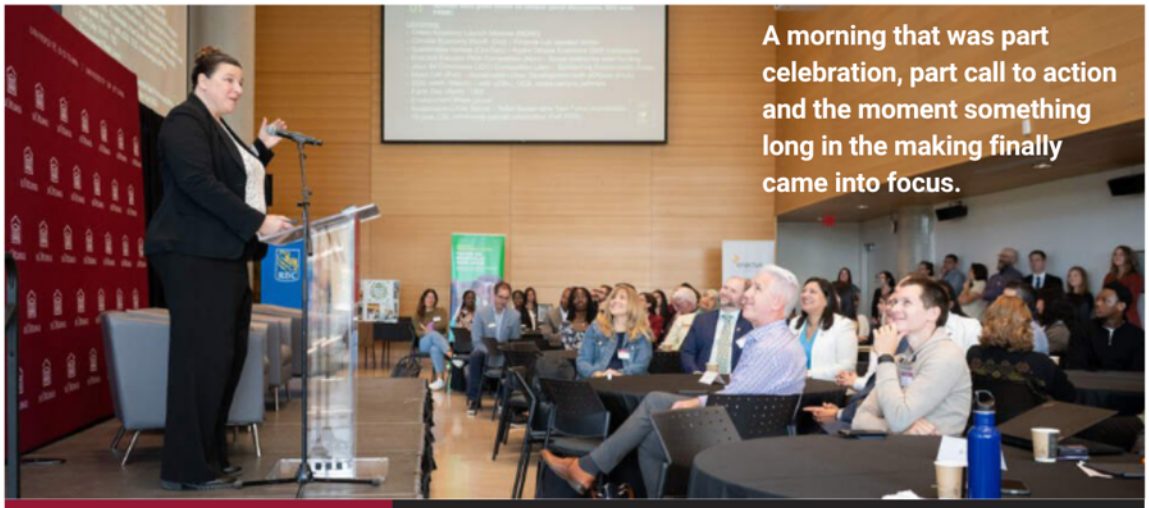
The year culminated in September with the official launch event and the introduction of the first ever Telfer Innovation Sprint. A fast-paced, credit-bearing challenge that connects students, faculty, and partners in designing real-world solutions, the inaugural Sprint, sponsored by the Green Academy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

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

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

SEPTEMBER 26, 2025

# DEEP ROOTS, NEW BEGINNINGS




**$2M**

A visionary investment to advance sustainable business education, experiential learning and youth-led innovation.

## A MILESTONE BUILT ON YEARS OF MOMENTUM

Faculty, students, alumni, industry leaders and community partners gathered for the official launch of the Green Academy at Telfer and the opening of its first Innovation Sprint.

The Academy is a continuation: a commitment to weave sustainability into the DNA of teaching and community engagement but also to prepare students to lead the green transition with confidence, creativity and purpose.

## WHAT IS THE GREEN ACADEMY?

A cross-campus, interdisciplinary initiative where sustainability is not only studied, but practiced through hands-on courses, innovation sprints, research and community projects.

SEPTEMBER 26, 2025

# A LAUNCH AND A CHALLENGE



## DAINA MAZUTIS

Professor Mazutis, Director of the Green Academy and Director of Sustainability at Telfer, situated the launch within a longer story of embedding responsibility and sustainability across the School.

> Not an arrival, but a continuation of momentum.



## MARIE-EVE SYLVESTRE

uOttawa's President and Vice-Chancellor placed the Academy within the University's mission to prepare nearly 50,000 students not only for careers, but for leadership in a world that urgently needs a holistic transition.




## DEVINDER GILL

RBC's Regional President announced the RBC Foundation's $2 million gift and emphasized that education, innovation and community must intertwine for a net-zero economy.

> "You will gain a strong foundation in sustainable business and systems thinking, while working with industry partners to make a real difference."



## STÉPHANE BRUTUS

Telfer's Dean challenged students from across faculties to bring curiosity, creativity and courage to real problems and to move their ideas beyond the classroom.

> "It is about equipping you to lead the next wave of cross-sector innovation."

SEPTEMBER 26, 2025 · SUSTAINABLE FOOD SYSTEMS PANEL

# A FULL-CIRCLE MOMENT




## FROM STUDENT IDEA TO SYSTEMS IMPACT

The panel traced a lineage : community need, student ingenuity, early support, industry scale and enduring impact.

**Alida Burke**
Telfer alumna and Growcer co- founder. An Enactus idea, supported early by RBC, now helps 100+ communities grow food locally.

**Tai Adewoye**
Student moderator and Enactus leader advancing NuPacko's cookie-for-cause model to address nutrition gaps.

**Sylvie Cloutier**
CTAQ President and CEO, bringing the urgency and realities of Canada's agri-food sector into the conversation.

**Gayle Corcoran**
RBC Senior Director of Social Impact, speaking to the role of funders in de-risking bold, youth- led ideas.

## THE PATHWAY BECAME VISIBLE

Alida once sat where the students in the room sat. Her story showed what can happen when a student project receives the trust, partnership and resources needed to grow. Tai's presence on the same stage made the continuity unmistakable: today's student initiatives can become tomorrow's impact ventures.



Ideas matter when they can TAKE ROOT, adapt, scale and respond to real community and industry needs.

SEPTEMBER 26, 2025 · PARTNER SHOWCASE

# WHERE CONVERSATION BECAME CONNECTION




## A LIVING ECOSYSTEM OF PARTNERS

By lunch time, the Camille Villeneuve room had become a small ecosystem of its own. Students moved between tables, listening, tasting and questioning. Each partner offered a different window into sustainable food systems and literal and figurative fuel for the Innovation Sprint ahead.

### Chef Ric's + Ottawa Mission

The catered lunch demonstrated how a social enterprise can nourish both people and the city; every meal supports food, shelter and training programs.

### Growcer

Telfer alumna Carla De Ciccio represented Growcer, whose modular vertical farms showed how a student idea can grow into a way for communities to produce food locally.

### Office of Campus Sustainability

Holly Gordon connected everyday choices to the Free Food Alert, the Green Dining Hall, composting, reusable containers and major packaging reductions across campus.

### Upcycling Club

Led by Telfer student Maximilian Benda, the club shared work revitalizing the King Edward community garden and exploring accessible, low-cost solutions.

### NuPacko · Enactus

Students from the student-run social enterprise showcased NuPacko's $2 cookie-for-cause model, which pairs each purchase with a cookie donated to someone facing food insecurity.

### Pascalyna + Happy Goat Coffee

Professor Dorra Jlouli showcased reusable packaging as a sustainable enterprise; Happy Goat contributed locally roasted coffee and community spirit.

SEPTEMBER 26, 2025 · THE WORK BEGINS

# TURNING KNOWLEDGE INTO ACTION

## STUDENTS

Hands-on courses, innovation sprints and community projects build systems thinking, responsible management and confidence.

## FACULTY

Support for integrating sustainability into teaching and research creates bridges across disciplines and expands impact.

## PARTNERS

Industry and community collaborators bring real-world challenges, lived expertise and pathways for ideas to scale.



## THE FIRST INNOVATION SPRINT

The launch flowed directly into an interdisciplinary, three-day challenge on the food systems that sustain us. Nine student teams, guided by Professor Sandra Schillo, worked with Sylvie Cloutier and Conseil de la transformation alimentaire du Québec (CTAQ), bringing industry insight into the learning process.

The Professional Development Institute served as host, data-tools expert and incubator helping transform the sprint from an academic exercise into a laboratory for change.

| 3 | 9 | All |
|---|---|---|
| immersive days | student teams | faculties welcomed |

The Green Academy's launch was not just an event. It was a declaration: that partnerships matter, that students can reimagine the systems we depend on, and that bold ideas deserve the chance to grow roots and scale into lasting change.

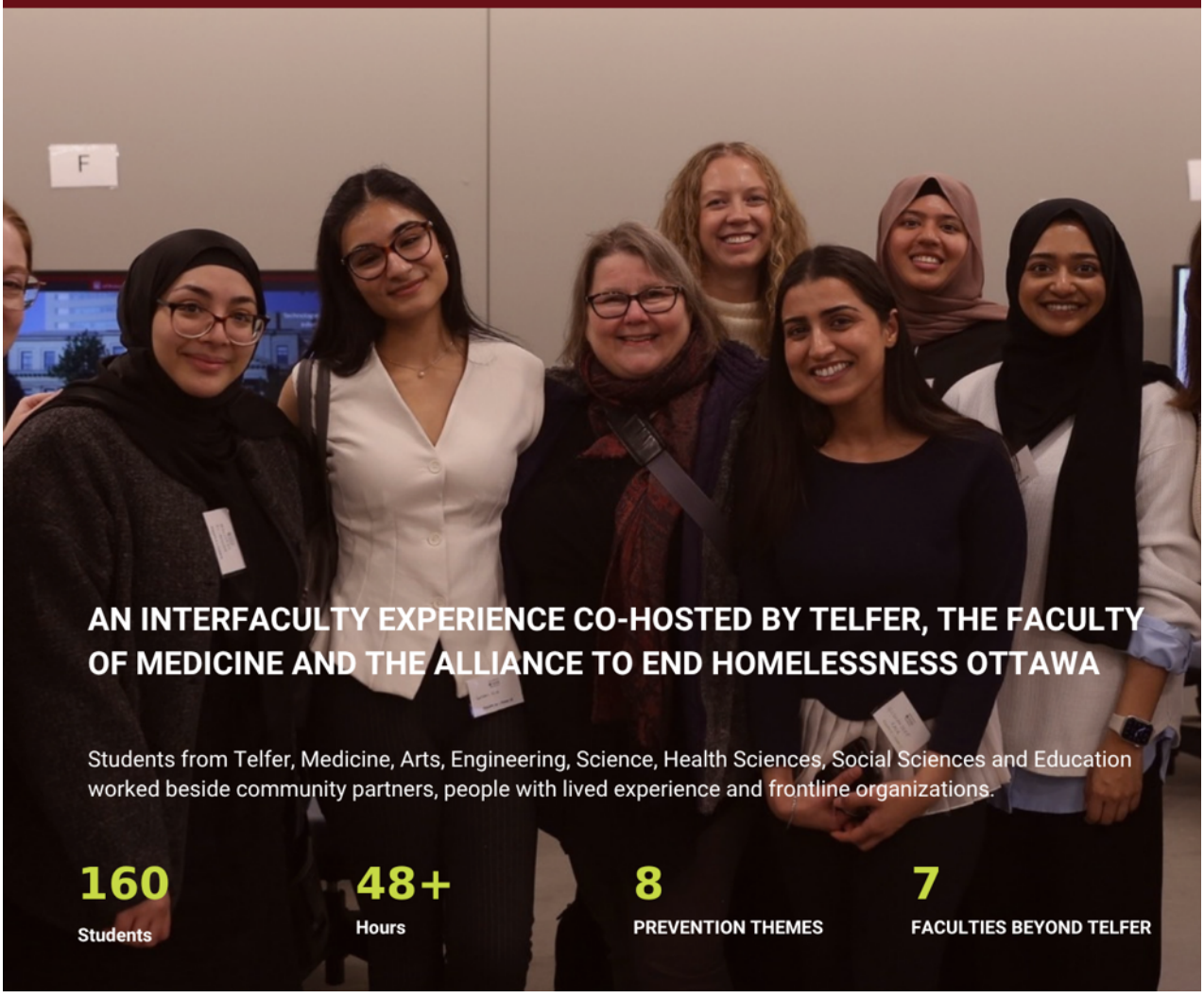
THIS WAS ONLY THE BEGINNING.



2nd INNOVATION SPRINT | NOVEMBER 21-23, 2025

# Innovation Sprint on Preventing Youth Homelessness.

160 students.
More than 48 hours.
One urgent question: how might we prevent youth homelessness before crisis begins?



## AN INTERFACULTY EXPERIENCE CO-HOSTED BY TELFER, THE FACULTY OF MEDICINE AND THE ALLIANCE TO END HOMELESSNESS OTTAWA

Students from Telfer, Medicine, Arts, Engineering, Science, Health Sciences, Social Sciences and Education worked beside community partners, people with lived experience and frontline organizations.

**160**
Students

**48+**
Hours

**8**
PREVENTION THEMES

**7**
FACULTIES BEYOND TELFER

THE CHALLENGE

# PREVENTION BEFORE CRISIS

The sprint began by shifting the frame: shelters respond after harm has occurred. Prevention asks what can change earlier, in schools, families, health systems, justice pathways and communities.

**at least 100+**

**OTTAWA YOUTH IN SHELTERS OR UNSHELTERED ON A GIVEN NIGHT**



## WHAT STUDENTS WERE ASKED TO SEE

Youth homelessness is shaped by income insecurity, shortages of affordable housing, gaps in coordinated support, discrimination and systems that intervene too late.

It is not only the absence of housing. It can also mean the loss of culture, family, community and belonging. Effective prevention therefore has to be holistic, upstream and interdisciplinary.




**THE WORK BEGAN WITH LISTENING TO COMMUNITY EXPERTISE, LIVED EXPERIENCE AND THE SYSTEMS BEHIND THE CRISIS.**

Students worked in interdisciplinary and interfaculty teams, with additional support from housing advocates, health workers, people with lived experience and frontline organizations. On hand as mentors were representatives from organizations including Operation Come Home, the Youth Services Bureau of Ottawa, the Canadian Mental Health Association, the Ottawa Basketball Network and the Mashkawazìwagamig Indigenous Resource Centre.

LEARNING REWIRED

# WHEN DISCIPLINES MEET THE REAL WORLD

For many participants, this was their first experience using design thinking on a complex social challenge. The learning was intensive, collaborative and grounded in lives rather than hypothetical cases.




### WHITEBOARDS FILLED. ERASED. REIMAGINED.

Teams listened, challenged assumptions, tested ideas with mentors and refined their proposals to remain grounded in real-world conditions.

### MULTIPLE LENSES. ONE SHARED PURPOSE.

Business, medicine, neuroscience, engineering, social science and community knowledge converged around prevention.

### A STUDENT PERSPECTIVE

**"I looked at our solution through a budget lens. The medical, neuroscience and biomedical students saw it through a health lens. I was glad to be paired with students from other faculties. I learned a lot from them. I'm grateful for the opportunity to work with the mentors," she added. "They helped us narrow down our ideas, which was great, because we had a lot. And I've made connections that will continue even after the sprint."**

JASMINE VARDY | WINNING TEAM MEMBER

**CONNECTIONS FORMED ACROSS FACULTIES - AND CONTINUED BEYOND THE SPRINT.**

EIGHT PATHWAYS TO PREVENTION

# ROUGH SKETCHES BECAME CONCRETE SOLUTIONS

By Sunday afternoon, rough sketches had become polished presentations. Teams presented solutions to a panel of judges that included Ottawa city councillors, uOttawa faculty and community leaders.

University of Ottawa president Marie-Eve Sylvestre announced the highest-ranked teams by theme, each of which received $500 to be donated to community organizations of its choice.

EARLY INTERVENTION
**Early Warning Screening and Support Pathway**
DONATION: Happy Roots Foundation

JUSTICE SYSTEM
**Youth Upward Mobility Project**
DONATION: Roberts Smart Centre

SCHOOL-BASED PREVENTION
**Hallways to Home: Nourish Together**
DONATION: Parkdale Food Centre

INDIGENOUS YOUTH
**Bright Path Youth Lodge**
DONATION: Housing for Indigenous Youth

2SLGBTQI+ YOUTH
**Rainbow Routes**
DONATION: Kind Space

RACIALIZED YOUTH & NEWCOMERS
**New Roots Initiative**
DONATION: CHEO - Department of Mental Health

TRANSITIONAL-AGED YOUTH
**Transition to Tomorrow**
DONATION: BGC Ottawa

MENTAL HEALTH & SUBSTANCE USE
**U-HUB**
DONATION: Ottawa Community Land Trust

**EIGHT IDEAS. EIGHT COMMUNITY DONATIONS. ONE COMMITMENT TO PREVENTION.**

FROM PITCHES TO COMMUNITY BENEFIT

# IDEAS WITH A LIFE BEYOND THE WEEKEND

Judges included Ottawa city councillors, uOttawa faculty and community leaders. Ottawa Mayor Mark Sutcliffe joined the final presentations and presented the Public Choice Award. The awards carried donations to community organizations chosen by the winning teams, sending support back to those working closest to the challenge.



**$3,000**
**Public Choice Award.**

PUBLIC CHOICE AWARD

### WAVE CONSULTING

An in-school nutrition program designed to reduce student stress, improve attendance and strengthen long-term resilience.

## WHY THE IDEAS MATTERED

The proposals were not judged only for originality. They were sharpened through community mentorship, evaluated against real constraints and built around the needs of young people. Several teams planned to continue developing their work through self-directed courses.

**THE WEEKEND ENDED. THE MOMENTUM DID NOT.**

**STUDENT IDEAS BECAME CONTRIBUTIONS - AND RECOGNITION BECAME REINVESTMENT.**

PARTNERSHIP AS PEDAGOGY

# WHERE CAMPUS AND COMMUNITY BECAME ONE TEAM

The sprint was organized and hosted by the Telfer School of Management, the Faculty of Medicine and the Alliance to End Homelessness Ottawa, with guidance from front line organizations and people with lived experience.





**MARIE-EVE SYLVESTRE**
"Together with our community partners, we are allocating our money, energy and efforts where they can have the biggest impact."

**STEPHANE BRUTUS**
"Having students from multiple faculties work with community members on community issues is the most effective way to apply our intellectual resources."

**CLAIRE KENDALL**
"When we bring diverse expertise to the same table, we generate solutions with depth and creativity."

## COMMUNITY MENTORS INCLUDED

Operation Come Home / Youth Services Bureau of Ottawa / Canadian Mental Health Association / Ottawa Basketball Network / Mashkawazì wagamig Indigenous Resource Centre / Alliance to End Homelessness Ottawa / housing advocates, health workers and people with lived experience

**AT UOTTAWA, CHANGE BEGAN THROUGH TRUE PARTNERSHIP BETWEEN CAMPUS AND COMMUNITY.**

## Graduates & Enrollment

| 2025 Statistics | Number |
|---|---|
| Graduates | 1,402 |
| Faculty & Staff at the University | 4485 |
| Faculty & Staff at the Institution | 345 |
| Student Enrollment at the University | 49,834 |
| Student Enrollment at the Institution | 5,659 |
| Undergraduate Attendance | 5,152 |
| Masters-Level Postgraduate Attendance | 455 |
| Doctoral Student Attendance | 52 |
| Certificate, Professional Development, or Continuing Education Attendance | 45 |

## Degrees Offered

Bachelor Programs

- Bachelor of Commerce (B.Comm)

Masters Programs

- Master of Business Administration (M.B.A.)
- Master of Health Administration (M.H.A.)

Doctoral Programs

- Doctor of Philosophy (Ph.D.)

## Undergraduate Degree Programmes

- Honours BCom – Management
- Honors Bcom - Finance
- Honors Bcom - Entrepreneurship
- Honors Bcom - International Management

## Masters Degree Programmes

- Master of Health Administration
- Master of Business Administration (MBA)

## Postgraduate Degree Programmes

- Doctorate in Philosophy

## Certificates, Professional Development, or Associate Programmes

- Policy Leadership Program
- Women in Leadership: Focused and Boundless
- Leading Quality Improvement in Healthcare Certificate
- Leading Effective Change
- Microprogram Business Sustainability



# Purpose

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

## Letter of Commitment




## Definition of Purpose

Telfer's mission is to unlock knowledge in a bilingual environment for the betterment of all our communities and in our vision of a greener, healthier, happier and wealthier Canada for all. We bring it to life by integrating ethics, sustainability and responsible decision-making into teaching and

experiential learning; supporting impactful and sustainability-focused research; collaborating with community, government and business partners; and strengthening responsible practices within our own operations. Through these efforts, we aim to equip students with the knowledge, judgement and practical experience to lead organizations toward inclusive prosperity, resilient communities and thriving ecosystems in Canada and around the world.

## Institutional Engagement

**51% - 75%** of faculty at Telfer School of Management actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

## Continue telling your story

### Watch the strategy story

The Telfer School of Management 2026–2028 Strategic Plan is built on the voices of the community, focused on building a greener, healthier, happier, wealthier Canada, and a better world.

Watch the story behind the purpose : https://youtu.be/YHpUVozsKBk?si=muorVjBD3NdTdLeb



# Values

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

## How We Define Values

Values are principles that guide how we teach, research, collaborate and make decisions, and hold us accountable for their impact on people, society and the planet. Grounded in our greener, healthier, happier and wealthier pillars, they embed integrity, inclusion, sustainability and responsible leadership across our institution.

## Who Champions Responsible Management Education at Our Institution

- Research or issue group, society, or club leading sustainability efforts
- Interdisciplinary efforts across business school
- Senior leadership office

## Student Voices

The following narrative demonstrates how Telfer School of Management has influenced students' academic journey and personal growth.

# Student Voices 2026

# Values

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

2

# STUDENT VOICES




## TURNING PURPOSE INTO ENTERPRISE

*Through his involvement with Enactus and NuPacko, a student-run social enterprise addressing nutritional inequality, Tai Adewoye has experienced responsible management as something practiced not simply studied.*

*Moderating the Green Academy's Sustainable Food Systems panel also placed Tai in dialogue with an alumna entrepreneur, industry leaders and social-impact funders.*

*His journey illustrates how experiential learning, student leadership and community engagement can help students connect academic knowledge with complex societal challenges, strengthen their confidence and recognize their capacity to create meaningful change.*

> "NuPacko's one-for-one model connects every product sold with support for someone experiencing food insecurity, demonstrating how entrepreneurship can combine commercial activity with social purpose."



**TAI ADEWOYE**
Telfer BCom student and Enactus leader

## LEARNING ACROSS DISCIPLINES: STUDENT VOICES FROM THE INNOVATION SPRINT

*During Telfer's first Innovation Sprint on sustainable food systems, students from business, science, engineering, social sciences and the arts worked together to address challenges across the food system. Using systems-mapping tools, industry insights and their combined disciplinary knowledge, teams developed solutions related to pollinator protection, household food waste, food insecurity and community connection.*

*The experience moved learning beyond disciplinary and classroom boundaries. Students learned to recognize relationships among environmental, social, technological and economic challenges; evaluate the longer-term consequences of their ideas; and collaborate with people who used different methods and language.*

*Rather than treating sustainability as a problem with one correct answer, the Sprint helped participants understand it as a collective practice requiring curiosity, empathy and shared responsibility. The most important outcome was not a single winning solution, but greater confidence in their capacity to work across differences and contribute meaningfully to complex societal challenges.*

> I really liked being able to work with a mix of students from different faculties and disciplines. It allowed me to discover how others think and bring everything together to create something meaningful.



**LOUIS NANIHIO**
Telfer BCom Student

> Someone on my team is in pre-med and taught us about biology and then I was able to leverage my business knowledge and his biological knowledge and turn it into a product and a company to solve a problem. This experience allowed diversity of thought when bringing in these different perspectives. I don't think there would have been another avenue in my degree to be able to work with other students from different faculties like this.



**LAURA POTTLE**
Telfer BCom Student

*The interdisciplinary environment also encouraged students to broaden their understanding of responsible management.*

*One business student explained that sustainability cannot be reduced to environmental impact alone; the experience reinforced the importance of considering the social and governance dimensions of ESG alongside environmental concerns.*

*Collaboration required more than dividing tasks. Students learned to recognize the limits of their own knowledge, value different forms of expertise and navigate disagreement constructively.*

*When the Sprint ended, no one talked about first place. They talked about each other, about how it felt to solve problems with people who thought differently, studied differently, and saw differently. For many, it was the first time working with students outside their own program or degree. What they discovered was more than knowledge; it was perspective. And in that mosaic of viewpoints, something rare grew: understanding.*

> The solutions that you come up with to solve those problems that have to do with sustainability actually at the same time also end up saving you money.



**MAXIMILIAN BENDA**
Telfer BCom Student

> Trying to find a solution to this concrete issue, being able to collaborate and reflect on this, matters to students like us. I also wanted to learn new perspectives from other students that are in other faculties and to see us work on a project that we are not familiar with.



**YÉLI COULIBALY**
Telfer BCom Student

> Tackling topics I am not familiar with, I was so happy to challenge myself and find a cool way to apply my software knowledge by creating an app that would actually be used as a solution to something that matters. I've done hackathons style courses before but the people I ended up working with were always technical, so it was really cool to establishing trust with teammates from different fields and learning from each other.



**VIVEK BHANDARI**
Software Engineering Student

## FROM ONLINE LEARNING TO COMMUNITY ACTION

*Through its cross-faculty approach to advancing the SDGs, the Telfer Green Academy provided the support needed to transform an online political science course into a hands-on sustainability experience.*

*Working through POL 2156: Applied Research Workshop, more than 60 students designed and constructed upcycled garden beds for uOttawa's Community Garden.*

*The Green Academy brought its responsible management and sustainability mandate beyond the business school by collaborating with Professor Stephanie Mullen and the Faculty of Social Sciences, the Community Service Learning Program, the Upcycling Club and the Office of Campus Sustainability.*

*Students worked with reclaimed materials, developed practical skills and explored how urban gardens contribute to local food production, biodiversity, waste reduction and community resilience.*

*Students who had previously known one another only through an online classroom also developed meaningful relationships through teamwork and shared purpose.*

*This initiative demonstrates how Telfer uses interdisciplinary collaboration to advance the SDGs across the University. By enabling students from another faculty to connect academic learning with sustainability and community needs, the Green Academy helped them see themselves not only as learners, but as active contributors capable of creating lasting local impact.*

> Being a part of this program for my political science class provided me with a unique opportunity to earn course credits while actively engaging with the community. By partaking in activities such as garden-bed making and community clean-up, I was able to be a part of a team and work towards valuable initiatives!

**HUMAIRA PATEL**
Political Science student



> Doing an in-person initiative with the Upcycling Club was a super great experience, and it was a great way to be introduced to the club.
> I enjoyed my time so much that I went on to join it! The organizers were fantastic and super accommodating, and they did a great job working around the rain and making everyone feel included.
> I would recommend it and do it again!

**MYLES KARPIUK**
Philosophy and Political Science student

## FROM COURSEWORK TO COMMUNITY IMPACT

*In ADM 4717: Leadership, Strategy and Sustainability, Telfer brought responsible management education into direct conversation with the needs of local communities.*

*Supported by a $6,500 Dom Herrick Experiential Learning Fund award, 43 Bachelor of Commerce students worked in eight teams with Sustainable Eastern Ontario to examine sustainability challenges affecting francophone neighbourhoods across the region.*

*Through field visits, stakeholder interviews and neighbourhood diagnostics, students investigated interconnected issues including sustainable mobility, waste management, circular practices, affordable housing, green-space access, food security and youth employment.*

*Working with incomplete information and competing priorities taught them that sustainability challenges rarely have universal or straightforward solutions.*

*Guided by Professor Dorra Jlouli, and building on Professor Daina Mazutis's foundational work to integrate sustainability and community engagement into Telfer's curriculum, students learned to balance organizational viability with environmental and social responsibility.*

> This experience taught me to listen, prioritize and act. The human richness of our team and our exchanges with the community made the learning deeply concrete and the experience as useful as it was meaningful.




**MICKAELLE ANGELO**
Telfer BCom Student

> The CSL project marked a true turning point for me. Through a hands-on sustainability experience rooted in real, community-based issues, I was able to reconnect with my motivation and rediscover a clear sense of purpose in my studies.



**NAGHAM FAWAZ**
Telfer BCom Student

*The experience strengthened students' analytical, research, communication and leadership capabilities while giving management concepts practical meaning. Several students described rediscovering their motivation, developing a stronger sense of purpose and seeing themselves as capable of contributing to sustainable and inclusive communities.*

*By connecting management education with community knowledge and real-world constraints, Telfer enabled students to move beyond learning about sustainability. They learned to practise it through listening, collaboration, humility and responsible action.*

> Collaborating with a community partner strengthened my analytical and research skills, while the final project allowed me to transform theoretical concepts into real strategies, deepening my understanding of both leadership and sustainability.



**MARIE-EMMANUELLE DIBY**
Telfer BCom Student

> There is no universal approach to sustainability challenges only unique conditions that require tailored solutions to ensure lasting impact. That complexity, rather than being abstract, became tangible through interaction and dialogue.



**YASSINE LACHGAR**
Telfer BCom Student

> Working with real data, conducting field interviews and developing a quantified action plan gave practical meaning to management concepts. Knowing that my work could genuinely contribute to a more sustainable and inclusive neighbourhood helped me cultivate a participatory form of leadership grounded in community empowerment.



