

PRiME

*an initiative of the
United Nations Global Compact*

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

Lambton College

July 2025

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

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

1. Mission

1.1 Mission Statement

Provide supporting context

Strategic Plan Mission Statement: Foster student and community success through inclusive learning and engagement.

2. Vision

2.1 Vision

Provide supporting context

Challenge boundaries in education and research to expand the horizons of a sustainable future.

3. Strategy

3.1 Strategic Plan

Upload or select a document

Lambton College Strategic Plan



Scan QR code to access document

4. Strategy Alignment

4.1 Alignment

Provide supporting context

Lambton College's strategic priorities closely align with advancing sustainable development, the common good, and quality education through a multifaceted approach that emphasizes innovation, inclusion, and impact. The College's commitment to the United Nations Sustainable Development Goals (SDGs), formalized through its historic joint signing of the SDG Accord with the Student Administrative Council, signals an institutional dedication to embedding sustainability across all aspects of its operations. Strategic initiatives focus on enhancing experiential and career-focused learning, fostering community partnerships, and integrating applied research that addresses real-world challenges—especially in areas like clean technology, social innovation, and health. By championing inclusive access to education, supporting underrepresented groups, and encouraging responsible leadership, Lambton College reinforces its role as a catalyst for positive societal change and quality education that serves both local and global communities.

5. Institutional History

5.1 Institutional History

Provide supporting context

Lambton College, established in 1966 in Sarnia, Ontario, has evolved into a leading institution known for its commitment to applied research, innovation, and community engagement. A significant milestone in its history was the joint signing of the United Nations Sustainable Development Goals (SDG) Accord on April 19, 2022, alongside its Student Administrative Council (SAC)—a first in Canada. This commitment, championed by Colleges and Institutes Canada (CICan), integrated the 17 SDGs into the college's education, research, and operations. President & CEO Rob Kardas and SAC President Emily Hutchings were instrumental in this initiative, with Senior Vice-President Mary Vaughan emphasizing the collective effort required to advance these goals. Under the leadership of former President Judith Morris, Lambton College also gained international recognition, receiving awards from the World Federation of Colleges and Polytechnics and Colleges and Institutes Canada for its excellence in applied research and entrepreneurship. These achievements underscore the college's dedication to fostering sustainable development and innovation within its community and beyond.

6. Graduates

3119

7. Degrees Offered

- Bachelor of Science - Nursing
- Ontario College Graduate Certificate
- Ontario College Diploma
- Ontario College Advanced Diploma

8. Faculty & Staff at the University

1,098

9. Faculty & Staff at the Institution

1,098

10. Student Enrollment at the University

4691

11. Total Student Enrollment at the Institution

5097

12. Undergraduate Student Enrollment at the Institution

142

13. Graduate Student Enrollment at the Institution

0

14. Doctoral Student Enrollment at the Institution

0

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

5211

16. Undergraduate Degree Programmes

16.1 Bachelor of Science - Nursing

Degree Type

- Bachelor of Science (B.S. or B.Sc.)

Department

- Nursing

Degree Programme Subject

- Nursing



Purpose

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

17. Letter of Commitment

17.1 Letter of Commitment

Upload or select a document

UN PRME_LambtonCollege_Letter of Commitment



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Values

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



18. RME Lead

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



Teach

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



19. Courses

19.1 Personal Financial Planning

Course code

FIN-4013

Department

- Business Administration

The duration of my course is:

- 14 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Oriented toward developing leadership, teamwork, and collaboration abilities

My course touches on the following concepts:

- Agile Methodologies in Business

My course implements the following pedagogies:

- Blended Learning
- Experiential Learning
- Competency-Based Education (CBE)
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Collaborative Learning
- Learner-Centered Pedagogy

Course Description

This course builds awareness and expectations for the roles and responsibilities of both financial advisors and financial planners. It advances students' understanding of the integrative nature of the financial and economic landscape, including the roles of the government, the Bank of Canada, and Canadian banks. Students also explore basic personal financial planning principles. Upon completion, students understand the responsibilities and realities of advising in the financial services sector. Taking a holistic approach, students explore key financial planning topics including the financial planning process, personal financial statements and budgeting, family lifecycle, opportunity cost and the time value of money, tax-sheltered investing, personal credit, retirement, and estate planning

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

1. The concept of equality and access to financial resources, knowledge and services is covered in this course. Discussions included who are “the vulnerable”, what makes them so, and what are financial institutions doing to support the needs of the vulnerable. SDG # 10 is discussed and analyzed. 2. SDG #10 is listed in the course outline and students are assessed on what they see in the community through research and visits to local FIs to assess the services they offer to assist the vulnerable. 3. The concept of SDG 16: Peace Justice and Strong Institutions is discussed as it related to the economic role of banks and the impact of corruption, bribery and money laundering on the financial system and society. SDG 16 is referenced in the Course Outline

Relevant SDGs addressed through the course



19.2 Personal Financial Planning

Course code

FIN-4013

Department

- Business Administration

The duration of my course is:

- 14 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

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

My course touches on the following concepts:

- Business Analytics for Decision-Making
- Business Ethics and Corporate Social Responsibility
- Change Management and Organizational Development
- Communication and Negotiation in Business
- Customer Relationship Management (CRM)

My course implements the following pedagogies:

- Blended Learning
- Case Method
- Collaborative Learning
- Competency-Based Education (CBE)
- Experiential Learning
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Learner-Centered Pedagogy

Course Description

This course builds awareness and expectations for the roles and responsibilities of both financial advisors and financial planners. It advances students' understanding of the integrative nature of the financial and economic landscape, including the roles of the government, the Bank of Canada, and Canadian banks. Students also explore basic personal financial planning principles. Upon completion, students understand the responsibilities and realities of advising in the financial services sector. Taking a holistic approach, students explore key financial planning topics including the financial planning process, personal financial statements and budgeting, family lifecycle, opportunity cost and the time value of money, tax-sheltered investing, personal credit, retirement, and estate planning.

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

The following SDGs are discussed in this course curriculum on change leadership: SDG 8 Decent work and economic growth. Course content includes review of IMPAKTER website to gauge corporate adherence to this SDG, Students are asked to complete a “Consumption Tracker” to self assess their personal environmental impact and then reflect on how they can revise their consumption habits SDG 16 Peace, justice and strong institution. Course content includes discussion of corporate corruption and recent Canadian examples.. Assignment associated with case study of Johnson and Johnson is assigned to student teams SDG 13 Climate action. Course content references this SDG in class discussion with case analysis of an example (Patagonia) used in a team assignment. SDG 2 vs SDG 13 - Students are presented a challenge and split in two groups for a debate in class on the topic “Bio-Fuels are the answer to our climate crisis, but lead to reduced access to land to feed the hungry” .

Relevant SDGs addressed through the course



Upload your presentations

F24 FIN 4013 TOPIC 11 Financial Intermediation and Key Players



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19.3 Leadership in Change Management

Course code

MAN-6043

Department

- Business Administration

The duration of my course is:

- 14 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)

My course touches on the following concepts:

- Agile Methodologies in Business

My course implements the following pedagogies:

- Active Learning

Course Description

One of the few constants in today's competitive business environment is change. Change leaders must have knowledge of what drives successful change, what challenges successful change, the options available, the ethical issues associated with change, and understand organizational theory and behavior and its impact. Leaders are facing change as it relates to sustainability, climate change and the implications for business in the ESG realm. The environment, social-justice, diversity, and inclusion are all considerations and present organizations with both opportunities and challenges as we look with urgency to our collective futures. Effective leaders must identify the correct approach to leading transition within an organization, utilize skills required to lead in chaotic and fast-paced environments, optimize organizational structures, analyze, and assess change effectiveness, and ready their organizations to thrive. Through case study, readings, teamwork and class discussion, this course explores these knowledge areas and provides opportunity to practice and develop leadership skills relevant for successful change management.

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

The following SDGs are discussed in this course curriculum on change leadership: SDG 8 Decent work and economic growth. Course content includes review of IMPAKTER website to gauge corporate adherence to this SDG, Students are asked to complete a "Consumption Tracker" to self assess their personal environmental impact and then reflect on how they can revise their consumption habits SDG 16 Peace, justice and strong institution. Course content includes discussion of corporate corruption and recent Canadian examples.. Assignment associated with case study of Johnson and Johnson is assigned to student teams SDG 13 Climate action. Course content references this SDG in class discussion with case analysis of an example (Patagonia) used in a team assignment. SDG 2 vs SDG 13 - Students are presented a challenge and split in two groups for a debate in class on the topic "Bio-Fuels are the answer to our climate crisis, but lead to reduced access to land to feed the hungry" .

Relevant SDGs addressed through the course



Upload your teaching statement

W25 Team Assignment #2 SDG 8 and Personal Consumption Patterns



Scan QR code to access document

Upload your presentations

TOPIC 5_W25 MAN 6043 Ethics and Accountability (2) (1)



Scan QR code to access document

19.4 Personal Financial Planning Capstone

Course code

FIN-4123

Department

- Business Administration

The duration of my course is:

- 14 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)

My course touches on the following concepts:

- Agile Methodologies in Business

My course implements the following pedagogies:

- Active Learning

Course Description

This course provides an opportunity for students to synthesize key program outcomes, combining theory with practice culminating in the preparation of a financial plan that reflects the holistic nature of a professional role in the Canadian financial services industry. Students follow the financial planning process covering areas in financial management, investment planning, insurance and risk management, tax planning as well as retirement planning and estate planning.

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

FIN-4123 Financial Planning Capstone Fall 2024. Two SGD's were embedded in this course (SDG 3 and SDG 12) for discussion in class. Participation in the discussions and involvement in group work was a requirement and this groupwork was graded and fed into the gradebook.

Relevant SDGs addressed through the course



Upload your teaching statement

Week 4 Case Study In-Class Assignment FIN4123 F24



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Upload your presentations

Week 3 - Financial Management Case F24 FIN4123 v1



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19.5 Investment Funds in Canada

Course code

FIN-1603

Department

- Business Administration

The duration of my course is:

- 14 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)

My course touches on the following concepts:

- Agile Methodologies in Business

My course implements the following pedagogies:

- Active Learning

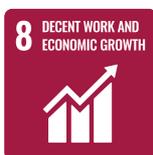
Course Description

This course provides students with the necessary knowledge to make mutual fund investment recommendations to clients by analyzing the needs, timelines and risk tolerance of clients and comparing them to the fees and performance of various investments. Students will gain an understanding of the role of the mutual fund sales representative and the functioning of the Canadian financial marketplace. Ensuring ethics and compliance with mutual fund regulations will be emphasized throughout this course.

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

FIN-1603 Investment Funds in Canada Fall 2024. Students discuss SDG 8 within the context of responsible investing. This is an in-class discussion only with no grades tied to it.

Relevant SDGs addressed through the course



Upload your teaching statement

2024-2025 FIN1603 IFC Course Outline



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19.6 Investments I

Course code

FIN-3103

Department

- Business Administration

The duration of my course is:

- 14 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)

My course touches on the following concepts:

- Agile Methodologies in Business

My course implements the following pedagogies:

- Active Learning

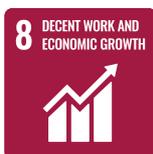
Course Description

This course teaches students about the securities industry and its regulatory environment as well as the impact of financial markets on investments. The features and pricing of fixed income securities, equity securities, and derivatives will be compared and contrasted. Students will also gain an understanding of the corporate financing process and learn how to analyze corporate financial statements.

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

FIN-3103 Investment 1 - Winter 2025 Students discuss Sustainable Development Goal (SDG) 8 "Decent Work and Economic Growth" and the role organizations can have in promoting sustained, inclusive and sustainable economic growth. Unfortunately, this is not yet tied to grades but does form in-class discussion around this SDG.

Relevant SDGs addressed through the course



19.7 Investments II

Course code

FIN-4104

Department

- Business Administration

The duration of my course is:

- 14 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)

My course touches on the following concepts:

- Agile Methodologies in Business

My course implements the following pedagogies:

- Active Learning

Course Description

This course builds upon concepts introduced in Investments I and provides students with a deeper understanding of portfolio management and the many different types of investment funds and products available. Investment analysis tools and techniques are explored, and students will appreciate the impact of taxation on investment returns. Students will also learn about key aspects when working with retail and institutional clients.

