

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

Gustavson School of Business

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Getting Started	6
4. Purpose	19
5. Values	21
6. Teach	36
7. Research	48
8. Partner	63
9. Practice	77
10. Share	80

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 your organization, including key details and basic institutional data. These elements serve as a starting point for your SIP report, can be copied annually, and typically require minimal updates from year to year.

1. Mission

1.1 Gustavson School of Business Mission

Subjects

- Business Administration
- Accounting
- Corporate Social Responsibility (CSR)
- Entrepreneurship
- Ethical Leadership
- Finance
- Human Resources
- Responsible Management Education
- Responsible research
- Social Entrepreneurship
- Societal impact
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context

The world looks different from here

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.

Learn more about our impact and how we live our values in the [Dean's Report](#).

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

2. Vision

2.1 Gustavson School of Business Mission

Subjects

- Business Administration
- Accounting
- Corporate Social Responsibility (CSR)
- Entrepreneurship
- Ethical Leadership
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3. Strategy

3.1 Gustavson School of Business Mission

Subjects

- Business Administration
- Accounting
- Corporate Social Responsibility (CSR)
- Entrepreneurship
- Ethical Leadership
- Finance
- Human Resources
- Responsible Management Education
- Responsible research
- Social Entrepreneurship
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4. Strategy Alignment

4.1 Gustavson's alignment with the SDGs

Subjects

- Accounting
- Business Administration
- Corporate Social Responsibility (CSR)
- Entrepreneurship
- Environmental Economics
- Ethical Leadership
- Finance
- Responsible Management Education
- Social Entrepreneurship
- Societal impact
- Responsible research
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context

As a business school committed to global responsibility and impact, the Gustavson School of Business at the University of Victoria has embedded sustainability, regeneration, and inclusion into the core of our strategic vision and operational priorities. Our work aligns strongly with the UN Sustainable Development Goals (SDGs), particularly in advancing quality education (SDG 4), climate action (SDG 13), and partnerships for the goals (SDG 17), while also contributing to the broader common good through our research, teaching, and community engagement.

1. Strategy and Values

Our faculty's aspiration—to have a transformational impact—drives our strategic direction and guides our decision-making. This is operationalized through four strategic pillars:

- **Integrative:** Fostering systems thinking and interdisciplinary collaboration
- **Innovative:** Embracing new ideas and entrepreneurial problem-solving
- **Inclusive:** Cultivating equity, belonging, and global perspectives
- **Regenerative:** Moving beyond sustainability to create net-positive social and ecological outcomes

These pillars collectively support our commitment to delivering high-quality business education that is responsive to 21st-century global challenges. They also align closely with several SDGs, including SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 9 (Industry, Innovation and Infrastructure), SDG 10 (Reduced Inequalities), SDG 12 (Responsible Consumption and Production), and SDG 13 (Climate Action).

2. Embedding Regeneration and Sustainability in Education and Research

Through our **Centre for Regenerative Futures (CRF)**, we provide a dedicated platform to advance regenerative thinking and practice in business education. The CRF supports faculty and students in engaging with complex sustainability challenges through research, curriculum development, and community-based initiatives.

Examples of our contributions to quality education (SDG 4) and regenerative business include:

- Integration of sustainability and SDG content across core undergraduate and graduate courses
- Support for faculty developing regeneration-focused case studies and experiential learning opportunities
- Student participation in interdisciplinary, applied research projects with real-world impact

We are also a signatory to the **UN Principles for Responsible Management Education (PRME)** and regularly report on our progress in aligning teaching, research, and partnerships with the SDGs.

3. Experiential Learning and Community Engagement

Gustavson actively contributes to the University of Victoria's broader sustainability leadership through cross-campus collaboration and the use of the university as a **living lab**. Students engage directly with sustainability initiatives such as:

- Auditing sustainable procurement practices (SDG 12)
- Participating in ecological restoration and invasive species removal projects (SDG 15)
- Mapping urban equity and climate resilience in local communities (SDGs 11 & 13)

These initiatives provide students with hands-on, applied learning experiences that reinforce systems thinking, community collaboration, and ethical leadership—core elements of quality education and the common good.

4. Global Recognition and Institutional Impact

Gustavson's contributions are part of UVic's broader institutional performance, which is globally recognized in the **Times Higher Education Impact Rankings**. In 2025, UVic ranked:

- #14 globally out of 2,318 institutions
- #1 in Canada for SDG 13 (Climate Action)
- #2 globally for SDG 11 (Sustainable Cities and Communities) and SDG 14 (Life Below Water)

These achievements reflect a university-wide culture of sustainability and innovation, in which Gustavson plays a central and strategic role.

Conclusion

Gustavson's strategy, values, and mission are closely aligned with the Sustainable Development Goals, and our ongoing efforts contribute meaningfully to the common good and high-quality, future-ready business education. Through regenerative leadership development, applied research, and deep community engagement, we are equipping students to become responsible global citizens and change-makers in an increasingly complex world.

5. Institutional History

5.1 History of RME at Gustavson

Subjects

- Accounting
- Business Administration
- Corporate Social Responsibility (CSR)
- Entrepreneurship
- Environmental Economics
- Ethical Leadership
- Finance
- Responsible Management Education
- Responsible research
- Reputation
- Social Entrepreneurship
- Societal impact
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context

Milestones Toward RME Adoption

Early foundations in ethics, equity & sustainability

- **1990s–early 2000s:** The school emphasized entrepreneurship, internationalization, and ethics—laying groundwork for later RME. Pioneering faculty such as Dr. Ali Dastmalchian and Dr. Ignace Ng anchored values-based research and teaching.

[UNPRME+5Wikipedia+5UVic.ca+5](#)

A Center for Social and Sustainable Innovation (CSSI)

- **circa 2010s:** Gustavson established the CSSI to integrate ethics, social justice, and sustainable innovation throughout curriculum and outreach—acting as the school’s sustainability conscience. [UVic.ca+4UVic.ca+4UVic.ca+4](#)

PRME Signatory Commitment

- **15 January 2009:** Gustavson formally became a **Communicating Signatory to PRME**, embedding the UN Principles for Responsible Management Education into institutional accountability. [UVic.ca+13UNPRME+13UVic.ca+13](#)
- Since then, CSSI’s annual “Year in Review” reports have charted progress in curriculum integration, stakeholder engagement, and research impact. [UNPRME](#)

Evolving Toward Regeneration

- **2021–2025:** The **Centre for Social and Sustainable Innovation** reoriented toward regenerative leadership. In **May 2025**, it officially relaunched as the **Centre for Regenerative Futures (CRF)** under the stewardship of **Natalie Slawinski** (Director) and **Simon Pek** (Associate Director). [UVic.ca+2UVic.ca+2](#)

Key Individuals & Roles

- **Ali Dastmalchian & Ignace Ng:** Instrumental early faculty champions embedding ethical thought and social innovation into research and pedagogy. [Wikipedia](#)
- **Natalie Slawinski & Simon Pek:** Guided the strategic shift from sustainability to regeneration at the Centre, raising RME expectations for the school’s future. [UVic.ca](#)
- **Christian Van Buskirk:** Through engagement with PRME’s i5 framework, led curriculum transformation. Now instructs the mandatory core course "**Business and Sustainability**," deeply embedding RME into undergraduate education. [UNPRME+1](#)

Timeline Overview

Year	
1990	Launch of UVic School of Commerce with BCom and MBA programs
1995	Faculty status conferred; Roger Wolff becomes first Dean
2007	EQUIS accreditation earned; reaffirming quality and global standing
2009	Gustavson becomes PRME signatory institution
2010	Renamed Peter B. Gustavson School following major philanthropic donation
2010	AACSB accreditation achieved
2010s	CSSI established to integrate ethics, social justice, and sustainability
2021–2025	Strategic shift culminating in rebranding CSSI to CRF under vision of regeneration
2023–5	New core sustainability curriculum led by Christian Van Buskirk

6. Graduates

3300

7. Degrees Offered

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

8. Faculty & Staff at the University

6000

9. Faculty & Staff at the Institution

118

10. Student Enrollment at the University

22000

11. Total Student Enrollment at the Institution

1392

12. Undergraduate Student Enrollment at the Institution

1212

13. Graduate Student Enrollment at the Institution

166

14. Doctoral Student Enrollment at the Institution

14

15. Certificate, Professional Development, Continuing Education Student Enrollment at the Institution

0



Purpose

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

16. Letter of Commitment

16.1 Letter from the Acting Dean

Upload or select a document

Letter from the Acting Dean

View document  Download document 

17. Define Purpose

Gustavson integrates responsible management into its core mission, aiming to develop leaders who contribute to sustainable and regenerative economies. The school frames purpose around embedding the SDGs and systemic thinking into the MBA in Sustainable Innovation, guiding students to create business impact aligned with societal and environmental well-being.

18. Institutional Engagement

51% - 75%



Values

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



19. RME Lead

- Disciplinary efforts within business school
- Individual leader

20. Define Values

The school emphasizes values-driven leadership, fostering ethical decision-making, integrity, and inclusivity. Students are encouraged to align personal and professional values with business strategies, particularly in areas like regenerative business models, fair compensation systems, and sustainability-driven entrepreneurship.

21. Student Voices

21.1 Connecting people, empowering communities: A BCom student's leadership journey

Subjects

- Sustainable Development
- Responsible Management Education
- Human Resources

Provide supporting context



At just 18, Sophia Vaillant has already saved her local hospital thousands of dollars and been honoured with a national medal for community leadership. This BCom student has a passion for bringing people together to collaborate on impactful projects.

By Jon Chabun

Sophia Vaillant entered her second year in the BCom program this fall with multiple honours for her impact in the community. The Comox native was 1 of 20 students in Canada to receive the TD Scholarship for Community Leadership and in September 2024 she was awarded the King Charles III Coronation Medal for her contribution to her community.

Her passion for bringing people together started early. In high school, Vaillant helped create a 3D printed hospital training tool called the CRIC that saved the hospital in the Comox Valley \$12,000. She founded Zenius Labs: a science, technology, engineering and mathematics (STEM) club for girls and gender-diverse students.

Her drive to find creative solutions to community challenges, coupled with her leadership skills, led her to Gustavson.



Loving life at UVic

"I fell in love with the structure of the BCom program because it gives you that flexibility in the first 2 years," says Vaillant of why Gustavson was a fit. "And then as you move into (BCom) core, you're really working with a solid network of people that you can build your connections with."

She says that she is loving UVic right now. "I really appreciate how much I feel like a person here. I would go to the Zoom recruitment sessions and I'd have my camera on. And after the second one, the people started to recognize me – and I mean, I have pink hair, I'm recognizable. I'd send an email with a question and two hours later, I'd have a response. I felt seen and supported." Vaillant also appreciates the diversity of the faculty, noting many of her professors are women.

Empowered by the flexibility of the BCom program, Vaillant has taken classes across disciplines including gender studies, theatre for community building and community engaged learning. She says this pre-core experience has further strengthened her facilitation skills, building on her previous work facilitating workshops in the community.

Making connections has been a highlight of Vaillant's time at UVic, where she has loved meeting new people from across campus.

"I have a ton of friends that I've met here. Being in dorms last year made it so, so easy to make friends." She also credits her participation with the Gender Empowerment Center and AIR (Advocacy for Inclusive Recreation) Climbing for her "super awesome community".

Finding her path

Vaillant has a diverse set of interests and skills: from sewing to community theatre to STEM-focused robotics to 3D printing! So, how did she end up in business school?

"The common thread really was connecting different people with different strengths together to work on one project that everyone is passionate about," says Vaillant. For her, business was the next logical step to build the resources and skills to do just that. Her mom, a business graduate, exposed her to all "the different things that you can do with a business degree."

Giving back to the community

Even while at university, Vaillant has continued to give back to her community in Comox.

A big Taylor Swift fan, Vaillant scored 4 tickets to a concert in Vancouver in December. She and her mom decided to donate 2 of their tickets to the Lake Trail Community Education Society. They hope to raise \$20,000 to benefit the society through a ticket raffle.

"I know how important having extracurriculars and community around you can be, and I want to help support that moving forward," she says.

A learning mindset

Vaillant's next steps might seem unexpected.

"I don't have a plan but that's on purpose," she says. "My only real goal at this stage in my life is to learn everything I can from everyone I can. Ask questions, take opportunities as they come to me and to just keep meeting interesting people."

Last year, she really connected with "the energy and mindset" of Taylor McCarten, MBA '19, during a panel presentation. "After class, I was chatting with him and I connected with him on LinkedIn afterwards. I ended up taking him for coffee, just so I could talk with him more."

Vaillant admits to dealing with anxiety when talking to people but uses every opportunity to seek advice. "Reach out because the worst thing anyone can do is say no."

