

2024 Sharing Information on Progress **(SIP) Report**

Gustavson 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.





Purpose

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

Letter of Commitment

Gustavson School of Business demonstrates its commitment to PRME's Principles through the following letter from senior leadership.

This July 1, 2024, marked my one-year anniversary of coming ashore as dean of UVic's Gustavson School of Business. It's been 365+ wonderful days filled with purpose, passion, adventure and people, just as promised by our school's vision statement.

We are currently engaged in a strategic review of our school's academic programs and priorities to assess how we are enacting our values and pillars and reflect on how these are embedded within our work today. In many ways, this ongoing strategy exercise has reaffirmed who we are, and prompted us to engage in our work with renewed purpose and energy. It has also shown us how emergent change at an innovative and entrepreneurial business school can add up to newly nuanced interpretations of our pillars and values.

Although this strategy and planning work is ongoing, it is clear that strong, consistent threads weave through the school's culture and ethos over the decades, and remain strong today.

We emerged in our younger years as committed champions of sustainability and social responsibility, dedicated to creating meaningful research and tomorrow's responsible leaders. Work conducted to integrate sustainability at the operational, pedagogical and research levels continues at Gustavson, with practices such as a new sustainable travel guide, valuable perspective from our CSSI advisory board and exploration of what regeneration means in management education all playing a role.

We continue to be strongly aligned with, and committed to, the PRME vision of responsible management education. We strive to deliver on these commitments, in ways informed by our experiences, emerging knowledge and the needs of the world around us, as detailed in the full SIP report.

As we look ahead to our 35th birthday next year, we know that the world needs management educators to offer innovative answers to questions of social, economic and environmental responsibility, and we stand eager to meet this challenge.

Sincerely,

Anita Bhappu, PhD
Dean & Professor
UVic's Peter B. Gustavson School of Business

Institutional Mission, Vision, and Strategy

The following outlines Gustavson School of Business's institutional mission, vision, and strategic approach to responsible management education.

Mission, Vision, Strategy or Purpose

Mission, Vision, Strategy and Purpose at the Gustavson School of Business

Relevant Stakeholders

Faculty, staff, students and extended community

Purpose

Nestled on the far western edge of Canada in beautiful Victoria, British Columbia, is a business school that thinks past convention and sparks transformational learning. Located where mountains meet ocean, where city meets forest, where knowledge meets adventure, we are also where an innovative, emerging economy meets an evolving spirit of reconciliation, and where different cultural, academic and professional perspectives move through traditional boundaries to intersect. Internationally recognized for innovative management research and education, the Gustavson School of Business is intentionally small in numbers, and big in impact. Our focus is on fundamental research questions and developing the responsible, curious leaders who will make tomorrow's world a better place.

[Supporting Links](#)

CSSI's Mission, Vision and Strategy

The strategic plan 2022-2025 for the Centre for Social and Sustainable Innovation

Relevant Stakeholders

CSSI, Gustavson

Purpose

The Centre for Social and Sustainable Innovation is an intra-faculty research Centre within the Gustavson School of Business. The CSSI works to enhance RME throughout the school in areas of teaching, research, community engagement and operations.

CSSI Strategic Plan June 2022

View document  Download document 



Values

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

RME Leadership Accountability

At Gustavson School of Business, accountability for responsible management education is structured as follows:

Yes, but the role is formalized elsewhere within the PRME signatory's organization (e.g., center/institute leader, faculty/staff member), but not in senior leadership team

Responsible Person for PRME at Gustavson

The purpose of CSSI is to embed sustainable and responsible management education throughout the Gustavson School of Business - in research, education, community engagement and culture & operations.

Alex Berthin, the coordinator for the Centre of Social and Sustainable Innovation, is the primary person responsible at the Gustavson School of Business.

Organizational Structure for RME

The following organizational entities at Gustavson School of Business are responsible for RME:

- ❖ Research-Focused Entity
- ❖ Teaching-Focused Entity
- ❖ Community Engagement Entity



Teach

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

RME Elements in Degree Programs

Gustavson School of Business integrates responsible management education into its degree programs through 4 different approaches:

Program-Level RME Integration

Description of MBA Program with RME in the program-level learning goals and assessment rubrics

Program Overview

Sustainable & innovative by design.

