

Sharing Information on Progress Report

Faculty of Management
2021- 2023

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Royal Roads
UNIVERSITY

PRiME

*an initiative of the
United Nations Global Compact*

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Executive Summary

Royal Roads University is proud to present its second Sharing Information on Progress (SIP) Report for the Principles for Responsible Management Education (PRME) initiative. We signed the Principles in 2019 and submitted our first report in 2021. Four years after becoming a signatory, we remain committed to making progress toward advancing the Principles at our University.

Over the past two years, Royal Roads University expanded its commitment to social and environmental sustainability by changing the Office of Research Services to the Office of Research and Innovation and reimagining its mandate to include the advancement of the United Nations Sustainable Development Goals (SDGs). We also created a new position responsible for leading our Community Learning Partnerships.

Letters from the Dean of the Faculty of Management and our PRME coordinator confirm our continued commitment to PRME. In relation to our PRME commitments, we are committed to advancing the United Nations SDGs across the University.

This report explains how we are advancing each of the six PRME principles: Purpose, Values, Method, Research, Partnership, and Dialogue. For each Principle detailed in this report, we provide an overview of our overall approach, examples of how we are implementing the Principle in practice, and targeted goals to deepen our integration and commitment to the Principle over the next 24 months.

The final section of this report reflects on the progress made since our 2021 report and summarizes the goals our PRME Committee has set for the next 24 months across all of the Principles. We will report against these goals in the Fall of 2025.

Over the next two years, we will identify opportunities and actions needed to strengthen our commitment to PRME. Specifically, we will seek to improve our data collection efforts across teaching and research activities, leverage further resources required to formalize our support for faculty in integrating the Principles across our teaching and research and enhance our internal and external partnerships.

Land Acknowledgement

We acknowledge that the Royal Roads University campus sits on the Lands of the Xwsepsum (Esquimalt) and Lekwungen (Songhees) families and ancestors. It is with respect and gratitude that we work, live, and learn on these traditional Lands. This Land was, and continues to be, part of the fabric of life of Indigenous communities. The Xwsepsum (Esquimalt) and Lekwungen (Songhees) families have lived, hunted and gathered on these Lands for thousands of years. Attitudes, practices, and beliefs associated with colonization have dramatically altered Indigenous Peoples' relationships with the Land on which Royal Roads University is located.

As immigrants, immigrant-descendants and visitors to these Lands, we have a responsibility to consider our individual and collective roles in addressing and redressing damaging impacts. Actions we commit to range from respecting the people of these Lands, increasing understanding of Indigenous ways of knowing and being, learning about the past and its impact on Indigenous Peoples and celebrating Indigenous cultures.

As we reflect on the importance of this place, and in the context of PRME, we are reminded to do this work in a way that establishes strong relationships built on reciprocity, respect and Royal Roads University's commitment to undo the legacies of colonialism, repair the effects of oppression, promote equity and to support the sovereignty of Indigenous Peoples.



Letter from the Dean, Faculty of Management



In higher education, the role of business education has taken on a paramount significance in addressing the multifaceted challenges that our society grapples with today. As the Dean of the Faculty of Management at Royal Roads University, I am immensely proud to lead a faculty that shares a resolute commitment to shaping not just the business leaders of tomorrow, but also the responsible and conscientious global citizens our world so ardently needs. The urgency of addressing pressing social, environmental, and economic issues has never been more pronounced. From climate change to economic inequality, from ethical business practices to social justice, the spectrum of challenges that confront us demands a strategic and collaborative approach. It is in this context that I find solace in the Principles of Responsible Management Education, a beacon of guidance that illuminates our path toward creating meaningful impact.

At our business school, we take these principles to heart. Our commitment is not merely academic rhetoric; it is the guiding force behind our curriculum, our research endeavors, and our engagement with the broader community. Through fostering an environment of caring, creativity, and courage, we empower our faculty members to ignite in our students a passion for responsible management.

Our faculty members are actively engaged in applied research that aligns seamlessly with the Principles of Responsible Management Education. From exploring innovative business models that bridge profitability and sustainability, to delving into the intricacies of responsible and sustainable supply chain management, their work stands as a testament to our dedication to creating knowledge that brings about positive change. This report will showcase concrete examples of this research, highlighting how our faculty's contributions are shaping the discourse in responsible management.