Though Vaillant may not have a defined destination, her mindset—focused on making meaningful connections and embracing opportunities—shows she is poised to grow as a community leader.

Original article: <https://www.uvic.ca/gustavson/stories/bcom/connecting-people-empowering-communities.php>

21.2 How mentorship and co-op launched Alexa Tremblay on a career in management consulting

Subjects

- Responsible Management Education
- Corporate Social Responsibility (CSR)

Provide supporting context



By Ivan Watson, Connections Manager

When Alexa Tremblay (BCom '24) sat down for her first mentorship meeting over coffee as a second-year UVic business student, she expected to get some friendly advice on how to achieve her professional goals as she then envisioned them. Instead, she began a journey on a career path that evolved into a new, exciting—and ultimately unexpected—direction.

“Both my mother and grandfather have commerce degrees and worked in Human Resources. They were very influential in my decision to study business,” she recalls. “Plus, having grown up on Vancouver Island, I got to know about UVic from university fairs and was really drawn to its strong sense of community. I thought that would be a perfect fit for me, and it was.”

At UVic, she found a wide range of exciting experiential learning opportunities, locally, nationally, and even internationally, that combined to perfectly complement her classroom learning.

Discovering new opportunities through exchange and mentorship

“One of the highlights of my time at UVic was joining the Commerce Students’ Society. It opened the door to attending business student conferences across the country,” she says. “From a learning perspective, it was inspiring to see what other student associations were doing and what ideas we could bring back to improve the student experience at Gustavson. I got to meet some incredible people along the way. I also spent a term on exchange at Copenhagen Business School, which was the most incredible four months. The program here is really designed to help you take advantage of those kinds of real-world opportunities.”

That first mentorship meeting through Gustavson’s mentorship program—which matches both undergraduate and graduate students with an established business professional— was a turning point. She matched with Ashka Wirk, Principal of Wirk Consulting. The experience opened her eyes to the exciting possibility of a career in management consulting for the first time.

“I would not be where I am today if it weren’t for the mentorship program,” she says. “I was paired with Ashka, and we connected right away. She had just launched Wirk Consulting, and her guidance really helped shape my career path.”



Alexa Tremblay (second from right) with the executive team from the Commerce Students' Society

Experimenting with career possibilities through co-op work placements

Building on that mentorship connection, Alexa’s three co-ops gave her the hands-on experience to refine her new direction.

“I think the integration of co-ops in the Gustavson program is so amazing,” she says. “My first co-op was in marketing, and while it was a great experience, it helped me realize that it wasn’t the right long-term fit for me. That insight was incredibly valuable – it allowed me to explore and reflect without the pressure of a full-time commitment. It ultimately helped me focus into an area that turned out to be right for me.”

Her second co-op was with Wirk Consulting, after having made a strong connection through the mentorship program.

"It's really amazing how the mentorship program connected everything so nicely for me," she says. "Mentorship led to a co-op, and then to being hired as Wirk Consulting's first full-time employee, which is now my career in management consulting!"

New paths, new rewards

In 2024, Tremblay was recognized with the Canadian Association of Management Consultant's B.C. (CMC-BC) Student of the Year Award.

"It was an honour to be recognized among a community of inspiring professionals," she says. "I'm very grateful for the support of the CMC-BC community and the opportunity to learn and be mentored by such a talented community."

Looking ahead she is working towards her Certified Management Consultant designation with many possibilities for future career successes. Her many accomplishments academically and professionally connect in so many ways to her fortuitous choice to join to join the Gustavson mentorship program during her second year.

Her advice to prospective students?

"I loved my time at UVic, and I don't know if there is another business school that integrates in-class learning, co-ops, mentorship, and international exchange the way Gustavson does," she says. "Your education is not about checking boxes, it is about creating actual relationships with real people who have your best interests in mind. There are so many exciting ways you can get involved at Gustavson and I really recommend people to go for it because the more you do, the more it helps you grow personally and professionally and launch a career in an area that makes sense for you."

22. Celebrating Values

22.1 Celebrating Values

Subjects

- Business Law
- Corporate Social Responsibility (CSR)
- Entrepreneurship
- Finance

- Human Resources
- Reputation
- Responsible Management Education
- Responsible research
- Social Entrepreneurship
- Societal impact
- Sustainable Development
- Sustainable Supply Chain Management
- Business Administration
- Accounting
- Environmental Economics

Provide supporting context

At the Gustavson School of Business, we celebrate our values by embedding them in the daily life of our community and through intentional moments of recognition and reflection. Our commitments to **ethics, sustainability, Indigenous knowledge, and cultural diversity** are expressed not only in the curriculum but also in the ways we gather, learn, and acknowledge one another.

- **Indigenous and Traditional Knowledge:** We begin major events, classes, and ceremonies with territorial acknowledgements that honour the Lekwungen peoples and the Songhees, Esquimalt, and WSÁNEĆ peoples whose lands we learn upon. We integrate Indigenous speakers, elders, and knowledge-keepers into our programs to ensure students experience learning rooted in reciprocity, respect, and relational accountability.
- **Sustainability and Ethics:** Sustainability is celebrated through school-wide initiatives such as Carbon Neutral events, Earth Week activities, and the recognition of student and faculty research that advances the UN SDGs. Annual faculty awards also highlight leadership in responsible management and values-based teaching.
- **Cultural Heritage and Diversity:** Our international student community is celebrated through intercultural events, storytelling, and food-sharing activities. Programs such as the International Business program emphasize learning across cultures and highlight the importance of global citizenship.
- **Community and Reflection:** We host ceremonies, retreats, and dialogues that allow faculty, staff, and students to reflect on personal and collective values, aligning them with our institutional mission of reimagining business education to serve both people and the planet.

In these ways, Gustavson actively celebrates its values—not as abstract principles, but as lived practices that shape our identity and impact.

23. Values Voices

23.1 Mission Impossible: Gustavson's global sustainability showdown

Subjects

- Accounting
- Business Administration
- Corporate Social Responsibility (CSR)
- Eco-design
- Entrepreneurship
- Environmental Economics
- Environmental Studies
- Ethical Leadership
- Finance
- Hotel & Restaurant Management
- Human Resources
- Renewable Energy Management
- Reputation
- Responsible Management Education
- Social Entrepreneurship
- Societal impact
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context

In just one day, students from around the globe join forces to tackle real-world sustainability challenges. BCom student Tereza Jarosova reveals how this high-energy event reshaped her views on teamwork and global impact.

What happens when you bring together students from around the world, set a ticking clock, and challenge them to solve one of the world's most pressing issues? At the Gustavson School of Business, that's just another day—specifically, the day of Mission Impossible. This high-energy event kicks off the core year for third-year Bachelor of Commerce (BCom) students with a focus on global sustainability. The key to success? Teamwork, cultural understanding, and shared perspectives. But here's the real twist: it's not about who leads; it's about discovering what unites us.

Mission Impossible—officially called *MIISsion Impossible* to highlight Gustavson’s focus on International, Integrative, Innovative and Socially Responsible/Sustainable values—has been a rite of passage for BCom students since Professor Monika Winn first created it over a decade ago. Over 300 students take part in this challenge joined by judges from campus and local businesses.

One student’s perspective

For Tereza Jarosova, an international student from Denmark, Mission Impossible was more than just an academic exercise. “Each of us brought a unique story—a story no one else could tell—and that’s what united my group as a team,” she recalls. Her team’s challenge? To tackle seasonal depression in Denmark, developing an AI Pocket Psychological Assistant to support individuals during the darker months. But the solution didn’t come from one person—it grew from the diverse perspectives and shared commitment of her teammates.

At the start of the day, students meet their teammates and are briefed on the project for the first time at 8:30 am. By 1 pm, they are expected to have identified a sustainability issue, built a business plan to address it and practiced pitching it as a group. For Jarosova, the quick pace was both intense and exhilarating, but she soon realized the project was only part of the experience. “It wasn’t just about the project—it was about being vulnerable and open with one another,” she explains. “Our teamwork went beyond just dividing tasks—it was about getting to know each other on a deeper level.”

This connection, she believes, is what allowed her team to succeed. Rather than focusing solely on the hours of preparation, they shared ideas, personal experiences and, ultimately, a collective vision for their solution. “This focus on connection helped us create something we were all incredibly proud of,” she says, highlighting how their shared values enabled them to deliver an innovative and meaningful project.

New this year, the pitches were open for all participants to watch, adding another layer of learning. “Watching others was just as much of a learning experience as doing our own pitch,” says Jarosova. “It was really inspiring to see how small tweaks in presentation style or problem-solving could make such a big difference.”

Mission Impossible continues to break down cultural barriers, challenge students to think globally, and foster a sense of unity among participants. And for students like Jarosova, it offers an experience that goes far beyond the final presentation—one that builds lasting connections and sparks new ways of thinking about sustainability and teamwork.

23.2 A New Name and a New Purpose as the Centre for Social and Sustainable Innovation Becomes the Centre for Regenerative Futures

Subjects

- Responsible research
- Societal impact
- Sustainable Development
- Responsible Management Education
- Reputation
- Ethical Leadership
- Environmental Economics
- Corporate Social Responsibility (CSR)

Provide supporting context



CRF leaders Natalie Slawinski and Simon Pek talk about what drove the Centre's pivotal rebrand, how sustainability falls short in today's climate crisis, and what it really takes for business to become regenerative and help heal the world.

For more than a decade, the Centre for Social and Sustainable Innovation (CSSI) has been the quiet conscience of the Gustavson School of Business. It has been a steady, values-driven presence, quietly integrating sustainability into everything from the curriculum to carbon tracking.

In May of 2025, the CSSI relaunched as the [Centre for Regenerative Futures \(CRF\)](#). However, this isn't just a new name. This bold new direction responds to both today's climate realities and tomorrow's possibilities, raising the bar for what's actually achievable.

We sat down with CRF Director Natalie Slawinski and Associate Director Simon Pek to learn more about the vision behind the transformation, why regeneration needs to become the foundation of business education and research, and how, together, we can shape a more hopeful and resilient world.

Q: Let's start with the new name! Why did the Centre for Social and Sustainable Innovation (CSSI) become the Centre for Regenerative Futures (CRF)?

Natalie Slawinski: It's been a journey, about four years in the making. It began when we held a meeting with what were then called our "fellows" who are now called "affiliates" and "leads." These are faculty members who support the Centre's work. Sustainability was starting to feel diluted and lose its meaning. I had just moved from Newfoundland to Vancouver Island in 2021 and that date sticks with me because it was the summer of extreme wildfires. That same year, we experienced atmospheric rivers, a term we'd never heard before. It was a wake-up call that climate change was no longer some future threat; it was already here, with real consequences. So, against that backdrop, we began asking: How can we raise our level of ambition? What more can we do in response to this crisis?

Q: Why did the Centre shift its focus from sustainability to regeneration, and why is this shift so important?

Natalie Slawinski: The word regeneration isn't just a buzzword. It felt like a call to action and a path forward. It helped us reframe our work; not to sustain socio-economic systems that do not nurture people and planet, but to actively renew and restore those systems so that we can create healthier relationships. Gustavson has long been a thought leader in sustainability. This shift was a chance to continue to be thought-leaders by moving into a space few business schools have explored. We want to be role models—not only for other institutions but also for our own students and community—showing what regeneration looks like in practice.

Simon Pek: I joined the Centre as associate director about a year ago but had been involved earlier as a fellow under the CSSI. By the time I stepped into this new role, Natalie and others had already pushed regeneration to the forefront. Around that time, we were revisiting our Centre strategy, and the school was going through a broader strategic planning process, too. That timing gave us the chance to reflect on how we could best help catalyze the type of change we wanted to see. We had lots of conversations with affiliates, leads, our advisory board, the Dean, and informal chats around the office. We discussed priorities and

brainstormed names. Eventually, we landed on Centre for Regenerative Futures. It felt right as it aligned with our values and aspirations. The new name and strategy officially went live in May 2025.

How has the Centre's focus evolved with the name change?

Natalie Slawinski: Our Centre is a bit unique. We don't just focus on research; we're also deeply involved in sharing our research through teaching and, increasingly, through community engagement. With the renaming, one key shift is that we've become more externally focused. Previously, most of our work was within the Gustavson School of Business, but now we're reaching out to the broader community and other business schools. We want to show what regenerative business research and education can look like, and we believe we have something meaningful to share. That shift was only possible because we had already built our internal capabilities and knowledge. We've done the work and now feel ready to take a leadership role and share what we've learned.

How do you define regeneration, and what's the long-term vision for the CRF?