Based on declining enrolment and changes across the globe for MBA Programs, we undertook to redesign the MBA program with a challenge to build on the strong foundation that had been created over the years and redesign a program for the future. It took 2 years from the initial proposal in September 2018 to the launch in September 2020. Along the way we collaborated with and were informed by Faculty, Staff, Students, and Interest Groups who added their unique perspectives on the regional, national and international data on MBA and Graduate Business Programs. The result is the MBA in Sustainable Innovation. This MBA builds on the School's pillars of Integration, Innovation, International & Sustainable/Socially Responsible, and redefines our next phase of MBA education.

MBA Program Design Strategies

These are the strategies that inform our program design.

- Strategy 1: Integrating cutting edge business insights for sustainable futures UVic MBA graduates are ready to integrate cutting edge principles from core business disciplines to creatively analyse and solve corporate and societal challenges through the lens of sustainable innovation.
- 1. Strategy 2: Applying an innovation mindset to address wicked problems and create unique opportunities. UVic MBAs have both the mindset & skills to develop and implement new ideas, business models, and solutions for the benefit of people and the planet.
- 2. Strategy 3: Navigating ambiguity, complexity and uncertainty UVic MBA Graduates are well trained to navigate ambiguity, complexity and uncertainty in order to creatively address societal challenges of the future.
- 3. Strategy 4: Embracing diversity, integrity and empathy as part of values-based and responsible leadership. UVic MBA graduates are values-driven and conduct themselves professionally with integrity, and empathy, challenging themselves to learn, see the world

from diverse perspectives and hold themselves to the highest ethical standards in their personal and professional endeavours. They are responsible leaders and passionate stewards of the planet.

MBA Learning Goals

These are the learning goals which inform our Assurance of Learning (AOL).

1. Business Understanding: Gustavson MBA graduates will have a fundamental understanding of the core business disciplines.
2. Global Mindset: Gustavson MBA Graduates will have a global perspective and the international business knowledge to succeed in a complex world.
3. Sustainability/Social Responsibility: Gustavson MBA graduates will recognize that organizations and their members have a responsibility to the broader society of which they are a part, and act accordingly.
4. Professionalism: Gustavson MBA graduates will conduct themselves professionally, communicating effectively, collaborating productively and maintaining high ethical standards.
 1. Additional Objectives
 1. Objective 4.b: Graduates will prepare and deliver effective presentations.
 2. Objective 4.c: Graduates will effectively operate in a team environment.
 3. Objective 4.d: Graduates will conduct themselves according to the highest standards of integrity and respect for colleagues.
5. Integration: Gustavson MBA graduates will effectively integrate knowledge when making complex organizational decisions.
 1. Objective 5.a: Graduates will analyze real business problems and integrate diverse knowledge in solving them.
6. Creativity: Gustavson MBA graduates will foster and embrace creativity and innovation.
 1. Objective 6.a: Graduates will apply creative thinking techniques to come up with innovative solutions.
 2. Objective 6.b: Graduates will apply critical thinking skills in addressing business problems.

MBA Teaching & Learning Philosophy

We anticipate the pathways leading to our MBA in Sustainable Innovation to be so diverse that it is no longer appropriate to design one-size-fits-all courses for the “average learner”. Our new MBA students are faced with a quickly changing world, full of wicked problems, new technologies and social and environmental challenges. It is our hope that the following “four key principles for good practice” for future oriented-learning and teaching will inform our course redesign.

Guest Speakers and Showcase Events

Stacey Toews guest speaker in MBA

A field trip to Level Ground Coffee

Date

March, 2024 - March, 2024

Location

Level Ground Coffee

Speakers

Stacey Toews

Level Ground Coffee is a sustainable local coffee business. Their founder, Stacey Toews, has partnered with the Gustavson School of Business in a number of ways.

