

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Lambton College

July 2026

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

This section provides foundational information about your organization, including key details and basic institutional data. These elements serve as a starting point for your SIP report, can be reused 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

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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 intention to embed sustainability

across its operations. Strategic initiatives focus on enhancing experiential and career-focused learning, fostering community partnerships, and integrating applied research that addresses real-world challenges. 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 broader communities.

5. Graduates

3164

6. Degrees Offered

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

7. Faculty & Staff at the Institution

768

8. Total Student Enrollment at the Institution

3554

9. Undergraduate Student Enrollment at the Institution

3554

10. Graduate Student Enrollment at the Institution

0

11. Doctoral Student Enrollment at the Institution

0

12. Institutional History

12.1 Institutional History

Provide supporting context

Lambton College was established in 1966 in Sarnia, Ontario, as part of the province's expanding college system, initially serving 54 students across four programs. Over the following decades, the College expanded significantly:

- - Growth to 90+ programs across multiple disciplines
 - Strong focus on community-based education and workforce development
 - Deep integration with the Sarnia-Lambton regional economy

From its inception, Lambton followed the Ontario college model of applied, local, and workforce-oriented education.

A defining shift occurred with the creation of the Applied Research & Innovation Department in 2007, which catalyzed the College's transformation toward research leadership. Key developments at that time included:

- - Rapid expansion of industry partnerships and collaborative research
 - Growth in student-embedded research opportunities
 - Establishment of major facilities:
 - Centre of Excellence in Energy & Bio-Industrial Technologies (2018)
 - NOVA Chemicals Health & Research Centre (2019)

By the late 2010s:

- - Lambton ranked among the top research colleges in Canada
 - It achieved global recognition for innovation and entrepreneurship

This period marked Lambton's strategic differentiation nationally, moving beyond teaching into applied research leadership. Unlike universities, this research model is industry-driven and solution-focused, aligning strongly with sustainability and real-world impact goals.

Lambton experienced significant institutional advancement during this time, positioning Lambton as a model mid-sized institution, balancing:

- - Local economic impact
 - Global engagement
 - Applied innovation

A major recent milestone was the joint signing of the UN SDG Accord (April 19, 2022). Signed by President Rob Kardas and SAC President Emily Hutchings. This commitment aimed to embed the 17 SDGs into education, research, and operations. This marked a shift from operational excellence to values-driven leadership, aligning Lambton with:

- - UN PRME commitment
 - Global SDG Accord commitment

The current leadership focus at Lambton includes:

- - Student success and retention
 - Community and industry partnerships
 - Sustaining Lambton's research excellence position
 - Continuing commitment to sustainability

While Lambton has strong foundations, it is now operating under significant external and internal pressures, which are also affecting the broader Ontario college system. Ontario has long experienced low per-student funding and tuition freezes and colleges increasingly had to rely on international tuition to sustain operations. This has created structural vulnerability. With the decline in international student enrollment, low visa approval rates, and a cultural shift in the perception of Canada as welcoming to international students, there have been major revenue losses across the system and program cuts and restructuring across the sector. For institutions like Lambton, historically strong in applied programs and internationalization, this is likely the single most disruptive factor in its history.

Despite these factors, there remains a strong commitment to sustainability.



Purpose

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

13. Letter of Commitment

13.1 Letter from President Rob Kardas

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UNPRME_letter_July 6_2026

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14. Define Purpose

As highlighted by President Rob Kardas, Lambton College has made these meaningful commitments to responsible management education because it is the right thing to do. In order to prepare our graduates to meet workforce needs, create regional economic and environmental resilience, and build a future that looks different from the past, our students must learn practical skills and ethical decision-making frameworks to address these existential challenges.

15. Set Your Goals

15.1 Goals Objectives and Reflection

Provide supporting context

Lambton College continues to support its commitment to sustainability, responsible management education and the Sustainable Development Goals (SDGs) through a combination of emerging initiatives and established practices. Our approach reflects a strong institutional intention, recognizing that comprehensive integration into practice is challenged by industry headwinds and significant resource constraints. Even in the face of these overwhelming challenges, the College has accomplished sustainability advancements noted below and continues to see sustainability as a guiding principle.

The following highlights areas of progress from the past year:

- **Sustainability remains proudly embedded within the College's Strategic and Academic Plans**
 - Signals a clear institutional commitment to the principles of responsible education
- **This year is our second year of reporting to UN PRME.**
 - This year's report is more concise and focused
 - Previously, the bulk of SDG-related activities derived from Research and Innovation activities and this report highlights a broad range of SBSL courses and initiatives specifically.

- This report also provides much greater reflection regarding findings which was lacking in our previous report. The report uses the reflection framework of “what”, “so what”, “now what” to guide self-discovery and self-improvement opportunities
- **Fall 2025 All School's Meeting featured topic was sustainability**
 - Raising the profile of sustainability as a guiding principle school-wide
- **Comprehensive sustainability training offered**
 - Frequent availability and robust training scope
 - All faculty were informed and invited, supporting the All-Schools' message
- **Metrics and Measurement Advancements**
 - Mapping of the 17 SDGs to vocational learning outcomes (VLOs) within course outlines is now standardized across all courses within Lambton College
 - Use of AI assisted in creation of Heat Maps with references to sustainability terminology across all courses offered within the School of Business and Sustainability Leadership (SBSL)
- **Governance Supporting Sustainability**
 - Sustainability Committee guides college-wide actions
 - Has representation from multiple departments within the college
 - College Administrative Council
 - Has taken on sustainability as a theme for their work this year
- **SBSL-wide common course for all students**
 - All students within the SBSL take a dedicated sustainability course called SUS-1003 Introduction to Sustainability
- **Student Grassroots Engagement**
 - Grassroots engagement from sustainability-oriented students through the student-led Sustainability Club
 - Diversity and inclusion, gender based supports through International Women's Club
 - Decent work and economic growth opportunities explored through Business Professionals Club
 - One Circle initiatives supporting climate action and financial literacy through Enactus

The following highlights areas of challenge/opportunity:

- **Immense headwinds in the post-secondary sector**
 - Threaten to deter and possibly derail progress to date
 - Businesses globally face a similar trade-off, often deferring to other business pressures at such difficult times

- **Business programs an acutely depressed sector of student enrolment**
 - Provincially, Schools of Business face declining enrolment on a larger scale than other post-secondary programs
 - Loss of international enrolment keenly felt
 - Domestic student desire for business as a career declining
- **Lambton's sustainability commitment primarily expressed through language not metrics**
 - Limited emphasis on formalized measurement or key performance indicators
 - Limited benchmarking (within and external to the college) or trend analysis
- **Ongoing UN PRME Membership**
 - Sharing with/learning from UN PRME members inspires self-advancement and accountability
 - Distinct competitive advantage and differentiator as a college
 - Concern this commitment may lapse
- **Limited Alignment to SDGs in Broader College Communication**
 - Limited alignment of SDGs to "the why" within college-wide communication (why we do what we do)
- **Over-reliance on SDG Champions**
 - A few highly engaged sustainability champions drive efforts

Sustainability goals 2026-27:

1. Broaden Awareness and Reach of Faculty Sustainability Training

The College has introduced SDG-focused training opportunities for faculty to support the integration of sustainability into teaching and learning. This is an important step toward building a shared understanding of faculty responsibilities in embedding sustainability into education across disciplines.

