

2025 Sharing Information on Progress **(SIP) Report**

Royal Roads University School of
Business

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about Royal Roads University School of Business, including key details and basic institutional data.

Mission

“Royal Roads University exists to provide high quality, innovative, competitively priced applied post-secondary education to career-focused students in Canada and abroad in a manner which meets their needs, is financially self-sufficient and is socially and environmentally responsible.”

— Adopted in 2003

We have six critical commitments, grounded in our goals and actions:

1. **Build** on strengths in applied and professional programming, inter- and transdisciplinarity and innovative delivery.
2. **Grow** our innovative and entrepreneurial culture, and respond quickly to changes in the workplace and society.
3. **Enhance** the inclusion and engagement of people of diverse backgrounds and ideas in all aspects of university life.
4. **Implement** the recommendations of the Truth and Reconciliation Commission and honour the [UN Declaration on the Rights of Indigenous Peoples](#).
5. **Advance** sustainability in all our academic programs and operations, with a focus on the [UN Sustainable Development Goals](#).
6. **Promote** research and education to tackle the climate crisis, rapid advances in technology and interconnected social, economic and political challenges.

Vision

Inspiring people with the courage to transform the world.

Our goals

Any age, any stage, any place: We're an engine of lifelong learning for students no matter where they are in the world, their careers, and their lives.

Explore, share, advance: We support interdisciplinary research that pushes boundaries, removes barriers, and finds solutions to today's critical issues.

Invite in, venture out: We engage communities locally, nationally, and globally— leaning into partnerships, learning from others, and warmly welcoming all people.

Vibrant and sustainable: We champion a sustainable campus with leading-edge infrastructure and online platforms – one that is a top workplace in Canada and takes action on reconciliation, diversity, equity, and inclusion.

Our values

CARING A diverse and supportive community for our students, faculty and staff.

CREATIVE Innovation in all we do; we continually seek new and better ways to do things.

COURAGEOUS Bold in our actions; we welcome challenges and take thoughtful risks.

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Strategy

vision-2045-learning-for-life

[View document](#)  [Download document](#) 

Academic Strategic Plan_PrintReady

[View document](#)  [Download document](#) 

Institutional History

History of PRME

Royal Roads' journey toward responsible management education is rooted in and continually strengthened by our changemaking commitments. In 2017, Royal Roads University was selected to join the global Ashoka U Changemaker Campus Network, becoming one of fewer than 50 universities worldwide formally recognized for embedding social innovation and changemaking throughout its programs, research, and operations. After an intensive peer-review process, Ashoka Canada renewed the designation for the 2024–2027 cycle, citing our progress in interdisciplinary teaching, community-engaged scholarship, and student-led impact projects. This longstanding affiliation with the Ashoka network mutually reinforces our PRME commitments by providing an international platform for collaboration, benchmarking, and knowledge exchange.

Since becoming a PRME signatory in 2019, we have established a PRME committee to advance our commitment to integrating the Principles and align our teaching, research and learning to this urgent call to global action. The Committee includes faculty representatives from the School of Leadership and Management. Committee members meet to discuss our progress and identify challenges and opportunities for further integrating the Principles into the Faculty of Management.

In 2021, RRU expanded its commitment to social and environmental sustainability by changing the Office of Research Services to the Office of Research and Innovation and reimagining its mandate. The Director of Research and Innovation provides vision and senior leadership, including strategic development, implementation, and oversight of a variety of areas, including change-making initiatives, advancement of the UN SDGs, the practice of equity, diversity, and inclusion in research, and oversight of research administration and support.




In 2022, we hired a Director of Community Learning Partnerships to enhance our partnership capacity with social purpose organizations, local government, and businesses. This new coordinating capacity allows for a more consistent approach with our community partners, builds trust and accountability, and establishes higher-impact collaborations.

Graduates & Enrollment



2024 Statistics	Number
Graduates	200
Faculty & Staff at the University	575
Faculty & Staff at the Institution	575
Student Enrollment at the University	2089

Degrees Offered


Bachelor Programs

-  Bachelor of Science (B.Sc. or B.S.)
-  Bachelor of Business Administration (B.B.A.)
-  Bachelor of Arts (B.A.)


Masters Programs

-  Master of Arts (M.A.)
-  Master of Business Administration (M.B.A.)


Doctoral Programs

-  Doctor of Business Administration (D.B.A.)

Undergraduate Degree Programmes

-  BBA

Masters Degree Programmes

-  MBA

Postgraduate Degree Programmes

-  DBA



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment



Letter from the Dean

September 16, 2025

This has been a year of change and transition at Royal Roads University. Around the world, protest and unrest, armed conflicts, climate change, and widening inequality highlight the urgency of our collective challenges, while closer to home higher education faces financial pressures, shifting student expectations, and rapid technological disruption. In this context, we have sharpened our focus on what makes us distinct. We are proud to be Canada's university for Changemakers, and the Principles for Responsible Management Education are central in bringing this commitment to life.