Professor-Discretionary Course Topics

SDGs in Course Content Survey

The Centre for Social and Sustainable Innovation at the Gustavson School of Business sends out a semesterly Course Content Survey to each instructor to gather data on which SDGs were included and/or focused on in each course for each program.

Department

Business School

Learning Object Subject

All subjects

Educational Level

All education levels (bachelor, master, graduate)

Learning Outcome

The survey is sent out in part to find out what SDG content is included/focused on in each course, and in part to work as a reminder for instructors to continue to find new ways to include SDG content in their courses.

Interactivity Type

All

Learning Object Description

The course content survey gathers individual SDG data for every course in every program at the Gustavson School of Business. Attached is the sample data from January to April 2024..

SDG in Spring 2024 for sharing

View document  Download document 

RME Topics in MBA 555

MBA 555 - People and the Future of Work

Department

MBA

Learning Object Subject

People and the Future of Work

Educational Level

Masters

Learning Outcome

Examine ideas, issues, complexities and ambiguities related to effective talent management and the future of work in the context of the Fourth Industrial Revolution where both technology and the capabilities of individual employees and their sustainable careers (i.e., careers that need to be maximized o Leverage valid and reliable tools including life stories, transferable skills, strengths assessments, derailment assessments, leadership assessments and a Personal Board of Advisors Assessment (PBOA) assessment to produce an individualized and customized Strengths Wheel to help students to better prioritize and leverage their own talents in a sustainable way and in line with their career goals o Understand and apply more than 20 proven and emerging concepts/tools/frameworks associated with the effective management, alignment, acquisition, development, engagement, and retention of talent o Explore and address real-life organizational issues and opportunities by applying these tools/frameworks within the context of class activities and worksheets as well as via domestic and international cases ala a flipped classroom where students facilitate a rich 45minute discussion at the intersection and produce a report addressing case questions o Enhance ability to facilitate discussion and to successfully convey evidence-based analysis and recommendations in written form: for 1) case studies; 2) the development of a talent management plan to improve an organization's ability to place and retain A Players in a strategically impactful A Positions; 3) through the International Integrated Project where student teams create a written proposal and presentation incorporating content from all three courses in recommending a sustainable product/service to bring to a new country for that organization

Interactivity Type

Active

Learning Object Description

The essence of the 'the future of work' is that it entails humans figuring out and leveraging what we do best and machines and technology enablers doing what they do best. Organizational performance depends not only on a strategy, products, services, and processes that create sustainable and innovative competitive advantage but also talent alignment with these organizational components. This course is primarily about getting the most out of people and people getting the most out of work. At its core, from an organizational perspective, we will focus on how to help individuals, teams and organizations thrive through effective talent alignment, acquisition, development, engagement and retention. I cover multiple concepts and tools/frameworks for effective talent management along with the occasional interspersing of international HRM concepts in the context of a world of work that is very much in flux. My goal is to provide a context for the changing world of work and careers along with the opportunity to learn and practice using the most useful, innovative and/or sustainable (write large) talent management tools that I know of in order to help you successfully manage people and careers in whatever context you may find yourself. If past is prologue, I expect that you will find these tools and skills valuable regardless of whether you are founding a start-up, managing at a MNC or working for, managing or leading any type of firm, NGO or government entity.

RME is in the signatory's educational vision, so that it drives the signatory's business model and all educational efforts, courses, programs, degrees, and non-degrees

Description of the business model with RME in all educational efforts

It's a phrase that is both a reflection of our reality, and a promise we make to all who come here. Nestled on the far western edge of Canada in beautiful Victoria, British Columbia, is a business school that thinks past convention and sparks transformational learning. Located where mountains meet ocean, where city meets forest, where knowledge meets adventure, we are also where an innovative, emerging economy meets an evolving spirit of reconciliation, and where different cultural, academic and professional perspectives move through traditional boundaries to intersect.

Internationally recognized for innovative management research and education, the Gustavson School of Business is intentionally small in numbers, and big in impact. Our focus is on fundamental research questions and developing the responsible, curious leaders who will make tomorrow's world a better place.

Our winning aspiration

Together we transform lives.