But our commitment doesn't end at research. Our students experience PRME in action through applied, community-engaged educational experiences that go beyond the confines of the classroom. By collaborating with local businesses, NGOs, and governmental bodies, our students apply their knowledge to real-world challenges, leaving an indelible mark on the communities they touch. These experiences not only solidify their understanding but also reinforce our leadership in shaping responsible leaders who can tackle the most pressing issues of our time.

Our journey is not without its hurdles, but I am confident that with our collective dedication, we can nurture a generation of business leaders who are not just adept in profit and loss statements, but who are also ethical stewards of our shared planet.

In this report, we have included stories and data that highlight the work that has been done and the work that we will continue to do in the Royal Roads University Faculty of Management.

Robert Mittelman, PhD

Interim Dean, Faculty of Management

Pronouns: he, him, his

Letter from PRME Coordinator

September 30, 2023

The last two years presented many challenges and opportunities for our faculty, students, staff, and university community. The immediate threats of the COVID-19 pandemic are subsiding but the increasingly complex challenges related to climate change and environmental degradation, economic inequalities, and threats to democracy around the globe demand more from leaders and managers across all sectors. These challenges have contributed to deepening our understanding of the importance of, and our commitment to, the Principles for Responsible Management Education.

This report details how responsible management education, guided by the United Nations Sustainable Development Goals (SDGs), is integrated into our purpose, values, method, research, partnerships, and dialogues and provides a strategy and goals for each of these Principles.

In our second PRME report, we continue to take the view that the process of sharing information on our progress is about more than accounting for our actions. We have gained many valuable insights through engaging with faculty, staff and students in preparing this report. These insights will help us to further develop and improve the integration of the Principles across

our teaching, research, and community engagement activities.

The process for compiling the information for this report included an updated review of our programs and courses for sustainability and responsible management content, mapping faculty research outputs to the SDGs and liaising with colleagues across the School of Business, the School of Tourism and Hospitality Management, and the wider University. These engagements have created opportunities for raising awareness among faculty, staff and students about PRME and have served as an impetus for our faculty to reflect on their own contributions to responsible management and sustainability education.

While we aim to be comprehensive in our review and synthesis of activities and initiatives, we continue to recognize that we have more work to do to invest in systems for monitoring our progress against clear and measurable targets and to use this data to inform our learning and future work in this area.

I am proud of what the School of Business has accomplished - especially under such challenging times - and I look forward to seeing what the School of Business can achieve going forward

Sincerely,



Introduction to Royal Roads University

Our vision



Inspiring people with the courage to transform the world.

Our goals

- Any age, any stage, any place: We're an engine of lifelong learning for students no matter where they are in the world, their careers, and their lives.
- Explore, share, advance: We support interdisciplinary research that pushes boundaries, removes barriers, and finds solutions to today's critical issues.
- Invite in, venture out: We engage communities locally, nationally, and globally — leaning into partnerships, learning from others, and warmly welcoming all people.
- Vibrant and sustainable: We champion a sustainable campus with leading-edge infrastructure and online platforms — one that is a top workplace in Canada and takes action on reconciliation, diversity, equity and inclusion.

Our values

- **CARING** A diverse and supportive community for our students, faculty and staff.
- **CREATIVE** Innovation in all we do; we continually seek new and better ways to do things.
- **COURAGEOUS** Bold in our actions; we welcome challenges and take thoughtful risks.

Academic Strategic Plan

In 2021, Royal Roads University launched Learning for Life: 2045 and beyond—a strategic vision that aims to deliver life-changing education that will shape the leaders who will transform the world. Boldly aspirational, the vision concludes with a call to “get busy on the actions that will help us reach our goals.” This Academic Strategic Plan takes up that challenge. The Academic Strategic Plan focuses on the core work of RRU—achieving excellence in learning, teaching and research, and is designed to guide our work and establish our academic priorities over the upcoming three years (2022-2025).

The Academic Strategic Plan will also inform a reorganization of the academic portfolio. Through extensive and iterative engagement with students, faculty, associate faculty and staff, the Academic Planning and Reorganization Steering and Advisory Groups (see last page) identified five key themes to inform the plan: Interdisciplinarity, Indigeneity, Innovation Integration & Inclusivity. Commitment to sustainability is deeply embedded across these key themes. Sustainability is integrated across each of these key themes.

Indigenization

Develop nature-based, climate change-related learning and research opportunities with specific reference

to respecting the peoples on whose lands we are located

Interdisciplinary

Develop new and improve existing interdisciplinary and transdisciplinary curricula, research and practice, in support of institutional goals such as climate action; Indigenization; decolonization; anti-racism; Equity, Diversity and Inclusion and sustainability.

