Table of Contents

Letter from Dean Saul Klein ........................................... 1
Letter from CSSI Director Monika Winn ......................... 2
Principle 1: Purpose ......................................................... 3
Principle 2: Values ........................................................ 9
Principle 3: Method ......................................................... 13
Principle 4: Research ....................................................... 15
Principle 5: Partnership ................................................... 23
Principle 6: Dialogue ....................................................... 26
Principle 7: Organizational Practices ............................... 28
Looking Forward ......................................................... 33

We acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.
LETTER FROM

DR. SAUL KLEIN

Dean of the Peter B. Gustavson School of Business

In the past year, the Gustavson School of Business has revised our strategic plan to take us through 2023. In our new plan, we have strengthened our commitment to sustainability and social responsibility and are focusing on the impact we are having on our various stakeholders. Gustavson’s Centre for Social and Sustainable Innovation, the CSSI, has also developed and put a new strategic plan in place. Feedback and input from faculty, staff and students, as well as from our International Advisory Board, all reinforce the broader sense of purpose that is so strong in the school.

We continued with our commitment to carbon neutrality for a second year. Building on deeper involvement of and creativity by our students, we organized our first Carbon Offset Pitch Competition, where students from across the school were invited to pitch a video portfolio of carbon offset projects drawn from around the world. Students, staff and faculty then picked their favourite projects, guided by how well they fit with our Gustavson values. The portfolio of the winning team consisted of a solar power project in India and the Great Bear Rainforest Conservation Project on British Columbia’s North Coast.

Thanks to the continued support from Newmont Canada (formerly Goldcorp Inc.), the CSSI was able to further strengthen the school’s research output on sustainability and social responsibility, as well as contribute to sustainability and social innovation-focused projects in all of Gustavson’s education programs and extra-curricular activities. This includes case competitions and conferences for students, staff and faculty. Support of our faculty colleagues and CSSI’s post-doctoral fellows allowed the CSSI to further strengthen the school’s research culture of contributing relevant scientific articles to conversations among scholarly communities. Such support allows us to integrate sustainability in all of our activities, from our core courses to our exchange programs, from our research output to our culture and values.

At Gustavson, we are committed to embedding sustainability and social responsibility into our educational offerings and international research conversations so that we can help create a better business world—a world in which our students and alumni can work and thrive, our research is relevant and effective, and our broader community can benefit.

In this Year in Review, you will find amazing stories of how sustainability has shaped our students, staff, faculty and partners and helped us create business leaders who recognize that the path to doing well begins by doing good.

[Signature]
LETTER FROM
DR. MONIKA WINN

Director of the Centre for Social and Sustainable Innovation

The Centre for Social and Sustainable Innovation (CSSI) was formed in 2011 with the goal of “helping our students and the greater community become change agents and role models for adopting a sustainable and responsible approach to business.” Our vision was for Gustavson to lead the way for business schools on the sustainability front. Eight years later, we’ve made great strides in integrating sustainability into the core of Gustavson’s culture, and we are proud to continue working with the same vision we set out with, namely “to generate inspired business thought and practice that enhances and sustains the quality of life today and across generations.”

It’s been a year of change at the CSSI, beginning with the development of a new three-year strategic plan for the Centre in which we set some ambitious targets to take us into 2021. After the departure of our long-time coordinator Rachel Goldsworthy, we welcomed a new coordinator, Carlos Berti, into our team. We also welcomed a new post-doctoral fellow, Dr. Enrico Fontana, whose research takes an interdisciplinary approach to studying the role of business in society, and specifically delves into labour-oriented issues in developing countries. And we are saying goodbye to two of our post-doctoral fellows, Dr. Viviana Pilato and Dr. Camille Meyer, as they leave this fall for permanent positions as assistant professors at HEC Montreal in Quebec, and the University of Cape Town in South Africa, respectively. We’re confident that all of them will take Gustavson’s sustainability ethos wherever they go, and we thank them for their important research and other contributions.

Yet sustainability isn’t only the CSSI’s business. As one of the school’s pillars it has become part and parcel of everything we do at Gustavson. In this Year in Review we highlight the amazing energy and creativity many of our faculty, staff, alumni and students have contributed to cultivating and nurturing an incredible culture of sustainability and social responsibility at Gustavson—from creating a roof-top garden, to organizing a school-wide carbon offset competition, and incentivizing weekly sustainability initiatives. Sustainability has become part of Gustavson’s very culture, as the stories in the following pages will show.

I hope that you enjoy reading this Year in Review, and find the stories as inspiring as I do.
Who We Are

The Centre for Social and Sustainable Innovation (CSSI) at the Gustavson School of Business was formed to bring sustainability and social responsibility into the education, research, operations and culture of our school. The CSSI helps staff and faculty integrate sustainability and social responsibility into all of Gustavson’s educational offerings. From core courses to international exchanges, we offer practical support to meet the school’s commitment to the United Nations Global Compact’s Principles for Responsible Management Education. You will see the chapters in this Year in Review organized around these principles.

The CSSI Team

Our core CSSI team for 2018-2019 is made up of Director Monika Winn, Associate Director Heather Ranson, and Coordinator Carlos Berti.

However, the real team is much bigger. It includes faculty, staff and community partners pictured on this page and throughout this document.

PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

PRINCIPLE 1: PURPOSE

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.
CSSI’s Mission

We support Gustavson’s aspiration and activities by

- Cultivating sustainability and social responsibility thinking throughout Gustavson to catalyze meaningful action,
- Strengthening school-wide commitment to and pride in sustainability and responsible leadership,
- 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, collaboration and meaningful action for sustainability across disciplines, domains and stakeholders in our community and beyond.

CSSI’s Strategic Priorities

**RESEARCH:** Strengthen Gustavson’s capacity to contribute to transformative sustainability and social responsibility research

**EDUCATION:** Deepen integration of sustainability concepts, cases and tools throughout Gustavson’s educational programs

**VALUES & CULTURE:** Support Gustavson values and strengthen the integration of sustainability and social responsibility in the school’s fabric

**OUTREACH:** Report to and engage with stakeholders at Gustavson and beyond

Our priorities are aligned with these United Nations frameworks:

- Principles for Responsible Management Education (PRME)
- Sustainable Development Goals (SDGs)
- The Global Compact’s (GC) Ten Principles for Doing Business
CSSI Strategic Achievements 2018-2019

This year marks the beginning of our new strategic plan for 2018-2021.