**KALKIDAN WONDEM MESHESHA**
Telfer BCom Student

## TRANSFORMING THE UNIVERSITY INTO A LIVING LABORATORY FOR THE SDGS

*Led by the Telfer Green Academy, SDG Month 2026 transformed sustainable development from an abstract global framework into a shared, university-wide learning experience.*

*Through collaboration with faculties, student organizations, university services, government, industry and community partners, Telfer created opportunities for students from across uOttawa to explore the SDGs through action. More than **30 events**, workshops and experiential activities engaged over **1,000 participants** and generated more than **2,000** campus engagements.*

*Students examined sustainable mobility, electrification, circular design, food systems, waste, climate action, green careers and social inclusion through competitions, simulations, community conversations and hands-on challenges.*

*The initiative demonstrated how a school of management can serve as a catalyst for responsible management education beyond its own programmes.*

*The Green Academy connected business perspectives including innovation, leadership, systems thinking and responsible decision-making, with expertise from law, education, environmental studies, design, social sciences and other disciplines.*

> As students, we have powerful voices and ideas. An event like this gives us the conversations, experiences, knowledge and connections we need to turn those ideas into meaningful action.




**HADEEL YOUSSEF**
Telfer BCom Student
Member of the winning team, Imagine Day

> The Sustainability Treasure Hunt taught me that sustainability can begin with simply noticing what others have learned to overlook. A neglected magazine rack at Dominion Station showed me how easily inaction becomes normalized. It made me question why we accept neglected public spaces as the norm and realize that meaningful change begins by making the invisible visible and refusing to accept what no longer makes sense.



**JERUSHA TAN**
Winner of the Sustainability Treasure Hunt

*Students did not simply learn about the SDGs. They designed public policies, reimagined transportation systems, investigated overlooked sustainability issues, worked with reclaimed materials and redesigned everyday products through circular and regenerative principles.*

*Participation was also formally recognized through SDG Month certificates and digital Linkedin badges. More than **300** students earned Participation Certificates, over **40** were recognized as Sustainability Leaders and more than **12** became SDG Changemakers.*
*By opening sustainability learning to the wider university community, Telfer helped students find their place within the SDGs and develop the knowledge, relationships and confidence to translate awareness into action.*

> Volunteering during SDG Month showed us how much happens behind the scenes to create a space where students feel welcome and comfortable trying something new. We were guiding students, solving problems as they came up and helping create the kind of community we wanted to be part of

**THE 17 STUDENT VOLUNTEERS OF SDG MONTH**



> I had never used tools before, so at first I was nervous and honestly wasn't sure I could do it. But as we started working with the reclaimed wood and helping each other, I became more confident. By the end, I had built an actual birdhouse and thought, 'Wait, I'm actually good at this!' It was really rewarding to turn something that might have been thrown away into something useful. To speak about SDG month as a whole, I think it's very insightful and refreshing being able to learn about all the SDGs and seeing them as global issues. It's bringing all the students together to push forward for a better future.



**KARINE BRAULT**
Telfer BCom Student

> One of the goals that I take particularly to heart is gender equality I grew up in a very male-dominated world and I didn't feel like I had a place.I think it's very important women have as many opportunities as men in all fields. It's even more imporant that we all share the same goals to make the world a better place.




**VANESSA LABELLE**
Telfer BCom Student

## DESIGNING A MORE SUSTAINABLE FUTURE

Through the Green Academy's Innovation Sprint on Responsible Consumption and Production (SDG 12), Telfer created an interdisciplinary learning environment where students could move beyond studying sustainability as an abstract concept and begin practising it through design, collaboration and responsible decision-making.
The three-day Sprint brought together students from business, biomedical science, engineering and other disciplines to examine the systems behind everyday products: how materials are sourced, how goods are designed and manufactured, how people use them, and what happens at the end of their useful lives.

The students' reflections demonstrate how responsible management education influenced both their learning and their sense of future possibility.



"The Sprint challenged my initial assumptions and showed me that sustainability is not simply about designing better products. It requires us to rethink the intricate details that can empower individuals, communities and industries to create meaningful change."

**HAWA SOULEYMAN** Telfer BCom Student



"The experience was transformative. Winning validated our approach, but the Sprint also reshaped how I see my future. I am particularly interested in exploring responsible investing and sustainable business models and contributing to initiatives that create positive social and environmental impact."

**SARA YAO** Telfer BCom Student



"It was the people, the diversity of perspectives, that made this experience different from any other. Taking apart an everyday product challenged my initial assumptions and helped me recognize the often-invisible impacts of its materials, production processes and supply chains."

**JOSH BOWRY** Telfer BCom Student




Working with students from different faculties helped me understand the importance of interdisciplinary collaboration. Everyone brought different knowledge, perspectives and ways of thinking, which strengthened our ideas. The experience showed me that complex issues like sustainability cannot be solved from a single perspective; they require collaboration across different areas of knowledge.

**KATE ZELENSKI** Biomedical Science student



The Sprint deepened my sense of responsibility as someone who will work in business. The decisions I help make about cost structures and supply chains are also decisions about communities and ecosystems, and that is not something I want to lose sight of.

**FABIHA ADIBA** Telfer BCom Student



The Sprint showed me how difficult it is to create truly sustainable solutions, but also how important it is to keep trying. It also pushed me to overcome my shyness: when an idea came to me, I learned to say it before I could bury it out of fear of judgment.

**JULIA BALLESTEROS** Telfer BCom Student



The Sprint made me understand that sustainability cannot be separated from public health and equity. Responsible production and consumption are not abstract ideas, they directly affect daily life and determine who benefits from environmental progress

**YOUSSEF BENCHEKROUN** Telfer BCom Student



"Before the Sprint, if I had asked myself whether we could really achieve the sustainability we need, my answer likely would have been no. Now I realize that by implementing more sustainable business systems, we can at least slow environmental damage and global warming."

**JULIAN ESTES** Telfer BCom Student



"The Sprint changed the way I see my role as a student. It showed me that my ideas have value and that I don't have to wait until after graduation to start creating meaningful change. Taking an idea from a conversation to a real solution gave me the confidence to believe I could make an impact."

**YIHENG FENG** Telfer BCom Student



"I want to go into law, and the Sprint helped me develop the critical thinking skills to understand how everything is interconnected. My thinking evolved as I began to look beyond individual parts of a problem and focus on how the larger system affects them."

**JAYSE HEER-MATONOVICH** Political Science Student



"The experience was intellectually stimulating and emotionally challenging, pushing me to reconsider my assumptions about sustainability, consumption and systemic change. I learned that true sustainability cannot be achieved through superficial 'green' solutions, but through transformative approaches that prioritize long-term environmental and human well-being."

**MEAGHAN EMILIE JAKOBI** Biopharmaceutical Science Student



We each worked in the language we understood best, me in French and Josh in English and we were the only team to present in both languages. Through this experience, I improved my public speaking and critical thinking, while learning from my partner's knowledge of finance and project logistics.

**NIKITA IRAKOZE** International Economics and Development Student



Connecting sustainability to the tools I use every day as a hairstylist made it feel relevant and practical rather than theoretical. As a finance student, I now see the importance of integrating sustainability into business decisions and balancing profitability with environmental and social responsibility.

**ABIGAIL KIMANA** Telfer BCom Student



In a somewhat cheesy but honest way, we won friendship. In a university experience that can often feel individual and performance-driven, that felt rare and meaningful. The Sprint reminded me that learning is not only about knowledge or results, but also about connection, growth and the people we meet along the way.

**VANESSA LAURENT** Telfer BCom Student



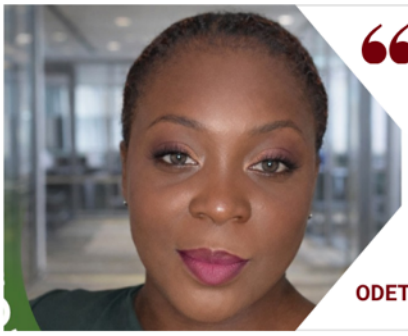
This experience will influence my future academic and professional approach by emphasizing the importance of initiative, clearer communication, and actively seeking feedback. It has also encouraged me to think more critically about how I can contribute to sustainability efforts.

**KENZA MASSANO** Telfer BCom Student



"This experience taught me to become more mindful of my everyday choices and to strive to be part of a generation that aims to reduce our negative impact on the environment. The Innovation Sprint allowed me to grow not only in relation to my SMART goals, but also in my thinking."

**KIM ATHENS MENDIOLA** Telfer BCom Student



"I now feel more responsible and engaged in seeking sustainable solutions, both in my personal life and throughout my academic journey. This experience has encouraged me to continue learning and participating in initiatives that promote more environmentally responsible consumption."

**ODETTE YOLANDE NGO HOND** Telfer BCom Student



"This experience has influenced my academic interests by making me more aware of the importance of connecting ideas with practical application, and of working effectively within a team to bring a concept to life. I used to think of waste as a technical problem, but I now see it as a design and collaboration issue."

**FATIMA NDIAYE** Art Student



"Learning that 80% of a product's environmental impact is determined at the design stage was one thing, but truly understanding it through hands-on work and disassembling everyday objects was eye-opening. Seeing the environmental impact of each material up close, I intend to carry this knowledge forward and apply it in my own life."

**PUNEET PERHAR** Telfer BCom Student



Before the Sprint, I thought sustainability referred only to 'green' products or recycling programs. I now realize that it also involves systems thinking and that sustainable solutions must address environmental, social and economic issues simultaneously. My goal is to develop solutions that balance sustainability with feasibility, using the skills and knowledge I gained.

**KIM ATHENS MENDIOLA** Telfer BCom Student



I now feel more responsible and engaged in seeking sustainable solutions, both in my personal life and throughout my academic journey. This experience has encouraged me to continue learning and participating in initiatives that promote more environmentally responsible consumption.

**HAILEY ROBINSON** Telfer BCom Student



As a criminology major, it was interesting to see my teammates' business and political perspectives and thought processes. Going forward, when working on projects or facing different situations, I will try to approach them from multiple viewpoints and take into account how others think.

**JAMES ROSS** Arts / Criminology Student



The mentors shifted our thinking from simply having a sustainable idea to developing a business mindset that considered cost, scalability, accessibility and financial viability. Their input also pushed us to consider the broader impact of our solution, including how it could reduce waste and encourage more sustainable consumer habits.

**ALEX STOPIC** Telfer BCom Student

## Student Awareness

**26% - 50%** of students at Telfer School of Management are aware that we are a PRME Signatory Member.

## Student Engagement

**51% - 75%** of students at Telfer School of Management actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

## Celebrating Values

The following demonstrates a way in which our institution celebrates values in various specializations.

# Celebrating Values 2026

# Celebrating Values

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

## Ten Years of Turning Inclusion into Action

The MBA Diversity & Inclusion Case Challenge celebrates a decade of preparing future business leaders to transform shared values into practical solutions.
On February 27 and 28, 2026, the Telfer School of Management marked the 10th anniversary of its MBA Diversity & Inclusion Case Challenge, presented in partnership with Export Development Canada and Deloitte.
For a decade, the national competition has created a space where MBA students can engage critically with complex challenges at the intersection of diversity, inclusion, sustainability and responsible business. Rather than treating these values as abstract principles, the Challenge asks participants to apply them to real organizational and societal issues.



## Challenge

The competition offered $10,000 in total prizes and the 2026 challenge focused on developing a future-ready supply chain strategy for Canada's apparel industry.

- Teams had to design a practical two-year sourcing and logistics plan that was financially disciplined; transparent and adaptable; responsive to regulatory changes and global disruptions; and attentive to forced-labour reporting, carbon disclosure, trade enforcement and Indigenous inclusion.



# PRIDE BREAKFAST 2026

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






**On August 30, 2026** members of the Telfer community joined students, staff, faculty, partners and families at uOttawa's third annual Pride Breakfast. Held at University Square before the Capital Pride Parade, the bilingual gathering celebrated the diversity, resilience and contributions of the 2SLGBTQIA+ community.




Through shared food, creative activities and conversation, the event created a welcoming space to connect, celebrate authenticity and strengthen belonging. Telfer's participation reflected its commitment to fostering a community where everyone feels welcome, valued and free to be themselves.



# Student Leadership for the SDGs

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

## enactus Entrepreneurial action for people and planet

Through Enactus uOttawa, students transform business ideas into practical responses to food insecurity, youth empowerment and environmental challenges.



Nupacko students preparing and sharing their nutrient-rich cookies

### A COOKIE WITH A CAUSE

Nupacko developed an allergen-free, vegan cookie to help address food insecurity. Through its buy-one, donate-one model, every purchase helps provide a nutritious snack to someone in need.

*"We're channelling every dollar into impact."* ***Divika Solanki, Nupacko project manager***

**1,000+**
cookies donated to shelters and communities

**$5,000**
Youth Leadership for change microgrant

**1 for 1**
one cookie donated for every cookie sold

FEBRUARY 17-18, 2026

### Perfect Pitch empowers young innovators

PROJECT F.L.Y.

Enactus uOttawa hosted Perfect Pitch 2026 and the Project F.L.Y. initiative, welcoming students from five high schools to develop and present technology-driven business ideas. The experience built entrepreneurial knowledge, confidence and practical pitching skills.

| | |
|---|---|
| Ideas generated | 24 |
| Micro-funding awarded | $1,200 |

CENTRAL CANADA REGIONALS . MARCH 2026

### Student ventures earn regional recognition

At the 2026 Enactus Central Canada Regional Exposition, held March 17–19 in Toronto, Enactus uOttawa presented two student-led social ventures. The solutions addressed community nutrition and ocean sustainability before advancing to the national exposition.

| | |
|---|---|
| Nupacko | **1st runner-up .** Desjardins Community Empowerment Challenge |
| Aquagrid | **2nd runner-up .** Canadian Tire Environmental Sustainability Challenge |

STUDENT LEADERSHIP · GLOBAL CITIZENSHIP

# TWENTY YEARS OF GLOBAL CONNECTION

In 2025–2026, Telfer International celebrated two decades of bringing international, exchange and domestic students together while creating new opportunities for professional growth and cross-cultural connection.

**20** YEARS OF INTERNATIONAL COMMUNITY

The club marked its anniversary with a refreshed visual identity, honouring its history while beginning a new chapter of global engagement at Telfer.

> *Same mission. Same heart. A renewed commitment to connection across cultures.*

MARCH 2026

## STUDENT TALKS 2026

The club hosted Student Talks 2026, helping students navigate a competitive and uncertain employment landscape. Telfer alumni and other professionals participated in three discussions covering:

- Career growth and the transition from university to employment
- Human resources and hiring perspectives
- Leadership, entrepreneurship and starting a business

The program concluded with networking opportunities connecting students with employers, internships and potential career pathways

MARCH 20, 2026

## COMMERCE & COCKTAILS GALA

The annual gala connected business students with founders, entrepreneurs, executives, managers and professionals from multiple industries.





# STUDENT TALENT COMMUNITY IMPACT




On November 24, 2025, **CASCO** presented its **26th Annual Gala** at the Infinity Convention Centre. Through performances, sponsorships, donations and community participation, the student-led organization raised more than $79,000 for CHEO, supporting children and families across Eastern Ontario.

The gala brought together student performers, volunteers, sponsors, donors, alumni and community members, demonstrating how Telfer students use leadership, creativity and business skills to create tangible social impact. CASCO has now contributed more than $1 million to CHEO over its history.

## ADDITIONAL 2026 FUNDRAISING ACTIVITIES

**St. Patrick's Day Pub Crawl:**

Held March 13 with more than 120 registered participants, with proceeds supporting CHEO.

**18th Annual MWFG × CASCO Golf Tournament:**

Held June 12, bringing together students and professionals for fundraising and networking.

**CHEO Cup:**

A student-organized soccer tournament held August 1 that raised$1,000 for CHEO








# WOMEN SUPPORTING WOMEN

## WOMEN IN MANAGEMENT NETWORK (WMN)




In March 2026, the Women in Management Network concluded its third annual **Shoot for the Stars Week** with an International Women's Day Breakfast celebrating women's leadership, community and professional achievement. Keynote speaker Asiya Shams led a conversation about women's leadership in technology and artificial intelligence, while Jane Tenthorey highlighted the work of St. Joe's Women's Centre. Through the week's activities and community support, WMN raised more than **$1,140** for the Centre.

### SHOOT FOR THE STARS WEEK

- Wellness activities
- Self-defence workshops
- Thrifting
- Career conversations
- Community building

### RECOGNIZED BY TELFER

WMN received 2 honours at the Telfer Students' Association Clubs Gala.

**Telfer Empowerment Award**

Recognizing WMN's contribution to an inclusive and empowering student community.

**Best New Event Award**

Presented for the Women in Leadership Networking Night.

### WOMEN IN LEADERSHIP NETWORKING NIGHT

The award-winning event connected students with women leaders through interactive activities and candid career conversations. Participating organizations included BDO, KPMG, EY, Brookfield, IBM, Welch LLP, McCay Duff LLP, TEKsystems and Raymond Chabot Grant Thornton.

## SDG MONTH CANADA 2026

# THE KIND OF HOPE WE BUILD



For one month, the University of Ottawa campus became a living lab for sustainability: reflective,human, hands-onand alive.

| | | | |
|---|---|---|---|
| **30+** events, workshops and experiences | **1,000+** participants | **2,000+** campus engagements | **73,000+** digital views in 30 days |

## A NATIONAL MOVEMENT, BROUGHT TO LIFE LOCALLY

For the first time, SDSN Canada expanded SDG Week into a full month across Canadian colleges and universities. With Telfer hosting and leading the momentum at uOttawa for the 4th year in a row, we created room to slow down, ask harder questions, make, debate, give back and imagine what could exist next.

> "There are moments in a year when a campus feels different. Not louder, not busier, but more alive. March was one of those moments."
>
> Takwa Youssef,
> The Green Academy coordinator

It took four months to build and hundreds of hands to carry. The result was not simply awareness of the Sustainable Development Goals, but opportunities to practise them together.

# A CAMPUS TURNED INTO A LIVING LAB

| IMAGINE | RETHINK | CREATE | GATHER | CELEBRATE |
|---|---|---|---|---|
| Cycling activism + Sustainability Treasure Hunt | EV policy + green careers + government SDG booth | Upcycled Birdhouses + Team Feud + Equi-T Challenge | Circle Series + Free Store + Zero Waste Tour | Recognition + climate keynote + sprint launch |



## SEEING THE WORLD THROUGH ART

WUSC's Through My Eyes exhibition

The exhibition shared perspectives from artists in Canada, Ghana and Malawi. Across all 17 SDGs, stories of displacement, resilience, identity and hope invited the campus to slow down and sit with complexity.



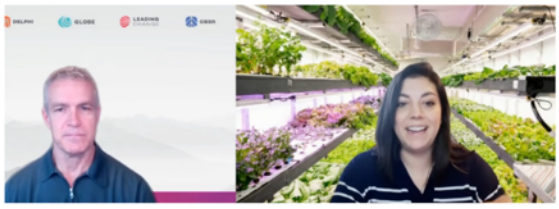
## IMAGINING NEW MOBILITY

Professor Mathieu Bouchard challenged students to rethink transportation through infrastructure, access and community. The winning Ottawa Bike Library concept proposed rentals, repairs, workshops and local partnerships.



## RETHINKING COMPLEXITY

With Raymond Leury of the Electric Vehicle Council of Ottawa and Professor Sharon O'Sullivan, students designed policies to accelerate electrification while protecting workers and strengthening Canadian supply chains.



## CAREERS WITH PURPOSE

More than 100 students joined Mike Gerbis and moderator Carla de Ciccio for a candid conversation about green career pathways, skills, resilience and the trade-offs of sustainability work.

**ALSO ACROSS CAMPUS**

Employment and Social Development Canada connected students to the 2030 Agenda; the Entrepreneurship Hub launched a Sustainability Treasure Hunt; and the Institute of the Environment hosted Climate Fresk.

CREATE DAY + GATHER DAY

# LEARNING BECAME TANGIBLE



## CIRCULARITY, IN THEIR HANDS

With the Upcycling Club, students transformed reclaimed wood into birdhouses. Hesitation became focus; strangers became teammates; discarded material became something useful and real.

> *"Wait… I'm actually good at this."*



## JOY, COMPETITION AND ENERGY

The Telfer Competitions Committee welcomed 17 teams representing the 17 SDGs for Zero Waste Team Feud. The SDG 15 team won and directed its matched donation to Équiterre.



## FROM CAMPUS TO COMMUNITY

The Free Store pop-up kept clothing, books and everyday items in circulation. A Zero Waste Campus Tour led by Jonathan Rausseo, Campus Sustainability Manager and Expert made waste streams, sorting systems and operational choices visible.

**Learning by doing. and giving back.** Five challenge-based workshops awarded $1,000 in cash prizes to students, matched dollar for dollar with another $1,000 donated to charities chosen by the winning teams.
Win together. Give back together.

CELEBRATE DAY · MARCH 20

# HONOURING WHAT CHANGED



## 500+ GATHERED

Students, faculty, staff, partners and community members came together to recognize ideas that became prototypes, teams that crossed faculties and students who stepped beyond their comfort zones.

Student cellists Elisheva Schwartz and Kelly Cooper from the School of Music gave the celebration a hopeful, reflective pause.



## CLIMATE HOPE

Keynote speaker, uOttawa alumnus, lawyer and climate advocate David Geselbracht shared grounded stories of action that confronted climate anxiety without surrendering to it.

## A CROSS-FACULTY MOMENT

The keynote brought together Heather McLeod-Kilmurray from the faculty of Law, Geoff McCarney from the Institute of the Environment and Giuliano Reis from the faculty of Education, with support from the Telfer Green Academy.

### MORE WAYS TO ENGAGE

The Telfer Sustainability Circle Series invited the community to help shape Telfer's first Sustainability Plan. The Financial Research and Learning Lab hosted the Equi-T and Electrici-T challenges, linking finance, data and ESG performance.

The closing celebration did not simply mark an ending. It opened into the next chapter.

FROM REFLECTION TO REDESIGN

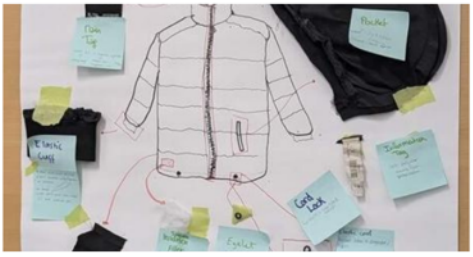
INNOVATION SPRINT · MARCH 20–22

# REDESIGNING WHAT COMES NEXT




### PRODUCT AUTOPSIES

Students opened everyday products, literally and metaphorically to examine their materials, systems, behaviours and assumptions. The challenge was not merely to reduce harm at end-of-life, but to prevent waste and pollution from the beginning while designing for value, regeneration and responsibility.



### WINNING TEAM

## ANOTHER STEP

Kenza Habbak, Sara Soulati, Puneet Perhar, Sara Yao and Hawa Souleyman proposed a community cobbler model that rebuilds repair culture, local skills and connection.

### PEOPLE'S CHOICE

## LOOP DENIM

Josh Bowry and Nikita Irakize earned the People's Choice Award with circular materials and digital product passports designed to extend the life of denim.

**Ideas with a future:** both teams received seed funding to continue developing their concepts through self-directed courses.

Academic Lead Emma Segal moderated a conversation with Valérie Leloup (EnviroCentre / Nu Grocery), Caitlin Perry (Circular Innovation Council), Kwaku Kusi-Appiah and Professor Chantal Trudel. Together, they showed that sustainability is design, infrastructure, justice, policy, systems and the courage to redesign what we normalize.



## WHAT WE BUILT, TOGETHER

# ENGAGEMENT BECAME ACTION

TELFER
BUSINESS FOR A BETTER CANADA

**350+ students recognized**

SUSTAINABLE DEVELOPMENT GOALS ACTION CERTIFICATES

New LinkedIn-ready SDG Month Action Certificates made student engagement visible and verifiable.

**300+** Participation Certificate

**40+** Sustainability Leaders

**12+** SDG Changemakers

## PARTNERS, COLLABORATORS AND CONTRIBUTORS

**National and government:** SDSN Canada; Employment and Social Development Canada / Government of Canada SDG Booth; City of Ottawa; Export Development Canada; Inter-American Institute for Cooperation on Agriculture.

**uOttawa community:** Office of Campus Sustainability; Entrepreneurship Hub; Career Development and Experiential Learning / Career Corner; Institute of the Environment; Faculty of Education; Faculty of Law; School of Music; Financial Research and Learning Lab; Centre for Sustainable Impact; Telfer Competitions Committee; Women in Management Network; Upcycling Club.

**Community and industry:** Electric Vehicle Council of Ottawa; WUSC (World University Service of Canada); Profoundry; Chef Ric's; Ottawa Mission; Friendlier; Nu Grocery; FoodCycler; Eco Safe Sense; Cafés Ottawa; Amano Garden Care; EcoEquitable; Circular Innovation Council; WSP Canada; EnviroCentre; Équiterre; Growcer; TEC (The Executive Committee) Canada.

**Speakers, faculty and facilitators:** David Geselbracht; Raymond Leury; Mike Gerbis; Carla de Ciccio; Angela Plant; Jonathan Rausseo; Daina Mazutis; Emma Segal; Mathieu Bouchard; Sharon O'Sullivan; Éric Nelson; Heather McLeod-Kilmurray; Geoff McCarney; Giuliano Reis; Valérie Leloup; Caitlin Perry; Kwaku Kusi-Appiah; Chantal Trudel.

**Behind the scenes:** 17 student volunteers guided participants, managed rooms and transitions, answered questions and carried the month forward with care.




## HOPE

"For a moment, we did not just talk about the future we wanted. We practised it. At a time when so many forces are trying to extinguish hope, SDG Month showed that hope is something we can build together."

**Takwa Youssef**
**The Green Academy Coordinator**

STUDENT LEADERSHIP | EXPERIENTIAL LEARNING

# COMPETING WITH PURPOSE

The Telfer Competitions Committee turned sustainability into something students could practise: a campaign to mobilize a campus, a live challenge that made learning joyful, and a high-pressure case competition grounded in social impact.

## 2 Key sustainability moments for the Telfer Club

### 01 FROM AWARENESS TO ACTION

For Happening Marketing, TCCT built a Zero Waste Campaign inspired by Équiterre and its work on responsible production and consumption. The campaign culminated in Team Feud: Sustainability Showdown during SDG Month.

**MARCH 18, 2026**

### 02 FROM PREPARATION TO REPRESENTATION

At Jeux du Commerce 2026, Mya Proulx, Chloé Pichette and Sarah Machado represented Telfer in the sustainability stream. Supported by the Green Academy, they explored how art can move people toward dialogue, awareness and sustainable behaviour.

**JDC 2026 | MATTER OF ART CASE**

TCCT is a student-led organization that builds real-world skills through case competitions and experiential learning.



HAPPENING MARKETING CONTRIBUTION | TCCT x ÉQUITERRE

# ZERO WASTE, FULL ENERGY




**130+** STUDENTS

**17** TEAMS

**17** SDGS REPRESENTED

**1** MATCHED DONATION

## A contribution that lived beyond the competition

TCCT's Happening Marketing delegation created a Zero Waste Campaign aligned with Équiterre's responsible production and consumption pillar. Students were invited to examine over-consumption, food waste and sustainable alternatives as choices embedded in daily campus life.

At the culminating event, City of Ottawa program manager Angela Plant connected those choices to municipal systems, sharing insights on waste diversion, recycling and the Green Bin Program. The room then shifted into game mode: teams representing all 17 SDGs answered zero-waste questions in a fast-paced, Family Feud-inspired challenge.

STUDENT VOICE

"The Sustainability Showdown game allowed me to learn about sustainability challenges, connect with community partners and give back to an organization that reflects my values."

**TEYA DHINGRA | WINNING TEAM MEMBER**

Équiterre

The winning team directed its matched donation to Équiterre.

JEUX DU COMMERCE 2026 | SUSTAINABILITY STREAM

# WHERE ART BECAME A SUSTAINABILITY STRATEGY

Telfer students brought systems thinking, creativity and purpose to one of Eastern Canada's largest interuniversity business competitions.


TELFER SUSTAINABILITY TEAM | JDC 2026

## The brief

Sponsored by Matter of Art, a non-profit initiative of One Drop, the case asked students to imagine how art could communicate meaningful social and political messages in the transportation sector - raising awareness, opening dialogue and influencing behaviour in a sustainability context.

## The learning

The team came away with a broader view of sustainability: not a separate business topic, but a lens that can be integrated across industries, functions and strategic decisions. Their preparation demanded critical thinking, collaboration and the ability to translate values into a viable recommendation.

