Centre for Social and Sustainable Innovation

YEAR IN REVIEW | 2015-2016
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In its first strategic plan developed in 2011, the Centre for Social and Sustainable Innovation (CSSI) was envisioned as a catalyst to bring sustainability and social responsibility to the forefront at Gustavson, working together with other stakeholders across the university as well as beyond the Ring Road. Now, in 2016, as CSSI celebrates its fifth birthday, we can see how effective it has been in achieving that objective. We greatly appreciate Goldcorp’s continued commitment and support that has enabled us to come this far.

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Our commitment to integrating sustainability and social responsibility across all our activities is well aligned with the United Nations Global Compact Principles for Responsible Management Education (PRME), the values that support the Association for the Advancement of Sustainability in Higher Education, and the evolving recognition in the business community that such issues lie at the core of long-term business success. We will continue to work with local, national, and international organizations to ensure that our graduates are well prepared for the future, through exposure to leading-edge guest speakers in the classroom, participation in stimulating co-op work terms, and via intensive interactions with mentors.

CSSI, guided by its new two-year strategic plan, will continue to put us at the forefront of management education, helping to deepen our understanding of the issues facing our world and develop the solutions needed to inform and foster the next generations of responsible business leaders.

Letter from Saul Klein
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Letter from Professor Monika Winn
Director of the Centre for Social and Sustainable Innovation

The CSSI Turns Five!

This year’s edition of the CSSI’s Year in Review, as the four before it, covers a sampling of the many positive initiatives of our inspired and ambitious colleagues: teachers, researchers, staff, students and partners.

The report also marks a milestone—the CSSI is five years old! It is time to celebrate where the Gustavson School of Business has made the biggest strides in living by its pillar of sustainability and social responsibility. It is also time to assess whether the CSSI has achieved its goals, determine where more effort is needed, and take a fresh look at our future goals.

We have made much progress in delivering on our priorities focused on education and governance, and Gustavson has built an amazing culture and momentum in its commitment to a deeper purpose and meaning in what we do. As a university faculty, conducting impactful research and providing cutting-edge education to a wide range of students of management (undergraduate, graduate, executive, or PhD), are the two essential reasons why the school exists.

The CSSI’s contributions to education are strong, as you can see in a summarized account of our course content, our deepening involvement with PRME initiatives, and the many stories celebrating our students’ and colleagues’ leadership and ingenuity. These achievements allow us to increase our focus on research. We are building scholarly capacity with post-doctoral fellows and we are buoyed by Gustavson’s overall strategic commitment to research and a growing scholarly interest on the part of our colleagues in topics related to sustainability and social responsibility be they in entrepreneurship, international business or service management.

A second milestone for the CSSI is Gustavson’s new strategic plan. It spells out the school’s winning aspiration as “crossing boundaries to create meaningful research, impactful learning, and engaging relationships.” Whether new or deepened, the principles, commitments and goals captured in Gustavson’s strategic plan result in a tightened fit between the broader Gustavson’s values and the CSSI’s mission.

In sum, we are on the right course! Following our own extensive deliberation and consultation, we are set to roll out the CSSI’s new strategic plan early in this, our sixth year. We are able to do so thanks to our steadfast partner and financial supporter, Goldcorp Inc. The CSSI team has—once again—done amazing work. Special thanks go to Associate Director Heather Ranson and Coordinator Rachel Goldsworthy, who do much of the heavy lifting. Tremendous contributions have again come from our other team members, Drs. Matt Murphy, Basma Majerbi, Josh Ault and our newest addition, Post-Doctoral Fellow Kim Ceulemans. With more colleagues at Gustavson building sustainability and social responsibility into their teaching and research, we look forward to expanding the CSSI’s contributions through our highly engaged staff and faculty!
Gustavson’s Winning Aspiration

Crossing boundaries to create: meaningful research, impactful learning, and engaging relationships.

CSSI’s Mission

We support the aspirations and activities of the Gustavson School of Business (GSB) by

• cultivating sustainability and social responsibility thinking throughout Gustavson and catalyzing meaningful action;
• helping Gustavson ready our students to succeed and flourish as agents of change in creating sustainable and responsible business;
• co-creating concepts, frameworks and tools for transformative sustainability research and education at Gustavson and beyond;
• fostering understanding and collaboration on sustainability across disciplines, domains, and stakeholders in our community and beyond.

CSSI’s Priorities

<table>
<thead>
<tr>
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<th>RESEARCH: Strengthen Gustavson’s capacity to contribute to transformative sustainability research</th>
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<tr>
<td>R</td>
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<tr>
<td></td>
<td>EDUCATION: Deepen integration of sustainability concepts, cases and tools throughout GSB’s educational programs</td>
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<tr>
<td></td>
<td>COMMUNICATION &amp; REPORTING: Effectively communicate CSSI’s and Gustavson’s sustainability activities and regularly provide current and inspiring information to all stakeholders</td>
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<td></td>
<td>ENGAGEMENT &amp; PARTNERSHIPS: Engage with stakeholders and cultivate key partnerships at Gustavson, UVic and beyond</td>
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Key Initiatives

RESEARCH

1. Strengthen and expand Gustavson’s research capacity around sustainability and social responsibility.
2. Provide support for sustainability research, financially and through mentoring.
3. Support, host, organize and/or participate in research supportive sustainability events.

EDUCATION

1. Monitor and assess integration of sustainability and social responsibility in course content in all programs.
2. Support faculty and programs with sustainability teaching materials, content and methods.
3. Support programs and student initiatives in their efforts to integrate sustainability.