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>KEY INITIATIVES PLEDGED IN 2018-2021 STRATEGIC PLAN</th>
<th>HAVE OUR GOALS BEEN MET?</th>
<th>ACTIONS AND INITIATIVES FROM 2018-2019: EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESEARCH</strong></td>
<td>Strengthen and expand Gustavson's research capacity around sustainability and social responsibility</td>
<td>✔</td>
<td>Three CSSI post-doctoral fellows (post-docs) actively conducted research with us in 2018-2019. Two of them are departing for positions as assistant professors (See story on p. 15)</td>
</tr>
<tr>
<td></td>
<td>Capture and communicate sustainability research at Gustavson</td>
<td>✔</td>
<td>Monthly Communiqué contained inspiring stories with links to articles, videos, profiles and case studies Lunch and Learns offered students and faculty opportunities to learn from and engage with visiting scholars</td>
</tr>
<tr>
<td></td>
<td>Support, host, organize and/or participate in research-supportive sustainability events</td>
<td>✔</td>
<td>Organized Earth Day talk with Ian McAllister, Pacific Wild Hosted series of research talks by post-docs</td>
</tr>
<tr>
<td><strong>EDUCATION</strong></td>
<td>Monitor and assess integration of sustainability and social responsibility in course content of all programs</td>
<td>✔</td>
<td>See course content survey p. 13</td>
</tr>
<tr>
<td></td>
<td>Support faculty and programs with sustainability teaching materials, content and methods</td>
<td>✔</td>
<td>Monthly Communiqué contained inspiring stories with links to articles, videos, profiles and case studies Weekly Slide Zero Project added to course slides Sponsored program directors’ attendance at GLOBE 2018 Frequent internal profiles of Gustavson faculty who include sustainability and social responsibility material in their courses</td>
</tr>
<tr>
<td></td>
<td>Support programs and student initiatives in their efforts to integrate sustainability</td>
<td>✔</td>
<td>Supported student-run Commerce Cup—see story on p. 24 Supported MBA case competitions Supported MIISSion Impossible activity for third-year BCom students Sponsored sustainability speakers’ talks at BCom Work Place Skills Conference and in MBA for TELUS courses</td>
</tr>
<tr>
<td></td>
<td>Encourage integration of the UN Sustainable Development Goals (SDGs) in all programs at Gustavson</td>
<td>✔</td>
<td>MGB orientation event Deeply involved in the design of the new MBA for Sustainable Innovation program coming to Gustavson in 2020</td>
</tr>
<tr>
<td>PRIORITY</td>
<td>KEY INITIATIVES PLEDGED IN 2018-2021 STRATEGIC PLAN</td>
<td>HAVE OUR GOALS BEEN MET?</td>
<td>ACTIONS AND INITIATIVES FROM 2018-2019: EXAMPLES</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>VALUES &amp; CULTURE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effectively communicate CSSI’s and Gustavson’s sustainability activities and regularly provide current and inspiring information to all Gustavson stakeholders</td>
<td>✅</td>
<td>Produced 8th annual <em>Year in Review</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Drafted plain-language research summaries of peer-reviewed journal articles by Gustavson scholars</td>
</tr>
<tr>
<td></td>
<td>Help strengthen employee and student sense of identity as sustainability leaders</td>
<td>✅</td>
<td>Supported Gustavson’s Carbon Offset Pitch Competition 2018—Encouraged student and staff voting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Supported student research and communicated their achievements through our online platforms</td>
</tr>
<tr>
<td></td>
<td>Support the school’s reputation for teaching and exemplifying responsible leadership</td>
<td>✅</td>
<td>Initiated and led ASAC 2018 Conference symposium “Using the Sustainable Development Goals to incorporate sustainability across the business school curriculum”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Presented Gustavson’s Carbon Neutrality Plus initiative at PRME’s North America Conference: “Protect what you love: engaging students in sustainability and international exchange”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Member of special PRME Champions Group (2018-2019) and active contributor to conferences</td>
</tr>
<tr>
<td></td>
<td>Encourage and catalyze effective environmental and social action at and for Gustavson</td>
<td>✅</td>
<td>Measured the school’s 10th annual carbon footprint and helped organize the Carbon Offset Pitch Competition (see story on p. 28)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Supported Gustavson waste audit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ran recycling programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Supported on-campus repair cafes</td>
</tr>
<tr>
<td><strong>OUTREACH</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effectively communicate CSSI’s and Gustavson’s sustainability activities and initiatives</td>
<td>✅</td>
<td>Annual <em>Year in Review</em>: preparation and distribution</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Published report on Gustavson’s inaugural Victoria Forum</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Shared articles, events and news on CSSI’s social media channels, including Facebook and Twitter</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Created and shared articles on CSSI initiatives with publications like Global Focus magazine and Gustavson’s <em>Business Class</em> magazine</td>
</tr>
<tr>
<td></td>
<td>Contribute to sustainability events and initiatives at UVic and in Victoria</td>
<td>✅</td>
<td>Supported UVic’s McPherson Library in the introduction of a yearly carbon report in their workplace</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Celebrated Earth Day with a talk by Great Bear Rainforest photographer Ian McAllister</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sponsored attendance at UVic’s annual Ideafest events such as ‘Beyond Climate Impacts…To Solutions: A conversation with David Suzuki’</td>
</tr>
</tbody>
</table>
CELEBRATING GUSTAVSON’S 10th ANNIVERSARY AS A PRME SIGNATORY

Long before we were named the Gustavson School of Business, the business school at the University of Victoria was a member the United Nations Principles of Responsible Management Education (UN PRME). As part of our commitment to this initiative, we set annual goals for increasing sustainability according to the six Principles for Responsible Management Education and submitted a Sharing Information in Progress (SIP) Report every two years. Our commitment to bringing the principles to life in our daily educational and research practice came in addition to introducing required course work in business and sustainability in our BCom and MBA programs almost 20 years ago, and it helped us to more fully integrate sustainability and responsibility throughout the school—both structurally and in our culture and values.

Ten years later, we have grown as a business school and matured in our PRME reporting. The Centre for Social and Sustainable Innovation was developed with a core group of staff and faculty who wanted our business school to make a difference. For ten years we have produced annual reports outlining our commitments and reporting on our accomplishments in education, research, governance and operations. Our data collection has improved over time: we now report on the amount of sustainability content delivered in each of the core classes in our programs, as well as the sustainability-related research articles we have published, and (new this year!) the number of our BCom students who go on exchange and take a sustainability course overseas. This is in addition to holding ourselves accountable for our carbon emissions by producing an annual carbon report for the past ten years. Our work on reducing carbon emissions is ongoing, and involves our students, staff and faculty. The strategic focus of our programs on learning from and in international settings and exchanges makes it difficult to reduce air travel; so instead, we are proud to report that we are offsetting our emissions for the second year in a row.

It takes a lot of work to collect the data to build a credible SIP report and we would not have the resources to do it without our dean, Dr. Saul Klein, who constantly encourages us to be responsible leaders, and our long time sponsor Newmont Canada. Thank you for your ongoing support.
Gustavson is a PRME Champion Group Member!

Gustavson’s admission to the PRME Champions group came with the responsibility to work towards the integration of the Sustainable Development Goals (SDGs) into the education of the school, as well as collaborating with other Champion schools to build tools and systems aiding the integration of the SDGs across business schools more broadly. To that end, our CSSI members Heather Ranson and Simon Pek attended the Champions meeting in Costa Rica in October 2018, and Heather Ranson and Basma Majerbi attended the Champions meeting in Johannesburg in March 2019. The Champions group worked on making SDG teaching, research and operations materials widely accessible to business schools.

Here at home, we are working to measure where the SDGs are being addressed in the curriculum, research and operationally. To that end, we have broadened our ongoing data collection on course sustainability content in each semester, and it offers a deeper look at the work Gustavson educators are doing. Measuring integration of the SDGs across the work of many professors is challenging, but this initial measurement will provide an important baseline of SDG integration in three of our programs. In our MBA, BCom, and PhD programs, we deliver mandatory courses and seminars on business and sustainability which cover the SDGs. In our Master of Global Business program, we deliver one active learning session to build awareness of the SDGs and to demonstrate the practical application of the SDGs in business.

Our goals for 2019-2020 are to create a full slate of 17 lesson plans covering a variety of business areas and course topics on the SDGs that professors in any area can access for use in their course. We will be happy to share these widely with our PRME partners.
PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

PRINCIPLE 2: VALUES

We will incorporate into our academic activities, curricula and organizational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

A happy note: This Year in Review includes many stories that could fit in more than one section or principle. It’s one more example of Gustavson’s Integration pillar at work.

Gustavson and the Sustainable Development Goals (SDGs)

Launched in September 2015, the United Nations Sustainable Development Goals (SDGs) are the next generation of the Millennium Development Goals. These 17 SDGs guide Gustavson as we strive to educate the next generation of business leaders in order to enable them to make a positive difference in our world.