Assessment:

- Participation is encouraged but engagement is not universal

Next Steps:

- **Foundational SDG Introduction Training**
 - All faculty /staff/admin be encouraged to complete
 - Explore incentivizing completion with a reward/recognition scheme
- **Annual Training Modules:**
 - Annual enhanced training through additional module per year
 - Encourage continuous learning (like AODA and Workplace Safety)

Associated Metrics:

- % of SBSL faculty to complete Introduction Training by department
- % of all faculty to complete a minimum of one SDG Enhanced Literacy Training Module annually by department
- Survey annually the impact of training survey to confirm confidence/progression

2. Institutional Governance and Coordinated Leadership:

The College has established a **Sustainability Committee** to lead and guide sustainability strategy institutionally. The Committee's role reaches beyond the SBSL and applies to the College as a whole. The work of the Committee is driven by volunteers who embrace sustainability.

The **College Advisory Council** (CAC) has taken on sustainability as an initiative for consideration along with other institutional challenges such as artificial intelligence and academic integrity. This additional focus on sustainability at the CAC level will help support efforts and enhance accountability.

Assessment:

- Sustainability Committee membership is driven by passionate advocates of sustainability.
- Current economic headwinds have detracted from Sustainability Committee members' ability to meet regularly
- Goals (both academic and operational) of the Sustainability Committee not widely shared/low awareness
- Committee awareness building and broadening reach remains a challenge

Next Steps:

- Clarify and share the broad scope of responsibility of the Committee; (Examples)
 - Monitor Metrics
 - Determine key performance indicators, measure and report on progress of college as a whole
 - Sustainability (external) landing page (Marketing)
 - build awareness, make active, Marketing support
 - Sustainability social media messaging (Marketing)
 - Marketing support
 - nature and frequency re College sustainability initiatives
 - Partnership development
 - other post-secondary institutions
 - local business and government/community
 - Annual report completion: SDG Accord and UN PRME
 - sharing/reflection/goal setting/trending
- Clarify the Committee roles with term limits
 - application process, term by term time commitments, etc

- include formal role for student Sustainability Club president

Metrics to Consider:

- KPIs to be determined
 - Communication KPIs (reach/frequency)
 - Faculty/staff training KPIs (% by department)
 - Academic KPIs (embedded in curriculum)
 - Operational KPI's (premises goals and progress)
 - Activity-based KPIs (# of events, reach, participation)
 - Marketing KPIs
 - Sustainability landing page metrics (number of visits, click-through-rates, bounce rates, all readily available)
 - Social media metrics related to posts that are sustainability oriented

3. Curriculum and Student Awareness Building

As of F2025, SUS1003-Introduction to Sustainable Development has been introduced as a required course for all students within the School of Business and Sustainability Leadership. The intent is to have the course provide a foundational understanding of sustainability concepts, the SDGS and how they relate to business, as well as the active role students can play in making a difference now and in their future careers. In this way, all SBSL students receive an interdisciplinary, consistent and solid exposure to SDGs beyond the realm of the environment alone. Diversity, ethics, social justice, anti-corruption and fair wages and safe workplaces among others, all drive from the 17 SDGs, and the breadth as well as depth of this course will allow students to see how sustainability can be a north-star their future careers.

Assessment:

- SUS-1003 was originally developed with a more technical focus for students within the School of Technology and Trades.
 - Discussion taking place to broaden sustainability themes.

Next Steps:

- Reintroduce with a more holistic approach to SDG education (coming year)
- Deliver course institution wide (all programs)
- Embed Lambton College community-based initiatives such as Empty Bowls into the assessments
 - students to have experiential learning that is community-oriented

Associated Metrics:

- % and number of students institution-wide with exposure to required Sustainability Course
- Update SPL to survey students about sustainability competencies

4. Enhance Student Engagement and Grassroots Leadership

Student engagement in sustainability is emerging through a student-led Sustainability Club, which provides a platform for grassroots initiatives and peer-led activity. This work reflects student interest and aligns with the importance of bottom-up engagement in advancing sustainability culture.

Assessment:

- At present, the Club is in an early stage of development
 - limited faculty support and resources
 - an opportunity to build a more visible and participatory sustainability culture on campus exists

Next Steps:

- Explore formalizing a faculty lead role with associated SWF
- Align student club executive representation on Sustainability Committee
- Enhance profile to encourage broader student participation
- Partner with other clubs that are facing membership challenges such as Enactus and Business Professionals Club needed in order to coordinate efforts
- Many exciting ideas have been generated, however there is no formal channel to funnel these ideas and make them into feasible and actionable outcomes
 - covered bike shelter,
 - community garden,
 - NuSarnia partnership to encourage bicycle trail development and student cycling promotion

Metrics to Consider:

- Number of Sustainability Club lead events per term and participation numbers
- Membership in Sustainability Club
- Survey output of member experience and impact

5. Structured Measurement and Evidence via Dashboard

The roll-out of SDG mapping to VLO's in each program within the College as part of annual COMMS reviews has seen success. Operationally, the process is smooth and flows easily. This will allow the college to have more ready access to the SDGs supported by course and highlight programs where opportunities lie to increase sustainability alignment and exposure.

This year as well, the College began exploring innovative approaches to understanding sustainability integration in curriculum, using AI-supported heat mapping based on SDG-related keywords. This work provides useful insight into patterns of representation across the curriculum and digs deeper into what key words are included in the Course Outline. This methodology is recommended by and aligns with UN PRME global best practices in curriculum mapping of SDGs. Heat Maps analyze each course within each program of the SBSL for reference to sustainability terms as determined by the University of Toronto <https://archive.sustainability.utoronto.ca/inventories/sustainable-development-goals-sdgs-keywords/>.

Although the mapping is based on keyword presence (not depth of learning) and in fact may overstate SDG integration, it is currently the most accepted way to visually demonstrate progress from a baseline of sustainability references.