The merger of the Faculty of Management and the Faculty of Social and Applied Sciences into the new Faculty of Interdisciplinary Studies reflects this sharpened identity. Within it, the School of Business, the School of Tourism and Hospitality Management, and the School of Leadership Studies are coming together as the School of Leadership & Management. This is not a return to silos but a deliberate shift toward integration and overlap. Like a Venn diagram, our schools intersect in ways that allow us to tackle the wicked problems of our time—problems that are simultaneously social, environmental, and economic, and that demand solutions beyond traditional academic boundaries.

Our programs and research embody this vision. From the BBA in Innovation and Sustainability to our MBA, Global Management, and Tourism programs, students engage in applied and community-focused projects that address real challenges while advancing the United Nations Sustainable Development Goals. Faculty and students alike contribute research that extends this impact, exploring solutions to urgent social, environmental, and economic issues in ways that are both practical and transformative. Through these integrated learning and research experiences, our community learns not only to generate sustainable value for business and society but also to lead with courage, creativity, and care.

The Principles for Responsible Management Education guide this work by shaping our teaching, informing our research, and inspiring our partnerships. More than an academic framework, they anchor our identity as Canada's university for changemakers and ensure that we remain focused on preparing leaders who will transform organizations, systems, and communities for a more just, inclusive, and sustainable world.

Royal Roads University
2005 Sooke Road Victoria, BC, Canada V9B 5Y2
T 250.391.2511 F 250.391.2500 TF 1.800.788.8028 royalroads.ca

LIFE.CHANGING

I am deeply grateful to the faculty, staff, students, and partners who make this possible. Together, we are demonstrating how responsible management education, rooted in changemaking, can rise to meet the challenges of our time and help shape a brighter future.

Sincerely,



Robert Mittelman, PhD
Dean, Faculty of Interdisciplinary Studies
Pronouns: he, him, his

Royal Roads University
2005 Sooke Road Victoria, BC, Canada V9B 5Y2
T 250.391.2511 F 250.391.2500 TF 1.800.788.8028 royalroads.ca

LIFE.CHANGING

Institutional Engagement

51% - 75%

of faculty at Royal Roads University School of Business actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Who Champions Responsible Management Education at Our Institution

- ❖ Disciplinary efforts within business school

Student Awareness

0% - 25% of students at Royal Roads University School of Business are aware that we are a PRME Signatory Member.

Student Engagement

26% - 50% of students at Royal Roads University School of Business actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Celebrating Values

The following demonstrates ways in which our institution celebrates values in various specializations.

Indigenous engagement

Royal Roads University is committed to implement the recommendations of the Truth and Reconciliation Commission and honour the United Nations Declaration on the Rights of Indigenous Peoples.

Fully achieving this commitment will be a long journey. We have begun to take steps forward, advised and supported by the [Heron People Circle](#) members — Old Ones/Elders who we are privileged to have in our extended Royal Roads family.

Our principles

Our principles for serving Indigenous Peoples are drawn from the teachings of the [Heron People Circle](#) members.

These principles are aligned with the [United Nations Declaration on the Rights of Indigenous Peoples](#) and the [Report of the Truth and Reconciliation Commission of Canada](#). They include the following:

- We acknowledge that Indigenous Peoples have lived in the Lands we now call Canada since time immemorial. We specifically acknowledge the campus is located on the traditional Lands of the Lekwungen Peoples, the Songhees and Esquimalt Nations.

- We acknowledge and respect the diversity of Indigenous Peoples across Canada and around the world and their ownership of their cultures.
- We recognize the strength and resiliency of Indigenous Peoples.
- Immigrant-descendants and immigrants who work at Royal Roads are committed to listen and learn to create a new way forward with Indigenous Peoples.
- We are committed to having the difficult conversations that are a natural part of change, and we affirm the right of everyone to be treated with respect as we navigate these together.

Our framework for action

Our community confirmed this framework for action in 2019, following a year of consultation.

This framework has six core elements. They are represented as a circle to symbolize the equality of each of the elements and to honour the circle, which is important in many Indigenous cultures. The elements are all connected, and the university is committed to engaging and growing in all six areas.