Natalie Slawinski: The way The Regenesys Institute for Regenerative Practice defines regeneration really resonates with me. They describe it as cultivating the conditions for life, human and more-than-human, to thrive. That calls for a deep understanding of how living systems work and how to engage with them to create lasting, transformative change. It's a crucial mindset shift. Business schools have often treated the environment as just an input to a system focused on shareholder profit. That thinking has contributed to the crises we face today. Our vision is to bring people and nature back to the heart of business education. Without healthy ecosystems and communities, businesses can't truly thrive and contribute back to those systems in a virtuous cycle.

How are you putting regeneration into practice?

Natalie Slawinski: It's not about grand gestures, but the small things in our research and teaching that help us understand regeneration better. We have to do deep, systemic work to understand how living systems function. What I see in our fellows, affiliates, and leads is that they're engaging deeply with this work, as it's not something you can fast-track. It's a lifelong journey starting with small steps we take together, supporting each other to understand living systems and applying those insights in our research and teaching.

Simon Pek: We want to support leading-edge research on regenerative business practices, like which companies contribute most to regeneration, and how these ideas can shape fields like accounting, HR, and stakeholder engagement. We'd also love to catalyze communities of

practice—bringing together students, academics, practitioners and policymakers who are committed to making regeneration real in business and policy. One exciting step is our upcoming dialogue on June 13, *“Reimagining Business Education for a Regenerative Future.”* We’re bringing together diverse groups to explore what skills graduates need in order to lead regeneration. This is the start of ongoing conversations to help business schools rethink curriculum, build community, and position our Centre as a convener of these critical discussions.

What kind of future is the CRF working to create?

Natalie Slawinski: Our overarching goal is to break down silos. Regeneration requires us to work across sectors, across disciplines, and even across ideological divides and polarization. That’s where real change happens. It’s not just about building theory; we’re focused on changing mindsets and spurring action. Whether it’s students, faculty, business leaders or community members, we need people to actively engage.

Simon Pek: Looking ahead five years, I’d hope we’ve helped redefine what business schools teach and how they teach it, so that regeneration becomes deeply embedded in business education. I also hope that, five years from now, regeneration will be the new normal, with businesses of all types seamlessly collaborating together and with other organizations to revitalize and strengthen all of the living systems we are embedded within.



Teach

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



24. Define Teach

Gustavson applies innovative pedagogies—such as deliberative pedagogy—to teach responsible management. Students engage in collaborative, experiential, and reflective learning that connects theory to practice, enabling them to analyze complex sustainability challenges, such as inequalities in compensation or the trade-offs in regenerative business strategies.

25. Educator Recognition

- Faculty promotion and tenure consideration
- Institutional recognition events
- Pedagogical innovation grants
- Professional development opportunities

26. Teaching Voices

26.1 Teaching Marketing with Purpose: Engaging Students in Ethical and Sustainable Practices

Subjects

- Responsible Management Education
- Sustainable Development
- Societal impact
- Social Entrepreneurship
- Corporate Social Responsibility (CSR)

Provide supporting context

In each of my marketing courses, I have students conduct some kind of project that illuminates the importance of ethical/responsible use of marketing tools and initiatives. For example, I have students closely analyze a social media influencer to identify ethical, transparent uses of content curation to engage with their followers (and make money doing it). Conversely, students look for examples and signs of influencers who do not follow ethical practices, particularly for vulnerable audiences (younger demographics and some marginalized populations). This assignment is supported by research that studied social media architecture, confirming the ability to satisfy human needs through these media outlets. Students, having analyzed data (the social media content) along with studying the research, are then asked to

reflect on what they have discovered and how this helps them think differently about the use of social media as a business leader. The intent is to leave a lens of responsible management in their minds as they use digital marketing tools in their careers.

Another example is a field trip I take students to the University Community Garden, a student-led and funded food garden. The Indigenous garden coordinator shares knowledge about food security and related SDGs through a territorial acknowledgement that relates to the traditional land of the WSANEC people. She explains how this university land was once a fertile ground for Indigenous traditional foods. This then teaches the students about our history in a tangible way and, as she guides the students through the garden, shows the progress students have made in working as a community to provide food for the university food bank and drive social impact through garden events. Several events drive inclusivity such as the "Let's get Gay in the Garden". Students then are tasked with developing marketing campaigns to help the Garden with meeting particular goals such as volunteer recruitment etc... Two weeks later, the leadership team from the Garden visits us in the classroom and our student teams present their ideas.

Another project I am using to help drive responsible management and sustainable development is around students creating a mock Not-for-Profit (NFP) that seeks to help solve the plastic pollution problem. Students must research what is already being done at the local, national, and global level to identify gaps. Then they build a NFP that seeks to do something the others have not yet done yet may complement what is already being done (encourages collaborations). Students must use branding elements and typical marketing concepts to help reach out to groups for funding, volunteering, using social media to attract and educate stakeholders on the new NFP's existence and purpose. Teams deliver this project in two parts: a written report and a digital asset. The digital asset demonstrates they can produce an influential, compelling digital version of their idea so that they could attract funders, partners, volunteers to join the effort of their newly formed NFP. Students must incorporate a majority of the SDGs into this project.

26.2 Deliberating Fairness: Engaging Students in Redesigning Compensation Systems

Subjects

- Sustainable Development
- Responsible Management Education
- Corporate Social Responsibility (CSR)
- Business Administration

Provide supporting context

I have been experimenting with a pedagogy called 'deliberative pedagogy' to enable students to investigate the wide-ranging impacts of compensation systems designed to address the issues of inequality in unequal levels of compensation, but with significant drawbacks. Students engaged in small-group deliberations to make sense of the case and then propose a new and improved compensation system aimed at addressing the drawbacks they identified.

26.3 COM 400 Strategic Management: Curricular Innovation Supporting PRME Implementation

Subjects

- Responsible Management Education

Provide supporting context

Executive Summary

COM 400 Strategic Management includes intentional curricular innovations designed better to align course objectives with the PRME Seven Principles. Using carefully integrated theoretical frameworks, evidence-based teaching methods, and experiential learning opportunities, the course design creates learning environments that help students develop skills necessary for responsible management practice. These innovations—including the integration of regenerative and net positive business frameworks, collaborative team-based learning structures, and sustainability-focused simulation experiences—prepare students to handle the complex challenges of modern strategic leadership while making meaningful contributions to societal and environmental goals.

PRME Principle 1: PURPOSE - Supporting Responsible Management Education Development

COM 400's purpose statement closely aligns with PRME's mission by emphasizing the development of strategic leaders who consider broader societal impacts. The course aims to "cultivate a new generation of strategic leaders who are mindful and ready to reevaluate the role of their organizations in the global economy and society," which supports PRME's goal of advancing responsible management education.

Theoretical Foundation Supporting Purpose Alignment

The course incorporates academic literature tracing the evolution of strategic thinking, helping students understand how business purpose has changed over time. Students engage with readings including Chladek's (2019) analysis of sustainability in business strategy, Miller's (2020) exploration of the triple bottom line, and Gasca's (2019) documentation of how corporations have redefined business purpose. This theoretical grounding provides students with both historical context and modern frameworks for understanding responsible management.

Integration of Advanced Sustainability Frameworks

The curriculum extends beyond traditional corporate social responsibility by including Hahn and Tampe's (2021) regenerative business framework and Winston's (2021) net positive approach. Students discover how conventional CSR methods often view society and business as competing priorities. Through the Capstone 2.0 simulation with sustainability modules, students see how regenerative strategies can potentially align business success with the health of social-ecological systems.

Preparation for Technology-Enhanced Responsible Leadership

The course examines emerging research on the role of artificial intelligence in strategy development, including D'Amico et al.'s (2025) work on how AI is transforming strategic planning. Students analyze how technology can enhance strategic analysis while emphasizing the importance of human skills for values-based decision-making. This approach helps prepare students for future leadership roles where AI supports rather than replaces responsible judgment.

PRME Principle 2: VALUES - Integrating Responsibility Through Course Structure

The course shows dedication to responsible management by systematically incorporating equity, diversity, inclusion, and sustainability principles throughout its elements, fostering learning environments that promote the development of values-based leadership skills.

Assessment Structure Supporting Collaborative Values

The grading structure reflects responsible management values by emphasizing collective success. The "Leading Team Efforts" assessment (15% of the total grade) evaluates students' contributions to "ensuring the most effective internal dynamics possible for their teams," reinforcing that individual achievement relies on collaborative effectiveness. Peer evaluation surveys conducted twice during the semester require students to both give and receive feedback on team collaboration, helping develop skills essential for multi-stakeholder engagement in sustainability contexts.

Learning Environment Supporting Inclusive Leadership

The course's equity, diversity, and inclusion statement fosters conditions that promote responsible leadership development. By explicitly valuing "different perspectives" and committing to "respect diversity in terms of gender and sexual orientation, abilities, age, socioeconomic status, ethnicity, race, and culture," the course offers practice in inclusive approaches essential for responsible management.

Policies Supporting Ethical Practice

Academic integrity policies require students to "indicate how AI tools influenced their process and the final product" and verify AI-generated information with additional sources. This transparency requirement helps develop ethical decision-making skills while preparing students for AI-enhanced strategic work environments.

PRME Principle 3: METHOD - Evidence-Based Pedagogical Innovation

COM 400 employs research-supported teaching methods that improve learning outcomes in responsible management education. The course emphasizes active learning over passive listening, teamwork-based problem-solving instead of individual competition, and hands-on decision-making rather than purely theoretical analysis.

Research-Supported Learning Methods

Research shows that COM 400's active learning methods enhance educational results. Business simulations demonstrate large effect sizes ($g = 0.85$) compared to traditional case-based approaches (Chernikova et al., 2020), while students show 14-20% performance improvement in strategic management contexts. The flipped classroom design achieves knowledge retention rates of 93.5% compared to 79% in traditional lecture formats (Freeman et al., 2014), and peer assessment yields medium positive effects ($g = 0.31$) on academic performance (Li et al., 2020).

Experiential Learning Supporting Complex Thinking

The Capstone 2.0 simulation creates learning environments that research indicates support the development of strategic thinking. Students advance through increasing levels of complexity—from individual practice to team collaboration to competitive pressure—while balancing trade-offs between financial success and environmental or social responsibility. This experiential approach helps develop the complex thinking skills needed for responsible leadership today.

Technology Integration Supporting Collaborative Learning

Using Sli.do, the course's real-time engagement and ITP Metrics for peer assessment demonstrate how it integrates educational technology to support collaborative learning. These tools create opportunities for multi-stakeholder engagement patterns that sustainability leadership requires while helping students become comfortable with technology-enabled collaboration.

PRME Principle 4: RESEARCH - Developing Analytical Capabilities for Responsible Practice

The course's research components help students develop analytical skills necessary to understand complex organizational challenges and produce insights that can guide responsible management practices.

Contemporary Framework Integration

Students explore current research, including Hahn and Tampe's (2021) regenerative business strategies, Winston's (2021) net positive framework, and Van den Broeck's (2017) Flourishing Business Canvas. This exposure to various complementary frameworks helps develop the analytical skills often needed in responsible management, as students learn to apply different theoretical perspectives to complex sustainability challenges.

Simulation-Based Research Practice

The simulation reflection assignment (10% of the grade) requires students to go beyond simple description and engage in analytical reflection, connecting their strategic decisions to course frameworks and deriving insights for future management practice. This assignment helps develop the research-to-practice translation skills essential for responsible management roles.

Applied Research Through Real Organization Engagement

The Service Management Consulting Project connects academic research with organizational challenges by requiring students to conduct research and develop strategic recommendations for real organizations. This process enhances applied research skills and demonstrates how academic frameworks can support responsible management practices in actual business settings.

PRME Principle 5: PARTNERSHIP - Supporting Multi-Stakeholder Collaboration Skills

COM 400's design provides opportunities for partnership and collaboration that help students develop the skills necessary for multi-stakeholder engagement, which is often required in responsible management. This collaborative approach aligns with Brugmann and Prahalad's (2007) concept of co-creating a business's social compact through partnerships that address societal challenges.

Cross-Functional Team Structure Supporting Perspective Integration

The simulation requires students to manage different functional areas (R&D, Production, HR, Marketing, Finance) while maintaining strategic coherence. This setup encourages students to consider various functional perspectives in strategic decision-making, supporting the development of stakeholder integration skills needed for responsible management situations.

Partnership Development Through Structured Feedback

The peer evaluation system, conducted twice during the semester and followed by individual reflections, provides formal opportunities for developing partnership skills. Students practice both giving constructive feedback and incorporating input from collaborators—abilities that support effective participation in multi-stakeholder sustainability initiatives.

Academic Partnership Integration

The integration with Service Management specialization courses (SMGT 415, 416, 417) creates opportunities for cross-disciplinary collaboration, requiring students to apply strategic management principles in specific settings while working with peers from diverse academic backgrounds. This arrangement fosters the development of interdisciplinary collaboration skills that are often essential for addressing complex sustainability challenges.