Gustavson’s 2019-2023 strategic plan supports the SDGs in both our Socially Responsible/Sustainable pillar, as well as our winning aspiration, where we commit to developing responsible leaders for a better world. In support of teaching and contributing research to the SDGs, Dean Saul Klein comments that, “in addition to teaching a high-caliber business curriculum, we are responsible for teaching future leaders how they can make a positive impact on the world. The SDGs give us a map to do this.”
Infusing Gustavson values in students who spend just one term at our school is an ongoing challenge. However, the program and a sustainability professor worked together to create an orientation session for our incoming Master of Global Business (MGB) students. Utilizing the United Nations 17 SDGs, the class explored the idea of sustainable development —defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs—before being tasked with determining which of the SDGs they thought were relevant to real multinational businesses.

“In this exercise, the class works together to pool the knowledge they have on a range of companies, from Coca Cola to FC Barcelona, and then considers which of the 17 SDGs they think are most relevant to the company’s operations,” says assistant teaching professor and associate director of Gustavson’s CSSI, Heather Ranson. “By building an argument to support their conclusions, the students critically investigate the SDGs and develop their understanding of the very real connections between sustainability and business success in a variety of industries.”

For the MGB students, who complete one semester in Canada before heading abroad, this quick ‘Sustainability 101’ exercise provides important lessons to take forward in their careers. And when they are faced with a problem in which they have to consider the social or environmental impact of their decision, they will be reminded of one of the very first lessons during their time at Gustavson—that you do good business by doing good in the world.
Addressing Diversity, Equity and Inclusion at Work

How can organizations become places where employees are welcome to bring their whole selves to work, and where people feel valued for who they are? That's what students in Dr. Stacey Fitzsimmons' course, COM 450: Selected Projects in Management: #MeToo & #BlackLivesMatter at Work, seek to find out.

Questions of inclusion, equity and diversity are top-of-mind in the cultural conversation right now, and they also have an impactful role in the workplace. In preparing students to lead inclusion efforts throughout their careers, Fitzsimmons' course examines what works—and what doesn’t—for improving diversity and inclusion in the workplace.

"Right now companies are really grappling with these issues, and many of them haven't quite figured out how to handle them yet," Fitzsimmons says. The importance of the course is shown by the current social climate, where “the power dynamics are shifting, and the demographics of organizations are changing—in terms of gender, a lot more women with more power are demanding equal consideration, but the same is true across races, and across immigrant generations.”

“For companies it’s an opportunity, but it’s also a moral obligation to treat everyone fairly” says Fitzsimmons, citing the key role a diverse workforce has in developing new ideas and making businesses stronger.

For Fitzsimmons, movements like #MeToo and #BlackLivesMatter are pushing the bar for how companies address these issues. “Up until recently a company has been able to get by without doing much beyond lip service, but now there’s a much bigger obligation to actively address diversity and inclusion.” Students in COM 450 learn about diversity in the workplace by tackling personalized projects on issues that they are passionate about. During the fall semester, students created projects on topics such as the gender gap in the capital markets industry, how people’s bodies can bias our hiring practices by executive search firms, and even a manifesto for female graduates about why they might be picking the wrong spouse for their careers.

The projects aren’t just explorations of these issues, but serve as helpful guides for companies that seek to help their employees navigate a specific diversity issue.

As Fitzsimmons says: “A lot of this is not just about the external messaging, it’s about your internal practices—do you have a practice in place in case someone reports sexual harassment, have you examined all your promotion and hiring practices to see if there are biases, it means not just waiting for someone to file a complaint, but instead actively looking at your practices?”

Students in the course also had the opportunity to learn from a five-person international board of advisers, all of them working actively in the field of diversity and inclusion. For example, students learned from independent diversity and inclusion consultants, a people analyst at Johnson & Johnson, and Gustavson board members. The board of advisers was key in helping design the learning objectives of the course, bringing real world experience from the growing field of diversity consulting, and helping students learn how companies are developing a more inclusive future.
MGB Student Empowering Marginalized Artisans Around the World

Dara Jarallah, a Master of Global Business (MGB) student at UVic’s Sardul S. Gill Graduate School, has spent the last three years carefully tending her growing social start-up business, Shoppinglee. Her aim: to empower marginalized artisans around the world, starting with communities in her native Palestine.

“I want to break the cycle of dependency that so many artisans—especially women—are trapped in,” says Jarallah. “Shoppinglee was started to break these chains, to break out of the cycle that puts you in a position of dependency and cycle of weakness.”

Jarallah started her business in 2016 while completing her undergraduate degree. The business originally aimed to offer an online platform that connected buyers around the world with artisanal products made in Palestine, such as jewelry, clothing, and handbags. As the young entrepreneur continued to build connections with communities around the world, however, the business soon added artisans and business partners in Haiti and Peru.

Running a community-focused business with various locations around the world isn’t an easy task, and with Shoppinglee staff consisting of Jarallah and three volunteers, one can imagine that things might have been put on pause while Jarallah was in school full time. Yet Jarallah has been able to keep her business growing while handling school. “It certainly took planning,” she admits, “but when you’re doing something that you love as much as I love Shoppinglee, you don’t feel the time and weight in the same way. Luckily, I had people around me who became friends and advisers who were talking with me on a daily basis, and problem solving with me, so I think the MGB program actually helped the start-up grow.”

Her commitments to empowering artisans—and their families and communities—are not empty words for Jarallah. She does not pay herself from the business’ proceeds. Instead, after completing her MGB, she is starting a new position as a business development officer for an international technology company. “Each time we’re able to close a deal for Shoppinglee, this lump sum of money comes in,” says Jarallah. “I could take 10 to 20 per cent of that and pay myself. But this 10 to 20 per cent could pay for someone to go to school for a whole year. And I don’t need that, because I have the time, energy and power to work and earn an income that will support me. I don’t need much.”

She may not need much, but Jarallah’s time invested in Shoppinglee is certainly creating returns for her and all involved in the project—in the form of income, international connections, business experience and a deeper sense of purpose.

Dara Jarallah (centre) in Birzeit Market, Palestine, with artisan-entrepreneurs Naima Zayyad (left) and Rihab Daqawiya (right)
Sustainability in Course Content

Students at Gustavson are exposed to a range of sustainability topics throughout the BCom, MBA, MGB 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 roles. We do this to ensure that our graduates have the knowledge, skills and mindsets to guide them as responsible business leaders. To help us measure that integration in addition to our required courses, each semester we ask every instructor to provide information on how sustainability is included in his or her course.

Programs at a Glance (2017-2018)

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>BCOM (Years 3 and 4 of a four-year program)</th>
<th>DAYTIME MBA (16 months)</th>
<th>MGB** (16 months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>1050</td>
<td>57</td>
<td>69</td>
</tr>
<tr>
<td>Number of required courses***</td>
<td>13</td>
<td>22</td>
<td>4</td>
</tr>
<tr>
<td>Number of required courses with sustainability content</td>
<td>11</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>Percentage of required courses with sustainability content</td>
<td>85%</td>
<td>86%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*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 the time spent at Gustavson only.

***Required courses must be completed by all students in the program. These numbers do not include non-credit, elective or specialization courses.
The 2018-2019 academic year was full of international experiences for Gustavson students—170 students completed academic exchange terms at one of Gustavson’s 103 partner universities around the world. Sixty-eight of them took courses that included sustainability and social responsibility content.

In a survey conducted by Gustavson’s International Programs team, some of the topics students engaged with while on exchange included learning about Scandinavian approaches to sustainability and social responsibility in Denmark, business ethics in Estonia, green marketing in Japan, sustainable business in Chile, and corporate social responsibility in France. Students were fortunate to engage with a wide array of sustainability and social responsibility related learning while on an exchange semester.

