PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

PRINCIPLE 3: METHOD

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Sustainability in Course Content

Students at Gustavson were exposed to a range of sustainability topics throughout the BCom, MBA, MGB, MM and PhD programs*. Deepening the integration of sustainability and social responsibility concepts, cases and tools throughout the curriculum of all our programs is one of the CSSI’s key objectives. As a result, we ensure that our graduates have the knowledge, skills and mindsets to guide them as responsible and ethical business leaders.

To help measure the integration of sustainability and social concepts and content in the required courses of our program, each semester, we ask all instructors to provide information on how they include sustainability in their course content.

Programs at a Glance (2021)

<table>
<thead>
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<th>Programs</th>
<th>SPRING 2021</th>
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<th>FALL 2021</th>
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<td></td>
<td>Percent with Sustainable Content</td>
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Required courses are courses that must be completed by all students in the program. These numbers do not include non-credit, elective or specialization courses.

Our BCom, MBA and PhD programs each have a required course dedicated to business and sustainability. This is in addition to deliberate integration of sustainability content throughout the curriculum.

* The MGB program is delivered by three partner universities on three continents. The number of courses listed covers only the time spent at Gustavson.

** The Master of Management (MM) program is a new program offered at Gustavson, and began in fall of 2021.

*** Data tracking from the PhD program did not begin until September 2021.
COIL Program Takes Students Across the World—from Home

When Gustavson announced that it would be continuing online learning into the fall 2020 term, BCom students in the International Business specialization went into the new school year knowing their experiences would have to be adapted in the face of the COVID-19 pandemic—particularly the experience of an international exchange. Although Gustavson’s standard academic exchange program would be challenging due to international travel restrictions, 22 International Business students still joined classmates on another continent and learned from top-ranked professors by participating in a new virtual collaboration with Kozminski University in Warsaw, Poland.

The Collaborative Online International Learning (COIL) program is the latest endeavour in a 13-year partnership between Gustavson and Kozminski University. The two institutions have collaborated so that students from both schools enter the same cohort and participate in the same online classes.

Shawn Xiao, a current Gustavson IB student in the COIL program, says that he starts his morning at 7:30 AM to prepare for the morning’s classes: “It was bit difficult for me to get used to the schedule at the start,” he admits, “but [lately] I feel better.” Meanwhile, Kozminski COIL student Krishna Kant Mohan Raj finds the synchronous learning beneficial to his busy schedule. “A great thing about… being situated in Poland,” he says, “[is] I could work in the morning and study in the evening due to the [9 hour] time difference.” At 8:00 a.m. Pacific Time (5:00 p.m. in Warsaw), Shawn and Krishna join the rest of their international cohort for online classes through Zoom and Microsoft Teams.

Through the opportunity to work with students and faculty from both Kozminski and Gustavson, COIL students will expand their knowledge of European and Canadian business practices, strengthen their cross-cultural skills and ultimately grow as global citizens. Furthermore, the COIL program reduces the international travel of students and professors, thus reducing the carbon associated with travel.

Kozminski student Krishna’s view of Warsaw as he participates in the COIL program. Photo credit: Krishna Kant Mohan Raj.

Advancing CSSI with Gustavson Co-op Students

As part of CSSI’s commitment to sustainable education, the centre has consistently hired co-op students from Gustavson’s BCom program. Through 2020 to 2021, these students included Jessica Baxter, Rachel Bond and Natalie McFall.

None of the students were familiar with the centre before they began working for it, but all were impressed with the projects they worked on and the outcomes for Gustavson as a whole. Natalie was drawn to The Centre for Social and Sustainable Innovation (CSSI) with its commitment to embedding sustainability into Gustavson’s culture of learning. Natalie shared “The CSSI provides students with the tools they need to build a deeper understanding of the importance of sustainability. It teaches students to become more consciously aware of its role in all aspects of business, from finances to human resources. With CSSI’s support, Gustavson was able to host events such as MIISsion Impossible and the Carbon Offset Pitch Competition, which encouraged myself, as well as my peers, to engage in sustainable business initiatives. Through the work of the CSSI, I have developed a new lens; I no longer see sustainability and business as two opposing forces but as integral pieces that must work simultaneously to be successful. The CSSI creates a shift in how the new generation thinks and conducts business by creating a brighter future for individuals, enterprises, and society.”
The University of Victoria’s Co-operative Education department recently offered the option to distinguish specific co-op work terms with a “sustainability-related” tag, which allows students to self-identify whether their work term has a sustainability orientation to the work or if the company itself is a sustainability firm. While further refinements are necessary before this can become a reliable measurement tool, it allowed CSSI to identify students doing interesting sustainability work. Here are a few examples we pulled from the 2020-2021 data.