Assessment:

Next Steps:

- Continue to build SDG/VLO COMMS mapping awareness
- Consider if both SDG mapping and Heat Mapping are beneficial together
- Ensure the focus is on institutional learning rather than compliance
- Ensure quantitative mapping is accompanied by qualitative reflection
 - Coordinator roles should allow time to accommodate this reflection
 - Consider having Heat Map as part of Annual Program Review template analysis
- Share the mapping information on our Lambton College program websites so potential students can also share in this alignment.

Metrics to Consider:

- VLO Mapping results – trends YoY
- % of courses Heat Mapped to SDGs
 - year-over-year increase in SDG keyword presence
- APR analysis and qualitative reflection quality re VLO/Heat Mapping
- Faculty satisfaction with mapping process (via survey)
- Correlation between VLO/Heat Mapping to student SPLS related to SDG awareness

The following presents a “dashboard-light” to start the process of framing KPIs: (this is for demonstration purposes only)

1. Curriculum Integration

- 80% of courses mapped to at least one SDG
- 50% of programs embedding assessed SDG learning outcomes

2. Student Exposure

- 100% of business students complete SUS1003 by ____
- 10% of all college students to participate in sustainability driven activities

3. Faculty Engagement

- 75% of faculty complete Introductory SDG training
- 50% actively integrating SDGs in teaching and APR

4. Governance

- Sustainability Committee internal communication sent ____ times/year
- Annual sustainability action plan published and presented to Board

5. Community Engagement

- Promote/keep current and be transparent in sharing SDG-related initiatives on landing page and in social media ____ posts per month

- Develop/enhance 3 community partnerships annually

16. Institutional Engagement

0% - 25%

17. Continue telling your story

17.1 2025 Program Heat Mapping Activity - BMRS

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BMRS (May 2026)

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17.2 2025 Program Heat Mapping Activity - BHNS

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BHNS (May 2026)

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17.3 2025 Program Heat Mapping Activity - ACTG

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ACTG (May 2026) (2)

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17.4 2025 Program Heat Mapping Activity - BACC

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BACC (May 2026) (1)

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17.5 2025 Program Heat Mapping Activity - BCSS

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BCSS (May 2026) (1)

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17.6 2025 Program Heat Mapping Activity - BFFS

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BFFS (May 2026)

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17.7 2025 Program Heat Mapping Activity - BGEN

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BGEN (May 2026)

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17.8 2025 Program Heat Mapping Activity - BSAS

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BSAS (May 2026)

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17.9 2025 Program Heat Mapping Activity - BUSN

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BUSN (May 2026)

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17.10 2025 Program Heat Mapping Activity - OHAS

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OAHS (May 2026)

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17.11 2025 Program Heat Mapping Activity - PHTG

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PHTG (May 2026)

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17.12 2025 Program Heat Mapping Activity - SRAM

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SRAM (May 2026)

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Values

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



18. Define Values

Lambton College values sustainability as a guiding principle that informs our approach to teaching, learning, and institutional decision-making. We recognize sustainability as essential to preparing students for responsible leadership and meaningful contribution to society. At the same time, we acknowledge the practical challenges of embedding sustainability consistently across our institution, particularly in times of competing priorities and disruption. We are looking to better reflect on any incremental progress, and are focused on a continued improvement in making sustainability part of our institutional culture

19. RME Lead

- Interdisciplinary efforts across business school
- Individual leader

20. Student Awareness

0% - 25%

21. Student Engagement

0% - 25%



Teach

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

22. Courses

22.1 Personal Financial Planning

Course code

FIN-4013

Department

- Business Administration

The duration of my course is:

- 14 weeks

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 - Describe Sustainable Development Goal 10 and basic banking products and services offered to individuals and businesses to ensure equitable access to banking

Relevant SDGs addressed through the course



Upload your syllabus

FIN-4013 - COMMS

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Upload your reading materials

W25 WEEKLY ASSIGNMENT Visiting
Financial Institutions

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Upload your presentations

F24 FIN 4013 TOPIC 11 Financial
Intermediation and Key Players

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22.2 Personal Financial Planning Capstone

Course code

FIN-4123

Department

- Business Administration

The duration of my course is:

- 14 weeks

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 syllabus

FIN-4123 - COMMS

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Upload your reading materials

F25 Assignment 2 Summary Overview

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22.3 Investments I

Course code

FIN-3103

Department

- Business Administration

The duration of my course is:

- 14 weeks

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

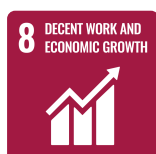
Course Description

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



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FIN-3103 - COMMS

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22.4 Investments II

Course code

FIN-4104

Department

- Business Administration

The duration of my course is:

- 14 weeks

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



Upload your syllabus

FIN-4103 - COMMS

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22.5 Insurance Planning

Course code

FIN-1193

Department

- Business Administration

The duration of my course is:

- 14 weeks

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



Upload your syllabus

FIN-1193 - COMMS

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22.6 Real Estate Secured Lending

Course code

FIN-2053

Department

- Business Administration

The duration of my course is:

- 14 weeks

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
- Experiential 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



Upload your syllabus

FIN-2053 - COMMS

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22.7 International Business Capstone Project

Course code

INT-4203

Department

- Business Administration

The duration of my course is:

- 14 weeks

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



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INT-4203 - COMMS

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Impact Report INT4203

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Upload your presentations

Impact Report Overview_BMIB Capstone

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

22.8 MKT 3113 Retailing

Course code

MKT-3113

Department

- Business Administration

The duration of my course is:

- 14 weeks

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



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MKT-3113 - COMMS

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Upload your teaching statement

Preview Rubric_ Team Fashion ReStyle
Exchange Part 1

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

Upload your reading materials

Fashion ReStyle Exchange Pop Up Event
Assignment Outline

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

22.9 Leadership of Change Management

Course code

MAN 6043

Department

- Business Administration

The duration of my course is:

- 14 weeks

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- 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

My course touches on the following concepts:

- Business Ethics and Corporate Social Responsibility
- Organizational Behavior and Leadership Development

My course implements the following pedagogies:

- Collaborative Learning
- Experiential Learning
- Active Learning
- Case Method

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 behaviour 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

Students find this course critical for their understanding of the forces (external and internal) within organizations that affect change, human response to change and leadership qualities that foster change success. They find many "ah-ha" moments as we analyze case after case of businesses and leaders who have struggled, failed and succeeded with change implementation. Concepts of sustainability, including ethics and humanity in leadership feature strongly.