COMMUNICATION & REPORTING

1. Report annually on CSSI activities and Gustavson activities around sustainability and social responsibility.
2. Distribute weekly CSSI Communiqué and frequent social media communications.
3. Monitor and evaluate the effectiveness of regular communications and major reporting activities.

ENGAGEMENT & PARTNERSHIPS

1. Map, categorize and assess engagement activities with CSSI partners and stakeholders.
2. Develop three-year plan for engagement with CSSI partners and stakeholders.
3. Support and catalyze the continued greening of GSB operations; monitor social aspects; celebrate progress.
4. Collaborate with GSB offices to deepen sustainability/social responsibility integration at GSB and UVic Sustainability Office.
At the Gustavson School of Business we have adopted the United Nations Global Compact Principles for Responsible Management Education (PRME). In the following pages we highlight how students, staff and faculty at Gustavson bring each principle to life.

<table>
<thead>
<tr>
<th><strong>PRINCIPLE 1: PURPOSE</strong></th>
<th>We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.</th>
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<tr>
<td><strong>PRINCIPLE 2: VALUES</strong></td>
<td>We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.</td>
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<td><strong>PRINCIPLE 3: METHOD</strong></td>
<td>We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.</td>
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<td><strong>PRINCIPLE 4: RESEARCH</strong></td>
<td>We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.</td>
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<tr>
<td><strong>PRINCIPLE 5: PARTNERSHIP</strong></td>
<td>We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.</td>
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<tr>
<td><strong>PRINCIPLE 6: DIALOGUE</strong></td>
<td>We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organizations, and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.</td>
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<tr>
<td><strong>PRINCIPLE 7: ORGANIZATIONAL PRACTICES</strong></td>
<td>We understand that our organizational practices should serve as examples of the values and attitudes we convey to our students.</td>
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In 2015, the Gustavson School of Business enacted the vision to pioneer business education that creates sustainable value. PRME are embedded into that vision, and CSSI is a direct outcome of the importance faculty, staff and students place on business’s role in improving the world according to the triple bottom line.

From 2011 to 2016, CSSI’s developed priorities lay in four areas: education, research, operations and governance. Our aim has been to foster at the school a sustainability mindset toward providing inspirational education and generating original knowledge that helps make the world a better place. Funding from Goldcorp Inc. allows us to hire staff and post-doctoral fellows to further our aims in these areas. Over the past five years the centre has been in place, we have noticed a blurring of lines between the sustainability activities of Gustavson and those of CSSI. More often than not, CSSI is supporting and reporting on activities initiated by Gustavson faculty and staff. We see this as a positive change and one we continue to foster.

CSSI takes responsibility for reporting on sustainability goals in three areas: an annual greenhouse gas emissions report; a course content survey identifying courses that deliver sustainability material; and activities and events that support sustainability in research, education or our operations. This Year in Review is a summary of those initiatives for 2015-2016.

**The CSSI team for 2015-2016 is:**
Dr. Monika Winn, Director
Professor Heather Ranson, Associate Director
Rachel Goldsworthy, Coordinator
Dr. Basma Majerbi, Associate Professor
Dr. Josh Ault, Assistant Professor
Dr. Matthew Murphy, Assistant Professor
Dr. Kim Ceulemans, Post-Doctoral Fellow

As well as illustrating PRME’s Principle 1: Purpose, the stories in this section also illustrate how engaged our students are, with their own education in general and with current issues of environmental and social responsibility. At the same time, they’re also actively integrating quality education with professional relevance.
Seeing things differently

On December 11, 2015, three Gustavson undergrads did what had previously been thought impossible. On a Friday afternoon, right after a final exam, Chase Cedar, Eve Olynyk, and Nick Pineau got dozens of students together to hear from their professors. These were the same profs they’d been listening to all fall, and everyone was tired, so what was the draw?

They’d heard about different facets of the Volkswagen emissions scandal in their Business and Sustainability, Accounting, Marketing, and International Business classes, and they wanted more: more diverse perspectives on more issues. So when Nestlé released a report about forced labour in its seafood supply chain, the students had a topic that they could get their teeth into.

Students asked one prof from every fall course to come out and share their perspectives on the Nestlé issue.

Ninety students who care enough to engage in their own education and prepare to lead us all into the future filled the room for the 90-minute discussion.

Gustavson students: More than managers. These are leaders is on the Gustavson blog.

After school

Alumni build Gustavson’s lessons into their own value systems, and head out to change the world in a myriad of different ways. Many of them are profiled in Business Class, Gustavson’s alumni magazine, and here’s an example of how our alumni generate sustainable value for business, and for the world.

Paul Chaddock (MBA ‘07) makes it easy for his Finest at Sea employees to do good work, like when they organize Victoria’s annual Fresh Herring Sale fundraiser for Fishermen Helping Kids with Cancer. Every cent supports kids with cancer at BC Children’s Hospital.

“How can you not be moved and awestruck,” Paul asked, “knowing that you’ve been part of a team who’ve contributed in some small but very meaningful way to a child and their family, battling cancer?”

“The volunteers get so excited that they don’t leave when their shift is over. To me,” he summed up, “that embodies the spirit of the event.”

To the kids receiving treatment at Children’s, Paul and his team embody the spirit of care.
Living values

It started last summer when Dr. Stacey Fitzsimmons carted her camping gear over a portage between two lakes, dropped it off, and headed back to pick up her canoe. She found the boat, high, dry, and halfway along the three-kilometre trek.

“Someone,” she said, “had carried it all that way for no reason other than kindness.”