**FACES OF A SUSTAINABLE CO-OP:**

**Mizuki Ode, Caux Roud Table Japan**

I’m doing my second work term at Caux Roud Table Japan. Since its establishment in 1986 in Caux, Switzerland, Caux Roud Table has worked to realize a fair, free and transparent society through sustainable and socially responsible business. As part of sustainability consulting advisory services, my role in this term is primarily research and analysis on human rights due diligence initiatives of companies operating abroad based on quantitative and qualitative data. I am also tasked with work environment assessments and interviews with employees, especially migrant workers, who work in clients’ factories and contractors.

I have always been keen on sustainable developments and especially concerned with the environmental impacts of business activities. In COM362 I took during my core year, I learned that it is not enough to focus on implementing sustainability initiatives and that it is the very key for successful initiatives to engage and directly communicate with stakeholders.

One of the key takeaways from my co-op experience I would like to share with peers it has become very important for us to ensure that all the stakeholders in the supply chain can live happily under these unprecedented times as it is not always easy to keep supply chain transparent in the time when goods can be sourced from anywhere around the world.

**FACES OF A SUSTAINABLE CO-OP:**

**Ava Lowe, Lowela Co.**

**What is your entrepreneurial co-op and what does your work entail?**

For my entrepreneurial co-op I’ve been working on my Fabric Gift Wrap business, Lowela Co. I’ve spent my entrepreneurial co-op building my brand from the ground up. After searching out a custom fabric supplier, finding a local seamstress to handmake my wraps, and getting all the bits and pieces together, I launched my business in early March.

**What motivated you to start the company?**

I’ve always taken great joy in coming up with the perfect, most thoughtful gifts possible for my loved ones. But it always bothered me that my wrapping never seemed to reflect the level of thought and care I put into the gifts themselves, and after becoming passionate about eco-conscious living, I knew I needed to find a way to wrap gifts that was not only more thoughtful, but more environmentally conscious too. This is how Lowela Co. Fabric Gift Wraps was born.

This semester has felt like a crash course in personal organization and it gave me the opportunity to put a lot of what I’ve learned in the last four years into practice. I’m not only looking forward to taking these new skills back to the classroom but also with me as I start my career in business.
FACES OF A SUSTAINABLE CO-OP:
Nick Howe—Earth Heart Apparel

What does your position entail?
Since it’s a start-up, I don’t really have a set job description. Some of my main responsibilities so far have been researching market opportunities and charity partners, helping with the clothing designs, finding suppliers, and working on the marketing strategy.

I’ve spent a lot of time doing research on the fashion industry and e-commerce, primarily in relation to the environment. While researching problems, I’ve also been looking into solutions and how they could be incorporated into Earth Heart Apparel.

What are some of the key things you have learned so far?
On a personal level, I’ve learned and honed a variety of skills, such as using Adobe Illustrator and Photoshop for creating fashion tech packs (essentially blueprints for clothes) and marketing materials, creating an e-commerce website, and negotiating with suppliers.

More broadly, I’ve learned a lot about the fashion industry, both as a whole and from the perspective of an individual company. The clothing supply chain is relatively long and fragmented, which creates perfect conditions for environmental and ethical problems to arise. Particularly as a small company, it would be easy to turn a blind eye or resign yourself to thinking you couldn’t compete unless you took advantage of cheap, unethical manufacturing processes.

Another thing I’ve learned is how much power the consumer has. Clothing brands sell what people will buy, so it’s up to the consumer to make informed, responsible purchasing decisions.

What motivated you to work in this field/position?
I’ve always been interested in e-commerce and digital marketing. I knew my roommate (who had worked in the fashion industry as a model for a few years) was interested in setting up a sustainable clothing company, so I helped him apply for government funding to hire a co-op student. He brought the knowledge of the fashion industry, and I brought some business education.

How has this position inspired your career path in the future?
It’s strengthened my interest in e-commerce and marketing. Working for a start-up has also strengthened my desire to work for smaller companies that do things differently, rather than larger companies that maintain the status quo. I could see myself continuing to work within the fashion industry in some capacity (potentially with Earth Heart Apparel if it takes off!).

FACES OF A SUSTAINABLE CO-OP:
Amy McTavish, BCI

Where is your co-op and what does your position entail?
I am currently working at the British Columbia Investment Management Corporation (BCI) as a co-op student on their Public Markets, Environmental, Social, Governance (ESG) Integration team. My team has a lot of different responsibilities within BCI like conducting ESG reviews on potential investments, proxy voting and engaging with companies on ESG issues. The majority of my job is helping out with company reviews. My team receives requests from all the different portfolio teams to do an ESG review on the companies they are looking to invest in. In our ESG reviews, we analyze the companies ESG performance based on the most material E, S & G factors for that specific company.