International Programs Associate Director Brian Leacock believes this shows a commitment to sustainability, both from our partner institutions and from the students who take these courses. “It’s wonderful,” he says, “our partner institutions are committed to integrating values of sustainable business and social responsibility into students’ experiences while on exchange.”
Dr. Matt Murphy was a successful co-applicant on a Social Sciences and Humanities Research Council (SSHRC) Partnership Development grant this year. The project, titled *Four Stories about Food Sovereignty*, will result in a documentary film following communities on four continents and their efforts in food sovereignty. The three-year project follows the T’Souke Nation on Vancouver Island, as well as an indigenous community in Colombia, a Palestinian refugee community in Jordan and a rural farming community in South Africa. The initial $200,000 grant was topped up with a $25,000 SSHRC Connection grant, and then matched for a total budget of $450,000. “Film presents a unique way to deliver research to both the academic and non-academic communities,” Murphy explained. He expects that the lessons learned from making this documentary will lead to future films on other sustainability topics.

**Dr. Camille Meyer, CSSI Post-Doctoral Fellow**

**Q1: How long have you been with the CSSI and why did you decide to join Gustavson?**

I arrived at Gustavson in October 2017. I was looking for a North American experience, and Gustavson gave me the perfect opportunity to be surrounded by prominent scholars who are influential in their fields.

**Q2: What topics or issues does your research explore?**

My research covers several aspects of what can be considered sustainability, mainly social and environmental issues, and the business and policy solutions that can address our grand challenges.

Some of the topics I have been working on include: social entrepreneurship, social finance, complementary currencies and the commons. The main work I’ve been developing here has been around fisheries management by Indigenous communities.
Q3: Do you have a favourite research piece from your time with the CSSI?

There’s a lot of work I’m proud of with the CSSI. But one of my favourite pieces was one I wrote recently with Dr. Kristin Brandl about land grabbing. In our paper we looked at the impact land grabbing has on rural poverty and community institutions. We researched how multinational corporations acquire land, especially how MNEs buying land in developing countries can affect local communities. We found there are often issues in terms of how community institutions are harmed, everything from agricultural practices, to how knowledge and identity are lost—and it’s often the case that these communities are not properly consulted or compensated.

Q4: What do you think the role of business is in times of a climate crisis?

There is no one solution to the climate crisis. What we need is a paradigm shift, from the extraction and use of natural resources, to a stewardship approach. That means re-defining or even stopping business practices that are harmful for the environment, the planet and the people, altogether. But business needs to be included in this conversation, because it’s about more than just reducing problems, it’s about developing solutions.

This paradigm shift is important because we’ve been dealing with an unsustainable model of economic development and growth for several decades. But the climate crisis is happening now, so the solution has to come from our current system. In practical terms, this means looking at redesigning value chains to be more sustainable, developing financial tools to support sustainable business, and rethinking our consumption patterns.

Q5: What impact do you hope your research can have on the current conversation around sustainability?

As a researcher, my role is to look at all these different theoretical frameworks and put them into the field of management and business. My research into collective action, and on how businesses can include more democratic features and patterns, can all be applied to business and policy-making.

Q6: What have you learnt from your time with the CSSI?

The community at Gustavson has been inspirational, and I have learnt a lot through my collaboration with fascinating researchers and professors. The plurality of methods for advancing knowledge that I have seen at work here make the research environment at Gustavson unique.

While working at the CSSI I also got the chance to learn about indigenous knowledge practices, and still have a lot to learn. Working with other post-docs and integrating the knowledge of those who have been generally marginalized from society and still suffer from that oppression is important, and it helps bring new perspectives to the way we think about organizations, communities, and the way we organize our economies.
Dr. Viviana Pilato, CSSI Post-Doctoral Fellow

Q1: How long have you been with the CSSI and why did you decide to join Gustavson?

I started my adventure with the CSSI in September 2017. I had just finished my PhD and was on the lookout for post-doc opportunities. So, as soon as I started reading about the CSSI and the school, and saw all the great work being done by CSSI on the issue of sustainability in developing countries I decided to apply. The research being done fit exactly into what I was doing. I knew it was going to be a big change, moving from Italy to Canada, but I was thrilled to do it.

Q2: What topics or issues does your research explore?

My research area is related to two domains—Corporate Social Responsibility (CSR) and International Business. My research looks at CSR strategies developed by multinational corporations in developing countries, with a particular focus on Africa. In particular, it investigates how subsidiaries of multinational corporations manage the conflicting demands of their headquarters and of local stakeholders in the implementation of their CSR strategy in Africa.

Q3: Do you have a favourite research piece from your time with the CSSI?

I was able to continue and expand on my research that emerged from my PhD dissertation: along with Professors Matt Murphy and Heather Ranson and fellow post-doc Dr. Enrico Fontana, we developed a stream of research related to fair trade in Africa.

I also have a book chapter forthcoming where I offer a new conceptual framework that shows how differing expressions of CSR in developing countries are shaped by the developing country’s institutional context. Finally, my colleague Enrico Fontana, Professor Roy Suddaby and I have been studying CSR initiatives done by executives in the garment industry in Bangladesh.

Q4: What impact do you hope your research can have on the current conversation around sustainability?

In the sustainability and business field I hope my research will contribute to a deeper understanding of the types of CSR activities by corporations and international organizations in the developing world, and what is their actual, on-the-ground impact.
MEET ONE OF OUR DOCTORAL STUDENTS

Saeed Rahman, PhD Student

Q1: What topics or issues does your research explore?

My research explores how organizations can understand, build, co-create and integrate ecological knowledge into their business practices. This involves an organization: learning about its place in interconnected social-ecological systems; collaborating with communities, research organizations and others to build an understanding of their impact; and ultimately integrating this new knowledge into their products and strategic vision. The BC-based agricultural organizations I worked with for my dissertation are engaging in thinking that goes beyond sustainability to the concept of regeneration.

Q2: What was the inspiration for your research?

During my PhD studies, I read a paper by Professors Stefano Pogutz, who became a member of my dissertation committee, and CSSI Director Monika Winn. The paper is a case study of Italian pasta manufacturer Barilla, and the results of the company deliberately going beyond their organizational boundary to learn about sustainability. To do that they had to talk to farmers and realized economic pressures were leading to some unsustainable farming practices. Barilla recognized their power as a large organization meant they could effect sustainability changes more easily than individual farmers, and they set out to understand their relationship to nature and farming with the aim of improving the company’s sustainability.

By collaborating with farmers and scientific organizations, Barilla ended up creating a new type of knowledge, knowledge about natural systems and business’ interdependence with those natural systems. We have come to call this ecological knowledge.

I started exploring the literature to understand what ecological knowledge was, and found there were no other studies that looked into ecological knowledge from a business and organizational point of view, or at how businesses acquire and co-create ecological knowledge, bring it into their organization and translate that knowledge into their products, services and processes. This helped inspire my dissertation research.

Q3: What impact do you hope your research can have on the current conversation around sustainability?

I hope my research helps organizations of all kinds understand the why and how of ecological knowledge. Why it is important to understand the natural systems that they are embedded in, and the interrelatedness of their mission with the whole social-ecological system. And how to go about building this ecological knowledge, the partners they can engage in creating this knowledge, and the ways in which some organizations have incorporated this knowledge into their business processes.