And that, she decided, would be a great message to share with students in Leading People and Organizations. Then she thought it might be even more effective if they did something kind and reflected on the impact their actions had on other people. So she made that the first assignment on the first day of class.

Third-year student Oasis Chen was brand new at Gustavson.

“I felt extremely excited at first,” he said. “And then we felt a little bit embarrassed because it might be too awkward to open a door or buy a coffee [or] even offer free hugs to strangers. But after we did so, we got great pleasure because people are all very happy. It was truly a very meaningful event.”

According to Chen’s classmate Amit Dewett, Fitzsimmons’s first-day-of-class assignment was “ingenious. It set the tone for what the school expects of us.”

Also, he added, “You get a bit of insight into people when they’re asked to do something like this. If you do it to manipulate someone, you’re losing the spirit of it. It tells you about the kind of person you are.”

The impact of Net Impact

On April 9, the team of Hazen Fowler, Nathan Leung, Rob Livingstone, and Harpreet Parhar won the Beedie School of Business’s Net Impact Sustainability Case Competition, but the trophy wasn’t the real prize.

“The best experiences [of my MBA] have come from participating in case competitions,” said Fowler. “They are chances to network with other schools, to integrate classroom learning, to receive independent feedback.”

“The MBA program is redefining my intellectual boundaries and pushing me beyond my creative limits,” added Parhar. “The case competition tested my knowledge to the core. As a group, we were able to influence dialogue, which is the first step of instituting a global change.”

The case, provided by natural gas distributor Fortis BC, asked how much greenhouse-gas emissions could be cut if ships travelling between Asia and Vancouver were to switch to liquefied natural gas. As well, Fortis asked for recommendations on how best to engage First Nations, the Vancouver public, policy makers, and shipping companies.

“I hoped to be able to put to the test some of the skills we have acquired throughout several of our classes here at UVic,” said Rob Livingstone afterward. “What I came away with was a real sense of validation that what we are learning is topical, it’s applicable, and we are capable of providing solutions that are valued by industry professionals.”
True values: what do customers really want?

When she posed that question, visiting scholar Jie Zhang was really asking her audience at Gustavson to reconsider how we think about our daily lives. Do we need to own a car? Or do we want to use a car?

Zhang pointed out that a growing number of companies are re-examining their business models and deciding to market the use of their products rather than the products themselves. They call it Green Servicizing.

“Servicizing represents the rethinking of our relationship with physical things,” said Zhang, who joins the faculty at Gustavson in 2016. “Students of sustainability will find this innovative business model valuable through learning how to redesign business-customer relationships and leverage the service mindset.”

Gustavson’s pillars: International, Integrative, Innovative, and Sustainable/Socially Responsible

While they’re on exchange, some of our students research and write vivid blog posts about the cool (or otherwise) activities they see abroad. Check out the student-run SustainableExchange blog to discover what they’ve learned about sustainability in Tokyo, Taipei, and Toulouse.

They’ve also established a SustainableCo-op blog, to share tales about their co-op work placements. What clever sustainability programs are already in place at their job sites? Did they identify gaps? How did they address those gaps during their work term?

Giving Voice to Values

Teaching ethics is not enough. Students know what the “right thing to do” is, but as new or junior employees they do not have the status to push back when someone asks them to do the wrong thing. Giving Voice to Values is an educational tool created by Mary Gentile, then a professor at Yale University, to help overcome that problem.

In 2015, Gustavson professor Dr. Stacey Fitzsimmons used the Giving Voice to Values content in class with her third-year students, who learned and practised strategies to combat common obstacles to living their values at work.

“‘I like helping students gain tools they can use in the workplace,’” Dr. Fitzsimmons said. “Everyone has situations where they already know what is right, but where it’s hard to put into practice. This exercise helps students learn how to overcome barriers, and make a positive change to their workplaces.”
Mission Impossible? Not at Gustavson!

The Bachelor of Commerce program’s annual MIIISsion Impossible challenge Integrates International expertise and impact with Innovation and Sustainability/Social responsibility. In early October 2015, all new BCom students and international-exchange students spent three intense hours in small teams to dream up and hone innovative sustainable business ideas that would be a good cultural fit in the home country of the international student on each team.

Then they stoked up on caffeine and granola bars and presented their ideas to faculty and business judges. Everyone won—the students learned how to complete a project as a group, pitch it to strangers, and meet a very tight deadline, and the judges learned just how creative and accomplished Gustavson students are.

In 2015, the ideas that took home pride, glory and $200 per team are:

- Fresh-food delivery to the elderly and families in China
- Lightweight eco-friendly wine bottles
- Plants that increase home air quality
- An app that recommends sustainable businesses
- Bracelet and app that can track location and pulse, and then beep to help find loved ones in case of emergency.

Volunteer judge Patrick Kelly listens to a pitch from students at Gustavson’s MIIISsion Impossible.

Volunteer judge Sarah Rose McShane takes a moment to ponder a team’s score before moving on to hear the next student group pitch their innovative, international and sustainable business idea.
Road trip!

How do you conduct a sustainable field trip for students in the Service Management specialization? By bike of course! Sounds fun, right?

It was, but that was after assessing the situation: of 40 students only 20 students had bikes of their own, only 10 students were regular bike riders, and the field trip was in January. The possibility of problems was immense: mechanical breakdowns, crashes, lost students (or professors!), and huge potential for rain.

However, there was incredible engagement from students through the whole experience, which included renting 24 bikes for students who did not have access to one, signing waivers, sizing bikes and helmets, and labelling—which all had to happen one or two days before the ride.