**IN THEIR WORDS**

"Participating in JDC Sustainability greatly expanded our understanding of sustainability and how it applies across different industries and areas of business. We realized that sustainability is not a separate concept, but something that can, and should, be integrated everywhere."

## The team



**Mya Proulx**
2nd year
BCom



**Chloé Pichette**
2nd year
BCom



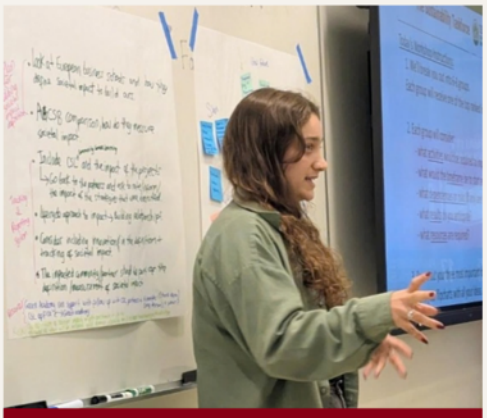
**Sarah Machado**
3rd year
BCom

**THE GREEN ACADEMY EFFECT**
Sponsorship reduced financial barriers and helped students represent Telfer in a sustainability-focused national forum.

STUDENT LEADERSHIP | CLUB LAUNCH

# A NEW PLATFORM FOR SUSTAINABLE BUSINESS

Co-founded by Deborah Goatcher and Clara Gony and approved in August 2026, the Sustainable Business Society gives students a dedicated place to explore how business can contribute to a more sustainable future and how they can help shape that future themselves



**STUDENT LEADERSHIP IN MOTION**
Founder Deborah Goatcher

WHY THE CLUB WAS CREATED

## FILLING A VISIBLE GAP

Sustainability is reshaping organizations, investment, careers and the expectations placed on future managers. Yet the club's founders saw few student-led spaces where Telfer students could explore those changes together. The Society was created to connect curiosity with knowledge, professional direction and practical action. Its mission is to help students understand where sustainability lives within business, discover pathways into the field and build the confidence to contribute.

**LAUNCHED | AUGUST 2026**

## A first-year agenda designed for participation

01 **IMPACT INVESTING PANEL**
Experts will explore how finance can generate positive social and environmental change.

02 **IMPACT GAPS CASE COMPETITION**
Students will map an issue, identify what remains unresolved and propose a practical response.

03 **SUSTAINABILITY NETWORKING**
Organizations and students will connect around emerging careers, skills and opportunities.

A STUDENT-DEFINED SPACE

**"There are real, actionable paths toward building a greener world through business."**

DEBORAH GOATCHER | Co-FOUNDER

## Looking beyond year one

The Society plans to amplify sustainability initiatives, spotlight responsible local businesses and welcome students from every faculty. Its longer-term ambition is to convene a sustainability conference for students and professionals across Ottawa and the surrounding region.

**THE PROMISE** **A club students can shape: cross-disciplinary, practical and built to turn shared concern into collective agency.**

# Teach

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

## How We Define Teach

At Telfer, Teach means transforming learning environments so that ethics, responsibility, sustainability and the SDGs are embedded across curricula and pedagogy. Through interdisciplinary courses, simulations, community-engaged projects and Innovation Sprints, students connect knowledge with practice, examine complex trade-offs and develop the judgement to lead responsibly.

## Courses that support RME

Telfer School of Management reports 11 courses in 2025 that support responsible management education and sustainable development goals.

### Sustainability Accounting and Control | MGT 6127

MGT 6127 examines how accounting makes sustainability visible—and how the selection of metrics can also obscure what matters. Students investigate reporting frameworks, disclosure, ratings, assurance, performance measurement and management control with sustained attention to their assumptions and consequences.

The course combines theoretical depth with methodological practice. Paper circles uncover the intellectual foundations of sustainability research, while methods mini-labs give students experience with coding, qualitative analysis, reflexivity and research ethics. Case-room debates then place corporate claims beside assurance opinions, ratings and civil-society evidence, asking students to assess credibility rather than merely reproduce reported information.

Students leave fluent in the language of sustainability accounting, but they also develop the critical reflexes required to use that language responsibly. They learn to ask what a metric captures, what it excludes, whose interests it serves and whether a disclosure supports meaningful accountability.

This combination of technical knowledge and critical judgement prepares graduates for research, policy, sustainability consulting and reporting practice. They are equipped not only to produce sustainability information, but to improve its credibility, decision usefulness and ethical grounding—helping organizations move from polished narratives toward accountable performance.




### Business & Society | ADM1301M

ADM 1301 introduces first-year Bachelor of Commerce students to a foundational idea: business never operates in a vacuum. Every organizational decision is made within a wider system of communities, governments, institutions and natural environments. Through an ethics-and-responsibility lens, students examine stakeholder interests, corporate responsibility, lobbying, globalization, culture, inclusion and sustainability.

The course makes these questions tangible through cases, guest contributors and the Praxar Golf Course Management simulation. Student teams must manage an organization while balancing economic performance with social and environmental considerations. Sustainability consequently becomes part of the managerial decision itself—not an optional topic added after profitability has been considered.

For nearly 200 students at the beginning of their university journey, ADM 1301 can fundamentally change what “good business” means. Students learn that managerial competence includes understanding who benefits, who bears risk and how present decisions affect future social and environmental conditions.

The course gives students a vocabulary for discussing ethical and societal issues, but its deeper impact is behavioural. Students repeatedly practise weighing trade-offs, listening to competing perspectives and defending decisions with evidence. They leave better prepared to approach every subsequent business discipline—from finance and marketing to strategy and operations—with a broader understanding of responsibility, impact and accountability.




## Social Entrepreneurship | ADM 3715

ADM 3715 is a hands-on studio for designing ventures that solve real social or environmental problems. Students progress from identifying a need to constructing a credible theory of change, building a social-impact business model and testing whether their proposed solution can be financially and operationally viable.

The course refuses the false choice between impact and rigour. Students must articulate whom their venture serves, what evidence supports the need, how resources will be mobilized, how risks will be managed and how impact will be measured. By the final pitch, an initial idea has become a disciplined proposal for creating and sustaining public value.

Students learn that good intentions are only the beginning of responsible entrepreneurship. Meaningful impact requires listening, validation, financial discipline, ethical awareness and a willingness to revise one's assumptions.

The course gives students practical agency. They leave having built something of their own and having tested its logic against real constraints. Whether they later establish a social enterprise, work in the public or non-profit sector, or bring an impact lens into a conventional company, they possess a framework for connecting innovation with measurable social and environmental value.




## Leadership, Strategy and Sustainability | ADM 4317

ADM 4317 is a strategy capstone in which sustainability is treated as a defining condition of contemporary leadership. Students investigate how organizations can respond to climate change, resource scarcity, inequality and community needs while remaining strategically resilient.

The course moves beyond discussing sustainability in principle. Students work with real partners, real data and real constraints to diagnose challenges and develop implementable recommendations. Cases, simulations and community consulting require students to connect analytical frameworks with the lived consequences of organizational decisions.

Students often enter the course expecting sustainability to be primarily an environmental or reporting concern. They leave understanding it as a strategic leadership capability—one that demands systems thinking, collaboration, evidence and accountability.

Community-engaged projects deepen this transformation. Students learn to listen before prescribing, work productively with incomplete information and acknowledge the limitations of their recommendations. They discover that responsible leadership is not the search for a perfect answer; it is the ability to make thoughtful decisions in complex systems while remaining answerable to the people and places affected.




## International Training and Development for Sustainability | ADM 4338

Organizations cannot implement ambitious sustainability strategies unless their people have the knowledge, skills and confidence to deliver them. ADM 4338 places learning and development at the centre of responsible organizational transformation.

Students complete a scaffolded professional sequence: a management-needs analysis, a training proposal, an immersive design memo and the delivery of a workshop. The progression mirrors the work of learning-and-development professionals and requires students to connect sustainability objectives to concrete competencies, delivery choices, evaluation measures and implementation realities.

Students leave able to transform broad organizational commitments into learning that employees can actually use. Rather than treating training as a generic administrative activity, they learn to diagnose needs, tailor interventions across cultures and assess whether learning contributes to meaningful behavioural and organizational change.

The course also develops students as facilitators. Designing and leading workshops requires them to communicate sensitively, respond to feedback and create spaces in which difficult subjects—including discrimination, ethics and responsibility—can be discussed constructively. The result is a generation of managers prepared to build the human capabilities on which sustainable organizations depend.




## Finance, Ethics and Social Responsibility | ADM 4355

ADM 4355 asks students to confront a consequential question: what—and whom—is finance ultimately for? The course examines how capital allocation can either reinforce damaging systems or help build more inclusive, resilient and sustainable economies.

Students investigate responsible investment, impact investing, disclosure, governance and social-finance instruments through cases and research projects. Engagement with organizations such as Verge Capital helps connect conceptual debates to real financing decisions. A research-poster competition requires students to translate complex evidence into concise, decision-relevant insights.

Students gain fluency in an area that is reshaping the financial profession. They learn to question the adequacy of conventional metrics, identify social and environmental externalities, and evaluate whether a financial innovation generates credible impact rather than attractive claims.

The course does not ask students to choose between financial competence and social responsibility. It shows that contemporary professionals require both. Students leave better equipped to scrutinize sustainability claims, communicate with diverse stakeholders and influence the allocation of capital toward outcomes that create durable value.




## Strategic Sustainable Development | MBA 6240

MBA 6240 positions sustainability as a strategic arena for innovation, value creation and leadership. Students work with tools including gap analysis, systems conditions, backcasting and strategic prioritization to examine how organizations can navigate climate change, resource constraints, energy transformation and the transition to circular models.

The “BIG Idea—Business Is Good” project asks students to identify and defend business innovations addressing the SDGs. Combined with the EN-ROADS climate simulator and applied sustainability exercises, this work turns global goals into concrete questions about investment, operations, competitive positioning and implementation.

Students quickly discover that the SDGs are not abstract policy aspirations. They describe present-day challenges that influence markets, supply chains, communities and organizational legitimacy. The course equips students to recognize these forces early and respond strategically.

Its most important impact is a shift in leadership identity. Students begin to see that responsible leadership is not separate from effective management. Through simulation, reflection and applied analysis, they develop the confidence to articulate how business can contribute to sustainable development—and the analytical discipline to show how that contribution can be implemented and assessed.




## Ethics in Finance | MBA 6253

MBA 6253 examines the ethical responsibilities carried by financial professionals and the consequences when those responsibilities are neglected. Students explore professional standards, conflicts of interest, misconduct, financial crises, transparency and the conditions required to sustain investor and public confidence.

The course connects established ethical principles with rapidly evolving practice. Sustainability reporting and materiality exercises train students to assess what organizations disclose, what they omit and whether their communications support informed decision-making. Discussions of artificial intelligence extend this analysis to emerging questions of accountability, bias and responsible financial innovation.

Students have described the course as highly practical and directly relevant to both professional finance and personal investment decisions. They particularly value the use of real Canadian and North American examples and the balance between ethical theory and decision-making practice.

Students leave with more than knowledge of codes and standards. They develop the judgement to recognize when a technically permissible decision could still undermine fairness, transparency or trust. This equips them to act as responsible stewards of capital in a profession whose social licence depends on integrity.



## Sustainable Finance | MBA 6254

MBA 6254 explores how finance can help mobilize the transition toward a low-carbon, inclusive and resilient economy. Students examine ESG investing, sustainable lending, green bonds, corporate responsibility, climate finance and greenhouse-gas emissions through academic research, regulations and cases drawn from practice.

The course places analytical discipline at the centre of sustainable finance. Students must look beyond labels to evaluate materiality, risk, incentives and evidence of impact. In doing so, they learn how financial tools can support transition—and how weak standards or unsupported claims can undermine both impact and market trust.

Students acquire the language and analytical frameworks needed to participate credibly in one of finance's fastest-evolving areas. They learn to recognize climate and sustainability factors as financially relevant considerations that influence risk, opportunity and long-term value.

Most importantly, students become more discerning decision-makers. They leave able to ask whether capital is genuinely enabling transition, whether risks are being transferred unfairly and whether reported outcomes are supported by evidence. These capabilities prepare them to influence investment, lending and corporate-finance decisions at a moment when the allocation of capital has profound consequences for sustainable development.




## Values-Based Leadership | MBA 6290

Delivered in French, MBA 6290 asks students to examine not simply how leaders exercise influence, but what should guide that influence. Students explore authenticity, responsibility, integrity and organizational purpose through cases, reflection and experiential activities.

The C-ROADS climate-negotiation simulation places students inside a high-stakes system of competing national interests and shared consequences. Developing their own leadership teaching cases then requires them to recognize ethical complexity, analyze behaviour and translate experience into learning for others.

Students emerge with a clearer understanding of their own leadership identity and of the values they are prepared to defend. Reflection is paired with action: students must make decisions, experience their consequences and explain how their choices align—or fail to align—with their stated principles.

This experience helps students become more deliberate leaders. They learn to identify the tension between short-term pressure and long-term responsibility, engage respectfully with competing perspectives and recognize that authenticity requires accountability. The course prepares them to lead with integrity when no option is perfect and when their choices affect people well beyond the organization.




## Social Entrepreneurship and Innovation | MGT 6112

MGT 6112 examines how entrepreneurial action can be organized around social value. Students engage critically with foundational and emerging research on social enterprise, hybrid organizations, community entrepreneurship and innovation in contexts marked by inequality, poverty and institutional gaps.

Students may complete a conceptual research paper or undertake a Community Service Learning project with a real organization. Applied projects can address impact measurement, grant development or social return on investment, allowing students to see how rigorous scholarship can strengthen organizational capacity and community outcomes.

The course develops students as both critical scholars and engaged problem-solvers. They learn not to accept “social impact” as a self-evident claim, but to examine how impact is defined, by whom it is valued and what organizational tensions accompany its pursuit.

For many students, the community-engaged option becomes the course’s defining experience. Academic ideas acquire consequence when they must be translated for an organization with limited time and resources. Students discover that research can be intellectually ambitious and practically useful—and that responsible scholarship is strengthened by reciprocity, humility and attention to context.




## Educator Recognition

At Telfer School of Management, we recognize educators for quality of teaching in the following ways:

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

## Teaching Voices

The following statement demonstrates ways in which educators at Telfer School of Management support sustainability and responsible management in their classrooms.

# Teaching voices, awards and highlights 2026

# Teach

# 3

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



Responsible management is becoming part of how students learn: through curriculum, live challenges, community partnership and the confidence to act. In 2026, Telfer deepened the connection between responsible management and the student experience. Faculty embedded the Sustainable Development Goals into course requirements.

First-year students addressed social sustainability through a live business case. Community-engaged learning connected academic work to the priorities of organizations across the region. Innovation Sprints, simulations and competitions placed students inside complex decisions where there was no single correct answer.

Together, these experiences reflect an education designed not only to transfer knowledge, but to develop judgment, collaboration, systems thinking and responsibility.

The pages that follow show how Telfer is translating its ambition into learning experiences that prepare students to lead responsibly in organizations, communities and society.



TEACHING IN FOCUS

# Learning within sustainability

Across four courses, Dorra Jlouli turns responsible management from an abstract ambition into a discipline of listening, judgment and action.



DORRA JLOULI

## Teaching responsibility through experience

Jlouli's 2025–2026 teaching portfolio brings sustainability, ethics, governance and international development into the same learning journey. Students do not simply discuss responsible leadership; they practise it through simulations, live cases, community work and reflection on the consequences of their decisions.

Her courses ask students to work with uncertainty, weigh economic, environmental and social priorities, and understand leadership as accountability to stakeholders and communities.

**"LEARNING FEELS DIFFERENT WHEN IT MATTERS TO SOMEONE BEYOND THE CLASSROOM."**

| | | | |
|---|---|---|---|
| **4** COURSES | **5** NAMED SIMULATIONS | **7** PEDAGOGICAL MODES | **17** SDGs EXAMINED |

### A coherent learning journey

At the undergraduate level, students connect sustainability to strategy, international development and professional capability. In the MBA, they examine values-based leadership and responsible governance. Across the portfolio, the learning design moves repeatedly between systems and self: from climate policy, stakeholder structures and organizational dilemmas to personal values, habits and leadership choices.



COURSE PORTFOLIO

## Four courses bringing responsible management into the classroom

Across these courses, students explore sustainability literacy, leadership practice, ethical governance, and the skills needed to work across cultures and sectors. All of Dorra Jlouli's courses featured here are taught exclusively in French.

### ADM4717 LEADERSHIP, STRATEGY AND SUSTAINABILITY

12sessions · 3credits

Integrates sustainability into strategic leadership through community service learning, company cases, climate systems analysis and a term-long Zero Waste Challenge.



### MBA5636 VALUES-BASED LEADERSHIP

6sessions · 1.5credits

Students interrogate authentic leadership and develop an original teaching case around a real organizational dilemma, its values and its consequences.



### MBA5611 GOVERNANCE FOR THE RESPONSIBLE MANAGER

6sessions · 1.5 credits

Explores stakeholder governance, ethics, accountability, climate risk and long-term value creation through simulation and team-based case development.



### ADM4738 TRAINING AND INTERNATIONAL DEVELOPMENT FOR SUSTAINABILITY

12sessions · 3credits

Connects global strategy, talent development and sustainable performance. Students build professional development plans around lifelong learning and sustainability competencies.



SIMULATION AS A LABORATORY FOR JUDGMENT

C-ROADS / EN-ROADS

MIT CLEANSTART

MIT PROJECT MANAGEMENT

HARVARD EVEREST V3

Across these experiences, students negotiate climate commitments, test policy choices, allocate resources, manage team conflict and commercialize clean-energy technologies. The common lesson is that responsible leadership requires systems thinking, evidence, inclusion and the ability to act under uncertainty.

COMMUNITY ENGAGED LEARNING

# When coursework becomes accountable to community

ADM 4717 placed students inside the complexity of sustainability: real neighbourhoods, incomplete information, competing priorities and a community partner expecting useful work.

| | | | |
|---|---|---|---|
| **43** STUDENTS | **8** PROJECT TEAMS | **$6,500** DOM HERRICK EXPERIENTIAL LEARNING FUND | **5** AWARDS |

## From analysis to a practical action plan

Working with Sustainable EasternOntario, students investigated sustainability challenges affecting francophone neighbourhoods in Eastern Ontario. Field visits, stakeholder interviews and neighbourhood diagnostics grounded their work in lived conditions rather than hypothetical scenarios.
Teams examined mobility, cycling networks, transit, waste and circular practices, housing affordability, shared living, green space, food security and youth employment. Their recommendations identified short- and medium-term priorities, responsible actors and implementation steps, with community participation treated as a condition of success.

THE EDUCATOR'S VIEW

**"Seeing the real impact of students' work and the credibility it brings to their learning and to the university is what makes this approach so rewarding."**

Dorra Jlouli




### Sustainability Star Award

Sustainable Eastern Ontario named the University of Ottawa a recipient of its Sustainability Star Award, recognizing notable environmental and sustainability initiatives across the region.
The recognition reflects the strength of the partnership supporting Professor Dorra Jlouli's ADM4717 course.

The distinction celebrates the broader impact of a learning model Professor Jlouli brings to life: students applying responsible management principles to real community priorities while producing knowledge that partners can use.

# Sustainability is a decision

In ADM 1301 and ADM 1701, sustainability is not presented as an isolated chapter. It becomes part of the management choices students must make, alongside performance, people, legitimacy and long-term value.

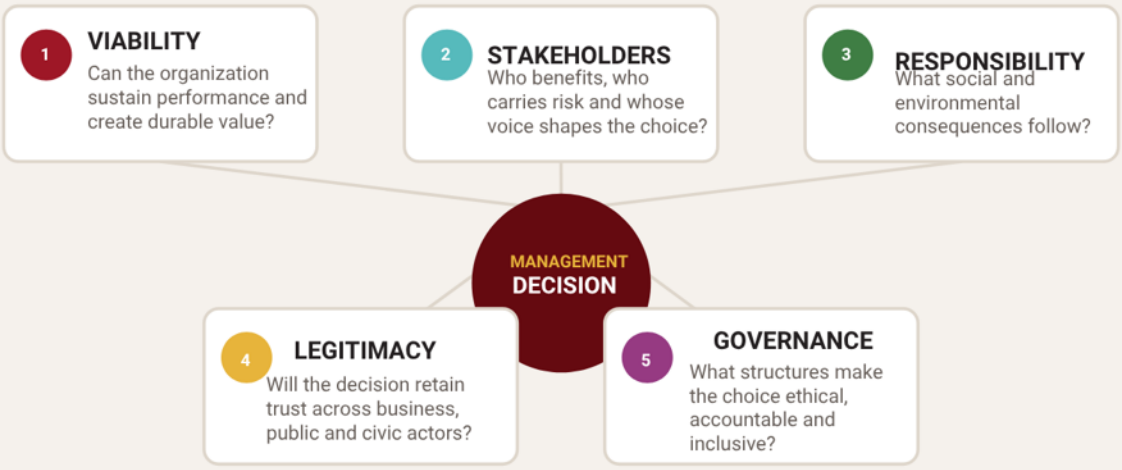
ADM 1301 / ADM 1701

## Business and Society | Géstion et société

A highly experiential first-year course that places business inside its changing social, economic, political and technological environment. Students engage with ethical management, corporate social responsibility, sustainability, diversity and inclusion, and strategic governance.

**COURSE + SIMULATION + TEAM DECISIONS + REFLECTION**

Working in teams, students weigh performance, stakeholder interests, social and environmental consequences, legitimacy and governance - learning that no management decision is isolated.




### A first-year learning experience designed for change

The course is formally included among uOttawa's undergraduate sustainability offerings. Its experiential approach also aligns with Mathieu Bouchard's Green Academy and Dom Herrick-supported work on prefigurative pedagogy: creating learning environments where students do not only study more sustainable systems, but practice the behaviours, relationships and decision processes those systems require.

LEARNING OUTCOME

**Sustainability becomes a management lens - not a stand-alone topic.**

TEACHING IN ACTION | SDG MONTH 2026

# WHEN SDG MONTH BECAME THE CLASSROOM

Professors Éric Nelson and Mathieu Bouchard did more than invite students to participate. They embedded SDG Month into their teaching and made engagement a required part of course completion.



**THE PEDAGOGICAL SHIFT**

**Attendance became engagement. Engagement became reflection. Reflection became part of the curriculum.**



## Éric Nelson

**ADM1701 | GESTION ET SOCIÉTÉ**

Nelson connected a required BCom course on management and society to the living questions of SDG Month. Participation was not positioned as an optional campus activity: students had to engage with the programming as part of completing the course, linking social innovation, organizational responsibility and sustainable value creation.



## Mathieu Bouchard

**ADM 1301 | Business & Society**

Bouchard transformed course participation into a live mobility challenge. Students examined infrastructure, access and community, then proposed solutions. The winning Ottawa Bike Library concept combined rentals, repairs, workshops and partnerships, demonstrating how a course requirement can produce an idea with public value.

Embedding SDG Month in the curriculum changed who could participate and how seriously the work was treated. Sustainability moved from the margins of student life into assessed learning, while classrooms opened outward to experts, partners and real community systems. This is how responsible management education becomes durable: not through a single event, but through faculty members who redesign what counts as learning.

TEACHING EXCELLENCE

# Learning that changes what students can do

| | | | |
|---|---|---|---|
| **1** DEDICATED TEACHING AWARD | **2** ACTIVE IAN TELFER TEACHING FELLOWS | **2** NEW FACULTY WITH PRIOR TEACHING DISTINCTIONS | **7** FACULTY RECOGNIZED ACROSS THE PORTFOLIO |

THE YEAR'S DEDICATED TEACHING AWARD



2025 | EMERGING PROFESSOR

## Ramzi Fathallah

### Excellence in Teaching Award, Emerging Professor

Recognized by Telfer for outstanding teaching, strong student evaluations and the ability to create meaningful learning even in large classes.

His approach extends beyond the lecture hall: he mentors undergraduate students, contributes to experiential learning, and plays a leading role in Telfer's third-year international business case competition.

**WHY IT MATTERS**

Fathallah connects entrepreneurship, family enterprise and international business with the realities students will face as decision-makers. The recognition affirms a teaching model built on mentoring, applied judgment and participation.

## Recognition is strongest when the categories remain clear.

The strict annual metric counts only awards conferred specifically for teaching during the reporting window. Active teaching fellowships, prior distinctions brought by new faculty, and cross-mission awards appear on the following pages as a broader portfolio, not as additional in-period teaching awards.

TEACHING LEADERSHIP

# From recognition to educational capacity

Awards celebrate an achievement. Teaching fellowships and the credentials of newly appointed educators help sustain the conditions for excellent learning year after year.

ACTIVE THROUGH 2026

## Ian Telfer Teaching Fellows



### Miwako Nitani

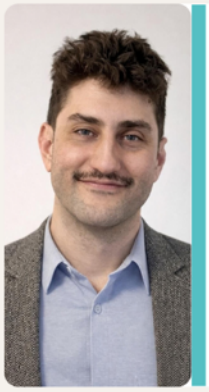
Her renewed fellowship supports work that helps students connect finance theory with transferable, employer-valued skills through the Capital Markets microprogram.



### Umar Ruhi

His pedagogical work explores learning analytics and the mindful, ethical integration of AI so students develop capabilities relevant in both academic and workplace settings.

## Teaching excellence entering the Telfer classroom



### Simon Altmejd

PHD STUDENT TEACHING EXCELLENCE AWARD

An emerging scholar of AI and organization whose teaching spans business and society, digital organizing, emerging technologies and innovation strategy.



### Sijia Fan

RICHARD D. APLIN TEACHING EXCELLENCE FUND

A finance educator whose interests in sustainable finance, valuation and investments bring climate risk and capital allocation into the learning experience.




## More than an escape room?

Founded in Ottawa in 2014, Escape Manor grew from immersive escape experiences into a broader entertainment destination offering social darts, axe throwing, hospitality, live entertainment and corporate events. That evolution created the kind of ambiguity textbooks rarely reproduce: did diversification strengthen the business, or begin to dilute the identity that made it distinctive?

### THE LIVE CHALLENGE

Students must recommend whether Escape Manor should continue broadening its portfolio or refocus on immersive escape-led experiences, then develop a credible one-year implementation plan. A parallel marketing challenge asks how the company can connect more meaningfully with Generation Z.

**1,200** **STUDENTS** one shared live case

**2** **COURSES** ADM 1300 + ADM 1700

**1** **LOCAL PARTNER**

CASE DESIGN IN PRACTICE

# When sustainability changes the question

The sustainability dimension entered through the design of the case itself, changing what students are expected to notice, weigh and defend in their recommendations.

**01** **THE STARTING POINT**

Mental health, face-to-face interaction and social connection as positive background outcomes of experiential entertainment.

**02** **PUSHING IT FURTHER**

Social sustainability as part of the strategic decision itself.
Leadership would not only weigh growth, profitability and brand identity, but also ask what responsibility an entertainment company has toward community well-being and Ottawa's social fabric.

**03** **THE LEARNING TASK**

The case asks students to consider how their strategy could create opportunities for active recreation, social connection and community well-being.
Its marketing challenge similarly invites them to examine wellness, teamwork and active leisure when positioning the brand for Generation Z.

## WHAT STUDENTS ARE REALLY LEARNING

For first-year students, the exercise makes responsible management concrete. Sustainability is no longer an abstract promise attached to a company after the "real" strategy has been decided. It becomes one of the criteria through which a good strategy is judged.

**BUSINESS MODEL**
specialize or diversify?

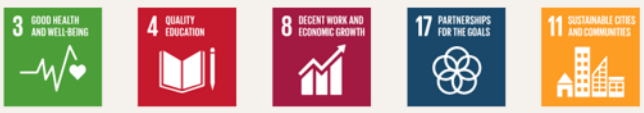
**STAKEHOLDERS**
customers, community and company

**GEN Z**
authenticity, belonging and value

**SOCIAL IMPACT**
well-being through shared experience

## FROM INTRODUCTION TO BUSINESS TO RESPONSIBLE BUSINESS JUDGMENT

By working on the same live problem at scale, approximately 1,200 students learn that business decisions rarely offer a clean answer. They require evidence, trade-offs, imagination and an ability to account for value created beyond the customer transaction. That is the deeper promise of the Koppel Cup: students begin their Telfer journey by discovering that strategy and societal impact belong in the same conversation.



