NEW BUSINESSES FOR NEW TIMES

MEET THE MBA IN SUSTAINABLE INNOVATION

STUDENTS THANK DONORS TO EMERGENCY BURSARY
Sustainability and innovation are a requirement for business, and they should be required in an MBA. Unlike other MBA programs that offer a sustainability "option", we are wholly committed to an MBA in sustainable innovation. That’s why the UVic MBA In Sustainable Innovation is the only MBA we offer. Come and talk to us about the future, and how you can help build it.
AS THE DAYS GROW SHORTER and prompt us to reflect on the year now drawing to a close, it almost defies belief that so much has happened in the span of a few months. Here at the Gustavson School of Business, we continue to support our faculty and students through this chapter of online learning. The university has announced it will continue with a blend of face-to-face and distance learning through the spring term. This fall, we launched a virtual exchange program in partnership with Kozminski University in Warsaw, Poland, offering a new way to integrate direct international experience into the BCom program, while also aligning with public health guidelines (see p. 5).

This year has had several other exciting developments for the school. We received approval to move forward with our new Master of Management offering, a pre-experience master’s degree that is truly the program for these times. In September, we launched our redesigned MBA in Sustainable Innovation. This transformational program prepares students to lead the changes they want to see in the world, through a business curriculum that equips them to respond to the wicked challenges facing society today.

This year also brought an anniversary: the school celebrated 30 years of educating business leaders and advancing meaningful management research. I am grateful for the resilience, community and spirit of innovation that has been so strongly cultivated over the years at the school, and which now enable us to adapt and embrace the challenges of the times.

For many of us in the business school family, it is impossible to speak of the school’s culture and not acknowledge the fundamental contributions made by Dr. Ali Dastmalchian over his many years of service. The school was deeply griefed to acknowledge his passing in August of this year. All, who built a thriving MBA program at the school and went on to act as dean from 2002-2012, was a venerated individual, a cornerstone of the school; his innumerable contributions live on in the hearts and actions of the many, many people he influenced. As this year of unprecedented change nears its end, I reflect on what Gustavson has accomplished by pulling together and I am grateful to be part of such an institution. I wish all our readers remain healthy and well, and I hope you will stay in touch with us as we navigate these unprecedented times as a community.

Dr. Saul Klein
Dean, Peter B. Gustavson School of Business
dean@uvic.ca

Embracing the Unexpected

Message from the Dean

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International Business Adapts to the Times

G
aining hands-on international business experience during a lockdown might seem impossible. However, Gustavson and partner school Kozminski University in Warsaw, Poland, persisted in finding a way.

This fall term, the two schools launched a new, fully online collaboration that will serve as the BCom international business (IB) specialization this year. Building on the important applied component of international coursework, Kozminski and Gustavson are offering the IB coursework in a jointly supported, digital format.

Overall, 35 students (22 from Gustavson) have signed up to participate in the cross-cultural program, which offers courses from both universities. Coursework is done in teams, to deepen the tangible international component throughout the term.

Dean Saul Klein says: “International experience is fundamentally important to fostering the leaders the world needs, and during these challenging times, it is essential to continue offering this crucial experience safely and accessibly.”

Leading the Sustainability Transformation

Gustavson’s newest executive program asks: are you ready to lead sustainable change in your organization? For those looking to build their sustainability and leadership skillset, this fully online certificate program takes place over 10 weeks and uses the Learn-Apply-Practice model to build action-ready knowledge for participants. The next session is scheduled for Jan-Mar 2021. Contact sis@uvic.ca for more information.

Gustavson Climbs in International Ranking

The business school advanced in the Top 100 Masters in Management Programs Worldwide by Financial Times (FT) for its Master of Global Business (MGB) program. Only one of three Canadian business schools listed to the Top 100, the school earned its highest rating ever on the index, claiming 946 amongst its global competitors, partly on the strength of a particularly good score for gender, balance and diversity.

Research on Health Supply Chain Management

Three Gustavson faculty—Dr. Abel Guitoumi, Dr. Cheryl Mitchell and Dr. Jie Zhang—are leading the BC arm of a research collaboration exploring the response of health supply chain in Canada to the COVID-19 pandemic. The research, funded by a $1.38 million grant from the Canadian Institutes of Health Research (CIHR), represents an intensive year-long study offering perspectives from experts across the country. With a final report planned for June 2021, the research explores solutions and policy recommendations to improve health supply chain management during pandemics and beyond.

Business Class

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30 Years in Business

**Gustavson through the ages**

**YESTERDAY**

- 1982: UVic Senate approves a proposal to establish a School of Business.
- 1989: Dr. A. Schofield is appointed acting director of the new School of Business.
- 1990: The School of Business launches with a “3+1” format, a co-operative education component and three specializations: entrepreneurship, international business and tourism management/hospitality.
- 1996: Dr. Roger Wagg is appointed the school’s first director. The school’s first intake consists of 158 BCom students.

**TODAY**

- 2020: Dr. Brent Manprize awarded a 3M National Teaching Fellowship.
- 2019: Heather Ranson receives excellence in teaching award for UN Principles for Responsible Management Education.
- 2019: Dean Saul Klein named to European Teaching award for UN Principles for Responsible Management Education.

**2003 Business Class magazine debuts.**

- 2002: The UVic Business Distinguished Entrepreneur of the Year Award (DEYA) is established.
- 2004: UVic Business ranks No. 1 by alumni for entrepreneurship, international business and alumni satisfaction in Canadian Business.
- 2006: UVic Business signs its 50th exchange agreement.
- 2005: The UVic Business Distinguished Entrepreneur of the Year Award (DEYA) is established.
- 2008: National Aboriginal Economic Development Chair (NAEDC) is established jointly with UVic Law.
- 2010: The UVic Senate approves a new PhD program, with first intake planned for September 2010.

**2008 UVic Business receives EQUIS accreditation for the period 2007-2010.**

- 2007: UVic Business receives EQUIS accreditation for the period 2007-2010. All Dastmalchian is reappointed to a new five-year term as dean.

**2009: The UVic Senate approves a new PhD program, with first intake planned for September 2010.**

- 2004: UVic Business launches in partnership with TRICORP.
- 2005: UVic Business wins three awards: Model Undergraduate Entrepreneurship Program Award, Award for Excellence in Internationalization and Outstanding Program in International Education Award.
- 2006: UVic Business signs its 50th exchange agreement.