PRME Principle 6: DIALOGUE - Creating Opportunities for Responsible Management Discussion

The course provides structured opportunities for dialogue about responsible management experiences, challenges, and insights, fostering collective learning that can improve responsible management practice.

Reflective Dialogue Through Structured Analysis

The simulation reflection process encourages students to examine "both successes and challenges," fostering authentic dialogue about the complexities of applying responsible management principles under competitive pressure. Students assess both successful decisions and setbacks, developing the self-awareness essential for responsible leadership situations.

Framework Analysis Supporting Theoretical Dialogue

The course's integration of multiple theoretical perspectives—including Winston's (2021) net positive approach and Hahn and Tampe's (2021) regenerative framework—provides students with opportunities to engage in analytical dialogue about different methods of responsible management. Through comparative analysis exercises, students improve their ability to synthesize insights from various frameworks.

Professional Practice Dialogue

In-class presentations of Service Management Consulting Project findings offer teams a chance to share strategic recommendations and lessons learned with the learning community. This encourages collective learning about applying responsible management in different organizational settings.

PRME Principle 7: ORGANIZATIONAL PRACTICE - Institutional Support for Responsible Management

COM 400 shows the school's commitment to responsible management by including it in the Gustavson School curriculum and using evidence-based teaching methods.

Strategic Curriculum Positioning

As the capstone strategic management course, COM 400 ensures that responsible management principles receive focused attention at a crucial point in students' business education. The course aims to help students "broaden your perspective to consider all the business functions interacting simultaneously" with sustainability considerations integrated throughout rather than treated as separate topics.

Evidence-Based Pedagogical Practice

The course incorporates educational research findings into its pedagogical design. Instructional choices are grounded in evidence demonstrating that active learning strategies improve retention, collaborative learning enhances professional skill development, and business simulations strengthen strategic thinking skills. This evidence-based approach reflects the institution's commitment to continuous improvement in responsible management education.

Accessibility and Inclusion Supporting Diverse Learning

The course's accommodation policies and commitment to creating an "equitable, diverse, and inclusive community" demonstrate organizational efforts that support diverse learners. The instructor's dedication to serving as "a better ally" exemplifies organizational behavior that promotes responsible management principles.

UN Sustainable Development Goals Alignment

COM 400's curricular design incorporates learning experiences that align with multiple UN Sustainable Development Goals, supporting students in developing competencies that can contribute to sustainable development in their future professional practice.

- **SDG 4 (Quality Education)** is supported by the course's pedagogical design, which employs teaching methods demonstrated by research to enhance learning outcomes. The integration of modern frameworks, practical learning experiences, and reflective practice fosters learning environments that cultivate the critical thinking skills necessary for addressing complex global challenges.
- **SDG 8 (Decent Work and Economic Growth)** is addressed through the simulation's human resource management components, team leadership evaluations, and focus on developing sustainable competitive advantages that balance workforce development and financial performance.
- **SDG 12 (Responsible Consumption and Production)** is integrated into the Capstone 2.0 sustainability module, where students make decisions regarding sustainable materials, waste reduction, and production processes while considering business viability. This facilitates learning how to balance consumption patterns with resource limitations.
- **SDG 13 (Climate Action)** is reflected through the simulation's environmental impact tracking and the course's incorporation of regenerative business frameworks that encourage students to consider the climate implications of strategic decisions.
- **SDG 16 (Peace, Justice, and Strong Institutions)** is addressed through the course's focus on ethical decision-making, stakeholder responsibility, and transparent governance practices integrated into both simulation management and team leadership assessments.

- **SDG 17 (Partnerships for the Goals)** is supported by the course's collaborative structure, peer evaluation systems, and integration with other specialization courses, helping students develop the skills needed for multi-stakeholder partnerships essential to sustainable development.

Supporting Student Preparation for Contemporary Challenges

COM 400's curricular innovations prepare students for the changing challenges faced by responsible management practitioners, especially the integration of emerging technologies with sustainability considerations and the move from traditional business models to more inclusive approaches.

Supporting Movement Beyond Traditional Sustainability

By integrating the Flourishing Business Canvas and regenerative frameworks, students analyze business model designs aimed at creating a broader impact beyond merely traditional efficiency improvements. Instead of focusing solely on "doing less harm," students explore approaches centered on "creating conditions where human and all other life can flourish," preparing them for leadership roles that require systems thinking.

Preparing for Technology-Enhanced Responsible Leadership

The course's integration of research on AI's impact on strategy development supports students in preparing for future work environments where technology enhances strategic analysis. Students examine how AI can improve analytical skills, while human strategists continue to provide "creative synthesis," "values-based decision making," and "organizational leadership"—capabilities that responsible management roles especially require.

CONCLUSION:

EVIDENCE-BASED ALIGNMENT SUPPORTING RESPONSIBLE MANAGEMENT EDUCATION

COM 400 shows how curricular innovation can improve alignment with PRME principles while keeping academic rigor and relevance. The course's use of contemporary responsible management frameworks, evidence-based pedagogy, and experiential learning helps students develop competencies for responsible leadership. Intentionally integrating all seven PRME principles into course design demonstrates how management education can better prepare students for complex challenges. The focus on analytical flexibility, collaboration, and systems thinking reflects the skills needed in responsible management.

The evidence indicates that COM 400's approach—combining rigorous academic content with experiential learning and collaborative reflection—fosters learning experiences that better support students in developing responsible management skills. By thoroughly integrating sustainability considerations with strategic analysis, the course shows that implementing PRME can enhance rather than diminish academic quality while better preparing students for professional success in a more complex and interconnected world.

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27. Barriers to Innovative Curriculum

- Resource allocation challenges
- Risk aversion
- Time constraints
- Traditional employer expectations
- Uncertain return on investment

28. Barriers to Innovative Pedagogy

- Accreditation limitations
- Administrative hurdles
- Assessment rigor concerns
- Budget constraints
- Change resistance
- Faculty resistance
- Institutional culture
- Learning curve for faculty
- Time constraints

29. Fostering Innovation

To a great extent

30. Experiential Learning

To a great extent

31. Learning Mindset

To a great extent

32. Method of Teaching and Learning

In person



Research

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

33. Define Research

Research at Gustavson focuses on sustainability, systems thinking, and regenerative business practices. Faculty contribute to knowledge creation by examining real-world challenges like regenerative supply chains, corporate governance for sustainability, and the integration of SDGs into organizational strategy, translating insights into actionable solutions for business and society.

34. 2024 Publications

53

35. 2024 Publications on Sustainable Development and/or RME

53

36. Research Funding

- Local
- National
- Institution Specific

37. Socializing Research

- National media
- Local media
- Open-access platforms
- Government and policy makers
- Public events and lectures
- Research collaborations
- Social media and digital outreach

38. Research Projects

38.1 Accelerating Community Energy Transformation (ACET)

Who is involved in the project

- Faculty
- Postdoc students
- PhD students
- Masters students

Department

- Computer Information Systems
- Economics
- Finance

This research project covers:



Period covering

April, 2023 - April, 2030

Describe the research project

ACET is a seven-year, \$83.6M initiative led by UVic to accelerate the transition to resilient, equitable, and community-driven clean energy systems. It focuses on Indigenous and remote communities across Canada, co-developing integrated renewable energy solutions that reduce diesel dependence, enhance local autonomy, and support economic development. The project brings together over 40 partners, including five First Nations, four universities, and numerous industry and nonprofit collaborators.

[Additional materials](#)

38.2 Balance Co-Lab

Who is involved in the project

- Faculty
- PhD students
- Masters students

Department

- Business Analytics
- Business Administration
- Management

This research project covers:



Period covering

August, 2023 - September, 2030

Describe the research project

Balance Co-Lab is a \$2.5M international research initiative led by UVic's Gustavson School of Business. It co-develops customized sustainability assessment systems (SAS) with Indigenous communities to support self-determined development. Grounded in Indigenous knowledge systems, the project enhances the capacity of communities to evaluate the cumulative social, cultural, environmental, and economic impacts of development proposals. It builds on successful models used in BC, Aotearoa New Zealand, and West Papua, and reflects the principles of UNDRIP and the UN SDGs.

[Additional materials](#)

39. Research Awards

39.1 Best Emerging Scholar Award

Award Granter

Academy of Management

Award Grantee

Francois Bastien

Description of Award

These awards underscore the remarkable contributions that our colleagues continue to make in the field of Management History. Their work not only advances our understanding of the past but also inspires future research.

[Award link](#)

40. Research Presentations

40.1 Decolonizing Education through Trauma-informed Intersectional Love

This is a

- Conference paper/proceedings

[DOI](#)

Authors

- Christian Van Buskirk, University of Victoria
- Frank Bastien, , University of Victoria
- Shelley Price, Acadia University
- Katelynn Carter-Rogers, St. Francis Xavier University
- Courtney McKay, St. Francis Xavier University

Date of publication

September, 2025

What conference was this presented at?

- Western Academy of Management

Abstract or Summary of Publication

We propose an andragogical praxis of traumainformed intersectional love as a way of returning to sacred relationships in management spirituality education. The theories that enrich our praxis are kincentric ecology, spiritual holism and rematriation. We suggest that these support us in unlearning colonialism, cisheteropatriarchy and anthropocentrism. We encourage building a community of learning in the classroom that fosters knowledge gardening/collective storytelling, relational accountability, compassionate self-inquiry and critical collective curiosity. We offer practical examples to inspire your journey into weaving trauma-informed intersectional love in your classroom practice. We storytell the ways they rematriate love, curiosity and play while engaging landbased and art-based learning to promote anti-racism, cultural safety, and gender-based respect.

What would be the ideal impact of this research in the field and/or in society?

Societal: Promotes inclusive and culturally sensitive education, addressing systemic inequities and trauma.

Field: Contributes to scholarship on decolonization and intersectional approaches in management education.

This research covers (Department):

- Pedagogy
- Business Ethics
- Sustainability

This research covers (SDGs):



Is this available through open access?

- Yes

[Publication link](#)

41. Share Publications

41.1 Regenerating Place: Highlighting the Role of Ecological Knowledge

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Natalie Slawinski, University of Victoria
- Nhan Thanh Nguyen, University of Victoria
- Saeed Rahman, University of the Fraser Valley

Date of publication

January, 2025

Abstract or Summary of Publication

As many local places globally suffer from ecological and social decline, sustainability research increasingly recognizes the critical importance of studying organizational efforts toward regenerating local communities and ecosystems. This emerging research, however, overlooks the role of ecological knowledge, that is, place-based understanding of the processes and

functions of the ecosystems in which organizations operate. As such, we ask “How do organizations harness ecological knowledge to advance the regeneration of local places?” Through an inductive study of nine certified organic farming organizations on Vancouver Island, Canada, we find that organizations engage in three cyclical and closely interlinked practices of identifying, acquiring, and applying ecological knowledge which together enhance their organizational performance while contributing to regenerating the local social-ecological systems. Our empirically grounded model of leveraging ecological knowledge contributes to research on sustainability and place, and to studies of regeneration, by uncovering the specific practices that enable firms to develop place-based regenerative solutions.

What would be the ideal impact of this research in the field and/or in society?

Academic Impact

This study enriches the field of sustainability research by emphasizing the often-overlooked role of ecological knowledge—the place-based understanding of ecosystem processes and functions—in organizational efforts to regenerate local communities and ecosystems. By integrating ecological knowledge into sustainability frameworks, the research provides a more nuanced perspective on how organizations can contribute to ecological regeneration. This approach challenges existing paradigms that may underappreciate the importance of local ecological insights in fostering sustainable practices.

Societal Impact

On a societal level, the research underscores the importance of incorporating local ecological knowledge into sustainability initiatives. This inclusion can lead to more effective and culturally relevant strategies for ecological restoration and community regeneration. By highlighting the value of local ecological insights, the study advocates for a more inclusive approach to environmental management, one that recognizes and utilizes the expertise of local communities in sustaining and regenerating their environments.

In summary, this research advances both theoretical understanding and practical applications in sustainability, offering a framework that integrates ecological knowledge into organizational strategies for community and ecosystem regeneration.

This research covers (Department):

- Marketing
- Business Administration

This research covers (SDGs):



Is this available through open access?

- Yes

[Publication link](#)

41.2 Learning from Biodiversity: Is Diversity in Financial Ecosystems Important for Economic Growth and Stability?

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Vihang Errunza, McGill University
- Basma Majerbi, University of Victoria
- Maxwell Tuuli, International Monetary Fund

Date of publication

May, 2024

Abstract or Summary of Publication

We propose a new measure of financial system diversity inspired from biodiversity research and explore its potential benefits for growth and stability. Our measure captures the relative contributions of various financial system constituents as well as their interrelationships. For a sample of 61 countries, we find that diversity in financial “ecosystems” differs widely across countries and over time. Our evidence shows that diversity has a significant growth enhancing effect that is robust to other financial development controls. Diversity also reduces growth volatility and mitigates the negative effect of systemic banking crises on growth. The effect is both statically and economically significant across various construction methodologies for the financial diversity index. Our results suggest that financial policies that promote diversity within the financial system could be a powerful tool to promote sustainable growth while potentially improving resilience and stability.