## Barriers to Innovative Curriculum

In 2025, Telfer School of Management identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- Budgetary limitations
- Overloaded faculty
- Time constraints

## Barriers to Innovative Pedagogy

In 2025, Telfer School of Management identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- Time constraints
- Resource constraints
- Overloaded faculty
- Budget constraints

# Continue telling your story

## Teaching Highlights



*Prof. Mathieu Bouchard*

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

### ADM1301M Business & Society

#### OUTCOMES & INTENT

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



#### IMPACT ON STUDENTS

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

#### PEDAGOGIES

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



*Shirin Biglari*

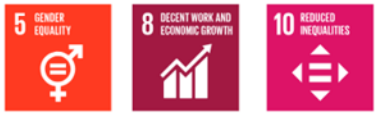
> In this course, we guide students to critically examine different forms of entrepreneurship, from commercial to social, and the unique challenges faced by women, minorities, and underrepresented groups.

# ADM 2313 The Entrepreneurial Society

## OUTCOMES & INTENT

By the end of the term, students:

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




## PEDAGOGIES

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

## IMPACT ON STUDENTS

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



*Mikaila Ortynsky*

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

# ADM 2337 Human Resource Management

## OUTCOMES & INTENT

By the end of the term, students:

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




## PEDAGOGIES

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

## IMPACT ON STUDENTS

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



*Prof. Jasmin Manseau*

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

# ADM 2772 Management Information Systems

## OUTCOMES & INTENT

By the end of the term, students:

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

## PEDAGOGIES

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

## IMPACT ON STUDENTS

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



*Prof. Cheryl Susan McWatters*

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

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

## OUTCOMES & INTENT

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




## PEDAGOGIES

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

## IMPACT ON STUDENTS

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




## ADM 3318
## International Business

### OUTCOMES & INTENT

By the end of the term, students:

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



### PEDAGOGIES

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

### IMPACT ON STUDENTS

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



*Prof. Abdoulkadre Ado*

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

# ADM 3718 International Business (Taught In French)

## OUTCOMES & INTENT

By the end of the term, students:

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

## PEDAGOGIES

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

## IMPACT ON STUDENTS

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





*Prof. Éric Nelson*

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

# ADM 3715
# Social Entrepreneurship (Taught In French)

## OUTCOMES & INTENT

By the end of the course, students can:

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



## IMPACT ON STUDENTS

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

## PEDAGOGIES

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



*Prof. Muriel Mignerat*

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

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

## OUTCOMES & INTENT

By the end of the term, students:

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

## PEDAGOGIES

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

## IMPACT ON STUDENTS

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





*Prof. Dennis Sakalauskas*

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

# ADM 4312 A Management in the New Economy

## OUTCOMES & INTENT

By the end of the term, students:

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

## PEDAGOGIES

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

## IMPACT ON STUDENTS

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





*Prof. Jac Van Beek*

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

# ADM 4318
# Multinational Business Policy

## OUTCOMES & INTENT

By the end of the term, students:

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

## PEDAGOGIES

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

## IMPACT ON STUDENTS

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





*Prof. Pouya Safi*

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

# ADM 4317 A Leadership, Strategy and Sustainability

## OUTCOMES & INTENT

By the end of the term, students:

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

## PEDAGOGIES

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

## IMPACT ON STUDENTS

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





This course looks at strategy where it's hardest and most needed: in developing and emerging economies. Students connect business growth to equitable development, analysing how poverty, inequality, and institutional/technological gaps shape competitive advantage and public policy.
From national industrial policy to clusters, global value chains, and firm strategy, the class debates the conditions, policies, and organizational changes that foster sustainable development and competitiveness.
The perspective is deliberately plural, managerial and policymaker lenses, Global North and Global South, so students learn to hold complexity and trade-offs, not just slogans

*Prof. Tommaso Ferretti*

# ADM 4319 — Strategic Management in Developing & Emerging Economies

## OUTCOMES & INTENT

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



## PEDAGOGIES

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

## IMPACT ON STUDENTS

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



*Prof. Sharon O'Sullivan*

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

# ADM 4338M — International Training & Development for Sustainability

## OUTCOMES & INTENT

By the end of the course, students can:

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



## IMPACT ON STUDENTS

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

## PEDAGOGIES

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



*Prof. Darlene Himick*

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

## ADM 4355 M
## Finance, Ethics and Social Responsibility

### OUTCOMES & INTENT

By the end of the term, students:

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




### PEDAGOGIES

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

### IMPACT ON STUDENTS

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



*Prof. Charlotte M. Karam*

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

# MBA5330 Managing Talent & Organizations

## OUTCOMES & INTENT

By the end of the course, students:

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




## IMPACT ON STUDENTS

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

## PEDAGOGIES

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



*Prof. Daina Mazutis*

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

# MBA6240 -Strategic Sustainable Development

## OUTCOMES & INTENT

By the end of the course, students can:

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

## PEDAGOGIES

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

## IMPACT ON STUDENTS

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





*Prof. Darlene Himick*

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

# MBA 6253 — Ethics in Finance

## OUTCOMES & INTENT

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

## PEDAGOGIES

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

## IMPACT ON STUDENTS

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





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

*Prof. Hassan Ebrahimi*

# MBA6281 Sustainable Supply Chain Management

## OUTCOMES & INTENT

By the end of the course, students:

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




## IMPACT ON STUDENTS

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

## PEDAGOGIES

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



*Prof. Dorra Jlouli*

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

# MBA 6290 Values-Based Leadership (Taught In French)

## OUTCOMES & INTENT

By the end of the course, students:

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




## PEDAGOGIES

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

## IMPACT ON STUDENTS

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



*Prof. Daina Mazutis*

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

# MGT 6112 — Social Entrepreneurship & Innovation

## OUTCOMES & INTENT

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

## PEDAGOGIES

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

## IMPACT ON STUDENTS

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





*Prof. Mohamed Chelli*

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

# MGT 6127 Social & Environmental Accounting Research (SEAR)

## OUTCOMES & INTENT

By the end of the course, students can:

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

## IMPACT ON STUDENTS

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

## PEDAGOGIES

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

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



*Prof. David Crick*

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

# MGT8105
# Entrepreneurship Research

## OUTCOMES & INTENT

By the end of the course, students:

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



## IMPACT ON STUDENTS

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

## PEDAGOGIES

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



# Research

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

## Research vs Research for RME/Sustainable Development

**204** Peer-reviewed articles were published by Telfer School of Management from this past calendar year.

**vs**

**104** Peer-reviewed articles were published by Telfer School of Management from this past calendar year in support of RME.

## Research Funding

In 2025, Telfer School of Management was awarded funding for research that is:



**Institution Specific** | **National** | **Regional** | **Local** | **International**

## Socializing Research

In 2025, Telfer School of Management contributed research findings to:

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

## Research Voices

The following statement demonstrates a way in which researchers at Telfer School of Management bring sustainability and responsible management into their research.

# Research Voices, Projects, Publications, Fundings & Awards

# Research

## CELEBRATING SDG RELATED RESEARCH

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

4

# Research that responds to the world

Faculty publications connected to the Sustainable Development Goals

**104**

Across health, responsible technology, inclusive work, climate action and global development, Telfer scholars are producing research that helps organizations and communities respond to complex social and environmental challenges.

38 | 33 | 30 | 29 | 29

The publication record shows both depth in Telfer's established areas of expertise and a widening contribution to urgent societal questions. The strongest pattern is connection. Research on health also addresses access and inequality. Research on climate also reaches finance, governance and innovation. This is the value of a management school working across disciplines.

Reporting period: September 2025 to August 2026

*The tables are ordered alphabetically by the surnames of the Telfer professors, whose names appear in bold. The order of authors within each publication has been preserved.*

| Research Publications | | | | |
|---|---|---|---|---|
| # | Author(s) | Title | Journal | SDG |
| 1 | **Ado, A.**; Ellis, L. C.; Osabutey, P. S.; Ogechi, A. | Africa's International Trade Paradox, Technology Transfer, and Value Chain Upgrade | Technological Forecasting and Social Change |  |
| 2 | **Ado, A.**; Joseph, O. A. | External Economic Partnerships 21st-Century Africa: Governance and Growth | World Bank Group Publications |  |
| 3 | Adeleye, I.; **Ado, A.**; Kinoti, A.; Nyaguse, J.; Odoh, A.; Osifo, I. | Creating the Future We Want for Africa | Africa 2063: Creating the Future We Want Anadach |  |
| 4 | King, A. C.; Zahrai, A.; Bisson, E.; Shergill, Y.; **Andreev, P.**; Bosma, R.; MacNeil, A. O.; et al. | Acceptability of the Power Over Pain portal among patients awaiting tertiary care consultation: A qualitative study of patients' perceptions | Digital Health |  |
| 5 | Timony, P. E.; **Belanger, C.**; Bélizaire, A.; Desilets, A.; Gauthier, A.; Karunananthan, S.; Muray, M.-N.; Peixoto, C.; et al. | Rethinking the way we measure access to language-concordant health services for minority language populations: a secondary analysis of publicly available physician and population data in Ontario, Canada | BMJ Open |  |
| 6 | **Ben Amar, W.**; Kong, Z.; Martinez, I. | How Does Corporate Social Responsibility Shield Firms from the Adverse Effects of the COVID-19 Pandemic? The Role of Financial Flexibility | Journal of International Financial Management & Accounting |  |
| 7 | Almaghrabi, K. S.; **Ben-Amar, W.**; Kong, Z. | Biodiversity Risk and Firms' Access to Trade Credit | Journal of International Financial Markets, Institutions & Money |  |
| 8 | **Ben Amar, W.**; **Chourou, L.**; **Ding, X.** | Climate risk and long-lived tangible asset impairments | Journal of Accounting and Public Policy |  |
| 9 | Gupta, A.; Dwivedi, A.; Mangla, S. K.; Kaur, H.; Garg, M.; **Ben Amor, S.** | Attaining carbon neutrality goals in the energy sector: A MCDM study towards sustainable energy development | Energy economics |  |
| 10 | Zarrouk, H.; Abdennadher, S.; Galloway, L.; Jemai, J.; Mohammad Ismail, T.; Elhadef, M.; **Benyoucef, M.** | Exploring the drivers of green SMEs: A multidimensional qualitative study | Cleaner Production Letters |  |
| 11 | Mastrella, J. S.; Powell, D. M.; **Bonaccio, S.**; O'Doherty, K. | Not an Ideal Worker, Not a Disabled Worker: The Experience of Disclosing Invisible Disabilities at Work | Journal of Business and Psychology |  |
| 12 | **Bonaccio, S.**; Connelly, C. E.; McLarnon, M. J. W.; Gellatly, I. R. | Managers' Decisions About Informal Accommodation Requests by Employees With and Without Disabilities | Human Resource Management |  |

| Research Publications | | | | |
|---|---|---|---|---|
| # | Author(s) | Title | Journal | SDG |
| 13 | **Bouchard, M.**; **Chreim, S.**; Langley, A.; Boivin, A. | Vulnerability Practices Among Professionals in Multidisciplinary Settings | Academy of Management Journal |  |
| 14 | Ziegler, R.; Ponce Morales, N.; **Bouchard, M.** | From beekeeping to habitat stewardship: teaching social innovation for biodiversity thinking in business schools | The Elgar Companion to Social Innovation and the Sustainable Development |  |
| 15 | Baek, J.; **Boutilier, J. J.**; Farias, V. F.; Jonasson, J. O.; Yoeli, E. | Policy Optimization for Personalized Interventions in Behavioral Health | Manufacturing & Service Operations Management (M&SOM) |  |
| 16 | Acosta-Perez, F.; **Boutilier, J. J.**; Zayas-Caban, G.; Adelaine, S.; Liao, F.; Patterson, B. | Towards Real Time Discharge Volume Predictions in Multisite Healthcare Systems: Longitudinal Observational Study | Journal of Medical Internet Research |  |
| 17 | Jessica, D.; **Brouard, M.**; Cheikh-Ammar, M. | Spread kindness not virus': theorising the vulnerability of online mutual aid communities | Information, Communication & Society |  |
| 18 | Quy, V. K.; **Chehri, A.**; Han, N. D.; Hue, C. T. M.; Quy, N. M. | Green and Safe: An Information Sharing Scheme for Enhancing Public Safety in 5G and Beyond for Internet of Vehicles Networks | IEEE Communications Magazine |  |
| 19 | Imran, A.; Misbah, A.; Ur Rehman, S. M.; **Chehri, A.**; Gwangill, J. | Towards AI-Powered Edge Intelligence for Object Detection in Self-Driving Cars: Enhancing IoV Efficiency and Safety | IEEE Internet of Things Journal |  |
| 20 | Imran, A.; Misbah, A.; **Chehri, A.**; Gwanggil, J. | From Data to Diagnosis: AI-driven Multi-modal Fusion and Generative AI-enhanced GAN-based MRI for Brain Tumour Detection | Information Fusion |  |
| 21 | Misbah, A.; Imran, A.; **Chehri, A.**; Gwangill, J. | Fusion of Metadata and Dermoscopic Images for Melanoma Detection | Information Fusion |  |
| 22 | Vu, K. Q.; **Chehri, A.**; Vi, H. N.; Chu, T. M. H.; Dang, V. A.; Nguyen, M. | Strategic Data Offloading for 5G and Beyond for Internet of Vehicles Networks | IEEE Open Journal of the Communications Society |  |
| 23 | **Chelli, M.**; **Himick, D.**; Al Mahameed, M.; Belal, A. | Child Labour Risk Organizing Communication: A Longitudinal Analysis of Corporate Narratives | Meditari Accountancy Research |  |
| 24 | Okwuosa, I.; **Chelli, M.**; Denedo, M.; Egbon, O.; Ejiogu, A.; Suleman, S. | Steering Water Accountability and Governance towards Achieving SDG 6 in Nigeria and Ghana: The Roles of the | Pan African Federation of Accountants |  |
| 25 | **Chen, Q.**; **Ding, S.**; **Li, T.** | Does program-related investing reduce charitable grants? A case of decision making by hybrid organizations in the nonprofit setting | International Studies of Management & Organization |  |

| Research Publications | | | | |
|---|---|---|---|---|
| # | Author(s) | Title | Journal | SDG |
| 26 | Ben Abdesslem, R.; **Chkir, I.**; Saadi, S. | Earning Quality and Climate Risk: The Case of European Firms | International Review of Financial Analysis |  |
| 27 | Ben Abdesslem, R.; **Chkir, I.**; **Chourou, L.**; Rjiba, H. | Economic policy uncertainty and carbon emissions: Do CSR committee and CSR reporting matter | Finance Research Letters |  |
| 28 | Ahmadiani, S.; Denis, J.; Langley, A.; **Chreim, S.**; Reay, T. | Meta-organizing on the Fly in Times of Crisis: The Emergence and Morphing of COVID-END | Scandinavian Journal of Management |  |
| 29 | **Chu, V. T.**; **Tran, H. T.**; **Freel, M.** | How Civic Engagement Sparks Entrepreneurial Intention: The Mediating Role of Well-Being | Entrepreneurship & Regional Development |  |
| 30 | Chaudhry, S.; **Crick, D.**; Crick, J. M. | Coopetition and Ethnic Minority-Owned Businesses | Book Chapter from Immigrant Entrepreneurship Religion and ethnicity Cases from Europe, Africa and Asia |  |
| 31 | Mahdi, A.; **Crick, D.**; Crick, J. M.; **Lamine, W.**; Spence, M. | How a Coopetition-Oriented Mindset and Competitive Intensity Drive Coopetition Behaviour to Support Export Scale-Up Activities in a Post Crisis Environment | International Journal of Entrepreneurship and Small Business, 56 (1) |  |
| 32 | **Desjardins, F.**; Shahamati, S. | Rethinking Moral Work in the Context of Gentrification | Space and Culture |  |
| 33 | **Dueñas, N.** | Accounting and post-colonial resistance: Affective ambivalence in the international development assemblage | Accounting, Organizations and Society |  |
| 34 | **Durocher, S.**; **Himick, D.**; **Walsh, L. E.** | Framing Modern Slavery: Do Stakeholders Talk Past Each Other? | Canadian Journal of Administrative Sciences |  |
| 35 | Picard, C.; Courtois, C.; **Durocher, S.**; Malo, A. | Secret Professional Deviance: The Case of the Independence Rule | Accounting, Auditing & Accountability Journal |  |
| 36 | **Duo, J.**; **Dutta, S.**; **Li, C.** | Factors Driving the Growth of Social Finance | The Palgrave Handbook of Social Finance |  |
| 37 | **Ferretti, T.**; Manivannan, A.; **Marques, J. C.** | Advancing the Understanding of Voluntary Sustainability Standard Organizations' Geographic Diffusion: The Role of National Institutions in Global Agrifood | Journal of International Business Policy |  |
| 38 | Yang, S.; Li, Y.; **Ge, W.** | The Power of Transparency: The Impact of Climate-related Disclosure on Corporate Resilience | International Review of Financial Analysis |  |

| Research Publications | | | | |
|---|---|---|---|---|
| # | Author(s) | Title | Journal | SDG |
| 39 | Yang, S.; Li, Y.; **Ge, W.** | ESG Rating Disagreement, Executive Environmental Background, and Corporate Green Innovation: Evidence from China | Finance Research Letters |  |
| 40 | **Ge, W.**; Qi, Z.; Wu, Z.; Yu, L. | Abnormal Temperatures, Climate Risk Disclosures and Bank Loan Pricing: International Evidence | British Journal of Management |  |
| 41 | Jangipour Afshar, P.; Yazdi-Feyzabadi, V.; Abdolahinia, Z.; Haghdoost, A.; **Geerts, J. M.**; et al. | Integration of HIV, Hepatitis B, and C, and sexually transmitted infections services: A scoping review of the benefits and challenge | Plos one |  |
| 42 | Moravac, C.; Bergin, F.; Easley, J.; **Grudniewicz, A.**; Hedden, L.; Leslie, M.; Grandy, M.; Gallant, F.; Mooney, M.; **Thelen, R.**; et al. | No Band-Aids for Papercuts: Understanding and Addressing Challenges of Administrative Workload in Primary Care in Canada | Family Practice |  |
| 43 | Correia, R. H.; Hasan, E.; Gallant, F.; Doucet, S.; Kiran, T.; Lapointe-Shaw, L.; MacNeill, A. L.; Thelen, R.; Welton, S.; Easley, J.; **Grudniewicz, A.**; et al. | Complexity of Medical Needs and Primary Care Attachment Shape Patient Experiences with Episodic Virtual Primary Care: A Mixed Methods Study in Two Canadian Provinces | BMC Primary Care |  |
| 44 | Krlev, G.; **Hannigan, T. R.**; Spicer, A. | What Makes a Good Review Article? Empirical Evidence from Management and Organization Research | Academy of Management Annals |  |
| 45 | **Hannigan, T. R.**; McCarthy, I.; Baum, J. A. C. | Reframing AI Governance: From Agentic Models to Organizational Epistemic Infrastructure | Research Handbook on Artificial Intelligence and Organizational Transformation (Edward Elgar) |  |
| 46 | **Hannigan, T. R.**; Ren, Y. | The New Structuralism | Oxford Research Encyclopedia of Business and Management |  |
| 47 | Hahn, T.-A.; **Himick, D.** | Collective Identity and the Coalescence of an Expert Occupational Community: The Case of the Canadian Tax Profession | Contemporary Accounting Research |  |
| 48 | Kacou, P. D.; **Ika, L. A.**; Munro, L. T. | Killing Two Birds with One Stone? A New Pragmatist Perspective on the Rigor–Relevance Gap in Capacity-Building | Public Administration and Development |  |
| 49 | Adanzounon, N. H.; Meddeb, B.; **Ika, L. A.** | Organizational Learning Capacity and International Development Project Success in West Africa: A Case Study | International Review of Administrative Sciences |  |
| 50 | Love, P. E. D.; **Ika, L. A.** | Towards a pragmatist theory of systemic mis-performance in transport infrastructure engineer-to-order supply | Production Planning and control |  |
| 51 | Love, P. E. D.; **Ika, L. A.** | Beyond Bias and Error: Institutionalizing the Fifth Hand to Explain Infrastructure | IEEE Transactions on Engineering Management |  |

| Research Publications | | | | |
|---|---|---|---|---|
| # | Author(s) | Title | Journal | SDG |
| 52 | Love, P. E. D.; Matthews, J.; **Ika, L. A.** | Fast-and-frugal heuristics: an exploration into building an adaptive toolbox to assess the uncertainty of rework | Production Planning and control |  |
| 53 | **Jaana, M.**; **Riachy, E.**; MacPhee, E.; Sherrard, H. | Epic Overhaul at a Canadian Hospital: Pre-Post Evaluation Insights from Physicians and Medical Residents | Informatics in Medicine Unlocked |  |
| 54 | **Jaana, M.**; Tamim, H.; Paré, G. | eHealth and the Digital Divide Among Older Canadians: Insights from a National Cross-Sectional Study | Journal of Medical Internet Research |  |
| 55 | Cruise, D.; **Jaana, M.**; Sinden, D.; Garcia, L. | Factors Affecting Managers' Technology Adoption Decisions in Long-Term Care Homes: A Canadian Exploratory Study Post-COVID-19 Pandemic | Journal of Aging & Social Policy |  |
| 56 | Brar, S.; **Jaana, M.**; Santos, O. A.; Kassabri, N.; Sweet, L.; Knoefel, F.; Chandler, M.; et al. | Implementation of the Memory Support System for Individuals with Mild Cognitive Impairment: A Feasibility Survey | Journal of Dementia and Alzheimer's Disease |  |
| 57 | **Jaana, M.**; Lévesque Ryan, M.; Tamim, H.; **Riachy, E.**; Paré, G. | Perspectives of Older Adults on Assistive Technology: Qualitative Study | JMIR Human Factors |  |
| 58 | Stelmaszak, M.; **Joshi, M.**; Constantiou, I. | Artificial Intelligence as an Organizing Capability Arising from Human-Algorithm Relations | Journal of Management Studies |  |
| 59 | Afiouni, F.; Boersma, M.; **Karam, C. M.**; Miska, C.; Shadnam, M.; Taylor, S.; van Gils, S. | Speaking Across Silences: Academic Freedom, Care, and Responsibility | Journal of Business Ethics |  |
| 60 | Daouk-Öyry, L.; **Karam, C. M.**; Geha, C. | The Institutional Work of Scholar Activism as Collective Healing in Creeping Crises | International Review of Psychiatry |  |
| 61 | Terpstra-Tong, J. L. Y.; Ralston, D. A.; Furrer, O.; **Karam, C. M.**; et al. | Attitudes of Millennials towards Corporate Responsibility: A Multilevel Analysis of 28 Societies | Cross Cultural & Strategic Management |  |
| 62 | **Kettle, K. L.**; Penner, S.; Main, K. J. | Why Larger Signatures on Solicitation Letters Increase Donations | Journal of Philanthropy |  |
| 63 | **Kliamenakis, A.**; Grohmann, B.; Bodur, H. O. | Build or Buy Corporate Social Responsibility? Socially Responsible Brand Acquisitions and Firm CSR | Journal of Business Research |  |
| 64 | Elshaer, I. A.; Azazz, A. M. S.; Fayyad, S.; **Kooli, C.**; Fouad, A. M.; Hamdy, A.; Fathy, E. A. | Consumer Boycotts and Fast-Food Chains: Economic Consequences and Reputational Damage | Societies (MDPI) |  |

| Research Publications | | | | |
|---|---|---|---|---|
| # | Author(s) | Title | Journal | SDG |
| 65 | Elshaer, I. A.; Azazz, A. M. S.; **Kooli, C.**; Aljoghaiman, A.; Elsawy, O.; Fayyad, S. | Green Transformational Leadership's Impact on Employee Retention: Does Job Satisfaction and Green Support Bridge the Gap? | Administrative Sciences (MDPI) |  |
| 66 | **Kouamé, S.** | Philanthropie et développement de l'Afrique | Éditions L'Harmattan Scholarly book |  |
| 67 | Atari, D. O.; Litalien, M.; Brunet-Bélanger, A.; **Kouamé, S.** | The Role of African Canadian Diasporas' Philanthropy in Development | Canadian Journal of Development Studies/ Revue canadienne d'études |  |
| 68 | Opizzi, M.; Loi, M.; **Lamine, W.** | Academic spin-off emergence as an organization-embedded dynamic: Synthesis and research questions from a systematic literature review | Technovation |  |
| 69 | Loi, M.; Castriotta, M.; **Lamine, W.** | Balancing innovation and humanity: Ethical reflections on technological advancements in organizations: Introduction to the special section | Studi Organizzativi |  |
| 70 | **Lessard, L.**; **Sauré, A.** | Enabling Decision-Making and Innovation in Learning Health Systems through Simulation Modeling | Healthcare Management Forum |  |
| 71 | **Li, C.**; Dutta, M.; **Duo, J.**; **Dutta, S.** | Delay, deny, and defend: Public outrage at health insurance companies and stock market debacle | Plos one |  |
| 72 | Killoran, J.; **Manseau, J.**; Park, A.; Kietzmann, J. | Supporting and Humiliating Dignity with Biometric Technologies: An Affordance Perspective | Journal of Business Ethics |  |
| 73 | **Marques, J. C.**; Boghossian, J.; Coraiola, D. M. | Escaping authenticity's dark side: How Indigenous groups negotiate indigeneity during contentious interactions | Business & Society |  |
| 74 | **Marques, J. C.** | Multi-Stakeholder Initiatives for Sustainability: Retrospective and Prospective Views | In Handbook of Research on Sustainability and Governance (Edward Elgar) |  |
| 75 | **Mazutis, D.**; **Chelli, M.**; **O'Sullivan, S.**; Hanly, K. | Issue Construals and Corporate Water Stewardship | Business Strategy and the Environment |  |
| 76 | **Mazutis, D.**; Nubi, A.; Segal, E. | Advancing Circularity: The Dynamic Capabilities to Drive Transformative Change | California Management Review |  |

| Research Publications | | | | |
|---|---|---|---|---|
| # | Author(s) | Title | Journal | SDG |
| 77 | **Mohammadrezaei, M.**; **Marques, J. C.** | Reporting What Matters, or Reporting What Looks Good? Materiality and Balance in Post–Rana Plaza Apparel Sustainability Disclosure | Business Strategy and the Environment |  |
| 78 | **Moradi, S.**; **Sauré, A.**; **Patrick, J.** | Advance Multi-Priority, Multi-Appointment Patient Scheduling with Dependent Demand and Lead Times | Production and Operations Management |  |
| 79 | Oostlander, S. A.; Joanisse, C.; Garcia, L.; **Mulvey, M. S.**; Lagacé, M.; et al. | "I have an image of myself, it's strong and resilient": Assets supporting resilience of older adults and their communities during the COVID-19 pandemic | Canadian Journal on Aging |  |
| 80 | Danful, G. K.; Pignac, S.; Fitzpatrick, E. M.; **Mulvey, M. S.**; Turcotte, P.-L.; Robitaille, A.; **Primossi, V.**; Garcia, L. | Barriers and facilitators to air travel among adults with hearing loss: A scoping review | International Journal of Audiology |  |
| 81 | **Mulvey, M. S.**; Padgett, D.; Garcia, L. | Age-friendly branding: a definition, review a framework for inclusivity | Journal of product and brand management |  |
| 82 | Thapa, B.; Ochuodho, T. O.; Lhotka, J. M.; Thomas, W.; Muller, J.; Brandeis, T. J.; **Olale, E.**; et al. | Potential Economic Impacts of Maple Syrup Production in Kentucky, United States: A CGE Analysis for Sustainable Rural Development | Sustainability Switzerland |  |
| 83 | **O'Reilly, J.**; **Bonaccio, S.**; Li, Y.; **Lapierre, L. M.** | The "Room to Share": An Ecological Perspective on Mental Health Disclosure at Work | Journal of Occupational Health Psychology |  |
| 84 | **Orser, B.**; **Elliott, C.**; Elam, A.; Shankar, A.; Brush, C. | Gender inclusive entrepreneurship education and training: challenges and indicators | Entrepreneurship & Regional Development |  |
| 85 | **O'Sullivan, S. L.**; **Mazutis, D.** | The role of power dynamics in cross-sector partnerships for sustainable socio-ecological systems transformation | Sustainability |  |
| 86 | Moosavi, A.; **Ozturk, O.**; **Patrick, J.** | Dynamic Distributed Ambulatory Care Scheduling | Production and Operations Management |  |
| 87 | **Parent, M. M.** | Governing the Olympic Winter Games: Reflections from Canada | Movement & Sport Sciences |  |
| 88 | Lachance, E. L.; **Parent, M. M.** | The Impact of External Factors on Board Decision Making in Non-Profit Sport Organizations | Sport, Business and Management |  |
| 89 | Doshi, V.; **Peredo, A. M.**; Spiller, C.; Bapuji, H. | Indigeneity and Indigenous Peoples Around the World: Expanding the Intersections of Business and Society | Business & Society |  |

| Research Publications | | | | |
|---|---|---|---|---|
| # | Author(s) | Title | Journal | SDG |
| 90 | Weber, G.; Banerjee, S. B.; **Peredo, A. M.**; Saes, B. | Business and Environmental Justice: From Political Economies to Political Ecologies | Journal of Business Ethics | |
| 91 | Lafuente, E.; Vaillant, Y.; **Persaud, A.** | Digital service innovation for smarter production: Servitized-AI progress towards smart products | Technovation (Elsevier) | |
| 92 | Ben Omrane, W.; **Qi, Q.**; Saadi, S. | Cryptocurrency markets, macroeconomic news announcements and energy consumption | Annals of Operations Research (Springer) | |
| 93 | Abedin, M. Z.; Hayajneh, A.; **Raahemi, B.** | Pedagogical Use of Responsible Generative AI in Higher Education: Opportunities and Challenges – A Systematic Literature Review | AI in Education | |
| 94 | Buchanan, S.; Ruebottom, T.; **Riaz, S.** | Edit Wars: Framing Contests, Argument Structure, and the Meaning of Inequality at Wikipedia | Academy of Management Discoveries | |
| 95 | Ruebottom, T.; **Riaz, S.**; Qureshi, I. | Social-Symbolic Work of Engaging Heterogeneous Communities: Participation Work and Entangled Effects | Journal of Management Studies | |
| 96 | Coates, A.; Probst, J. C.; **Sarwal, K.**; **Riaz, S.**; **Grudniewicz, A.** | The Impact of Rural Hospital Closures and Mergers on Health System Ecologies: A Scoping Review | Medical Care Research and Review | |
| 97 | Cicek, D.; Kantarci, B.; **Schillo, R. S.** | A comparative review of user acceptance factors for drones and sidewalk robots in autonomous last mile delivery | Green Energy and Intelligent Transportation | |
| 98 | **Thelen, R.**; Bhatti, S.; Rayner, J.; **Grudniewicz, A.** | Collecting sociodemographic data in primary care: qualitative interviews in community health centres | BJGP Open | |
| 99 | **Toubiana, M.**; Bergman, B. J., Jr.;et al. | Permission to Play: Trying on Entrepreneurship in Times of Crisis | Journal of Business Venturing | |
| 100 | **Tran, H.**; Freel, M. | Socialist Imprints and Innovation Strategies in a Transition Economy | Entrepreneurship & Regional Development, | |
| 101 | **Tran, H. T.** | Self-Employment Entry Across Family Transitions: Household Capability Reallocation Over the Life Course | Entrepreneurship Theory and Practice | |
| 102 | **Yao, Y.**; Liu, S. | Where rookies prevail: Digital habitus and age-based earnings differentials in online legal services | British Journal of Industrial Relations (Wiley) | |

| Research Publications | | | | |
|---|---|---|---|---|
| # | Author(s) | Title | Journal | SDG |
| 103 | **Zhang, Q.**; Gong, H.; Ouyang, C.; Han, J.; Saks, A. M. | Building Micro-Foundations for Positive Workplace Relationships: Validation of a Strategic Relational Human Resource | Human Resource Management | |
| 104 | Yang, L.; **Zhang, Q.**; Gong, H.; Zhang, Q. | Navigating the Balance: How Congruence Between Authoritative and Benevolent Leadership Enhances Employee Thriving | Asia Pacific Journal of Management | |

Taken together, these publications reflect a research community committed to understanding society's most pressing challenges and producing evidence that can inform practice, public debate and institutional change.