**2010: The Faculty receives a $50-million donation from Peter B. Gustavson, and is renamed the Peter B. Gustavson School of Business.**

- 2011: First MBA cohort graduates.
- 2013: First Gustavson Brand Trust Index released. UVic and TELUS introduce custom MBA.
- 2016: UVic Business signs its 50th exchange agreement.

**2012: Dr. A.R. Elangovan receives a 3M National Teaching Fellowship.**

- 2012: UVic Canada’s Social Innovation Centre.
- 2013: First Gustavson Brand Trust Index released. UVic and TELUS introduce custom MBA.

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- 2017: Restoring Experience customer service program named one of AACSB’s Innovations that Inspire and a finalist for World Chamber Award.
- 2018: MBA for TELUS wins three international awards.

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- 2019: UVic Business launches with a “3+1” format, a co-operative education component and three specializations: entrepreneurship, international business and tourism management/hospitality.
- 1997: The School of Business moves into the newly completed Business and Economics Building.
- 1999: The School of Business is granted faculty status.
- 2000: UVic Business moves into the newly completed Business and Economics Building.
- 2001: UBC students win first place in the international WHSmith Business Case Competition.
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- 2011: First MBA cohort graduates.
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- 2015: UVic Business wins two $1 million-plus grants. Collaborators are UVic, CRAM, BCI.
- 2016: UVic Business wins three awards: Model Undergraduate Entrepreneurship Program Award, Award for Excellence in Internationalization and Outstanding Program in International Education Award.
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- 2024: UVic moves to online teaching format in response to unprecedented COVID-19 pandemic.
- 2025: UVic moves to online teaching format in response to unprecedented COVID-19 pandemic.
n partnership with the Senate of Canada, the University of Victoria is bringing together change-makers throughout 2020 and 2021 to help generate solutions to some of the world’s most divisive problems.

The world has become increasingly fractured along environmental, social and economic lines. Some of these fractures have been created and some exacerbated by the COVID-19 pandemic. Conversations and partnerships are needed to bridge these gaps. And that’s just what the Victoria Forum team has embarked on.

Starting in May 2020, Victoria Forum has held bi-weekly webinars exploring the complex issues the globe is grappling with today. From systemic racism to trust, data-driven decision making and the power of sport to heal, the forum has welcomed guests from around the world to discuss these topics and offer insights and solutions for moving forward to make the world a better place.

Webinar attendees have had the honour of hearing from a speakers’ list that rivals any conference line-up offered elsewhere. A brief selection of past speakers includes: Patricia Fuller (Canada’s Ambassador for Climate Change); The Honourable Ratna Omidvar (Senato of Canada); Shirley Rodrigues (Deputy Mayor for Environment and Energy, London, UK); Nadia Theodore (Consul General of Canada in Atlanta); Dr. Wilton Littlechild (United Nations advocate for London, UK); Nadia Theodore (Consul General of Canada in Atlanta); Dr. Wilton Littlechild (United Nations advocate for London, UK); Patricia Fuller (Canada’s Ambassador for Climate Change); and Dr. Yasuyuki Sawada (Chief Economist, Asian Development Bank).

2020 Victoria Forum activities culminate in a three-day virtual gathering, “Bridging divides in the wake of a global pandemic,” held November 12-13 and 19. Responding to the immense impact COVID-19 has had on the world, forum organizers have developed sessions that consider the current pressures on society. Global supply chains have been upended, for example, and countries must now explore new ways of ensuring access to much-needed supplies. The forum looks at possible approaches to this emerging challenge. Conversely, the environment has seen short-term relief through reduced emissions and consumption as people travel less. Is there a way this good outcome can be preserved as we move forward to help slow the effects of climate change?

Newton’s third law—for every action there is an equal and opposite reaction—is certainly true with complex global challenges. And while there are no easy answers, Victoria Forum speakers and participants will develop potential solutions to be collated in a white paper and distributed to global policymakers for consideration for implementation. And in a time when we can’t gather in the same room, a virtual gathering is still a wonderful place to connect and develop ideas for a better world.

For more information on the forum visit victoriaforum.ca

Victoria Forum thanks its founding sponsors: TELUS and Vancouver City Savings Credit Union (Vancity)

Stakeholder management is an issue that academics have historically considered from the perspective of firms: how can firms better categorize and maneuver the groups that have an interest in their business? Associate Professor Matt Murphy and his co-authors aimed to flip this perspective in the recent paper “Community Influence Capacity on Firms: Lessons from the Peruvian Highlands.” In it, they ask: how do stakeholders fulfill their own objectives when working with firms?

The study takes readers to the highlands of Peru, where a mining company and two adjacent communities navigate questions of land use and development. Prevailing logic would suggest the two communities should have had similar relationships with the mining firm, because the control over resources, land ownership, governance and interests were very similar. The mining project, called Yecoma, was generally viewed by both communities as an opportunity to generate jobs and improve economic wellbeing. However, one of the communities, Pucará, was very successful in achieving the outcomes it wanted with the firm. The other, Yauli, had much more difficulty influencing the mining company to get what it wanted out of the relationship.

The difference, Murphy says, comes down to two key factors: community vigour and the community’s pool of knowledge.

“All things being equal, these are the things that are going to make the difference between a stakeholder or community getting what it wants from its relationship with a firm—or not.”

Pool of knowledge describes the actions researchers observed as stakeholders actively sought to learn from other groups who had navigated similar relationships.

“Pucará was very intentional and proactive about learning,” says Murphy. “One of its members had been part of some NGOs in the past, one of which had sponsored him to come to Canada and learn how First Nations had dealt with these situations. Pucará had extensive relationships with other communities and NGOs. You could see ways members had explicitly taken what they learned from those situations and applied it to their benefit.”

“To me that was the biggest failing of the Yauli community—it’s members didn’t seek out other communities, they were distrustful of NGOs and said they would manage the relationships with mining firms themselves, and so they learned by trial and error and that was very painful for them.”

Similarly, Yauli did not demonstrate a strong sense of community vigour.

A term the researchers chose for learning how they as a stakeholder can influence a firm, this uses the two concepts to focus on, “All things being equal, these are the things that are going to make the difference between a stakeholder or community getting what it wants from its relationship with a firm—or not.”

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In many ways, the COVID-19 pandemic has only highlighted what was already becoming clear: “normal” can change shockingly quickly. Simultaneously, other aspects of “normal”– pernicious issues like climate justice and systemic racism – are ascending in public consciousness and have long been demanding reform.