What would be the ideal impact of this research in the field and/or in society?

Academic / Field Impact

- The research introduces a novel conceptual framework linking biodiversity principles to financial systems, enriching finance and economics literature by showing that diversity in financial ecosystems matters for growth and stability.
- It advances risk management scholarship by providing empirical evidence that more diverse financial systems can reduce systemic risk and increase resilience.

- By bridging ecology and finance, it encourages interdisciplinary approaches in business research, offering new tools and metrics for analyzing financial system robustness.

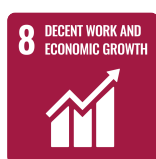
Societal Impact

- Policymakers and regulators can use these insights to promote more stable financial systems, potentially preventing crises and improving economic resilience.
- For society at large, fostering financial diversity can contribute to sustainable economic growth, reducing the likelihood of instability that disproportionately affects vulnerable populations.
- Financial institutions can rethink portfolio and systemic strategies, encouraging innovation and inclusion in markets to support broader economic stability.

This research covers (Department):

- Finance
- Economics
- Business Administration

This research covers (SDGs):



Is this available through open access?

- No

[Publication link](#)

41.3 Kincentric spirituality in Management education: Rematriating trauma-informed intersectional love

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Price, Shelley, Manning School of Business, Acadia University
- Bastien, François, Gustavson School of Business, University of Victoria
- Doucette, Mary Beth, Shannon School of Business, Cape Breton University

- Carter-Rogers, Katelynn, Gerald Schwartz School of Business, St. Francis Xavier University
- McKay, Courtney, Gerald Schwartz School of Business, St. Francis Xavier University
- Van Buskirk, Christian, Gustavson School of Business, University of Victoria

Date of publication

September, 2025

What conference was this presented at?

- National or international discipline-specific conference

Abstract or Summary of Publication

In this paper, we propose an andragogical praxis of traumainformed intersectional love as a way of returning to sacred relationships in management spirituality education. The theories that enrich our praxis are kincentric ecology, spiritual holism and rematriation. We suggest that these support us in unlearning colonialism, cisheteropatriarchy and anthropocentrism. We encourage building a community of learning in the classroom that fosters knowledge gardening/collective storytelling, relational accountability, compassionate self-inquiry and critical collective curiosity. We offer practical examples to inspire your journey into weaving trauma-informed intersectional love in your classroom practice. We storytell the ways they rematriate love, curiosity and play while engaging landbased and art-based learning to promote anti-racism, cultural safety, and gender-based respect.

What would be the ideal impact of this research in the field and/or in society?

This research aims to contribute to both the field of management education and broader societal transformation by introducing a trauma-informed, intersectional approach to teaching rooted in sacred relationships. It proposes an andragogical praxis of trauma-informed intersectional love within management spirituality education, drawing on the theories of kincentric ecology, spiritual holism, and rematriation. These frameworks support the unlearning of colonialism, cisheteropatriarchy, and anthropocentrism.

The work encourages the cultivation of learning communities that emphasize relational accountability, collective storytelling, compassionate self-inquiry, and critical collective curiosity. Practical examples are provided to illustrate how trauma-informed intersectional love can be woven into classroom practice through land-based and art-based learning. These examples demonstrate how love, curiosity, and play can be rematriated to promote anti-racism, cultural safety, and gender-based respect.

The ideal impact of this research is to shift management education toward a more regenerative, inclusive, and spiritually grounded paradigm—one that honours sacred relationships and fosters the development of compassionate, culturally respectful, and socially conscious leaders.

This research covers (Department):

- Business Administration
- Marketing
- Economics

This research covers (SDGs):



Is this available through open access?

- Yes

[Publication link](#)

41.4 Leadership for AI Transformation in Health Care Organization: Scoping Review

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Abi Sriharan, Krembil Centre for Health Management and Leadership, Schulich School of Business, York University
- Nigar Sekercioglu, Institute for Health Policy, Management and Evaluation, Dalla Lana School of Public Health, University of Toronto
- Cheryl Mitchell, Gustavson School of Business, University of Victoria
- Senthujan Senkaiahliya, Institute for Health Policy, Management and Evaluation, Dalla Lana School of Public Health, University of Toronto
- Attila Hertelendy, College of Business, Florida International University
- Tracy Porter, Department of Management, Cleveland State University
- Jane Banaszak-Holl, Department of Health Services Administration, School of Health Professions, University of Alabama Birmingham

Date of publication

September, 2025

Abstract or Summary of Publication

Background: The leaders of health care organizations are grappling with rising expenses and surging demands for health services. In response, they are increasingly embracing artificial intelligence (AI) technologies to improve patient care delivery, alleviate operational burdens, and efficiently improve health care safety and quality.

Objective: In this paper, we map the current literature and synthesize insights on the role of leadership in driving AI transformation within health care organizations.

Methods: We conducted a comprehensive search across several databases, including MEDLINE (via Ovid), PsycINFO (via Ovid), CINAHL (via EBSCO), Business Source Premier (via EBSCO), and Canadian Business & Current Affairs (via ProQuest), spanning articles published from 2015 to June 2023 discussing AI transformation within the health care sector. Specifically, we focused on empirical studies with a particular emphasis on leadership. We used an inductive, thematic analysis approach to qualitatively map the evidence. The findings were reported in accordance with the PRISMA-ScR (Preferred Reporting Items for Systematic Reviews and Meta-Analysis extension for Scoping Reviews) guidelines.

Results: A comprehensive review of 2813 unique abstracts led to the retrieval of 97 full-text articles, with 22 included for detailed assessment. Our literature mapping reveals that successful AI integration within healthcare organizations requires leadership engagement across technological, strategic, operational, and organizational domains. Leaders must demonstrate a blend of technical expertise, adaptive strategies, and strong interpersonal skills to navigate the dynamic healthcare landscape shaped by complex regulatory, technological, and organizational factors.

Conclusions: In conclusion, leading AI transformation in healthcare requires a multidimensional approach, with leadership across technological, strategic, operational, and organizational domains. Organizations should implement a comprehensive leadership development strategy, including targeted training and cross-functional collaboration, to equip leaders with the skills needed for AI integration. Additionally, when upskilling or recruiting AI talent, priority should be given to individuals with a strong mix of technical expertise, adaptive capacity, and interpersonal acumen, enabling them to navigate the unique complexities of the healthcare environment.

What would be the ideal impact of this research in the field and/or in society?

This research contributes to the evolving intersection of leadership and technological innovation in healthcare by synthesizing current evidence on the role of leadership in driving artificial intelligence (AI) transformation. As healthcare organizations face increasing financial pressures and rising demand for services, AI technologies are being adopted to enhance care

delivery, streamline operations, and improve safety and quality outcomes. However, successful integration of these technologies depends not only on technical infrastructure but also on effective leadership across multiple domains.

By mapping the literature and identifying key themes, this study highlights the multidimensional nature of leadership required for AI transformation—encompassing technological, strategic, operational, and organizational competencies. The findings underscore the importance of leadership development strategies that equip individuals with a blend of technical expertise, adaptive capacity, and interpersonal acumen. Such capabilities are essential for navigating the complex regulatory, ethical, and organizational challenges unique to the healthcare sector.

The ideal impact of this research is to inform policy, practice, and education by guiding healthcare organizations in cultivating leadership that is responsive to technological change and grounded in collaborative, cross-functional approaches. It supports the development of resilient, future-ready health systems capable of leveraging AI to improve patient outcomes, reduce systemic inefficiencies, and foster innovation in care delivery. More broadly, the research contributes to the global discourse on digital transformation in public services, emphasizing the human dimensions of technological change.

This research covers (Department):

- Business Administration
- Economics
- Human Resource Management

This research covers (SDGs):



Is this available through open access?

- Yes

[Publication link](#)

42. Research Voices

42.1 Researching Regeneration: A Narrative from the Centre for Regenerative Futures

Subjects

- Accounting
- Business Administration
- Corporate Social Responsibility (CSR)
- Eco-design
- Entrepreneurship
- Environmental Economics
- Finance
- Hotel & Restaurant Management
- Human Resources
- Reputation
- Responsible Management Education
- Responsible research
- Social Entrepreneurship
- Societal impact
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context

At the Gustavson School of Business, research is not just about understanding the world—it's about transforming it. Through the Centre for Regenerative Futures (CRF), we are advancing a bold research agenda that reimagines the role of business in restoring ecosystems, revitalizing communities, and reshaping economies.

Our work is guided by Indigenous principles of respect, reciprocity, and relationship. These values shape how we conduct research: in partnership with place, in dialogue with community, and in pursuit of net-positive outcomes. We ask not only what knowledge is needed, but also whose knowledge is missing—and how we might co-create new ways of knowing.

CRF's research community includes faculty leads, affiliates, and fellows who bring diverse disciplinary perspectives to the study of regenerative sustainability. Together, we explore paradoxes of place, temporality, and transformation—recognizing that regeneration requires

holding complexity rather than resolving it. Our recent publications examine how social enterprises foster community resilience, how ecological knowledge informs organizational strategy, and how business education can embed regeneration at its core.

We also engage in applied research through case studies, dialogue series, and collaborative projects with industry partners. These initiatives bridge theory and practice, enabling us to learn from lived experience and contribute to meaningful change.

At Gustavson, responsible management research is not an abstract ideal. It is a living practice—one that honours people, place, and planet. Through CRF, we are building a research culture rooted in care, curiosity, and commitment to a regenerative future.

Natalie Slawinski

Director, Centre for Regenerative Futures



Partner

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

43. Partners, Accreditation Bodies, Associations, etc.

- AACSB (Association to Advance Collegiate Schools of Business)
- AASHE (Association for the Advancement of Sustainability in Higher Education)
- EFMD (European Foundation for Management Development)
- Network for Business Sustainability (NBS)
- Times Higher Education (THE)
- Financial Times
- Business Schools Association of Canada
- Corporate Knights
- Responsible Research in Business & Management (RRBM)

44. Define Partner

Gustavson actively partners with industry, NGOs, and communities to co-create learning and research opportunities. These partnerships allow students and faculty to engage with real-world problems, from sustainable innovation projects to regenerative business initiatives, bridging academic knowledge with practical impact.

45. Student Partners

- None

46. Partnerships

46.1 AACSB International

Period this affiliation covers

January, 2011 - December, 2026

This organization is a:

- Accreditation body

Purpose of work with this organization

- Accreditation and Assessment
- Global Recognition and Clout
- Rankings and Ratings
- Sustainability and Social Impact

- Quality assurance

Describe your work with this organization

Accreditation Reporting on Societal Impact.

Gustavson submits evidence to AACSB showing how it integrates sustainability and responsibility into strategy, curricula, research, and community engagement. For example, it maps its initiatives to AACSB's *Standard 9* on societal impact, demonstrating how programs (like the MBA in Sustainable Innovation) align with the SDGs.

Showcasing Work through AACSB Platforms.

Gustavson's *Victoria Forum* was highlighted by AACSB in its *Innovations That Inspire* series, which recognizes business schools addressing societal challenges. This spotlight comes directly from the AACSB partnership and elevates Gustavson's leadership in convening dialogue on inequality, climate, and reconciliation.

Participating in AACSB Peer Exchanges.

Faculty and administrators engage in AACSB's global knowledge-sharing around sustainability and societal impact, benchmarking Gustavson's progress against other accredited schools and bringing back practices that strengthen its own responsible management approach.

Embedding Standards into Strategy.

Gustavson uses AACSB's accreditation cycle as an accountability mechanism — structuring strategic planning, assurance of learning, and research priorities so that sustainability and responsibility are not only stated values but also measurable outcomes reported back to AACSB.

How do you measure success and impact

Annual reporting, accreditation reports and peer review

Provide supporting materials...

Gustavson AACSB
UnivVictoria_5yr_reaccreditation_2021

View document  Download document 

46.2 Times Higher Education

Period this affiliation covers

August, 2024 - August, 2025

This organization is a:

- For-Profit

Purpose of work with this organization

- Rankings and Ratings

Describe your work with this organization

Contributes to THE Impact Rankings.

Gustavson provides data through UVic's institutional submission to the *Times Higher Education Impact Rankings*, which evaluate universities on progress toward the UN SDGs.

Showcases Business-School Contributions.