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

FIN-4104 Investments 2 - Fall 2024 SDG's 12 and 3 are discussed in-class but I do not believe they are tied to grades at this point. This was last taught by adjunct and so I am not sure what materials were used in the delivery of these course learning outcomes. Discuss Sustainable Development Goal (SDG) 12 "Responsible Consumption and Production" and discuss the extent to which investors can support this through a sustainable approach to investing. Discuss Sustainable Development Goal (SDG) 3 "Good Health and Well-being" and discuss examples of how clients could enhance this aspect of their lives within the context of their personal financial circumstances.

Relevant SDGs addressed through the course



19.8 Insurance Planning

Course code

FIN-1193

Department

- Business Administration

The duration of my course is:

- 14 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)

My course touches on the following concepts:

- Agile Methodologies in Business

My course implements the following pedagogies:

- Active Learning

Course Description

This course introduces students to the various types and characteristics of life and disability insurance, as well as the use of annuities and segregated funds in the formation of long term investments. The roles and responsibilities of the insurance agent surrounding policies, underwriting and claims will be discussed. The importance of ethical considerations and protecting the clients' interests will be emphasized throughout the course. Students will also be familiarized with basic tax principles surrounding life insurance.

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

FIN-1193 Insurance Planning - Fall 2024 SDG's 3 and 10 are listed on the course outline but I am unsure how these are delivered in the classroom at this stage. I (Matt F) will reach out to adjunct to inquire and update this ticket. Discuss Sustainable Development Goal (SDG) 3 "Good

Health and Well-being” and discuss examples of how clients could enhance this aspect of their lives within the context of their personal financial circumstances and insurance options
Discuss SDG 10 "Reduced Inequalities" in the context of the Canadian insurance industry

Relevant SDGs addressed through the course



19.9 Real Estate Secured Lending

Course code

FIN-2053

Department

- Business Administration

The duration of my course is:

- 14 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)

My course touches on the following concepts:

- Agile Methodologies in Business

My course implements the following pedagogies:

- Active Learning

Course Description

Helping clients make the most important purchase of their lives brings with it significant responsibility but also can create a strong sense of accomplishment and pride. This course enables students to have a clear understanding of real estate secured lending whether they are planning on a career as a financial advisor, financial planner, mortgage specialist, or mortgage agent. The course provides comprehensive knowledge about real estate secured credit, standard and complex mortgage products, and how to match the right product to a client's needs. It prepares students to conduct client interviews, answer challenging client questions

with confidence and have the knowledge necessary to conduct credit assessments and evaluate applications effectively. The course will also cover the core values of the mortgage industry and the importance of integrity and ethics.

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

FIN-2053 Real Estate Secured Lending Winter 2025 SDG's 10 and 16 form part of the learning outcomes on the course outline. This course is taught by adjunct and I (Matt F) will reach-out to inquire as to how these are covered in the course. Discuss Sustainable Development Goal (SDG) 16 "Peace, Justice and Strong Institutions", and the role that mortgage companies perform with regards to compliance procedures and accountability to protect clients. Discuss SDG 10 "Reduced Inequalities" in the context of the Canadian mortgage industry.

Relevant SDGs addressed through the course



19.10 International Business Capstone Project

Course code

INT-4203

Department

- Business Administration

The duration of my course is:

- 14 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)

My course touches on the following concepts:

- Agile Methodologies in Business

My course implements the following pedagogies:

- Active Learning

Course Description

This capstone course helps students integrate their prior learning in various functional disciplines with a focus on international market expansion. The course focuses on strategic decision-making within an international business drawing from insights related to changing business environment and the capabilities of the firm. The course uses in-class activities and a computer-based simulation game to help students appreciate the importance of each business function to firm performance and implement responses to ever-changing international business situations. The course also examines the importance of sustainable business practices, highlighting social and environmental considerations for international business managers.

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

IN THE BMIB CAPSTONE COURSE (int=4203), STUDENTS PARTICIPATE IN A SIMULATION WHERE THEY RUN A GLOBAL SMART PHONE COMPANY. EACH WEEK STUDENTS COMPLETE ONE YEAR'S WORTH OF BUSINESS DECISIONS FOR THEIR COMPANY AND COMPETE AGAINST OTHER TEAMS IN THE SIMULATED GLOBAL MARKETPLACE. SUSTAINABILITY IS BUILT INTO EVERY PART OF THE COURSE. AS PART OF THEIR BUSINESS PLAN, STUDENTS BUILD A SUSTAINABILITY POLICY FOCUSING ON 3-4 SDG'S OF THEIR CHOICE. THESE SDG'S GUIDE THE DECISIONS THE COMPANY MAKES IN EVERY AREA OF BUSINESS AND SUSTAINABILITY IS SET AS A KPI THAT IS CONSTANTLY MONITORED. STUDENT TEAMS SUBMIT AN IMPACT REPORT, WHICH DETAILS THE ORGANIZATION'S SUSTAINABILITY JOURNEY AND PROVIDES NUMBERS AND DATA TO SUPPORT CLAIMS.

Relevant SDGs addressed through the course



Upload your teaching statement

Impact Report INT4203



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Upload your presentations

Impact Report Overview_BMIB Capstone



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19.11 Global Value Chain

Course code

INT-1123

Department

- Business Administration

The duration of my course is:

- 14 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)

My course touches on the following concepts:

- Agile Methodologies in Business

My course implements the following pedagogies:

- Active Learning

Course Description

The course examines aspects of the primary activities, distribution and inventory management, and the supporting activities of document management and procurement, which are integral to international trade logistics. This course studies how organizations obtain resources and what they need to know to control and manage logistical systems in relation to international trade. Circular economy principles and sustainable business models are also explored in an effort to develop new post-consumer revenue streams whilst conducting business in an environmentally responsible way.

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

The Course Global Value Chain (INT-1123) explores the topic of Circular Economy and Learning Outcome 2 (see Course outline attached) discusses the concepts relating to responsible waste management pertaining to international supply chains and inventory management, Students participate in a Circular Economy workshop during class, where they are given a real-life business dilemma and need to design a more sustainable business model based on the principles of circularity. In the workshop, students assess various points along the supply chain where waste is created and turn a linear supply chain business model into a circular one. In

In addition, students complete an individual assignment where they summarize main learnings from a podcast discussing the theme of circular economy and provide their own reflections on the topic of Circular Economy.

Relevant SDGs addressed through the course



Upload your teaching statement

Circular Economy Assignment Description



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19.12 Retailing

Course code

MKT-3113

Department

- Business Administration

The duration of my course is:

- 14 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)

My course touches on the following concepts:

- Agile Methodologies in Business

My course implements the following pedagogies:

- Active Learning

Course Description

This course provides students with a solid understanding of the complexity of operating a retail business in Canada and serves as a good foundation for a career in retailing or other industries that support the retail supply chain. The course provides an overview of the retail industry in Canada and its importance in the Canadian economy. Trends impacting the dynamic retail environment and the changing retail customer are investigated with an emphasis placed on sustainability issues in retail operations. Students evaluate market opportunities, location considerations, store design and layout decisions to consider when planning a store. Students are introduced to retail financial analysis and the operational decision functions of buying, managing, and pricing merchandise.

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

The Fashion ReStyle Exchange pop-up event is a hands-on experiential learning opportunity for Retailing students (MKT-3113). It serves a dual purpose: educating students about sustainable retailing practices while promoting responsible consumption and production (SDG#12). The event emphasizes environmental responsibility by offering an alternative to traditional shopping—swapping—helping to extend the lifecycle of clothing products and reduce waste (SDG #13). Please note: Photo credit Sneakyrat_, rocking_dock, and The Social Exchange

Relevant SDGs addressed through the course



Upload your teaching statement

Preview Rubric_ Team Fashion ReStyle Exchange Part 1



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Upload your reading materials

Fashion ReStyle Exchange Pop Up Event Assignment Outline



Scan QR code to access document

Images

Restyle - Nov13th-55

QR Code for
Restyle -
Nov13th-55

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19.13 Canadian Vegetable and Fruit Production Management

Course code

AGO-3053

Department

- Business Administration

The duration of my course is:

- 14 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)

My course touches on the following concepts:

- Agile Methodologies in Business

My course implements the following pedagogies:

- Active Learning

Course Description

Curriculum focuses on the role of the Canadian climate in large-scale fruit and vegetable production; cold hardiness; flowering and fruit development; fruit growth, thinning and maturity indices; harvesting techniques; and marketing and food safety are discussed. In addition, planting, pruning, and frost protection are also addressed. Soil, climate, and equipment, utilized for a wide variety of crops, from vegetable crops to vines is discussed. Students learn the necessary skills to enhance their background for employment in the fruit and vegetable crop industry.

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

The AGO-3053-Canadian Vegetables/Fruits Production Management course helps students understand the full cycle of fruit and vegetable production in Canada, from soil and climate requirements to planting, crop management, harvesting, marketing, and food safety. Along with learning production techniques, students also explore how factors like climate adaptation, sustainable resource use, and best management practices shape the future of fruit and vegetable farming. One important part of this course is the Outdoor Farm Show assignment, where students visit companies and learn about products such as seeds, fertilizers, and pesticides. In this assignment, students look at how these products support sustainability, such as reducing water use, protecting soil health, or using biodegradable packaging. This connects directly to Sustainable Development Goal (SDG) 12: Responsible Consumption and Production, which focuses on using resources efficiently and reducing environmental harm. It also supports SDG 2: Zero Hunger by helping students understand how sustainable production techniques can improve food security and ensure long-term productivity. Additionally, the course aligns with SDG 13: Climate Action, as students learn how climate change impacts fruit and vegetable production and explore strategies to adapt and reduce emissions. Evidence of this learning and assessment can be found in the Rubric for Outdoor Farm Show, the student reports/ assignments, and student PowerPoint presentations, all of which were evaluated to assess students' understanding of sustainability and their ability to apply these concepts to real-world agricultural products and practices. By including sustainability topics in this course, the college shows its commitment to preparing students for environmentally responsible careers and supporting Canada's transition to a more sustainable agriculture industry.

Relevant SDGs addressed through the course



Upload your teaching statement

FARMSHOW Sustainability Assignment



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Images

image (1)

QR Code for
image (1)

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19.14 Sport in Society

Course code

SRM-2503

Department

- Business Administration

The duration of my course is:

- 14 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)

My course touches on the following concepts:

- Agile Methodologies in Business

My course implements the following pedagogies:

- Active Learning

Course Description

Sports are institutional, social, and cultural practices, created and sustained by people as they interact with others to organize and make sense of their lives. Sports not only reflect aspects of society but they also play a unique role in producing, reproducing and transforming society. Historical variations in the way sports are organized and viewed by society are related to issues of power and authority at particular points in time. Using sociological theoretical frameworks offers one the opportunity to see aspects of sports that are often hidden from view when studying the place and role of sport in society. Topics explored in this course include (but are not limited to) social theories, history of sport sociology, social inequalities, violence and social deviance, politics, globalization and economics, media, bioethics, religion and socialization.

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

Illustrate the many factors that influence people's actions associated with sport. Identify the ways that sports are connected with other major spheres of social life, such as family, education, the economy, media, politics and religion.

Relevant SDGs addressed through the course



19.15 Entrepreneurship I & II

Course code

BUS-5503 & BUS-6503

Department

- Business Administration

The duration of my course is:

- 14 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)

My course touches on the following concepts:

- Agile Methodologies in Business

My course implements the following pedagogies:

- Active Learning

Course Description

As the second of a two-part capstone, students undertake two major projects that further strengthen their creativity, critical thinking, and problem-solving skills within the realm of business entrepreneurship, while emphasizing the importance of equity, diversity, and inclusion in fostering an inclusive learning environment. In the first project, students create the operations and human resources strategies for their chosen business idea, doing so while considering the United Nations 17 Sustainable Development Goals (SDGs). For the second project, students create a financial strategy for their entrepreneurial venture. Students quantify

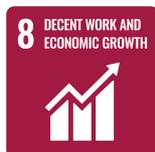
the social, economic, and environmental impact of their new venture and audit the business' impact regarding the 17 SDGs. Through these two projects, students have constructed a portfolio that highlights their comprehensive business knowledge, exceptional skills, and outstanding talents.