The ride itself involved only one very minor crash, one broken chain, one punctured tire, and one lost professor. All the breakdowns happened on the way to the first stop, a bike shop, where they were quickly fixed by the amazing staff who weren’t fazed by having 40 people in the store at once. What a great example of service!

All of the day’s speakers—local business owners or managers—shared the value of having bikes in the community and after riding 20 kilometres on what might have been the coldest day of the year (but no rain!), the trip was a stand-out feature for the students. It formed the basis of a major assignment, generated ideas for more research, and opened new doors to students who don’t ride regularly.

Several students had so much fun they rented bikes again and continued to ride for the rest of the term!

Industry expertise

Teaching sustainable procurement generally involves discussion of supply chain, pricing and sometimes strategy. Michael Callewaert of Trexiana came to the fourth-year Service Management class and pitched his vegetated wall system. His company’s product involves proprietary sandbags clamped together to create retaining walls. The filling of the bags varies according to the type of plants that will be grown to disguise the wall and to reinforce the clamps, which wear down over 120 years so there is zero waste in the system.

The example is not only intriguing and innovative, it also illustrates how his firm aligns technology with the values and up- and downstream value chains for a solid triple bottom line business.
Adventure calls

Third-year students were impressed when the first woman to row across the Atlantic stood before them to talk about techniques we can all use to overcome challenges. Julie Angus, the National Geographic Adventurer of the Year, was a keynote speaker at the Bachelor of Commerce program’s year-launching Workplace Skills Conference during the first week of classes.

An advocate for the natural environment, Angus brought her background as a scientist and psychologist to the stage with her. CSSI sponsored her message of caring for Earth and treasuring its special features because understanding and valuing how business needs nature is a sound first lesson in management.

Unique approach to Indigenous education

Most universities providing education for Indigenous people ask students to leave their community to come to urban-based campuses. However, many Indigenous communities are rural and remote and the heart of the support system in many communities is the family, so pulling a person out of their community is not always the best recipe for success. Gustavson takes the university to the community.

Mainstream entrepreneurship is focused upon the commercialization of innovation within an individualism paradigm (i.e. “I will increase my personal wealth”). A prime motive for Indigenous peoples’ desire for self-determination is preservation of heritage within a collectivism paradigm (i.e. “Increasing the wealth of our community and the richness of our culture”). Gustavson faculty understand the dynamic potential inherent in heritage and a collectivism paradigm, they do not simply regard it as a roadblock to future-oriented commercial development.

Gustavson, in partnership with TRICORP, an economic development agency in northwestern BC, offers a range of Indigenous education programs, of which the North West Aboriginal Canadian Entrepreneurs (NW-ACE) program is just one. It is centered on two key innovations: professors from the Gustavson School of Business travel to First Nations communities to deliver the curriculum; and the program actively recruits Indigenous students with skill-sets that can be leveraged to create sustainable projects within northwest British Columbia. Program Director Dr. Brent Mainprize works closely with Indigenous leaders and educators to incorporate cultural aspects into the program curriculum to enhance student learning and engagement, thus creating a culturally relevant entrepreneurship program.

The overall objective of the NW-ACE program is to help students become entrepreneurial experts by encouraging deliberate practice of key skills, and by helping them to create a plan for developing their business ideas.
Course content

The University of Victoria is a proud member of the Association for the Advancement of Sustainability in Higher Education (AASHE) and received its first STARS Gold Sustainability Rating in 2014.

The Sustainability Tracking, Assessment & Rating System (STARS) is a transparent self-reporting framework for colleges and universities to measure their sustainability performance. The program recognizes achievements and outstanding efforts in advancing campus sustainability.

The Gustavson School of Business contributes data to STARS on:

- academic courses that include sustainability; and
- academic research conducted on sustainability topics.

In our classrooms

At Gustavson, students are exposed to sustainability topics throughout the Bachelor of Commerce (BCom), Master of Business Administration (MBA), Master of Global Business (MGB) and PhD programs.

One of CSSI’s priorities is to deepen the integration of sustainability concepts, cases and tools in Gustavson’s educational programs so that all of our graduates have the mindset and the skills to lead businesses into the future. To help us measure that integration, we ask every instructor to provide information on how sustainability is included in his or her course.

Programs at a glance (2015-2016)

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>BCOM (years 3 and 4 of a four-year program)</th>
<th>MBA (16 months)</th>
<th>MGB* (16 months)</th>
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<tbody>
<tr>
<td>Number of students</td>
<td>670</td>
<td>101</td>
<td>78</td>
</tr>
<tr>
<td>Number of required** courses</td>
<td>12</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>Number of required courses with sustainability content</td>
<td>11</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Percentage of required courses with sustainability content</td>
<td>92%</td>
<td>64%</td>
<td>75%</td>
</tr>
</tbody>
</table>

* The MGB program is delivered by three partner universities on three continents. Number of courses listed does not include the courses offered by our partner universities.

** Required courses must be completed by all students in the program. These numbers do not include non-credit, elective, or specialization courses.
A few highlights of what we teach and how many students we reach

- During the 2015-16 academic year, 263 third-year BCom students plus 59 international students were enrolled in a full slate of required courses. Eight of the 10 courses were sustainability-related, according to the rating system of the Association for the Advancement of Sustainability in Higher Education and one, Business and Sustainability, is a sustainability-focused course.

- Management Finance’s 175 students discussed the drive for increased social responsibility demanded by investors, among other topics. Three hundred and sixty-seven students in Fundamentals of Marketing studied ethics, greenwashing, not-for-profit, supply chain, sustainable development, and triple bottom line using methods as varied as assignments, case studies, in-class discussions, textbook readings, and video news clips.