Although I looked specifically at organic agriculture in BC, I think the framework that emerged from my work could be relevant for other organizations wanting to understand their long-term impact.
## Sustainability-related Research at Gustavson 2018-2019

### JOURNAL ARTICLES

<table>
<thead>
<tr>
<th>AUTHOR(S)</th>
<th>DATE</th>
<th>TITLE</th>
<th>JOURNAL/BOOK/CONFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brandl, K., Jensen, P. D., &amp; Jaura, M.</strong></td>
<td>2018</td>
<td>Advanced service offshore outsourcing: Exploring the determinants of capability development in emerging market firms</td>
<td><em>Global Strategy Journal</em></td>
</tr>
<tr>
<td><strong>Andresen, M., Gunz, H., Apospori, E., Suzanne, P., Lysova, E., Adeleye, I., … Cotton, R.</strong></td>
<td>Forthcoming</td>
<td>Careers in context: An international study of career goals as mesostructure between societies’ career-related human potential and proactive career behavior</td>
<td><em>Human Resource Management Journal (UK)</em></td>
</tr>
<tr>
<td><strong>Vora, D., Martin, L., Fitzsimmons, S. R., Pekerti, A., Lakshman, C., &amp; Raheem, S.</strong></td>
<td>2019</td>
<td>Multiculturalism within individuals: A review, critique, and agenda for future research</td>
<td><em>Journal of International Business Studies</em></td>
</tr>
<tr>
<td><strong>Fontana, E.</strong></td>
<td>Forthcoming</td>
<td>When the main job tasks are perceived to be ‘irrelevant’ in the workplace: The internal uselessness of corporate social responsibility work in Japan</td>
<td><em>Culture and Organization</em></td>
</tr>
<tr>
<td><strong>Meyer, C.</strong></td>
<td>2019</td>
<td>Social Finance and the Commons Paradigm: Exploring how community-based innovations transform finance for the common good</td>
<td><em>Management Decision</em></td>
</tr>
<tr>
<td><strong>Pek, S., Kennedy, J., &amp; Cronkright, A.</strong></td>
<td>2018</td>
<td>Democracy transformed: Perceived legitimacy of the institutional shift from election to random selection of representatives</td>
<td><em>Journal of Public Deliberation</em></td>
</tr>
<tr>
<td><strong>Pek, S., Oh, C. H., &amp; Rivera, J.</strong></td>
<td>2018</td>
<td>MNC foreign investment and industrial disasters: The moderating role of technological, safety management, and philanthropic capabilities</td>
<td><em>Strategic Management Journal</em></td>
</tr>
<tr>
<td><strong>Pek, S.</strong></td>
<td>2019</td>
<td>Rekindling union democracy through the use of sortition</td>
<td><em>Journal of Business Ethics</em></td>
</tr>
<tr>
<td><strong>Ranson, H.</strong></td>
<td>2018</td>
<td>Mission Impossible: International students as key players in cross-cultural team activities</td>
<td><em>Journal of International Students</em></td>
</tr>
<tr>
<td>AUTHOR(S)</td>
<td>DATE</td>
<td>TITLE</td>
<td>JOURNAL/BOOK/CONFERENCE</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>MacLean, M., Harvey, C., Suddaby, R., &amp; O’Gorman, K.</td>
<td>2018</td>
<td>Political ideology and the discursive construction of the multinational hotel industry</td>
<td>Human Relations</td>
</tr>
<tr>
<td>Wadhwani, D., Suddaby, R., Mordhorst, M., &amp; Popp, A.</td>
<td>2018</td>
<td>History as organizing: The uses of the past in organization studies</td>
<td>Organization Studies</td>
</tr>
<tr>
<td>Qin, Y., Shi, L. H., Song, L., Stottinger, B., &amp; Tan, K.</td>
<td>2018</td>
<td>Integrating consumers’ motives with suppliers’ solution to combat Shanzhai: A phenomenon beyond counterfeiting</td>
<td>Business Horizons</td>
</tr>
</tbody>
</table>

**BOOK CHAPTERS**

<table>
<thead>
<tr>
<th>AUTHOR(S)</th>
<th>DATE</th>
<th>TITLE</th>
<th>JOURNAL/BOOK/CONFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gluckler, J., Suddaby, R., &amp; Lenz, R.</td>
<td>2018</td>
<td>On the spatiality of institutions and knowledge</td>
<td>In Knowledge and Institutions. Knowledge and Space</td>
</tr>
<tr>
<td>Coraiola, D. M., Suddaby, R., &amp; Foster, W. M.</td>
<td>2018</td>
<td>Organizational fields as mnemonic communities</td>
<td>In Knowledge and Institutions. Knowledge and Space</td>
</tr>
<tr>
<td>Suddaby, R., Ganzin, M., &amp; Minkus, A.</td>
<td>2018 (Reprint)</td>
<td>Craft, magic and the re-enchantment of the world</td>
<td>In Management Research: European Perspectives</td>
</tr>
<tr>
<td>AUTHOR(S)</td>
<td>DATE</td>
<td>TITLE</td>
<td>JOURNAL/BOOK/CONFERENCE</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Cotton, R., Bullough, A., Dorfman, P. W., Fitzsimmons, S. R., &amp; Javidan, M.</td>
<td>2018</td>
<td>The next phase in the GLOBE research program: Culture, practices and leadership</td>
<td>Academy of Management Annual Meeting</td>
</tr>
<tr>
<td>Cotton, R.</td>
<td>2019</td>
<td>Income inequality, comparative income, and subjective financial outcome: A 29-country study.</td>
<td>The Human Resources Division International Conference</td>
</tr>
<tr>
<td>Fitzsimmons, S. R., Brighi, C., Hajro, A., Nair, S., Stahl, G. K., &amp; Vora, D.</td>
<td>2018</td>
<td>Migrants as multicultural: Sharing separate perspectives on one demographic group</td>
<td>Academy of International Business</td>
</tr>
<tr>
<td>Kelly, D., &amp; Murphy, B. M.</td>
<td>2018</td>
<td>Resilience, mnemonics and collective memory in Indigenous institutions</td>
<td>Latin America and European Organization Studies (LAEMOS) Conference</td>
</tr>
<tr>
<td>Leacock, B. K.</td>
<td>2018</td>
<td>Emotional and social competence for dynamic learning across cultures.</td>
<td>University of Victoria: Learning and Teaching Support and Innovation (LTSI)</td>
</tr>
<tr>
<td>Leacock, B. K.</td>
<td>2018</td>
<td>Boundaries, barriers &amp; bridges: Building inclusivity in a broken-up world</td>
<td>Association of International Educators (NAFSA)</td>
</tr>
<tr>
<td>Leacock, B. K.</td>
<td>2018</td>
<td>Enhancing intercultural competencies: Successful pedagogical innovation and program level assessment</td>
<td>Society for Teaching and Learning in Higher Education (STLHE)</td>
</tr>
<tr>
<td>Leacock, B. K.</td>
<td>2018</td>
<td>The intersection of emotional intelligence and cultural diversity</td>
<td>European Association for International Education (EAIE)</td>
</tr>
<tr>
<td>Mainprize, B.</td>
<td>2018</td>
<td>The importance of developing strategies to link First Nations community skill levels and industry opportunities to create sustainable economic-development and employment success stories</td>
<td>Cando (Council for the Advancement of Native Development Officers)</td>
</tr>
<tr>
<td>Mainprize, B.</td>
<td>2018</td>
<td>Aboriginal Canadian Entrepreneurs; program design, partnerships and impact</td>
<td>Univation (Hosted by Universities Canada and the Rideau Hall Foundation)</td>
</tr>
<tr>
<td>Mainprize, B.</td>
<td>2018</td>
<td>Toward Indigenous economic reconciliation: Aboriginal Canadian Entrepreneurs (ACE) program</td>
<td>Educational Developers Caucus</td>
</tr>
<tr>
<td>AUTHOR(S)</td>
<td>DATE</td>
<td>TITLE</td>
<td>JOURNAL/BOOK/CONFERENCE</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mainprize, B.</td>
<td>2018</td>
<td>Balance the values: (1) community (2) culture and (3) cash (3Cs) in new business ventures: The BC Indigenous 3C Challenge</td>
<td>Cando (Council for the Advancement of Native Development Officers)</td>
</tr>
<tr>
<td>Mainprize, B.</td>
<td>2018</td>
<td>Indigenous community business models for prosperity</td>
<td>Annual Gathering of Indigenous Community Leaders in the Northwest BC</td>
</tr>
<tr>
<td>Pek, S.</td>
<td>2018</td>
<td>Democratizing the management of culture</td>
<td>59th Annual Meeting of the Western Academy of Management</td>
</tr>
<tr>
<td>Pek, S.</td>
<td>2018</td>
<td>Overcoming degeneration in cooperatives: The role of sortition in representative governance structures</td>
<td>2018 Sustainability, Ethics, and Entrepreneurship Conference</td>
</tr>
<tr>
<td>Ranson, H. and Pek, S.</td>
<td>2019</td>
<td>Protect what you love: Engaging students in sustainability and international exchange</td>
<td>PRME North America Conference</td>
</tr>
<tr>
<td>Ranson, H., Pek, S., Ceulemans, K., Moldorez, I., Rumina Dhalla</td>
<td>2019</td>
<td>Using the sustainable development goals to incorporate sustainability across the business school curriculum</td>
<td>Administrative Sciences Association of Canada</td>
</tr>
<tr>
<td>Thornicroft, K. W.</td>
<td>2019</td>
<td>Law and the gig economy</td>
<td>Canadian Bar Association – BC Branch</td>
</tr>
</tbody>
</table>
Jeremy Saimoto, BCom ’19, spent the summer of 2018 in his hometown of Smithers, BC, on a new, exciting and unconventional venture: a co-op worth term with Tiny Life Supply, an online store dedicated to supporting the growing ‘tiny house’ movement worldwide.