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

During the 2024 academic year, Sustainable Development Goals (SDGs) were embedded within course outlines across the Business Administration & General Business programs at Lambton College. This integration ensured that students were introduced to relevant global challenges encompassed in the UN 17 SDGs such as climate action, responsible consumption, and ethical business practices. Course learning objectives and topics were aligned with specific SDGs to provide a structured approach to sustainability education. The inclusion of SDG topics in course outlines serves to formalize sustainability education as a core component of business education, ensuring students develop a broader understanding of their role in responsible decision-making and ethical leadership. Embedding SDGs in course outlines fosters a culture of responsible management education and encourages students to think critically about business strategies that align with sustainable practices, promoting long-term positive societal and environmental impact. SDG-related learning outcomes were also embedded within course assessments and grading rubrics to reinforce the application of sustainability concepts. Assignments, case studies, and projects required students to analyze business challenges through the lens of SDGs, ensuring a practical understanding of sustainability in decision-making. The purpose of integrating SDGs into assessments and rubrics is to move beyond theoretical knowledge and cultivate practical application skills. By embedding sustainability into evaluation criteria, students are encouraged to critically assess real-world scenarios and propose innovative solutions that align with responsible business practices. By assessing students' ability to apply SDG principles in their coursework, this initiative strengthens their capacity for ethical leadership and decision-making. Furthermore, it signals to students that sustainability is a priority within their professional development, helping shape future business leaders who prioritize long-term societal impact over short-term gains. For example, attached as evidence are the course outlines for BUS-5503 & 6503 (Entrepreneurship I & II). The course outlines for BUS-5503 (Entrepreneurship I) and BUS-6503 (Entrepreneurship II) explicitly reference the United Nations' 17 Sustainable Development Goals (SDGs) as a foundational framework for responsible business innovation. Learning outcomes have been structured to ensure students: Recognize the role of sustainable entrepreneurship in addressing global challenges. Analyze business models that align with one or more SDGs. Develop solutions that integrate social, environmental, and economic sustainability. Additionally, two project overviews and evaluation assessments have been provided as evidence which include specific criteria for evaluating how well students integrate SDGs into their business models. To reinforce practical

applications of SDG concepts, students engage in real-world projects that require sustainable business innovation. This experiential approach ensures that entrepreneurial ideas contribute meaningfully to global sustainability efforts.

Relevant SDGs addressed through the course



Upload your teaching statement

Module 4 - final presentation overview - 2024W (1)



Scan QR code to access document

Upload your reading materials

Module 4- 5 minute update presentation - video showcase



Scan QR code to access document

19.16 Tourism Trends

Course code

HCL-3403

Department

- Business Administration

The duration of my course is:

- 14 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)

My course touches on the following concepts:

- Agile Methodologies in Business

My course implements the following pedagogies:

- Active Learning

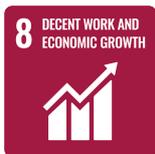
Course Description

Go beyond traditional tourism to explore sustainable and responsible tourism products and their target audiences. An exploration of community and environmental impacts of various tourism types leads to discussions on how tourism operations contribute to Truth and Reconciliation and the United Nations' Sustainable Development Goals (SDGs).

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

In HCL 3403 - Tourism Trends, students concluded Lambton College's 2024 Sustainability Week on March 4, 2024, with a campus-wide Sustainable Tourism Event. This interactive initiative featured free-roaming stations, designed to educate and engage students by providing valuable insights into sustainable tourism practices and responsible travel alternatives. The event aligned with the following Sustainable Development Goals (SDGs): SDG 12 – Responsible Consumption and Production Students organized an interactive game where participants selected items to pack for a trip while prioritizing sustainability. Any items not chosen were then sorted into landfill or recycling categories, highlighting the impact of waste and the importance of responsible consumption. SDG 13 – Climate Action: Encouraging environmentally conscious tourism choices to mitigate climate impact. Students facilitated a brainstorming session where participants generated ideas on enhancing sustainability in future tourism plans. SDG 17 – Partnerships for the Goals Students collaborated to design and create luggage tags, which were distributed to event participants and the community. These tags served as a tangible reminder of the importance of sustainable tourism and reinforced Lambton College's commitment to integrating sustainability into its educational initiatives. The event and assignment contributed to 5% of the total course grade. Each student played a critical role in event execution, design, or advertising and contributed to the group assignment, "Travel for Change – Your Passport to a Better World." For the written assignment, students brainstormed actions that a tourist could take—either during trip planning or while on vacation—to support specific Sustainable Development Goals. Recognizing the value of this initiative, the course outline was revised from previous years to include it as a meaningful addition to the curriculum. The event aligned with the following Course Learning Outcomes (CLOs): CLO 1.7: Discuss the United Nations' 17 Sustainable Development Goals (SDGs) as they relate to tourism destinations and organizations. CLO 1.8: Explore strategies that destinations and operators can implement to develop sustainable, responsible tourism in alignment with the UN's 17 SDGs.

Relevant SDGs addressed through the course



Upload your teaching statement

HCL-3403



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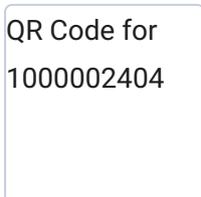
Assignment Part 1 - SDG 7,8,14,15,16



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Images

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19.17 Tourism Trends

Course code

HCL-3403

Department

- Business Administration

The duration of my course is:

- 14 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)

My course touches on the following concepts:

- Agile Methodologies in Business

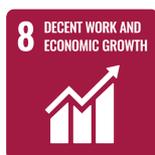
My course implements the following pedagogies:

- Active Learning

Course Description

Go beyond traditional tourism to explore sustainable and responsible tourism products and their target audiences. An exploration of community and environmental impacts of various tourism types leads to discussions on how tourism operations contribute to Truth and Reconciliation and the United Nations' Sustainable Development Goals (SDGs).

Relevant SDGs addressed through the course



Upload your reading materials

Lambton College Visit 2024-AGENDA



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Images

image (2)

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image (2)

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19.18 Taxation I

Course code

FIN-1114

Department

- Business Administration

The duration of my course is:

- 14 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)

My course touches on the following concepts:

- Agile Methodologies in Business

My course implements the following pedagogies:

- Active Learning

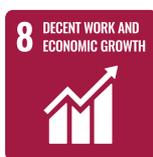
Course Description

This course introduces the student to the principles governing the Canadian income tax system as it relates to the individual taxpayer. Topics covered in this course include the following: who is taxable, income and deductions from employment, business and property income, capital gains and losses, personal tax credits and the calculation of taxes payable.

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

FIN 1114 is the precursor course to support learning for students participating in our free income tax clinic this year supporting low income earners having their income taxes completed for free

Relevant SDGs addressed through the course



19.19 Management Information Systems

Course code

ACC-3503

Department

- Business Administration

The duration of my course is:

- 14 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)

My course touches on the following concepts:

- Agile Methodologies in Business

My course implements the following pedagogies:

- Active Learning

Course Description

This course introduces the use of computer-based information systems in management and accounting. In addition, the course analyzes and evaluates an organization's computer-based internal control system taking risk management into account. Topics surveyed include change in the organization, computer application software, big data, cloud computing, electronic and mobile commerce applications, enterprise systems, systems development processes, and implementing secure, private, reliable computing. After completing this course, students will be able to apply this knowledge to make informed decisions about the selection of, uses for, and risks of information technology.

Relevant SDGs addressed through the course



Upload your teaching statement

Case Study Assignment #1



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Upload your reading materials

Case Study Assignment #3



Scan QR code to access document

Upload your presentations

Case Study Assignment#2



Scan QR code to access document

20. Teaching Awards

20.1 YMCA Peace Medal

Award Granter

YMCA

Award Grantee

Susan Doughty

Description of Award

YMCA Peace Medal - award recognizes community peacemakers, and people who embody the values of participation, empathy, advocacy, community and empowerment (PEACE), according to information on the agency's website.

Award link



Provide supporting materials...

so-1223-so-peace (1)

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peace (1)

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21. Fostering Innovation

Somewhat

22. Experiential Learning

Somewhat

23. Learning Mindset

Somewhat

24. Method of Teaching and Learning

Hybrid

25. Additional Evidence

25.1 PowerBI Heatmap

Upload or select a document

SDG Dashboard Overview_PowerBi (1)



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25.2 PowerBI 3 Year Bar Chart for Courses

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PowerBI Bar Chart



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Research

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

26. 2024 Publications

2

27. 2024 Publications on Sustainable Development and/or RME

2

28. Research Funding

- Institution Specific

29. Socializing Research

- Research collaborations
- Industry and business networks

30. Research Projects

30.1 Exploring Employer Perceptions of Hiring International Students A Survey-Based Analysis.

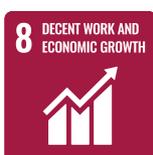
Who is involved in the project

- Undergraduate students
- Masters students
- PhD students
- Postdoc students
- Faculty

Department

- Business Administration

This research project covers:



Period covering

January, 2024 - January, 2025

Describe the research project

Project Description:

The Exploring Employer Perceptions of Hiring International Students research project aimed to identify barriers and opportunities related to hiring international students in Sarnia Lambton. Despite a strong local job market, international students reported high levels of underemployment and difficulty securing work. The project surveyed 101 local employers to understand their perspectives on recruiting, selecting, onboarding, and retaining international students. Key barriers identified included language skills, lack of soft skills, and uncertainty about work permits. The study's goal was to uncover actionable solutions to improve employment outcomes for international students and address local workforce needs, fostering better integration and long-term retention.

Applied SDG:

This project supports (SDG 8) by addressing employment barriers and fostering an inclusive labor market for international students. It also advances (SDG 10) by identifying and mitigating systemic obstacles that hinder the full participation of a marginalized group in the workforce.

Focused SDG:

SDG 8 and 10

31. Additional Evidence

31.1 Alcohols-to-Jet (ATJ) Fuel Process Design, Optimization, and Scale up for the Production of Advanced Sustainable Aviation Fuel (SAF)

Provide supporting context

Research Centre:

Bio-Industrial Process Research Centre (BPRC)

Project Description:

This project focuses on the design, optimization, and scale-up of an Alcohols-to-Jet (ATJ) process to produce advanced sustainable aviation fuel (SAF). Leveraging renewable alcohol feedstocks, the initiative transforms these inputs into high-performance jet fuel that meets rigorous environmental standards.

Applied SDG:

This project directly contributes to reducing the aviation sector's carbon footprint (SDG 13). Its focus on innovative process design and scale-up drives industrial transformation and infrastructure modernization (SDG 9), while promoting responsible resource use and cleaner production practices (SDG 12).

Focused SDG:

SDG 13, 9 and 12

31.2 Anaerobic Biosolids Treatment

Provide supporting context

Research Centre:

Bio-Industrial Process Research Centre (BPRC)

Project Description:

This project focuses on enhancing anaerobic biosolids treatment methods to improve waste management and resource recovery.

Applied SDG:

The project directly contributes to (SDG 12) by minimizing landfill use and turning waste into resources. It also advances (SDG 13) by curbing greenhouse gas emissions associated with traditional biosolids disposal.

Focused SDG:

SDG 12 and 13

31.3 Advanced Production of Immune-Boosting Polysaccharides from Ginseng

Provide supporting context

Research Centre:

Bio-Industrial Process Research Centre (BPRC)

Project Description:

This project focuses on the advanced production and optimization of immune-boosting polysaccharides extracted from ginseng for natural health products. By leveraging innovative extraction, purification, and formulation techniques, the initiative aims to enhance the bioactivity and yield of these beneficial compounds, offering sustainable and effective solutions to support immune function and overall well-being.

Applied SDG:

This project directly contributes to improved public health and well-being (SDG 3).

Focused SDG:

SDG 3

31.4 Optimization and Scale Up of the Production Process for msDNA Product

Provide supporting context

Research Centre:

Bio-Industrial Process Research Centre (BPRC)

Project Description:

This project focuses on optimizing and scaling up the production process for an innovative msDNA product designed for advanced medical therapies.