Relevant SDGs addressed through the course



Upload your syllabus

W26 MAN 6043 Course Plan

View document  Download document 

22.10 Entrepreneurial Mindset

Course code

BUS-1603

Department

- Entrepreneurship

The duration of my course is:

- 15 weeks

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- 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

My course touches on the following concepts:

- Entrepreneurial Leadership and Mindset
- Opportunity Recognition and Idea Generation
- Business Model Canvas and Lean Startups
- Customer Discovery and Market Validation
- Design Thinking for Innovation
- Sustainable Business Startups

My course implements the following pedagogies:

- Experiential Learning
- Flipped Classroom

Course Description

This course introduces students, through a Canadian lens, to the development of an entrepreneurial mindset. The ability to think like an entrepreneur and act like an innovator are critical skills for success across industries and are proven tools to help distinguish individuals in the workplace. Whether applied in a start-up company, or as an employee within an existing organization (intrapreneurship), learners develop knowledge on how to navigate barriers to creating, developing, and sustaining innovative new initiatives. Topics related to the development of resilience, focus, productivity, creativity, and success are introduced to support learners in building their own entrepreneurial capacity. A major course project involves creating a sustainable business idea using spent grain, allowing students to apply entrepreneurial thinking to sustainability and connect their learning to SDG 12: Responsible Consumption and Production.

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

In Entrepreneurial Mindset, students are supported in building confidence, creativity, and problem solving skills that they can carry into their future careers and lives. Through reflection, applied activities, and idea development, they learn to recognize opportunities, think more innovatively, and become more comfortable with uncertainty and challenges. A key project in the course asks students to create a sustainable business idea using spent grain, encouraging them to apply entrepreneurial thinking to a real sustainability issue. By exploring ways to repurpose waste into valuable products or solutions, students make direct connections between innovation and SDG 12: Responsible Consumption and Production. The impact is seen not only in the entrepreneurial knowledge they gain, but also in the growth of their mindset, self awareness, and belief in their ability to create value and make a difference.

Relevant SDGs addressed through the course



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BUS-1603 - 2026W

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Upload your teaching statement

Teaching Philosophy BUS-1603

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Images

Repurpose Inc Lanidng Page

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

Pure Grain Treats

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

Oat Treats Landing Page

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

22.11 Privacy and Ethics for Canadian Business Analytics

Course code

BAM-3062

Department

- Business Analytics

The duration of my course is:

- 14 weeks

My course learning outcomes are:

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)

My course touches on the following concepts:

- Data Ethics and Privacy Compliance

My course implements the following pedagogies:

- Blended Learning
- Case Method

Course Description

In the Canadian Business Analytics workspace, privacy and ethics plays an integral part the overall decision process. Generally, these ethical standards should be applicable not only in a Canadian context, but across the world - regardless of country, law, or cultural differences. To ensure business success, these ethical codes should be applied and communicated by leaders in business. This course speaks to the importance of business data privacy in terms of the collection and use of data. This course introduces students to the fundamentals of privacy and ethics laws in Canada and its applicability to the business analytics industry. This course aims to equip the student with the intellectual tools to make effective, reasoned and justifiable moral decisions relating to the Business Analytics domain within appropriate legal and social frameworks. With a strong requirement for reading, research, reflection and debate, it is structured around formal discussions within the subject area and makes extensive use of social technologies to enable sharing and interaction. More so the course is designed to explore the nature and principles of ethics-- including personal, professional, and corporate ethics -- in the Business Analytics context. The course equips students with the skills to explore

specific ethical issues raised by the ubiquity of computer and information technology in today's society. Students will explore such topics including the role of the Office of the Privacy Commissioner of Canada, PIPEDA fair information principles, the Privacy Act legislation.

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

This course lends itself very well to discussion on making sound ethical and morally conscious decisions in relation to data handling, as well as general all round discussion on the importance of sustainability. Students are introduced to various cases throughout the course for reflection and impact assessment. These real-life cases are powerful in teaching students that mistakes can be very costly and sometimes catastrophic. Students learn throughout the course that taking an ethical and sustainable approach to managing themselves, others and the data used through analytics, can be an important competitive tool that not only benefits their organization directly, but also the wider society in general.

Relevant SDGs addressed through the course



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BAM-3062 - Course Outline 2025_26

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Upload your teaching statement

In class Assessment 1 W2026 BAM3062

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Upload your presentations

Week 03

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

22.12 FSQ-3203 Product Development and Packaging

Course code

FSQ-3203

Department

• Management

The duration of my course is:

• 15 weeks

My course learning outcomes are:

- 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
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- 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

My course touches on the following concepts:

- Strategic Planning and Execution
- Sustainable Leadership and Social Impact
- Time Management and Productivity Strategies
- Behavioral Science in Business Decision-Making
- Business Process Optimization and Continuous Improvement
- Decision-Making and Problem-Solving Strategies
- Negotiation and Conflict Resolution in Business
- Performance Management and Key Performance Indicators (KPIs)

My course implements the following pedagogies:

- Collaborative Learning
- Experiential Learning
- Flipped Classroom
- Inquiry-Based Learning
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Active Learning

Course Description

The first part of this course provides students with the practical skills necessary to design and develop food products from concept to commercialization. An emphasis will be placed on the importance of food innovation and collaboration, which allows organizations to stay relevant. The second part of this course offers an integrated approach to the materials used for packaging of food products, considering the physical, chemical, and functional characteristics

of materials as they affect quality, marketability, handling, and user experience. This course includes a combination of hands-on lab work, theory and assignments that will help students gain an in-depth understanding of product development and packaging.

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

Experiential Learning through the Product Development and Packaging course fosters a deeper connection to course material by immersing students in real-world problem solving. Notably, the course places emphasis on sustainability and ethical considerations within the food manufacturing industry. This focus is meant to immerse students in justifying all decisions made, from supply chain to final consumer, rather than just the production process. In this class I have seen FSQS students take greater ownership of their work, develop accountability and practical skills as they move through the Ideation, Prototyping, Troubleshooting, and Launch stages of their own food product. I expect these skills to extend beyond the classroom for years to come. The interdisciplinary component of this course allows students to collaborate with peers from other programs. I have seen this foster more meaningful engagement, allowing for an authentic, dynamic, and most importantly, flipped, learning environment.

