

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Gustavson School of Business

September 2026

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

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

Mission

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.

Our pillars

Integrative – bridging across boundaries

We synthesize across silos. We bring together multiple forms of knowledge and expertise so that decisions about challenges and opportunities are more effective.

Innovative – advancing meaningful solutions

We reframe the problem. We are curious, creative and confident enough to try something new, yet wise enough to do so with clear purpose.

Regenerative – having positive impact

We make things better. We create knowledge and practices that improve environmental, social and economic outcomes, enhancing the living systems we operate within.

Inclusive – belonging through understanding

We embrace diverse communities. We engage with people across the world to ensure that our work remains relevant – geographically, culturally and experientially.

[Strategy & values - Gustavson School of Business - UVic](#)

Vision

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Strategy

Peter B. Gustavson School of Business Strategy

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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

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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

Organizational values

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

Strategy Alignment

Gustavson's alignment with the SDGs

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.

Institutional History

History of RME Adoption at Gustavson

Milestones of RME Adoption

Early foundations in ethics, equity & sustainability

- **1990s–2000s:** The school emphasized sustainability and ethical business education through the leadership of **Dr. Ali Dastmalchian** and **Dr. Monika Winn**, helping establish sustainability as a core element of the school's culture. ([link](#))
- **Social Responsibility and Sustainability** becomes one of Gustavson's four strategic pillars. ([link](#))

PRME Signatory commitment

- **January 2009:** Gustavson formally became a **Communicating Signatory** and PRME Champion to the UN Principles for Responsible Management Education (PRME). ([link](#))

Formation of Centre for Social and Sustainable Innovation (CSSI)

- **2010s:** Gustavson established the **Centre for Social and Sustainable Innovation (CSSI)** to support the integration of sustainability and social responsibility into curriculum, research, operations, and governance. **Dr. Monika Winn** served as co-founder and director. ([link](#)) ([link](#))

Evolving Toward Regeneration

- **2025:** Gustavson adopted **Regenerative** as one of its institutional strategic pillars. ([link](#))
- The CSSI was relaunched as the **Centre for Regenerative Futures (CRF)** in May 2025 under the leadership of **Dr. Natalie Slawinski** and **Dr. Simon Pek**. ([link](#))

Key Individuals & Roles

- **Dr. Monika Winn and Professor Heather Ranson:** Instrumental leaders in embedding sustainability and responsible management education across Gustavson. Winn helped establish sustainability as a core strategic priority and co-founded CSSI, while Ranson led sustainability reporting, PRME implementation, curriculum integration, and faculty support activities that embedded sustainability throughout teaching and operations. ([link](#)) ([link](#)) ([link](#))
- **Dr. Natalie Slawinski & Dr. Simon Pek:** Director and Associate Director respectively of the Centre for Regenerative Futures, guiding the Centre's shift from sustainability toward regeneration and a research focused centre. ([link](#)) ([link](#))
- **Professor Christian Van Buskirk:** Advanced responsible management education through Gustavson's engagement with PRME's Impactful Five (i5) initiative, helping strengthen sustainability-focused pedagogy and curriculum innovation. Chair of inaugural Gustavson Sustainability Committee. ([link](#)) ([link](#))

For a timeline of Gustavson History: [link](#)

Graduates & Enrollment

2025 Statistics	Number
Graduates	322
Faculty & Staff at the University	6000

2025 Statistics	Number
Faculty & Staff at the Institution	132
Student Enrollment at the University	22,281
Student Enrollment at the Institution	1804
Undergraduate Attendance	1626
Masters-Level Postgraduate Attendance	165
Doctoral Student Attendance	13

Degrees Offered

Bachelor Programs

- Bachelor of Commerce (BCom)

Masters Programs

- Master in Management (MM)
- Master of Global Business (MGB)
- 📖 Master of Business Administration (M.B.A.)

Doctoral Programs

- 📖 Doctor of Philosophy (Ph.D.)

Masters Degree Programmes

- 📖 MBA in Sustainable Innovation
- 📖 MBA in Advancing Reconciliation



Purpose

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

Letter of Commitment



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University of Victoria

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United Nations Global Compact Office
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New York, New York 10017

September 18, 2026

RE: Adoption of the Principles for Responsible Management Education

As an institution of higher education involved in the development of current and future managers, **Gustavson School of Business (GSB)** is committed to implementing the Principles for Responsible Management Education—starting with those that are more relevant to our capacities and mission, reporting on progress to all our stakeholders, and exchanging effective practices related to these Principles with other academic institutions.

We understand that our own organizational practices should serve as an example of the values and attitudes we convey to our students. To that end, GSB was pleased to be accepted as a member of the PRME Champions 2026 and 2027 cohort to represent the highest level of engagement within the Principles for Responsible Management Education (PRME) community. By joining this group, we not only accelerate our own transformation but also drive systemic change in management education worldwide.

We are proud of the work being done by the Centre for Regenerative Futures (CRF) as it plays a vital role in advancing GSB's regenerative pillar by championing research, teaching and community engagement focused on regenerative sustainability—an approach that seeks to generate net-positive environmental, social and economic outcomes. Guided by Indigenous principles of respect, reciprocity and relationship, CRF aspires to become a leading research hub that empowers business to transform economies, revitalize ecosystems and strengthen communities.

The School's Sustainability Leadership Committee is the vehicle driving practical change amongst our faculty and staff with Earth Month initiatives, a carbon offset program and Bike to Work Week events.

We encourage other academic institutions and associations to adopt and support the Principles for Responsible Management Education.

Sincerely,

BRUNO SILVESTRE, PhD, Dean
Gustavson School of Business
University of Victoria

Continue telling your story

Advancing responsible leadership through a world-leading MBA in Sustainable Innovation

Sustainable innovation. Responsible leadership. Global impact.

At Gustavson our purpose is to develop responsible leaders who create sustainable value for business and society. This commitment is reflected in our programs, student experiences, and approach to management education. The international recognition of UVic's MBA in Sustainable Innovation by Corporate Knights demonstrates how our purpose is translated into educational excellence and meaningful impact, preparing graduates to address complex social, environmental, and economic challenges.

UVic's MBA was ranked No. 1 in Canada and No. 9 globally by Corporate Knights in their 2025 Better World MBA ranking. This recognition reaffirms the program's longstanding commitment to developing responsible, forward-thinking leaders equipped to address complex global challenges through innovative, inclusive and sustainable business strategies.

"The sustainable economy is expanding at twice the pace of the rest of the economy, and leading business schools are adapting accordingly," says Toby Heaps, CEO and publisher of Corporate Knights. "Our 2025 Better World MBA ranking shows how programs can prepare graduates to thrive where sustainability is the growth engine."

Corporate Knights evaluated 179 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're honoured to once again be recognized for our leadership in sustainable innovation," says Graham Brown, acting dean of Gustavson. "This recognition affirms our ongoing commitment to embedding sustainability at the heart of everything we do. As we look ahead, we're expanding that focus—deepening our work in areas such as regeneration and Reconciliation to ensure our impact continues to grow."

Cheryl Mitchell, academic director of the MBA in Sustainable Innovation, says the program's mission is woven into its very foundation.

“Our MBA in Sustainable Innovation is designed to shape leaders who excel in business while tackling the world’s most urgent challenges through triple-bottom-line thinking,” Mitchell says. “By embedding financial, environmental, and social responsibility into every part of the program, we’re preparing graduates to drive the shift toward regenerative business models and lead innovation in a fast-changing global economy.”

UVic’s MBA in Sustainable Innovation offers students hands-on experience through consulting projects, case studies, competitions and immersive learning trips with leading sustainable businesses. These opportunities ensure graduates are ready to create meaningful impact in organizations and communities around the world with confidence and purpose.