Applied SDG:

The project directly contributes to improving health outcomes (SDG 3) by advancing innovative medical therapies that can offer better patient care. By optimizing production processes to reduce waste and enhance efficiency, it supports sustainable industrial practices (SDG 9)

Focused SDG:

SDG 3 and 9

31.5 Development of a stable, durable and high yield catalyst for the production of Sustainable Aviation Fuel

Provide supporting context

Research Centre:

Bio-Industrial Process Research Centre (BPRC)

Project Description:

This project focuses on the development of a stable, durable, and high-yield catalyst to enhance the production of sustainable aviation fuel (SAF). The catalyst is designed to improve conversion efficiency and longevity during the processing of renewable feedstocks, resulting in lower operational costs and reduced environmental impacts.

Applied SDG:

This project directly contributes to reducing the aviation sector's carbon footprint (SDG 13). It also drives industrial innovation (SDG 9) by introducing a new catalyst, and promotes responsible resource utilization and cleaner production practices (SDG 12).

Focused SDG:

SDG 13, 9 and 12

31.6 Design and Construction of a Pilot Plant for the Production of Sustainable Aviation Fuel (SAF) via Alcohol to Jet (ATJ) Pathway

Provide supporting context

Research Centre:

Bio-Industrial Process Research Centre (BPRC)

Project Description:

This project focuses on designing and constructing a pilot plant to produce sustainable aviation fuel (SAF) via the Alcohol-to-Jet (ATJ) pathway. The initiative aims to demonstrate the technical and economic feasibility of converting renewable alcohol feedstocks into high-quality, low-carbon jet fuel.

Applied SDG:

This project directly contributes to reducing the aviation sector's carbon footprint (SDG 13), while driving technological advancements and scalable innovations in the fuel production industry (SDG 9).

Focused SDG:

SDG 13 and 9

31.7 Process optimization for recycled bioplastics derived greenhouse containers

Provide supporting context

Research Centre:

Bio-Industrial Process Research Centre (BPRC)

Project Description:

This project focuses on optimizing the production process for recycled bioplastics derived from biomass to manufacture sustainable greenhouse containers. The initiative aims to refine conversion techniques to transform biomass waste into high-quality recycled bioplastics, which are then used to produce durable and eco-friendly containers for greenhouse applications.

Applied SDG:

This project promotes responsible consumption and production (SDG 12) through waste reduction and resource recovery. It drives industrial innovation (SDG 9) by optimizing production processes to develop sustainable bioproducts, and contributes to climate action (SDG 13) by lowering greenhouse gas emissions and reducing dependency on non-renewable materials.

Focused SDG:

SDG 12, 9 and 13

31.8 NSERC Synergy - Accelerating Sustainable Material Technologies from Pilot Plant to Commercialization

Provide supporting context

Research Centre:

Bio-Industrial Process Research Centre (BPRC)

Project Description:

This project accelerates sustainable material technologies from the pilot plant stage to full-scale commercialization, focusing on converting biomass into high-quality bioproducts.

Applied SDG:

The project advances sustainable development by converting biomass waste into renewable materials, supporting responsible consumption and production (SDG 12). It drives industrial innovation and infrastructure (SDG 9) by scaling cutting-edge technologies from pilot to market.

Focused SDG:

SDG 12 and 9

31.9 Optimization of Conversion of Food Waste into Biodegradable and Compostable Grade Plastic Resin Material Process for Large Scale Production

Provide supporting context

Research Centre:

Bio-Industrial Process Research Centre (BPRC)

Project Description:

This project focuses on optimizing the conversion process of food waste into biodegradable and compostable-grade plastic resin material for large-scale production. By enhancing bioconversion technologies, refining process parameters, and innovating material formulations, the initiative aims to transform organic waste into high-quality, eco-friendly plastic resins.

Applied SDG:

This project supports responsible consumption and production (SDG 12) by reducing waste and enabling resource recovery. It drives industrial innovation (SDG 9) through the development of advanced, scalable bioprocesses.

Focused SDG:

SDG 12 and 9

31.10 Formulation and Optimization of a Ginseng Infused Probiotic Yogurt and Kombucha

Provide supporting context

Research Centre:

Bio-Industrial Process Research Centre (BPRC)

Project Description:

This project focuses on the formulation and optimization of a ginseng-infused probiotic yogurt and kombucha. By combining the traditional medicinal benefits of ginseng with the health-promoting properties of probiotic foods, the initiative aims to develop innovative natural health products with enhanced nutritional value and therapeutic potential.

Applied SDG:

By developing functional foods that promote well-being and offer natural health benefits, this project contributes to improved public health (SDG 3). It supports responsible consumption and production (SDG 12) through the use of sustainable, natural ingredients and practices, while fostering innovation in food biotechnology and production methods (SDG 9).

Focused SDG:

SDG 3, 12 and 9

31.11 Conversion of Waste to Sustainable Aviation Fuel (SAF) and Other Fuels via Optimum Catalyst Formulation and Production

Provide supporting context

Research Centre:

Bio-Industrial Process Research Centre (BPRC)

Project Description:

This project focuses on converting waste into sustainable aviation fuel (SAF) and other renewable fuels by developing and optimizing catalyst formulations.

Applied SDG:

By transforming waste into renewable fuels, the project directly contributes to mitigating climate change (SDG 13) through reduced greenhouse gas emissions. It drives industrial innovation (SDG 9) by advancing catalyst technology and sustainable fuel production processes, and it promotes responsible resource use and waste management (SDG 12) by converting waste into eco-friendly energy sources.

Focused SDG:

SDG 13, 9 and 12

31.12 Biochar Based Microbial Inoculants for Turfgrass

Provide supporting context

Research Centre:

Bio-Industrial Process Research Centre (BPRC)

Project Description:

This project develops biochar-based microbial inoculants for turfgrass by converting waste biomass into a sustainable soil amendment.

Applied SDG:

By converting waste biomass into an innovative biochar product, this project supports responsible production (SDG 12)

Focused SDG:

SDG 12

31.13 Optimization of PHA Production and Evaluation of Waste Cooking Oil as an Alternative Feedstock

Provide supporting context

Research Centre:

Bio-Industrial Process Research Centre (BPRC)

Project Description:

This project focuses on optimizing the production of polyhydroxyalkanoates (PHAs) by evaluating waste cooking oil as a sustainable alternative feedstock.

Applied SDG:

By transforming waste cooking oil into biodegradable PHAs, this project supports responsible resource management and circular economy principles (SDG 12). It also advances industrial innovation (SDG 9) through the development of sustainable bioprocessing technologies.

Focused SDG:

SDG 12 and 9

31.14 Determination of Pea Processing Co-Products as a Feedstock for Conversion to Prebiotic Ingredients

Provide supporting context

Research Centre:

Bio-Industrial Process Research Centre (BPRC)

Project Description:

This project evaluates pea processing co-products as a sustainable feedstock for producing prebiotic ingredients.

Applied SDG:

By valorizing pea processing co-products, this project fosters responsible consumption and production (SDG 12) through waste reduction and resource recovery. It contributes to improved health and well-being (SDG 3) by enabling the development of functional prebiotic ingredients that support gut health.

Focused SDG:

SDG 12 and 3

31.15 Optimization and Scale Up of Origin Materials' Process to Produce Terephthalic acid, 2,5-Furandicarboxylic Acid and Hydrothermal Carbon

Provide supporting context

Research Centre:

Bio-Industrial Process Research Centre (BPRC)

Project Description:

This project focuses on optimizing and scaling up a biomass conversion process to produce high-value bioproducts, including terephthalic acid, 2,5-furandicarboxylic acid, and hydrothermal carbon.

Applied SDG:

By converting biomass into essential chemicals and carbon-based materials, this project directly supports responsible consumption and production (SDG 12) through waste valorization and sustainable resource utilization. It advances industrial innovation and infrastructure (SDG 9) by scaling up novel conversion technologies.

Focused SDG:

SDG 12 and 9

31.16 Development of a Novel Manufacturing Process and Pilot Plant for Sustainable Transformation of Waste Vegetable Oils into Value- Added Products

Provide supporting context

Research Centre:

Bio-Industrial Process Research Centre (BPRC)

Project Description:

This project aims to develop a novel manufacturing process and construct a pilot plant for the sustainable transformation of waste vegetable oils into high-value products.

Applied SDG:

By converting waste vegetable oils into value-added bioproducts, this project directly advances responsible consumption and production (SDG 12) through waste valorization and circular economy principles. It also promotes industrial innovation (SDG 9) by developing and scaling novel manufacturing technologies.

Focused SDG:

SDG 12 and 9

31.17 Renewable Energy Management

Provide supporting context

Greenhouse Gas Emissions (GHGs)

Lambton College's Facilities Management Department reports on two different reports relating to GHG emissions:

ECDM (Energy Conservation and Demand Management) Plan completed every five years and posted on the Lambton College website under "Reports" (<https://www.lambtoncollege.ca/about-lambton-college/reports---plans/reports>).

a. Latest plan spans from 2024-2028

- b. Complies with the new Ontario Regulation 25/23 (O.Reg. 25/23): Broader Public Sector: Energy Reporting and Conservation and Demand Management Plans under the Government of Ontario's Electricity Act, 1998.
- c. Follows Lambton College's GHG RRAP (Greenhouse Gas Reduction Roadmap & Action Plan), otherwise know as the College's Roadmap to Net-Zero Carbon which goes from year 2011 to year 2050.
- d. Goal is a 25% reduction in GHG emissions by end of 2028 relative to 2011 baseline year.

GHG RRAP (Greenhouse Gas Reduction Roadmap & Action Plan) / Roadmap to Net-Zero Carbon

a. Two GHG Reduction Goals:

- i. 37% reduction in GHG emissions by year 2030 relative to 2011 baseline year of 7,669 tCO₂e/yr (4,832 tons of carbon dioxide equivalent per year (tCO₂e/yr)) and
- ii. 100% reduction in GHG emissions by year 2050 relative to 2011 baseline year (0 tons of carbon dioxide equivalent per year (tCO₂e/yr))

Water

Water conservation not only saves the College on consumption but also saves on utility cost\$. Several operational changes have been and continue to be made in, but are not limited, to:

- ☞ Purchasing low faucet aerators
- ☞ Occupancy sensors installed on taps to prevent faucets running 24/7
- ☞ Tankless hot water heaters with only on-demand heating
- ☞ Devices used to monitor water consumption and leaks in facilities equipment (* still being reviewed)
- ☞ Reducing intake water meter pipe sizes to lower volume
- ☞ Install of Belimo valves to only fill water tanks when on demand
- ☞ Closing manual water valves to reduce constant water flows in times of building vacancies
- ☞ Recycling and reusing water where appropriate (*still being reviewed)

Buildings/ real estate

- ☞ Monitoring and managing the College's facilities owned assets
- ☞ Undertaking facilities condition assessment portfolio reviews by a third-party agency on an annual basis
- ☞ Use of Ontario College-Wide asset management software to monitor and manage the building and property assets

☞ Using deferred maintenance projects to embed energy & sustainability that will lower energy and other utility consumptions and costs.

Local staff/ student/ faculty transportation

☞ Working with various departments across Lambton College to gather information on staff/ student/ faculty commuting to and from Lambton College. This impacts Lambton College's Scope 3 GHG emissions (Transportation).

☞ Years 2011 to 2017 have already been completed.

☞ Data is inputted into Lambton College's GHG RRAP.

Travel

☞ Working with various departments across Lambton College to gather information on staff/ student/ faculty travel to and from Lambton College. This impacts Lambton College's Scope 3 GHG emissions (Transportation).

☞ Years 2011 to 2017 have already been completed.

☞ Data is inputted into Lambton College's GHG RRAP.

Employee equity, diversity, inclusion (EDI)

☞ Participation on Lambton College's Sustainability Committee (LSC).

☞ All feedback received from committee members is embedded in the College's Sustainability-led initiatives such as the annual UN's 17 SDGs Reporting and UN's UN PRME Signatory level of commitment through the School of Business.

☞ All employees are welcome to plan and participate in Lambton College's Sustainability Week / Month in March every year.

Student equity, diversity, inclusion

☞ Lambton College Sustainability Club (LCSC) is a student-led and student-driven organization administered by SAC (Student Administrative Council).

☞ The club seeks advisory support from faculty and support staff.

☞ The club's mission, vision and values align with Lambton College's and connects with the 5-year Strategic Plans.