Relevant SDGs addressed through the course



Upload your syllabus

2025-2026 FSQ-3203 Course Outline

View document  Download document 

22.13 Retailing MKT-3113

Course code

MKT-3113

Department

- Business Administration

The duration of my course is:

- 14 weeks

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Encouraging of active learning and student engagement
- Integrated with professional and career readiness skills

- Oriented toward developing leadership, teamwork, and collaboration abilities
- Structured to encourage critical thinking and decision-making
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)

My course touches on the following concepts:

- Sustainable Business Models and ESG Integration
- Business Ethics and Corporate Social Responsibility
- Operations and Supply Chain Management
- Entrepreneurship and New Venture Creation

My course implements the following pedagogies:

- Collaborative Learning
- Experiential Learning
- Active Learning

Course Description

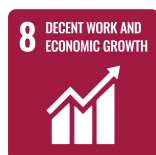
This course provides students with a solid understanding of the complexity of operating a retail business in Canada and serves as a strong foundation for a career in retailing or other industries that support the retail supply chain. The course offers an overview of the retail industry in Canada and its significance within the Canadian economy. Students explore key trends impacting the dynamic retail environment, including the evolving expectations of retail customers with an emphasis on sustainability in retail operations. Through experiential learning activities students engaged with sustainable retail concepts an explore the expanding role of artificial intelligence and enhancing both operational performance and customer experience. They evaluate market opportunities, analyze location considerations, and make informed decisions related to store design and layout. In addition, students are introduced to retail financial analysis and core operational functions such as buying merchandise management and pricing strategies.

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

The Retailing course is grounded in the framework of the United Nations Sustainable Development Goals so students will develop a critical and holistic understanding of the retail industry. By analyzing established retailers and assessing how well their operations, sourcing, and messaging align with the SDGs, students learn to move beyond surface-level branding claims and evaluate tangible impacts related to ethical labor practices, waste reduction, and responsible consumption (SDGs 8, 9 & 12). This analytical work is reinforced through a substantial, hands-on final project with the college's donated clothing closet (The Lion's Heart), where students directly engage with issues such as textile waste, inventory management, and equitable access to goods. In this applied setting, they must translate sustainability principles into actionable retail strategies—whether through improving merchandising approaches, increasing awareness and accessibility, or developing campaigns that encourage reuse and community participation (SDG 10). The experience sharpens both their business acumen and

their social awareness, as they see firsthand how retail decisions can influence environmental outcomes and social equity. At the same time, students build practical skills while grappling with the real constraints of operating a resource-limited initiative. Ultimately, the course fosters a generation of retail thinkers who are not only capable of driving sales and customer engagement but also committed to aligning retail practices with broader global sustainability goals.

Relevant SDGs addressed through the course



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MKT-3113 - COMMS

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MKT3113-Final Project

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Upload your reading materials

Assignment #1-Retail Sustainability Spotlight
Report - W26 MP

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

22.14 Integrated Marketing Communications

Course code

MKT-3353

Department

- Business Administration

The duration of my course is:

- 14 weeks

My course learning outcomes are:

- 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

- Structured to encourage critical thinking and decision-making
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)

My course touches on the following concepts:

- Cross-Functional Business Strategy
- Market Research and Consumer Insights
- Digital Business Models and Innovation
- Entrepreneurship and New Venture Creation

My course implements the following pedagogies:

- Experiential Learning
- Active Learning

Course Description

In today's marketing world there are more advertising contact points and specialized media competing for consumers attention than ever before period to effectively break through the clutter companies need to use a well-coordinated approach to selecting different promotional methods to differentiate their communication and present a consistent message to target audiences. This course introduces students to the concept of integrating marketing communications (IMC); a strategic planning process that helps companies identify the most appropriate and effective methods for communicating and building relationships with consumers. Students will learn the essential components of an IMC plan, including how to integrate advertising, sales promotions, public relations, direct marketing, and digital media to maximize the impact of communications. Students will utilize this knowledge to build their own comprehensive marketing communication plans for a selected product or service.

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

The Integrated Marketing Communications course is centered on a real-world collaboration with Food Safety & Quality (FSQ) students to develop a campaign around a product made from spent grains and gain a unique educational experience. By working across disciplines, they are exposed to the complexities of aligning brand strategy with product development, and consumer perception, while navigating the dynamics of team-based problem solving. The use of spent grains, a byproduct typically considered waste, challenges students to think creatively about circular economy principles (SDGs 2 & 12) and how to position eco-conscious innovations in a competitive market. This hands-on project sharpens their ability to research target markets, craft campaign strategy, develop cohesive messaging across multiple channels, and create realistic media plans. The collaboration fosters communication and leadership skills, as marketing students must translate technical product details into compelling narratives that resonate with target audiences. Overall, such an experience not only builds practical competencies in campaign development but also instills a deeper understanding of sustainability, innovation, and the value of interdisciplinary collaboration in modern business environments.

Relevant SDGs addressed through the course



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W26 MKT 3353 Course Plan

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MKT-3353 Course Outline

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Upload your reading materials

IMC Project Components

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

22.15 Entrepreneurship I & II

Course code

BUS 5503 & BUS 6503

Department

- Business Administration

The duration of my course is:

- 25 weeks

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies

- 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

My course touches on the following concepts:

- Agile Methodologies in Business
- Business Analytics for Decision-Making
- Business Ethics and Corporate Social Responsibility
- Business Process Reengineering
- Change Management and Organizational Development
- Communication and Negotiation in Business
- Cross-Functional Business Strategy
- Customer Relationship Management (CRM)
- Decision-Making Models and Techniques
- Digital Business Models and Innovation
- Entrepreneurship and New Venture Creation
- Financial Decision-Making in Business
- International Business Operations
- Knowledge Management and Organizational Learning
- Legal and Regulatory Environment in Business
- Market Research and Consumer Insights
- Operations and Supply Chain Management
- Organizational Behavior and Leadership Development
- Performance Management and Business Metrics
- Project Management and Strategic Execution
- Risk Assessment and Business Strategy
- Sustainable Business Models and ESG Integration

My course implements the following pedagogies:

- Collaborative Learning
- Experiential Learning
- Flipped Classroom
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Transformative Learning
- Active Learning

Course Description

BUS-5503 - As the first of a two-part capstone, students use an entrepreneurial and project management approach to assess the viability and sustainability of a business idea. Students explore the United Nations 17 Sustainable Development Goals (SDGs) examining the role of businesses in addressing global challenges such as poverty, climate change, and inequality, by conducting a thorough research analysis and delivering a feasibility study for a new entrepreneurial venture. Students engage in team building, meeting strategies, and project planning activities that emphasize the importance of equity, diversity, and inclusion in fostering an inclusive learning environment. Students develop creativity, critical thinking, and problem-solving skills within the context of business entrepreneurship. These activities enhance leadership and communication abilities, essential for success in the business world. BUS-6503 - 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

Across two Entrepreneurship courses I'm shaping how my students think, act, and see opportunity in the world. Through these courses, students move beyond theory and into real-world application. They learn how to validate ideas with evidence, think critically about markets, and make informed, confident decisions. I place a strong emphasis on experiential learning, pushing students to build, test, and refine real ideas. At the same time, I ground their work in structured frameworks like the Business Model Canvas and feasibility analysis, helping them develop the discipline to think and operate like real entrepreneurs. The impact I strive to make is lasting: my students leave not only with stronger business skills, but with an entrepreneurial mindset that is resilient, opportunity-focused, and capable of turning ideas into action.