# Evidence for responsible management

The record reaches from health-system design and workplace inclusion to climate accountability, Indigenous perspectives, artificial intelligence and global development. Its defining strength lies in how often these concerns intersect.

**104 publications**
**15 Sustainable Development Goals represented**



RESEARCH IN FOCUS

# Five questions shaping a better future

The renewal of five Telfer professorships and chairs offers a chance to look more closely at the research they support. Through profiles of the faculty members who hold them, we explore the questions driving their work and what the findings could mean for organizations, communities and society.




WORKPLACE MENTAL HEALTH / CIRCULARITY / ENVIRONMENTAL JUSTICE / DIGITAL HEALTH / PROJECT GOVERNANCE

## RESEARCH IN FOCUS



### THE QUESTION

### What allows employees to speak openly about mental health?

Silvia Bonaccio and her co-authors examine mental health disclosure as an experience shaped by the workplace environment. Their research considers how managers, colleagues and organizational practices can create or restrict the "room to share."

#### WHY IT MATTERS

**Psychological safety and meaningful support shape whether disclosure feels possible.**

**SILVIA BONACCIO**
Full Professor and Ian Telfer Professor of Workplace Psychology

### THE QUESTION

### What helps organizations turn circularity into action?

Daina Mazutis and her co-authors investigate the capabilities organizations need to advance circularity. Their work examines how leaders recognize opportunities, mobilize resources and reshape established practices.

#### WHY IT MATTERS

**Circular transformation requires organizations to rethink systems and sustain change over time.**



**DAINA MAZUTIS**
Endowed Professors of Ethics, Responsibility and Sustainability




THE QUESTION

## Whose experiences shape business and environmental justice?

Ana María Peredo's research challenges conventional assumptions about business and development. By centring Indigenous peoples, community knowledge and environmental justice, her work expands how management scholars understand economic activity.

WHY IT MATTERS

**Environmental justice depends on whose knowledge, rights and relationships with land receive recognition.**

**ANA MARÍA PEREDO**

Full Professor and Canada Research Chair in Social and Inclusive Entrepreneurship

THE QUESTION

## How can digital health innovation remain inclusive?

Mirou Jaana examines how people experience digital and assistive health technologies, particularly older adults and those facing barriers to access. Her work connects technical innovation with usability and lived experience.

WHY IT MATTERS

**Technology improves care when people can access it, understand it and see its relevance.**



**MIROU JAANA**

Full Professor and RBC Financial Group Professor in Health Care Systems



RESEARCH IN FOCUS

**LAVAGNON IKA**
Full Professor and University of Ottawa Senghor Chair in Humanistic Project Governance

THE QUESTION

## Why do major projects repeatedly fall short?

Lavagnon Ika's research examines why major infrastructure and development projects experience persistent cost overruns, delays and performance failures. By revealing the institutional conditions that allow these problems to become entrenched, his work supports more accountable governance, resilient infrastructure and effective development investment

WHY THIS RESEARCH MATTERS

**A more accurate understanding of project failure can help governments and organizations protect public resources, strengthen accountability and improve the delivery of essential infrastructure.**

FEATURED RESEARCH

Infrastructure misperformance, project uncertainty and international development

# Research funding with purpose

New and ongoing internal and external funding aligned with the Sustainable Development Goals

## $22.88M

**In reported funding**

| 72 | $2.04M | $20.84 M |
|---|---|---|
| Funded projects | New funding | Ongoing funding |

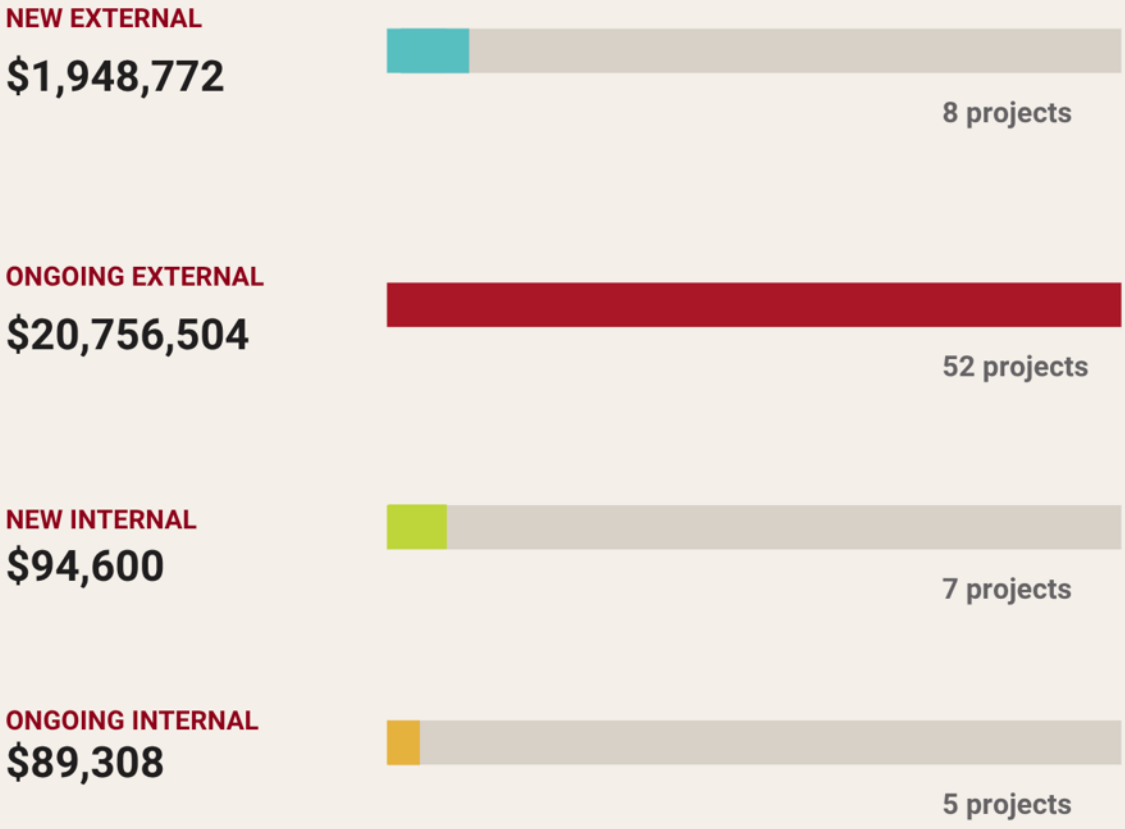
Across 72 projects, Telfer researchers are building evidence for healthier systems, more inclusive organizations, responsible innovation and sustainable economic development.

*Reporting period: September 2025 to August 2026*

FUNDING AT A GLANCE

## External funding accounts for 99% of the portfolio

Institutional grants help develop emerging ideas.
External fundings sustain larger programs, national networks and multi-year implementation.




The portfolio combines early-stage institutional support with substantial external investment. Together, these awards create continuity from idea development to long-term research programs.

NEW FUNDING IN FOCUS

# Health systems that work for people

Two new CIHR awards connect management research with urgent questions in primary care and long-term care.



**AGNES GRUDNIEWICZ**
Associate Professor,
Ian Telfer Research Fellowship

## $613,914

**CIHR Project Grant**

**Primary Care Practice Management (Prac-Man)**

The project maps how primary-care practices manage their operations and identifies approaches that can strengthen care delivery, policy and system performance.



**MIROU JAANA**
Full Professor,
RBC Professor in Health Care Systems

## $405,452

**CIHR Project Grant**

**Companions in Care: Social Robotics in Long-Term Care**

The study examines how social robots may reduce isolation and support resident wellbeing while complementing the work of long-term- care professionals.

ONGOING FUNDING IN FOCUS

# Long-horizon research, real-world consequences

Major external awards support sustained programs in health transformation and inclusive entrepreneurship.



## CHRISTOPHER SUN

## $1.45M

### CIHR Project Grant

**AI-supported in-hospital cardiac arrest prediction, prevention and management**

"This project is a unique, unified effort that combines advanced analytical and clinical expertise to create a powerful tool for improving patient care and enabling timely interventions that can save lives."







## ANA MARÍA PEREDO

## $1.4M

### Canada Research Chair

**Social and Inclusive Entrepreneurship, Tier 1**

The chair advances research on community economies, Indigenous entrepreneurship and sustainable livelihoods grounded in local cultures and environments.



# New external research funding

8 awards totalling $1,948,772 from CIHR, SSHRC and experiential-learning funders.

| New External Funding | | | | | |
|---|---|---|---|---|---|
| # | Investigator(s) | Title | Funding Source | SDG | Amount |
| 1 | **Akyol, A. C.** (Applicant/Principal Investigator), Al-Sabah T. T. M. (Collaborator) | When Uber Comes to Town: Firm Size and the Labor Market Shock (2026–2030) | SSHRC Insight Grant |  | $109,450 |
| 2 | **Andreev P.** (Applicant/Principal Investigator) | Empowering Crisis Response: Integrating Decision Intelligence in Community Support Systems (2025–2030) | SSHRC Insight Grant |  | $99,837 |
| 3 | **Boutilier, J. J.** (Principal Investigator) | Mental Health and AI: Actionable Analytics for Personalizing Behavioural Health Interventions 2025–2030 (New) | NSERC |   | $277,500 |
| 4 | **Fathallah, R.** (Applicant); Micelotta, E. (Collaborator) | Building a More Inclusive Entrepreneurship Ecosystem: A Study of 2SLGBTQI+ Entrepreneurs in Canada , 2025–2027 | SSHRC Insight Grant |  | $70,536 |
| 5 | **Grudniewicz, A.** (Principal Investigator); Hedden, L. K. (Principal Investigator); et al. | Primary Care Practice Management (Prac-Man): Mapping Approaches and Best Practices 2025–2028 | CIHR |   | $613,914 |
| 6 | **Jaana, M.** (Principal Investigator); Thavorn, K. (Project Team Member); et al. | Companions in Care: Benefits and Challenges of Social Robotics in Long-Term Care 2026–2030 | CIHR Project Grant |  | $405,452 |
| 7 | **Parent, M.** (Applicant); **Boutilier, J. J.** (Co-Applicant); **Joshi, M.** (Co-Applicant); Pegoraro, A. (Co-Applicant); **Hannigan, T. R.** (Collaborator) | From Surviving to Thriving: Responsible AI for Resource-Constrained Sport Organizations 2026–2030 | SSHRC Insight Grant |  | $294,904 |
| 8 | **Zhang, Q.** (Applicant); Karam, C. (Collaborator) | Balancing Efficiency, Equity, and Voice: Building Legitimate AI Staffing Systems in Organizations | SSHRC Insight Development |  | $77,179 |
| **TOTAL** | | | | | **$1,948,772** |

# New internal research funding builds the pipeline

| New Internal Funding | | | | | |
|---|---|---|---|---|---|
| # | Investigator(s) | Title | Funding Source | SDG | Amount |
| 1 | **Chreim, S. (Principal Investigator)** | Managing Tensions and Achieving Sustainability of Medical Assistance in Dying (MAiD) Programs | Telfer School of Management (SMRG) |  | $15,000 |
| 2 | **Fathallah, R. (Principal Investigator)** | Harnessing Tradition for Tomorrow: Understanding the Role of Igbo Apprenticeship in Sustainable Entrepreneurial Ecosystem Development | Telfer School of Management Research Grant (Indigenous SMRG) |  | $15,000 |
| 3 | **Hannigan, T. (Principal Investigator)** | IDeaS 2025 | Telfer School of Management Research Grant (SMRG) |  | $5,000 |
| 4 | **Mignerat, M. (Principal Investigator)** | Habitat intelligent, sécurité incendie et inclusion cognitive dans les villes intelligentes ("Smart Cities"): une approche collaborative avec les services d'urgence | Telfer School of Management Research Grant (SMRG) |  | $14,600 |
| 5 | **Qi, Q. (Principal Investigator)** | A Roadmap to Responsible AI: Risk Management for Machine Learning at FINTRAC | Telfer School of Management |  | $15,000 |
| 6 | **Qi, Q. (Principal Investigator)** | Enhancing Medical Foundation Models for Underrepresented Diseases | Telfer School of Management |  | $15,000 |
| 7 | **Toubiana, M. (Principal Investigator)** | Psychedelic-Assisted Therapy: Occupational Emergence under Conditions of Legal Liminality | Telfer School of Management Research Grant (SMRG) |  | $15,000 |
| **TOTAL** | | | | | **$94,600** |

ONGOING PORTFOLIO

# Multi-year funding sustains research capacity

The ongoing portfolio comprises 57 projects worth $20,845,812 including 52 externally funded and five internally funded projects.

*Largest ongoing fundings shown below. Amounts reflect the full reported value of each project.*

Ma, D. W. (Principal Investigator); Dubé, L. (Principal Investigator); Suh, M. (Principal Investigator); Adams, A. (Co-Investigator); Ahmed, S. (Co-Investigator); Aunio, A.-L. (Co-Investigator); Bobiwash, K. (Co-Investigator); Brissette, P. (Co-Investigator); Clarke, S. (Co-Investigator); Corradini, M. (Co-Investigator); Couturier, Y. (Co-Investigator); Dhar, T. P. (Co-Investigator); Durand, A. (Co-Investigator); El Khoury, D. N. (Co-Investigator); Fraser, E. (Co-Investigator); Haines, J. (Co-Investigator); Haruvy, E. (Co-Investigator); Kaiser, D. (Co-Investigator); Kirkpatrick, S. (Co-Investigator); L'Abbé, M. R. (Co-Investigator); Ma, Y. (Co-Investigator); Monk, J. M. (Co-Investigator); Nie, J.-Y. (Co-Investigator); Pai, N. (Co-Investigator); Paquet, C. (Co-Investigator); Parizeau, K. (Co-Investigator); Parker, D. C. (Co-Investigator); Potvin, L. (Co-Investigator); Qi, W. (Co-Investigator); Riediger, N. D. (Co-Investigator); Ross, N. G. (Co-Investigator); **Schillo, S. (Co-Investigator)**

**Implementing Smart Cities Interventions to Build Healthy Cities (SMART) 2021–2027** — **$4.95M**

Lapointe, S. (Principal Investigator); **Chamberlin, T. (Co-Applicant)**

**Impact Training: Experiential Learning Toolkits to Increase Social Sciences, Humanities and Arts Capacity for Research and Innovation in the Social Sector 2024–2030 (Ongoing)** — **$2.50M**

Kantarci, B. (Principal Investigator and Program Director); Dobre, O. (Co-Investigator); Erol-Kantarci, M. (Co-Investigator); Donmez, B. (Co-Investigator); Kabanza, F. (Co-Investigator); Briand, L. (Co-Investigator); Laganière, R. (Co-Investigator); Karimi, E. (Co-Investigator); **Benyoucef, M. (Co-Investigator);** Judge, E. (Co-Investigator); **Schillo, S. (Co-Investigator)**

**Autonomous Vehicles for Reliable Services in the Air and on Land (TRAVERSAL) Ongoing (2023–2029)** — **$1.65M**

**Sun, C. (Principal Investigator);** Beanlands, R. (Co-Investigator); Birnie, D. (Co-Investigator); Branco, P. (Co-Investigator); Celi, L. (Co-Investigator); Cheskes, S. (Co-Investigator); Copenhaver, M. (Co-Investigator); Edwards, J. (Co-Investigator); Gong, M. (Co-Investigator); Hutson, J. (Co-Investigator); Lewis, K. (Co-Investigator); **Mahmood, R. (Co-Investigator);** Messika-Zeitoun, D. (Co-Investigator); Moskowitz, A. (Co-Investigator); Paterson, I. (Co-Investigator); Redpath, C. (Co-Investigator); Vaillancourt, C. (Co-Investigator); Wells, G. A. (Co-Investigator); Folke, F. (Collaborator); Ong, M. (Collaborator); Robinson, B. (Collaborator); Sales, A. (Collaborator)

**Artificial Intelligence Supported In-Hospital Cardiac Arrest Prediction, Prevention, and Management 2024–2029** — **$1.45M**

**Peredo, A. M. (Chairholder and Principal Investigator)**

**Canada Research Chair in Social and Inclusive Entrepreneurship, Tier 1 2022–2029** — **$1.40M**

**Sun, C. L. (Principal Investigator);** Beanlands, R. (Co-Investigator); Boczar, K. E. (Co-Investigator); Chow, B. (Co-Investigator); Cobey, K. D. (Co-Investigator); Edwards, J. D. (Co-Investigator); Lewis, K. B. (Co-Investigator); Lim, R. (Co-Investigator); Liu, P. P. (Co-Investigator); **Mahmood, R. (Co-Investigator);** Messika-Zeitoun, D. (Co-Investigator); Miller, R. J. (Co-Investigator); Paterson, I. (Co-Investigator)

**Actionable Incidental Extracardiac Findings Detection via Interactive Artificial Intelligence 2025–2030** — **$0.95M**

# Ongoing external research funding

52 projects totalling $20,756,504

| Ongoing External Funding | | | | | |
|---|---|---|---|---|---|
| # | Investigator(s) | Title | Funding Source | SDG | Amount |
| 1 | **Andreev, P. (Principal Investigator)** | Developing a New Architectural Framework for Designing Digital Habit Formation Support System(2021–2026) | NSERC Discovery |  | $120,000 |
| 2 | Kantarci, B. (Principal Investigator and Program Director); **Benyoucef, M. (Co-Investigator)**; Judge, E. (Co-Investigator); **Schillo, S. (Co-Investigator)** ; et al. | Autonomous Vehicles for Reliable Services in the Air and on Land (TRAVERSAL)(2023–2029) | NSERC CREATE |  | $1,650,000 |
| 3 | Lagacé, M. (Principal Investigator); **Bonaccio, S. (Co-Investigator)** | The Challenges of Longer Working Lives: Detecting Ageism in the Workplace, Measuring Its Impacts, and Identifying Best Practices for Retaining Older Canadian Workers (2022–2026) | SSHRC |  | $158,726 |
| 4 | Jetha, A. (Principal Investigator); **Bonaccio, S. (Co-Investigator)**; Dennerlein, et al. | Intelligent Machines and Human Worker Inequities: Examining the Implications of Artificial Intelligence in the Workplace 2022–2025 | SSHRC |  | $200,000 |
| 5 | Lapointe, S. (Principal Investigator); **Chamberlin, T. (Co-Applicant)** | Impact Training: Experiential Learning Toolkits to Increase Social Sciences, Humanities and Arts Capacity for Research and Innovation in the Social Sector 2024–2030 | SSHRC Partnership (SSHA) |  | $2,500,000 |
| 6 | **Chamberlin, T. (Principal Investigator); Mazutis, D. (Co-Applicant); Peredo, A. M. (Co-Investigator); Raahemi, B. (Co-Investigator)** | Enabling Systems Transitions Towards Inclusive Innovation 2023–2026 | SSHRC Partnership Development |  | $198,793 |
| 7 | **Chen, Q. (Principal Investigator); Ding, S. (Co-Investigator); Chourou, L. (Co-Applicant)** | Sustainable Inventory Management: The Role of Taxes in Corporate Inventory Donations 2022–2026 | SSHRC Insight |  | $69,425 |
| 8 | **Ding, S. (Principal Investigator); Chen, Q. (Co-Principal Investigator)** | The Application of Time-Driven Activity Based Costing in Canadian Hospitals 2023–2026 | SSHRC Insight Development |  | $63,763 |
| 9 | **Chreim, S. (Principal Investigator)** | Managing Tensions and Achieving Sustainability of Medical Assistance in Dying (MAiD) Programs 2024–2026 | SSHRC Partnership Engage |  | $25,000 |
| 10 | **Dimoff, J. (Co-Investigator)** | Mental Health Training in Sport: A Partnership with Soccer Canada 2023–2028 | SSHRC Insight |  | $320,000 |

| Ongoing External Funding | | | | | |
|---|---|---|---|---|---|
| # | Investigator(s) | Title | Funding Source | SDG | Amount |
| 11 | **Dimoff, J. (Principal Investigator); O'Reilly, J. (Co-Investigator)** | Inclusion, Interaction, and Intervention: The Triple-I Lab 2022–2027 | Canada Foundation for Innovation |  | $519,576 |
| 12 | **Dimoff, J. (Collaborator)** | Addressing the Harms of COVID-19 on the Health of the Canadian Health Workforce 2022–2027 | CIHR Operating Grant |  | $249,247 |
| 13 | **Dimoff, J. (Co-Investigator)** | Bereavement Support in the Workplace 2022–2027 | SSHRC Insight |  | $147,325 |
| 14 | **Jaana, M. (Principal Investigator); Fathallah, R. (Co-Principal Investigator)** | The Paradox of Resilience in Long-term Care: Can Technology Enable a Paradigm Shift? 2024–2026 | SSHRC Insight Development Grant |  | $74,912 |
| 15 | **Marques, J. C. (Principal Investigator); Ferretti, T. (Team Member)** | Examining the Global Sustainability Standards Organizational Landscape: A Whole Network Analysis | SSHRC Insight Grant |  | $393,248 |
| 16 | **Grudniewicz, A. (Co-Investigator)** | Informing Family Physician Payment Reform, 2024–2029 | CIHR |  | $792,330 |
| 17 | **Grudniewicz, A. (Co-Investigator)** | Changing Primary Care Capacity in Canada (4C), 2024–2028 | CIHR |  | $165,000 |
| 18 | **Grudniewicz, A. (Co-Investigator)** | Examining Experiences and System Impacts of Publicly Funded Episodic | CIHR |  | $520,199 |
| 19 | **Himick, D. (Principal Investigator)** | Accounting for Climate Change: The Financialization of Climate Risks, 2024–2029 | SSHRC Insight Grant |  | $147,512 |
| 20 | **Jaana, M. (Principal Investigator);** Paré, G. (Co-Investigator) | Assistive Technology Innovations in Long-Term Care Organizations: Unveiling the Realities of a Complex Environment 2024–2029 | SSHRC Insight Grant |  | $260,079 |
| 21 | Paré, G. (Principal Investigator); **Jaana, M. (Co-Investigator)** | Investigating the Innovation Process in Long-Term Care Facilities: A Research Project on the Adoption, Implementation and Assimilation of Health IT, 2022–2026 | SSHRC Insight Grant |  | $281,500 |
| 22 | **Joshi, M. (Principal Investigator)** | Evolving Nature of Work in the Era of Artificial Intelligence, 2024–2026 | SSHRC Insight Development Grant |  | $71,770 |
| 23 | **Kettle, K. (Principal Investigator)** | Leveraging Identity to Increase Donations and Volunteer Support 2024–2026 | SSHRC Partnership Engage |  | $24,056 |

| Ongoing External Funding | | | | | |
|---|---|---|---|---|---|
| # | Investigator(s) | Title | Funding Source | SDG | Amount |
| 24 | **Kliamenakis, A. (Co-Applicant)** | Annual CSR Reports: A Text-Analysis Approach to Understand Their Impact on Consumers and Future CSR Performance | SSHRC Insight Development |  | $53,500 |
| 25 | **Kouamé, S. (Principal Investigator)** | Stakeholder Emotions and Market Power Regulation, 2025–2029 | SSHRC Insight |  | $63,549 |
| 26 | **Chourou, L. (Principal Investigator); Lamine, W. (Co-Investigator); Qi, Q. (Co-Applicant)** | Cyberattacks on Private Sector: Determinants and Consequences, 2022–2026 | SSHRC |  | $62,250 |
| 27 | **Lessard, L. (Co-Investigator)** | Putting RESPECT at the Centre of Person-Centred Care: Evaluation of a Risk Communication Tool Supporting Earlier Conversations About Decline and Palliative Care Needs in Long-Term Care, 2025–2029 | CIHR Project |  | $459,000 |
| 28 | **Li, T. (Principal Investigator)** | Environmental Sustainability Policy Divergence, Environmental Disclosure, and Environmental Performance: International Evidence, 2023–2028 | SSHRC Insight |  | $89,300 |
| 29 | **Sun, C. (Principal Investigator); Mahmood, R. (Co-Investigator)** | AI Supported In-Hospital Cardiac Arrest Prediction, Prevention, and Management, 2024–2029 | CIHR |  | $1,450,725 |
| 30 | **Qi, Q. (Principal Investigator); Mahmood, R. (Co-Investigator)** | Leveling the Playing Field: Synthetic Data Solutions for Labor Market Equality 2023–2026 | SSHRC Insight Development |  | $68,000 |
| 31 | **Manseau, J. (Principal Investigator)** | Ethical Boundary Management in the Age of Biometrics, 2025–2027 | SSHRC Insight Development |  | $66,732 |
| 32 | **Marques, J. C. (Principal Investigator)** | Examining the Global Sustainability Standards Organizational Landscape: A Whole Network Analysis, 2024–2026 | SSHRC Insight Development |  | $59,812 |
| 33 | Eberlein, B. (Principal Investigator); **Marques, J. C. (Co-Investigator)** | Global Sustainability Standards in National Context: Comparing Business-Government Interactions in Argentina, Brazil and Canada, 2021–2026 | SSHRC Insight |  | $171,118 |
| 34 | **Mazutis, D. (Applicant/Principal Investigator); Himick, D. (Co-Applicant); Ika, L. (Co-Applicant); Schillo, R. S. (Co-Applicant); Hajmohammad, S. (Co-Applicant); Chamberlin, T. (Co-Applicant);** et al. | Sustainable Construction & Development Applied Research Partnership (SCDARP), 2025–2028 | SSHRC Partnership Development |  | $199,289 |

| Ongoing External Funding | | | | | |
|---|---|---|---|---|---|
| # | Investigator(s) | Title | Funding Source | SDG | Amount |
| 35 | **Mazutis, D. (Principal Investigator)** | Building the Future: Fostering Low-Carbon and Circular Economy Transitions in the Construction Industry Through Policy Integration 2024–2026 | Smart Prosperity Institute (SPI) / Economics and Environmental Policy Research Network (EEPRN) |  | $30,000 |
| 37 | **Mazutis, D. (Principal Investigator)** | Getting to One Planet Living: How Construction and Development Leaders Are Tackling Climate Change 2021–2026 | SSHRC Insight |  | $166,019 |
| 38 | **Mignerat, M. (Principal Investigator)** | Information Technology (IT), ADHD and Inclusion: Towards Better Practices for Employees and Managers, 2022–2026 | SSHRC Insight Development |  | $74,714 |
| 39 | **Moneta, F. (Principal Investigator)** | Mutual Fund Tournaments and ESG Rating, 2025–2026 | Centre for a Responsible Wealth Transition (CRWT) Research |  | $15,000 |
| 40 | **O'Reilly, J. (Principal Investigator)** | How do remote employees develop a sense of belonging?, 2023–2028 | SSHRC Insight |  | $90,725 |
| 41 | **O'Sullivan, S. (Principal Investigator)** | The Dynamics of Indigenous Developmental Relationships for Environmental Work: Bridging Micro and Macro Levels of Analysis, 2018–2026 | SSHRC Insight |  | $133,405 |
| 42 | **Peredo, A. M. (Chairholder/Principal Investigator)** | Canada Research Chair in Social and Inclusive Entrepreneurship, Tier 1 2022–2029 | Canada Research Chairs Program |  | $1,400,000 |
| 43 | **Persaud, A. (Principal Investigator)** | Accelerating the Digitalization of Canadian Agriculture, 2024–2027 | SSHRC Insight |  | $81,175 |
| 44 | **Rajaiya, H. (Principal Investigator)** | How do CSR-Related Activities Affect the Future Financial and Economic Performance of Private Firms, 2021–2026 | SSHRC Insight Development |  | $47,933 |
| 45 | **Schillo, R. S. (Collaborator)** | Agriculture & Data, 2023–2026 | CAROTTE AA |  | $496,581 |
| 46 | Ma, D. W. (Principal Investigator); **Schillo, R. S. (Co-Investigator);** et al | Implementing Smart Cities Interventions to Build Healthy Cities (SMART), 2021–2027 | CIHR |  | $4,950,000 |
| 47 | **Sun, C. (Principal Investigator)** | Fairness in Systems with Human-Algorithm Decision Making through Optimization and Machine Learning, 2024–2029 | NSERC Discovery |  | $255,000 |

| Ongoing External Funding | | | | | |
|---|---|---|---|---|---|
| # | Investigator(s) | Title | Funding Source | SDG | Amount |
| 48 | **Sun, C. (Principal Investigator)** | Actionable Incidental Extracardiac Findings Detection via Interactive | CIHR Project | | $952,650 |
| 49 | **Toubiana, M. (Co-Applicant)** | Divided: How Political Polarization Shapes Cultural Industries, 2025–2028 | SSHRC | | $55,626 |
| 50 | **Toubiana, M. (Principal Investigator)** | Perimenopause and Women's Careers, 2024–2027 | SSHRC | | $67,815 |
| 51 | **Toubiana, M. (Principal Investigator)** | Stigma for Social Change? Exploring Stigma-Exploiting Entrepreneurship as a Pathway for Social Change, 2022–2027 | SSHRC | | $204,125 |
| 52 | Amyot, D. (Co-Principal Investigator); **Van Woensel, W. (Co-Principal Investigator)** | Identifying and Analyzing Care Trajectories in the Montfort Emergency Department using AI-driven Process Mining, 2025–2027 | Institut du Savoir Montfort | | $40,000 |
| **TOTAL** | | | | | **$20,756,504** |