How we're taking action

The following are some of the ways that we are working to address these core elements:

- respecting the people of these Lands – building strong, respectful relationships with our Heron Peoples Circle (Old Ones/Elders), Chiefs and Councils of local Nations
- contributing to repairing the effects of oppression of Indigenous Peoples – supporting Indigenous students to achieve their education and career goals, and facilitating research to support Indigenous Peoples and communities
- promoting understanding of Indigenous ways of knowing and being – carefully including Indigenous Knowledge in our curriculum
- committing to learning about the past and its impact on Indigenous Peoples – creating an interactive, blended learning course for Royal Roads staff and faculty based on the [BCcampus Pulling Together: Foundations Guide](#).
- celebrating Indigenous cultures – hosting an annual National Indigenous Peoples Day event (in 2019, this event was attended by more than 2,000 people)
- applying Indigenous protocols to research with Indigenous Peoples – using a culturally-informed protocol for conducting research with Indigenous Peoples and communities

Land Acknowledgement

Royal Roads University acknowledges the campus is located on the traditional Lands of the Lekwungen-speaking Peoples, the Songhees and Esquimalt Nations. With gratitude, we live, work and learn here where the past, present and future of Indigenous and non-Indigenous students, faculty and staff come together.

Our vision is to inspire people with the courage to change the world.

One of the most significant ways we can make positive change is by working together as Indigenous Peoples, descendants of immigrants, and immigrants to create a new shared future.

For more information on Royal Roads University's commitment to Indigenous Peoples, please see:
<https://www.royalroads.ca/about/strategic-commitments/indigenous-engagement>



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Courses that support RME

Royal Roads University School of Business reports 3 courses in 2024 that support responsible management education and sustainable development goals.

Economic Thinking for Sustainable Business

| ENMN328

The 21st Century challenge in economics is to understand patterns and processes of production and consumption within a context of rapid ecological change and their implications for distributional outcomes of wealth, income, happiness, health and opportunity. This course therefore explores emerging schools of economic thinking and practice which consider the economy as a system embedded within ecological and social boundaries and limits, with crucial feedback loops between the economy, society, and the ecosphere. The goal is to apply this framework of an ecologically and socially embedded economy as a guide to how entrepreneurs can contribute to sustainable value creation and positive social and ecological outcomes.

Students come to appreciate how embedded the economy is within the environment and social structures. The assignments challenge them to think deeply about how we can build and use an economy to keep with nine planetary environmental boundaries while building strong social foundations for sustainability.



Business Administration Applied Projects B

| BBAP301

Students extend their knowledge and practice in business and sustainability through ongoing study in specific subject areas. Learning is directly applied to more extensive projects with community clients. Students develop and practice their skills in projects that integrate subject-specific topics and broaden their portfolio of work experience. Prerequisites: Successful completion of BBAP300 (including associated digital learning modules). In this iteration of the course, students partnered with a local

First Nations commercial fishing economic development corporation to conduct a feasibility study on an aquaponics facility powered by the runoff heat from cryptocurrency mining rigs using renewable energy. This project integrated sustainability concepts, Indigenous economic development, and applied business analysis, while expanding the students' portfolios and work experience.

I create transformative learning experiences by guiding students to tackle innovative, real-world sustainability challenges. This project required them to synthesize two vastly different concepts, sustainable food production and cryptocurrency mining, building their capacity to think creatively, analyze complex systems, and develop actionable solutions for community-driven economic development. All while learning about the distinct economic development challenges imposed on First Nations.



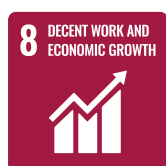
Creating Customer Value

| BUSA 522

Examines contemporary marketing theory and practice, building on what students have studied in prior courses, to examine the process of creating value for and capturing value from customers. Adopting a holistic customer-focused marketing process, students will integrate and use various strategic tools and analytical frameworks that assist organizations to choose, provide and communicate value that benefits the organization and its stakeholders.

Contribution from Lead: Karly Nygaard-Peterson Teaching in the MBA program at Royal Roads is a profoundly rewarding and at times an anxiety-inducing experience. Each term I am reminded of the diverse learner identities, backgrounds, and experiences students bring into the classroom. As an Associate Faculty member teaching Marketing to these very cool cohorts, I have come to see my role as a co-creator of a learning environment where professional insight, lived experience, and academic theory intersect meaningfully. MBA students, especially at Royal Roads, are not a monolith. The diversity of perspective within each cohort is a gift as it challenges me to be flexible in my teaching and to design learning experiences that are accessible and relevant. As such, no two offerings of BUSA 522 are exactly alike. I regularly adapt my approach to include multiple entry points into the material. I also lean into the richness of the classroom by encouraging students to share examples from their own industries and roles and will often pull directly from our live case clients to illustrate concepts and the application of marketing tools and frameworks. When a student from the healthcare sector applies marketing strategy to patient engagement, or someone from the nonprofit world reframes customer value, the whole class benefits. Their backgrounds become not just a lens for understanding, but a valuable teaching asset. Success, for me, is when a student tells me, "I'm already applying this in my job," or, "This changed how I see marketing's role in strategy." I can see students shift from tactics to insight and start connecting concepts and making more sophisticated analysis