🗨️ All students are welcome to plan and participate in Lambton College's Sustainability Week / Month in March every year.

Other – Waste & Recycling

Lambton College's Facilities Management Department reports on two different reports relating to Waste & Recycling:

WA & WRWP (Waste Audit Report & Waste Reduction Work Plan) completed every year and posted on the Lambton College website under "Reports" (Error - Page not Found)

- a. Latest report is version 2023-2024
- b. Complies with Ontario Regulation 102/94 (O. Reg. 102/94): Waste Audits and Waste Reduction Work Plans under the Canadian Environmental Protection Act (EPA), 1999.
- c. A Waste Diversion Goal of 65% during reporting year 2029-2030 has been created.

PPP (Paper and Paper Packing) Reporting completed every year

- a. Latest report is 2023.
- b. Complies with the Blue Box Program Reporting Program regulated by the Resource Productivity & Recovery Authority (RPRA). This is where Lambton College is responsible for reporting on paper & paper packaging (PPP) annually since it is a producer for these products. Examples include, but not limited to, Lambton College marketing books and brochures.

Other - Sustainability Policy 4000-5-6

Please see attached Lambton College's Sustainability Policy 4000-5-6 with its last revision made on January 21, 2021. This policy expresses the College's definition and level of commitment towards sustainability.

31.18 User Stickiness Improvements in Product-Led Growth through Recommender Systems

Provide supporting context

Research Centre:

Digital Transformation Lab (DTL)

Project Description:

Link2Feed is enhancing its platform with recommender systems to improve user engagement and retention, helping service providers better connect individuals with essential resources. This data-driven approach personalizes user experiences to increase the efficiency and impact of support services.

Applied SDG:

The project supports the fight against poverty and hunger by streamlining access to food and social services (SDGs 1 & 2), while also promoting improved health and well-being through timely and targeted interventions (SDG 3).

Focused SDG:

SDG 1, 2 and 4

31.19 Development of State of the Art Web Application to Enhance Energy Management Capabilities for Sustainable Consumer Patters

Provide supporting context

Research Centre:

Digital Transformation Lab (DTL)

Project Description:

Vermillion Power Technologies is developing a state-of-the-art web application to enhance energy management for consumers, providing real-time insights and tools to optimize energy usage. The platform empowers users to make informed decisions that support sustainable consumption patterns.

Applied SDG:

This project advances affordable and clean energy access (SDG 7) by promoting energy efficiency and user awareness, while also contributing to climate action (SDG 13) through reduced energy waste and lower carbon emissions.

Focused SDG:

SDG 7 and 13

31.20 Development of an Innovative and Modernized Heat Loss Calculator for Enhanced Energy Efficiency

Provide supporting context

Research Centre:

Digital Transformation Lab (DTL)

Project Description:

IMAP Audits is developing an innovative, modernized heat loss calculator to help users accurately assess energy inefficiencies in buildings. The tool will support better decision-making in retrofitting and energy conservation efforts.

Applied SDG:

By enabling more precise energy assessments, the project promotes improved energy efficiency and supports the transition to affordable, reliable, and clean energy systems in line with SDG 7.

Focused SDG:

SDG 7

31.21 Revolutionizing Patient Care with an Artificial Intelligence (AI) - Powered Mobile Application Integrated into Personal Robotic Assistants

Provide supporting context

Research Centre:

Digital Transformation Lab (DTL)

Project Description:

Gokaddal Technologies is developing an AI-powered mobile application integrated with personal robotic assistants to transform patient care delivery. The solution aims to provide real-time health monitoring, personalized support, and improved accessibility to medical services.

Applied SDG:

This innovation directly supports SDG 3 by enhancing health outcomes, reducing care gaps, and promoting well-being through intelligent, technology-driven healthcare solutions.

Focused SDG:

SDG 3

31.22 School Climate Survey Result School-Level Reports

Provide supporting context

Research Centre:

Digital Transformation Lab (DTL)

Project Description:

The Lambton Kent District School Board is developing school-level reports based on climate survey results to better understand student experiences, promote inclusive learning environments, and support sustainability education. These reports help inform school policies and initiatives.

Applied SDG:

The project supports SDG 4 by fostering quality education and inclusive school environments, and contributes to SDG 13 by integrating climate awareness and sustainability into educational planning and student engagement.

Focused SDG:

SDG 5

31.23 Enhancing Efficiency of Anaerobic Digestion by Using Machine Learning and Sentry Sensor Data

Provide supporting context

Research Centre:

Digital Transformation Lab (DTL)

Project Description:

Sentry Water Monitoring and Control Inc is leveraging machine learning and real-time sensor data to optimize the efficiency of anaerobic digestion processes in wastewater treatment. This innovation enables more accurate monitoring and control of water quality parameters.

Applied SDG:

The project supports SDG 6 by improving wastewater treatment efficiency, promoting sustainable water management, and ensuring cleaner water systems through advanced, data-driven solutions.

Focused SDG:

SDG 6

31.24 Extrusion trials and process optimization of reinforced bioplastics with enhanced mechanical and barrier properties

Provide supporting context

Research Centre:

Lambton Manufacturing Innovation Centre (LMIC)

Project Description:

This project focuses on developing and refining bioplastics—sustainable alternatives to traditional plastics—by enhancing their mechanical strength and barrier properties.

Applied SDG:

This project drives industrial innovation by advancing reinforced bioplastics through optimized extrusion processes (SDG 9), while promoting responsible consumption and production by reducing reliance on fossil-fuel-based plastics (SDG 12). In doing so, it also contributes to climate action (SDG 13) by lowering greenhouse gas emissions, supporting a more sustainable and eco-friendly manufacturing landscape.

Focused SDG:

SDG 12, 13, and 9

31.25 Food Waste-Derived Polyhydroxyalkanoates (PHAs) as Premium Solutions for Biodegradable High-End Applications

Provide supporting context

Research Centre:

Lambton Manufacturing Innovation Centre (LMIC)

Project Description:

This project focuses on transforming food waste into high-quality Polyhydroxyalkanoates (PHAs), a family of biodegradable polymers, for premium applications.

Applied SDG:

By converting food waste into biodegradable PHAs, this project advances responsible consumption and production (SDG 12), as it diverts waste from landfills and replaces conventional plastics with an eco-friendly alternative. Additionally, the initiative contributes to

climate action (SDG 13) by reducing greenhouse gas emissions linked to both landfill decomposition and fossil-based plastic production. Lastly, it supports innovation (SDG 9) through the development of new bioprocessing technologies and the creation of advanced, sustainable materials that can compete with traditional plastics in high-end applications.

Focused SDG:

SDG 12, 13, and 9

31.26 Design and development of an AI-assisted robotic system for precision hydroponic ginseng cultivation enhancing efficiency and sustainability in agriculture - Phase #1

Provide supporting context

Research Centre:

Lambton Manufacturing Innovation Centre (LMIC)

Project Description:

Design and development of an AI-assisted robotic system for precision hydroponic ginseng cultivation: enhancing efficiency and sustainability in agriculture-Phase #1

Applied SDG:

Through precision resource management, the project bolsters food security and sustainable agriculture (SDG 2), while also promoting industrial innovation by integrating AI and robotics into traditional farming methods (SDG 9). By reducing resource consumption and environmental strain, it contributes to global climate action efforts (SDG 13).

Focused SDG:

SDG 2, 9, and 13

31.27 Formulating Water-Soluble Bio-based Body Wipes for Eco-conscious Hygiene

Provide supporting context

Research Centre:

Lambton Manufacturing Innovation Centre (LMIC)

Project Description:

This initiative aims to develop water-soluble, bio-based body wipes that break down quickly and safely in aquatic environments. By replacing conventional plastic-based wipes, the project seeks to reduce plastic pollution and microplastic contamination, promoting more eco-friendly personal hygiene practices.

Applied SDG:

By preventing plastic waste from entering waterways and oceans, the project strongly supports the conservation of marine life (SDG 14). Additionally, the use of biodegradable materials fosters responsible consumption and production (SDG 12), reducing overall waste and resource depletion. Finally, producing and disposing of fewer plastic products contributes to lower greenhouse gas emissions, indirectly supporting global climate action goals (SDG 13).

Focused SDG:

SDG 14, 12, 13

31.28 Design and development of a plastic shredder machine-Phase #2

Provide supporting context

Research Centre:

Lambton Manufacturing Innovation Centre (LMIC)

Project Description:

This project focuses on design and development of a plastic shredder machine, building on earlier work to streamline the recycling process.

Applied SDG:

By preventing plastics from ending up in landfills or incinerators, the project directly contributes to climate action (SDG 13) through reduced greenhouse gas emissions. It also supports responsible consumption and production (SDG 12) by facilitating more effective recycling and reuse of plastic materials.

Focused SDG:

SDG 13 and 12

31.29 Surface engineering of bioplastics and developing new bioplastic composite formulations

Provide supporting context

Research Centre:

Lambton Manufacturing Innovation Centre (LMIC)

Project Description:

This project focuses on the advanced surface engineering of bioplastics and the development of novel bioplastic composite formulations.

Applied SDG:

By creating high-performance, sustainable bioplastic composites, the project supports climate action (SDG 13) through the reduction of greenhouse gas emissions and reliance on fossil-based materials. It also fosters responsible consumption and production (SDG 12) by encouraging waste reduction and resource efficiency.

Focused SDG:

SDG 13 and 12

31.30 Designing a Novel Plastic Feeding System for Eco-Friendly Pavement (Phase 1)

Provide supporting context

Research Centre:

Lambton Manufacturing Innovation Centre (LMIC)

Project Description:

This project aims to design a novel plastic feeding system to create eco-friendly pavement materials.

Applied SDG:

By repurposing plastic waste, the project advances responsible consumption and production (SDG 12), helping to minimize landfill use and resource depletion. It also supports climate action (SDG 13) by potentially reducing the carbon footprint associated with traditional pavement materials.

Focused SDG:

SDG 12 and 13

31.31 Advancing Healthier Communities through Transformative Social Prescribing Models for Inclusive Health and Wellness Benefit

Provide supporting context

Research Centre:

Centre for Community Health & Social Impact (CCHSI)

Project Description:

This project explores the implementation of social prescribing—a proactive, community-focused approach that connects primary healthcare to non-medical supports and services. By addressing social determinants of health such as isolation and limited access to care, social prescribing aims to empower individuals to take greater control of their well-being. In collaboration with two Ontario Health Teams in rural southwestern Ontario, the initiative integrates digital tools and community partnerships to streamline referrals, expand access points, and ease the burden on an overstretched healthcare system. Lambton College leads the evaluation, seeking to measure the impact on health outcomes, inform future practices, and establish a scalable model that can be adopted across diverse urban and rural settings.

Applied SDG:

This project advances SDG 3 by promoting equitable access to holistic care that addresses both medical and social needs, improving overall health outcomes. It also contributes to SDG 10 by targeting rural and underserved populations, mitigating disparities in healthcare access.

Focused SDG:

SDG 3 and 10

31.32 Strong Allies, Stronger Communities: Engaging Men and Young Men in Allyship to End Gender-Based Violence (GBV)

Provide supporting context

Research Centre:

Centre for Community Health & Social Impact (CCHSI)

Project Description:

This collaborative project brings together the Sexual Assault Survivors' Centre of Sarnia-Lambton (SASCSL), Lambton College, and the Blue Water Association for Safety, Environment, and Sustainability (BASES) to develop an evidence-based GBV allyship program. Focused on engaging men in allyship, the initiative aims to build a safer community by educating male-

identified volunteers on gender-based violence prevention, promoting healthy relationships, and addressing systemic social inequalities. Through the formation of the Male Ally Coalition (MAC), the project will develop an adaptable model for GBV prevention that can be implemented across various settings, contributing vital insights to the National Action Plan to End Gender-Based Violence and addressing the urgent challenges of intimate partner violence and sexual violence in the Sarnia-Lambton region.

Applied SDG:

By fostering male allyship to combat gender-based violence, this project directly advances SDG 5 by challenging gender disparities and promoting safe, respectful relationships. It also supports SDG 10 by addressing the disproportionate impact of violence on women and marginalized communities, and SDG 16 through the development of community-based interventions that enhance safety, accountability, and social cohesion.