The redesign of our MBA program, which relaunched this fall as the UVic MBA in Sustainable Innovation, addresses this urgency for change. A curriculum focused on sustainable solutions for the challenges unfolding today. Organizations are reimagining their relationship with society and the environment, and the students we welcomed virtually this September to our new MBA are embarking on a program centered on this knowledge.

So what does this mean in practice? Business Class asked a few of the faculty teaching in the program to share what students can expect in their classes. Here’s the view from the classroom.

For a full list of courses and more, visit www.uvic.ca/mba

MBA 515 BUSINESS ECONOMICS
“Redesigning accounting for a sustainability MBA is such an exciting challenge! What I hope students will take away from this course is how accounting is integrated into business. Its role, how it works, key concepts and how to use accounting tools effectively. I believe that this understanding will be valuable to them as financially astute sustainability leaders.”
Ms. Mika Makin

MBA 520/WEEKEND, ACCOUNTING AND FINANCIAL RESPONSIBILITY
“I have been looking forward to teaching this course for over a year. As soon as we started redesigning our MBA program to focus on sustainability and innovation, I got really excited about how economics relates to these subjects, and the possibilities we would have to discuss topics I am passionate about. Economics is not dismal, it is not unbridled capitalism, and it has so much to offer in terms of understanding how societies can allocate their scarce resources for greater good.”
Dr. Jen Baggs

MBA 544 TECHNOLOGY AND THE INTERCONNECTED ORGANIZATION
“A lot is happening in the world these days, and information technology is usually either part of the problem, or the solution. Often, it is both. When we work towards a more sustainable future, it is important that we develop a critical perspective of how technologies interact with organizational, social, legal, ethical and other drivers. Information technologies are a part of much more complex information systems. This course focuses on understanding these systems, so that we can make informed IT decisions that help us tackle not only challenges related to achieving organizational goals, but also global issues such as poverty, inequality, climate change, environmental degradation, peace and justice.”
Dr. Jan Kietzman

MBA 553 DESIGNING INNOVATIVE ORGANIZATIONS
“Extremely excited to teach MBA 553. Structure, governance, ownership and stakeholder participation are key aspects of any organizational undertaking, whether it’s a new start-up designed to tackle a sustainability issue or a long-standing consumer cooperative. When designing this course, I paid particular attention to making sure students get exposure to a wide range of different perspectives on these topics, and to be able to explore them in a wide range of contexts. One of the most important things I hope students take away from the course is an appreciation for just how many options are available when redesigning their ideal organization to help make the kind of change in the world they want to see.”
Dr. Simon Pak

MBA 555 PEOPLE AND THE FUTURE OF WORK
“Among so many learnings, one thing this pandemic teaches us is that employment instability is perniciously harmful to people—financially, socially, psychologically, physically. Having been on the curriculum committee for this program, I am excited to teach People and the Future of Work, in part because it will no doubt foster thoughtful and generative discussions with our students on powerful ideas like the intersection of sustainable employment, migai and strengths-based management that can help create better outcomes for individuals, families, organizations and society.”
Dr. Ravee Chittoor
What Tony Yacowar, BCom ’11, remembers most about the entrepreneurship specialization at Gustavson is how deeply satisfying it was when all the numbers landed right where they were supposed to.

“Student teams work on a bunch of projects in different classes that feed into one big, final project in fourth year,” he explains; his team created a film production company. “I was responsible for the finance part. It’s a good feeling when you have a giant Excel workbook where everything is connected and everything pulls through to the summary pages and balances nicely,” he says.

While any accountant can appreciate such numerical gratification, Yacowar is among a small stable of specialists—who are slammed during April’s tax season, Yacowar knows the unexpected is part of doing business, and he’ll continue to support his clients with all the business knowledge and accounting wizardry at his command.

While any accountant can appreciate such numerical gratification, Yacowar is among a small stable of specialists—four in Victoria, six in Vancouver—in his current job at DMCL Chartered Professional Accountants’ Entertainment Group. Yacowar is a CPA who describes himself as a business manager, or CFO, for music artists and record labels. “It’s really hard for us to hire people because usually, somebody who’s a natural accountant won’t have the interest or patience to work with creative types, and somebody who wants to work in the music industry, they usually don’t have the patience for the spreadsheet,” explains Yacowar.

How did he find this niche? By applying his knack for numbers, creative intuition and genuine passion around Public Records, a non-profit he founded with a former bandmate to help raise the profiles of emerging artists. For a time, they partnered with TELUS to create music video production grants for musicians from BC and AB.

As with his student projects, he was the one who ended up handling the accounting and finance at Public Records and, starting in 2013, he worked as a controller for a group of boutique record labels and musicians he met through his non-profit. It occurred to Yacowar that becoming a CPA was the next step. “It seemed like that was the value that I naturally brought to the team, so I thought I would make it official,” he says. In 2016, he made the Common Final Examination honour roll. Yacowar has been at DMCL for nearly four years now, and his unique blend of interest and aptitude serves him well. His ENT training helps him relate to his clients. “Each band is a small business,” he says. “The type of critical thinking you develop in the entrepreneurship specialization is helpful, being aware of their challenges.”

By day, he is at a computer performing various tasks on behalf of his clients—paying bills, tour reconciliation and sundry others—but he also receives frequent late-night texts. “Things need to be paid in the evening; [artists] need to know their GST number when they are settling a show at one in the morning and they don’t have it written down,” Yacowar says.

Being one himself, he understands creative types. In fact, some of those nights, between clients’ texts, he plays guitar and composes songs. (“Nothing ready for public consumption,” he jokes.) Other nights, he and his co-workers often support their clients at live shows. Unlike most accountants, who are slammed during April’s tax season, Yacowar gets another stretch of intensity during the summer touring months.

Except this year. “A lot of artists had their 2020 tours all planned out, then everything came crashing down,” he says, after the COVID-19 pandemic brought live events to an abrupt halt. “A lot of people are very worried; it’s been tough.” For musicians who tour as their livelihood, there is often no contingency, no backup plan. Government assistance has been essential. However, musicians, being innately creative, are finding workarounds. “I have one client who did a drive-in show, where everyone was sitting in their cars,” Yacowar mentions. Another BC artist has found a big way to support his fellow artists. Dan Mangan’s Side Door project is a website originally created to connect musicians with folks interested in hosting house concerts. Since the pandemic, it has pivoted to help meet musicians’ financial needs by converting to online streaming shows. “The average payout for an artist doing a show through Side Door has been $1,500, which is awesome, because touring has completely dried up,” Yacowar says.