that drives value for real people and businesses. I get a physical rush when this happens, and luckily for me it has happened every time I teach a course. I also measure success by the environment I create: Is it a fun and engaging space to be? Is it safe for students to experiment with ideas? And importantly, do they feel seen and heard? Am I making space for all voices, especially those that might otherwise be quieted in a traditional business or academic environment? Holding space for people and the context they are in as an MBA student, but also a parent, partner, employee, caregiver, and all the other roles they occupy during the nine weeks we are together, is a core part of my mission as an educator. That said, teaching is never static, and I continue to wrestle with certain challenges. One ongoing struggle is managing the tension between depth and breadth in delivering a course. The curriculum must cover a wide range of topics in a relatively short amount of time, and I often wish there were more hours in the week to unpack emerging topics like AI in marketing, inclusive design, or sustainable branding in greater depth. I also find it challenging to strike the right balance between supporting students who need more foundational guidance and pushing more advanced students. Another area I continue to develop is in assessment. While traditional assignments have their place, I'm increasingly exploring more reflective, iterative, and applied models that allow students to demonstrate strategic thinking in a way that mirrors the ambiguity of business life. Professionally, I've grown immensely. I entered teaching after a long tenure in industry, and while I was initially focused on content delivery and "teaching what I knew," I've evolved into someone who is equally invested in how students learn. I've developed more confidence in creating student-centered classrooms, and I now view myself as a facilitator of thinking rather than simply a provider of expertise. I've also made it a priority to stay current—not only with marketing trends, but with pedagogy, learning technologies, and inclusive teaching practices. This has included participating in teaching and learning communities and staying open to student feedback as a catalyst for growth. In sum, teaching in the MBA program at Royal Roads is both a privilege and a constant learning opportunity. In the span of just a couple years, I've moved from someone who teaches marketing to someone who helps students become critical thinkers, collaborators, and changemakers ready to meet the complexity of the world head-on.



Teaching Awards

In 2024, 1 award was given to faculty and educators at Royal Roads University School of Business.

AACSB Innovations that Inspire 2024 Awardee

Granter: AACSB

Grantee: Royal Roads University BBA in Innovation and Sustainability

Award Description:

Each year, AACSB recognizes institutions around the world that are innovating to create relevant, equitable, and impactful business education.

Educator Recognition

At Royal Roads University School of Business, we recognize educators for quality of teaching in the following ways:

- ❖ Student-nominated teaching awards
- ❖ Pedagogical innovation grants
- ❖ Faculty promotion and tenure consideration

💡 Fostering Innovation



To a great extent

Teaching and learning at our institution strongly foster innovation.

💡 Experiential Learning



A lot

Our institution supports experiential learning significantly through teaching and learning.

💡 Learning Mindset



To a great extent

Teaching and learning at our institution strongly promote a lifelong learning mindset.

💡 Method of Teaching and Learning



Hybrid

Combination of in-person and virtual learning methods.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

Research vs Research for RME/Sustainable Development

15 Peer-reviewed articles were published by Royal Roads University School of Business from this past calendar year.

vs

13 Peer-reviewed articles were published by Royal Roads University School of Business from this past calendar year in support of RME.

Research Funding

In 2024, Royal Roads University School of Business was awarded funding for research that is:



Regional



National



Local

Socializing Research

In 2024, Royal Roads University School of Business contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ National media
- ❖ Open-access platforms
- ❖ Industry and business networks
- ❖ Local media
- ❖ Public events and lectures
- ❖ Research collaborations

Research Projects

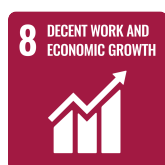
In 2024, Royal Roads University School of Business reported 6 research projects that implemented responsible or sustainable activities.

Educational Pathways to Economic Autonomy: Aligning Indigenous Needs and Aspirations in Canadian Curriculum

Period Covering: October, 2023 - August, 2024

Department: Management

This research project examined how post-secondary curriculum can better support the economic aspirations and educational needs of Indigenous communities in Canada. Through a combination of qualitative interviews with Indigenous economic development practitioners and potential students, as well as quantitative surveys, the project identified significant gaps in existing educational offerings. These gaps include limited integration of Indigenous knowledge systems and Elders, a lack of Indigenous instructors, and insufficient flexibility in program delivery to accommodate the realities of working learners. The study also found that current curricula often overlook essential practical skills such as business development, financial literacy, and strategic economic assessment that are directly relevant to Indigenous contexts. Another major gap was the disconnect between what is taught and the actual priorities and aspirations of Indigenous communities, which results from a lack of meaningful community involvement in curriculum design. The project's findings emphasize the importance of Indigenous-led, culturally grounded, and community-informed educational programming that is both flexible and responsive to the diverse economic development goals of Indigenous Peoples. Recommendations from this research are informing new approaches to curriculum development that center Indigenous knowledge, promote community empowerment, and support pathways to economic self-determination.