Focused SDG:

SDG 5, 10 and 16

31.33 Design and Development of Immersive 3D game for Aamjiwnaang First Nation to Educate the of Youth of their History, Culture and Community

Provide supporting context

Research Centre:

Centre for Community Health & Social Impact (CCHSI)

Project Description:

This project seeks to preserve and revitalize the cultural heritage of the Aamjiwnaang First Nation through the innovative use of digital technology. In response to the urgent challenge of cultural loss—as indigenous elders, who are the custodians of community knowledge, age and pass away—Lambton College's Research & Innovation department is partnering with Aamjiwnaang First Nation to design and develop an interactive 3D game. The game will feature community-verified historical, cultural, and language content delivered through engaging gameplay, educational modules, and simulation elements. This digital platform is designed to empower indigenous youth by providing them with a dynamic tool to learn about and connect with their heritage, while also offering a replicable model for other First Nations communities and serving as an educational resource for non-Indigenous audiences in support of Truth and Reconciliation initiatives.

Applied SDG:

By leveraging digital innovation to preserve indigenous knowledge and cultural practices, this project makes a significant contribution to inclusive education (SDG 4) and the reduction of inequalities (SDG 10) by empowering marginalized communities. It also fosters peaceful and inclusive societies (SDG 16) by promoting cultural understanding and strengthening community identity, while building multi-stakeholder partnerships that support long-term social and cultural sustainability.

Focused SDG:

SDG 4, 10 and 16

31.34 Empowering Minds: STEM Education for the Next Generation of Innovators in Sustainability

Provide supporting context

Research Centre:

Centre for Community Health & Social Impact (CCHSI)

Project Description:

The adoption of eMobility in Ontario depends on widespread community awareness and engagement, alongside a knowledgeable workforce well-versed in EV/eMobility principles. To support this, Lambton College proposes a project to develop, promote, and deliver free, competency-focused training. This initiative aims to engage the public and youth in electronic vehicle and mobility-related topics while providing educators with resources for hands-on learning. Leveraging the college's focus on technology and innovation, the project will create accessible resources for young learners, educators, and the public across Ontario, fostering broad awareness of electrification and developing a knowledgeable future workforce. The primary objective is to demystify and normalize EV and mobility concepts through accessible learning materials and targeted outreach to underserved populations. The project plans to engage educators, non-profits, social support networks, and Indigenous groups to identify engagement strategies and subjects of interest; coordinate interactive workshops for youth, focusing on underserved communities with a goal of engaging at least 450 youth; promote 60 free eBits tailored to grades 5-9 and 10-12, including manuals on electrified mobility and STEM to equip learners with essential skills; build partnerships with external agencies to address gaps, support co-promotion, and pilot the training with new demographics; and achieve 100 eBit registrations from youth, focusing on grades 5-9 and 10-12. Overall, the project aims to engage youth in EV and mobility concepts, motivate them to explore careers in eMobility, and provide resources to both formal and informal educators.

Applied SDG:

This project significantly enhances quality education (SDG 4) by providing accessible, hands-on learning experiences that equip young learners and educators with essential STEM and EV skills. It fosters industry innovation and infrastructure (SDG 9) by cultivating a future workforce proficient in emerging eMobility technologies.

Focused SDG:

SDG 4 and 9

31.35 Assessment of a Cannabis-based Treatment Approach to Mitigate the Risk of Social Isolation in Dementia Populations in Long-term Care

Provide supporting context

Research Centre:

Centre for Community Health & Social Impact (CCHSI)

Project Description:

The Coronavirus pandemic has presented many health and social challenges; but perhaps no group has felt the impact more significantly than our country's nearly 200,000 long term care residents. Long-term care residents are among the most vulnerable to the virus and individuals living with dementia, which make up more than 64% of Ontario's long-term care residents², and have been especially impacted, as significant and prolonged changes to their routines can impact their responsive behaviours and exacerbate symptoms. The data on cannabinoid medicine and its impact on patients with dementia is limited. However, emerging research and clinical data suggest that cannabinoid therapy (medicinal cannabis) could play a crucial role in improving behavioural and psychological symptoms of dementia and decrease social isolation, improve quality of life and reduce caregiver distress. Through this proposed applied research project, Lambton College with Principal Investigator., Dr. Mikelle Bryson-Campbell PhD, in collaboration with Dr. Blake Pearson, and Steeves & Rozema Nursing Homes, will assess the impact of cannabinoid therapy on social engagement, quality of life and well-being amongst individuals living with dementia in long-term care. A secondary aim is to explore the impact of cannabinoid therapy on caregiver burden (staff and family). The proposed project has the potential to create several long-term, real-world benefits at every level, including: more open dialogue between residents, families and physicians about individualized dementia treatments to improve quality of life, policy change, increased staff knowledge, increased awareness and

reduced stigma, decreased side-effects associated with managing dementia-related symptoms, improved well-being and quality of life amongst individuals with dementia, and reduced caregiver burnout.

Applied SDG:

By addressing the complex health challenges faced by long-term care residents and their caregivers, this project contributes significantly to (SDG 3) through improved treatment outcomes and enhanced quality of life. It also supports (SDG 10) by focusing on a marginalized group that has been disproportionately affected by both the pandemic and the ongoing challenges of dementia care. Moreover, the project exemplifies (SDG 17) through its collaborative approach, uniting academic, clinical, and community stakeholders to drive systemic change in dementia treatment and care.

Focused SDG:

SDG 3, 10 and 17

31.36 Generation at Risk: Indicators for Youth Mental Health and Well-being

Provide supporting context

Research Centre:

Centre for Community Health & Social Impact (CCHSI)

Project Description:

The primary objective of this project is to establish baseline indicators of child and youth well-being in Sarnia-Lambton through a data-driven, evidence-based framework. The project will concentrate on key social determinants of health, including mental health, physical health, socioeconomic metrics, and education to identify quantifiable indicators that reflect the current state of youth well-being in the region. By developing a comprehensive, interactive dashboard, this initiative will enable social service organizations to regularly contribute relevant datasets, fostering a collaborative approach to data aggregation across Sarnia-Lambton. This centralized platform spanning health, social, and educational service providers, as well as policymakers will equip decision-makers with the critical data necessary to inform resource allocation, program development, and policy while acting as a core evaluation tool for assessing the outcomes of new initiatives, pilot projects, and the impacts of social disruptions.

Additionally, this project aims to foster cross-sector collaboration by aligning services and resources among social service providers, public health agencies, and educational institutions. It prioritizes equity and inclusion by identifying systemic barriers faced by underserved

populations, such as Indigenous communities, Francophones, and newcomers, ensuring their needs are addressed while incorporating the valuable and impactful youth voices through direct engagement¹²⁻¹⁴. The project will actively engage groups throughout the Sarnia-Lambton region through advanced knowledge mobilization efforts, fostering greater mental health literacy and delivering actionable insights that drive impactful and lasting change.

Long-term, this initiative aims to establish a regional interagency leadership committee focused on reducing child and youth health disparities through a localized, collaborative approach. This committee would identify evidence-based tailored actions to the unique demographics and geographic needs of the region, prioritizing equitable health outcomes. It will achieve this by identifying local disparities, sharing best practices among municipalities, and implementing a unified strategy for data collection and reporting. These efforts will enhance the region's capacity for data-driven decision-making.

Moreover, the initiative aims to serve as a scalable model for other regions across Ontario. The baseline indicators and digital dashboard developed as part of this project will provide a replicable framework, helping other communities better understand and address the health and well-being of youth populations.

Applied SDG:

The project significantly enhances overall well-being (SDG 3) by providing a robust evidence-based tool to monitor and improve the health and social conditions of children and youth. By identifying and addressing systemic disparities—particularly among underserved populations such as Indigenous communities, Francophones, and newcomers—it contributes to reducing inequalities (SDG 10). Additionally, the initiative fosters strong cross-sector partnerships and collaborative leadership (SDG 17), ensuring that data-driven insights lead to meaningful and sustainable community outcomes.

Focused SDG:

SDG 3, 10 and 17

31.37 Breaking Barriers: Empowering International Students' Mental Health in Post-Secondary Education

Provide supporting context

Research Centre:

Centre for Community Health & Social Impact (CCHSI)

Project Description:

The Breaking Barriers research project aimed to identify and address the barriers international students face when accessing mental health support at Lambton College. Recognizing that international students represent nearly half of the student population but a small percentage of those using mental health services, the study explored students' ability to identify emotional problems, their likelihood of seeking support, and the reasons for not accessing help. The project used a mixed-methods approach, including personal interviews, focus groups, and an anonymous online survey. Key findings revealed that students face significant barriers related to accessibility and stigma, including not knowing where to find support, financial concerns (despite services being free), and cultural norms discouraging help-seeking. The project's goal is to reduce these barriers through targeted interventions, including increasing awareness of available supports, providing culturally sensitive peer support, and integrating mental health and career counselling to better meet the needs of international students.

Applied SDG:

By addressing the mental health needs of international students, the project enhances overall well-being (SDG 3) through the provision of accessible and culturally sensitive support services. It promotes reduced inequalities (SDG 10) by targeting the specific challenges faced by a marginalized group, and it supports quality education (SDG 4) by ensuring that all students can thrive academically and personally through improved mental health support.

Focused SDG:

SDG 3, 10 and 4

31.38 Exploring Employer Perceptions of Hiring International Students A Survey-Based Analysis.

Provide supporting context**Research Centre:**

Centre for Community Health & Social Impact (CCHSI)

Project Description:

The Exploring Employer Perceptions of Hiring International Students research project aimed to identify barriers and opportunities related to hiring international students in Sarnia Lambton. Despite a strong local job market, international students reported high levels of underemployment and difficulty securing work. The project surveyed 101 local employers to understand their perspectives on recruiting, selecting, onboarding, and retaining international students. Key barriers identified included language skills, lack of soft skills, and uncertainty

about work permits. The study's goal was to uncover actionable solutions to improve employment outcomes for international students and address local workforce needs, fostering better integration and long-term retention.

Applied SDG:

This project supports (SDG 8) by addressing employment barriers and fostering an inclusive labor market for international students. It also advances (SDG 10) by identifying and mitigating systemic obstacles that hinder the full participation of a marginalized group in the workforce.

Focused SDG:

SDG 8 and 10

31.39 Driving Innovations and Breaking Barriers: Civic Lab 2023/24

Provide supporting context

Research Centre:

Centre for Community Health & Social Impact (CCHSI)

Project Description:

The Reducing Barriers and Driving Innovation research project focused on identifying and addressing systemic obstacles faced by entrepreneurs and small businesses in accessing resources and driving innovation. The project aimed to create a more supportive business environment by improving access to funding, reducing regulatory complexities, and fostering stronger connections between business owners and support systems. The research gathered insights from stakeholders to pinpoint challenges and develop targeted, action-based solutions that promote business growth and innovation. Key goals included enhancing the efficiency of business support services, encouraging collaboration between public and private sectors, and creating a more inclusive and innovative business landscape.

Applied SDG:

By streamlining resource access and reducing regulatory burdens, this project boosts economic growth and job creation (SDG 8) while fostering innovation and improving industrial infrastructure (SDG 9).

Focused SDG:

SDG 8 and 9

31.40 Civic Lab to Centre for Community, Health and Social Impact

Provide supporting context

Research Centre:

Centre for Community Health & Social Impact (CCHSI)

Project Description:

The Reducing Barriers and Driving Innovation research project focused on identifying and addressing systemic obstacles faced by entrepreneurs and small businesses in accessing resources and driving innovation. The project aimed to create a more supportive business environment by improving access to funding, reducing regulatory complexities, and fostering stronger connections between business owners and support systems. The research gathered insights from stakeholders to pinpoint challenges and develop targeted, action-based solutions that promote business growth and innovation. Key goals included enhancing the efficiency of business support services, encouraging collaboration between public and private sectors, and creating a more inclusive and innovative business landscape.

Applied SDG:

By streamlining resource access and reducing regulatory burdens, this project boosts economic growth and job creation (SDG 8) while fostering innovation and improving industrial infrastructure (SDG 9).