Source: <https://www.uvic.ca/gustavson/stories/news/uvic-mba-in-sustainable-innovation-maintains-top-spot-in-global-sustainable-business-rankings.php>

Related SDGs:

SDG 4: Quality Education

SDG 8: Decent Work and Economic Growth

SDG 9: Industry, Innovation and Infrastructure

Developing leaders for a sustainable future

Building childhood dreams into reality



Bryanna MacDonald, MBA '21, talks about her career as an architecture sustainability consultant

By Molly Randhawa

For Bryanna MacDonald, MBA '21, *The Sims*, a popular PC game from the 2000's, wasn't just a game—it was a playground of possibility. At seven years old, she was already a budding architect. Shaping homes for made-

up characters, sculpting their worlds and experimenting with environments where space wasn't just functional, but could make a person feel something—comfort, joy or even chaos.

What started as playful clicks and drag-and-

drop actions soon sparked something deeper: a fascination with how spaces could shape lives. It wasn't about the buildings, but the people inside them. And it didn't take long for Bryanna to realize that this virtual experiment in *The Sims* was an early education in architecture, well-being and sustainability.

Today, as a senior sustainability consultant with architecture and engineering firm HDR, working out of the Victoria office and supporting Western Canada, Bryanna is no longer building homes for pixelated people. She assists in creating environments and strategies that promote health and well-being by integrating these elements into everyday work, while also advancing sustainability in both projects and company operations—ensuring that every design decision aligns with sustainable practices.

The unexpected architect

Bryanna's career didn't exactly unfold like she imagined in her childhood simulations. After a few short years of supporting architecture projects in the traditional way, she traded drafting tables, blueprints, and sketching futuristic cities for drafting proposals and contracts for the provincial government. But even in this role, the same spark that ignited her childhood love for design remained. Every contract and every proposal were a chance to influence the bigger picture.

"I wasn't really doing what one would have traditionally thought an architect would do," she admits. "What I loved was problem-

solving, and the idea that 'If I do X, it will influence Y in this way.'" For Bryanna, architecture wasn't just about buildings—

it was about how design shapes the way people interact with space and experience life.

When her managing director suggested she go back to school for a master's degree in architecture, Bryanna hesitated. "I looked around at the architects and thought, 'I love architecture, but my passion extends beyond that,'" she says. But she did want to grow her career—

whether it was in architecture or not, she had decided she needed to go back to school, eventually pursuing UVic's [MBA in Sustainable Innovation](#).

"I ended up calling it my COVID project," she says of the timing of her MBA at Gustavson, which she started during the pandemic. "Even despite that, it was a really good fit."

Building for the future

What drew Bryanna to architecture was its hidden power—

the ability to impact not just physical spaces, but the people who inhabited them. “When we talked about sustainability in architecture, it was almost exclusively about the environmental impacts and less about the social piece,” she says.

Bryanna was drawn to the intersection of holistic sustainability and architecture through civic design—public spaces like libraries, recreation centers, and parks

—‘third spaces’ that shape how people connect with their communities outside of home and work, and how these spaces influence how people feel, what they do and the impacts they leave on communities. “It touched the public in ways that other types of architecture didn’t,” Bryanna explains. “For me, it was always about the tangible social impact—

the way design could bring people together and enhance their lives.”

That philosophy came full circle when she started a company-

wide wellness newsletter, which only progressed further after HDR acquired the firm. “When the firm I originally started working for, CEI, was acquired by HDR, I kind of just jumped on the opportunity to be able to bring that social piece into my day-to-

day,” she says. “It wasn’t always coming up in the plans that we were drawing, so it was a way to tie it in.”

When HDR acquired CEI just a few months into Bryanna’s role, she embraced the opportunity to grow the initiative. Over time, she expanded the newsletter into broader health and well-

being programming across HDR’s Canadian offices—coordinating cross-

office challenges, sparking conversations through weekly emails and championing both mental and physical health as key to sustainable work culture.

This engagement—and Bryanna’s passion for social well-being—

was well underway long before she pursued her MBA. In fact, her early efforts helped shape a culture of care that continues to influence how her team works today. Through her work, Bryanna continues to show that sustainability isn’t just about buildings—it’s about the people inside them, too.

A career in sustainability, accelerated

As her career has accelerated since completing her [UVic MBA](#), Bryanna works closely with HDR’s Sustainability Director

“I’ve never had to pay more attention to global politics in my life,” she says. “For example, navigating different political landscapes, while avoiding greenwashing and green hushing, is a huge part of my role.

” With the global political landscape becoming more complex, she anticipates this will continue to be a

focus in her role. “I imagine it’s only going to get more complicated. But it makes every day interesting, to say the least, and gives me an opportunity to exercise empathetic listening and problem solving which has been the common thread throughout my entire career.”

Despite these growing challenges, Bryanna feels more prepared than ever, thanks to her MBA in Sustainable Innovation. “Our team is well-rounded, and I’m really well-equipped to tackle these challenges through my education at UVic and the support of my team. Of course, we pull in experts when needed, but just being able to ask the right questions—even if I don’t know the answer—the MBA has definitely set me up to think more critically.”

Building worlds, one space at a time

Looking ahead, Bryanna is still that same architect at heart—the one who built virtual worlds in *The Sims*. But now, those worlds are larger, more intricate and impact far more people.

As Bryanna puts it: “Care and concern for well-being is at the root of my passion for social and environmental sustainability, and this spirit is with me in everything I do—whether I’m supporting my team, consulting on a project or strategizing for organizational change. People are the key to solving the biggest challenges we face today, and we must ensure the systems and infrastructure we create empower them and remove the barriers embedded in the status quo.”

Whether she’s guiding global-embedded sustainability efforts or nurturing a workplace culture of care, Bryanna is focused on creating environments that truly matter.

And while the pixels may be gone, the power of good, thoughtful design—its ability to shape lives, change experiences and bring people together—is just as real as ever.

Source: <https://www.uvic.ca/gustavson/stories/mba/building-childhood-dreams-into-reality.php>

Related SDGs:

SDG 4: Quality Education

SDG 8: Decent Work and Economic Growth

SDG 9: Industry, Innovation and Infrastructure

SDG 11: Sustainable Cities and Communities

SDG 12: Responsible Consumption and Production

SDG 13: Climate Action



Values

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



Who Champions Responsible Management Education at Our Institution

- ❖ Centralized sustainability office
- ❖ Disciplinary efforts within business school
- ❖ Individual leader
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Senior leadership office

Student Voices

The following narrative demonstrates how Gustavson School of Business has influenced students' academic journey and personal growth.

A student's journey from the US Rockies to the BC coast, and into sustainability, business and healthcare

Drea Pedersen lets curiosity lead the way



A student's journey from the US Rockies to the BC coast, and into sustainability, business and health care

By Molly Randhawa

No one can deny Google Maps's influence. We use it every day, sometimes for directions, other times to find "cute coffee shops near me." Not many of us can say, however, that it helped us choose a university.

"Funny enough, I found UVic just by looking on Google Maps," says Drea Pedersen, BCom '25. "I was browsing Canadian universities and thought, 'Oh, I kind of want to move to BC. That sounds fun.' I had never even heard of the Island before. I zoomed in, saw the circle," referring to Ring Road, "and thought it looked cool. So, I applied, and got in. It was my first choice."

Drea grew up in Vail, Colorado, a small ski town known as an outdoor lover's paradise. Life there moved with the seasons: it was quiet in the off-

season, lively during tourist season. She wanted something different, and that fateful Google search led her to UVic, where a campus tour confirmed her choice.