- we champion research that makes a difference
- we develop responsible leaders for a better world
- we cultivate partnerships for positive impact

Our pillars

International

Being appreciative, well-informed and perceptive of the diverse, complex world we live in and having the skill-set required to succeed in it.

Integrative

Having a deep understanding of the fundamental areas of business combined with an awareness of how these areas continuously interact with one another and the abilities to use this knowledge.

Innovative

Being flexible and creative to view the world, issues and opportunities from different perspectives and secure enough to take risks and try new things.

Socially responsible/sustainable

Having the awareness to consider and the skills to incorporate the economic, environmental and social consequences of decisions in business and personal contexts.

Our promise

- to prepare leaders who think differently, act responsibly and have a global mindset
- to generate insight, offering solutions for an inter-dependent world
- to provide opportunities to learn by doing, to ensure our graduates are world-ready

Our priorities

1. Improve our educational experience based on our 4 pillars.
2. Support and encourage scholarship aligned with our areas of focus.
3. Increase our reputation in the markets in which we operate.
4. Strengthen and leverage our connections with our community.

Our pillars, promise and priorities are a core part of who we are at Gustavson.

Organizational values

- we put people first
- our work has purpose
- we have passion for what we do
- we embrace adventure

<https://www.uvic.ca/gustavson/about/strategy-values/index.php>



Research

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

RME Elements in Research

Gustavson School of Business incorporates responsible management education into its research endeavors through 3 different methods:

PhD-Level RME Courses

Examples of PhD-level course syllabi with course-level RME learning goals

BUS 604

Department

Business

Learning Object Subject

BUS 604: Business and Sustainability

Educational Level

PHD

Learning Outcome

This course will provide students with the knowledge of, an appreciation for, and a critical assessment of the field of Business and Sustainability within organization and management studies; we focus on how societal and ecological pressures have interacted in recent years to shape a new landscape for the management of business – affecting the strategic priorities and operational realities of firms as much as their interactions with an expanding range of stakeholders. These changes both demand and bring opportunities for innovation, some of it radical. Rethinking their role in society has added new concepts to the standard vocabulary of managers, as well as organization theorists, such as corporate social responsibility, ecological sustainability, triple-bottom line management, natural capital, sustainable value creation, social enterprise, resilience and others. We will pay particular attention to the role of theory and theory building.

Interactivity Type

The course uses a seminar format. Every student is expected to prepare thoroughly for each class, actively engage in discussing each article and in examining implications. Typically, 1-2 students (depending on the class size) will be assigned primary responsibility to open and lead the discussion on one paper per seminar session. Please note that we welcome local and visiting scholars to our seminars, which helps broaden and deepen our conversations.

Learning Object Description

See attachment

BUS 604 Sustainability Fall 2022 Slawinski

[View document](#)

[Download document](#)

Examples of PhD-level course syllabi with course-level RME learning goals

BUS 655

Department

Business

Learning Object Subject

Doctoral Seminar in Global Management & Society

Educational Level

PhD

Learning Outcome

This seminar provides an overview of international business (IB) and management with emphasis on the environmental and societal impact of global organizations. The course comprises an integrative survey of selected topics and introduces students to a variety of theoretical and disciplinary perspectives providing a foundation for understanding today's complex global organizational realities.

Interactivity Type

For each session every student will be expected to fully engage in class discussion, to constructively critique and reflect upon the core readings, and to present some research ideas that derive from them. The focus should be on critical analyses of the various readings and on the discovery of unanswered questions that may provide fruitful avenues for research. The objective is to develop and enhance our collective scholarly skills via intensive dialogue and exchange of ideas. Students will take turns in leading discussion on specific articles and the instructor will act as moderator. Guest scholars will be invited to lead class discussion for selected topics.

Learning Object Description

This seminar is intended to provide students with a broad survey of the IB literature with an emphasis on the multinational enterprise (MNE) and its role in society. Class discussions and assignments are designed to provide students with the knowledge and skills they will need to: 1) critically evaluate scholarly research in the IB field, 2) communicate ideas effectively in written and oral form, and 3) make original research contributions of relevance to the IB field. At the conclusion of the seminar each student should be able to demonstrate a thorough understanding of the IB literature and develop an original research paper that builds upon and extends knowledge gained in the course.