This process highlights Gustavson's distinctive role in advancing the SDGs, including through programs like the MBA in Sustainable Innovation and faculty research on climate action, reconciliation, and responsible leadership.

Strengthens Global Visibility.

In the **2025 THE Impact Rankings**, UVic (with Gustavson's contributions) was ranked **14th worldwide out of 2,318 institutions** and placed among the **top 5 globally for Climate Action** and **top 2 for Sustainable Cities and Communities**. These results give Gustavson's sustainability initiatives a global platform and recognition.

Benchmarks for Improvement.

Gustavson uses THE's metrics to assess its progress relative to global peers, shaping priorities in education, research, and outreach that further embed responsibility and sustainability.

46.3 Corporate Knights

Period this affiliation covers

August, 2024 - August, 2025

This organization is a:

- For-Profit

Purpose of work with this organization

- Rankings and Ratings

Describe your work with this organization

Gustavson School of Business and Corporate Knights: Advancing Responsible Management Education

- **Global Recognition for Sustainable MBA Education.** Gustavson's MBA in Sustainable Innovation was ranked **#1 in Canada and #9 globally** in the 2024 Corporate Knights Better World MBA Ranking. This distinction underscores the program's commitment to integrating sustainability and social responsibility into its curriculum and outcomes.
- **Benchmarking and Continuous Improvement.** Participation in the Corporate Knights ranking allows Gustavson to benchmark its MBA program against global peers, identifying strengths and areas for enhancement in embedding sustainability into core courses and aligning alumni career paths with impact-driven organizations.

- **Enhanced Visibility and Stakeholder Engagement.** The high ranking elevates Gustavson's profile among prospective students, employers, and academic partners, reinforcing its reputation as a leader in responsible management education and attracting individuals and organizations aligned with its sustainability values.

Net Effect: Engagement with Corporate Knights provides Gustavson with external validation, actionable benchmarks, and increased visibility, all of which reinforce its mission to educate responsible, sustainability-focused business leaders.

46.4 EFMD Global (EQUIS)

Period this affiliation covers

February, 2007 - May, 2028

This organization is a:

- Accreditation body

Purpose of work with this organization

- Accreditation and Assessment
- Global Recognition and Clout
- Rankings and Ratings
- Sustainability and Social Impact
- Quality assurance



Describe your work with this organization

Gustavson is a member of EFMD and accredited by EQUIS. EQUIS-accredited schools must demonstrate not only high general quality in all dimensions of their activities but also a high degree of internationalization and societal impact. EQUIS accreditation ensures that schools are achieving their mission and role within society. It encourages schools to evaluate their processes from a broader perspective, considering tangible and intangible benefits they bring to their chosen impact zone. See: <https://www.efmdglobal.org/accreditations-assessments/business-schools/equis/>

How do you measure success and impact

Accreditation reporting and peer review team visits.

Provide supporting materials...

Gustavson_EQUIS_UnivVictoria_5yr_reaccreditation_2023 document  Download document 

46.5 Business Schools Association of Canada

Period this affiliation covers

June, 1990 - August, 2026

This organization is a:

- Association

Purpose of work with this organization

- Sustainability and Social Impact
- Thought Leadership and Knowledge Sharing

Describe your work with this organization

Impact Purpose

The partnership between Canadian business schools and the Business Schools Association of Canada (BSAC) aims to enhance the quality and impact of business education in Canada. Additionally, it helps the school stay at the forefront of educational innovation and societal impact, ensuring they contribute positively to the economy and community well-being.

Impact Statement

The partnership between Canadian business schools and the Business Schools Association of Canada (BSAC) aims to enhance the quality and impact of business education in Canada. The collaboration between Gustavson and BSAC focuses on several key areas:

- 1) Promoting Excellence in Business Education: BSAC works with its member schools to achieve high standards in management education through events, research, and professional development.
- 2) Addressing Societal Challenges: Many business schools have partnered with Indigenous Works to participate in the "Luminary" initiative. This six-year project aims to design and implement an Indigenous innovation strategy, promoting economic transformation and well-being for Indigenous communities².
- 3) Research and Innovation: The partnership encourages research that examines the future of business education, addressing new expectations related to diversity, equity, inclusion, social justice, and social impact.
- 4) Networking and Representation: BSAC provides a platform for business schools to network, share information, and represent their interests to government and other agencies, both nationally and internationally.

46.6 Responsible Research in Business and Management (RRBM)

Period this affiliation covers

September, 2019 - October, 2027

This organization is a:

- Non-Profit

Purpose of work with this organization

- Faculty and Scholar Exchange
- Research Collaborations
- Thought Leadership and Knowledge Sharing

Describe your work with this organization

Responsible Research for Business and Management (RRBM) is dedicated to inspiring, encouraging, and supporting credible and useful research in the business and management disciplines. It is a virtual organization initially developed by a group of 24 leading scholars in 5 disciplines at 23 university-based business schools in 10 countries and now joined by a much larger community.

As an institutional partner school of RRBM, the Gustavson school supports the mission by:

- **Encouraging responsible research:** we foster research that is both rigorous and relevant, addressing important societal and business issues.
- **Adopting RRBM principles:** we integrate RRBM's principles into our research practices, ensuring the production of credible knowledge.
- **Collaborating with other institutions:** we work with other schools to advance responsible research globally

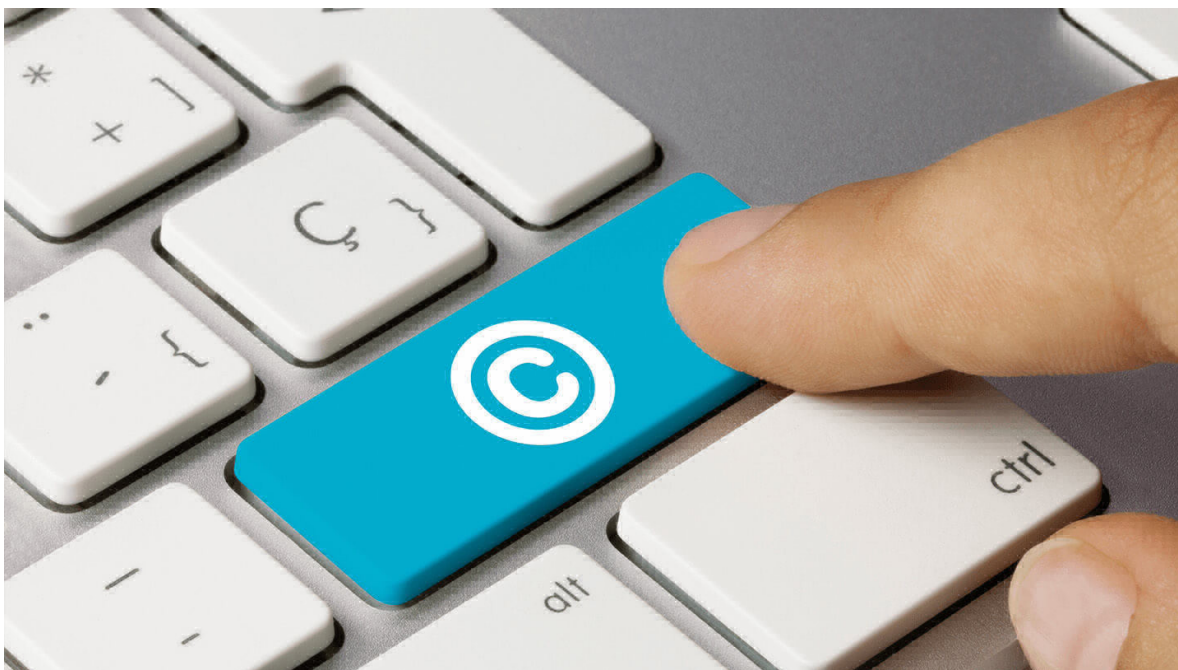
47. Partner Voices

47.1 Powering up our local economy: Inside UVic's IP Clinic

Subjects

- Entrepreneurship
- Social Entrepreneurship
- Responsible Management Education
- Societal impact

Provide supporting context



At the Gustavson School of Business, innovation is more than just a buzzword—it's a way of thinking, creating and collaborating that shapes the entire community. For Lindsay Veenstra, a law co-op student working at UVic's Intellectual Property (IP) Clinic, this became crystal clear as she connected with Gustavson's aspiring entrepreneurs during her term.

UVic launched its first-ever Intellectual Property (IP) Clinic in the summer 2024 term, a collaboration between the Gustavson School of Business and the UVic Innovation Centre. The clinic empowers students from all corners of campus to protect their ideas and turn them into reality, adding a new dimension to our community's vibrant entrepreneurial ecosystem, which includes on-campus resources like PitchIt, PlanIt and personalized mentorship programs.

Lindsay Veenstra, a second-year UVic law co-op student, helped launch the clinic this summer. She underwent training and mentorship from the Innovation centre, a Vancouver-based IP lawyer and UVic's Research Partnerships and Knowledge Mobilization Office for the role. This support gave her the foundation to assist students in navigating the complexities of IP, making the clinic an essential resource for budding entrepreneurs.

Inspired by creativity at Gustavson

During her time at the clinic, Veenstra saw firsthand how creativity fuels innovation, particularly among Gustavson students. Reflecting on her experiences, she shared, "One of the highlights of this role has been hearing students share their projects and ventures. I've been amazed by how people have been able to connect their passions, hobbies, coursework and life experiences to create something new or fill a gap in the world."

For Veenstra, this creativity isn't just a bonus—it's essential to navigating the tricky world of intellectual property. "Creativity and dedication are so important in business and when working with IP," she says. "Legal protections are just one way to support your business; really making the most of your IP takes creativity and there are lots of ways to do that effectively."

This kind of creative thinking is exactly what Gustavson encourages, helping students carve out their own unique paths. Staffed by co-op students like Veenstra, the clinic provides valuable services, from educational content on IP rights to free consultations—especially for 4th-year entrepreneurship students who are inspired to launch their own businesses.

While Veenstra can't share specific examples due to client confidentiality, her experience highlights how important programs like the IP Clinic are in helping students chase their entrepreneurial dreams.

Strengthening Canada's innovation ecosystem

UVic was one of six universities selected to launch an in-house IP Clinic this summer as part of a national grant program. This initiative provides free or low-cost access to basic IP advisory services while fostering the next generation of IP experts.

As the Honourable François-Philippe Champagne, Minister of Innovation, Science and Industry, emphasized in the [announcement of the IP grant program](#): "Building IP awareness and providing Canadians with the right resources to protect and grow their own IP is essential to building an innovative Canada. With this funding, we are empowering the next generations of creators, entrepreneurs and innovators, and helping to support new ideas, honour Indigenous traditional knowledge and cultural expressions, and build an IP system that works for everyone."

These words resonate deeply with Gustavson's aspiration to develop responsible leaders for a better world, champion research that makes a difference and cultivate partnerships for positive impact.

"Entrepreneurship has been at the core of Gustavson since the beginning. The IP Clinic gives our students the chance to take their ventures to the next level—making them better protected, more innovative and more resilient. We are grateful for the support from this federal grant and the opportunities it opens up for our students." —Mia Maki, Associate Dean, External & Outreach

Whether students are specializing in entrepreneurship or just beginning to explore business, the Gustavson community—and unique programs like the IP Clinic— are there to help them carve out their own path and protect their ideas along the way.

47.2 Student-run investment program recognized with new designation

Subjects

- Finance
- Responsible Management Education
- Societal impact

Provide supporting context



Alumni of the Applied Portfolio Management Program gain public recognition of their hands-on investment education with the new Pat Elemans Fellow designation.

The Gustavson School of Business announced a new designation for alumni of a unique experiential program this week. All [Applied Portfolio Management Program](#) (APMP) graduates will now receive the Pat Elemans Fellow designation to recognize their hands-on investment education and industry experience.

“The Pat Elemans Fellow designation is a testament to how passion and hard work can create success for an undergraduate student,” says Jordie Hutchinson, APMP program director and financial advisor at Edward Jones, “The designation will brand APMP alumni as passionate,

hard-working individuals who went above and beyond during their studies. Fellow alumni and industry employers will recognize the designation as a desired network to be a part of—and hire from.”

APMP is a student-run investment fund that manages more than \$1.5 M in assets. Over a 12-month period, select UVic students (primarily from business and economics) manage a pool of real money, in close coordination with industry and academic support, while building tangible investment management experiences.

APMP encapsulates Gustavson’s goal of developing responsible leaders for a better world. This program integrates sustainability, international business and innovation into the education of our students, while creating connections with finance professionals and employers in Victoria’s business community.

The program was established to prepare students for careers in financial services and has seen all program graduates working in the field, many with leading financial firms. One thing common to all graduates: the commitment and determination required to complete the program fosters a close-knit and supportive community.