"We did come visit," she says. "I talked to someone who had great things to say, and I really liked UVic's co-

op work placement program. I hadn't seen many universities actually equipping students with real, paid experience. In the States, so many internships are unpaid, and that just didn't sound worth it to me."

That decision to trade Colorado for the coast opened the door to Gustavson's BCom program. From there, Drea began to chart her own course — one that would eventually lead to health and sustainability. So how did she make that leap?

Always a sustainable outlook

In 2013, the Rana Plaza garment factory collapsed in Bangladesh, killing and injuring thousands of garment workers and sparking a reckoning about how consumerism and fast fashion were harming both people and the planet. Reading about the disaster stuck with Drea. It raised questions about how organizations work and who gets left behind.

"I think I was a senior in high school, I remember researching about it and thinking, 'why aren't people still talking about this,'" she recalls.

"I felt something similar when I really came face-to-face with the reality of the climate crisis. That was probably around the same age. Where I'm from we just weren't educated enough on the climate crisis, so when I did educate myself, I felt very compelled to do something—even though I didn't know what that would be."

Her search for answers eventually led her to business and economics, where she began to understand how deeply entrenched systems shape the world.

“As I started exploring business, and especially economics, it was really enlightening. I realized, ‘Oh, if our economic system is built this way, then real change won’t happen unless the system itself gets rebuilt.’ That really hit me, and it helped shape where I wanted to focus my studies. Looking back, there were hints throughout my life pointing me in this direction.”

Those little moments pushed Drea to pursue a BCom degree at Gustavson, and even further to start integrating these principles into her career. She started working with [Island Health](#) during a co-op work term, where she would start bridging the gap between planetary health and human health.



Co-op work-term placements, coffee chats & Copenhagen

When Drea entered the BCom program, she knew she wanted to study business—but not exactly why. Like many students, she saw it as a versatile career path. What she didn’t expect was how work terms and exchange experiences would connect business with her early interest in sustainability.

“During third year, I had a co-op work term at Island Health in digital communications—writing and communications, internal and external. I loved it. It was creative and fun,” she recalls. “But even then, I realized I was more interested in operations and sustainability, especially environmental sustainability.”

That co-op work term gave her a chance to explore sustainability within a professional context. “Through that work term, I set up a coffee chat with someone on Island Health’s sustainability team. That got me even more interested—especially in healthcare and sustainability together,” she says. “Healthcare is something that’s never g

ing away, and to me, running operations in a sustainable way should also never go away. The intersection of planetary health and human health felt like a high-impact zone where I could really make a difference.”

The turning point came on exchange when she went to Denmark. “[Copenhagen Business School](#) (CBS) has some of

When she returned to Victoria, Drea knew exactly where she wanted to focus. “When I got back, I saw a posting for an Island Health Environmental Sustainability work term, and I jumped on it. I already had Island Health experience, so I figured I’d be a strong candidate. I even emailed them multiple times to make sure my application was clear—

I was so eager! Luckily, my boss saw that as initiative and passion. I got the role, and it was an eight-month co-

op work placement, which pushed back my graduation date by a few months, but it was well worth it.”

By the time she graduated in June 2025, she had already built a career path for herself. Now she works as a Sustainability Analyst at Island Health.

Curiosity as a compass

For Drea, exploration has never been about checking boxes. Her early questions quickly took shape in her studies and work.

That same curiosity now guides her work at the intersection of healthcare and environmental sustainability, where systems and operations shape real outcomes for people. It’s a path that feels purposeful but not fixed.

“What is the area of the world that I can impact the best because of who I am and of what I naturally gravitate towards?” she asks. For now, the answer is healthcare. But she doesn’t rule out other possibilities.

“To me, that career evolution would be exciting—

same vision, same purpose, but a different setting and new challenges. That’s how I see my career unfolding.”

She laughs, remembering how it all began with a Google search for a university she’d never heard of on an island she knew nearly nothing about. Years later, that same impulse to follow what sparks her curiosity still guides her forward. “I think just following that—

maybe not a calling, exactly, but a curiosity is how I ended up where I am now. And I’m really happy here.”

Source: <https://www.uvic.ca/gustavson/stories/bcom/drea-pedersen-lets-curiosity-lead-the-way.php>

Relates to:

SDG 3: Good Health and Well-Being

SDG 12: Responsible Consumption and Production

SDG 13: Climate Action

SDG 8: Decent Work and Economic Growth (through co-op and career development)

SDG 17: Partnerships for the Goals (healthcare sector collaboration)

Celebrating Values

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

Empowering future women leaders in finance

Meet the BCom students behind 'UVic Girls that Invest' club



This campus club is helping young women at the University of Victoria take hold of their financial futures

By Jennifer Ivanov

It started as a conversation among friends while away on a weekend trip. If they were interested in learning more about how to properly invest their money, then surely there were others just like them.

That idea has since evolved into a thriving community on campus known as [UVic Girls that Invest](#). Since launching t

"We just really wanted to build a community, a place where women could learn from one another no matter their level of experience," explains Aliyah. "We came into this with limited knowledge ourselves, but a strong desire to learn."

The club's mission is to make investing more accessible by breaking down barriers and creating a welcoming environment where women feel comfortable asking questions, building confidence, and developing financial literacy. Through beginner-friendly workshops, peer-to-peer support, and guest speakers, UVic Girls that Invest aims to empower women to take control of their financial futures.

"We are always talking about investing," says Cynthia. "As we started university, we became more interested in understanding our finances and learning how investing could help us build savings. We looked into a few existing groups on campus, but none really felt like the right fit. Eventually, we thought, why not start something ourselves and learn together?"

From the classroom to the real world

Both Cynthia and Aliyah credit the courses they took at Gustavson with developing their interest and knowledge in finance. They say the classes not only introduced key concepts but also helped them see the real-world impact.

"I think it's important to learn about finances and plan your financial future no matter what age you are," says Cynthia. "The courses I took at Gustavson didn't just teach me concepts—they gave me the confidence to actually start applying those ideas."

Common misconceptions about investing



"I think there are a lot of myths with investing," explains Cynthia. "We've had a lot of people tell us they assumed it was only for the super-rich, or that it's really hard to get started, or that you have to do tons of research and that's simply not true."

The club encourages women to start where they are and build their knowledge over time.

"Yes, research is important," adds Aliyah, "but it can be as simple as getting started, trying things out, and learning as you go. I began learning alongside my parents when I was 14. We know students don't always have a lot of money, but we see this as an investment in yourself—it's worth learning."

"There are so many different ways to learn," explains Cynthia. "I used an investing simulator until I turned 19 and could start investing for real. It lets you practice without using actual money, which makes it really fun and a low-pressure way to build confidence."

Their events cover everything from the basics—like how dividends work or what a bull market is—to more advanced topics such as wealth-building strategies and asset management.

"The space can be very male-dominated, which makes it intimidating for women to join or even ask questions," adds Cynthia. "We try to cover a wide range of topics that we think are important for students, and we focus on making everything approachable, engaging, and inclusive."

Making investing fun for everyone



"I think what's unique about our group is that we're learning in a fun and welcoming way," says Aliyah. "We do have guest speakers, but we don't want to lecture people. We want to make learning interesting, so we've hosted trivia nights, played Jeopardy, and even organized networking events."

Looking ahead, the group is already planning events for the coming school year and hopes to continue growing its membership, welcoming anyone interested in investing. They have also begun partnering with other student organizations to co-host events across campus.

"We know not everyone is as nerdy about investing or finances as we are," jokes Cynthia. "I just think it's important to learn and plan your financial future and that's the message we want to share. You might want to enjoy your time as a student, travel, and see the world—but starting to invest, even in small ways, can help make those goals possible down the road."