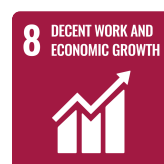


Designed by Women for Women: Testing Fish Powder for Nutrition in Bolivia

Period Covering: January, 2025 - November, 2025

Department: Business Administration

This project supports a group of aquaculture producing women in central Bolivia to utilize a low value fish byproduct and turn it into fish powder for economic benefit. Fish powder is highly nutritious and helps address nutritional needs. The product is commercially oriented and all elements are owned, designed, and marketed by women. The project is funded by the Fund for Innovation and Transformation and Global Affairs Canada.

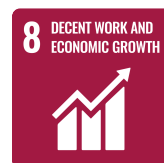


Peces Para La Vida: Empowerment and Sustainability

Period Covering: January, 2022 - May, 2025

Department: Business Administration

This is the third project in a series focused on developing the central Bolivian aquaculture sector for rural development, income, food security, and women's empowerment. The work has led Bolivia to become one of the fastest growing aquaculture countries in the world. The project is multifaceted, focusing on development of the entire value chain through training, input improvement, business development, governance improvement, production efficiency, South-South collaboration, and especially women's empowerment and gender equality building. The project is funded by Global Affairs Canada.



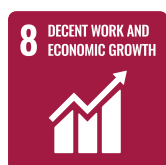
Accelerating Social Impact: How Social Purpose Businesses are Influencing System Change

Period Covering: January, 2024 - November, 2025

Department: Faculty of Management

Academic Project Lead: Dr Ingrid Kajzer Mitchell

Accelerating Social Impact: How Social Purpose Businesses are Influencing System Change is a collaborative research project supported in part by a 2024 Social Sciences and Humanities Research Council (SSHRC) Partnership Engage Grant. Conducted in partnership with the Canadian Purpose Economy Project (CPEP), this study explores how Canadian social purpose businesses activate their purpose externally - through stakeholder engagement, partnerships, and systems-level collaboration - to accelerate social and environmental impact beyond their organizational boundaries. The project examines how these businesses forge collaborative relationships, influence policy and industry standards, and contribute to broader movements for systemic change. By documenting practices, barriers, and enablers, the research aims to generate actionable insights for practitioners seeking to advance their company's social purpose. It contributes to the field of responsible management by highlighting how businesses can act as catalysts for systemic transformation in pursuit of a more sustainable and equitable economy.



Canadian Community and Co-operative Energy Database

Period Covering: January, 2024 - December, 2025

Department: Faculty of Management

Royal Roads University Faculty Lead: Dr. Julie McArthur

Co-operatives in Canada represent an understudied community business model, with democratic membership and community ownership at its heart (MacArthur and Tarhan, 2021; Boucher and Pigeon, 2024). In Canada, cooperatives are recognized as a community energy model with distinct legal forms, where benefits are distributed among local investors who are also the owners (MacArthur 2016). This model is a central part of the broad umbrella of community renewable energy internationally, that has potential benefits for the development of low-carbon communities, reduction in energy poverty and redistribution of financial and infrastructural resources to grassroots actors (Bauwens et al., 2022). This project involved the creation of a database of energy activities led by co-operatives, *Canadian Community and Co-operative Energy Database (CCED) 2025*, extending the analysis beyond power generation to grid ownership, electricity retailing, and installation of energy equipment for demand management and efficiency purposes. A focus on co-operatives enabled an examination of activities led by citizens rather than large energy companies or state actors.

A further aim of this research project was to develop a community ownership of energy infrastructure map layer to complement the Canadian Renewable Energy and Battery Storage Map (CREBS) project, led by Fezulla, Pare, and Parkins (2024). After initial scoping work in January 2024, it was determined that the wide range of actors and ownership structures (including municipal, non-profit, and charitable) in the broader community sector was too diverse to usefully map at the national scale. Furthermore, in the existing CREBS map and dataset, municipal projects over 1 MW are already accounted for, as are Indigenous projects, whereas other community-owned projects, such as those by co-operatives at still significant but smaller installed capacities, were not. As is clear from the map data, cooperatives play a role in renewable energy initiatives from coast to coast, albeit in very diverse ways.