RESEARCH FUNDING IN FOCUS

# Building the business case for circular construction

Sustainable Construction & Development Applied Research Partnership



## $199,289

**SSHRC PARTNERSHIP DEVELOPMENT GRANT**

2025–2028

**SDGS**

**LEAD INVESTIGATOR**

**Daina Mazutis**
Telfer School of Management

### FROM "TAKE–MAKE–WASTE" TO CIRCULAR CONSTRUCTION

SCDARP brings academic and industry partners together to accelerate a low- carbon and circular construction and development sector. The research responds to a persistent gap: organizations need credible examples showing how circular practices work in real projects and why they make business sense.

**THE PARTNERSHIP WILL PRODUCE**

- BUSINESS CASES
- POLICY SOLUTIONS RESEARCH
- EVIDENCE-BASED FRAMEWORKS
- TOOLKITS

> "The partnership with Circular Construction Canada will help foster connections as well as knowledge mobilization, and the Smart Prosperity Institute will bring in the policy and legislative perspective.

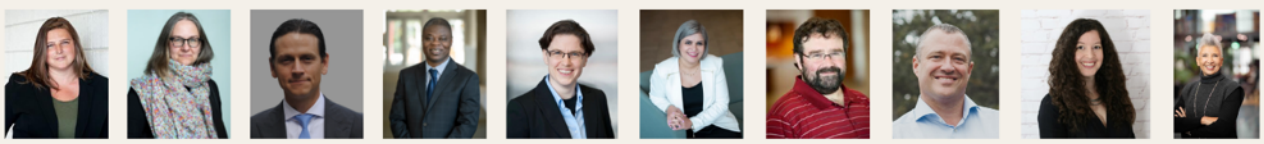
**DAINA MAZUTIS**
Associate Professor and Endowed Professor of Ethics, Responsibility and Sustainability

**PARTNERS**

TELFER · Smart Prosperity Institute · Circular Economy Leadership Canada · A Solution Space by Generate Canada

## RESEARCH TEAM

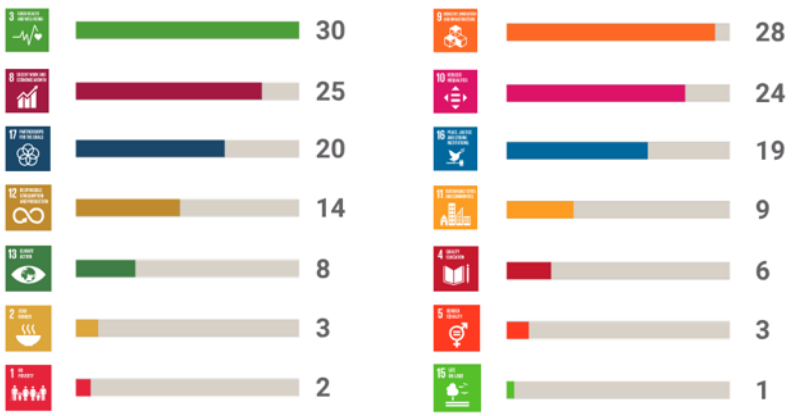
Daina Mazutis, Darlene Himick, Geoffrey McCarney, Lavagnon Ika, Sandra Schillo, Sara Hajmohammad, Tyler Chamberlin, Paul Shorthouse, Elizabeth Miller and Pratima Bansal



| Ongoing Internal Funding | | | | | |
|---|---|---|---|---|---|
| # | Investigator(s) | Title | Funding Source | SDG | Amount |
| 1 | **Bouchard, M. (Principal Investigator)** | Cycling activism for sustainable transportation systems 2025–2027 (Ongoing) | Telfer School of Management Research Grants (SMRG) | | $15,000 |
| 2 | **Chamberlin, T. (Principal Investigator); Peredo, A. M. (Co-Investigator); Raahemi, B. (Co-Investigator); Mazutis, D. (Co-Applicant)** | Enabling Systems Transitions Towards Inclusive Innovation 2023–2026 (Ongoing) | University of Ottawa | | $15,000 |
| 3 | **Karam, C. M. (Principal Investigator and Initiative Lead);** Yessayan, P. (PhD Student Co-Lead) | Telfer Knowledge Mobilization Pilot Initiative, 2024–2026 | Telfer School of Management & Office of the Vice-President, Research and Innovation | | $20,000 |
| 4 | **Kouamé, S. (Principal Investigator)** | Bien vieillir en ville : Recherche participative communautaire sur la mise en œuvre des stratégies municipales pour les personnes âgées, 2025–2026 | University of Ottawa | | $25,000 |
| 5 | **Lajili, K. (Principal Investigator); O'Reilly, J. (Co-Applicant)** | Risk and the Advancement of Women in Top Management Teams, 2024–2025 | Telfer School of Management Research Grants (SMRG) | | $14,308 |
| **TOTAL** | | | | | **$89,308** |

## A portfolio built around connected challenges

Projects often contribute to several goals. The strongest links appear in health, innovation, decent work, inequality and partnerships.



SHARING RESEARCH

# Ideas in circulation

Seminars,conference presentations, workshops and public-facing research engagement.
Across conferences, workshops, classrooms, policy forums and community gatherings, Telfer faculty shared evidence with the people positioned to question it, develop it and put it to use.

**40*** RESEARCH ENGAGEMENTS

**14**
**countries**

**12**
**SDGs represented**

From invited lectures in Asia to expert testimony in Canada, Telfer faculty carried research into the forums where ideas are tested, debated and applied. These activities extend the reach of responsible management research and create opportunities for collaboration across sectors, disciplines and borders.



* *The activities presented constitute a representative sample of Telfer's contributions during the reporting period and should not be interpreted as an exhaustive account.*

GLOBAL REACH

# Research shared across borders and disciplines

The year's engagements connected Telfer scholars with academic, policy and professional communities in North America, Europe, Asia and Australia.

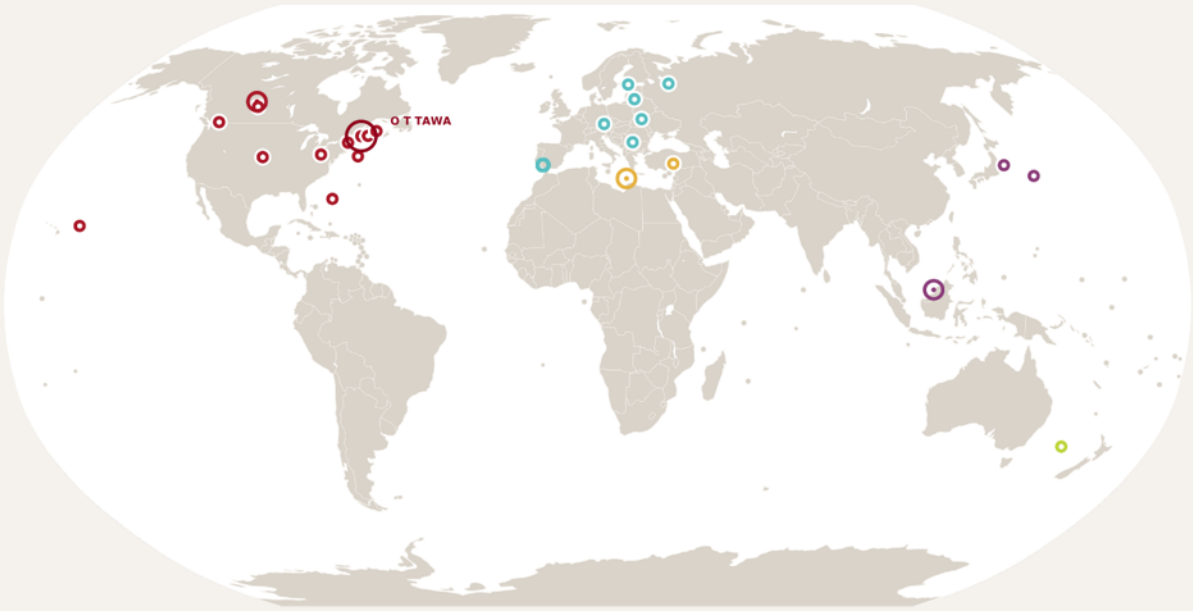
**CANADA**
Ottawa · Toronto · Montréal · Vancouver · Edmonton · Québec · Calgary

**UNITED STATES**
Philadelphia · Denver · Honolulu · Orlando · West Lafayette

**EUROPE**
Oslo · Paris · Prague · Helsinki · Florence . Barcelona

**ASIA–PACIFIC**
Osaka · Seoul · Malaysia · Melbourne

**MEDITERRANEAN**
Athens · Thessaloniki · Tunisia



| Research Seminars, Conferences & Proceedings | | | | | |
|---|---|---|---|---|---|
| # | Presenter(s) | Title | Event | Location | SDG |
| 1 | **Bonaccio, S.** | Facilitators of Positive Work Experiences for Employees Living with Disabilities | Purdue University | West Lafayette, Indiana, US | |
| 2 | **Chehri, A.** | Smart Safety: The Role of AI in Protecting People and Infrastructure | Ritsumeikan University | Osaka, Japan | |
| 3 | **Chehri, A.** | Next-Generation Public Safety in Transportation: A Survey of Methods and Future Research | Curtin University Malaysia | Malaysia | |
| 4 | **Chehri, A.** | Adaptive Strategies for Emergency Drone Networks: Deep Reinforcement Learning to Enhance Disaster Response | IEEE VTC | Oslo, Norway | |
| 5 | **Chehri, A.** | Building Safer, Smarter Cities: Strategic Directions in Public Safety, ITS, and AI-Driven Network Architectures | Universiti Putra Malaysia | Malaysia | |
| 6 | **Chehri, A.** | A New Frontier for Public Safety: Merging Sensing and Communications in 6G Systems | International Conference on Green Energy, Computing and Sustainable Technology | Malaysia | |
| 7 | **Chehri, A.** | The Convergence of 6G, Wireless Intelligence, and Generative AI: A New Era of Safety and Resilience | Sungkyunkwan University | Seoul, Republic of Korea | |
| 8 | **Dimoff, J.K.** | Mental health and mental illness in the workplace | What You Need to Know Now: Hostility, Mental Health, and Vulnerable Populations. Symposium at the annual conference of the Society of Industrial and Organizational Psychology | Denver, Colorado, US | |
| 9 | **Donia, M.B.L.; Ben Ayed, A.K.;** et al | Shaping Minds: How Leaders Influence Subordinates' Corporate Social Responsibility Attributions | 22nd European Congress of Work and Organizational Psychology | Prague, Czech Republic | |
| 10 | **Grudniewicz, A.,** Coates, A.; **Riaz, S.**; Probst,J.; Sarwal, K. | "A Done Deal to be Made": Post-Merger Decision-Making for a Rural Hospital in a Multihospital System | Academy of Management Proceedings | Philadelphia Pennsylvania, USA | |

| Research Seminars, Conferences & Proceedings | | | | | |
|---|---|---|---|---|---|
| # | Presenter(s) | Title | Event | Location | SDG |
| 11 | **Hajmohammad, S.;** Shevchenko, A.; Pagell, M. | Mindsets and Contexts: Understanding Strategic Choices in For-Profit and Non-Profit Sectors | Decision Sciences Institute Annual Conference | Orlando, Florida, USA | |
| 12 | **Hajmohammad, S.**, Moradi, S., Hosseini, M. | Optimizing Resilience and Cost in Multi-Echelon Supply Chains: A Two-Stage Stochastic Programming Approach | 2026 Western Decision Sciences Institute Annual Conference | Vancouver, British Columbia, Canada | |
| 13 | **Hamzaoui-Essoussi, L.; Ben Ayed, A.K.;** et al | Threads of Consumption Values: Weaving Upcycling Fashion for a Sustainable Future | ATINER 23rd International Annual Conference on Marketing | Athens, Greece | |
| 14 | **Hannigan, T.** | How to Best Promote and Grow Private Sector Investment in Research and Development in Canada | Expert Witness testimony | Canada (federal expert testimony) | |
| 15 | **Jaana, M.;** Cao, C. | Determinants of Clinical AI Use and Priorities for Support: Insights from Canadian Physicians | Canadian Association of Health Services and Policy Research (CAHSPR) Conference | Ottawa, Canada | |
| 16 | **Jaana, M.;** Mayville-Fortin C. | Small Hospital, Big System: Insights from an Epic Implementation in a Rural Context | CAHSPR Conference | Ottawa, Canada | |
| 17 | **Jaana, M.;** Cruise D. | Rethinking Performance Measurement in Long-Term Care: Insights from a Delphi Study of Managers and Directors | CAHSPR Conference | Ottawa, Canada | |
| 18 | **Kouamé, S.** | Studying Emotion in Strategy & Entrepreneurship PDW | Academy of Management Annual Meeting | Philadelphia, United States | |
| 19 | **Lajili, K.** | Circular Economy in the Agricultural and Food Sector: Opportunities and Challenges | Research conference and workshop , Higher School of Agriculture of Mograne | Tunisia | |
| 20 | **Lajili, K.** | Exploring the missing links and moderating factors in the advancement of women to top management teams | Research paper presentation and workshop on qualitative research in Finance and Accounting, Mediterranean School of Business (MSB) | Tunisia | |
| 21 | Chen, C.; **Li, T.;** Li, Y. | The Butterfly Effect: Global Disparity in Environmental Policies and Environmental Performance | Canadian Academic Accounting Association (CAAA) 2025 annual meeting | Toronto, Ontario, Canada | |

| Research Seminars, Conferences & Proceedings | | | | | |
|---|---|---|---|---|---|
| # | Presenter(s) | Title | Event | Location | SDG |
| 22 | **Manseau, J.** | The Dark Side of Biometric Technologies | Hawaii International Conference on System Sciences (HICSS ) | Honolulu, Hawaii, USA | |
| 23 | Mahmoudi Mesineh, M., **Marques, J-C. & Mazutis, D.** | Different uncertainties, different pathways: How cognitive and variability uncertainty build or erode joint power in meta-organizations, | European Group for Organisation Studies (EGOS) | Bergamo, Italy; virtual | |
| 24 | **Mazutis, D.** | The Architecture of Hope: Rethinking Sustainable Construction | Group for Research on Organizations and the Natural Environment (GRONEN) | Barcelona, Spain | |
| 25 | **Mazutis, D.** | Under Construction: Leveraging Hope to Build Sustainable Communities | Organization Studies Summer Workshop | Thessaloniki , Greece | |
| 26 | Segal, E. & **Mazutis, D.** | Plaex: Solving Housing, Climate & Waste Issues One Brick at a Time (case study | Administrative Sciences Association of Canada (ASAC) | Calgary, AB | |
| 27 | Nubi, A., **Mazutis, D.** & Dimiševskis, I., | Policy Mix Imbalances in Sustainability Transitions: Mapping Low Carbon and Circular Economy Policies in Canada's Construction Sector | ASAC | Calgary, AB | |
| 28 | Mahmoudi Mesineh, **M.; Mazutis, D. & Marques, J-** | Strategic Foresight and Corporate Sustainability: A Comprehensive Systematic Literature Review | ASAC | Calgary, AB | |
| 29 | Nubi, A. & **Mazutis, D.** | Building the Future: Fostering Low-Carbon and Circular Economy Transitions in the Construction Industry Through | Smart Prosperity Institute (SPI)/Economics and Environmental Policy Research Network (EEPRN) | Ottawa, Canada | |
| 30 | **Mulvey, M.S.;** Belanger, C.; Krishnamurthy, P. | Cultural cartography: Pathways to enhance netnographic integration | 58th Hawaii International Conference on System Sciences (HICSS) | Hawaii | 10 REDUCED INEQUALITIES |

| Research Seminars, Conferences & Proceedings | | | | | |
|---|---|---|---|---|---|
| # | Presenter(s) | Title | Event | Location | SDG |
| 31 | **Mulvey, M.S.** et al. | Ensuring inclusive mobility at multimodal hubs: Addressing accessibility considerations in intelligent transportation systems | ITS Canada Annual Conference | Ottawa, Canada |  |
| 32 | Scanlon, M.; **O'Reilly, J.;** Noseworthy, N. | Helping employees with ADHD to thrive: How organizations can build a neuroinclusive workplace | 17th Conference of the European Academy of Occupational Health Psychology | Helsinki, Finland |  |
| 33 | Jhander, R., **O'Sullivan, S.L.** | Indigenous voices in higher education: A proposed integrative model | Annual Meeting of the European Academy of Management (EURAM), Track ST05_02 (Diversity issues in cultural context) | Florence, Italy |  |
| 34 | **Persaud, A.** | Agri-Food sustainability, food security and technological innovation: Insights from the last decade of research | International Association for Management of Technology (IAMOT) | Montreal, Canada |  |
| 35 | Moradi, S.; **Patrick, J.; Sauré, A.** | A Relaxation-Based Decomposition Approach for Solving a Supported-Evacuation Problem in Wildfires | CORS Annual Meeting | Edmonton, Alberta, Canada |  |
| 36 | **Peredo, A. M.** | Indigenous Economies working-group leader | Dilin Duwa Dialogues: Indigenous Enterprising Conference | Melbourne, Australia |  |
| 37 | **Peredo, A. M.;** Henriques, I.; Colbourne, R. | Toward Inclusive Prosperity: Rethinking Indigenous Procurement in Canada and Beyond | Cando National Conference and Annual General Meeting | Wendake/Québec, Canada |  |
| 38 | **Peredo, A. M.;** Henriques, I.; et al. | Building the Cando Urban Reserve Toolkit: Co-Creating Strategies for Indigenous-Led Development | Cando National Conference and Annual General Meeting | Wendake/Québec, Canada |  |
| 39 | Khorasani, N.; **Toubiana, M.** | Building Connections around Perimenopause in the Workplace | Perimenopause knowledge mobilization and panel event, University of Alberta | Alberta, Canada |  |
| 40 | Effah, E.; Qi, Y.; **Zhang, R.** | The Unseen Cost of Green Policies: The Impact of Environmental Regulation on Workplace Safety | CAAA Annual Conference | Toronto, Canada |  |

# Research awards and recognition

Honours earned by Telfer researchers from September 2025 to August 2026

## Mirou Jaana

Research on digital health and long-term care shows how organizations can adopt technology in ways that improve care and strengthen health systems.



**RBC FINANCIAL GROUP PROFESSOR IN HEALTH CARE SYSTEMS**

Her research asks practical questions with system-wide consequences: how long-term care homes adopt technology, how leaders make digital investment decisions and how assistive technologies can support aging populations.

### RESEARCH CONTRIBUTION

Jaana connects health informatics with health care management. Her work helps explain why promising technologies succeed in some settings and struggle in others.

### RESEARCH LEADERSHIP

Her record includes SSHRC and CIHR funding, influential publications and sustained mentorship across the MSc, PhD and MHA programs.

**The award recognizes the reach of a research program that links digital innovation to the realities of care delivery.**

KNOWLEDGE MOBILIZATION EXCELLENCE

# Jennifer Dimoff

Workplace health research designed to reach the people who can use it.



**"Being an industrial/organizational psychologist means that I have the unique privilege of being a scientist-practitioner, someone who bridges the gap between research and business."**

**JENNIFER DIMOFF**
Professor of Organizational Behaviour and Human Resources

## RESEARCH IN PRACTICE

Dimoff co-creates research with organizations and translates evidence on workplace mental health and women's workforce experiences into training, tools and organizational change.

**10,000+** leaders trained through Workplace Mental Health Training for Managers across Canada, the United States and the United Kingdom

Knowledge mobilization becomes measurable when research changes what leaders know and do.

RESEARCH RECOGNITION

# Milena Parent

The North American Society for Sport Management honoured a sustained record of scholarship in sport governance, strategy and event management.



DISTINGUISHED RESEARCH AWARD

## North American Society for Sport Management

The award recognizes extraordinary scientific contributions to sport management. Parent's research examines governance and strategy in national sport systems and major events, including the Olympic Games.

### WHY THE WORK MATTERS

Sport organizations influence participation, public investment and community wellbeing. Strong governance helps these systems remain accountable, resilient and inclusive.

**A field-level distinction for research that connects organization theory with the institutions shaping sport.**



RESEARCH RECOGNITION

# Daina Mazutis

Two honors from the Administrative Sciences Association of Canada (ASAC) Social Responsibility Division



## 01 BEST PAPER AWARD

Social Responsibility Division

Recognizing research judged by the division to make anoutstanding scholarly contribution to social responsibility.

Lead author: Afolasade Nubi | Co author: Ingus Dimiševskis

## 02 HONOURABLE MENTION

Best Paper Award, Social Responsibility Division

A second paper recognized in the same division, reflecting the breadth and quality of Mazutis's sustainability scholarship in 2026.

Lead Author: Maryam Mahmoudi Mesineh
Co-Author: Jose-Carlos Marques

**Endowed Professor of Ethics, Responsibility and Sustainability**

Director of Sustainability and Director, Telfer Green Academy

Co-Lead, Centre for Sustainable Impact

## 03 AWARD OF EXCELLENCE

**Telfer School of Management**

A broader institutional distinction recognizing Mazutis's overall contribution as a full-time professor. It complements her research honours while reflecting excellence across the wider academic mission.

RESEARCH RECOGNITION

# Madeline Toubiana

## BEST REVIEWER AWARD

**Academy of Management Perspectives**

Recognized for the scholarly work behind excellent research



**PROFESSOR OF STRATEGY AND ORGANIZATION**
Desmarais Chair in Entrepreneurship

**02** **BEST PAPER AWARD**
RENT XXXIX Conference

Conference recognition for research excellence in entrepreneurship, where ideas about enterprise, institutions and social change are tested through rigorous scholarship.

### RESEARCH THAT SUPPORTS SOCIAL CHANGE

Toubiana studies what enables people, organizations and communities to thrive. Her research examines how emotions, stigmatization and entrepreneurship can impede or catalyze social change, with particular attention to marginalized people and inclusive institutions.



RESEARCH FELLOWSHIP

# Jane O'Reilly

Workplace wellbeing begins with how people experience work

## IAN TELFER FELLOWSHIP ON WORKPLACE WELLBEING

Telfer School of Management



**ASSOCIATE PROFESSOR**
Organizational Behaviour and Human Resources
Director, Triple-I Lab

**THE RESEARCH QUESTION**

**What helps employees thrive, and what prevents psychological, physical and emotional wellbeing at work?**

**RELATIONSHIPS SHAPE WELLBEING**

O'Reilly examines how workplace relationships and social interactions influence employee wellbeing. Her current studies focus on social mistreatment as a barrier to healthy work and on the experiences of employees living with mental illness.

RESEARCH RECOGNITION

# Michael Mulvey

Turning consumer research into more inclusive journeys



**FULL PROFESSOR OF MARKETING**
Co-leader, Daring to Travel LIFE Research
Team Member, LIFE Research Institute

**01**

INAUGURAL RECIPIENT
**KNOWLEDGE MOBILIZATION EXCELLENCE AWARD**

Telfer Schoolof Management

The award recognizes innovative, impactful ways of sharing research beyond the scientific community, strengthening the connection between academic knowledge and society.

RESEARCH IN ACTION
**Inclusive air travel is where Mulvey's research becomes policy, design and practice.**

## FROM INSIGHT TO SYSTEMIC CHANGE

Mulvey studies how products, services, brands and behaviours become personally meaningful to consumers. Through Daring to Travel, that expertise is mobilized with older adults, people living with dementia and disabilities, caregivers, advocacy groups, airports, airlines and regulators.

Supported by Transport Canada, the interdisciplinary initiative co-creates practical solutions to remove barriers to air travel. Its recommendations have helped inform national accessibility guidance and Canada's contribution to international aviation standards - demonstrating how research can move from listening, to collaboration, to lasting change.




Health and well-being | Accessible participation | Inclusive mobility | Cross-sector collaboration

RESEARCH RECOGNITION

# Timothy Hannigan

Three distinctions spanning responsible AI, entrepreneurship and research leadership



**01** **ESTABLISHED RESEARCHER AWARD**
Telfer School of Management | 2025

Recognizing international research impact, publication excellence, funding success and the development of future scholars.

**02** **BEST PAPER AWARD**
Business Horizons | 2025

For 'Beware of botshit,' a practical framework for managing the epistemic risks of generative chatbots.

**03** **PLATINUM WETHERBE AWARD**
Entrepreneur & Innovation Exchange | 2025

With Michael Lounsbury, for an entrepreneurship article surpassing 500,000 views and translating research for a global practitioner audience.