Source: <https://www.uvic.ca/gustavson/stories/bcom/meet-the-bcom-students-behind-the-uvic-girls-that-invest-club.php>

Related SDGs:

SDG 5: Gender Equality

SDG 4: Quality Education

SDG 10: Reduced Inequalities

Continue telling your story

Living our values through Indigenous resurgence and reconciliation

Living the teachings: Indigenous resurgence at UVic in 2025

December 18, 2025



Camas is just one of 160 food and medicine plants now found thanks to restoration efforts. Credit: UVic Photo Services.

Throughout 2025, Indigenous storytelling continued to unfold in ways that remind us that resurgence is not something we visit or commemorate—it is something we live, practice and carry forward together.

These stories are not isolated achievements. They are part of a much larger movement—one that reaches far beyond campus—where Indigenous Peoples are reclaiming identity, restoring systems of governance, law and language, and asserting voice on our own terms. The work happening at the University of Victoria (UVic) is deeply connected to the work happening within home communities, Nations and Indigenous movements globally.

What we see reflected in these moments is revitalization as a way of life and not a project. Guided by the local teachings entrusted to UVic by Elders, Knowledge Keepers and community members, this work asks us to remember who we are, to be accountable to one another and to prepare ourselves for the responsibilities ahead.

The stories that follow offer just a small glimpse into how these teachings have been lived throughout the year—through leadership, learning, ceremony, governance and the relationships that hold this work together.

In 2025, Canada marked a decade of truth and reconciliation following what transpired at Indigenous residential schools across the country.

The [Governor General came to the University of Victoria in February](#) to commemorate the 10-year anniversary of the Truth and Reconciliation Commission's release of the 94 Calls to Action. It was a moment to reflect on the emotional journeys of Survivors, families, communities and Nations as the truth of their experiences was affirmed.

It was also a moment to remember the national reckoning that followed—how that spurred changes in education and beyond that acknowledged the injustices of Canada's painful past and what was needed for a more just future.

Her Excellency the Right Honourable Mary Simon outlined the breadth of work that UVic has done in response to the TRC Calls to Action, which built upon decades of work alongside First Nations and communities to support resurgence of Indigenous languages, land and law.

Those reflections continued throughout the year. In the summer, Qwul'sih'yah'maht, Dr. Robina Thomas was named acting president and vice-chancellor of the University of Victoria. In a [Vancouver Sun op-ed](#) published ahead of the National Day for Truth and Reconciliation, Qwul'sih'yah'maht reflected on the importance of the four Laws and Philosophies (teachings) entrusted to UVic by local Elders, Knowledge Keepers and community members.

The Sk̓wes | TŦE SKÁLs I, TŦE Ś,XENANs | Laws and Philosophies call on us to: remember our ancestors and birthright; work together; bring in our good heart and mind; and be prepared for the work to come.

As 2025 comes to a close, these teachings continue to ground us in our responsibilities—to one another, to our communities and to these territories. The stories that follow share a few examples, among many, of how UVic is working to carry the four Laws and Philosophies forward in meaningful ways.



Banners created by Yux'way'lupton, Dr. Clarence "Butch" Dick depict the creation story of the Ləkʷəŋən Nation.

Remember our ancestors and birthright

New banners were erected on campus, designed by internationally renowned Ləkʷəŋən master carver and artist Yux'way'lupton, Dr. Clarence "Butch" Dick. The banners depict the [creation story of the Ləkʷəŋən Nation](#). Symbols related to the origin story include the eagle and the orca. The eagle embodies peace and friendship, and the orca is a symbol of longevity, protection and family. Together, these symbols reflect UVic's transformative journey, from a colonial institution to one fostering Xʷkʷənəŋistəl | W̱ŪENEN̓ISTEL| helping to move each other forward.

Learn more about the teaching of [Héʔəkʷ ʔə cə čəlénən łtə | HÁEQ ŁTE OL TTE ČELÁNEN ŁTE | Remember our ancestors and birthright.](#)



UVic's newly appointed associate deans Indigenous.

Work together

[Three new associate deans Indigenous \(ADI\)](#) were appointed in the faculties of Law, Fine Arts and the Gustavson School of Business. These senior academic roles were created to provide visionary leadership and ensure Indigenous perspectives, knowledge systems and governance practices are embedded in faculty structures, curriculum, research and decision-making.

Learn more about the teaching of [Nəcəmaat kʷəns čəʔi | ČANEUEL OL | Work together.](#)



Doug LaFortune and Lou-ann Neel present in Indigenous Studies 100. Credit: Ziming Dong

Bring in your good heart and mind

What does it mean to be a respectful visitor on the territories of the Ləkʷəŋən and W̱SÁNEĆ Peoples?

Since the fall of 2023, students and community members have gathered at the University of Victoria for [Indigenous Studies 100](#), a course to facilitate greater cultural understanding amongst students, faculty, staff and community members. From the very beginning, cultural protocols of the Ləkʷəŋən and W̱SÁNEĆ Peoples are woven into the fabric of Indigenous Studies 100. Students ask for permission to learn on the territory, and every semester begins and ends with a shared meal prepared by the Songhees Nation. For many students, sharing this meal is an important part of their learning experience, and for some, their first time eating frybread or beginning a course in this way.

Explore the teaching of [Nəwəs šxʷ cən ʔay šqʷeləqʷən | ÁMEKT TʔEN ÍY, ŠKÁLEZEN | Bring in your good heart and mind.](#)



The exterior panel design of the Indigenous Law wing incorporates a Coast Salish paddle and water ripple motif. Credit: UVic Photo Services

Be prepared for the work to come

UVic's Faculty of Law is now home to a new [Indigenous Law wing](#), supporting the growing movement of Indigenous Laws empowering communities to reclaim and exercise authority over their own legal systems. Designed in close relationship with Ləkʷəŋən and W̱SÁNEĆ Peoples, the 2,440-square-metre building carries Coast Salish legal traditions in its form, materials and orientation, reflecting the responsibilities that arise from these territories and the relationships that brought the building to life. The new building is part of how Law faculty are scaling research partnerships for greater impact in community. [Next Steps: Rebuilding Indigenous Law](#), a new research initiative from UVic's Faculty of Law, launched in November to rebuild entire Indigenous legal orders, focusing on all areas of law. Each Indigenous society has its own unique traditions from which legal orders—systems of law, including common law—are drawn, including centuries of knowledge and interactions within and across

cultures. Working alongside Indigenous partners, the initiative supports the revitalization and application of Indigenous legal traditions to address today's realities, in ways that honour the past while preparing for the work to come.

UVic's commitment to Indigenous resurgence

We invite you to [learn more about how UVic is living these teachings](#) every day—through relationships grounded in respect, accountability and care, and through actions that move beyond commitment into practice. This is ongoing work, carried forward alongside Indigenous Nations and communities, as part of a shared responsibility to support Indigenous resurgence now and for generations to come.