The project began by gathering existing datasets of energy and electricity co-operatives as well as sourcing websites with project details that included the language "community" and "co-operative." Clear inclusion and exclusion criteria were then established to move entries into our new database, focusing on projects related to electricity generation and heating or cooling through renewable sources. The database includes both co-operative-led projects and co-operatives as organizations developing multiple energy projects, some in partnership with other public or private entities. Projects were categorized based on the type of renewable energy source. Entries were also classified based on

the primary activities or business functions in which the cooperatives were predominantly engaged. We then sought to dig deeper into the specifics of each project or organization, through web searches by name and analysis of websites and associated documents from that search.

Ultimately the contribution of this work is to provide an open access source of project and organizational data to inform researchers, policymakers and co-operative practitioners about the scope of activity being undertaken by these grassroots actors, and the gaps in data and practice that remain to be filled.

<https://borealisdata.ca/dataset.xhtml?persistentId=doi:10.5683/SP3/ISWGR1>



Social Finance in Canada: Scaling community bonds to create social impact

Period Covering: September, 2024 - September, 2026

Department: Management

The research aims to understand the rise of Community Bonds within the context of community-led finance and provide recommendations for scaling the CB market in Canada and globally, aligning with the principles of community wealth building that aim to empower local economies and retain wealth within communities.

In 2023, the Government of Canada launched a \$755 million Social Finance Fund (SFF). The SFF is designed to advance social innovation in Canada through the development of a social finance marketplace. The SFF will provide flexible funding to support social purpose organizations (SPOs), such as nonprofits, charities, and social enterprises, to innovate and scale solutions to pressing social and environmental challenges. With the goal of leveraging public funds to spur reciprocal private investment, the launch of the SFF signals that investors are becoming increasingly interested in investments that are aligned with social impact. For example, in 2022, the Global Impact Investing Network reported that the global impact investment market was valued at \$1.164 trillion. Social innovation, described as generating “new ideas that work to address unmet needs” (Cahill, 2010 p.3), is emerging in communities across Canada. SPOs are leading initiatives that tackle everything from housing affordability to the climate crisis. Underfunded SPOs are bringing the spirit of innovation to their work by leveraging capital through social finance vehicles. Social finance is described as an investment that seeks both a social, cultural, or environmental impact as well as financial return (Jog & Lasby, 2020).

One way SPOs are leveraging social finance to achieve their social goals is through community bonds (CBs). CBs are a social finance tool that allows SPOs to raise capital through interest-bearing loans from investors while providing a fixed rate of return (Tapestry, 2023). CBs differ from Social Impact Bonds (SIB) in that they are issued and repaid by SPOs, rather than by governments and provide greater community engagement, control and influence over investments while ensuring that the benefits of investment activity flow back into communities. CBs leverage community-based financing, or funding from local investors to fund local initiatives, to achieve their goals. CBs have been used across Canada to build arts centres, community kitchens, and affordable housing, among several other assets that generate wealth for communities. The CB market in Canada is in its nascency and remains understudied in the literature. As such, the purpose of this research project is twofold, first to explore the reasons for the rise of the CB market within the broader context of community-led finance, and secondly, to offer recommendations to scale the CB market in Canada and globally. This research is framed through a community wealth building (CWB) lens. CWB is an emergent, place-based approach to local economic development that aims to democratize local economies and keep wealth circulating in communities. One of the five pillars of CWB advances the importance of locally rooted finance (McInroy, 2021), a process whereby investments are held locally to benefit the community.

Outcomes of this research will (1) identify best practices in the CB market; (2) explore CB investor motivation and expectations; (3) offer policy recommendations to support scaling CBs in Canada; and (4) build knowledge around social finance and CBs through community workshops.



Publications Related to RME and/or Sustainability

The use of machine learning algorithms to predict financial statement fraud

| [DOI](#)

Authors: Professor, Mark Lokanan, Royal Roads University, Associate Professor, Satish Sharma, Leeds University

Date of publication: August, 2025

Department: Finance | Accounting

The study investigates the predictive power of machine learning (ML) algorithms in identifying financial statement fraud. Drawing on the Fraud Pentagon framework—pressure, opportunity, rationalization, capability, and arrogance—we integrate criminological theories such as strain theory,

rational choice, techniques of neutralization, and routine activity theory. A robust dataset of 1,816 firm misstatement events derived from SEC's Accounting and Auditing Enforcement Releases (AAERs) is used in conjunction with financial statement and governance data from FMP Cloud. Multiple experiments are conducted, including logistic regression, Principal Component Analysis, recursive feature elimination, and predictive modeling using ensemble and tree-based classifiers. Models such as Gradient Boosting and CatBoost achieve test accuracies as high as 90%. The research makes a significant contribution to accounting and finance scholarship by combining theoretical insights with ML techniques and introduces bootstrapped Classification and Regression Trees models in the fraud literature. Practical implications include advancing fraud risk detection practices for auditors, regulators, and educators