Eventually, touring will resume—the sooner the better, for Yacowar’s clients. Until then, he continues steady support for clients in this slow-motion time, through the extended tax season and beyond. Like the musical entrepreneurs he works with, Yacowar knows the type of critical thinking you develop in the entrepreneurship specialization is helpful, being aware of their challenges. “Each band is a small business,” he says. “The type of critical thinking you develop in the entrepreneurship specialization is helpful, being aware of their challenges.”

By day, he is at a computer performing various tasks on behalf of his clients—paying bills, tour reconciliation and sundry others—but he also receives frequent late-night texts. “Things need to be paid in the evening; [artists] need to know their GST number when they are settling a show at one in the morning and they don’t have it written down,” Yacowar says.

Being one himself, he understands creative types. In fact, some of those nights, between clients’ texts, he plays guitar and composes songs. (“Nothing ready for public consumption,” he jokes.) Other nights, he and his co-workers often support their clients at live shows. Unlike most accountants, who are slammed during April’s tax season, Yacowar gets another stretch of intensity during the summer touring months.

Except this year. “A lot of artists had their 2020 tours all planned out, then everything came crashing down,” he says, after the COVID-19 pandemic brought live events to an abrupt halt. “A lot of people are very worried; it’s been tough.” For musicians who tour as their livelihood, there is often no contingency, no backup plan. Government assistance has been essential. However, musicians, being innately creative, are finding workarounds. “I have one client who did a drive-in show, where everyone was sitting in their cars,” Yacowar mentions. Another BC artist has found a big way to support his fellow artists. Dan Mangan’s Side Door project is a website originally created to connect musicians with folks interested in hosting house concerts. Since the
Assistant Teaching Professor: Mia Maki

How have you been adapting to online learning?

I look at technology like Zoom and I say, “What does it do well?” Let’s really really push that to the limit and use every inch of it! Here’s one thing I don’t have a classroom experience and we’re given a different platform to work on, then I’m going to push it really hard. Breakout rooms—Zoom does those really well. I use breakout rooms extensively. Polls are another great tool. Allowing students to interact in a bunch of different formats… these are some of the ways that I’ve adapted my teaching. They are platform opportunities, but also ways of allowing the students to have more freedom and opportunity for expression than they would have in the classroom.

What can students do to maximize their use of online learning platforms?

One of my favourite ways of interacting with students is annotation. I’ll put up a slide that has something on it, and then I’ll ask them to annotate it. We’ve had a lot of fun with that as far as exploiting different ideas, the pros/cons of cases and theories, and as a way to blow off steam by creating “art” as a thank-you to a guest speaker at the end of a class. One thing I do with almost all of my classes is an incoming poll. The students look at the poll, and they get to select all that apply. It’s just to check in—“How are you feeling today?”—and I think it’s a really good way to start the class.

What advice do you have for students starting online classes?

My advice for them would be to just be really open and also to tell us what you need. Be open as in: don’t prejudge the experiences, come into the classroom, experience a few classes, and then by all means give us feedback on what’s working and not working.

Why do you teach?

I teach because I care. I want my students to learn; I want them to be successful, and not just within the four walls of the institution. It matters a lot to me that my students go out and are successful. It matters a lot to me that they care about that. That doesn’t change—it doesn’t matter if we’re in class or online.

Assistant Professor: Sara Elias

How have you been adapting to online learning?

Our classes are usually three hours long [with] activities throughout. We had to adapt a bit to the online setting, so for the first weeks, we did a little bit of experimentation with different formats and we got a lot of feedback from students. The students have been amazing in providing feedback on what works, what doesn’t work and what could be improved. While teaching with Zoom, I still wanted to try to develop and nurture that connection that we typically have with students in the traditional classroom setting, and that is why I chose to go completely synchronous for the classes I taught during the summer term. As we were learning through the process, we then decided to do shorter classes with a bit of an asynchronous component. So the students started doing more prep work, and then we would come to class together for about an hour and a half to two hours.

Are your connections with students different in an online classroom?

I think they are different. For example, one thing that I miss a lot from the traditional classroom setting is the informal conversations right after class—students sticking around to chat or me reaching out to the shy students who don’t quite speak up in class, talking to them and maybe just sitting with them for a bit. We don’t have that level of informality to connect with one another online, but the students do reach out and send emails, and I encourage them to do that. That’s one way they can also contribute and share their thoughts, if they’re a bit shy or nervous to do that in class. It’s not necessarily better or worse, it’s just different.

Why is it important to keep things fun in the classroom?

In my approach to teaching, I try to have a fun environment for learning. I think that’s important just generally, but also right now because we’re living through a pandemic. These times are hard for everyone and many people are struggling with mental health. I think fostering a certain lightness to the class environment, so that students feel excited about coming to class, and know that they have a place to come learn—but while they’re learning, they’re also connecting to others and learning from others—is definitely very important nowadays.

How would you address concerns or misconceptions around online teaching?

I don’t think it should be a concern that just because we’re doing online teaching, it’s going to be less than the traditional setting. It’s different, so we’re actually incorporating things that we couldn’t do in the traditional classroom to be there for students and to support them through the learning process. We’re trying to come up with all kinds of different ways to provide the unique experience that they’re expecting. I highly encourage students to keep enrolling in classes and take as many classes as possible. Especially during a pandemic, when you spend a lot more time at home, online classes are a great way of connecting with others.

Why do you teach?

For me, teaching is connecting; I love connecting with students, as well as facilitating connections and healthy discussions between them. We can all learn so much from one another, so it is important to connect with your professors and your colleagues. And it’s not necessarily any different just because it’s online or it’s during a pandemic. I think it’s important to create these connections, and it’s up to all of us to do this.
A lot can happen in 24 hours... especially these days. When Isobel Mackenzie, BA ’87 and MBA ’97, boarded a flight on March 11, 2020 from Williams Lake Regional Airport to head home to Victoria, she could never have predicted what lay ahead.

“I had just given a talk to a full house at the local senior’s centre and while there were a lot of questions, not one of them had to do with COVID-19. When I arrived at Vancouver for my connecting flight, it seemed a lot quieter than normal, which was weird. That was the last time I boarded a plane before everything changed.”

As BC’s first Seniors Advocate (a role she assumed in 2014 after working with seniors in home care, licensed care, community services and volunteer services), Mackenzie spends almost as much time in the air as on the ground, as she travels from town to town raising awareness about issues facing today’s seniors in BC. With 24 years spent serving one of the populations that is most at risk from COVID-19, she was acutely aware of the vulnerabilities faced by the elderly, long before the pandemic hit.