Source: <https://news.uvic.ca/2025/living-the-teachings-indigenous-resurgence-at-uvic-in-2025/>

Related SDGs:

SDG 4: Quality Education

SDG 10: Reduced Inequalities

SDG 16: Peace, Justice and Strong Institutions



Teach

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



Educator Recognition

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

- ❖ Annual teaching excellence awards
- ❖ Faculty promotion and tenure consideration
- ❖ Institutional recognition events
- ❖ Pedagogical innovation grants
- ❖ Professional development opportunities

Barriers to Innovative Curriculum

In 2025, Gustavson School of Business identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Curriculum inertia
- ❖ Faculty expertise gaps
- ❖ Faculty resistance
- ❖ History and institutional tradition
- ❖ Learning curve for faculty
- ❖ Outdated infrastructure
- ❖ Overloaded faculty

Barriers to Innovative Pedagogy

In 2025, Gustavson School of Business identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Assessment rigor concerns
- ❖ Budget constraints
- ❖ Change resistance
- ❖ Classroom infrastructure limitations
- ❖ Collaboration barriers
- ❖ Digital divide
- ❖ Faculty confidence gaps
- ❖ Faculty resistance
- ❖ History and institutional tradition
- ❖ Learning curve for faculty
- ❖ Limited faculty development opportunities
- ❖ Overloaded faculty

- ❖ Resource constraints
- ❖ Risk aversion
- ❖ Scalability issues
- ❖ Technology gaps
- ❖ Time constraints

Continue telling your story

From capstone to company impact

How a Gustavson MBA grad is creating a greener future for one of Canada's largest trucking fleets

By Jennifer Ivanov



MBA capstone team outside Arrow Transportation head offices in Kamloops (left to right: Jacob Adams, Ian Schoedder, Taylor Entz)

Jacob Adams used his [MBA in Sustainable Innovation](#) to chart a new path for his employer.

Since graduating in 2024, the 30-year-old has put a plan into action to cut emissions and lead Arrow Transportation's fleet—one of Canada's largest trucking companies—in a more environmentally friendly direction.

The idea came from Jacob's capstone project, a comprehensive, team-based assignment that challenges MBA students to apply the knowledge and skills acquired throughout the program to address real-world issues. At the Gustavson School of Business, graduate students are partnered with a diverse range of businesses seeking solutions to complex problems their organizations face.

Jacob had already been working with [Arrow Transportation](#) at its headquarters in his hometown of Kamloops, where the established industry leader, Arrow operates extensively in bulk commodity hauling across BC's forestry and mining sectors.

Applying capstone research to real-world strategy

"The capstone allowed me to take a step back and really analyze the entire business and go through the details in a much more in-depth way. We basically looked at how we could decrease emissions while continuing to grow the company—which is especially challenging in trucking, because expanding the fleet naturally means using more fuel," explains Jacob.

Working with his team, Jacob began a pilot project exploring the potential of hydrogen and electric vehicles. The work later expanded to include renewable natural gas and LNG options, aligning with Arrow's broader, multifaceted approach to reducing its carbon footprint through renewable fuels, electrification, and optimized logistics. Recognized as a 2025 Clean Energy Champion by BC Hydro, the company is targeting a 2% annual reduction in emissions.

"The capstone allowed us to explore how to build a strong business model while also ensuring that it's beneficial to the environment. The sustainability lens in the MBA program went beyond the environment—which is a big part of it—encouraging us to consider everything from social impacts to business governance. I think this is so important because there's always going to be a demand for this type of perspective," Jacob explains.

"Now, when people ask me about hydrogen trucks, battery-electric vehicles, or renewable diesel, I feel like I have a solid understanding of their limitations. I know what works well and what doesn't for our company, as well as for the customers and communities we serve. Through the capstone, we learned that some ideas may not be viable right now, but that's the point of the project—there's a lot of experimentation."

Jacob worked on the capstone with fellow MBA students, Taylor Entz and Ian Schoeddert. The experience led Entz to join the company.

“I think that’s one of the biggest selling points of the program. You can work on a project for a company and show them what you’ve learned and how you can apply that knowledge,” he says. “Employers like what they see and think the projects are pretty interesting—then a year down the road you’re working for the company.”

Investing in growth

Arrow Transportation also played a key role in supporting Jacob’s graduate studies, demonstrating the value of employers investing in their employees’ education. By helping to subsidize his MBA, the company not only supported his professional growth but also benefited from the expanded knowledge and practical insights he brought back to his role. For Jacob, the experience underscores how these investments can create a strong return—for both the employee and the organization.

“It was great to have an employer invested in the financial piece for me to go to school, and even better to come out of the program with a capstone that directly benefited the company,” he adds.

Jacob’s commitment to furthering his education was significant; he completed the program while working full-time. That effort has already translated into career growth—last year he was promoted to Director of Sustainability and Optimization.

“There were a lot of flights between Kamloops and Victoria over the two years I was in the program—it was a huge commitment, but so worth it,” he explains. “I was in the weekend MBA program and really valued the classroom discussions and the chance to learn from different perspectives, with a cohort of students from across Canada and around the world. I learned so much.”

For potential students considering the program, Jacob recommends having at least five years of work experience under your belt. He says it helped him better understand how to apply the knowledge and identify gaps within the company.

MBA skills drive real-world leadership

Jacob now helps set the direction for Arrow Transportation’s sustainability strategy, identifying which initiatives to pursue and how to improve efficiency across complex supply chains. He credits the combination of his MBA and the hands-on capstone experience with giving him the foundation to lead in this space. That experience, he says, directly contributed to his ability to step into a more senior role within the company.

The MBA in Sustainable Innovation is designed to bridge theory and practice, equipping students with tools to navigate complex challenges from economic, social and environmental perspectives. For Jacob, it built a strong foundation in systems thinking, strategic analysis, and decarbonization—skills he now applies directly in his leadership role.

The blend of academic learning, peer collaboration, and real-world perspective has shaped his decision-making at Arrow Transportation and strengthened his ability to evaluate new technologies, while also balancing environmental and operational priorities. All things that are helping him guide the company's long-term sustainability strategy.

Looking back, Jacob says the program helped him move from understanding sustainability in theory to applying it in practice—an experience that will continue to inform his work for years to come.

Source: <https://www.uvic.ca/gustavson/stories/mba/from-capstone-to-company-impact.php>

Related SDGs:

SDG 4: Quality Education

SDG 9: Industry, Innovation and Infrastructure

SDG 12: Responsible Consumption and Production

SDG 13: Climate Action



Research

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

Research vs Research for RME/Sustainable Development

100 Peer-reviewed articles were published by Gustavson School of Business from this past calendar year.

vs

15 Peer-reviewed articles were published by Gustavson School of Business from this past calendar year in support of RME.

Research Funding

In 2025, Gustavson School of Business was awarded funding for research that is:



**Institution
Specific**



Local



National

Socializing Research

In 2025, Gustavson School of Business contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Research collaborations

Research Projects

In 2025, Gustavson School of Business reported 2 research projects that implemented responsible or sustainable activities.

Accelerating Community Energy Transformation (ACET)

Period Covering: April, 2023 - April, 2030

Department: Computer Information Systems | Economics | Finance

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.



Balance Co-Lab

Period Covering: August, 2023 - September, 2030

Department: Business Analytics | Business Administration | Management

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.



Publications Related to RME and/or Sustainability

Multinational enterprises and greenhouse gas emissions: The dual reality of climate governance mechanisms

| [DOI](#)

Authors: King, Michael R. | Beamish, Paul W.

Date of publication: January, 2026

Department: International Business | Sustainability | Corporate Social Responsibility | Strategic Management

Multinational enterprises (MNEs) have a collective carbon footprint that would rank fifth among nations, positioning them at the center of the debate on climate change mitigation. Framed through theories of temporality, stakeholder pressure, and signaling, this study examines whether and how MNEs have reduced greenhouse gas (GHG) emissions over time. Using longitudinal data over 15 years (2009–2023), we track absolute reductions in scope 1 (direct) and scope 2 (indirect) emissions

across the world's top non-financial MNEs headquartered in 30 countries. We find that 69% of firms reduced scope 1 emissions, with an even higher proportion reducing scope 2 emissions and emission intensities. Reductions accelerated after the 2015 Paris Agreement, though fewer than 45% achieved reductions consistent with international climate targets. Our results highlight the central role of sustained climate governance mechanisms including board oversight, climate strategy, emission targets, monetary incentives, and verification in driving emission reductions. These mechanisms are effective only among firms already on a path to reduce GHG emissions. In firms that increased emissions, governance mechanisms appeared largely symbolic, underscoring the risk of greenwashing in corporate climate governance.