Relevant SDGs addressed through the course





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550 Syllabus F2025

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BUSN-ClassPresentationDay-04-2024_024

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22.16 FIN 4203 Investment Compliance

Course code

FIN 4203

Department

- Business Administration

The duration of my course is:

- 14 weeks

My course learning outcomes are:

- Integrated with professional and career readiness skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)

My course touches on the following concepts:

- Corporate Governance and Board Leadership
- Risk Assessment and Business Strategy
- Legal and Regulatory Environment in Business
- Business Ethics and Corporate Social Responsibility

My course implements the following pedagogies:

- Experiential Learning
- Active Learning

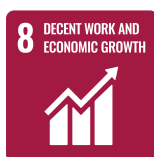
Course Description

This course provides students with an understanding of the Canadian securities industry regulations. Procedures surrounding participant registration, account opening, sales and trading and placing orders will be discussed. The appropriate ethical guidelines and corporate responsibility when dealing with client accounts, transactions and products will be highlighted.

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

This course features discussions about compliance, anti-corruption, legal aspects of investment management, conduct standards and duty of care. It grooms students to evaluate situations they may face in their futures, confirm their values and their personal ethical stance and what an ethical dilemma can look and feel like. Motivations that incite corrupt activity are discussed and many cases are analyzed to determine what went wrong, and what were the implications.

Relevant SDGs addressed through the course



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FIN-4203 - COMMS

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Upload your reading materials

F25 FIN 4203 Team Assignment 2 Podcast

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

22.17 FIN 4323 Retirement and Estate Planning

Course code

FIN 4323

Department

- Business Administration

The duration of my course is:

- 14 weeks

My course learning outcomes are:

- Encouraging of active learning and student engagement
- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)

My course touches on the following concepts:

- Risk Assessment and Business Strategy
- Customer Relationship Management (CRM)
- Financial Decision-Making in Business
- Legal and Regulatory Environment in Business
- Business Ethics and Corporate Social Responsibility

My course implements the following pedagogies:

- Experiential Learning
- Active Learning

Course Description

Both retirement planning and estate planning work hand in hand and are critical elements of a financial planner's practice. Canadians, particularly baby boomers, will be retiring in vast numbers in the coming decade. An advisor's role in helping clients plan for retirement is key to ensuring clients not only have sufficient money to fund their retirement years, but also to ensure clients achieve their desired retirement lifestyle. This course helps advisors to focus on opportunities to minimize the impact of taxation on the client. It addresses considerations such as desired lifestyle, family issues, health concerns, and emotional issues, all with the aim of helping clients both envision and achieve their future retirement goals. A key part of an advisor's fiduciary duty is also to educate clients on the importance of estate planning and guide them through the estate planning process. This course will assist students to understand the impact of family situations and personal values on estate planning, how to approach the topic of mortality and prepare clients optimally for it, as well as the legal and tax principles of intergenerational wealth transfer, and ensuring effective wealth distribution to heirs after clients' own retirement needs are met. It will include analysis of will preparation, what happens when clients die intestate, executor responsibilities, the importance of involving tax and legal experts where appropriate, and overall, how to help support clients to face estate planning issues pragmatically.

Relevant SDGs addressed through the course



Upload your syllabus

FIN-4323 - COMMS

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

Upload your reading materials

F25 Retirement and Estate Planning
Assignment 1 STUDENT

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

23. Define Teach

Lambton College is working to progressively transform its learning environments. This includes the introduction of a dedicated sustainability course, initial SDG mapping across course outlines, and faculty development opportunities to support understanding. The College recognizes that implementation is uneven and influenced by capacity, resources, and competing priorities. As a result, our approach to teaching reflects a commitment to incremental progress; moving from awareness, towards exposure and ultimately accountability.

24. Educator Recognition

- Course evaluation scores
- Annual teaching excellence awards

25. Barriers to Innovative Curriculum

- Budgetary limitations
- Faculty expertise gaps
- Learning curve for faculty
- Limited interdisciplinary collaboration
- Overloaded faculty
- Uncertain return on investment
- Change fatigue
- Collaboration barriers
- Measurement and benchmarking issues
- Resource allocation challenges
- Time constraints

26. Barriers to Innovative Pedagogy

- Budget constraints
- Change resistance
- Classroom infrastructure limitations

27. Continue telling your story

27.1 Business Professional Club Annual Report

Upload or select a document

Amended Final BPC Report (1)

View document  Download document 

27.2 International Women's Club

Provide supporting context

This past year, the International Women's Club (IWC) delivered a range of initiatives aligned with empowerment, inclusion, health awareness, cultural engagement, and sustainability. Highlights included *Chalk the Walk* for the International Day of the Girl Child, where members shared messages of equality and positivity across campus, and a Breast Cancer Awareness Month session featuring the Manager of Bluewater Health Diagnostic Imaging, who educated participants on the importance of early detection. The club also collaborated with the Sustainability Club on their annual beach clean-up, supporting environmental stewardship and community responsibility.

The IWC further contributed to cultural understanding by performing at the Lambton County Festival of Cultures, showcasing the diversity within our campus community. To honour International Women's Day, the club hosted a yoga workshop focused on wellness and self-care, and distributed purple flowers, ribbons, and empowering messages to women across campus. Through these initiatives, the IWC continues to advance inclusive community-building, promote well-being, celebrate diversity, and contribute to socially responsible and sustainable campus practices.









27.3 Lambton College Sustainability Student Club

Provide supporting context

1. Waste Diversion Initiative the month of March

- The Problem - While our current disposal bins are color-coded and have generic signage, students and staff often face "decision fatigue." Common cafeteria items like coffee cups, containers, or compostable cutlery frequently end up in the wrong bins because general icons (like a generic bottle or paper) don't match the specific items sold on campus.
- The Proposal - high-resolution photographs of actual products which are sold at Lambton College be taken and three customized signs be printed that provide actual photos of what goes where within the three options (Waste, Paper, Plastic)
- Pilot - this would act as a pilot project
- Location - the staged waste disposal new signage and receptacles would be placed prominently in the cafeteria for all of March



Video Interviews with local environmentally oriented business

- - Record - record interviews with 2 local business owners about the work they do
 - Businesses engaged -
 - Great Lakes Refill
 - NuSarnia - goal is to discuss their work with the City of Sarnia on bike friendly efforts and how Lambton can become a part of this work
 - Channels - The Sustainability Club has both an Instagram and Linked In channel where these will be posted.