“I don’t think people really appreciated quite how vulnerable many seniors are, but when the pandemic struck, it was the equivalent of someone’s house burning down with an insufficient insurance policy. Issues were revealed in plain sight,” she explains. Issues that include ageism, isolation, sub-standard care in nursing homes, financial challenges, safety and independence, or lack thereof.

To say that Mackenzie has had a crazy start to 2020 would be, as she rightly says, an understatement. “I don’t think we could have envisioned the extent to which this pandemic would dominate our lives, and the lives of the elderly, many of whom live alone,” she explains.

But what followed surprised even Mackenzie. The community started rallying around the vulnerable: merchants began delivering essentials and setting aside specific times for the elderly to shop, and neighbours volunteered their time to check in on those at risk and without sufficient means to support themselves. “While the pandemic has exposed all of the vulnerabilities, and there has been an awakening when it comes to what life in long-term care looks like, it has also exposed how much people care.”

While it is still early on in our journey with COVID-19, Mackenzie says enough time has passed that we can begin to look back at lessons learned. “When the fire that is COVID-19 ignited we spent the first few months trying to get the flames under control. We now need to reflect on how the pandemic has affected many of us and how to best move forward.” Her office is undertaking initiatives like a survey of long-term care residents and their families, which asks for their experiences during COVID-19, to begin understanding the impact.

One issue that wasn’t top of mind at first was the fear that comes with learning to take such a threat seriously. “In order to get our message out there and to get people to comply with safety precautions, health officials really had to hammer home the seriousness of this virus. It was like telling an overweight person they’re going to die of a heart attack, or telling a smoker they will die of lung disease. You have to offer the worst-case scenario to get people to act.

CAREER IN PROFILE
Isobel Mackenzie has spent more than 20 years advocating for seniors. Here’s a snapshot of where she’s come from.

1987
Graduates from UVic with BA in political science
1994-1996
Ears her MBA at UVic
1995
Becomes CEO of Beacon Community Services, BC’s largest not-for-profit agency. She led:
A new model of dementia care that has become a national best practice
The first safety accreditation for homecare workers
2000
Receives certificate in Health Care Leadership from the University of Toronto
2005
Nominated as a Provincial Health Care Hero
2012
Named BC CEO of the Year for the not-for-profit sector
2014
Named BC Seniors Advocate, the first role of its kind in Canada
I don’t think we are going to completely understand the impact that had until we can study it more in retrospect,” she says.

In the meantime, Mackenzie says her role and its focus hasn’t changed much in recent months (aside from a heavy increase in media calls and no flying). Instead, the pandemic has highlighted everything she has been working on since the start of her career in elderly care. Concerns such as a senior’s right to live independently, consequences of social isolation and other quality of life considerations are all more pressing than ever.

This ability to stay focused on the long-term issues is something what Gustavson taught me to do.”

“ARE WE GOING TO BE A GENTLER AND KINDER PLACE WHEN THE PANDEMIC IS OVER? WE’VE ALREADY SHOWN HOW MUCH WE CARE FOR OUR SENIORS, SO I AM HOPEFUL.”

- ISOBEL MACKENZIE, MBA ’97

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Mackenzie (an investment and wealth management practice) has continued to flourish, his motivational speaking about exploring remote places continues to inspire others and he is preparing for the release of his first book: A Story of Karma: Finding Love and Truth in the Lost Valley of the Himalaya.

And yet, ask Mike about his greatest achievement, and he would say it’s seeing two little girls, Karma and Pemba—who he and Chantal met in a remote Himalayan village on a climbing trip to Nepal eight years ago—grow into well-educated young women.

“Meeting Karma marked a profound moment in his life—one that has shaped his personal and business worlds. When the Schauchs travelled to Nepal to document the newly opened Nar Phu Valley, Mike pursued a dream he had of climbing a particular mountain he had seen in an image. “It just called to me.”

However, sometimes a mountain just isn’t meant to be climbed. The particular mountain he had seen in an image just wasn’t meant to be climbed. The adventure turned sour when Mike became trapped in a snowstorm at 17,000 feet on route to the mountain, and then his mule ran away with his climbing gear. He was forced to turn back and go to a small village, where—translationally—he met the little girl Karma.

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He describes her as being different than the other children in the village: “I just felt this karmic connection to this girl,” he says. “She had this longing to learn. She was seven years old, teaching the other kids English numbers and, when she approached Chantal and me, she pulled out this little card with English words on it, motioning to Chantal to teach her the words.”

After chatting to Karma’s mother and learning about the family’s future plans, the challenges of education in the area and the importance of aligning that with Karma’s Tibetan culture, the Schauchs started researching how they could help. Today, Karma and her sister Pemba attend a boarding school in Kathmandu that also fosters their unique ethnic heritage and values, and Mike has discovered his passion for helping make education more accessible around the world. He and Chantal are honoured to act as mentors to Karma and Pemba.

Mike didn’t make it to the top of that mountain, so he can’t say for certain what the experience would have been. However, he knows that his experience of meeting Karma and her family taught him to step outside his experience of meeting Karma and her family taught him to step outside of himself. “When you see things through different worldviews and find meaning, you make better decisions in business and life. Continue to be curious and ask ‘why?’ We can make this world a better place if we start by understanding others.”
Young entrepreneurs in the time of COVID-19

by Paige Cey

While the current state of the world may make it seem like a strange time to start a business, many of Gustavson’s recent grads and soon-to-be grads are doing just that. The increase in available time (for example, how many hours are suddenly free because we aren’t travelling or commuting?) has helped give these new entrepreneurs a different kind of runway than what they had pre-COVID-19. There is precedent for the idea that economic downturns often drive innovation, as we saw in the 2008-2009 recession with the emergence of Airbnb and Uber. “A lot of people think that creativity and starting a venture happens best when the sky’s the limit, you have tons of money and so many choices,” says Mia Maki, Gustavson faculty and entrepreneurship expert. “But we know that creativity comes from constraints. In many ways, these new entrepreneurs are forced to be creative.” Whether it’s despite or because of the current state of the world, Gustavson’s latest cohort of entrepreneurs is finding new opportunities and pivoting existing ventures. From managed software as a service to zero-waste craft dip and everything in between, here are just a few of Gustavson’s emerging entrepreneurs.

Pacifica Digital Inc.