BUS 655 Course Outline - Spring 2023

View document Download document 

Research Conferences

Examples of responsibility-related conferences

International Workshop on Financial System Architecture and Stability (IWFSAS)

Date

September, 2024 - September, 2024

Location

Vancouver

Speakers

Basma Majerbi

[Supporting Links](#)

The International Workshop on Financial System Architecture and Stability (IWFSAS) provides a forum for academic researchers, industry practitioners, and policy makers to discuss current issues related to the structure and design of financial systems and their impact on macro-financial stability and sustainable economic development. While the specific theme of the workshop varies from year to year, the overall objective of this annual event is to stimulate discussion of high-quality research that advances our understanding of the interactions between the financial system and the overall economy, nationally and globally.

Community Resilience Workshop

Community Resilience Workshop 2023

Date

May, 2023 - May, 2023

Location

University of Victoria

Speakers

Natalie Slawinski, various

Gustavson hosted its first Community Resilience Workshop on May 26-28. Scholars from around the globe attended this intimate discussion of approaches to research and practice to better understand and strengthen communities. Terrific panels, presentations and discussions took place, and the workshop finished off with a walking tour of the 7 Signs of the Lekwungen led by a member of the Songhees nation.

7th PRME Chapter North America Biennial Meeting

7th PRME Chapter North America Biennial Meeting

Date

May, 2024 - June, 2024

Location

University of Victoria

Speakers

Various

[Supporting Links](#)

We welcomed over 100 participants from 50+ institutions for more than 60 sessions, including papers, panels, posters and workshops. These sessions brought together bright minds committed to advancing the Sustainable Development Goals (#SDGs).

Required Research Reporting

Description of research funding specifically related to responsibility

Faculty members must report their responsibility-related research publications regularly through our internal reporting software.

Below are examples of recent responsibility-related research publications at the Gustavson School of Business

- Nachum, L., Stevens, C.E., Newenham-Kahindi, A. et al. (2023). Africa rising: Opportunities for advancing theory on people, institutions, and the nation state in international business. *Journal of International Business Studies*, 54(5), 938–955. <https://doi.org/10.1057/s41267-022-00581-z> [SDG 8,17]
- Fitzsimmons, S., Özbilgin, M. F., Thomas, D. C., & Nkomo, S. (2023). Equality, diversity, and inclusion in international business: A review and research agenda. *Journal of International Business Studies*, 54(8), 1402–1422. <https://doi.org/10.1057/s41267-023-00642-x> [SDG 5,10,16]