- The first-year Introduction to Business Decision Making, an elective for students planning to enrol at Gustavson, offers examples of great leaders and how they act on their sustainability and social responsibility principles. The 378 students who took this course in 2015-16 were encouraged to focus their strategy assignment on not-for-profit organizations.

- Financial Accounting examined ethics and fraud, including a case study on a new employee who was asked to post information on the company’s website that did not match the firm’s financial disclosures.

- In the MBA course Managing People and Organizations, 85 students discussed sustainability and organizational longevity through organizational alignment. As well, they talked about ethics related to the use of codes of conduct and to in-house ombudspersons for dealing with ethical dilemmas.

- Forty Master of Global Business students learned about the effects on business of political risk and country institutions like corruption. The international group of students brought stories from their home nations to expand the discussion with more real examples.

- UVic students enrolled in other programs can take a variety of business courses that include sustainability or social responsibility content. In the summer of 2015, for example, 280 students took the second-year Organizational Behaviour course, which included an experiential exercise and case study on power, politics and ethics as well as a viewing of Damon Horowitz’s TED talk on the necessity of having a moral operating system.

- All Gustavson PhD students, along with several from the University of British Columbia and even one recent PhD graduate in Belgium, took the PhD-level Business and Sustainability course in the autumn of 2015.
Principle 4: Research

Our projects advance understanding of business impact on environment, society and economy.

Students and faculty work together

In 2015, supported by a fellowship grant from the Pacific Institute for Climate Solutions, CSSI Director Monika Winn began working with PhD student Saeed Rahman on a research project that examines "The Agri-Food Industry of British Columbia: Adaptation to Impacts and Risks, and Opportunities from Climate Change." Two papers resulting from this research were accepted for presentation at both the Academy of Management and GRONEN in 2016!

Ready Set Solved!

Gustavson undergrads Sienna Blumstengel, Holly Cornwell, and Marin Davidson impressed the experts at the Capital Regional District’s Ready Set Solve challenge in March 2016. The trio spent several months researching on-site composting options for UVic, and their ideas wowed the judges into a third-place win! One of the reviewers commented on the team’s creative and charming presentation which, she said, clearly illustrated the depth of research the group had done.

Post-Doctoral Fellow integrates research with education

In early 2016, CSSI was delighted to welcome Post-Doctoral Fellow Kim Ceulemans. Dr. Ceulemans’s research focuses on how higher education institutions integrate sustainability in their main functions of education, research, outreach, and daily operations. She brings her expertise in sustainability reporting and innovative pedagogies and partnerships to help CSSI and Gustavson continue to develop our integration of sustainability throughout our programs, even as she continues her own research.

In the image:
- Saeed Rahman
- Dr. Kim Ceulemans
- BCom students Sienna Blumstengel, Marin Davidson, Holly Cornwell, and Marika Smith of the Greater Victoria Compost Education Centre.
Creating knowledge—and then sharing it

A group of elite researchers within the Strategic Management Society invited Gustavson’s Dr. Josh Ault to join them for their second conference in the summer of 2015.

“It was a four-day conference in Peru,” Ault explains. “Peruvian scholars submitted papers ahead of time, and then we outside scholars reviewed two papers each and provided feedback.”

The goal of these small conferences is to bring together researchers who have publications in top-tier global journals with scholars at universities in countries with high levels of poverty. Combining local expertise with international track records will build skill sets to create more compelling research, says Ault, whose own research looks at micro-lending and poverty reduction strategies in India and Africa.

Not all of the senior researchers who organized the gathering have focused their careers on poverty, but they do see it as an important field to examine—and to encourage others to enter.

In addition to funding his conference participation, a CSSI contribution ensured that Dr. Ault’s paper “An institutional perspective on the social outcome of entrepreneurship: Commercial microfinance and inclusive markets,” published in the Journal of International Business Studies, was established as open access, making it available to educators and researchers at universities that might not be able to afford subscriptions to expensive academic journals.

The social impact of business research

The Sardul S. Gill Graduate School’s first PhD alumna, Sarah Easter, focused her research on the role of socially focused partnerships in bridging the culturally based differences found within organizations that unite stakeholders from governmental, private and not-for-profit sectors.

“I was really interested in these diverse organizations that are coming together to work on a complex social challenge,” Easter says. “[The participants] are still maintaining their own organizations, their own goals, their own values, yet they’re coming together to work on this important issue.”

To carry out the research for her dissertation, Homelessness Through Different Lenses: Negotiating Multiple Meaning Systems in a Canadian Tri-Sector Social Partnership, she used ethnographic techniques within the Greater Victoria Coalition to End Homelessness. Her results highlight the challenges and benefits of such a loosely structured organization, as well as the skill sets and traits that enable individuals to bridge the cultural differences that are part of any diverse team or organization.
Case competitions are an established way to evaluate business students and, by extension, their schools. Gustavson students also recognize them as learning experiences that let students integrate diverse classroom theories to address real problems.

"Participating in a case competition gives us the opportunity to trial the theories and frameworks we learn in class, to test our knowledge in a real-world situation and to receive immediate feedback about our processes, tools and delivery," said MBA student Hazen Fowler. "We look to meet other MBA candidates, to work with industries and to learn alongside the next generation of business professionals. For myself," he continued, "I learned just how difficult it really is to ‘engage stakeholders’, putting it so simply minimizes all the time and effort teams put into relationship building with various partners in a project."