Motorcycle Offsetters: The Road to Sustainability and Carbon Offsets for Motorcycle Enthusiasts

Authors: Professor, William Holmes, Royal Roads University

Date of publication: September, 2025

Department: Management

Motorcycle Offsetters, an aspiring startup, provided motorcycle enthusiasts with a platform to offset carbon emissions from their touring activities, contributing to the fight against climate change. Despite rapid growth, the venture faced financial instability. The founder, Andreas Gneist, aimed to devise a marketing and communication strategy to engage decision-makers in organizations offering offsetting services to a substantial motorcycle enthusiast base. Overcoming skepticism among environmental activists and countering the stigma associated with climate change efforts among deniers were pivotal challenges. Addressing these hurdles was crucial for the venture's success and financial sustainability.



Alternative Organizations as Systems Hijacking: The Commercial Trust as a Thought Experiment

| [DOI](#)

Authors: Associate Professor, Heather Hachigian, Royal Roads University

Date of publication: September, 2025

Department: Management

The COVID-19 crisis has renewed interest in alternative forms of organizing business and investment but our understanding of how these organizations can transform social systems is limited. The purpose of this article is to contribute to this understanding. In the context of one of the greatest transfers of wealth in global retail history that could see unprecedented numbers of businesses close or sold to distant, private interests, the article performs a thought experiment using the analogy of a commercial trust to encourage new ideas and critical reflection on community wealth building. The article introduces systems hijacking—a process of leveraging incumbent forms and systems in which they are embedded for new purposes—as an analytically useful concept for understanding how alternative organizations can transform social systems. The article finds organizational governance is necessary to transcend structural deficiencies in inherited or borrowed forms to make way for transformation.



An Exploration of the First Nations Entrepreneurial Ecosystem: A Multiple-Case Study of Canadian First Nation Entrepreneurial Support Organizations and their Role in First Nations Entrepreneurship

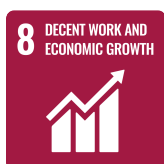
Authors: Assistant Professor, Tasha Brooks, Royal Roads University

Date of publication: September, 2025

Department: Management | Business Administration

Entrepreneurship serves as a central channel to increase economic activity and express self-determination. However, First Nations entrepreneurship has remained stagnant and well below the national average since 2001. One of the main barriers to First Nations entrepreneurship is access to capital and continued financial and non-financial support. The longstanding and persisting complexities of the Indian Act and settler-colonialism exacerbate these barriers. Barriers remain despite a plethora of support services offered by First Nations Entrepreneurial Support Organizations (FNESOs). However, First Nations entrepreneurs rarely utilize these services. This study explores why there is an underutilization of FNESO services and supports through information gathering utilizing qualitative semi-structured interviews drawing on 22 participants located across Canada, including FNESO employees and First Nations entrepreneurs. The results are presented via three case studies. This

study employs reflexive thematic analysis to identify key themes through the lens of entrepreneurial ecosystem theory and conduct a cross-case analysis of the enabling and constraining factors of First Nations entrepreneurship. The case studies reveal key domains enabling and constraining First Nations entrepreneurship, finance, culture, and support top the list in impacting this form of entrepreneurial support in Canada. A focus on strengthening support of these three elements could, quite possibly, contribute to more FNESOs mobilizing support, therefore strengthening the broader First Nations entrepreneurial support ecosystem.





Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Institutional Partnerships

- ❖ ECO CANADA
- ❖ Ashoka U

Student Organization Partnerships

- ❖ None

Partnerships

The following provides more details on 1 key partnership at Royal Roads University School of Business.

Ashoka U Changemaker Campus

At Royal Roads University, changemaking is part of our DNA. Our tagline — life.changing — is central to our mission and our identity as both an institution and a community.

Changemaking and social innovation at Royal Roads begin with our holistic, student-centred approach to flexible admissions. It is inscribed in our university-wide learning and teaching model, and in our groundbreaking blended learning and digital delivery systems. Interdisciplinary discovery is at the heart of all our programs because the complex problems of our time require multiple lenses versus single-solution approaches. Our applied research responds to global, national and community-based problems. Changemaking extends through our culture of mentorship and collaboration to create opportunities for students not only to learn, but to contribute with purpose and impact.

Ashoka U has renewed Royal Roads University's designation as a Changemaker Campus for 2024-2027, reflecting their commitment to changemaking and social innovation.



Practice

We adopt responsible and accountable management principles in our own governance and operations.