27.4 Lion's Pride and Lion's Mind

Provide supporting context

Lion's Pride: Gender & 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.

27.5 Canada Revenue Agency (CVITP) Free On Campus Tax Clinic

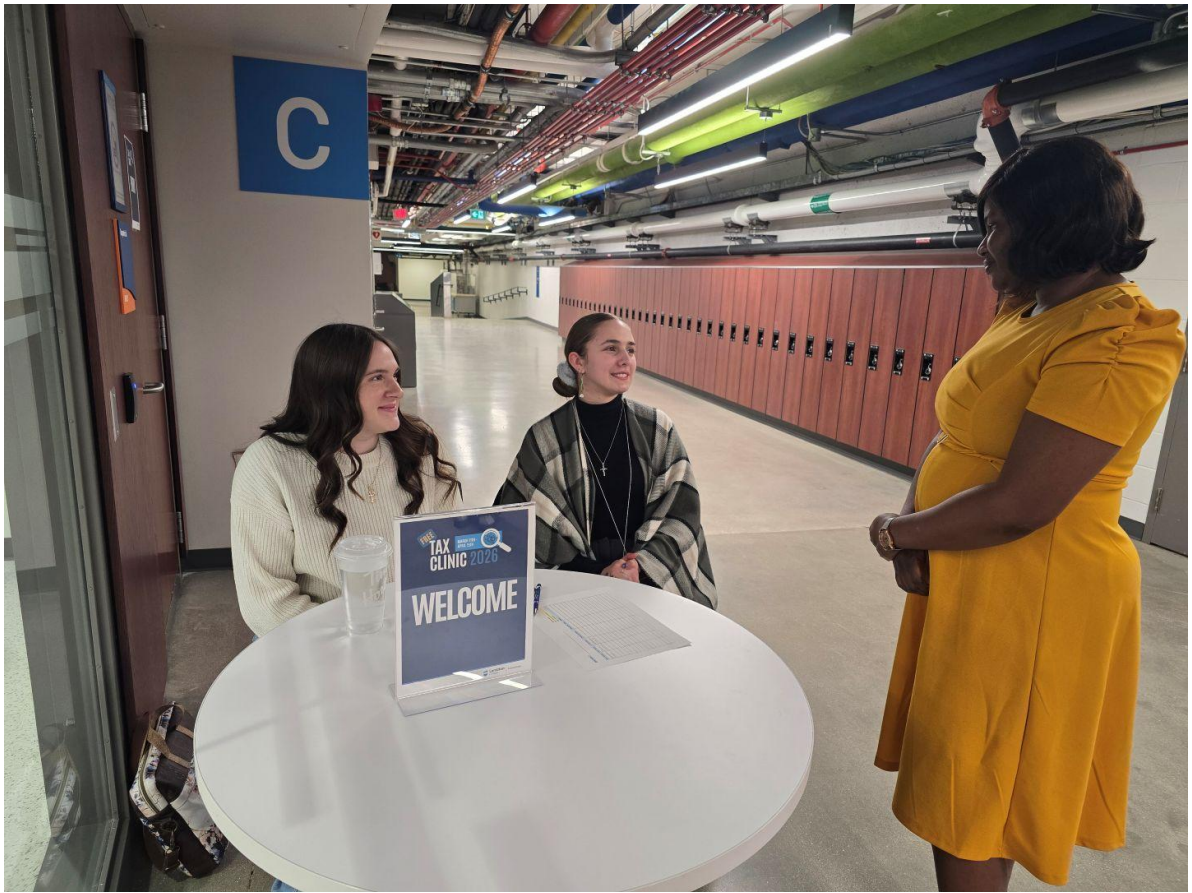
Provide supporting context

Lambton College's student-run Free Tax Clinic delivers an inclusive, real-world learning experience for accounting students while removing financial and procedural barriers for community members with modest tax situations. Operating under the Canada Revenue Agency's Community Volunteer Income Tax Program (CVITP), the clinic provides free tax filing services to individuals who may otherwise face cost, complexity, or access challenges.

The clinic is staffed by accounting students across all three years of the program. Students progressively assume professional roles within the clinic in alignment with their level of study, allowing them to apply technical knowledge, ethical standards, and client-service skills in a supervised, community-focused environment. This scaffolded model strengthens career readiness while reinforcing social responsibility and public trust.

The initiative directly advances SDG 10 (Reduced Inequalities) by reducing financial and administrative barriers to tax compliance for individuals with modest or vulnerable financial circumstances. It also supports SDG 4 (Quality Education) by embedding high-impact experiential learning into the curriculum, enabling students to gain practical experience, professional confidence, and a deeper understanding of equity-driven service.

The included photographs capture moments from the Free Tax Clinic delivered on Lambton College's campus between March and April 2026. These images highlight students in action as they support community members through the tax-filing process, illustrating the hands-on, inclusive, and community-engaged nature of this CVITP-supported initiative.





27.6 Project: Pitch It

Provide supporting context

Project Pitch It is a Business Model Canvas competition at Lambton College that provides students and recent alumni with an applied, sustainability-focused entrepreneurial learning experience. Open to participants across programme areas, not solely business, the competition supports learners in developing, refining, and pitching business ideas that integrate economic, social, and environmental value creation.

The initiative strongly advances SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth) through high-impact experiential learning that builds entrepreneurial capability, critical thinking, and career readiness. Sustainability-aligned content is delivered by local business professionals and supported by community mentors, helping participants meaningfully complete each component of the Business Model Canvas. Project Pitch It also exemplifies SDG 17 (Partnerships for the Goals) through collaboration with Community Futures Lambton, TechAlliance, and local entrepreneurs. These partnerships strengthen community connections, extend learning beyond the classroom, and support emerging entrepreneurs while reinforcing the interconnected nature of the Sustainable Development Goals.



27.7 Impact Innovators Program

Provide supporting context

The Impact Innovators Program is part of Work Integrated Learning and gives students the opportunity to apply entrepreneurial thinking to real social and environmental challenges. Throughout the program, students work in teams to identify a meaningful problem, connect it to one or more United Nations Sustainable Development Goals, and develop a socially impactful business concept that could create positive change.

The program supports experiential learning by guiding students through the process of social innovation, including problem identification, business model development, impact measurement, and final presentation. Students are encouraged to think beyond traditional business success and consider how their ideas can contribute to community well-being, sustainability, equity, and long-term social impact.