**ASSOCIATE PROFESSOR**
Strategy and Organization
Father Edgar Thivierge Chair in Canadian Business

**RESEARCH THAT TRAVELS**

**Hannigan examines how markets, technologies and institutions emerge, and how leaders can navigate them responsibly before the rules are settled.**
**Across AI governance, blockchain and entrepreneurial ecosystems, his work connects rigorous scholarship with organizational decisions, public trust and practical possibility.**




Research training | Entrepreneurial opportunity | Responsible innovation | Trustworthy institutions

RESEARCH RECOGNITION

# Christopher Sun

Building faster, fairer and more inclusive health systems



**01** EMERGING RESEARCHER AWARD

Telfer School of Management

Recognizing outstanding potential to produce original and impactful research, together with a strong commitment to research innovation and student development.

A FAIRER FUTURE FOR HEALTH AI

**"The goal is to build AI that reduces disparities rather than perpetuate them."**

## ASSISTANT PROFESSOR

Canada Research Chair in Data Analytics for Health Systems Transformation

Scientist, University of Ottawa Heart Institute

## FROM ALGORITHMS TO BETTER CARE

Sun works at the intersection of artificial intelligence, optimization, public health and health equity. His models help hospitals anticipate emergencies, allocate scarce resources and improve clinical decisions - while confronting the risk that health data can reproduce existing inequities.

His research brings management, medicine and data science together through partnerships with the University of Ottawa Heart Institute and other health institutions. The result is a research program focused not only on technical performance, but on whether AI is accurate, trusted, implementable and fair for the patients it is meant to serve.




Health outcomes | Responsible AI | Equitable care | Clinical and academic partnership

RESEARCH RECOGNITION

# Mathieu Bouchard

Research excellence and service to the scholarly community



**ASSISTANT PROFESSOR**
Strategy and Organization
Founder, Prefiguration Lab
Research: activism, work and social change

## 01 BEST PAPER DESIGNATION

Academy of Management | OMT Division

'Liminal Becomings' examines the long struggle of peer-support workers to establish a recognized professional role within Quebec's mental-health system.

With Luciano Barin Cruz, Ann Langley and Steve Maguire

## 02 ABCD REVIEWING AWARD

Organization and Management Theory Division

Recognizing peer-review work distinguished by its helpfulness, civility, depth and insight - service that strengthens the quality of management scholarship.

**MAKING INVISIBLE WORK VISIBLE**

**Peer-support workers contribute lived experience to mental-health care, yet often remain between community and professional systems.**
**Bouchard's longitudinal research examines how that in-between position can create possibility and tension - and what professional recognition means for workers, teams and institutions.**




Mental-health systems | Professional recognition | Inclusion | Stronger institutions

GLOBAL RESEARCH RECOGNITION / 2025-2026

# Lavagnon Ika

Five distinctions for scholarship, leadership and public influence



**FULL PROFESSOR OF PROJECT MANAGEMENT**

University of Ottawa Senghor Chair in Humanistic Project Governance
Founding Director, Major Projects Observatory

**01 HALL OF FAMER**

PMI Ottawa Valley Outaouais Chapter | 2025

Recognizing an enduring contribution to the project-management community and profession.

**02 WORLD'S TOP 2% SCIENTISTS**

Stanford-Elsevier | 2025

Bibliometric recognition of sustained scholarly influence and citation impact.

**03 TOP 20 PROJECT MANAGERS IN CANADA**

Favikon | 2025

National recognition for influence at the intersection of research, practice and public thought leadership.

**04 TOP 50 GLOBAL THOUGHT LEADERS**

ConsultClarity | 2026

International visibility for ideas shaping how complex projects are understood and governed.

**05 FROM AFRICA TO THE WORLD**

African Chief Executives Magazine | 2025

A cover feature recognizing Ika's leadership in the global conversation on infrastructure and development effectiveness.

**PROJECTS AS VEHICLES FOR PUBLIC VALUE**

Ika's research asks why major infrastructure and development projects underperform - and how better governance, realistic decision-making and attention to public value can help them deliver lasting benefits. His work connects project performance to sustainable infrastructure, inclusive communities, accountable institutions and international cooperation.

## RESEARCH RECOGNITION

Recognition across sustainable finance, health systems, entrepreneurship and digital innovation



### Fabio Moneta

FULL PROFESSOR, FINANCE

**RESEARCH FELLOWSHIP**
**Institute for Sustainable Finance, Queen's University**

Recognizing leadership in sustainable finance, responsible investing and the transition toward more accountable capital markets.



### Jonathan Patrick

FULL PROFESSOR, BAIS

**FIRST PLACE, BEST PAPER**
**CORS Healthcare Special Interest Group | 2025**

Award-winning operations research focused on improving healthcare planning, scheduling, capacity and patient access.



### Ramzi Fathallah

ASSOCIATE PROFESSOR, MANAGEMENT

**BEST REVIEWER**
**Journal of Business Venturing**

Honouring rigorous and constructive peer review that strengthens entrepreneurship research and supports a trustworthy scholarly community.



### Abdellah Chehri

ADJUNCT AND PART-TIME PROFESSOR

**WORLD'S TOP 2% SCIENTISTS**
**Stanford-Elsevier**

Recognizing global citation impact in AI, cybersecurity, connected systems and technologies that support resilient communities.

# GRADUATE STUDENTS: SDG-ALIGNED SCHOLARSHIPS & AWARDS

Across scholarships, research grants and competitive awards, Telfer graduate researchers are turning questions into evidence, and evidence into healthier workplaces, more inclusive institutions, stronger systems and more sustainable markets.

| 22 | 30 | 3 |
|---|---|---|
| GRADUATE RESEARCHERS RECOGNIZED | AWARDS,SCHOLARSHIPS & GRANTS | FORMS OF RESEARCH SUPPORT |

## A RESEARCH PIPELINE, NOT A PRIZE LIST

Scholarships create time to think deeply. Research grants make fieldwork, data and experimentation possible. Awards recognize the clarity, relevance and promise of the work. Together, they form an ecosystem that helps emerging scholars move from an important question to research that can shape policy, practice and public life.




### This year at a glance

16 scholarship awards supported sustained inquiry. Three research grants advanced work on burnout, sustainable finance and corporate foresight. Eleven student awards recognized research communication, program engagement and digital-transformation scholarship.

RESEARCH COMMUNICATION

# Six ideas. One podium.

The 2026 Graduate Research Programs Thesis Competition celebrated students who could make complex work clear, consequential and memorable.



ORAL | 1ST

## Shaista Jaffer

The strategic use of share repurchases

How firms may deploy buybacks as leverage in union labour negotiations.



ORAL | 2ND

## Manal Chakra

From dark to light

Understanding - and mitigating - the harmful effects of dark-triad employees on others at work.



ORAL | 3RD

## Danielle Cruise

Performance in long-term care

Identifying the conditions and key success factors that strengthen Ontario long-term-care homes.



POSTER | 1ST

## Maria Adams

Mental-health disclosure at work

Weighing the costs and benefits when leaders and employees disclose mental-health experiences.



POSTER | 2ND

## Yasaman Gheidar

Trustable peer-support systems

Designing theory-driven digital support for health-care workers in high-risk professions.



POSTER | 3RD

## Amanda Kutenski

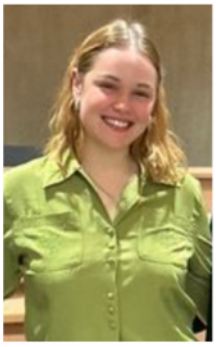
Electronic medical records in practice

Examining how an EMR system changes work practices and quality of care in an acute-care hospital.

RESEARCH GRANTS

# Three projects with room to move

Targeted grants gave three doctoral researchers the means to test urgent questions at the intersection of human wellbeing, finance and sustainability.



STUDENT THESIS RESEARCH GRANT

## Caroline Arner

The impact of servant leadership style variability on burnout

Leadership is often studied as a stable trait. This project asks what happens when employees experience a leader as inconsistent from day to day - and whether that variability itself becomes a demand that contributes to burnout.

A MORE PRECISE VIEW OF LEADERSHIP AND EMPLOYEE WELLBEING.



TELFER GREEN ACADEMY GRANT

## Guilda Akbari

What drives the return and risk of ESG mutual funds?

Combining machine learning with enhanced ESG measurement, this research examines the financial dynamics of sustainability-oriented funds. It connects better data with a practical question for investors: what actually explains ESG fund performance and risk?

SHARPER EVIDENCE FOR RESPONSIBLE INVESTMENT DECISIONS.



TELFER GREEN ACADEMY GRANT

## Maryam Mahmoudi Mesineh

Strategic foresight and corporate sustainability under deep uncertainty

This project explores how organizations can use foresight when climate, policy and market conditions cannot be forecast with confidence. The goal is not to predict one future, but to help decision-makers build strategies resilient across several plausible futures.

DECISION TOOLS FOR LONG-TERM SUSTAINABILITY UNDER UNCERTAINTY.

SCHOLARSHIPS

# Time to pursue consequential questions

Sixteen scholarship awards supported fifteens tudents across health systems, workplace wellbeing, inclusion, finance and digital transformation.

## HEALTH & WELLBEING

| | | |
|---|---|---|
| **Danielle Cruise** | Francois Julien Doctoral Research Scholarship | Long-term-care performance |
| **Mikaila Ortynsky** | Francois Julien Doctoral Research Scholarship | Emotional labour, mindfulness and abusive supervision |
| **Shahryar Moradi** | BMO Graduate Bursary | Decision-making in health-care operations |
| **Naren Lokesh** | Canada Graduate Research Scholarship - Master's | Food insecurity |

## INCLUSIVE WORK & SOCIETY

| | | |
|---|---|---|
| **Catherine Stone** | Canada Graduate Research Scholarship - Master's | Language cues and stereotyped identities |
| **Asef Upal** | Ontario Graduate Scholarship + QEII-GSST | Remote work and perceived organizational support |
| **Manal Chakra** | Triple I Advancement Scholarship | When Machiavellian employees help others |
| **Sunghyun Jeong** | Canada Graduate Research Scholarship - Master's | Gender, socioeconomic status and forbearance leadership |
| **Yiyou Guo** | Triple I Advancement Scholarship | Ambivalence toward diversity training |

## RESPONSIBLE MARKETS & DECISIONS

| | | |
|---|---|---|
| **Parker Hamilton** | SSHRC scholarship | Temporal framing and retirement savings |
| **Shaista Jaffer** | Sheila M. Puffer Scholarship | Share repurchases and union negotiations |
| **Maryam Mahmoudi Mesineh** | Canada Graduate Research Scholarship - Doctoral | Strategic foresight and corporate sustainability |

### DIGITAL TRANSFORMATION

| | | |
|---|---|---|
| **Ahmad Hayajneh** | Ontario Graduate Scholarship | PhD in Digital Transformation and Innovation |
| **Kimberley Nault** | Queen Elizabeth II Graduate Scholarship | PhD in Digital Transformation and Innovation |
| **Tin Pham** | Queen Elizabeth II Graduate Scholarship | PhD in Digital Transformation and Innovation |

**WHY THIS SUPPORT MATTERS**

A scholarship does more than recognize academic excellence. It gives a researcher the capacity to refine a question, deepen a method and stay with a difficult problem long enough to produce knowledge that others can use.

STUDENT RECOGNITION

## Beyond the podium

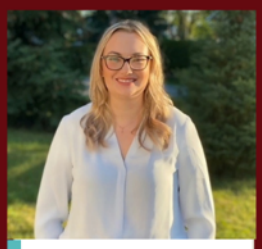
Recognition extends beyond competition results. These awards celebrate the students who strengthen doctoral culture and advance promising research in digital transformation and innovation.

**PHD STUDENT ENGAGEMENT AWARD**

Research culture is built not only through individual achievement, but through the people who strengthen the intellectual and collegial life of a program.



Carolina Jimenez Pena
Strategy & Organization



Danielle Cruise
Health Systems

## Nitrex Telfer DTI PhD Award Competition

Three doctoral researchers were recognized through the 2025 competition, highlighting the depth of emerging scholarship in the fast-evolving field of digital transformation and innovation.




**RESEARCH IN COMMUNITY | 2026 DTI SYMPOSIUM**
Yasaman Gheidar(second from left) pictured with fellow award recipients and symposium judges.

**Ahmad Hayajneh**
AH
PhD, Digital Transformation & Innovation

**Ola Eltelbany**
OE
PhD, Digital Transformation & Innovation



**Yasaman Gheidar**
Trustable peer-support systems for health-care workers

Together, these distinctions show graduate research as a continuum: students are supported to investigate, challenged to communicate and recognized for contributing to the communities in which scholarship takes shape.

GRADUATE RESEARCH RECOGNITION

## Maryam Mahmoudi

HM

**HONOURABLE MENTION**
**Social Responsibility Division**
**ASAC 2026 | Calgary**

SUPERVISORS
**Daina Mazutis**
**José Carlos Marques**

AWARD-WINNING PAPER

### Strategic foresight meets corporate sustainability

**Strategic Foresight and Corporate Sustainability: A Comprehensive Systematic Literature Review**



Mahmoudi's research examines how organizations can use strategic foresight to anticipate change and integrate sustainability into long-term decision-making. By systematically bringing together a fragmented body of scholarship, the paper clarifies what is known, identifies gaps, and creates a stronger foundation for future research and responsible management practice.






GRADUATE RESEARCH SPOTLIGHT

# Afolasade Nubi

University of Ottawa's Institute of the Environment PhD student Afolasade, supervised by Telfer professor Daina Mazutis is turning a national policy map into an award-winning contribution.






ASAC 2026 | CALGARY

## Best Paper Award

**Social Responsibility Division**

Nubi received the division's Best Paper Award for research mapping the policy landscape shaping Canada's transition toward low-carbon and circular construction.

AWARD-WINNING PAPER

**Policy Mix Imbalances in Sustainability Transitions: Mapping Low-Carbon and Circular Economy Policies in Canada's Construction Sector**

AFOLASADE NUBI DAINA MAZUTIS INGUS DIMISEVSKIS

## What the research uncovered

**189**

**LOW-CARBON AND CIRCULAR ECONOMY POLICIES MAPPED**

Nubi's doctoral research at the Institute of the Environment, supervised by Professor Daina Mazutis, brings together environmental engineering, management and public policy to examine Canada's transition toward low-carbon and circular construction. The study examined policies across Canada through five lenses: governance level, policy instrument, enforcement, policy focus and stage of the building lifecycle.

Viewed as a system, the map exposes gaps and imbalances that can slow the construction sector's transition. It asks not only whether policies exist, but whether they work together coherently and address the full lifecycle of buildings and materials.

### FROM CONFERENCE PAPER TO DOCTORAL IMPACT

The paper forms part of Nubi's doctoral research on how Canada's construction and development industry can transition toward sustainability. Supervised by Professor Daina Mazutis, the work connects environmental engineering, management and public policy to develop actionable insight for policymakers and industry leaders.

## Research ecosystem

Supported by the Smart Prosperity Institute , EEPRN and SSHRC.

Smart Prosperity Institute

# Telfer Research Seminar Series

Across the 2025-2026 academic year, the Telfer Research Seminar Series connected emerging and established scholarship with the questions facing organizations and society. Eleven seminars turned the School into a forum for evidence, critique and practical possibility.

**11** SEMINARS
September 2025-May 2026

**10** SDGs ENGAGED
From poverty to strong institutions

**1** SHARED SPACE
Research, practice and learning

**SEP 19**
2025



**DAPHNE DEMETRY**

## Control, Care, and Culinary Practice

Using fine dining as a setting for organizational change, Demetry examined how chefs combine historically hierarchical forms of control with emerging approaches centred on individualized care and personal growth. The seminar surfaced the practical tensions involved when healthier workplace norms challenge deeply embedded professional traditions.

**OCT 24**
2025

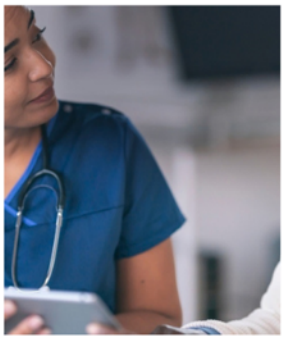


**MICHAEL BARNETT**

## Greenwishing? The Reality of Voluntary Corporate Sustainability

Barnett revisited the business case for social and environmental responsibility: if responsible conduct can create value, why does harmful corporate behaviour persist? Drawing across a body of research, he identified the limits of voluntary action and considered how firms can pursue sustainability in ways that genuinely support society and the planet.

**NOV 7**
2025



**BRIAN DENTON**

## Optimizing Disease Surveillance under Model Ambiguity

Clinical studies can produce competing risk models, leaving physicians uncertain about which evidence should guide patient recommendations. Denton presented optimization methods that account for this ambiguity and applied them to active surveillance for prostate cancer - linking analytics, uncertainty and safer health-care decision-making.

RESEARCH SEMINAR SERIES

# Institutions in transition

The conversation turned to the organizational conditions that make responsible innovation possible: credible AI adoption, transparent reporting and teaching that responds constructively to technological change.

**NOV 21**
2025



DEVAN MESCALL

## What Makes Organizational AI Adoption Succeed?

Drawing on tax-administration data from 64 countries between 2016 and 2022, Mescall examined when investment in AI tools translates into better organizational processes. The study moved the conversation beyond acquiring technology to the institutional capabilities, data conditions and implementation choices that make responsible digital transformation possible.

**MAR 6**
2026



LINDA THORNE

## IFRS 18, Audited Notes and Investor Judgment

Thorne explored how relocating non-GAAP management performance measures into audited financial-statement notes changes their use by investors with different levels of expertise. The findings illuminate how reporting design and assurance can influence judgment, supporting more transparent and accountable financial markets.

**MAR 13**
2026



SÉBASTIEN MARTIN

## Teaching with AI

Rather than treating generative AI only as a threat to assessment and academic integrity, Martin examined how educators can use the same tools to strengthen learning. The session offered a practical view of AI-enabled course design while keeping purposeful pedagogy, critical thinking and responsible use at the centre.

RESEARCH SEMINAR SERIES

# Evidence for fairer systems

Across finance, entrepreneurship and health care, these seminars made visible the rules, incentives and structural conditions that shape who receives information, opportunity and access.

**MAR 27**
2026



SHAKER ZAHRA

## Socioeconomic Class and Risk-Taking by Micro-entrepreneurs

Focusing on women micro-entrepreneurs in Pakistan, Zahra investigated why necessity-driven entrepreneurs may struggle to make the risky investments required to sustain and grow their businesses. The research connected poverty, class and entrepreneurial decision-making, challenging simple narratives of entrepreneurship as an automatic pathway out of poverty.

**APR 10**
2026



AMY COHN

## Avoiding the Health-Care Access Death Spiral

Cohn argued that expanding capacity does not automatically resolve long waits and may create unintended downstream consequences. A systems-based approach makes those interdependencies visible, helping decision-makers evaluate access interventions across the full care pathway and pursue solutions that work for patients, families and providers.

RESEARCH SEMINAR SERIES

# Identity, memory and belonging

The final seminars examined how organizations live with contested histories and political difference - asking what responsible management requires when identity itself becomes the terrain of disagreement.

**APR 17**
2026



KISHA LASHLEY

## Organizational Cleaving and the Morally Bounded Identity

Through a two-century organizational case, Lashley considered what institutions can do when a central part of their history becomes morally contested. The research examined how organizations selectively remember, reinterpret or separate from difficult legacies - and how identity work can respond to irreconcilable stakeholder interpretations of the past.

**MAY 8**
2026



SEAN BUCHANAN

## Ideological Misfits inside Partisan Organizations

Buchanan explored how people whose political identity differs from the dominant organizational culture respond to persistent identity conflict. His framework distinguishes tempered and untempered radicalism, showing how belonging, disclosure and the quest for significance can shape whether difference becomes constructive challenge or deepened polarization.

### THE QUESTION RUNNING THROUGH THE YEAR

How can organizations change - technologically, socially and institutionally - without losing sight of the people, communities and systems affected by that change?

### A YEAR OF RESEARCH EXCHANGE

Taken together, the series showed responsible management as a living research agenda. The year connected human wellbeing, education, innovation, accountable institutions and environmental responsibility - while giving students direct access to the scholars and ideas reshaping each field.




**40+**
Conference presentations

**104**
Refereed journal articles

**$94,600**
New internal funding

**20.75M+**
Ongoing external funding

**$89,308**
Ongoing internal funding

**$1.94M**
New external funding



# Partner

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

## Institutional Partnerships

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

## Student Organization Partnerships

- Enactus

## Partner Voices

The following statement from our partners demonstrates ways in which our collaborations at Telfer School of Management support sustainability and responsible management education.

# Partner 2026

# Partner

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

5

COMMUNITY-ENGAGED LEARNING | SEPTEMBER 2025 - AUGUST 2026

## LEARNING THAT LEAVES THE CLASSROOM

Community-engaged learning (CEL) connected Telfer courses to real needs across the region. Students contributed their skills within community settings, while partner insight made the curriculum more relevant, grounded and accountable.

**359**

### PLACEMENTS MATCHED

Across 76 distinct projects or placement opportunities, students applied classroom knowledge while building experience, relationships and value with community partners.

**340**
UNIQUE STUDENTS

**43**
UNIQUE COMMUNITY PARTNERS

**76**
UNIQUE PROJECTS OR PLACEMENTS

**34%**

### 117 INTERNATIONAL STUDENTS

Nearly one in three participants brought an international perspective to local community work , strengthening intercultural learning while building Canadian experience and connections.

**EACH PLACEMENT WAS A POINT OF EXCHANGE:**
student capacity met community knowledge, and learning became contribution.

# LOCAL KNOWLEDGE.SHARED PURPOSE.

Every organization below opened a door for students to contribute, learn and build trust through practice.

### COMMUNITY, INCLUSION & LOCAL DEVELOPMENT

Alliance of Canadian Land Trusts
Aylmer Food Centre
Black Community Council of Gatineau (BCCG)
Carrefour Jeunesse-Emploi de l'Outaouais
Connected Canadians
Eden's Refuge
Fondation Bien-Etre Pour Tous
HungerLink Foundation
Islamic Center of Outaouais
Municipality of North Grenville
North Grenville Chamber of Commerce
Open Door Kitchen (Dovercourt Recreational Centre) Partage Chelsea Share
Rideau-Rockcliffe Community Resource Centre (RRCRC) Sustainable Eastern Ontario (SEO)

### EDUCATION, YOUTH & CAMPUS

Canadian Parents for French
CECCE - Conseil des ecoles catholiques du Centre-Est CECCE Ecole elementaire catholique Laurier-Carriere CECCE Ecole elementaire catholique Roger-St-Denis CEPEO Ecole secondaire publique Gisele-Lalonde CEPEO Ecole secondaire publique Louis-Riel
JA Canada
PPBS Ecole secondaire Du Versant
PPBS Leucan
uOttawa Career Corner
uOttawa Telfer School of Management MEMOS

### HEALTH & WELL-BEING

Boxing 4 Health
Bruyere Health
Caldwell Family Centre
Children's Hospital of Eastern Ontario (CHEO)
Centre integre de sante et de services sociaux de l'Outaouais Hopital Montfort
Kemptville District Hospital
Ottawa Nurse Practitioner Led Clinic
Ottawa Pacers Speed Skating Club
Ottawa Shooting Stars Basketball Club
Ottawa West Four Rivers Ontario Health Team
The Royal Ottawa Mental Health Centre

### CLIMATE, NATURE & PUBLIC SERVICE

Blue Fish Canada
City of Ottawa - CityStudio
UOCA Upcycling Club uOttawa
uOttawa Office of Campus Sustainability Kindred Purpose Consultants

### INNOVATION SPRINT CONTRIBUTORS

Circular Innovation Council / WSP / EcoEquitable / Export Development Canada / Food Cycle Science (FoodCycler) / CAFES Ottawa / Eco Safe Sense / The Upcycling Club / Nu Grocery / Amano Gardens / Office of Campus Sustainability / Friendlier / Community Service Learning at the University of Ottawa / Business + Higher Education Roundtable / Happy Roots Foundation / Roberts Smart Centre / Parkdale Food Centre / Housing for Indigenous Youth / Kind Space / BGC Ottawa / Ottawa Community Land Trust / Operation Come Home / Youth Services Bureau of Ottawa / Canadian Mental Health Association / Ottawa Basketball Network / Mashkawazì wagamig Indigenous Resource Centre / Alliance to End Homelessness Ottawa / housing advocates, health workers and people with lived experience

### SDG MONTH COLLABORATORS

SDSN Canada / Green Academy / CSIID / Telfer Sustainability Task Force / Office of Campus Sustainability / Institute of the Environment / Faculty of Education / Faculty of Law / WUSC / Career Corner / Entrepreneurship Hub / Telfer Competitions Committee / Upcycling Club / Friendlier / Electric Vehicle Council of Ottawa / Employment and Social Development Canada / City of Ottawa / Growcer / TEC Canada / Equiterre

**PARTNERSHIP WAS NOT AN ADDITION TO THE YEAR. IT WAS HOW THE YEAR HAPPENED.**

# PARTNERSHIPS IN ORBIT

*Interconnected ecosystems. One shared commitment to learningwith and for the communities around us.*




**EVERY RING STRENGTHENED THE NEXT**

Campus collaborators created access. Community organizations grounded the work. Industry and government partners brought scale, expertise and pathways forward.

# RESEARCH AND PRACTICE PARTNERSHIPS

Complex challenges cannot be addressed from a single discipline or institution. Across Telfer, research laboratories, institutes and applied partnerships connect scholars, students, practitioners, communities and public institutions to turn knowledge into action. The pages that follow highlight selected developments from 2026 across three interconnected domains of impact.

01

HEALTH CARE

## Learning systems for better care

- Learning Health Systems Modeling Laboratory
- Telfer Health Transformation Exchange (THTEX)
- Daring to Travel / LIFE Research Institute
- University of Ottawa Heart Institute partnerships

Shared ambition: connect management research, health data, lived experience and clinical practice to strengthen prevention, access, decision-making and patient-centred care.

02

EQUITY, DIVERSITY AND INCLUSION

## Designing organizations where people thrive

- Triple-I Laboratory
- Inclusive Innovation Research Cluster (IIRC) and i2Hub
- National Indigenous Women Entrepreneurship Ecosystem (NIWEE)
- International Academy of Indigenous Research and Organizations (IARIMOS)

Shared ambition: advance inclusive innovation, Indigenous scholarship and entrepreneurship, workplace well-being, ethical behaviour and organizational practices that value diverse knowledge and experience.

03

SUSTAINABLE SYSTEMS

## Building resilient systems for a sustainable future

- Sustainable Construction & Development Applied Research Partnership (SCDARP)
- Prefiguration Lab
- Enhancing Resilience, Innovation, and Climate Action across the Food System (ERICA)
- Coalition for a Better Future

Shared ambition: connect research, practice and policy to reimagine how we build, produce and live advancing sustainable construction, resilient food systems, alternative ways of organizing, and inclusive economic prosperity.

**COLLABORATION IS THE INFRASTRUCTURE OF IMPACT.**
Together, these partnerships move beyond knowledge creation - informing practice, strengthening communities and contributing to the Sustainable Development Goals.

# Health Care (SDG3)

## Learning Health Systems Modeling Laboratory

# FROM DATA TO BETTER CARE

LEARNING HEALTH SYSTEMS MODELING LABORATORY

In 2025-2026, the laboratory connected management research, digital innovation and healthcare practice - turning patient experience, responsible AI and decision-support tools into pathways for better care.

A YEAR OF RESEARCH IN MOTION

## COLLABORATION THAT MOVES FROM INSIGHT TO IMPACT

Co-led by Professors Lysanne Lessard and Antoine Saure, the laboratory develops knowledge, models and tools that help health systems learn continuously. This year, its work brought together business and health researchers, clinicians, technology specialists, students and patients across local and international institutions.