Rob Livingstone, Fowler’s teammate in the Beedie School’s Net Impact competition, agreed. "I hoped to be able to put to the test some of the skills we have acquired throughout several of our classes here at UVic. What I came away with was a real sense of validation that what we are learning is topical, it’s applicable, and we are capable of providing solutions that are valued by industry professionals."

Business for a Better World

Four Gill Grad School MBA students showed the managers of Norway’s Government Pension Fund Global how to divest some of its USD940 billion and generate 219 percent returns.

Yes, seriously.

Mukesh Dhatwalia, Bhupinder Dulku, Dorothy Pan, and Laurent Sevigny, coached by professor Matt Murphy, earned first place in the Corporate Knights-Schulich Business for a Better World case competition in Davos, Switzerland on January 22, 2016. The win over some of the other best business schools in the world has been wildly celebrated by their friends and profs at Gustavson, as well as Prime Minister Justin Trudeau, who was in Davos at the same time for the World Economic Forum.

Dorothy (Xuan) Pan, Mukesh Dhatwalia, Laurent Sevigny, and Bhupinder Dulku impressed the Business for a Better World judges and the Norwegian government with their plan for fossil-fuel divestment and a 219-percent return on investment.
Internal, innovative, inclusive

In their quest to learn, Gustavson students have started their own annual case competition. In 2015, they invited several other business schools and created teams with multi-school memberships. In 2016, they changed it up. Instead of inviting people from other MBA programs, they tossed down the gauntlet to their own colleagues and Gustavson’s undergrads.

The case: to address Gustavson’s own carbon footprint.

The solutions: nine teams of MBA students and two teams of BCom students proposed strategies that ranged from single-source carbon offsets to revamping Gustavson’s focus. One team of undergrads suggested planting Empress Splendor trees that consume 11 times more CO₂ than any other tree. A group of MBAs proposed shifting Gustavson’s focus away from international business in order to drastically reduce student and faculty air travel. All of the proposals were well researched and beautifully and professionally presented!

East Meets West

Sardul S. Gill Graduate School MBA students Sunjit Mark, Marcus Greenshields, Tammy Pham and Ivan Petrovic placed second in the East Meets West Leadership Case Competition, hosted by the Haskayne School of Business in mid-February.

As one of nine competing teams, the foursome solved a real-life case in which they balanced the fiscal demands of business with environment, social, and economic demands of good leadership.

The team thought about leadership from several different angles, and how to use it to further business goals.

The weekend was also an opportunity for them to network with other top-tier MBA students, meet industry representatives, and learn about different industries across Canada.

World Wildlife Fund—Canada

In a series of talks at Gustavson in February 2016, the president and CEO of World Wildlife Fund—Canada (WWF), David Miller, described his philosophy and how closely it aligns with Gustavson’s values.

“You can’t have lasting and sustainable solutions to protect nature unless people know their economic needs are met,” he explained. “When you do meet people’s economic needs and they’re involved in crafting the solutions, you can have really enduring protection for nature.”

He pointed to the recently signed Great Bear Rainforest Agreement as an example of a long-term, multi-stakeholder strategy that balances nature with economic security and development. This is an example, he said, of the way that Gustavson and the WWF can work together because we share ideals of innovation, sustainability, social responsibility, and a global mindset.
What would Kaila do?

“Honestly, we’ve all stood in front of an array of recycling bins of ever more specific contents with a simple coffee cup in our hand and thought: is this paper cup compost or paper recycling? And what about the lid? That’s plastic. Or is it made of corn? And the tea bag? Well, that has a staple in it. I don’t know…” So begins a post on Gustavson’s student-run SustainableCo-op blog.

The writer, Kaila Borrelli, is an undergrad who tackled confusion in her co-op workplace and created real change in what her colleagues did with their trash. And recycling. And compost…

Gustavson is very proud of the active roles our students take to transform the world at school and in their workplaces.

Honouring contributions

Amit Dewett personifies what is wonderful about Gustavson students. For one thing, his intelligence and hard work earned him 95% in Business and Sustainability in the fall, the highest grade in the course.

To recognize that achievement, CSSI was delighted to give Dewett the Jason Boyce Award, created in honour of our guest speaker extraordinaire, Jason Boyce of Nature’s Path Foods, who travels from the mainland every autumn to speak to all of Gustavson’s third-year students about the real world of sustainability in business.

Dewett decided to spend his $500 prize to take his teammates out for brunch because, he explained, he wouldn’t have earned such a good mark without them.

Dr. Monika Winn presents Amit Dewett with the $500 Jason Boyce Award for earning the highest grade in Business and Sustainability.
EcoStar Awards

CSSI is happy to have been able to sponsor 2015’s EcoStar EcoPreneur of the Year award.

At the gala event on November 10, CSSI’s research co-chair Dr. Matt Murphy presented the award to Toni Desrosiers of Abeego Designs, a local family-owned business that makes reusable natural food wrap. Abeego was also nominated in the Manufacturing Excellence category, but the top spot went to Gustavson supplier Oughtred Coffee and Tea, along with a nomination in the Climate Action category.

Other award-winning Gustavson supporters include Monk Office (Waste Management) and Habit Coffee (Transportation).

CSSI is committed to sponsoring the EcoPreneur of the Year award in 2016, as well.

Leadership cum laude

Since arriving at UVic in 1995 as a business and strategy scholar and instructor, Dr. Monika Winn has flown the sustainability flag right across campus and within Gustavson. On March 31, her long-standing leadership was recognized with the President’s Distinguished Service Award.

