Final Report

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Project Title: *Sustainability and sustainable development goals (SDGs) in marketing education: Insights from university instructors in Canada*

1.1 Project Summary

Higher education plays a key role in advancing sustainability learning, yet little is known about how educators interpret and integrate the SDGs into teaching. This study explores marketing faculty's varied conceptualizations of sustainability, showing how these shape whether it is peripheral or central in their courses. Findings highlight tensions between institutional commitments and practical constraints, emphasizing the need for pedagogical and institutional support for sustainability integration

1.2 Student involvement

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1.3 Dissemination and Knowledge Mobilization

One conference presentation titled "Sustainability and sustainable development goals in marketing education: An exploratory study in Canada" at the ERSCP conference in September 2025 in Prague, Czech Republic (ERSCP: European Roundtable on Sustainable Consumption and Production) One manuscript titled "Advancing sustainability literacy: Educators' approaches to sustainable development goals integration in business education" under review at Environmental Education Research (Q1).

1.4 Project Outcomes and Impacts

How it advances my body of research: This study advances my research on sustainability and marketing education by exploring how educators interpret and integrate the United Nations Sustainable Development Goals (SDGs) into their teaching. It extends my work from theoretical frameworks to practical pedagogical applications, highlighting how faculty sensemaking shapes curriculum and learning experiences with regard to sustainability and the SDGs. How it contributes to the field: The findings reveal the diversity of educators' understandings of sustainability and the SDGs, and how these influence whether sustainability is peripheral or central in teaching. This contributes to the field by identifying opportunities for curriculum design, experiential learning, and institutional support that can enhance meaningful engagement with sustainability in higher education. What new partnerships were created: The project established an international collaboration with Associate Professor Dr. Joya Kemper from the University of Canterbury, New Zealand, who became a co-author. The other two co-authors are Assistant Professor Dr. Mauricio Latapí and Associate Professor Dr. Neil Brigden, both from Mount Royal University. This partnership broadened perspectives on sustainability pedagogy and opens avenues for future cross-department and cross-institutional research in sustainability education.