The company, primarily a shipping and logistics business, sources sustainable products from around the world to its online store, helping provide specialized building materials to customers in the tiny house building process.

The tiny house movement is a recent phenomenon, one which Saimoto hadn’t known much about before he started his co-op term. “The movement is actually huge—it’s just taking off right now, but what it basically says is ‘you can live the same life with less,’” Saimoto says. The movement’s ethos is centred around sustainable living and recognizing the impact that humans are having on our planet. “It’s people stepping up to show that they can step back and have a smaller impact on their environment.”

Saimoto’s co-op placement gave him the opportunity to get deeply involved with a project he believes in. “If you’re working for a start-up you have to be passionate about what you do because there’s always something that needs to get done.” Saimoto says his passion for tiny houses grew over the course of his work term as he learned more about the growing movement. As their eponymous name suggests, tiny houses are in fact tiny. Generally between 200-400 square feet in total, they can be found both on and off wheels.

Saimoto shares the owner’s vision of a new way of doing business. “What makes these guys smile is seeing the tiny house movement grow,” he says. “It’s not about financial success or a vision of individuality, their goal is for their business to make a difference in the world. If that means we lower our prices, lower our profit margins, but make more people tiny homes—then that’s what we’re going to do.”
A Sustainable Commerce Cup

The Commerce Cup, a competition by the Commerce Students Society (CSS) at the Gustavson School of Business, has incorporated sustainable challenges into their weekly competitions to promote “sustainable living practices” among students in the BCom program. The Commerce Cup is a semester-long competition between the five cohorts of BCom students in their third year. Throughout the semester, weekly challenges are posted online and those who complete them and provide documentation (usually in the form of a picture or video) earn points for their cohort. At the end of each semester, the cohort with the most points wins the coveted Commerce Cup.

In spring 2019, the CSS created two sustainability oriented challenges. The first was a competition that sought to promote the use of reusable mugs among BCom students, and the second was a clothing drive.

Julia Speirs, the 2019 director of student awards for CSS, says: “Sustainability plays a large role in the lives of Gustavson’s students and due to the various activities we participate in throughout the year and classes we take that touch on sustainability, we all understand the importance of adopting more sustainable behaviours.” The competitions weren’t just fun, but also a way to bring the sustainable living ethos into action for Gustavson’s BCom students. Speirs adds: “We all have the ability to help make a difference, so we all must take actions, no matter how small they may seem. Even a simple switch to reusable coffee mugs, buying local food products or shopping second-hand can make a world of difference when we all make that change.”

Newmont Canada

In spring 2019, CSSI’s major funder, GoldCorp Inc. was acquired by Newmont. The new organization is called Newmont Canada, and is headquartered in Denver, Colorado. According to Gustavson’s Pat Elemans, Assistant Dean External Relations, “we’ve enjoyed a productive relationship with GoldCorp over the past six years, including guest speaking opportunities, and active participation at sustainability events such as the GLOBE conference in Vancouver and the World Economic Forum in Davos. We look forward to making new connections at Newmont Canada and continuing our relationship.” CSSI Director Monika Winn said: “GoldCorp’s funding provided CSSI, and Gustavson faculty, staff and students with some amazing opportunities. Attending conferences, sponsoring student attendance at case competitions, sponsoring travel for guest speakers and research collaborators helped embed sustainability into everything we do at Gustavson.” CSSI’s current funding from Newmont Canada continues through 2021.
Corporate Knights’ Better World MBA Ranking

In 2018, the Sardul S. Gill Graduate School ranked first among business schools in Western Canada and 19th globally in the annual Corporate Knights Better World ranking of MBA programs, which assesses the integration of sustainability practices, research and teaching among the world’s leading business schools. In 2019, we moved up to 13th place.

Looking to the future, David Dunne, Director of UVic’s MBA programs, said “sustainability is intimately woven into the MBA curriculum and the real-world assignments students complete within the program. In fall 2020, we will deepen our commitment to sustainability as we launch the UVic MBA in Sustainable Innovation. With the United Nations Sustainable Development Goals as a foundation, the new program will be structured as a sequence of integrated blocks that challenge students to explore the foundations of sustainable business, innovate to deal with wicked problems, and become responsible leaders.”

Corporate Knights examined programs at 140 business schools in 25 countries. The ranking is based on five factors: the number of institutes and centres dedicated to sustainability; the percentage of required core courses integrating sustainable development; and diversity of faculty in terms of gender and race. CSSI and the UVic MBA program staff worked together to collect the data submitted to Corporate Knights.

BCom Student Living and Working as an Activist

An active volunteer since her mid-teens, Arielle Houghton, BCom ’18, has always had a powerful sense of connection with her community and environment. That connection has only grown stronger through her years at Gustavson, and it appears to be here to stay: Houghton started a full-time position as a grassroots organizer at Dogwood BC in late 2018.

Houghton found early on that Gustavson aligned closely with her own ideals. “It was very focused on leadership and human resources, and they talked about the importance of

knowing yourself and what you want to do with the start of your career,” says Houghton, “and there was an entire class dedicated to business and sustainability,” she says. “Not just green, but what does it mean to take the environment and people and profit all into consideration, and build a business which is one of integrity, and delivers value not only to the shareholders, but also their stakeholders.”

That focus on the triple bottom-line throughout the program strengthened Houghton’s already strong sense of social responsibility and drive for connection, some of which was forged on a backpacking trip through Southeast Asia. The trip, taken between her second and third years at Gustavson, left a deep impression and searing awareness of her own privileged position. “It was my first time in a developing country. The poverty, the pollution, the child labour, the sex industry—I was really challenged by that,” she says.

In a twist of fate, the trip to southeast Asia also introduced her to the executive director of Dogwood BC—the province’s largest nonpartisan citizen action network, with a formidable track record of tackling high-profile issues such as resource extraction and political party campaign finance laws—who happened to be sitting in the seat next to her on a connecting flight.

“For the next five hours I got to pick his brain,” she laughs. When he found out what Houghton was studying and that she’d already begun volunteering with Dogwood, he encouraged her to apply for an internship in the future. She walked away from the conversation, and the trip, with an inkling of where her young career might go.