“This is a great tribute to the wonderful work that Monika has done both within the school and throughout the university,” says Dr. Saul Klein, dean of the Gustavson School of Business.
Food for thought

Conversations are often most interesting when there is a variety of voices. In co-sponsoring on-campus screenings of the documentary *Just Eat It*, CSSI worked with the Capital Regional District, the student-run University of Victoria Sustainability Project, and Gustavson’s Post-Doctoral Fellow Lorenzo Magzul. The events in the autumn of 2015 brought together people from around the region who are curious and concerned about food waste to watch an entertaining and very informative film and to hear from local food security experts.

United Nations Global Compact Principles for Responsible Management Education: North American members have formed a chapter

The North American members of the United Nations Global Compact Principles for Responsible Management Education (PRME) have formed an official chapter which now has a steering committee to keep the conversation started at its annual meetings, going on throughout the year. CSSI Associate Director Heather Ranson is an active member of this committee.

Three items the steering committee is working on include awards to be given by PRME to the best member researcher, the best member educator and the best member dedicated to service; gaining access to UN Global Compact data for research; and supporting members in their Sharing Information in Progress (SIP) reporting duties.

At the third chapter meeting, in February 2016 in Atlanta, Georgia, Professor Ranson spoke on two panels. In both cases she presented on how CSSI collects and presents data on what is happening at the Gustavson School of Business. PRME’s SIP report, due every two years, is a large task and after publishing a SIP for the third time on behalf of Gustavson, the CSSI has created an efficient system to collect and present the sustainability stories according to the six PRME principles. CSSI also collects a rich data set from professors teaching in all courses at Gustavson and we use that to report on the depth, breadth and integration of sustainability at Gustavson.

Other PRME conference attendee schools found this to be novel and it positioned Gustavson as a leader in the SIP reporting area.
Beyond talk: teaching kindness

IdeaFest is a week-long celebration that invites the community onto campus to discover some of the wonderful research and education that are transforming our world.

In 2016, CSSI hosted “Conscious Kindness,” a panel discussion featuring UVic alumnus Bradley Stokes-Bennett, Gustavson international-business professor Stacey Fitzsimmons, and third-year BCom student Amit Dewett.

Stokes-Bennett was a brand-new UVic grad when the planes went into the twin towers on Sept. 11, 2001. Along with three of his buddies, he thought, “If a small group of people can do something so big and negative, then a small group can do something big and positive.”

That was the start of Extreme Kindness, a fun way for a few friends to use their energy and enthusiasm for good. They didn’t coin the phrase “random acts of kindness,” Stokes-Bennett said at the standing-room-only talk in March, but their cross-Canada tour committing Random Acts of Kindness (RAK) got lots of publicity around the world and maybe tipped kindness into mainstream consciousness.

Gustavson prof Stacey Fitzsimmons was the recipient of a RAK last summer, and translated the impact on herself into impact on her students and the people they’ll work with in the future.

The speakers’ stories were funny and uplifting and the audience chimed in with stories of their own. The IdeaFest event was a wonderful way for CSSI to dialogue with a wider-than-Gustavson audience.
Showcase of sharing

For a business school with an international focus, International Development Week is a natural platform to showcase some of the transformative work of our students and faculty.

In 2016, two professors and a student described their experiences on three continents. Entrepreneurship professor Brock Smith took his teenage sons to Africa in 2015 to help build a school.

MBA program director and design prof David Dunne helps organize and market the innovative Patan Academy of Health Sciences in Nepal.

BCom student Gillian Jose-Riz created marketing videos for the NGO Fundación ICTUS in Argentina.

From their different professional and geographical perspectives, they all agreed: they learned as much as they taught.

Sharing the world with Gustavson, and Gustavson with the world

Each year, 51 editions of CSSI’s Communiqué fly to every inbox at Gustavson as well as a distribution list of interested people at universities, businesses, and other organizations around the world. The weekly one-pager provides links to a range of business and sustainability-related stories, videos, and events from a variety of media outlets like The Guardian, Journal of Cleaner Production, The Economist, TED Talks, BBC, Bloomberg, and so on. Case studies are drawn from academic institutions and compilations.

At the same time, we often celebrate with a story about a significant student, staff, or faculty activity.

Almost every issue is linked to one of the UN Global Compact’s six Principles for Responsible Management Education or to one of the UN’s 17 Sustainable Development Goals to highlight their relevance and importance for business education and practice.

A QUICK CONVERSATION—Making good use of a few spare moments before a guest speaker began his presentation, undergraduate Marin Davidson shares with her fellow BCom students the UVic Sustainability Project’s LoveMyMug campaign, encouraging students to forego disposable cups in favour of reusable mugs.
Principle 7: Organizational Practices

Our practices set examples for our students.

There have been Gustavson greenhouse gas emissions reports since before there was a CSSI. The Province of British Columbia mandates that all public-sector institutions must account for and offset Scope 1 and Scope 2 emissions, so UVic has tracked overall paper, electricity and natural gas consumption. However, at the internationally focused Gustavson School of Business we also acknowledge the impact of our travel-related emissions.

While we constantly strive to reduce our consumption of energy and water and our production of waste, we realize that some emissions are not reducible and so we are looking for ways to offset our environmental impact as we move forward.

Gustavson Greenhouse Gas Emission Report (Summary)

CSSI has been working steadily to help Gustavson measure and reduce its carbon footprint. Over the past few years, we worked with the dean’s office and other administrative units at GSB to put in place new systems for data collection to ensure more accurate measurements for the various sources of emissions related to the school’s operations. This year, we are pleased to publish the latest annual greenhouse gas (GHG) emissions report for Gustavson, prepared by Synergy Enterprises, one of many sustainability-oriented companies founded by former UVic students. We include this report in our Year in Review to demonstrate Gustavson’s commitment to transparency and accountability.