Institutional Policies and Practices

- ❖ Climate action plan
- ❖ Local staff/student/faculty transportation
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Employee equity, diversity, inclusion

Policy Documents Related to RME and/or Sustainability

cap_annual_report_june_2024_final_ed

View document  Download document 

2024 Commuter Count and Mode Split Study
(FINAL)

View document  Download document 

RRU_ClimateActionPlan_Full_Final_PagesWEB

View document  Download document 

RRU 2024 Climate Change Accountability Report -
FINAL

View document  Download document 

ParkingTrafficMgmt-POL-2024Jul29_Final_1

View document  Download document 

2000-Oct-20-EnvironmentalStewardship

View document  Download document 

Practice Voices

The following statement from stakeholders at Royal Roads University School of Business demonstrates our commitment to sustainable and responsible practices.

RRU Climate Action & Sustainability Leadership in 2024

Through its [Climate Action Plan 2022 – 27](#), RRU has advanced climate action through various avenues. Highlights from 2024 include increasing climate education, skills, and competencies; increasing awareness and engagement through events and initiatives; constructing the new Langford campus to

Zero Carbon Building – Design StandardTM; increasing understanding of Scope 3 emissions as part of the UN Race to Zero pledge; and undertaking the university's first Climate Risk Assessment. The university increased the number of sustainability and climate-related courses and programs, ensuring greater access to life changing learning and rapid upskilling for working professionals².

Throughout 2024, the university also worked to promote a strong culture of agency, connection-building, collaboration and engagement in climate action and sustainability. The focus is not just to increase awareness but also to build relationships, capacity and collective resilience in unique ways. Initiatives included:

- **Monthly Resilience and Reconnection circles** to support a deeper practice of kinship, (un)learning and perseverance have emerged at RRU. These spaces explore climate complexity, relational accountability, decolonization and entanglement. Professor and ecopsychologist, Hilary Leighton, facilitates the Resilience and Reconnection Circle, an honest and hopeful gathering of faculty and staff to acknowledge and process emotions related to a world in polycrisis. Whether it is the climate emergency, political polarization, or biodiversity loss, we can face these issues in ways that builds courage, acceptance, inner strength, and greater connectedness with one another.
- **RRU's Healthy Plant Club's grassroots engagement**, offers regular and ongoing opportunities for the university community to learn about local ecosystems and how to support them. The club offers hands-on, action-based stewardship [sessions from invasive plant pulls to forest bathing sessions](#). Last year over 175 participants joined in, and the hope is to engage even more this year in connecting with nature and each other.
- **Growing good things through food and medicines.** [The Farm at Royal Roads](#) expanded in 2024 and now includes the [Giving Garden](#), an [Indigenous Medicine Garden](#) and a Market Garden. Through continued partnerships with community organizations and volunteers, the Farm has created meaningful opportunities for more than 2,000 people within our community to engage with nature. At almost 70,000 square feet, this is a prime location for hands-on engagement and place-based learning opportunities for university students as well as local school children. The Indigenous Medicine Garden and broader Farm also offer tangible spaces for sharing Indigenous Knowledges and decolonizing curricula. Produce helps supports food security for university students and area residents, with a special emphasis on growing [culturally important crops](#).
- **Building capacity for Climate Resilience.** In 2024, Royal Roads University conducted its first [climate risk assessment](#) taking an equity-based and holistic approach that involving community members in identifying key concerns and resilience building pathways. RRU is a recognized leader in climate resilience; it offers a [robust suite of programs](#) related to climate action leadership, sustainability, adaptation and disaster and emergency management. Initiatives like [CanAdapt](#), the *Climate Action Competencies Framework*, and upskilling micro-credentials, the

university is playing a strong role in national capacity building initiatives. [The Cascade Institute](#) engages in research and programming to address the world's urgent problems, including the climate emergency.

- **Climate Week programming catalyzes creative energy and community empowerment.** The second annual event held in [November 2024](#) brought together students, faculty, leaders and the public for learning and activities focused on transformative change, creative resilience, placemaking and action. The week also featured the unveiling of a collaborative community art

In late 2024, the development of a new Climate Action Plan 2025 - 2050 was initiated to build on and replace the current plan. The refocused Climate Action Plan renews and refocuses the university's commitment to leadership within its current local and global context. The plan maintains alignment with the RRU's core values and its vision of *Inspiring people with the courage to transform the world*. The plan aligns RRU's commitment to climate action with consideration of the university's current context, including the new Three-Year Action Plan. It clarifies RRU's strategy and purpose in these challenging times.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



Engagement Opportunities

Royal Roads University School of Business offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Open faculty and student meetings and town halls

Communication Audiences

Royal Roads University School of Business communicates its policies and progress on sustainable development and responsibility with:

- ❖ Faculty and staff
- ❖ Boards and advisory committees

SIGNATORY

Royal Roads University School of Business



Address

2005 Sooke Rd, Victoria, V9B 5Y2
Canada



Website

<https://www.royalroads.ca>