Working with the “Enemy”: Supervised Space, Free Space, and Cross-Border Collaboration amid Geopolitical Rivalry

| [DOI](#)

Authors: Fewer, T. | Ma, D. | Coraiola, D.

Date of publication: February, 2025

Department: International Business | Corporate Social Responsibility | Strategic Management

As the world grapples with intensifying geopolitical competition and ideological conflict, many organizations face the daunting task of navigating the complexities of geopolitics and fostering effective cross-border partnerships. For members of these organizations, such political dynamics might create new barriers to their ability to carry out collaborative activities. In a historical case study of the Apollo–Soyuz Test Project—an unprecedented partnership between the space programs of the United States and the Soviet Union at the height of the Cold War—we identify how organizational members navigated the turbulent geopolitical environment. We found that collaborative meetings between organizational members were limited to a supervised space that ensured government oversight but created interactional barriers. Organizational members realized that their ability to overcome these challenges would require them to develop practices outside of the organization, using boundary work to carve out free space outside the purview of political supervision. The free space served as a laboratory in which they reconciled informational, techno-cultural, and ideological differences and created solutions to the challenges they faced in the supervised space through translation work. Our study theorizes how geopolitics complicates the interactional processes of cross-border partnerships and underscores the importance of free space for fostering collaboration amid geopolitical rivalry.



Leveraging the Dominant Pole: How Champions of an Industry-Wide Environmental Alliance Navigate Coopetition Paradoxes

| [DOI](#)

Authors: Slawinski, N. | Smith, W. | Van der Byl, C.

Date of publication: November, 2025

Department: Strategic Management | Sustainability Management | Responsible Management

Companies increasingly collaborate with competitors to innovate, minimize risks, and address sustainability crises. However, these alliances often falter or fail due to challenges arising from coopetition paradoxes—contradictory yet interdependent tensions between competition and cooperation. Extant research predominantly focuses on addressing these paradoxes through seeking a stable balance between competition and cooperation; however, we lack in-depth processual understandings of how to navigate these paradoxes as they shift over time. To address this gap in the literature, we analyze longitudinal data over the 3 years it took to establish Canada's Oil Sands Innovation Alliance (COSIA), the unlikely alliance across 13 competitive Canadian oil sands companies to improve their industry's environmental performance. We noted the role of competition, which we label as the dominant pole—the more powerful of two paradoxical poles—and identify leveraging the dominant pole as a core mechanism for navigating intensifying coopetition paradoxes. Rather than diminishing the dominant competition pole, alliance champions leveraged competition to enable cooperation aided by a paradox mindset. These findings reorient coopetition scholarship away from seeking stability between the two forces, toward a processual understanding of how to navigate the shifting coopetition paradoxes in alliances over time.



Research Barriers

In 2025, Gustavson School of Business identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Funding challenges
- ❖ Time constraints
- ❖ Data access and management

- ❖ Publishing barriers
- ❖ Technology and resource access

Continue telling your story

Research voices shaping sustainable business and society

Here's What a 15 Year Study Reveals About Global Giants' Greenhouse Gas Emissions

The world's largest companies face a constant tension: bold public promises to fight climate change versus the pressure to deliver short-term financial results. While corporate leaders often talk a big game about sustainability, new research reveals that behind the rhetoric, the realities are surprisingly split.

Gustavson's [Michael King](#) and Ivey's Paul Beamish tracked 157 multinational firms from 2005 to 2020 to see if climate party verification acted as accelerators, driving meaningful reductions. For others, these same tools were often symbolic - they signaled responsibility but didn't achieve real change, and emissions quietly climbed.

Over the 15-year study, roughly 7 in 10 companies reduced scope 1 emissions which come directly from operations such as factory fuel use or company vehicles. Progress for scope 2 emissions, which come from purchased energy like electricity, heat, or steam, was even more significant. Even when total emissions didn't fall, many firms became more energy efficient or reduced emissions per product.

The 2015 Paris Agreement helped accelerate emissions reductions among companies already taking action, particularly those with effective board oversight. Yet progress fell short overall, with only about 45 percent aligning with Paris targets.

Digging deeper, the study revealed that leadership structures made all the difference. When responsibility for emissions sat primarily with the CEO, companies were more likely to prioritize financial performance over real reductions. However, when climate action was owned by the board, governance tools supported genuine progress. In cases where leadership wasn't fully committed, these same tools often became a series of procedural checkboxes rather than a driver of actual change.

Read The Full Study

King, M. R., & Beamish, P. W. (2026). Multinational enterprises and greenhouse gas emissions: The dual reality of climate action. doi.org/10.1016/j.jwb.2025.101694

Who Controls Your Health Data

Picture your medical history scattered across hospital servers, lab systems and clinic databases. You never see where it goes, who accesses it or how it shapes decisions about your care.

Gustavson's [Jan Kietzmann](#) and co-

authors studied how new systems can give patients real authority over their information. They found that blockchain can securely store data, allow patients to decide who accesses it and create transparency across care teams. As a digital ledger that cannot be easily altered, it keeps information safe while still letting providers collaborate.

By putting patients in control, these systems build trust, improve care and keep people at the center of decisions about their health. Privacy is protected while collaboration and innovation are supported. Patients are no longer passive data points. They have a voice in their own treatment and a role in shaping the healthcare system.

Read The Full Study

Robertson, J., Hedlund, A., **Kietzmann, J.**, Pitt, C., & Dabirian, A. (2025). The Blockchain for Personalized Medicine. *IT* 88. <https://doi.org/10.1109/MITP.2025.3529858>

The Paradox of the Fake

Imagine you are watching a commercial that looks completely real. The actor is flawless; the story is compelling, yet something feels slightly off. For marketers, this is a delicate moment. Admit the ad is AI-generated too early or too late and it can completely change how viewers respond.

Marketers are terrified that if they admit an ad is synthetic, AKA a deepfake, the audience will feel lied to. Gustavson's [Jan Kietzmann](#) and co-

authors studied this phenomenon and found a surprising truth: high-quality deepfake ads, when disclosed correctly, can influence purchase intention and engagement just as effectively as real-life content.

The catch is timing. Disclose the synthetic nature before the ad begins and the audience's initial ick factor fades as they focus on the story, emotions and product. Reveal it afterward and even a perfect deepfake triggers a feeling of being misled, eroding trust and engagement. In the age of AI, it's when the truth is revealed that determines whether curiosity turns into connection or doubt.

Read The Full Study

Whittaker, L., Mulcahy, R., Russell-Bennett, R., Letheren, K., & **Kietzmann, J.** (Forthcoming). Examining Consumer Appraisals of Deepfake Advertising. *Journal of Consumer Research*. doi.org/10.1080/00218499.2025.2498830

Source: <https://www.uvic.ca/gustavson/stories/phd-research/fresh-findings-winter-2026-update-on-gustavson-research.php>

Related SDGs:

SDG 4 Quality Education

SDG 9 Industry, Innovation and Infrastructure

SDG 13 Climate Action

SDG 17 Partnerships for the Goals



Partner

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

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AASHE (Association for the Advancement of Sustainability in Higher Education)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Graduate Management Admission Council (GMAC)
- ❖ Local institutions and associations
- ❖ Network for Business Sustainability (NBS)
- ❖ Quacquarelli Symonds (QS)
- ❖ Responsible Research in Business & Management (RRBM)
- ❖ Times Higher Education (THE)
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ United Nations organs other than the UN Global Compact
- ❖ Corporate Knights magazine

Student Organization Partnerships

- ❖ None

Partnerships

The following provides more details on 5 key partnerships at Gustavson School of Business.