- Panwar, R., Pandey, V., Suddaby, R., & Vidal, N. G. (2023). Did India's CSR Mandate Enhance or Diminish Firm Value? *Business & Society*, 62(2), 401–433. <https://doi.org/10.1177/00076503221085962> [SDG 17]
- Mannan, M., Pek, S., & Scholz, T. (2023). Platform Cooperatives and Poverty Eradication: Building on the Legacy of Johnston Birchall, *Journal of Entrepreneurial and Organizational Diversity*, 12(2), 33-55. <http://dx.doi.org/10.5947/jeod.2023.009> [SDG 1,9,10,17]
- Pan, W., Wang, J., Lu, Z., & Li, Y. (2023). Swelling Cities? Detecting China's Urban Land Transition Based on Time Series Data. *Land*, 12(1), 262. <https://doi.org/10.3390/land12010262> [SDG 11,17]
- Park, A., Steel, D., & Maine, E. (2023). Evidence-Based Medicine and Mechanistic Evidence: The Case of the Failed Rollout of efavirenz in Zimbabwe. *Journal of Medicine and Philosophy*, 48(4), 348-358. <https://doi.org/10.1093/jmp/jhad019> [SDG 3]
- Suddaby, R., Luca Manelli, L., & Fan, Z. (2023). Corporate Purpose: A Social Judgement Perspective. *Strategy Science* 8(2), 202-211. <https://doi.org/10.1287/stsc.2023.0185> [SDG 10]
- Pan W., Wang J., Li Y., Chen S., Lu Z. (2023). Spatial pattern of urban-rural integration in China and the impact of geography. *Geography and Sustainability*, 4(4), 404-413. <https://doi.org/10.1016/j.geosus.2023.08.001> [SDG1,8,9,17]
- Li, Y., Qin, X., Sullivan, A., Chi, G., Lu, Z., Pan, W., & Liu, Y. (2023). Collective action improves elite-driven governance in rural development within China. *Humanities & Social Sciences Communications*, 10(1), 600–613. <https://doi.org/10.1057/s41599-023-02089-9> <https://doi.org/10.1057/s41599-023-02089-9> [SDG 17]
- Mannan, M., Pek, S., & Scholz, T. (2023). Platform Cooperatives and Poverty Eradication: Building on the Legacy of Johnston Birchall. *Journal of Entrepreneurial and Organizational Diversity*, 2, 33–55. <https://ssrn.com/abstract=4649449> [SDG 1,9,10,17]
- Goerzen, A., Sartor, M., Brandl, K., & Fitzsimmons, S. (2023). Widening the lens: Multilevel drivers of firm corporate social performance. *Journal of International Business Studies*, 54(1), 42–60. <https://doi.org/10.1057/s41267-022-00575-x> [SDG 12]
- Pek, S., Mena, S., Lyons., B. (2023) The Role of Deliberative Mini-Publics in Improving the Deliberative Capacity of Multi-Stakeholder Initiatives. *Business Ethics Quarterly*, 33(1), 102–145. <https://doi.org/10.1017/beq.2022.20> [SDG 16]
- Pek, S. (2023). Business and the climate crisis: Toward engagement with climate assemblies. *Business and Society*, 62(4), 699–703. <https://doi.org/10.1177/00076503221112865> [SDG 16]
- Kennedy, J., & Pek, S. (2023). Mini-publics, student participation, and universities' deliberative capacity. *Studies in Higher Education*, 48(1), 63–82. <https://doi.org/10.1080/03075079.2022.2111551> [SDG 16]

- Berthon, P., Pitt, C., Park, A., & Pitt, L. (2023). When memes program the genes: What managers need to know about the emerging genetic revolution. *Business Horizons*. 66(4), 423-431. <https://doi.org/10.1016/j.bushor.2022.10.007> [SDG 9]
- Khorshidvand, B., Guitouni, A., Govindan, K., & Soleimani, H. (2023). Pricing strategies in a dual-channel green closed-loop supply chain considering incentivized recycling and circular economy. *Journal of Cleaner Production*, 423, Article 138738. <https://doi.org/10.1016/j.jclepro.2023.138738> [SDG 9,12]
- Pek, S. (2023). Reconceptualizing and Improving Member Participation in Large Cooperatives: Insights from Deliberative Democracy and Deliberative Mini-Publics. *M@n@gement*, 4, 68–82. <https://doi.org/10.37725/mgmt.2023.8478> [SDG 16]



Partner

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

Partnership Approaches for RME

Gustavson School of Business partners with external stakeholders to advance responsible management education through 2 different approaches:

External Community Dialogue

A Dialogue about PLACE

On April 11, 2024, Natalie Slawinski hosted a book launch for *Revitalizing Place through Social Enterprise*. She used this book launch as a mechanism to bring local business, municipal government and academics together to discuss challenges facing our community, and how the PLACE framework may help us work together to overcome them.

Community leaders around the world are challenging traditional top-down hierarchical structures with bottom-up approaches that draw on and enhance their local places: from natural resources and geographic strengths to cultural history and the feeling we call 'home'. Researchers present a new framework to examine the work of these leaders in the edited volume [Revitalizing Place through Social Enterprise](#), published in December.

Lead editor and coauthor Natalie Slawinski hosted a book launch for the new volume yesterday, inviting community leaders from business, government and civil society to come together and share their experiences. Slawinski is professor of sustainability and strategy at Gustavson and director of the Centre for Social and Sustainable Innovation.