As shown in the next figure, total emissions for 2015 came to 812.3 tonnes of CO₂e, representing a decrease of 5% over the previous year. Since the baseline year of 2010, emissions by the school have been reduced by 39%.

Scope 1 and Scope 2 emissions (natural gas and electricity), as well as paper consumption, are offset by the University of Victoria (see UVic 2015 Carbon Neutral Action Report, www.uvic.ca/sustainability). Our reduction achievements in this area are the result of the combined university-wide efforts as well as GSB’s continuous efforts to facilitate behavioural changes of its faculty and staff (see Gustavson’s Low-Carbon Culture helplist, www.uvic.ca/gustavson/cssi).
The school tracks and reports on GHG emissions from student travel and employee travel and commuting (Scope 3). We do this because, in addition to our Sustainability/Social Responsibility pillar, we are committed to supporting an international mindset amongst our students through participation in various international activities (exchange, case competitions, international consulting projects, etc.). Travel broadens their capabilities as business managers and increases their abilities to work with international colleagues. In 2015, student and employee travel made up 71% of the total GHG emissions of GSB, with student-only travel accounting for 54% of total emissions.

**FLIGHT EMISSIONS BY DEPARTMENT (tCO₂e)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Staff &amp; Faculty Travel</th>
<th>BCom Student Travel</th>
<th>MBA &amp; MGB Student Travel</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>202.4</td>
<td>612.2</td>
<td>236.7</td>
</tr>
<tr>
<td>2011</td>
<td>249.4</td>
<td>564.5</td>
<td>257.0</td>
</tr>
<tr>
<td>2012</td>
<td>236.7</td>
<td>468.5</td>
<td>270.1</td>
</tr>
<tr>
<td>2013</td>
<td>397.2</td>
<td>319.8</td>
<td>192.7</td>
</tr>
<tr>
<td>2014</td>
<td>270.1</td>
<td>192.7</td>
<td>215.4</td>
</tr>
<tr>
<td>2015</td>
<td>236.5</td>
<td>139.9</td>
<td>215.4</td>
</tr>
</tbody>
</table>

Note: The above chart does not include emissions from reimbursed mileage ~2.44 tCO₂e which is included in the total travel emissions.

*In 2012, emission factors were switched from UK factors to factors newly released by the BC government. As a result, we consider 2012 the baseline for these emissions.*

**ANALYSIS**

In 2012*, the majority of travel emissions were from the BCom exchange. BCom travel has decreased since the baseline, but in 2015 still contributes the highest emissions, making up 29% of Gustavson’s total footprint.

Of the three travel groups, Staff & Faculty has the second-lowest emissions per member. Implementing a school travel policy can help reduce unnecessary travel and lower emissions further.

<table>
<thead>
<tr>
<th>2015 YEAR</th>
<th>DISTANCE (KM)</th>
<th># OF FLIGHTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff &amp; Faculty</td>
<td>1,261,812</td>
<td>267</td>
</tr>
<tr>
<td>BCom</td>
<td>2,127,162</td>
<td>254</td>
</tr>
<tr>
<td>MBA &amp; MGB</td>
<td>1,804,966</td>
<td>233</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5,193,940</td>
<td>754</td>
</tr>
</tbody>
</table>

**EMPLOYEE COMMUTING PERCENTAGES BY METHOD PER WEEK**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Car</td>
<td>73%</td>
<td>60%</td>
</tr>
<tr>
<td>Walk &amp; Bike</td>
<td>10%</td>
<td>6%</td>
</tr>
<tr>
<td>Bus</td>
<td>17%</td>
<td>14%</td>
</tr>
<tr>
<td>Bike</td>
<td>14%</td>
<td>20%</td>
</tr>
</tbody>
</table>

**ANALYSIS**

Since the baseline year, there has been a trend towards commutes by bike and public transport. In 2015, 40.2% of commutes per week were made by sustainable methods, higher than any other previous year.

Gustavson can help maintain this high percentage by rewarding employees for biking, encouraging use of UVic’s bus network and by providing more bike-locking and changing facilities on location.

Over the past five years, CSSI has run an annual survey to collect data on commuting by faculty and staff. We would like to take this opportunity to thank all GSB employees for their continuous support in actively participating in these surveys and, most importantly, congratulate them for their wonderful achievements. Indeed, since the baseline year of 2010, Gustavson employees have substantially reduced the number of single vehicle trips to work in favour of low-emission commuting (biking, walking and riding transit) which now accounts for 40% of employee commuting.

GSB is committed to working with students, faculty and staff, to find solutions to offset emissions from travel in addition to reducing unnecessary travel without compromising our commitment to international education. To this end, GSB has engaged its very own graduate and undergraduate students in various consulting projects and case competitions to come up with innovative strategies for the school to become carbon neutral. The next step is for CSSI to work with other stakeholders at the school to start implementing these strategies through an engagement process that will be facilitated by Synergy Enterprises starting in the fall 2016.

The full greenhouse gas report is on CSSI’s website at www.uvic.ca/gustavson/cssi
Launched in September 2015, the United Nations Sustainable Development Goals are the next generation of the Millennium goals. These 17 goals guide Gustavson in our strategy as we strive to educate the next generation of business leaders who will make a positive difference in our world.
Funding for the CSSI is proudly provided by Goldcorp Inc.