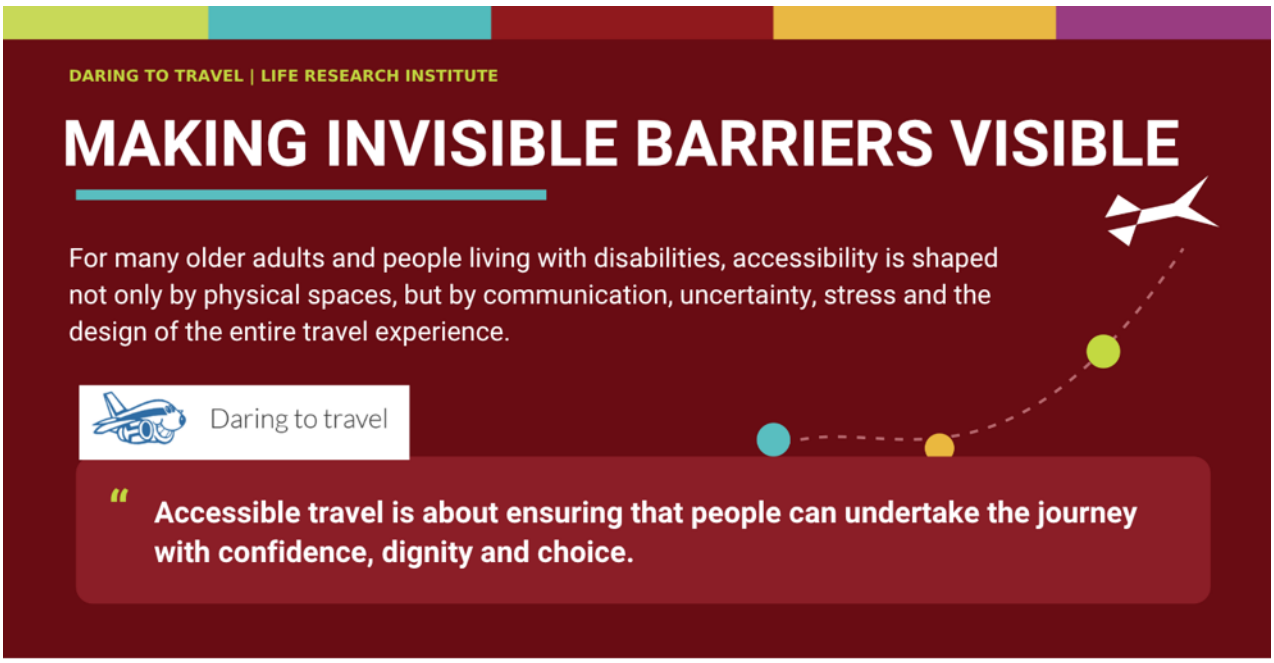
**05** INSTITUTIONS
connected through a new 2026 digital-health study

**$1.04M**
Supporting two active person-centred health projects

**03** IMPACT PATHWAYS
Chronic care, Parkinson's self-care and long-term care

*Funding total combines two CIHR projects active from 2025 to 2029; it does not represent annual expenditure.*






2025-2026 | EVIDENCE FOR MORE INCLUSIVE JOURNEYS

## DESIGNING A JOURNEY THAT INCLUDES EVERYONE

During 2025–2026, the Daring to Travel research team continued to advance a more complete understanding of accessible air travel. A new report examined the emotional dynamics experienced by people living with dementia and their travel companions, while multidisciplinary research identified the communication and accessibility barriers encountered by adults with hearing loss throughout the travel journey.
The team's work also contributed to a broader shift in how businesses understand aging and dementia, recognizing older adults and people living with cognitive disabilities not simply as recipients of assistance, but as consumers with agency, preferences and the right to participate fully.

**01**
**DEMENTIA + EMOTIONAL WELL-BEING**

NEW TECHNICAL REPORT | 2026 **THE EMOTIONAL JOURNEY**

In 2026, Telfer Professor Michael Mulvey and colleagues Linda Garcia, Ali Chiarelli and Valentina Primossi produced a new 38-page report on: “Emotional Dynamics in Air Travel for People Living with Dementia and Their Travel Companions.” It recognizes that accessibility is not only about navigating physical spaces: uncertainty, communication, stress and emotional well-being also shape whether people living with dementia and their companions feel able to travel.

02 | HEARING-ACCESSIBLE TRAVEL

### LISTENING FOR THE BARRIERS

A multidisciplinary scoping review mapped the air-travel experiences of adults with hearing loss across pre-travel, airport, in-flight and post-flight stages. It identified communication barriers, accessibility challenges and emotional impacts - alongside practical facilitators such as real-time digital updates, improved signage, travel companions and assistive technologies.

**10 STUDIES**

uOttawa

03 | AGE-FRIENDLY MARKETPLACES

### RECOGNIZING CONSUMER AGENCY

Related research challenged the tendency to view people living with dementia only through a medical lens. By mapping 77 publications and developing an age-friendly branding framework, the team advanced a more inclusive view of older adults and people with cognitive disabilities as consumers with agency, preferences and rights.

**77 PUBLICATIONS**

A COLLABORATIVE ECOSYSTEM

TELFER · LIFE · National Research Council Canada · Conseil national de recherches Canada · CHEO RESEARCH INSTITUTE · Transports Canada · Transport Canada

University of Ottawa Heart Institute

# FROM DATA TO HEART CARE



During 2025-2026, partnerships expanded across the cardiovascular-care continuum, from community prevention and shared health data to AI-supported decisions and more equitable recovery systems.

**The club's founding vision: to show students that business offers real, actionable pathways toward building a greener world.**

FOUR PATHWAYS TO IMPACT

## PARTNERSHIPS ACROSS THE CONTINUUM OF CARE

01 **PREDICT**
AI-enabled risk prediction and treatment decisions

02 **CONNECT**
Secure, cross-institutional health-data collaboration

03 **PREVENT**
Community-based cardiovascular screening

04 **REDESIGN**
Equitable recovery systems for women

ARTIFICIAL INTELLIGENCE + COLLABORATIVE INFRASTRUCTURE

# TURNING COMPLEX DATA INTO BETTER DECISIONS

**01**
**AI IN HEART CARE**

NEW RESEARCH PARTNERSHIP | OCTOBER 2025

## PREDICTING RISK. SUPPORTING CHOICE.

The Heart Institute joined Symbiotic AI and the University of Calgary's Data Intelligence for Health Lab to develop and validate AI tools for coronary artery disease. Clinical and data-science expertise are being combined to support treatment selection and risk prediction while ensuring that emerging tools are safe, clinically effective and usable in real-world care.

**Christopher Sun, Canada Research Chair in Data Analytics for Health Systems Transformation, connects this work directly to both Telfer and the Heart Institute.**

SYMBIOTIC AI | UCalgary | TELFER + UOHI | CLINICAL VALIDATION

EVIDENCE AT SCALE | MULTICENTRE STUDY

| 38,767 | 44,462 | 12,000+ |
|---|---|---|
| Patients | Procedures | Features |

Published during the reporting year, the externally validated models predicted mortality and major cardiovascular events from 90 days to five years. The study demonstrates how large-scale, multicentre data can support more personalized prognosis and decision-making.

02 | ARCHIMEDES | LAUNCHED MARCH 2026

## CONNECTING HEALTH DATA ACROSS CANADA

The Heart Institute, uOttawa and McGill University launched a national, ethically governed platform that enables secure collaboration across behavioural data, medical imaging, genomics and biospecimens. ARCHIMEDES supports high-performance computing, predictive modelling, data visualization and responsible AI while reducing institutional data silos.




UNIVERSITY OF OTTAWA HEART INSTITUTE
INSTITUT DE CARDIOLOGIE DE L'UNIVERSITÉ D'OTTAWA

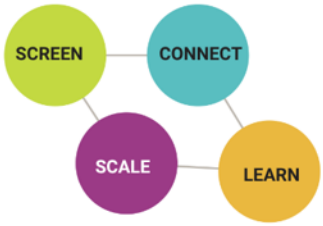
PREVENTION + EQUITABLE RECOVERY

# TAKING INNOVATION BEYOND THE HOSPITAL

## 03 | ONE MILLION CANADIAN HEARTS | PHASE 2, APRIL 2026

### EARLY DETECTION, DELIVERED WITH COMMUNITIES

One Million Canadian Hearts seeks to screen one million Canadians for cardiovascular risk factors and transform how heart disease is understood, prevented and treated. During the reporting year, the initiative moved beyond the hospital and into community settings, beginning with the Vanier Community Service Centre and creating new pathways to reach francophone communities and newcomers.




**Next phase: a train-the-trainer model will equip partner organizations with tools, training and resources to conduct screenings independently.**

## 04 | RENEW NETWORK | ANNOUNCED AUGUST 2026

### REDESIGNING RECOVERY FOR WOMEN

Led by Heart Institute scientist Jodi Edwards, the five-year RENEW Network brings together researchers, healthcare providers, patients with lived experience and Indigenous partners to improve recovery after heart attacks, strokes and cardiac arrest.

**$5M** **FIVE-YEAR NATIONAL NETWORK**
Heart & Stroke, in partnership with Brain Canada

- **MENOPAUSE** sex-specific recovery factors
- **MENTAL HEALTH** supports shaped around women's needs
- **ACCESS** mobile and technology-enabled care
- **EQUITY** culturally safe tools with Indigenous partners

**COLLABORATION AS A MODEL OF IMPACT**

Across these initiatives, the Heart Institute demonstrates how practice partnerships can connect research infrastructure, clinical expertise, community organizations and lived experience - moving innovation from discovery into prevention, care and recovery.



# The human side of innovation

Triple I Lab

In 2026, Telfer'sTriple-I Laboratory brought advanced behavioural technology to questions that shape healthier, more inclusive and more ethical workplaces.




**THE TRIPLE-I LAB IN ACTION**
**Where technology meets the lived experience of work.**

Across the reporting year, the lab supported researchers and students investigating workplace stress, belonging, negotiation, ethical behaviour, emotions, employability and financial decision-making. Physiological monitoring, facial-expression analysis, eye-tracking and machine learning helped translate complex human experiences into evidence that organizations can act on.

### WORKPLACE STRESS

Nina Nesdoly examined how predictability changes employees' appraisal of workplace demands. BIOPAC captured ECG, electrodermal activity and respiration, allowing stress to be studied as it unfolded in the body - not only through self-report.

### INTERVIEW CONFIDENCE

Abishan Shanmuhesan and Anima Mehraj Mehrin combined physiological data, facial analysis, Python and machine learning to explore stress, confidence, nervousness and concentration during job interviews - with the longer-term goal of generating constructive feedback.

### BELONGING AT WORK

Adora Wang contributed to research on how remote employees develop a sense of belonging, while also supporting studies of personality and negotiation outcomes. The work connects organizational design with inclusion and employee experience.

### ETHICAL CULTURE

Manal Chakra investigated whether people associated with Machiavellian traits can behave prosocially, and what organizational conditions might encourage honesty, knowledge-sharing and support for colleagues.

EXPERIENTIAL RESEARCH

# A laboratory that develops researchers

The Triple-I Lab is also a learning ecosystem: undergraduate, co-op, graduate and doctoral researchers work side by side, gaining practical experience with research design, data and emerging technologies.

**FROM OBSERVATION TO EVIDENCE**
**Students did not simply learn about behavioural research. They recruited participants, set up experiments, collected physiological and visual data, cleaned datasets, tested analytical tools and helped translate findings into practical insight.**



### Nina Nesdoly

**DOCTORAL RESEARCHER**

Workplace stress, predictability and physiological responses measured with BIOPAC.



### Manal Chakra

**PHD STUDENT**

Ethical behaviour, Machiavellianism, negotiation and the conditions that encourage prosocial action.



### Abishan Shanmuhesan + Anima Mehraj Mehrin

**UNDERGRADUATE CO-OP RESEARCHERS**

An AI-supported interview coach using iMotions, physiological data, Python and machine learning.



### Adora Wang

**BCOM RESEARCH ASSISTANT**

Belonging in remote work, personality and negotiation through hands-on applied research.

## A growing interdisciplinary research community

Other students supported projects on deception, entrepreneurial emotions, finances, negotiation and workplace stress. Their work used tools such as FaceReader, Tobii eye-tracking, Observer XT, iMotions and BIOPAC - showing how management research increasingly draws together behavioural science, computing, analytics and organizational practice.

BIOPAC Systems, Inc. — Physiological signals

FACEREADER ONLINE — Emotional expression

tobii — Eye-tracking

IMOTIONS — Integrated behavioural data

*Health and well-being | Quality education | Decent work | Responsible innovation | Inclusion | Ethical institutions*

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

## The International Academy of Indigenous Research and Organizations (IARIMOS)

## From Ottawa to a global community

Led by Telfer professor Ana María Peredo, Canada Research Chair in Social and Inclusive Entrepreneurship, IARIMOS is creating the relationships, mentorship and intellectual space needed for Indigenous management scholarship to grow on its own terms.




### A GATHERING BUILT AROUND RELATIONSHIPS

In October 2025, the International Academy of Research in Indigenous Management and Organizational Studies travelled beyond Canada for the first time. Hosted on Woi-wurrung Country by the Dilin Duwa Centre for Indigenous Business Leadership, the third annual gathering brought leading Indigenous researchers into sustained conversation with doctoral students, postdoctoral fellows and early-career scholars.

Keynotes, panel discussions, workshops and opportunities for yarning gave emerging scholars room to test ideas, receive thoughtful guidance and build collaborations. Indigenous leaders and Elders helped ground the research in place, self-determination and responsibility to community. The gathering welcomed perspectives from Canada, Australia, Aotearoa New Zealand and the United States while strengthening relationships with Indigenous scholars across the Global South.

### WHY IT MATTERS

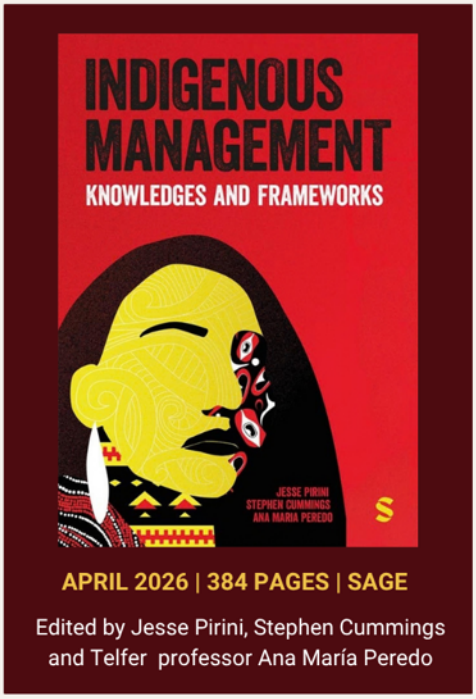
IARIMOS addresses a persistent gap in business scholarship: Indigenous knowledge has too often been excluded from management research and teaching, while Indigenous scholars frequently work without adequate mentorship or disciplinary support.

**The Academy changes this by building an international scholarly community where Indigenous ways of knowing guide how management, entrepreneurship, governance and organization are studied.**

KNOWLEDGE MOBILIZATION

# From gathering to classroom

A new global book carries the conversations nurtured through IARIMOS into management education, research and practice. Co-edited by Telfer professor Ana María Peredo, and colleagues Jesse Pirini and Stephen Cummings, with contributions from 120 Indigenous and non-Indigenous authors worldwide.




APRIL 2026 | 384 PAGES | SAGE

Edited by Jesse Pirini, Stephen Cummings and Telfer professor Ana María Peredo

## A RESOURCE THE FIELD WAS ASKING FOR

Consultations during the inaugural IARIMOS conference revealed a shared need: management classrooms lacked a lively, accessible resource that placed Indigenous knowledges at the centre rather than at the margins. Indigenous Management: Knowledges and Frameworks grew from that call.

Published in April 2026, this ambitious 75-chapter collection brings together knowledge, experience and perspectives spanning five continents. Its contributors explore Indigenous self-determination, organization studies, allyship, resistance, cultural appropriation and community-based enterprise, demonstrating how Indigenous approaches can reshape understandings of sustainability, development, inclusion, innovation and entrepreneurship.

The book also extends beyond print. A growing online library of videos, podcasts and images gives educators additional ways to bring these ideas into their courses. Inspection copies make the resource accessible to instructors considering it for management education.

## FOUR PRINCIPLES CONNECT THE COLLECTION

**01**

**Protocols**

Knowledge begins with respectful relationships and responsibilities.

**02**

**Place**

Management cannot be separated from land, history and context.

**03**

**Multiple voices**

The collection makes room for knowledge expressed in different forms.

**04**

**Community accountability**

Research remains answerable to the people and communities it affects.

**The community continued to grow in 2026 through an IARIMOS gathering hosted by Ivey Business School and an international co-lab on Indigenising Management Education and Research.**




WHY THIS PARTNERSHIP, WHY NOW

## The built environment is a climate challenge and one of Canada's greatest opportunities.

Construction and development account for approximately 40% of global greenhouse-gas emissions and 50% of raw materials extracted worldwide. Yet circular innovation remains fragmented, with too few Canadian examples showing how environmental and social gains can also make economic sense.




### THREE WAYS SCDARP MOVES KNOWLEDGE INTO PRACTICE

**01 PROVE THE VALUE**
Build business cases demonstrating social, environmental and financial benefits.

**02 UNDERSTAND THE SYSTEM**
Develop frameworks and policy solutions around barriers, opportunities and transition pathways.

**03 EQUIP CHANGE-MAKERS**
Turn evidence into practical toolkits for industry professionals and policymakers.

### A LIVE PORTFOLIO FOR SYSTEMS CHANGE










RESEARCH DESIGNED FOR USE

**"The key to sustainability transitions is to design out waste, pollution and health impacts from the beginning, rather than having to clean up the mess at the end of life."**
— Emma Segal, SCDARP Project Manager, PhD student and sustainable designer

PARTNERSHIP ECOSYSTEM

**Telfer School of Management**
**Smart Prosperity Institute**
**Circular Construction Canada**



# Practice

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

## Institutional Policies and Practices

- AASHE STARS report
- Accreditation body recommendation documents
- Campus operations guides
- Carbon reduction or offset commitments
- Climate action plan
- Environmental stewardship policies
- Ethical data sourcing guides
- 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
- Responsible procurement policies
- Student equity, diversity, inclusion
- Sustainability strategy or strategic plan (school or university level)
- Water
- Zero-waste guides

## Practice Voices

The following statement from stakeholders at Telfer School of Management demonstrates our commitment to sustainable and responsible practices.

# Practice Voices 2026

# Practice

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

6

## Responsibility, built in

How Telfer is strengthening the structures that turn responsible-management commitments into institutional practice.



**BUSINESS FOR A BETTER CANADA.
LEADERSHIP FOR A BETTER WORLD.**

### From ambition to accountability

In 2026, Telfer launched a new strategic plan that carries its vision of a greener, healthier, happier and more prosperous Canada into the School's institutional direction. During the same reporting period, Telfer strengthened the governance structures responsible for advancing that vision.

A permanent Sustainability Committee now creates a formal channel through which faculty, staff and students can help sustainability move from individual initiatives toward shared institutional responsibility.

**SUSTAINABILITY**
**Permanent committee**
Environmental responsibility and institutional integration

**EQUITY & INCLUSION**
**EDI Committee**
Representation, belonging and the removal of barriers

**HEALTH & WELL-BEING**
**Healthier and Happier Task Force** Quality of life across the Telfer community

**A SHARED GOVERNANCE FRAMEWORK**

***Responsible management becomes credible when the people affected by institutional decisions can help shape them.***

PRACTICE | POLICY

# The framework beneath the work

Telfer operates within University-wide policies that convert environmental, ethical and social responsibility into explicit expectations.
Sustainability is expected to travel beyond a single event or classroom. It is increasingly supported through governance, institutional policy and opportunities for members of the School to act. A permanent Telfer Sustainability Committee gives our faculty, staff and students a continuing place in sustainability governance. Broader uOttawa university policies connect Telfer's commitments to purchasing, environmental management, equity and accountability.

## Policy 72

**ENVIRONMENTAL MANAGEMENT AND SUSTAINABILITY**

Applies to deans, directors, managers, faculty, staff, students, volunteers, visitors and contractors.

**It requires faculties and services to allocate responsibility, monitor performance and consider economic, environmental and social impacts.**




## Four policies. One operating standard.

**72** — **ENVIRONMENTAL MANAGEMENT**
Accountability, sustainability plans, monitoring and continuous improvement.

**36** — **SUPPLY OF GOODS & SERVICES**
Environmental considerations in purchasing, including energy, water, toxicity and emissions.

**98** — **ETHICAL PURCHASING**
Principles and responsibilities for socially responsible purchasing.

**67a** — **DISCRIMINATION & HARASSMENT**
Institution-wide protections and procedures addressing discrimination and systemic barriers.

## WHAT THIS MEANS FOR TELFER

Sustainability is not only encouraged; it is connected to named responsibilities, institutional oversight and day-to-day decisions such as procurement, communications and event planning.

TELFER PRACTICE

# Dressed for opportunity

The third annual Telfer Thrift Shop connected circular fashion with equitable access to the clothing students need to participate confidently in professional life.




## When reuse also removes a barrier

Led by Telfer's Jamie Harvie, Event Management Coordinator, the third annual Telfer Thrift Shop invited faculty, staff and community members to donate professional clothing, then made those items available to students free of charge. Students could find clothing for presentations, interviews, case competitions and other moments in which professional attire can shape confidence and participation.



The model created value twice: garments remained in circulation rather than being discarded, while students gained access to clothing that can otherwise create a quiet financial barrier. Sustainability became practical, social and directly connected to student success.

**CIRCULATE**
Extend the useful life of professional clothing through community donations.

**EQUIP**
Give students free access to attire for interviews, presentations and competitions.

**BELONG**
Reduce a financial barrier that can affect confidence and full participation.



# 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

At Telfer, Share means making our knowledge, progress, challenges and lessons accessible so that responsible management education can advance collectively. We share through transparent reporting, research and teaching resources, public events, cross-sector partnerships, and student and community stories. Sharing is reciprocal: we communicate our experiences while listening to and learning from others, turning knowledge exchange into collaboration, accountability and broader impact.

## Engagement Opportunities

Telfer School of Management 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
- 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
- Feedback mechanisms (e.g., surveys, suggestion boxes)

## Communication Audiences

Telfer School of Management communicates its policies and progress on sustainable development and responsibility with:

- 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)
- Prospective and current students

- Research and academic networks

## Sharing Voices

The following statement from stakeholders at Telfer School of Management demonstrates our commitment to sharing and learning from sustainability and responsible management practices.

## share 2026

# Share

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

## MARIA SCOPELLITI

Associate Director, Marketing and Communications,
Telfer School of Management



"Marketing and communications shine a light on the initiatives that advance sustainability and social impact across Telfer, from the student experience and research to partnerships and community engagement. Sharing these stories with clarity and purpose increases awareness of the progress we're making, strengthens our shared culture, and deepens Telfer's commitment to a greener, healthier, happier and wealthier Canada."

PUBLIC ENGAGEMENT

# Ideas that travelled

How Telfer expertise helped shape public conversations about work, inclusion, technology, health and community wellbeing.

**1,760** MEDIA MENTIONS

**1.27 BILLION** ESTIMATED MEDIA REACH

**12** MONTHS

September 2025 to August 2026

## RESEARCH AS A PUBLIC RESOURCE

Telfer research reached far beyond academic journals during the 2025-2026 reporting year. Across 1,760 media mentions, faculty expertise contributed to public conversations about the changing world of work, responsible uses of artificial intelligence, health equity, inclusion and the infrastructure communities need to thrive.

This coverage demonstrates an important dimension of research impact: the ability to make evidence accessible when public institutions, employers and communities are confronting difficult choices. Telfer professors helped audiences look beyond simplified narratives and consider who benefits from innovation, who risks being excluded and how management decisions affect people's health, dignity and opportunity.

LEADING OUTLETS

ICI RADIO-CANADA

OTTAWA BUSINESS JOURNAL

leDroit

ALSO FEATURED IN

Benefits CANADA

POLICY OPTIONS POLITIQUES

THE GLOBE AND MAIL

THE HILL TIMES

LE DEVOIR

**Together, these conversations reflect a broad understanding of responsible management, one that connects economic performance with fairness, wellbeing and long-term societal value.**

RESPONSIBLE WORK

# Rethinking who gets to thrive at work

Telfer researchers brought evidence to public debates about workplace health, immigrant inclusion and Canada's readiness for artificial intelligence.

Across these conversations, a common argument emerges: progress depends on whether institutions recognize people's needs, skills and lived realities. Inclusive workplaces require more than good intentions. They require policies, environments and management decisions that allow people to participate fully.



MADELINE TOUBIANA

## Designing workplaces where women can stay and thrive

BENEFITS CANADA

Research highlighted by Benefits Canada examined how workplace conditions can affect whether women experiencing menopause remain with their employers. The story brought an often-overlooked health and retention issue into the management conversation, showing that inclusive workplaces require practical support, responsive policies and environments designed around employees' actual experiences.

PRME CONNECTION | Gender equality, decent work and organizational wellbeing



HIEN TRAN

## When entrepreneurship reflects exclusion rather than opportunity

POLICY OPTIONS MAY 14, 2026

Hien Tran argued that immigrant entrepreneurship should not automatically be treated as evidence of successful inclusion. Skilled newcomers may enter self-employment because institutions undervalue their qualifications and professional pathways remain closed. Her research calls for meaningful occupational choice: the freedom to build a business or pursue employment that recognizes one's skills.

**"A business built from ambition is a success story. A business built because professional doors remained closed is a warning sign."**

PRME CONNECTION : Inclusive prosperity, reduced inequalities and decent work



UMAR RUHI

## Canada's AI challenge is organizational readiness

THE HILL TIMES |MAY 4, 2026

Umar Ruhi shifted attention from computing infrastructure to the organizations expected to adopt AI. Responsible implementation depends on workforce capacity, governance, leadership and the ability to redesign work thoughtfully. Access to technology alone cannot prepare institutions for the operational and human consequences of AI.

PRME CONNECTION | Responsible innovation, future-ready institutions and decent work

HEALTH AND COMMUNITY

# Building healthier systems and stronger communities

Telfer expertise connected responsible innovation with patient care, public health, participation and belonging.

Better systems depend on more than efficiency. They also depend on whether people can access care, participate fully and trust the institutions designed to serve them. Two media conversations showed how management research can help build the conditions for healthier lives.



**CHRISTOPHER SUN**

**University of Ottawa Heart Institute**
**November 24, 2025**

## Using AI to make heart care faster, fairer and more accessible

Christopher Sun explained how artificial intelligence can help interpret ECGs, identify findings in cardiac imaging and improve operating- room scheduling. These applications can reduce delays and allow clinicians to focus their attention on complex cases.

He also stressed that trustworthy implementation requires representative data, ongoing audits, human oversight and close collaboration with clinicians. Without those safeguards, historical bias in health data can reproduce existing disparities.

**"The goal is to build AI that reduces disparities rather than perpetuate them."**

PRME | Good health, responsible innovation and reduced inequalities



**MILENA PARENT**

**LE DEVOIR**
**Digital and print**

## The places where participation begins

Milena Parent argued that Canada's sport ambitions depend on rebuilding the local facilities where participation begins. Podium performance grows from the places where children first discover sport and where people of every age find opportunities to remain active.

Athletic infrastructure contributes to more than competition. Accessible community facilities support public health, social connection and a sense of belonging. They help communities become more resilient by giving people places to move, participate and thrive together.

PRME | Good health, reduced inequalities and sustainable communities

**By bringing research beyond the university and into the public conversations shaping workplaces, health systems and communities, Telfer ensures that knowledge becomes a shared resource for building a more responsible, inclusive and sustainable future.**

# FROM CAMPUS CONVERSATIONS TO A WIDER DIGITAL COMMUNITY

During the 2026 reporting year, Telfer used stories, short videos, newsletters and social media to bring responsible management into public conversation. A new @TelferSustainability Instagram account was created by the Green Academy to offer a dedicated space for sharing the people, ideas and hands-on experiences advancing sustainability at Telfer and across the uOttawa community.

**@TELFERSUSTAINABILITY**

**113,366+**

The new account carried the conversation beyond its existing followers.

**12,044**
ACCOUNTS REACHED

**72.9%**
DISCOVERY REACH

**1,329**
INTERACTIONS

## A MONTH THAT REACHED FURTHER

In March 2026 alone, SDG Month content on @TelferSustainability generated more than 73,000 views in 30 days. On campus, the month brought together more than 1,000 participants and 2,000+ engagements. Digital stories helped those conversations travel beyond the events.




**STORIES IN MANY FORMS**

**18** VIDEOS

**6** NEWSLETTERS

**11** BILINGUAL ARTICLES

## THE NETWORK EXTENDED THE CONVERSATION

LinkedIn posts provided another route for amplification, with more than 27,000 impressions and 880 engagements.

**150K+ VIEWS** **2,000+ ENGAGEMENTS**


TELFER
PRME
Principles for Responsible Management Education
Telfer School of Management | École de gestion Telfer
University of Ottawa | Université d'Ottawa
55 Laurier Ave. E. Ottawa, ON K1N 6N5
telfer.uottawa.ca
Telfer School of Management | École de gestion Telfer
@telfer_uottawa
@telfersustainability
Telfer School of Management at The University of Ottawa
@Telfer_uOttawa
@Telfer_UdO
For more information, please contact:
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## Communication Barriers

Telfer School of Management faces the following barriers in transparent communications:



**Audience reach**



**Bureaucratic delays**



**Media visibility**

SIGNATORY

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