Corporate Knights

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.

EFMD Global (EQUIS)

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/>

Business Schools Association of Canada

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.

AACSB International

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.

Times Higher Education

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.

Continue telling your story

Strengthening partnerships through alumni leadership

Gustavson MBA graduate Chris Hunt brings banking expertise back to the classroom

by Jennifer Ivanov



For Chris Hunt, MBA '11, teaching is another way to support Indigenous economic growth. As an instructor in the [MBA in Advancing Reconciliation \(AR\)](#) program at UVic's Peter B. Gustavson School of Business, he shares, "I learn just as much from the students as they do from me," says Chris. "The energy they bring to the room and the different experiences they share are so valuable."

Chris's connection to Gustavson began during his own MBA studies. His instructor, Brent Mainprize, encouraged him to share his knowledge about entrepreneurship with local Indigenous communities.

"It was a great experience because one of my goals with my MBA was to see Indigenous communities participate more in the Canadian economy," says Chris. "It's what brought me to UVic."

His commitment to supporting Indigenous economic success extends beyond the classroom. As Director of Indigenous Commercial Financial Services at Royal Bank of Canada (RBC), Chris provides financial advice to Indigenous governments, communities and economic development corporations.

Helping Indigenous communities thrive

Through his work at RBC, Chris has supported Indigenous communities across the province in a wide range of initiatives, from financing community infrastructure and housing, owner occupied real estate developments, to business acquisitions and industry partnerships—an interest that was further strengthened during his MBA.

“The most rewarding part of my job is getting out into the communities, learning about their priorities and then helping them create a plan and providing capital to get their ideas in motion,” explains Chris. “I also help them find ways to earn more and invest their money.”

Despite all his success, Chris describes his path into banking as somewhat accidental. He was born in Port Hardy and is a member of the Kwaguł First Nation, part of the Kwakwaka'wakw people of Northern Vancouver Island. Growing up, many of his friends pursued careers in forestry or mining, but Chris was drawn to numbers and decided to explore business instead.

Chris turned his interest into a career, pursuing an undergraduate degree and entering the banking industry, where he steadily advanced over the next two decades.

“I've always taken the approach that the client should be at the center of everything we do,” he explains. “We need to provide financial advice that's in their best interests, with ideas that are going to help communities accomplish their priorities and goals.”

Upholding Indigenous values

Chris explains that Indigenous communities are continually seeking ways to create economic development and employment opportunities for their members, while also generating additional sources of revenue to help fund programs and services that are often underfunded. He emphasizes that Indigenous perspectives on wealth place greater value on collective well-being and generosity, values he shares in his work.

“Indigenous people look at wealth in a very different way,” says Chris. “The focus is not on what we have, it's on what we share with others and give away. Many communities host a potlatch, the word means 'to give away.' In our communities, the wealthiest people are the ones who have almost nothing.”

Chris brings these unique perspectives to both his banking career and the classroom, helping others better understand Indigenous values while sharing his passion for numbers. As an accounting instructor at Gustavson, he sees teaching as another opportunity to support growth and create impact.

“I'm just happy to be able to play a small part in someone's professional career as they move forward.”

Source: <https://www.uvic.ca/gustavson/stories/alumni/mba-chris-hunt-brings-banking-expertise-back-to-the-classroom.php>

Related SDGs:

SDG 4: Quality Education

SDG 8: Decent Work and Economic Growth

SDG 17: Partnerships for the Goals



Practice

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

Institutional Policies and Practices

- ❖ AASHE STARS report
- ❖ AI use guide
- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Environmental stewardship policies
- ❖ Ethical data sourcing guides
- ❖ Ethical leadership or good governance policies
- ❖ Equity reporting (DEI, EDI, etc.)
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Open-access guides
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water

Policy Documents Related to RME and/or Sustainability

csap2030-strategy

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

UVic-Indigenous-Plan-2023

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

Practice Awards

In 2025, Gustavson School of Business received 1 award for responsible and/or sustainable practices.

Canada's Best Diversity Employers 2026

Granter: Mediacorp Canada Inc.

Grantee: University of Victoria

Award Description:

This national competition recognizes employers that have exceptional workplace diversity and inclusiveness programs from five diverse groups: women, members of visible minorities, persons with disabilities, Indigenous peoples and 2SLGBTQIA+ peoples. According to MediaCorp, at a time when conversations around diversity, equity and inclusion have grown polarizing, this year's winners have taken a different approach: focusing on programs that make their organizations demonstrably stronger and more resilient.

UVic was selected for a range of leading diversity initiatives, including:

Establishing the role of vice-president Indigenous, and additionally previously launching the Office of Vice-President Indigenous (OVPI) to provide oversight of the organization's Indigenous portfolio, including student support services and programming, policy, Indigenous initiatives and procedural developments, and the implementation of the Indigenous Plan.

Creating an Indigenous Employee Guide to provide specialized support to new Indigenous employees and outline the university's commitment to building relationships with Indigenous communities. The guide provides an overview of supports and resources available to Indigenous employees, including access to Indigenous Elders.

Recently launching its Equity Action Plan, which outlines strategies in recruitment and retention, plans for greater identity-related data collection and the right to conduct limited and preferential hiring searches for underrepresented populations and has made tangible action on the plan, including the implementation of a "better data" questionnaire to collect demographic data of students and employees.

Continue telling your story

Embedding Indigenous leadership in school governance

Gustavson Strengthens Indigenous Leadership with Appointment of François Bastien as First Associate Dean Indigenous



The Gustavson School of Business is proud to announce that François Bastien has been appointed as the school's first-ever Associate Dean Indigenous. A faculty member since 2020, when he joined as an associate professor, Bastien brings five years of leadership and scholarship to this new role.

Bastien is one of four ADI's throughout UVic. These senior academic roles are a significant step in advancing UVic's Indigenous Plan—[xʷkʷənənɪstəl | W̱CENENISTEL | Helping to move each other forward](#)—and reflect our shared responsibility to uphold [ʔetalnəwəl | ÁTOL,NEUEL | respecting the rights of one another and being in right relationship with all things.](#)

The appointments respond to both community calls and faculty needs for dedicated Indigenous leadership to support curriculum reform, hiring and evaluation processes, mentorship of Indigenous students, and meaningful engagement with local Nations.

About François Bastien

François Bastien's story begins in Wendake. He is a member of the Huron-Wendat First Nation. He and his family now reside on the traditional lands of the W̱SÁNEĆ Peoples and are grateful for the opportunity to live and learn from those who have stewarded and protected the lands on which they now reside since time immemorial. He has worked for, lived in, played and developed

d relationships with many Indigenous Peoples and communities which have all contributed to his learning journey. While doing so, he has observed various incongruities between Indigenous ways of organizing and contemporary colonial models. Throughout his academic work in various Western post-secondary institutions, he has also noticed a shared struggle to decolonize and indigenize. Reconciliation for him means embarking on a mutually beneficial co-constructed journey of transformation and collaboration between Western and Indigenous worldviews; a road that is built and shared as opposed to being static and owned. |

What does it mean to you to step into the role of Associate Dean Indigenous?