Tireless ambassador for Gustavson remembered

APMP has had many champions since it was created in 2017. The new Fellow designation, however, is named in honour of one individual in particular who supported the unique program from inception to launch and beyond. Pat Elemans, longtime assistant dean external at Gustavson, was a tireless ambassador for the school and for APMP. [Elemans passed in 2020](#).

“In recognition of Pat’s determination, her heart and desire to create meaningful opportunities for our students, alumni and community through the APMP program, we can now recognize all portfolio managers who have completed their APMP with the designation ‘Pat Elemans Fellow’. This includes the expanding network of APMP alumni, many of whom have continued on to build careers in investment banking in Victoria, across Canada, in New York, Germany, the UK and beyond.” —*Mia Maki, Gustavson’s associate dean external & outreach*

“Our APMP graduates are an alumni community, who now share a mark of pride that tells the world of their perseverance and passion,” she adds.

The new designation is made possible by the Pat Elemans Memorial Fund, a fund established in 2020 to support Pat’s legacy of encouraging and building the foundations for student success and the pursuit of excellence in community-engaged experiential learning.

Sean Killen (MBA '08) was one of many Gustavson alumni who donated to the fund. Now senior vice president, International Markets Geotab, he credits much of his success to Elemans' unwavering support, from 'taking a chance on him' during MBA admission to regular meetings throughout the MBA program and finding opportunities that would help launch his career—including an interview with Canada Business Magazine that was noticed by Blackberry.

"People's lives often are impacted by two to three people who make a decision or influence something that changes the entire course of someone's life. Pat was one of mine and later Saul [Klein, former Gustavson dean] helped complete that work," says Sean.

APMP, now in its seventh year, is a collaboration between the University of Victoria, the Chartered Financial Analyst Society of Victoria (CFASV), and British Columbia Investment Management Corporation (BCI).

47.3 UVic MBA in Sustainable Innovation ranked #1 in Canada & top 10 globally

Subjects

- Business Administration
- Corporate Social Responsibility (CSR)
- Accounting
- Entrepreneurship
- Ethical Leadership
- Finance
- Human Resources
- Responsible Management Education
- Reputation
- Social Entrepreneurship
- Societal impact
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context



UVic's Peter B. Gustavson School of Business continues to raise the bar in sustainable business education, according to new international rankings released today.

UVic's MBA in Sustainable Innovation has been ranked #1 in Canada and #9 globally by Corporate Knights in their [2024 Better World MBA ranking](#). This global recognition underscores the program's commitment to cultivating responsible leaders who are ready to tackle global challenges with bold, innovative and sustainable business strategies.

"[Gustavson's] MBA program is one of the best in the world at instilling holistic purpose in tomorrow's leaders and ensuring they have the skills and values to build a more inclusive economy that benefits society and the natural world," says Toby Heaps, CEO and publisher of Corporate Knights.

Corporate Knights evaluated 174 MBA programs based on two key performance indicators: the proportion of core courses that integrate sustainability-related themes and the percentage of recent alumni working in impact organizations. These indicators reflect each program's ability to embed sustainability into both academic content and career outcomes.

"We are so pleased to be recognized for our leadership in sustainable innovation," says Anita Bhappu, dean of Gustavson. "Earning the #1 spot in Canada in the Corporate Knights ranking is especially meaningful because it acknowledges one of our core values: embedding sustainability at the foundation of everything we do. And we are committed to continuing to innovate, bringing in themes such as regeneration and Reconciliation into the work we do as a school."

Cheryl Mitchell, academic director of the MBA in Sustainable Innovation, highlights how this mission is deeply integrated into the design of the MBA program itself.

“Our MBA in Sustainable Innovation is designed to cultivate leaders who not only excel in business but are also equipped to tackle the world’s wicked problems through triple-bottom-line thinking,” says Mitchell. “By integrating financial, environmental and social responsibility into every decision, we prepare our graduates to lead the transformation toward regenerative business models and to drive innovation in a rapidly changing global context.”

UVic’s MBA in Sustainable Innovation equips students with the tools to drive real change, combining hands-on consulting projects, case studies and global competitions with immersive learning trips that connect them to leading sustainable businesses. This practical experience prepares graduates to tackle the world’s most pressing challenges with confidence and purpose. Learn more about the [MBA in Sustainable Innovation](#).

For more information about the 2024 Corporate Knights Better World MBA ranking, visit the [Corporate Knights website](#).



Practice

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

48. Define Practice

Responsible management is modeled through Gustavson's own practices. From embedding sustainability in curriculum design to operational choices—such as low-impact travel policies and promoting inclusive and equitable workplace culture—the school demonstrates how ethical, sustainable, and regenerative principles can guide organizational behavior.

49. RME Practices

- AASHE STARS report
- Accreditation body recommendation documents
- Buildings/real estate
- Campus operations guides
- Carbon reduction or offset commitments
- Climate action plan
- Employee equity, diversity, inclusion
- Environmental stewardship policies
- Ethical data sourcing guides
- Greenhouse gas emissions
- Local staff/student/faculty transportation
- Open-access guides
- Student equity, diversity, inclusion
- Sustainability strategy or strategic plan (school or university level)
- Travel guides

50. RME Policies

50.1 UVic Climate and Sustainability Action Plan 2030

Upload or select a document

csap2030-strategy

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51. Practice Awards

51.1 Canada 2025 Clean50 Award, Education and Thought Leadership

Award Granter

Clean50

Award Grantee

Basma Majerbi

Description of Award

Basma Majerbi, associate professor at the University of Victoria's (UVic) Gustavson School of Business, UVic Impact Investing Hub founder and director, and a lead investigator of the Accelerating Community Energy Transformation (ACET) project, has been named a Canada Clean50 award winner for 2025. This prestigious award celebrates visionary leaders across Canada who have made significant strides in advancing sustainability and climate action.

[Award link](#)

51.2 King Charles III Coronation Medal

Award Granter

Office of the Secretary to the Governor General

Award Grantee

Basma Majerbi

Description of Award

The King Charles III Coronation Medal is a commemorative honour awarded to individuals who have made exceptional contributions to Canada and the world. It recognizes leadership, service, and impact across a range of fields. In particular, recipients selected by the Honourable Senator Rosa Galvez have demonstrated outstanding dedication to environmental protection, climate action, and the advancement of sustainable finance. Through this medal, Canada celebrates those whose efforts reflect the values of sustainability, equity, and long-term stewardship.

[Award link](#)



Share

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



52. Define Share

Gustavson shares knowledge and best practices broadly, contributing to the global PRME community and beyond. Through conferences, publications, and open-access learning tools like the Regenerative Toolbox and Regenerative Voices initiatives, the school disseminates insights on sustainable business practices, amplifying impact across industries and geographies.

53. Transparent Engagement

- Boards and advisory committees
- Annual reports
- Community events and consultation forums
- Feedback mechanisms (e.g., surveys, suggestion boxes)
- Partnerships with local organizations
- Public events and panel discussions
- Publicly accessible sustainability data and dashboards
- Student and staff volunteer programs
- Sustainability-focused research and collaboration Opportunities

54. Audiences

- Accreditation bodies
- Alumni and donors
- Boards and advisory committees
- Business and industry partners
- Chamber of commerce and local communities
- Faculty and staff
- Government and policy makers
- Media and public relations channels
- Non-governmental organizations (NGOs)
- Prospective and current students
- Research and academic networks

55. Sharing Voices

55.1 Lessons from Leadership: 4 alumnae reflect on the MBA for TELUS

Subjects

- Accounting
- Business Administration
- Finance
- Entrepreneurship
- Ethical Leadership
- Human Resources
- Reputation
- Responsible Management Education

Provide supporting context



In honour of International Women's Day and the 2024 theme "invest in women: accelerate progress," Gustavson asked recent MBA for TELUS grad Beyhan Zor to interview four powerhouse women who had previously graduated from the program and gone on to leadership roles at TELUS. Here, Zor shares her reflections on these conversations.

By Beyhan Zor

The [MBA for TELUS](#) brings together a cohort of promising TELUS team members to take a customized MBA in Strategic Leadership at UVic. Completing an MBA that has been built for and with your organization is the kind of learning not many have the opportunity to experience.

As a recent graduate of the MBA for TELUS program at UVic, it was a privilege to engage with these four remarkable women to reflect on and share our experiences in this unique, award-winning program. In candid one-on-one interviews, Jill Schnarr, Jodi Baxter, Lynn Salekin and Maddy Baker spoke with me about their journeys. From humble beginnings to remarkable achievements, their stories serve as inspiration for aspiring leaders everywhere. Each has left an indelible mark on me personally through their stories of triumph, resilience and unwavering commitment to excellence, offering much to reflect on as I navigate my own career path and work through similar challenges.

Although unique in their trajectories, outlooks and goals, these four women also brought forward commonalities that resonated deeply with me. The themes I took from these interviews are those of resilience, determination, continual growth, the power of mentorship and networks, empathetic leadership, inclusion and creating a culture of innovation.

Here, I highlight these themes and how the MBA for TELUS unites our stories. To learn more about the individual journeys of these remarkable leaders, I invite readers to explore the Q&As, linked above.

Culture of innovation & integration

One of the key themes in these interviews was the profound impact of integrating the MBA program into students' daily lives at TELUS, which has been instrumental in fostering a culture of continuous learning and development. Students in the program are current TELUS team members, so application of the concepts learned in the classroom is immediate and relevant to ongoing work. Moreover, the benefit of these learnings reach far beyond the individuals who are participating in the program, as they bring their new connections, learning and inspiration into their workplace teams. During my interview with Jill, she emphasized the visionary leadership of our CEO, Darren Entwistle, whose unwavering commitment to innovation and learning has shaped the ethos of our organization. The MBA for TELUS program stands as a testament to this commitment.

Capstone projects from the MBA have also contributed directly to organizational growth and innovation, such as the creation of the TELUS Agriculture and Consumer Goods division.

Resilience & commitment to personal growth

I deeply admire the unwavering clarity of purpose and the relentless pursuit of personal growth shown by each of these women. Despite facing numerous challenges along the way, they each demonstrated remarkable resilience and adaptability, seizing opportunities and breaking barriers in pursuit of their aspirations. Each made strategic decisions, took calculated risks and committed to personal growth.

From frontline team members to leading multinational teams, their journeys are a testament to the power of embracing change and seizing opportunities. For example, Lynn's experience with the MBA program encouraged her to step out of her comfort zone and explore new opportunities, leading to her current role.

"The MBA encouraged me to take on a special project and accept an exciting secondment opportunity within TELUS," said Lynn. "It was the second year of MBA when I decided not to go back to my former role and keep making progress and expanding the opportunities within my secondment role, which ended up opening the door to my current role today."

Jill was already in a VP role at TELUS when she began the MBA, and some asked her why she chose to go back to school at that point in her career. "A lot of people asked me why would I go do the MBA now at this time in my life and my answer was always, why not? Just embracing it and wanting to have this learning mindset all the time, that has definitely filtered into the rest of my life and my career. I'm always interested in trying new things or doing new things or learning new things. It just reinvigorated me."

Mentorship & networking

Each leader emphasized the significance of mentorship, coaching, networking and continuous learning in their career advancement.

For me, these interviews have offered a prime example of how the network of MBA for TELUS alumni support each other and offer learnings and mentorship to those following in their footsteps. The opportunity to connect with each of these incredible leaders, the alacrity and willingness with which they gave their time, are a perfect testament to the collegiality and shared experience coming out of a custom MBA such as this one.

These interviews combined with my own MBA for TELUS experience have clearly depicted that the relationships forged during our MBA journeys, characterized by camaraderie, support and shared aspirations, continue to serve as sources of inspiration and empowerment in our professional lives.

Women in leadership

As we delved deeper into discussion, these women highlighted the unique leadership styles that women bring to the table. They spoke about the collaborative and empathetic approach that women leaders tend to embody, fostering a culture of inclusivity and innovation within organizations. From navigating the complexities of the corporate world to fostering inclusive environments where diverse voices are valued and heard, these leaders exemplify the transformative effect of women at the helm. Their stories reaffirm my belief in the power of representation and the importance of creating pathways for women to thrive and succeed in leadership roles.

"I find women really empower one another in the organization," says Jill. "We respect and support each other and when we see another woman doing really well, we cheer each other on. I love working with amazing people because I continuously learn from them and it makes me want to do better as I have to lift up my game in order to perform to that same standard."

Career outcomes & applying the MBA for TELUS at work

One of the most consistent outcomes from an MBA is greater confidence in your contributions to the organization. Maddy shared her journey of self-assurance and leadership, saying, "the MBA definitely gave me the confidence in myself, the confidence in my business capability, and the confidence in my leadership so that I felt that I could put my hand up and not sit in the background and wait for somebody else just to put my name forward."