Knowledge Translation and Dissemination

Knowledge Dissemination at the Gustavson School of Business

Faculty at the Gustavson School of Business who practice RME in both their classrooms and their research work to disseminate their knowledge into the greater community.

Often collaborating with The Conversation Canada, but not exclusively so, faculty write pieces for the public to disseminate knowledge from their research at the Gustavson School of Business. Below are some examples of recent pieces:

[How nature-based knowledge can restore local ecosystems and improve community well-being](#)

[How to strengthen community resilience in a world plagued by crises](#)

[Investing in employee ownership could help the Canadian government meet its sustainability goals](#)

[How climate assemblies can help Canada tackle the climate crisis](#)

[Business schools must step up on sustainable investing education](#)



Practice

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

RME Policy Implementation

Gustavson School of Business has implemented 7 policies to support its commitment to responsible management education:

Greenhouse gas emissions

UVic Climate and Sustainability Action Plan 2030

Strategies for carbon reduction are embedded throughout the UVic Climate and Sustainability Action Plan 2030

Scope

GHG, water, buildings, transportation, EDI

Enforcement Date

November, 2022

Number Of Pages

24

Publisher

UVic

Media

website

[Supporting Links](#)

Water

Policies on water

Strategy 10.4 of the Climate and Sustainability Action Plan 2030

Scope

Campus wide

Enforcement Date

November, 2022

Number Of Pages

1

Publisher

UVic website

Media

website

Water Policy

View document  Download document 

Buildings/real estate

Policies on building/real estate

Strategy 10.1 in the Climate and Sustainability Action Plan 2030

Scope

Campus wide

Enforcement Date

November, 2022

Number Of Pages

1

Publisher

UVic

Media

website

Building policy

View document  Download document 

Local staff/student/faculty transportation

Policies on local staff/student/faculty transportation

Strategy 10.3 in the UVic Climate and Sustainability Action Plan 2030

Scope

Campus wide

Enforcement Date

November, 2022

Number Of Pages

1

Publisher

UVic

Media

website

Local Travel policy

View document  Download document 

Employee equity, diversity, inclusion

Policies on employee (including faculty) equity, diversity, inclusion

UVic's Equity Statement and Action Plan

Scope

Campus wide - students, staff and faculty

Enforcement Date

March, 2018

Number Of Pages

1

Publisher

UVic

Media

website

[Supporting Links](#)

Student equity, diversity, inclusion

Policies on student equity, diversity, inclusion

See the EDI policy for employees above.

Scope

Campus wide - students, faculty and staff

Enforcement Date

March, 2018

Number Of Pages

1

Publisher

UVic

Media

website

Travel**Policies on travel**

Strategy 11.1 in the UVic Climate and Sustainability Action Plan

Scope

Campus wide

Enforcement Date

November, 2022

Number Of Pages

1

Publisher

UVic

Media

website

Air Travel Policy

View document  Download document 

CSSI's Travel Guide

The CSSI Travel Guide - a guide used to help faculty and staff make responsible and informed decisions about their travel, with the aim to minimize environmental impact

Scope

Faculty and Staff at Gustavson

Enforcement Date

April, 2024

Number Of Pages

5

Publisher

UVic

Media

website

[Supporting Links](#)

Institutional Aspiration Targets

Gustavson School of Business has set aspiration targets in 1 different area:

- ❖ GHG Emission Targets



Share

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

Performance Disclosure and Transparency

Regarding transparency in RME performance disclosure, Gustavson School of Business operates with the following approach:

Full Transparency Disclosure

Website of disclosure of performance

Sustainability Reports

Author

Campus Planning and Sustainability Office at UVic

Published Date

May, 2024

Degree Of Recognition

Regional

Media Name

University of Victoria

Media Type

Website, Report

Duration

13

[Supporting Links](#)

Waste Audit

The University of Victoria waste audit

Author

Waste Management

Published Date

November, 2023

Degree Of Recognition

Local

Media Name

UVic

Media Type

Report

Duration

55

Waste to Resource Assessment Report 2022
- University of Victoria (004)

View document  Download document 

SIGNATORY

Gustavson School of Business



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Website

<http://www.uvic.ca/gustavson>