Stepping into this role is both an honour and a responsibility. It signals UVic's continued commitment to Xʷkʷənəŋstəl | W̱ẸNENISTEL |

Helping to move each other forward, UVic's Indigenous Plan 2023 and reflects the foundational vision of Qwul'sih'yah'maht, Robina Thomas, Acting President and vice-chancellor—and former VP Indigenous, who has shown us what it truly means to decolonize from within. It also reflects the Gustavson School of Business's willingness to jump into the river—to move beyond rhetoric and engage in the difficult, necessary work of relational accountability. I am grateful for the opportunity to contribute by helping attract more Indigenous students and faculty, and by weaving Indigenous Knowledges and ways of being into the very fabric of our programs, policies, and practices.

How do you think this role will help shift or shape the university in a good way?

This role creates space to return to a principle long held by Indigenous Nations: the importance of working together with good heart and good mind. Here at UVic, we are located on the territories of the Lək̓ʷəŋən Peoples (Songhees and Xʷsepsəm/Esquimalt) and the W̱SÁNEĆ Peoples, who are not stakeholders—they are rightsholders. Recognizing this changes everything. It demands that the Gustavson School of Business and the broader university continue their work of moving beyond extractive models of engagement and toward relationships rooted in respect, reciprocity, and relational continuity. This means listening deeply and developing partnerships that are culturally grounded, community-led, and responsive to the visions of Indigenous Peoples themselves.

What does meaningful Indigenous engagement look like in your faculty?

Meaningful Indigenous engagement means rethinking our systems at every level. It means creating welcoming and culturally supportive pathways for Indigenous learners. It means re-examining and decolonizing our curricula to ensure that Indigenous students don't just survive in our programs, but thrive. It means supporting research that reconciles knowledge systems—not through token inclusion, but by dismantling cognitive imperialism and confronting epistemic ignorance. Above all, it means co-constructing a shared journey between Indigenous and Western worldviews, building a road that is alive, relational and continually shaped by those who walk it—not one that is paved, static or owned.

Why is Indigenous leadership at this level important?

Because without Indigenous leadership, reconciliation risks becoming hollow—another institutional performance for optics and compliance. Too often, reconciliation initiatives are reduced to surface-level gestures: a territorial acknowledgement here, a smudging ceremony there—performed without meaningful engagement or change. These cosmetic actions perpetuate a colonial status quo. Indigenous leadership, particularly when embedded within an institutional Indigenous plan, ensures that the work is not performative but transformational. It helps ensure that we don't just name Indigenous communities at the bottom of our emails, but build real, accountable relationships with them.

What are your priorities or hopes for the first year in this role?

My top priority is to strengthen and renew relationships with the original stewards of these lands where UVic is located. This involves visiting communities, listening without agenda and identifying shared priorities. It also means working within the faculty to create internal capacity for decolonial engagement—supporting faculty and staff to move from intention to action. My hope is that by year's end, the Gustavson School of Business will have deepened its relationships with Indigenous communities.

How do you see this role supporting Indigenous students, staff, and faculty?

This role exists to help create the conditions in which Indigenous students, staff and faculty are not only welcomed but genuinely respected, heard and supported. It means advocating for systemic changes that address the barriers they face—from curriculum design and hiring practices to classroom experiences and research recognition. It also means building a sense of kinship and community—spaces where Indigenous Peoples feel connected to each other.

Source: <https://www.uvic.ca/gustavson/stories/news/gustavson-strengthens-indigenous-leadership-with-appointment-of-fran%C3%A7ois-bastien-as-first-associate-dean-indigenous.php>

Related SDGs:

SDG 4: Quality Education

SDG 10: Reduced Inequalities

SDG 16: Peace, Justice and Strong Institutions



Share

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



Engagement Opportunities

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

- ❖ Boards and advisory committees
- ❖ Community events and consultation forums
- ❖ 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

Communication Audiences

Gustavson School of Business communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Faculty and staff
- ❖ Government and policy makers
- ❖ Media and public relations channels
- ❖ Prospective and current students
- ❖ Research and academic networks

Communication Barriers

Gustavson School of Business faces the following barriers in transparent communications:



**Accessibility
issues**



**Audience
reach**



**Bureaucratic
delays**



**Data privacy
regulations**



**Donor
sensitivities**



**Engagement
gaps**



Feedback
loops



Ownership
issues

Continue telling your story

Sharing stories of community engagement and reconciliation

Here for people in need



Jack Taylor is brewing special dialogues on reconciliation during his co-op term with Indigenous Roots Coffee Co.

How UVic co-op student of the year, Jack Taylor, is supporting Indigenous youth in Victoria

Jack Taylor cares about people.

You can find him running a weekly arts program for the Victoria Youth Empowerment Society, or at local businesses during co-op work terms. No matter where he is, Jack will be helping people.

Raised in Manitoba as Red River Métis, Jack learned how family and friends gave him roots. That's why, as a teenager, he worked with the Mathias Colomb Cree Nation and the Red Cross during emergency response efforts to help 1,000 people with short-term housing, supplies and assistance. So when he moved to Vancouver Island for Bachelor of Commerce studies at UVic, his impulse to help kicked in.

As a co-

op student, you can find him at [Kwench](#) while supporting outreach for Indigenous Roots Coffee Co.—chatting about reconciliation education to everyday people inspiring Indigenous leadership on Vancouver Island. For his first work term, Jack promoted the KĒL, KĒLOTFEN ŁE S, ISTEWĒ Education Fund, which helps Indigenous students pursuing careers in engineering and architecture. Jack was named the [2025 UVic Co-op Student of the Year](#).

We caught up with Jack to talk about what motivates him to get involved.



Jack Taylor was named the 2025 UVic Co-op Student of the Year.

How does community shape who you become?

Community is the fabric that bridges family, culture, and support. It is something I have always been able to lean on and fall back to, in both hard times and easy ones. My understanding of community has started to shift as I reflect more on my own personal responsibility, especially through the work I do with Indigenous youth. I am beginning to see community not only as something that supports me, but as something I have a role in carrying forward.

What's one moment when you realized your work was making a difference for at-risk youth in Downtown Victoria?

I have been working with [VIDEA](#) for about six months now. In this role, I facilitate a weekly arts program alongside at-risk youth in Downtown Victoria. The moment when it became clear that my work was making a difference was when I started to see youth frequent regularly and interact with each other. Currently, we have been painting a large mural inside the VYES club, and it has been truly remarkable to see the creativity and talent that the youth have.

Was there a moment when you felt truly seen or appreciated by Victoria?

When I was nominated as Co-

op Student of the Year earlier this year, it was a meaningful moment for me. I have tried to be intentional about the work I pursue. I want the things I am involved in to connect to my values, support community, and feel like I am contributing in a meaningful way. I had the chance to speak in front of UVic staff, and a few people told me that what stood out to them was my resilience, perseverance, and the way I stayed true to my values. That meant a lot, because I do not think those are always things you see in yourself while you are in the middle of it.



Jack Taylor and Indigenous Roots Coffee Co. founder Kiar Porttriss during a working session at Kwenc h coworking space.

Who from the community had an impact on your educational journey at UVic? What did they teach you?

Frankly, I feel like I belong to many different communities, and over time, they have started to blend together. I am in a unique position where I have been able to build an environment of communities that have each taught me something important.

I am incredibly thankful for the community I was raised in back in Manitoba, including my Red River Métis community, my family roots, and the friends who have been part of my life. The people I surround myself with have always inspired me to keep learning, experience new things and stay open to growth.

I also feel very lucky to be working with organizations like VIDEA and [Indigenous Roots Coffee](#), where I have met influential

Source: <https://news.uvic.ca/2026/here-for-people-in-need/>

Related SDGs:

SDG 10: Reduced Inequalities

SDG 11: Sustainable Cities and Communities

SDG 16: Peace, Justice and Strong Institutions

SDG 17: Partnerships for the Goals

SIGNATORY

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