Her passion for the work led to her deferring her last year and taking a permanent position at the non-profit when she graduated. In the long run, Houghton hopes to influence people to look beyond their own doorsteps and engage with their larger communities. “Just looking a little bit bigger than what your wants and your needs are, and at what the broader community needs.”
Derek Juno—Marrying Entrepreneurship with Impact

On the cusp of graduation, Gustavson’s class of 2018 gathered in the Victoria Conference Centre for the annual ‘Beyond your BCom’ event to hear alumni and business professionals impart advice on how to manage the next phase of their professional lives.

On hand to give some tips was Derek Juno, Gustavson alumnus and VP of business development for the non-profit Mealshare. After graduating from Gustavson, Juno decided the graduate-to-job-life track wasn’t for him. He soon embarked on a four month travel journey that turned into over a year and a half overseas. His experience travelling across southeast Asia solidified his commitment to social entrepreneurship. “I realized, if I could marry the way in which I made money directly to impact, I would be a much happier and more fulfilled individual,” says Juno.

Mealshare, a non-profit organization with the lofty goal of ending world hunger, began when co-founders Jeremy Bryant and Andrew Hall (also a fellow Gustavson alumnus) learned that over one million youth in Canada were food insecure. Yet another statistic also shocked them—over eight million Canadians ate out every single day. Their solution was to combine these two statistics to create Mealshare. “It was like a ‘Toms Shoes’ for food,” Juno says.

Mealshare partners with local restaurants and “sponsors” specific menu items, known as “Mealshare items.” When a customer orders a Mealshare item, the restaurant donates one dollar to Mealshare, which then provides the majority of those funds to their local and international charity partners to provide a meal to a youth in need.

Juno sees the business model of social entrepreneurship as the future of charity and non-profit work. And Mealshare might just be the start: “people’s expectations of business are increasing, and they want businesses to do better—to be stewards of our planet and help people at the bottom of the pyramid.”

“In the next five to ten years, we hopefully won’t be talking about social entrepreneurship—it’ll just be ‘entrepreneurship,’” Juno says, adding, “people will have this understanding that we can’t keep treating the world this way, every business needs to be doing their part and having an impact. Social and environmental responsibility shouldn’t just be a marketing gimmick, but an integral part of being an entrepreneur.”
COM 321 Wins Big at the South Island Prosperity Project Future Innovators Challenge

In fall 2018, students of COM 321: Leading People and Organizations had the opportunity to participate in the South Island Prosperity Project (SIPP) Future Innovators Challenge—a competition that brought together youth from the greater Victoria community to address some of the most important challenges facing the region.

Students were tasked with finding innovative solutions to help improve the quality of life for citizens of the region, tackling issues like transportation, housing, inclusion and human health. For COM 321 professor Stacey Fitzsimmons, the competition was a perfect opportunity for students to test their skills. “It takes the ideas of organizational behaviour and team-work, of leadership and motivation, and uses them to solve a city-wide sustainability problem,” she says. The challenge asked students to use big data and tech to find solutions to these issues, and COM 321 students not only took up the challenge, they swept the competition. Each one of the top three spots in the post-secondary category was taken by students from COM 321, beating out teams from Royal Roads, Vancouver Island University and Camosun College. Fitzsimmons adds: “Even though our students are not technical experts, their willingness to put some creativity into the problem, and to really understand how people behave and how we can use technology to change that behaviour is what made us stand out.”

CEO of the David Suzuki Foundation for a Day

For a day in the summer of 2018, BCom student Riley Hunt got the opportunity many sustainability leaders only dream of—being the CEO of the David Suzuki Foundation.

Through the Odgers Berndtson CEOx1Day competition, Hunt was able to gain tangible leadership experience in a CEO position. “Spending the day shadowing Stephen Cornish, CEO of the David Suzuki Foundation, was invaluable to my development as a young business leader,” Hunt says. “Stephen was relatively new to his role, so it was interesting to see him absorbing information from his executive team during the morning meetings. I was a sponge to every word and I think I took more notes during the day than I have in three years of university!”

After getting to meet David Suzuki himself during his morning tour, Hunt had one-on-one meetings with senior executive members of the foundation curious to learn his thoughts on the sustainability movement. “The executives were curious to know my thoughts on attracting millennials to the sustainability movement and how our younger generation views many of the global issues we are faced with today.” After a busy day of meetings, Hunt got to participate in Sitka’s 10-Year Celebration of Nature Event and meet some of Vancouver’s foremost not-for-profit business leaders. The experience became not just educational, but inspirational for Hunt: “It was truly amazing to see how many young leaders are making a profound difference in our world.”
At Gustavson, talking the sustainability talk is not enough. Over the last year, we have continued our commitment to ensuring that Gustavson’s organizational practices fall in line with our beliefs in sustainable living. We continued our commitment to carbon neutrality, encouraging students to get involved in picking the carbon offset projects we would support this year. We also continued measuring our greenhouse gas emissions, as we know keeping track of our emissions keeps us accountable in our everyday practices. Most importantly, we are ensuring that we go beyond not doing harm—to instead do good. From new recycling practices instated across the University of Victoria campus, Bike-to-Work Week activities, to our very own rooftop garden with fresh-grown vegetables, Gustavson is going beyond counting carbon and ensuring that what we teach is also what we practice.

Having Their Say: Students Take the Floor on Gustavson’s Carbon Offset Strategy

Gustavson students are always up for adventure. In the fall of 2018, they tackled a whole new challenge: a Carbon Offset Pitch Competition.

For 2018, Dean Saul Klein wanted to provide an even more impactful learning experience for business students, than the 2017 offset voting project. This year, the Dean designated a committee to design a program that engages students in researching and choosing the school’s offsets. The Carbon Neutrality Plus, or CN+ committee as it became known, stepped up to design a video contest that would help students learn about greenhouse gas emissions and offsets in general, and about a list of high-quality international and Canadian carbon offset projects. In their 90-second video submissions, students pitched a portfolio of up to five of those projects. All professors, staff and students were then encouraged to watch the videos and vote for their favourite portfolio. Students entering the contest competed for hundreds of dollars in gift cards to local, sustainable businesses, for passes to Victoria-based sponsor Eagle Wing whale watching tours, and of course, the opportunity to help shape the school’s strategy with targeted carbon offsets.

Zac Roff, a second-year MBA student and one of two runners-up for the top prize, worked solo on his pitch. “I hoped to influence the way that Gustavson is investing in [carbon] credits,” he said, “specifically focusing on forward-looking projects.”
First-year MBA student Kunal Khandelwal made it personal. “Being an international student, I have travelled more than 10,000 kilometres to reach Canada,” he said. “I wanted to contribute in choosing the best, most cost-effective and diversified options [to offset the school’s emissions].” “The students did an absolutely amazing job selecting and pitching the projects they felt had the biggest impact, and fit with Gustavson’s values the best,” enthused strategy and sustainability professor Monika Winn. “The videos may be only 90 seconds long, but they are packed full with information, passion and persuasion, and—I have to say—reasons to be proud of our students!”

The portfolio that garnered the most votes school-wide was created and pitched by the team of Steve Hawkins, Mikiya Hobbs and Gabe Velenosi, who called themselves The Redeemers. It was composed of:

- 65% Bundled Solar Power Project, India
- 35% Great Bear Forest Conservation Project, Canada

The Redeemers chose these projects because, they explained, “Supporting Gustavson’s commitment to its four pillars, our portfolio consists of two projects that integrate carbon offsetting with innovative economic development: solar power in India and eco-conservation in the Great Bear Rainforest. These projects not only reduce CO₂ impacts, but also create new jobs for those communities.”

“As a group, we decided to take part in the competition because of our passion for the environment,” said BCom student Mikiya Hobbs. “This competition was also a unique way for us to engage with Gustavson, and an opportunity for students to have a say in how the school spends its money.”

---

Rooftop Garden

Gustavson professor Jie Zhang and research manager Dongyuan Piao converted an under-used patio on the fourth floor of Gustavson’s office building into an edible garden.