FOUNDERS: ANDRES AGRESOT, B.COM ’20, AND CORY MOVER, B.COM ’21

Elevator Pitch: Pacifica Digital implements and manages robotic process automation solutions using existing software providers. Our managed software as a service (MSaaS) provides automation solutions that help with resource allocation, such as time and human power, and helps reduce waiting time in non-value-adding tasks and processes.

Has COVID-19 affected your decision to start a business? If so, how?

Yes and no. Before the pandemic I [Agresot] was already clear that at some point in my career I wanted to start a business of my own (which is why I went into entrepreneurship), but the COVID-19 crisis accelerated my decision. After diving deep into the world of entrepreneurship this summer in the midst of a pandemic, I realized that a crisis always brings new opportunities to shift paradigms. What are you most nervous about?

Funding and capital. At this point we are still working on landing our first client and making sure we have the resources (financial and human) to be able to deliver our project. We are optimistic and are looking at some avenues sponsored by the government for young entrepreneurs in the STEM fields, but we are also cognizant of the impact COVID-19 may have on the way the federal government provides subsidies and grants.

Has COVID-19 affected your decision to start a business? If so, how?

COVID-19 has not had any direct effects yet as we are still in the early stages. However, real estate, staffing and capacity regulations is a foreseeable challenge down the road. Collectively, we are nervous to fail. Start-up costs are quite high and to have the pressure of using both equity funds and borrowed funds is quite nerve-racking.

What are you most excited about with this new venture? The most exciting part about this venture is seeing it come to life. The whole process from ideation to the completion of our business plan has been a great experience, and it would be incredible to see it come to fruition.

Silver Linings

Whether it’s despite or because of the current state of the world, Gustavson’s latest cohort of entrepreneurs is finding new opportunities and pivoting existing ventures. From managed software as a service to zero-waste craft dip and everything in between, here are just a few of Gustavson’s emerging entrepreneurs.

The Chalk Club

FOUNDERS: KAT CRAATS, B.COM ’20, AND MAYA BELLAY, B.COM ’20

Elevator Pitch: The Chalk Club is Whistler’s newest rock-climbing gym, delivering an incredible climbing experience at a fair price through a superior facility and a strong, inclusive atmosphere.

Has COVID-19 affected your decision to start a business? If so, how?

COVID-19 has not had any direct effects yet as we are still in the early stages. However, real estate, staffing and capacity regulations is a foreseeable challenge down the road. Collectively, we are nervous to fail. Start-up costs are quite high and to have the pressure of using both equity funds and borrowed funds is quite nerve-racking.

What are you most excited about with this new venture? The most exciting part about this venture is seeing it come to life. The whole process from ideation to the completion of our business plan has been a great experience, and it would be incredible to see it come to fruition.

Justo’s Craft Dips

FOUNDERS: ADAM CONLIN, B.COM ’20 PLUS JUSTIN KOPETZKI, ERIC TACCIGNA, B.COM ENT TEAM: KORY ANDREWS, B.COM ’21, SYDNEY BLACKWELL, B.COM ’20

Elevator Pitch: Justo’s is delicious zero-waste hummus and dips that are handmade in small batches with quality vegan ingredients. We strive to have a positive impact on the Earth, our local community and your taste buds!

Does your business address the COVID-19 crisis, or the shortages, new consumer habits, etc. that have come out of the crisis?

Just as we were getting ready to launch our products in some local retail locations, and start up the 2020 farmers’ market season, the pandemic forced us to pivot our business and adapt. In the initial wake of the COVID-19 crisis, we developed an e-commerce website platform to help facilitate local contactless delivery. This delivery service allowed us to grow our customer base and provide people with an easy way to get their favourite dips without leaving the home.

How did you come up with the idea? What was your inspiration?

In the summer of 2019, our co-founder, Justin, started creating a variety of delectable dips and brought them everywhere for our friends to try. The feedback was great, and we decided to start selling the dips at local farmers’ markets to further test the product idea.
Services are only going to increase in demand. As we shift to working remotely and focus on doing customizing product listings on the online storefront.

In the past six months, as brick-and-mortar sales were on pause at the beginning of quarantine. My services in digital marketing and content creation have been involved with helping set up two Shopify stores for my clients.

Has COVID-19 affected your decision to start a business? If so, how?

Although we initially felt uncertain launching in such an unstable economic environment, we decided to continue to pursue our goals based on our passion for the people who are our customers and our desire to help them feel happy.

Does your business address the COVID-19 crisis, or the shortages, new consumer habits, etc. that have come out of the crisis?

Our business addresses new consumer habits and desires to improve their home environment. Since consumers also shop more frequently online, we offer an easy way to shop from the comfort of their homes.

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Every Leader Sustainability Education (ELSE)

Founder: CAYRA TANSEY, BCOM '20, AND CLIO HOFLER, BCOM '20

Elevator Pitch: ELSE is a nonprofit organization that inspires sustainability action and empowerment through accessible and action-oriented education for secondary school youth and newly independent young adults. We offer easily integrated panels, workshops and conferences in and out of the classroom, aiming to build leaders who can face our greatest sustainability challenges.

Has COVID-19 affected your decision to start a business?

We came up with the idea for ELSE pre-COVID-19, but we believe that engaging, alternative education is going to be very important in the new forms of schooling that are emerging. We’ve had to pivot a lot because of COVID-19 and shift the nonprofit direction, but I think the service is more valuable now in these times of drastic change.

Going forward, I [Tansey] will dedicate my weekends to building the organization, and Clio will step back to an advisory role. It will take some hard work to stay on deadline, but I’m passionate about reaching as many young people as possible.

Does your business address the COVID-19 crisis, or the shortages, new consumer habits, etc. that have come out of the crisis?

The wedding industry got flipped upside down this year. I had to change the way I ran my business quite a bit, and pivoted when it came to offering photos versus videos. The demand for wedding videos skyrocketed because people wanted to share their day with family and friends that couldn’t make it. Also, I started to book two- to three-hour elopements instead of eight- to ten-hour wedding days. It changed my perspective on the perfect wedding day, and how I can advise future clients with their day.

At the beginning of COVID-19, it was really difficult. My weddings were getting postponed, clients were very stressed, and money wasn’t flowing. Fortunately, my summer booked up more than before because I changed my client packages. I attracted new brides and grooms who were making last-minute changes to their wedding days. I’ve had the opportunity to shoot at some incredible locations, such as mountain-top elopements only accessible by helicopter.