Focused SDG:

SDG 8 and 9

31.41 Civic Lab to Centre for Community, Health and Social Impact

Provide supporting context

Research Centre:

Centre for Community Health & Social Impact (CCHSI)

Project Description:

CIVIC Lab, launched by Lambton College in 2021, is an innovative platform dedicated to tackling pressing community issues through collaborative, interdisciplinary problem-solving. The initiative brings together students, faculty, and community organizations to co-design practical, evidence-based solutions that address social, environmental, and economic challenges while promoting equity and sustainability. Focused on the Sarnia-Lambton region

and extending across Southwestern Ontario, CIVIC Lab engages underrepresented groups, including Indigenous communities, in its projects, helping to break down barriers to economic opportunities and fostering inclusive development.

A core component of the initiative is its commitment to student experiential learning, offering paid opportunities that enhance skills such as critical thinking, problem-solving, and civic engagement. This collaboration between local organizations, governmental bodies, and academic institutions facilitates the development of sustainable economic models, environmental strategies, and social innovations. The lab also seeks to bridge gaps in innovation and research capacity by addressing the lack of institutionalized support for community-driven projects, particularly in the social sciences, humanities, and arts sectors. By promoting cross-sector partnerships, the CIVIC Lab strengthens the interconnectivity of regional communities, empowers diverse voices, and fosters systemic change to build a more resilient and equitable economy.

Applied SDG:

CIVIC Lab advances sustainable community development by promoting inclusive, collaborative problem-solving that addresses social and economic disparities while strengthening local capacity for innovation. Its commitment to experiential education (SDG 4) and reducing inequalities (SDG 10) is enhanced through active engagement with diverse community stakeholders. Moreover, by fostering cross-sector partnerships, the lab supports a unified approach to systemic change (SDG 17), contributing to a more connected and resilient community.

Focused SDG:

SDG 10, 17, and 4

31.42 Innovative Pilot-Scale Development of Vacuum-Assisted Anaerobic Biosolids Treatment

Provide supporting context

Research Centre:

Lambton Water Centre (LWC)

Project Description:

This pilot-scale project is designed to validate a novel anaerobic treatment system for biosolids. The initiative aims to assess the system's overall performance, operational reliability, and cost-effectiveness under a range of conditions. This project emphasizes improving wastewater treatment practices by enhancing process efficiency and promoting sustainable resource recovery, all while ensuring compliance with environmental and safety standards.

Applied SDG:

The project advances environmental sustainability by improving wastewater treatment processes, which directly contributes to better water quality (SDG 6). Its innovative approach promotes industrial innovation and infrastructure development (SDG 9) while delivering significant energy savings and reducing emissions, thereby supporting global climate action (SDG 13).

Focused SDG:

SDG 6, 9 and 13

31.43 Development and Demonstration of a Biological Treatment System to Reduce Biological Oxygen Demands (BOD) and Total Suspended Solids (TSS) in Brewery Wastewater Discharge.

Provide supporting context

Research Centre:

Lambton Water Centre (LWC)

Project Description:

This project focuses on developing and demonstrating an innovative biological treatment system designed to reduce the high levels of Biological Oxygen Demand (BOD) and Total Suspended Solids (TSS) present in brewery wastewater discharge. Recognizing that brewery effluent can contain extremely high concentrations of organic waste, the pilot study—led by Bishop Water Technologies in collaboration with Lambton College and a local brewery in Southern Ontario—aims to create a cost-effective, low-energy, and compact treatment solution. The system integrates dewatering, pH adjustment, and fixed-film treatment processes, and its design is refined through regular analysis of wastewater samples to ensure optimal performance. Building on successful initial trials, the project promises to transform wastewater management practices for small to medium-sized breweries while contributing to municipal wastewater treatment efforts.

Applied SDG:

By significantly reducing organic load and improving wastewater quality, the project directly enhances water sanitation (SDG 6). Its innovative, low-energy approach promotes sustainable industrial practices (SDG 9) and helps mitigate environmental impacts.

Focused SDG:

SDG 6 and 9

31.44 Investigating the Use of Performic Acid (PFA) for Enhancing Water Quality in Wastewater Effluent and Combined Sewer Overflows (CSOs) through Innovative Disinfection Methods

Provide supporting context

Research Centre:

Lambton Water Centre (LWC)

Project Description:

This study will be carried out at multiple wastewater treatment plants across the U.S. and Canada. It focuses on meticulously examining microbial inactivation in secondary effluent and CSO wastewaters to develop robust dose-response models. These models will help shape regulatory standards and optimize operational protocols for disinfection, ensuring that chemical dosing is precisely managed to prevent both under-treatment (insufficient pathogen inactivation) and over-treatment (excessive chemical use and formation of disinfection by-products). The resulting improvements promise significant environmental and economic benefits by advancing efficient, sustainable wastewater treatment practices.

Applied SDG:

This project contributes directly to enhancing water quality and public health (SDG 6) by advancing innovative disinfection methods. Its focus on developing precise process controls and modeling supports industrial innovation (SDG 9), while the optimized chemical use and improved treatment efficiency also align with climate action objectives (SDG 13).

Focused SDG:

SDG 6, 9, 13

31.45 Enhancing Environmental Toxicology Methods: Optimizing Culturing Techniques and Testing

Provide supporting context

Research Centre:

Lambton Water Centre (LWC)

Project Description:

This project focuses on developing and optimizing hatchery culture methods to maximize the health and survivability of rainbow trout eggs and hatchlings. Rainbow trout eggs are collected and cultured using rigorously controlled techniques to monitor and maintain optimal water quality parameters—such as pH, alkalinity, temperature, conductivity, hardness, and dissolved oxygen—throughout the maturation cycle. Regular health checks and the selective removal of non-viable eggs ensure a contamination-free environment, while post-hatching procedures are refined to support the robust growth of hatchlings. The resulting standard operating procedures have significantly enhanced the overall yield and quality of hatchlings, which are subsequently raised for use in environmental toxicity testing.

Applied SDG:

By ensuring the availability of robust and reliable test organisms, the project enhances the accuracy of toxicity assessments, which in turn supports better environmental protection and regulatory decision-making. This contributes indirectly to safeguarding aquatic ecosystems (SDG 14) and public health (SDG 3) by providing a stronger scientific basis for evaluating chemical safety.

Focused SDG:

SDG 14 and 3

31.46 Protocols for Rainbow Trout, Earthworms, and Chlorella Algae

Provide supporting context

Research Centre:

Lambton Water Centre (LWC)

Project Description:

This project introduces the ZeeLung Membrane Aerated Biofilm Reactor (MABR) technology—a next-generation approach for municipal wastewater treatment. This innovative system utilizes gas-permeable media to deliver oxygen directly to a biofilm, thereby optimizing nutrient removal

and enhancing treatment capacity by up to 50% without the energy inefficiencies of conventional aeration. By integrating ZeeLung cassettes into existing activated sludge reactors, the technology not only increases treatment capacity but also improves process resilience under varying load conditions.

Applied SDG:

This project significantly contributes to environmental sustainability by improving wastewater treatment efficiency and water quality (SDG 6). Its innovative approach fosters industrial modernization and resilient infrastructure (SDG 9) while reducing energy consumption and greenhouse gas emissions, thereby supporting global climate action (SDG 13).

Focused SDG:

SDG 6, 9, 13

31.47 Investigating the Use of Performic Acid (PFA) for Enhancing Water Quality in Wastewater Effluent and Combined Sewer Overflows (CSOs) through Innovative Disinfection Methods

Provide supporting context

Research Centre:

Lambton Water Centre (LWC)

Project Description:

This study will be carried out at multiple wastewater treatment plants across the U.S. and Canada. It focuses on meticulously examining microbial inactivation in secondary effluent and CSO wastewaters to develop robust dose-response models. These models will help shape regulatory standards and optimize operational protocols for disinfection, ensuring that chemical dosing is precisely managed to prevent both under-treatment (insufficient pathogen inactivation) and over-treatment (excessive chemical use and formation of disinfection by-products). The resulting improvements promise significant environmental and economic benefits by advancing efficient, sustainable wastewater treatment practices.

Applied SDG:

This project contributes directly to enhancing water quality and public health (SDG 6) by advancing innovative disinfection methods. Its focus on developing precise process controls and modeling supports industrial innovation (SDG 9), while the optimized chemical use and improved treatment efficiency also align with climate action objectives (SDG 13).

Focused SDG:

SDG 6, 9 and 13

31.48 Enhancing Environmental Toxicology Methods: Optimizing Culturing Techniques and Testing

Provide supporting context

Research Centre:

Lambton Water Centre (LWC)

Project Description:

This project focuses on developing and optimizing hatchery culture methods to maximize the health and survivability of rainbow trout eggs and hatchlings. Rainbow trout eggs are collected and cultured using rigorously controlled techniques to monitor and maintain optimal water quality parameters—such as pH, alkalinity, temperature, conductivity, hardness, and dissolved oxygen—throughout the maturation cycle. Regular health checks and the selective removal of non-viable eggs ensure a contamination-free environment, while post-hatching procedures are refined to support the robust growth of hatchlings. The resulting standard operating procedures have significantly enhanced the overall yield and quality of hatchlings, which are subsequently raised for use in environmental toxicity testing.

Applied SDG:

By ensuring the availability of robust and reliable test organisms, the project enhances the accuracy of toxicity assessments, which in turn supports better environmental protection and regulatory decision-making. This contributes indirectly to safeguarding aquatic ecosystems (SDG 14) and public health (SDG 3) by providing a stronger scientific basis for evaluating chemical safety.

Focused SDG:

SDG 14 and 3

31.49 Protocols for Rainbow Trout, Earthworms, and Chlorella Algae

Provide supporting context

Research Centre:

Lambton Water Centre (LWC)

Project Description:

This project introduces the ZeeLung Membrane Aerated Biofilm Reactor (MABR) technology—a next-generation approach for municipal wastewater treatment. This innovative system utilizes gas-permeable media to deliver oxygen directly to a biofilm, thereby optimizing nutrient removal and enhancing treatment capacity by up to 50% without the energy inefficiencies of conventional aeration. By integrating ZeeLung cassettes into existing activated sludge reactors, the technology not only increases treatment capacity but also improves process resilience under varying load conditions.

Applied SDG:

This project significantly contributes to environmental sustainability by improving wastewater treatment efficiency and water quality (SDG 6). Its innovative approach fosters industrial modernization and resilient infrastructure (SDG 9) while reducing energy consumption and greenhouse gas emissions, thereby supporting global climate action (SDG 13).

Focused SDG:

SDG 6, 9 and 13

31.50 Development of a Physical-Twin and Digital-Twin Prototype for Sewer Treatment Strategies to Mitigate GHG emissions, odors, and corrosion in Municipal Sewer Infrastructure

Provide supporting context

Research Centre:

Lambton Water Centre (LWC)

Project Description:

This project aims to develop a physical twin and a digital twin for optimizing sewer treatment strategies in municipal infrastructure. The integrated system is designed to simulate and evaluate various operational scenarios to mitigate greenhouse gas emissions, control odor issues, and reduce corrosion within sewer networks.

Applied SDG:

By pioneering innovative approaches to optimize sewer treatment, this project contributes significantly to the development of resilient urban infrastructure (SDG 9) and supports sustainable cities (SDG 11) through enhanced management of municipal services. Moreover, by mitigating greenhouse gas emissions and reducing environmental pollutants, the initiative plays a key role in addressing climate change challenges (SDG 13).

Focused SDG:

SDG 9, 11 and 13

31.51 Design and Fabrication of a Laboratory-Scale Electrochemical Reactor to Assess the Performance of Electrochemical Oxidation for the Treatment of Paint Wastewater

Provide supporting context

Research Centre:

Lambton Water Centre (LWC)

Project Description:

This project involves the design and fabrication of a laboratory-scale electrochemical reactor to assess the performance of electrochemical oxidation for treating paint wastewater. The technology employs advanced oxidation methods to eliminate toxic compounds, microplastics, and harmful contaminants from water, addressing critical global water pollution challenges. With a vision to transform water usage and improve access to clean, usable water, the project aims to set a new standard for eco-friendly water treatment. The system is designed for scalability and versatility, with potential applications in municipal sewage, textile manufacturing, commercial washing systems, and homecare water treatment, offering significant environmental and economic benefits.