They scraped moss off the paving stones, composted weeds, hauled up soil and pots, and set down some roots. Although the project is in its early stages, the garden already boasts onions, strawberries, and a variety of plants. “It’s a very pleasant outdoor space offering fresh air and tranquility,” says Zhang, “but it’s really the fruit of the entire community.” Gustavson staff can take a time-out on the sunny patio or enjoy the harvest of herbs and vegetables.

Professor Jie Zhang and research manager Dongyuan Piao in Gustavson’s rooftop garden
Bike to Work Week

Gustavson, aka team “Got Gusto”, had 19 staff and faculty participating in #BikeToWorkWeek in 2019. Gustavson co-op students joined in the action too—here are just a few snapshots of Gusties walking the sustainability talk.

Linh Sa Arnold Designs: A Sustainable Co-op Story

After picking up sewing a few years ago, Linh Sa Arnold started her company Linh Sa Arnold Designs in the summer of 2017. In the conception of this brand, it was extremely important to her that she wasn’t yet another contributor to the waste created in the fashion industry. “I didn’t want to contribute more to such a wasteful culture,” she says. “Fashion is the second most damaging industry to the environment next to big oil.” In order to uphold her values of social and environmental sustainability, she creates all of her garments on a made-to-order basis, by hand, in her home studio. In following a made-to-order production model, there is very little waste created in the production process and no waste in regards to leftover, unsold inventory. Arnold’s garments are made from sustainable fabrics that are either dead stock (“waste” fabric no longer used by a manufacturer in the production of their own garments) or made from natural fibers. In being completely transparent with customers about the amount of time, thought and fabric required in the production of each piece, Arnold says “I hope customers will question the brands they buy from and what production methods those brands are using. I believe it is our responsibility as consumers to educate ourselves on where the goods we purchase are coming from, and to make thoroughly informed decisions when making purchases.”
Carbon Footprint Report

It has now been 10 years since Gustavson first started measuring our carbon emissions annually. The complete 2018 Carbon Footprint Report prepared by Synergy Enterprises for Gustavson can be easily accessed on the CSSI website at uvic.ca/gustavson/cssi/home/carbon-reports/ as can previous years’ reports. The 2018 report shows how far Gustavson has come in creating a more sustainable business school, and how much still needs to be done.

Below are key highlights that demonstrate our commitment to measuring and reducing our carbon footprint.

Total emissions for 2018 came to 926.6 tCO₂e. That means our carbon footprint is down 6% from 2017, and down 30% from our 2010 baseline. Electricity use is down 38% since 2010 and electricity emissions are down 72% since 2010.

Gustavson’s commitment to sustainability/social responsibility is inscribed as a key pillar of the school, yet we are also committed to developing an international mindset among our students through participation in academic exchange terms, international consulting projects and case competitions—this constitutes our international pillar. Travel and cross-cultural exposure helps students develop capabilities as leaders and exposes them to new international perspectives and experiences. In 2018, the school’s largest source of emissions continued to be student and employee travel, which makes up 74% of our total carbon footprint.

CSSI also conducts an annual survey of over 100 Gustavson employees to collect data on their commuting. We thank all employees for their continuous support in actively participating in these surveys.
EMPLOYEE COMMUTING

EMISSIONS (tCO₂E)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Emissions (tCO₂E)</td>
<td>47.2</td>
<td>52.1</td>
<td>49.7</td>
<td>51.5</td>
<td>52.9</td>
<td>65.2</td>
<td>67.3</td>
<td>75.0</td>
<td>75.1</td>
</tr>
</tbody>
</table>

SURVEY RESPONSE RATES*

- 83%
- 85%
- 80%
- 63%
- 63%
- 71%
- 69%
- 61%
- 71%

*Employee commuting data has been extrapolated each year to account for missing surveys.

COMmutING PERCENTAGES BY METHOD PER WEEK

PREVIOUS (2017)

- Walk: 10%
- Bike: 12%
- Car: 60%
- Bus: 18%

AVERAGE kgCO₂e/km

0.16

LOW-EMISSION COMMUTING %

40%

CURRENT (2018)

- Walk: 10%
- Bike: 13%
- Car: 63%
- Bus: 14%

AVERAGE kgCO₂e/km

0.17

LOW-EMISSION COMMUTING %

37%

Analysis

Staff commuting is the fifth highest contributor to Gustavson’s emissions. In 2018, 75.1 tCO₂e were emitted, consistent with 2017 emissions. Although Gustavson has worked towards more sustainable commuting methods, there has been a growing trend in the number of trips taken by car. As a result, commuting emissions have increased by 59% since the baseline year.

Analysis (Breakdown)

Since 2010, there has been a trend towards more sustainable commuting methods such as walking, biking and public transit. This year, 37% of commutes were made by low-emission methods, up from 27% in 2010.

The most commonly cited reasons for driving often were ‘excessive distance’, ‘family commitments’, ‘meetings’, and ‘lack of transit infrastructure’. Gustavson can encourage employees to make use of the driving alternatives at UVic, and create incentives to encourage employees to bike to work more often.

Analysis (Breakdown)

Flight emissions from employees increased by 22.7 tCO₂e. This is associated with the increase in number of flights for the year, from 324 in 2017 to 443 in 2018. The greatest change was in BCom student travel, as there were 64 fewer flights than the previous year. Overall emissions in the BCom category decreased by 15%.

FLIGHT EMISSIONS BY DEPARTMENT

EMISSIONS (tCO₂E)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Emmissions (tCO₂E)</td>
<td>294.6</td>
<td>202.6</td>
<td>238.7</td>
<td>188.6</td>
<td>259.6</td>
<td>270.4</td>
<td>315.4</td>
<td>319.8</td>
<td>276.5</td>
</tr>
</tbody>
</table>

* Employee Travel in this chart is for flights only, and does not include emissions from reimbursed mileage (1.11 tCO₂e) which are included in the total travel emissions.

† The average for Employee Travel is based on total number of employees and travel, while the averages for students are based on number of students who participate in travel programs and their travel.

<table>
<thead>
<tr>
<th>2018 YEAR</th>
<th>DISTANCE (KM)</th>
<th># OF FLIGHTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employees</td>
<td>1,666,640</td>
<td>443</td>
</tr>
<tr>
<td>BCom</td>
<td>2,835,008</td>
<td>328</td>
</tr>
<tr>
<td>Graduate</td>
<td>2,018,069</td>
<td>251</td>
</tr>
<tr>
<td>Total</td>
<td>6,519,717</td>
<td>1022</td>
</tr>
</tbody>
</table>

* Employee commuting data has been extrapolated each year to account for missing surveys.
LOOKING FORWARD

World-wide recognition of the climate crisis will be a strong catalyst to ramp up the sustainability activities at Gustavson over the next 24 months. It will lead to new research and teaching opportunities, new interest from post-doctoral fellows and a better overall understanding of how sustainability issues matter to business courses such as accounting, operations, finance, marketing and strategy. In addition, we expect to see more demand from employers for students who understand the importance of responsible management and come equipped with methods, ideas and skills to improve day-to-day management practices, and build a sustainable vision for the future of the organization. CSSI commits to provide ongoing support to our faculty, staff and students as we prepare our next generation of managers to go do good in the world.
THE SUSTAINABLE DEVELOPMENT GOALS

1. No Poverty
2. Zero Hunger
3. Good Health and Well-Being
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth
9. Industry, Innovation and Infrastructure
10. Reduced Inequalities
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life Below Water
15. Life on Land
16. Peace, Justice and Strong Institutions
17. Partnerships for the Goals

Gustavson
School of Business
University of Victoria
CENTRE FOR SOCIAL AND SUSTAINABLE INNOVATION

www.uvic.ca/gustavson/cssi

Funding for the CSSI is proudly provided by Newmont Canada