All in all, the learning experiences and eye-opening moments have developed my passion for photography and the future direction of my business.

Coco Willow Candle Co.

Founders: SOPHIA SEÉMANN AND TODD JENSEN – BCOM CLASS OF 2021

Elevator Pitch: Coco Willow Candle Co. is a West Coast-inspired candle company that produces handcrafted, locally made candles using soy wax, natural fragrances and wooden wicks for a fireside feel.

Has COVID-19 affected your decision to start a business? If so, how?

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First in Class

Marc Gaucher was the very first student to graduate from Gustavson—and he’s been in the lead ever since

by Stacey McLachlan

F or Marc Gaucher, MBA ‘93, enrolling in the University of Victoria’s MBA program back in 1991 wasn’t just a chance to become an entrepreneur. It was an opportunity to be a pioneer...and take home the school’s first-ever business graduate degree.

He had already experienced UVic’s charms as an undergrad. And after using his Bachelor of Education degree to teach high school for a few years, he found himself back on the campus—this time, as staff, working as a coordinator of residences and student affairs. But when he tried to hop to a director opportunity at the University of Calgary, Gaucher realized that maybe his days as a student weren’t quite over. He lost out on the job there because he didn’t have a graduate degree. And so, Gaucher headed back to UVic and his brand new masters of business program.

“I realized I was going to be held back in my career if I didn’t complete a grad program,” says Gaucher. An MBA was also a chance for him to see where his budding entrepreneurial interest might take him. Teaching had been fine, but seeing friends around him start small businesses stoked a true passion. “The idea of starting something from scratch, building it in the direction I wanted, working for myself, really appealed to me,” he says.

Being in the very first class of a brand-new program was particularly intriguing for someone with that entrepreneurial spirit. The foundation was unlike many of the other business schools Gaucher had considered—UVic’s MBA was built and designed around soft skills, teamwork and the integrated support of the local business community. The students had mentors who were part of the fabric of the city, like Thrifty Foods’ Alex Campbell Sr. and David Black of Black Press. Frequent case studies brought the opportunity to think critically about real-world business dilemmas. Then there were the class trips and opportunities to meet with program partners in areas such as management, international business and communication skills. Guest lecturers came with serious pedigrees—including a presenter who had been part of peace talks between the US and USSR during the Cold War. “It was great to be part of a program that was so experiential and cross-purpose,” says Gaucher. “I had had enough of lectures from my undergraduate degree.”

While he enjoyed the program, Gaucher was keen to start applying those skills in the real world. So when most of his peers went to Malaysia for a class trip, Gaucher sped up his program with directed-studies courses, and wrapped up his projects and courses early...making him the very first to graduate with his MBA from UVic, in the fall of 1993.

He hit the ground running. After graduation, Gaucher started in management consulting, working with firms in Canada and the US, including big companies like Ernst & Young and KPMG. His education had prepared him to walk into those board rooms with confidence, and grow from the experience he gained going toe to toe with the C-suite. Whether he found himself at a chemical manufacturing firm or a bank, with his degree in hand, he was ready for whatever came his way. “You’re not coming out of school 100 per cent prepared, but you’re getting the way. “You’re not coming out of school to firm or a bank, with his degree in hand, he was ready for whatever came his way. “You’re not coming out of school 100 per cent prepared, but you’re getting the way. “You’re not coming out of school to” says Gaucher.

As he sharpened his skills helping other companies over the next decade, he started thinking about how he could build something of his own. In 2003, he and a friend opened a wine store and wine bar in Kelowna. That business bloomed into the Metro Group/Metro Liquor, a suite of eight liquor stores and wine shops (in BC, Saskatchewan and even California) and restaurants.

Gaucher is now also the managing partner of Kootenay Kind Cannabis, a Kootenay firm in the process of building an organic production facility. The growth of the company is proof of his ability to adapt and evolve with the times—which, during an unprecedented pandemic, is a critical survival skill. “You have to be a hub and move,” he says. “Sitting back, there’s no hope for you.”

Unsurprisingly, Gaucher has been navigating COVID-19 with grace and entrepreneurial nimbleness; implementing a designated COVID-19 coordinator, putting together safety plans and rolling out new hours, systems and protocols much earlier than most of his competitors.

The company’s stability is certainly helped by the fact that he’s made it a priority over the years to keep cash reserves strong and to have autonomy and fun,” he advises. “It’s why much of his team has been there for over a decade—and why Metro Group is well suited to weather this strange storm.

Gaucher may be (slightly) further removed from the lecture hall than his MBA cohort, but the lessons he learned in grad school are still with him today. “I’ve been able to apply analytical, managerial and communication skills that other firms have to hire external consultants to do,” he says. “I can present value on investment, build spreadsheets, build models, think strategically. I’ve got those core skills. I couldn’t have asked for more bang for my buck from my UVic MBA.”
In the wake of a quickly advancing COVID-19 pandemic, the UVic community came together in early 2020 to help the university meet the overwhelming demand for student support.

Close to 2,000 UVic students received assistance from the COVID-19 Support Bursary, helping to alleviate some of the financial challenges they were facing because of the pandemic. All in all, the contributions of hundreds of alumni, staff, faculty and community members, augmented by government and university funding, added up to more than $1.4 million in disbursements between March and June 2020.

The economic effects of the lockdown were immediate and far-reaching, and some of the first to feel these effects were students who rely on part-time and co-op jobs. As non-essential businesses closed their doors and made difficult staffing choices during the spring, many students found themselves without paycheques. The bursary offered assistance with basic living needs like food and shelter.

“I could not secure a co-op position that would meet both BCom co-op requirements and my expectations, so I switched to an academic term for summer,” says Mizuki Ode, an international BCom student from Tokyo, Japan. “Thanks to the financial support provided by Gustavson alumni and other UVic advocates, I could complete an international business specialization this summer and meet wonderful peers and professors.”

Navleen Bassi had a similar experience. “Following the hit of COVID-19, many of the positions I had applied for emailed me back saying the position was cancelled or no longer available.”

Initiatives to bolster co-op opportunities have since been put in motion, including a partnership between Gustavson Co-op and the research non-profit Mitacs, to support co-op terms that help small-to-medium businesses adapt to COVID-19.

Thank you, Gustavson alumni donors, for helping our students when they needed it most

by Andrea Felix de la Rosa

Cancelled co-ops were not the only challenge students faced. The bursary fund also helped international students safely return home to their families, and make the transition to online learning.