Applied SDG:

By developing an innovative, energy-efficient water treatment technology, this project directly enhances water quality and public health (SDG 6). It supports industrial innovation and sustainable infrastructure (SDG 9) by providing scalable solutions to complex water pollution challenges. Additionally, by reducing energy use and mitigating pollutant discharge, it contributes to climate action (SDG 13), fostering a healthier environment and promoting sustainable water practices.

Focused SDG:

SDG 6, 9 and 13

31.52 Optimizing Anaerobic Digestion of Food Waste

Provide supporting context

Research Centre:

Bio-Industrial Process Research Centre (BPRC)

Project Description:

This project refines the anaerobic digestion process for food waste to maximize biogas production and produce nutrient-rich digestate for agriculture. By optimizing reactor conditions and feedstock composition, it aims to reduce landfill waste, lower greenhouse gas emissions, and support sustainable energy and farming practices.

Applied SDG:

By enhancing renewable energy generation (SDG 7) through improved biogas production, promoting responsible waste management and resource recovery (SDG 12), and reducing emissions to combat climate change (SDG 13), this project supports a circular economy that benefits both energy and agricultural systems.

Focused SDG:

SDG 7, 12 and 13

31.53 Development of a Sustainable and Environmentally Responsible Treatment System for Stormwater Management Pond (SWMP) Sediment

Provide supporting context

Research Centre:

Bio-Industrial Process Research Centre (BPRC)

Project Description:

This project aims to develop a sustainable, environmentally responsible system for treating sediment from Stormwater Management Ponds (SWMP). By reducing harmful contaminants, reclaiming valuable resources, and minimizing disposal costs, the initiative leverages advanced treatment methods that prioritize ecological health and long-term viability of water infrastructure.

Applied SDG:

By improving water quality and promoting efficient sediment management, the project directly supports SDG 6 (Clean Water and Sanitation). Its focus on innovative treatment processes also aligns with SDG 9 (Industry, Innovation, and Infrastructure), enhancing the resilience and sustainability of urban water systems.

Focused SDG:

SDG 6 and 9



Partner

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

32. Partners, Accreditation Bodies, Associations, etc.

- Ministries of Education, Higher Education, or similar national bodies

33. Student Partners

- Enactus

34. Partnerships

34.1 nuSarnia Foundation

Period this affiliation covers

May, 2025 - June, 2025

This organization is a:

- Non-Profit

Purpose of work with this organization

- Sustainability and Social Impact

Describe your work with this organization

The nuSarnia Foundation partnered with Lambton College, Climate Action Sarnia-Lambton, and Reforest Woolwich to plant about 1,000 trees in three different areas at Lambton College.

How do you measure success and impact

Measurement over time of the establishment of the forest canopy at Lambton College

Provide supporting materials...

Sarnia News Reforestation Lambton College



Scan QR code to access document

35. Partner Voices

35.1 International Women's Club

Provide supporting context

The International Women's Club is founded on the belief that true sustainability begins with inclusion, empathy, and a sense of belonging. We proudly support the United Nations Sustainable Development Goals by creating safe, empowering spaces where students especially international students far from home feel seen, heard, and valued. From hosting impactful events like the [Gender Equality Week documentary discussion](#), the [Winter Blues Mental Health initiative](#) with Lions Minds, and our [Global Dialect session](#) promoting multilingualism and cultural respect, we ensure that diversity is not just celebrated it's lived. But we don't stop at our campus gates. We bring these values into the broader Sarnia-Lambton community [representing cultures, promoting equity, and embracing inclusivity](#) at schools like [Queen Elizabeth II Public School, St. Patrick's Catholic High School, and Holy Trinity Catholic School](#), as well as at large-scale public events including [Canada Day at Canatara Park, Centennial Park with the City of Sarnia, and Francophone community celebrations](#). As the International Women's Club, we are not just creating moments we are building a movement for understanding, connection, and sustainable change.

35.2 Lion's Pride and Lion's Mind

Provide supporting context

[Lion's Pride: Gender's & Sexualities Alliance](#)

[Lion's Pride](#), a student-led initiative, fosters a more inclusive and equitable campus by uplifting 2SLGBTQIA+ voices and creating safer spaces for all students. Through pride celebrations, awareness campaigns, community partnerships, and peer-led events, we work to reduce discrimination and promote acceptance. Our efforts help build a socially sustainable community that values diversity and belonging, both on campus and in the wider Sarnia-Lambton area.

[Lion's Mind: Peer Wellness Collective](#)

[Lion's Mind](#) prioritizes mental health and emotional well-being by offering peer support training, wellness workshops, and programming that encourages open conversations around mental health. By empowering students to care for themselves and each other, we reduce stigma and

strengthen community resilience. This contributes to long-term sustainability by nurturing a culture of care, connection, and preventative mental health support that extends beyond campus.

35.3 Student Club Initiative (Lambton College Sustainability Club)

Provide supporting context

Lambton College Sustainability Club (LCSC) Events Term Date Location Event Description

Winter 2025 Friday, January 3, 2025

8:45 AM to 10:00 AM D1-204 (Main Campus) Winter 2025 Orientation Presentation to New and Returning Students

LCSC Executive Presentation on Mission, Vision and Values

Also covered Friendlier Reusable containers program at Lambton College and The Un's 17 SDGs

Winter 2025

Clothing Donations Table Volunteers (Upper Cafeteria Outside SAC Meeting Room)

- Monday (03 March 2025) - Yatharth & Samruddhi (Done)
- Tuesday (04 March 2025) - Krina Miteshkumar Shah (11:30 AM - 12:30 PM) & Samruddhi Khudbhaiye (12:30 PM - 01:30 PM)
- Wednesday (05 March 2025) - Charan Ranga Swamy (11:30 AM - 12:30 PM) & Maria Sanabria Mejia (12:30 PM - 01:30 PM)
- Thursday (06 March 2025) - Charan Ranga Swamy (11:30 AM - 12:30 PM) & Krina Miteshkumar Shah (12:30 PM - 01:30 PM)
- Friday (07 March 2025) - Ayushi Ruchitkumar Patel (11:30 AM - 01:30 PM)

Winter 2025 Tuesday, March 18, 2025

2:00 To 3:00 PM E1-209 (Main Campus) Recycling Rumble: **"Bin It To Win IT"** Trivia Event

Winter 2025 Saturday, March 22, 2025

10:00 AM to 1:00 PM Main Campus Winter 2025 Lambton College Open House
Education & Awareness booth on UN's 17 SDGs and LCSC

Winter 2025 Thursday, March 27, 2025
5:30 to 7:30 PM Upper Cafeteria (Main Campus) Supported The
Fashion ReStyle Exchange Event #2
Education & Awareness booth on UN's 17 SDGs and LCSC



Icsocialx and 2 others
Lambton College

Icsocialx The LC Retail Innovators (retailing students) are starting the countdown for the Fashion Restyle event! 🌟🌱 We're so happy to have, once again, the Sustainability Club and The Lion's Heart as official contributors to our event! 🌿🍷 Plus, we're thrilled to announce a big collaboration with Lambton College's student clubs! 🌟 The Afro-Caribbean Students Network Club, International Women's Club, and Business Professionals Club are joining forces with us for the second edition of the Fashion Restyle event! 🌱🌿

Stay tuned for more updates! 🌟

#FashionRestyle #SustainableFashion #LambtonCollege #LambtonCollege #TheSocialExchange #StudentLife

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February 24

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36. Additional Evidence

36.1 Enactus Projects Overview

Provide supporting context

Project: One Circle

- One Circle is a community-driven initiative focused on food security, economic development, and land-based learning in collaboration with Indigenous communities across Canada. The project addresses community-identified needs and empowers local leadership in sustainable development.
- A key feature of the project is the construction of greenhouses in two First Nations—Mistawasis, and Muskeg Lake. These greenhouses provide consistent access to fresh produce, support year-round growing, reduce dependency on external food sources, and offer hands-on training in agriculture. They are complemented by aeroponic tower systems creating a holistic, sustainable food ecosystem.

This project supports the following UN Sustainable Development Goals:

- SDG 2: Zero Hunger – By building greenhouses, and implementing aeroponic systems, the project increases access to fresh, nutritious and locally grown food in the Indigenous communities.
- SDG 3: Good Health and Well-being – Encouraging healthy eating through improved fresh produce availability from Greenhouse and aeroponic systems supports long-term community wellness.
- SDG 8: Decent Work and Economic Growth – One Circle creates jobs and promotes entrepreneurship through training and business launches. We use train the train-the-trainer method to provide long-term sustainable agriculture knowledge in the communities.
- SDG 10: Reduced Inequalities – We're developing digital greenhouse modules to enable a land-based learning system and fill the learning gap in the Indigenous people returning to agriculture and entrepreneurship. The project directly supports Indigenous communities in overcoming systemic food and economic access barriers.
- SDG 12: Responsible Consumption and Production – We've provided a food safety manual and pest control training in the communities. Freshly produced food is given to the students, elders and community members. Food preservation techniques reduce waste, and land-based learning promotes sustainable farming.

Project: One Future

- One Future is an educational initiative focused on developing entrepreneurial thinking, and workforce readiness among youth in the Sarnia-Lambton area with the goal of expanding. The program empowers elementary students to become innovative problem-solvers through interactive sessions, real-world project development, and social entrepreneurship.
- Workshops are delivered in partnership with local schools and are designed to help youth build work-readiness skills such as confidence, communication, teamwork, and leadership skills. Students are encouraged to design and implement meaningful hands-on projects, which are later presented in front of community leaders and local businesses at the annual showcase event at Lambton College, promoting community involvement and civic engagement.

This project supports the following UN Sustainable Development Goals:

- SDG 4: Quality Education – Our 10-week interactive session involves critical thinking, marketing, financing and communication, providing youth with educational workshops that are inclusive, safe and effective. One Future promotes lifelong learning opportunities for youth.
- SDG 8: Decent Work and Economic Growth – Students By preparing youth for a dynamic workforce, the program fosters employability and business skills.
- SDG 10: Reduced Inequalities – The project promotes inclusive learning, eliminating gender discrimination and creating equal opportunities for all.
- SDG 11: Sustainable Cities and Communities – Student participants collaborate with local businesses and raise funds for the community, with all profits going to the social cause. One of the student projects raised money to plant trees in Mike Weir Park, providing a green environment for communities. These Youth-led social entrepreneurship projects contribute to building more engaged, resilient communities.

Project: Strength in Numbers

- Strength in Numbers is a financial literacy initiative that delivers hands-on workshops focused on budgeting, saving, and smart money management. Participants learn to distinguish between needs and wants, track expenses, and build personal budgets.
- Workshops include practical exercises using worksheets and real-life examples to help individuals understand spending habits, prepare for emergencies, and set financial goals. The program also introduces savings options available in Canada and supports participants in developing personalized financial plans for long-term stability.

This project supports the following UN Sustainable Development Goals:

- SDG 1: No Poverty – By sharing with participants how to budget, save, and avoid debt, the project helps reduce financial stress and supports long-term economic security. This project provides equal access to economic opportunities.
- SDG 8: Decent Work and Economic Growth – It builds essential skills that support smart financial choices, enabling individuals to better handle work income and plan for the future.
- SDG 10: Reduced Inequalities – The program is inclusive, offering customized support to diverse communities, including women in trade and technology, Newcomers, Indigenous students and students with learning disabilities, ensuring equal access to financial tools.



36.2 Sustainability Club Event Graphics

Upload or select an image



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🌟 Liked by sustainabilityclub_lc and 19 others
February 24

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Practice

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



37. RME Practices

- Student equity, diversity, inclusion
- Sustainability strategy or strategic plan (school or university level)

38. RME Policies

38.1 Sustainability Policy

Upload or select a document

Sustainability Policy



Scan QR code to access document



Share

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



39. Transparent Engagement

- Boards and advisory committees
- Open faculty and student meetings and town halls
- Student and staff volunteer programs
- Sustainability-focused research and collaboration Opportunities
- We are currently working to offer engagement opportunities

40. Transparency Barriers

- Bureaucratic delays
- Engagement gaps
- Inconsistent updates
- Ownership issues
- Transparency hesitation

41. Audiences

- Boards and advisory committees
- Faculty and staff
- Research and academic networks

SIGNATORY

Lambton College



Address

Sarnia (Lambton County), Ontario
Canada



Website

<https://www.lambtoncollege.ca>