As part of the program, students develop a Business Model Canvas, explore the desirability, feasibility, and viability of their idea, and present their final concept to their peers. Finalist teams are then selected to present their concepts to industry and community judges, giving students an opportunity to receive broader feedback and showcase their work in a more professional setting.

The Impact Innovators Program aligns closely with the goals of PRME by encouraging students to view business as a tool for positive social change. It helps students understand the role they can play as future professionals and entrepreneurs in contributing to sustainable development and creating solutions that are innovative, practical, and socially responsible.

Supporting visuals from the 2026W term are included to showcase student business ideas, finalist presentations, and winning teams from the Impact Innovators Program, highlighting the creativity and SDG-focused learning demonstrated by students.

02 SOLUTION

Meet AmiGA

An anonymous AI chatbot built exclusively for Mexican girls aged 13–19

01 True Anonymity

Standalone app = fully anonymous. On social platforms, conversations are private & confidential — your identity exists, but your conversation is protected.

03 Verified Referrals

Connects users to trusted local clinics via verified referral codes — bridging digital advice to real-world healthcare.

02 Culturally Tailored

Slang dictionary + Mexfam-vetted content built specifically for Mexican girls 13–19. Not adapted — born here.

04 Crisis Escalation

Human-in-the-Loop system: when a conversation signals risk, trained counselors step in — no girl is left alone in a crisis.

Launch

Standalone App

WhatsApp

Phase 2 Expansion

Instagram

Snapchat

TikTok

On social platforms, girls are informed of privacy differences and offered the standalone app for full anonymity

🔒 Built in compliance with Mexico's LGDNNNA & LFPDPPP — protecting minors through zero personal identifiers collected, anonymized sessions, and information-only service design

THE SOLUTION INTRODUCING TRANSPARENT

An interactive water-saving reward platform that tracks usage, detects leaks, and motivates conservation.



Real-Time Dashboard

Track daily, weekly & monthly water consumption on a live web/mobile app.



Leak Alert System

AI-powered detection sends instant SMS/email alerts when abnormal usage is detected.



Reward & Points

Earn points for saving water. Redeem them for local business discounts.



Predictive Analytics

Forecasts potential leaks & high-usage events before they become costly.

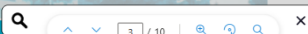
PROPOSED SOLUTION



- Digital nurse fatigue & break management system
- Designed for Ontario hospitals with unionized nurses
- Combines:
 1. Real-time break tracking
 2. Fatigue monitoring
 3. Relief staffing model
- Integrates with existing hospital scheduling systems

PAGE 003

SA42





27.8 Business Professionals Club Bus Tour Of Industry

Upload or select a document

BPC - Bus Tour - MARCH 5_2026

View document  Download document 



Research

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

28. Define Research

Lambton College recognizes research and innovation as an important pathway to advancing sustainability and responsible management education. While research activity currently exists across the institution, it is siloed in a way that makes their work less visible and their impact less widespread. There are significant opportunities to strengthen connections between academic programs in business and our applied research department regarding sustainability-focused initiatives. There are ways in which College could explore alignment with the SBSL, specifically around research that supports local community needs. Having Research and Innovation guide students in both Secondary and Primary Research courses could allow students to see the process of research in action. This reflects an evolving approach, moving from isolated academic/research activity toward more integrated and sustainability-informed research collaboration.

29. 2025 Publications

0

30. Research Barriers

- Administrative barriers
- Institutional policies and bureaucracy
- Methodological limitations
- Skills and expertise gaps
- Time constraints

31. 2025 Publications on Sustainable Development and/or RME

0

32. Research Funding

- Regional

33. Socializing Research

- Community organizations
- Government and policy makers

- Industry and business networks

34. Continue telling your story

34.1 Research and Innovation Annual Report

Provide supporting context

<https://research-lambton.my.canva.site/annual-report-2025-26>



Partner

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

35. Partners, Accreditation Bodies, Associations, etc.

- None

36. Student Partners

- Enactus

37. Continue telling your story

37.1 Enactus Projects

Upload or select an image



Caption

Enactus : Project One Circle

37.2 Enactus Projects

Upload or select an image



Caption

Enactus: Project One Circle

37.3 Enactus Projects

Upload or select an image



Caption

Enactus: Project One Circle

37.4 Enactus Projects

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Caption

Enactus: Project One Circle

37.5 Enactus Projects

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Caption

Enactus: Project One Future

37.6 Enactus Projects

Upload or select an image



Caption

Enactus: Project One Future

37.7 Enactus Projects

Upload or select an image



Caption

Enactus" Project Spent Grain

37.8 Enactus Projects

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Caption

Enactus: Project Spent Grain

37.9 Enactus Projects

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Caption

Enactus: Project Spent Grain

37.10 Enactus

Provide supporting context

Enactus Lambton advances sustainability through student-led initiatives that align closely with the United Nations Sustainable Development Goals, integrating education, inclusion, and environmental responsibility into experiential learning.

Project One Future delivers accessible, hands-on programming that equips youth with critical skills in communication, financial literacy, and entrepreneurship, directly supporting SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities), and SDG 11 (Sustainable Cities and Communities).

In parallel, Project One Circle strengthens community connection and inclusive participation, reinforcing commitments to SDG 10 (Reduced Inequalities) and SDG 11 (Sustainable Cities and Communities) through equitable engagement and community-building initiatives.

Building on this foundation, Enactus Lambton is currently exploring a new sustainability-focused project centred on reducing spent grain waste and advancing more circular approaches to resource use. This emerging initiative aligns with SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action), reflecting a growing focus on environmental stewardship and innovative solutions to local sustainability challenges.



Practice

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

38. RME Practices

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

39. Define Practice

Lambton's approach to "Practice" reflects an evolving commitment to sustainability within governance and accountability structures, including the Strategic and Academic Plans. While accountability mechanisms are still in development, as identified in our annual report, better coordination is clearly the objective. The College is fundamentally committed to a more consistent, metric driven and integrated approach.

40. RME Policies

40.1 Sustainability Policy

Upload or select a document

Sustainability Policy

View document  Download document 



Share

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



41. Define Share

This report has identified where Lambton can encourage and enhance a culture of collective learning in sustainability. By increasing transparency, regularizing communication, and encouraging the sharing of successes as well as challenges, Lambton will find broader understanding and acceptance among faculty, staff and students of our values around the SDGs.

42. 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

43. Transparency Barriers

- Inconsistent updates
- Messaging clarity
- Engagement gaps
- Ownership issues

44. Audiences

- Faculty and staff
- Boards and advisory committees
- Prospective and current students

SIGNATORY

Lambton College



Address

Sarnia (Lambton County), Ontario
Canada



Website

<https://www.lambtoncollege.ca>