What motivated you to work in this field/position?
Applying for a co-op position in Public Markets at BCI means that you are applying to a number of different portfolio teams at a time. I applied to Public Markets because I wanted to learn more about investment research and portfolio management on the buy-side. In the interview, they ask what teams your top choice would be. One of my choices was ESG integration because it was something that I had heard of but had very little understanding of. Sure enough, I was placed on the ESG team and have learned extensively about the topic, which has been an incredibly valuable and eye-opening experience.
Sustainability Literacy Test

How much do students coming into Gustavson programs know about sustainability? And does this change over the time of their degrees? These were the questions professors Heather Ranson, Jie Zhang and Cheryl Mitchell were asking in fall 2020. Building on the international Sustainability Literacy Test set up by the Kedge Business School in France, the professors worked with co-op student Rachel Bond to build a test bank of multiple choice questions that reflected the 17 Sustainable Development Goals, as well as the individual business courses taught at Gustavson. BCom students took the 20 question test in the falls of 2020 and 2021 and the fall cohort of the new MBA in Sustainable Innovation joined them in fall 2021. Post degree testing will occur in spring 2022 for the Fall 2020 cohorts at which time the researchers should be able to answer whether the content taught in Gustavson courses improves student test scores. We will report results here in the next Year in Review.

Indigenizing the Faculty

June 21st marks Indigenous People’s Day in Canada: a day to recognize and celebrate the cultures and contributions of Canada’s First Nations, Inuit and Métis Indigenous peoples. Gustavson’s School of Business hosted two lunch-and-learns to educate faculty and staff on the university’s responsibilities regarding Truth and Reconciliation and encourage them to build upon that knowledge. François Bastien, an Indigenous assistant professor at Gustavson, organized the event alongside professors Chris Graham, Matt Murphy and Heather Ranson.

Over 30 staff and faculty attended the two lunch-and-learns. Engaged faculty and staff then furthered their knowledge of Indigenous issues through an open-access course run by the University of Alberta. “I don’t want to paint a rosy picture. We are not there yet. We’re not nearly there yet,” François explained. He went on to explain that we are making progress. When asked if Gustavson is a leader in recognizing the importance of the findings of the Truth and Reconciliation Commission, François answered, “I would argue that they are.”

Decolonizing the Curriculum

In summer 2020, Assistant Teaching Professor Doug Stuart received a grant through UVic’s Learning and Teaching Support and Innovation centre to decolonize the COM 425 Taxation for Managers curriculum. There were several key project goals: to recognize how colonial practices and tax laws have impacted and continue to impact Indigenous peoples and communities; to develop a more objective understanding of tax as a social, political and legal-bureaucratic process that operates within a settler colonialist environment; and to develop a deeper understanding of the complexities encountered by Indigenous governments in investing and building sustainable communities through economic development in navigating exemptions available under both the Indian Act and the Income Tax Act.

Working with Gustavson PhD student Emily Salmon, Beedie School of Business PhD student, Jordyn Hrenyk, and national leader of Indigenous Tax Services for MNP, Mindy Wight the group is developing reading lists, teaching materials and case studies and exploring own-source revenue systems, the impact of the Section 87 tax exemption and tax planning opportunities for Indigenous entrepreneurs. Doug is excited to bring the revamped curriculum into the classroom in summer 2022 for the first time, and hearing students’ feedback.
Standardizing an Environment-Social-Governance philosophy

The Applied Portfolio Management Program (APMP) is a student-run investment program at UVic centred on education and responsible investing. Managing a $1.3 million portfolio, students choose to invest in stocks and bonds that adhere to an Environment-Social-Governance (ESG) philosophy. Until recently, the ESG requirements for the portfolio were an unwritten rule. That changed when Gustavson students, like Amy McTavish, formalized and standardized the philosophy in a guiding written document. Amy told CSSI, “Everyone knew that ESG is integrated in the portfolio, but ESG means a lot of different things to a lot of different people. It’s assumed that you are just supposed to know what it means in the context of the fund.” Amy and her classmates used UVic’s and BCI’s investment philosophies to draft APMP’s ESG philosophy. Jennifer Coulson, senior managing director, from BCI—the provider of investment management services for British Columbia’s public sector and one of the largest asset managers in Canada—states that “Careers in ESG are very desirable; everyone is trying to hire ESG.”

MBA Reformed: A Sustainable Focus

In the fall of 2020, the Sardul S. Gill Graduate School at Gustavson relaunched its MBA program as the MBA in Sustainable Innovation program. The colossal undertaking meant that the entire program was halted for a year and re-built from the ground up. A curriculum design committee was formed to undertake this multi-year task.

During the months leading up to September 2020, the curriculum design committee consulted faculty members on ways to incorporate sustainability into their courses. The process was not as individualistic as it sounds. The relaunch’s crucial objective was to ensure that each course was fully connected and integrated to the others, to build on the overall knowledge students gained in each block.

This all happened in one of the most disruptive years in the last century. As COVID-19 caused wide-spread closures of offices and the University of Victoria, the development team swapped to virtual meetings and Zoom calls. Recreating the entire program required a lot of community engagement, and the push to virtual meetings presented an unwelcome channel. However, the team was up to the task, and according to Professor Matt Murphy, who teaches a course dedicated to business and sustainability in the new program “We figured it out and it went pretty well.”