"Completing the program gives you credibility in the sense that people look at you a bit differently once you have an MBA," says Jill. "Also, you have more confidence because of the training and education. Those two things together build a culture for you to go back into the organization and say more, do more, drive more because you now feel like you have the permission to do it."

As Jodi told me, the MBA program served as a springboard for career advancement, providing opportunities to hone leadership skills, expand networks and embrace new challenges. "The MBA was well recognized by my business unit and that allowed me to take on more leadership responsibilities," she says. "I engaged heavily in growing my leadership and used the MBA as an opportunity for me to leverage the network that I built. This played an instrumental role in being promoted to a director during my MBA." This highlights the program's role in empowering aspiring leaders to reach their full potential.

My experience in the MBA program has also been transformative, particularly in terms of how it has impacted my confidence and my approach to work. Like Maddy, I found that the program instilled in me a newfound sense of self-assurance and belief in my abilities. Prior to pursuing my MBA, I often hesitated to assert myself or share ideas widely with confidence, but the program provided me with the tools, knowledge and network to step forward confidently. As Jill noted, completing the MBA program not only enhanced my credibility but also bolstered my confidence through the rigorous training and education it offered. This newfound confidence has translated directly into how I show up to work each day. I now actively seek new challenges every day, leveraging the skills and networks I cultivated during my MBA journey, and also encourage my peers and my team to be bold and confident as they progress on their career journey.

On the classroom side, the MBA curriculum equipped them with essential skills and frameworks. Each highlighted important lessons from their coursework, including the different perspectives gained from the strategy class, the fact-based decision-making structure they developed through the lens of statistics, and the practical frameworks acquired through coaching and marketing courses that they use daily with their teams.

As Jodi shared, “Right after MBA, I was tasked with looking at a pricing approach and I used what we learned in the statistics course where our instructor, Jen Beggs, was very helpful in building the model with me. It was a very effective way of communicating with the leadership team and helped us make a decision based on pure data, helping me gain the leadership team’s trust for future projects.”

Last word

My interactions with these influential MBA for TELUS alumnae have deepened my appreciation for the transformative power of education, mentorship and women leaders. As I continue on my own journey, I am empowered by their stories, fuelled by their passion and inspired by their unwavering commitment to their teams. Armed with the lessons learned from these trailblazing leaders, I am eager to embrace the challenges and opportunities that lie ahead, confident in my ability to make a meaningful impact.

55.2 Reflections from the First Graduating Cohort of the MBA in Advancing Reconciliation

Subjects

- Business Administration
- Corporate Social Responsibility (CSR)
- Ethical Leadership
- Finance
- Reputation
- Responsible Management Education
- Social Entrepreneurship
- Societal impact
- Sustainable Development
- Sustainable Supply Chain Management
- Accounting

Provide supporting context

As they celebrate their convocation, graduating students from the first cohort of the [MBA in Advancing Reconciliation](#) shared what this journey has meant to them—both personally and professionally—in their own words.

Developed in partnership by the Gustavson School of Business and the BC Association of Aboriginal Friendship Centres (BCAAFC), this program was designed to equip leaders across the social services sector with the tools to advance reconciliation through community-rooted, Indigenous-informed leadership.

As the program announces its next cohort is planned for 2026, we asked graduates to reflect on what brought them to the program, what they've learned, and how they're carrying that knowledge forward.

Annette Morgan, Nox Stikine

Executive Director, Dze L K'ant Friendship Centre Society



Why I joined the MBA in Advancing Reconciliation

My name is Annette Morgan, my traditional name is Nox Stikine from Gitanyow, BC. As a matriarch, I am guided by my culture and community—that inspired me to pursue this MBA. I believe that by honouring our Indigenous laws and teachings, we can create pathways for meaningful change within the social sector, honouring a future where we thrive in a healthy environment.

Reflections on the journey

Reflecting on my time at Gustavson, I am filled with gratitude for the experiences that have shaped my understanding of reconciliation. Personally, the journey of completing my MBA has transformed me in ways I never anticipated. I've deepened my understanding of the systemic barriers our communities face and the imperative to address them through an Indigenous lens. This program has reinforced my belief that reconciliation is not just a concept; it is a call to

action that requires us to engage with our communities and empower our people. I have emerged with a renewed sense of purpose, ready to advocate for change with the wisdom of my ancestors guiding me.

What I learned

Throughout this journey, I encountered many learning experiences that have had an impact on my personal and academic growth. Frank Bastien and Cheryl Mitchell's teachings were some of many, whose commitment to Indigenous rights and social equity resonated deeply with me, inspired me to push beyond my comfort zone. Their encouragement to think critically and creatively about our challenges has equipped me with the tools to engage with complex issues and seek out innovative solutions.

As I reflect on how I have applied my new knowledge, I am excited to share that I have brought these insights back to my region. By embedding Indigenous perspectives in our projects, we are laying the groundwork for sustainable change that honors our traditions and respects our ways of knowing.

Looking ahead

I am more determined than ever to advocate for the rights of Indigenous peoples and to create spaces where our voices are amplified. My hopes following graduation are to continue building bridges between our communities and broader society, fostering understanding and collaboration. Together, we can cultivate a future that honors our teachings and embraces the potential of our shared journey toward reconciliation.

Julie Robertson

Interim Executive Director, BC Association of Aboriginal Friendship Centres



Reflections on the program

I am deeply honoured to be part of the first graduating cohort of the Master of Business Administration in Advancing Reconciliation at the University of Victoria's Gustavson School of Business. This groundbreaking program—funded by the Province of British Columbia—was created to strengthen leadership across the social service sector through the lens of reconciliation.

Our graduating class includes 22 students, among them 15 Indigenous graduates and 11 representatives from the BC Friendship Centre Movement. Together, we have built a powerful network of leaders committed to advancing change and lifting the entire social service sector. This program has equipped us with the tools and perspectives to lead with purpose and accountability—centering Indigenous values, community needs, and long-term sustainability.

Why this work matters

For those of us working within the Friendship Centre Movement, the impact of this MBA cannot be overstated. With over 80 percent of Indigenous Peoples in BC living away from their traditional lands, the presence of 15 Indigenous graduates is a profound step forward. It represents a new generation of urban Indigenous leadership—ready to strengthen our communities, advocate for equity and lead transformative systems change.

Personal impact

As an autistic, Indigenous woman, this journey has been both challenging and deeply rewarding. The program pushed me to grow in ways I didn't anticipate, and it reignited my passion for learning and leadership. It has encouraged me to continue my studies and explore

new opportunities for education and advocacy. As Indigenous Peoples, we must lead our own change—conduct our own research, tell our own stories and shape our futures on our own terms. That is what the BC Friendship Centres stand for, and this program has only deepened my commitment to that vision.

What's next

This first graduating class is just the beginning. With two additional cohorts launching in 2026, we look forward to seeing even more leaders from our communities' step into this opportunity. We hope to secure further funding for expanded training, more seats and even PhD-level education in the future. Every new graduate strengthens the movement. Every new voice adds power to our collective advocacy.

It has truly been an honour to be part of the MBA in Advancing Reconciliation. I'm proud to graduate with this incredible group of leaders and excited for all that lies ahead.

Janet Marianella Westcott (née Vanderhor)

Director of Operations Therapeutic Homes, Hollyburn Family Services



About me

I am of mixed heritage; Dutch from my father's side and Peruvian from my mother's side. I am the first generation of my family born in Canada. I grew up on the unceded and ancestral lands of the sy̓wəxwú7mesh (Squamish) peoples. I currently live and work in North Vancouver which is the unceded and traditional territories of sy̓wəxwú7mesh (Squamish), sel̓íl̓wítulh (Tsleil-Waututh), and x̱wməθḵw̱x̱m (Musqueam) Nations. I am a daughter and only child. I am currently grieving the loss of my beloved father, to whom I dedicate my completion of this MBA – he knew I could do anything. I am a wife and a mother of two children, a daughter and a son. I

have been a Child and Youth Care Practitioner for nearly 25 years. I feel blessed to have had the opportunity to participate in the MBA AR program to expand my knowledge, improve my practice and assist my organization in moving forward on their journey in Reconciliation.

Starting the program as an adult learner

We started this program with uncertainty as adult learners returning to a master's program. We were greeted and nurtured by the two matriarchs of the program, Debra and Valerie. They went out of their way to provide care and comfort to each of us, modelled how to take care of each other and continue to champion us.

What stood out

In one of our first courses, we were assigned to groups. We would be in these groups throughout the program. The people in this group became a lifeline to us in the program. During my toughest time, the loss of my dad, they held me up. The learning we gained from each other's vast experiences enriched the coursework. I am so grateful to Anna, Cliff, Joanne, Kari and our newest member Richard . I treasure our bond and look forward to continuing collaborative work in the future.

Reflections on reconciliation

This opportunity is unique and has had a great impact on my practice. As a non-Indigenous person, I have repeated the mantra "we don't know what we don't know". There is so much that we need to learn and understand about Truth and Reconciliation, and it can be overwhelming to know where to start, to be worried that we are doing it wrong, that we will offend. There needs to be more opportunities to co-learn and share. I am forever grateful for this experience.

Candice Henriques

CEO, arc programs



About me

My name is Candice Henriques, and my home is Kelowna, located in the Okanagan Valley, on the unceded, ancestral and still occupied territory of the Syilx people.

Why I joined the MBA in Advancing Reconciliation

My inspiration for pursuing the MBA in Advancing Reconciliation stemmed from a desire to shift systems from within. I've spent many years working in community-based services, witnessing how colonial frameworks continue to limit the potential for equity and authentic relationship-building.

How it's changed me

This journey has shifted my internal compass. I've become more grounded in who I am, more confident in speaking truth and naming harm. I'm more committed to showing up in relationships with humility and care. It has also taught me to slow down; to listen deeply, reflect, and honour Indigenous processes of decision-making, which often challenge dominant western leadership models.

Looking ahead

I've developed a clearer sense of how to integrate reconciliation into everyday practice—not as a checkbox or policy requirement, but as an ongoing ethical commitment. I hope to continue building bridges between Indigenous and non-Indigenous communities and cultivating space for new forms of leadership rooted in care, accountability and possibility.

Bev Williams

Program Director, Hiiye'yu Lelum (House of Friendship) Society



Why I joined the MBA in Advancing Reconciliation

I was inspired to pursue an MBA as it aligned with my goals and aspirations to lead in an Indigenous agency. Matriarchal leadership within Indigenous agencies and communities is an age-old way of leading. Our Matriarchs and Ancestors trained us for this.

Personal reflections

I am an older student in my early 60's. If I had planned better, I would have pursued an MBA in my earlier/younger years. My encouragement to younger students is to do it while you're young and sharp. Although, I did bring elders wisdom to the program and culture.

What stood out

I realize that I've become more empathetic in my work. I learned more about collaboration and design thinking and that empowers me to do my job better. Using empathy, care and concern to hear our people better. In using matriarchal leadership as a leadership style to advance reconciliation, by using the teachings, ways of knowing, being and doing that our matriarchs and ancestors taught and led us.

Looking ahead

I'll continue in my role with the Friendship Centre movement and keep growing as a leader.

Karilee Campbell

Program Manager, Serenity Resources Ltd.



About me

My name is Karilee Campbell. I live and work as a guest on the traditional and unceded territory of the Syilx Okanagan peoples. I am the daughter of the late Wayne Campbell and the granddaughter of Ruth and Doug Campbell, and Irene and Ted Rutherglen. I joined the MBA in Advancing Reconciliation as a non-Indigenous settler committed to working in a good way. My work in the social service sector, particularly alongside youth, inspired me to pursue this program. However, I didn't fully realize just how deeply it would change me.

What stood out

From the first residency, I knew I was in a special place. The connections within my study group began with curiosity and care, and over time, they grew into unbreakable bonds. We supported one another through difficult conversations, long nights of writing and moments of deep personal reflection. My group became my grounding force, and the wider cohort continually uplifted me in ways I never expected. I was consistently humbled by the brilliance, generosity and vulnerability that each person brought. We learned from one another, challenged one another and held each other with compassion. Those relationships have been among the greatest gifts of this journey.

What I learned (and unlearned)

One of the most profound aspects of this program was the process of unlearning. I had to step away from colonial frameworks and deeply ingrained ways of knowing to make space for Indigenous teachings and truths. I carry these shifts not just in my mind, but in my spirit. The

guidance of Indigenous teachers, community leaders and peers reminded me again and again that reconciliation is not a checklist. It is a lifelong commitment, rooted in relationships, reciprocity and responsibility.

How it's changed me

This chapter in my life has left a deep imprint. It has reshaped how I see the world, how I connect with others and how I hope to walk forward. I leave this program with immense gratitude for the teachings, for the people and for the chance to be part of something truly transformative.

SIGNATORY

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