BCom Carl Haynes said the bursary enabled him to purchase equipment to study remotely “without growing debt or delaying a semester, making quarantine a whole lot easier.”

Despite COVID-19 affecting individuals as well as companies, there was an outpouring of response from Gustavson alumni as they responded to the urgent call for student support. “As much as I had to adjust to working from home and sheltering in place, I thought about students and how their adjustments were probably much more drastic than mine,” says James Toy, MGB ’16, from his home in New Jersey. “I was particularly thinking about students with significant financial responsibilities who are also navigating a new environment—university—that is now even more complicated due to COVID-19. However I can, I want to remove obstacles that prevent students from making the most of their time at UVic.”

With lockdown, cancelled co-ops and adapting to online learning, 2020 is probably not what most students had imagined. However, in true Gustavson fashion, students managed to pull together and find a little good in the midst of uncertainty.

“Despite the challenges faced, I found my classmates inspiring at many times—they would fundraise for people in need, and constantly share their advice on how to cope with the uncertainty of it all,” says fourth-year Behzad Valizadeh. “The school did a wonderful job adapting the BCom program to an online focus and made it a seamless transition. I am very grateful for my colleagues and school during this time.”

While it’s safe to say there are unusual times still to come, financial support from the university continues to evolve alongside student needs.

“TO KNOW OUR UVIC COMMUNITY SUPPORTS US STUDENTS WHEN WE REALLY NEED IT HAS ME LOST FOR WORDS.”

- BCOM STUDENT SOPHIA SEEMANN

Extraordinary support

UNPRECEDENET TIMES,
EXTRAORDINARY SUPPORT

Thank you, Gustavson alumni donors, for helping our students when they needed it most

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GIVING BACK

Photo: UVic Photo Services

especially during a pandemic. I hope to be able to give back to students, alumni who donated! It's a great thing this emergency only reinforces the strength of the UVic and Gustavson community. A new COVID-19 Student Support Fund was established to widen streams of assistance in areas such as housing, food, mental healthcare work both proved to be very rewarding experiences.”

Eddie May, BCom student from Calgary, AB

“I am incredibly thankful for the support that the business alumni community provided me. As a first generation immigrant in Canada, I am from North Vancouver, BCom student

“Thank you for the donation! I’m super appreciative to have been able to pay my rent and keep my home in Victoria.”

Hui-Siong Ng, MBA ’04, from Surrey, BC

“We were amazed by his seemingly unlimited energy and his capacity for work, and moved by his kindness and thoughtfulness. He had time for every one of us and we were guaranteed support any time we needed it. He lifted all of us who walked with him—we became more than we ourselves thought possible.

His impact continues to be seen throughout the school in ways large and small across our programs and people. We are inexcessibly grateful for the genuine servant leadership, ambitious vision and innovative perspectives that Ali epitomized. We mourn his loss and celebrate his authoritative and respected voice. We were truly fortunate to have had Ali as a leader, colleague and friend. He was a personification of warmth and affection with a generosity of spirit that drew people to him. His authenticity and humbleness, infused with a sense of adventure, good will and humour, made him an anchor and a compass for our own wellbeing and growth.

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THE WORLD LOOKS DIFFERENT

Creating Refuge

One sponsor’s reflections on the lessons learned from a refugee family

by Radhika Nair, Associate Director, Domestic, Executive Programs, Gustavson School of Business

In 2019, when members of the Gustavson community came together to sponsor a refugee family, we had no idea what to expect or what it would actually entail. But a year later, as we had our final sponsorship meeting in September 2020, our hearts were full and the sense of accomplishment was unparalleled. Here is an account of how it all started and unfolded.

Over the past couple of years, the conversations along the hallways at the business school invariably ended up being about our anger and frustration as doors around the world closed to immigrants. Who could forget the image of little Aylan Kurdi lying face down on a beach in Turkey, after the boat carrying him and his family capsized while they tried to flee to a better life in Greece?

This image hit us hard. On World Refugee day 2019, my husband, Sudhir Nair, who is also a member of Gustavson, approached the Intercultural Association of Greater Victoria (ICA) about sponsoring a refugee family through the Blended Visa Office-Referred program (BVOR). It became clear that this was not something we could do on our own, so we opened the conversation to include our Gustavson colleagues. The response from staff and faculty was overwhelming, and with this support we decided to take on the added challenge of sponsoring a larger family.

Our first challenge was raising funds, but within days of the discussion at Gustavson, a fundraising team was set up, spearheaded by BCom team members Kate Donovan and Audrey Audebert. From concerts to funded challenges (ask Steve Tax and Chris Graham sometime about their wardrobe sacrifices), bake sales (courtesy of bakers extraordinaire Mia Maki and Heather Ranson) and several generous private donations, we raised enough funds to be able to sponsor a family of six.

As we moved into fall, the clock was ticking to find a home for the family and furnish it before they arrived. Further tireless work ensued, put in by Stacey Fitzsimmons and Ricardo Flores, and we found a home that was just right for the family’s needs. Heather Ranson and her team of handy organizers (special mention to Brock and Claudia Smith) worked around the clock to furnish the home in time for the family.

Finally, on October 4, 2019, the family—comprising a single mother and her five children—arrived in Victoria, BC. They are of Somali origin and had been living in a refugee camp in Kenya for the preceding seven years. From that day until now, a year later, there have been challenges and accomplishments that the family has handled with resilience and grace. From having to move apartments because their building had earthquake safety issues, to difficulties stemming from the COVID-19 crisis, plus the expected challenges of navigating bureaucracy, innumerable appointments, new schools and making connections in a new place, the family and the Gustavson community have worked together to tackle obstacles. Special thanks to Saul Klein, Dave Thomasson, Basma Majerihi, Jen Baggs, Stacey Fitzsimmons, Sheryl Zornes, Carmen Galang, Krista Bouchnert, Chris Graham, Sania Elias, Jun Sugihara, Ricardo Flores, Jane Collins, Adel Guittoni, Neil Fleischmann, Steve Tax and Shawn Tripp—as well as their numerous family members and friends—for their endless support with these tasks. It is hard to name everyone here, but every little contribution, whether in kind or time spent, was invaluable to the family.

Today, the family members are permanent residents of Canada, having gone from living in a camp in Kenya last year at this time, to living safely in Victoria today. Perhaps one day they will choose to tell their story. For my family and I, the experience has taught us lessons in resilience and grit. As for the Gustavson community, it speaks volumes of how we live our values: People / Purpose / Passion / Adventure.
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