Integration

Support the creation of shared learning, teaching and research resource hubs, including the Climate Action Hub.

Inclusivity

Build competencies and cultivate understanding of anti-racism, equity, diversity and inclusivity among students, staff, faculty and associate faculty.

Increase representation of marginalized voices throughout our curricula and research.

Attract and retain a diversity of students, staff, faculty and associate faculty from equity-deserving groups.

These focus areas are interrelated, interdependent and deeply informed by Royal Roads’ Learning, Teaching and Research Model, a signature pedagogy that is applied and authentic; caring and community-based; and transformational.

Our commitments

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

About the Faculty of Management

The mission of the Faculty of Management is to advance the practice of management by building a world-class management school focused on the responsibilities of the 21st century organization, and effectively serving the global learner.

Advancing the practice of management in a fast-paced, global world underpins every aspect of Royal Roads University's School of Business and School of Tourism and Hospitality Management.

From leading-edge programs designed for experienced professionals, who have taken on or aspire to senior management responsibilities, to innovative delivery options that balance the time pressures and preferences of those seeking face-to-face interaction and the flexibility of the Internet - the School of Business

targets the needs of today's organizations and those who lead them.

We help create accountable and responsible managers with the skills, knowledge, and insight to understand their organizations, work effectively with others, and execute strategies for success. Led by faculty with real-world experience in management and industry, we provide a business school experience unlike any other.

Our tourism and hospitality management programs bring together current and future industry leaders in hospitality, tourism, destination development and sustainable tourism development. In collaboration with industry experts, the programs are designed to provide students with the strategic vision and skills to lead and adapt to change.

Value	Description
QUALITY	Providing quality, cutting-edge, real-world programs; providing the highest quality learner services and high academic standards.
COLLABORATION	Supporting an inclusive, collegial community that seeks out and demonstrates respect for individual opinions and competencies within an environment of trust.
RESPECT FOR PEOPLE	Valuing people as human beings and for their role and efforts in contributing to the success of the organization.
SUSTAINABILITY	Conducting ourselves responsibly by considering and balancing the present and future consequences of our decisions and actions.
CONTINUOUS LEARNING	Evolving the capacity of ourselves and our learners to adapt, innovate, and prosper in a global community.
CUSTOMER ORIENTATION	Putting the needs of the learner first; being learner-centered.

Institutional commitments

Climate and sustainability challenges call for the kind of interdisciplinary and collaborative problem-solving in which Royal Roads excels. Through learning, teaching, research, and action, we are working together to address the largest issues humanity has ever faced.

Advancing the UN Sustainable Development Goals

Royal Roads is committed to advancing sustainability in all our academic programs and operations, with a focus on the UN Sustainable Development Goals (SDGs). The UN SDGs act a tool to align our teaching, research and learning to this urgent call to global action. Dr. Tracy Smith-Carrier, our Canada Research Chair in Advancing the United Nations SDGs, is one of many RRU faculty working to foster these global goals for a more just and equitable future. One of RRU's core research themes *is Sustainable Communities, Livelihoods and the Environment* with 92 active research projects with RRU as a lead institution.

Tackling the climate emergency

The actions we take today to address the climate crisis will reverberate well beyond the campus and our classrooms. Our Climate Action Plan 2022 – 2027 outlines goals, actions and targets that guide climate leadership at all levels. This includes commitments to:

- achieve a net-zero campus by 2050 (65 percent reduction by 2025, and 80 percent reduction by 2030), and to extend institutional responsibility to scope three emissions, reducing them by 50% by 2030.
- prepare for the impacts of climate by levelling up our adaptation efforts and building campus and community resilience.
- roll out nature-based Living Lab programs to engage the community, test solutions, and immerse staff, faculty, and students in hands-on learning from the campus and the lands, and
- make climate change education and capacity building a core purpose and strategic direction for RRU's academic mandate.

Royal Roads is also working with other alliances, groups, and networks to find ways and means to lead provincial, national, and international efforts on climate action. Key among those alliances is the university's commitment to Indigenous collaboration and paired governance to connect with Indigenous communities to identify their climate change plans and priorities and collaborate on shared organizational and governance models. Royal Roads is also part of Race to Zero, a global initiative for a zero-carbon world.



PRINCIPLE 1: PURPOSE

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and work for an inclusive and sustainable global economy.

Our Approach

The Faculty of Management is committed to the success of its students and recognizes that PRME should be a foundation of their education. The Faculty of Management has created a dedicated committee to ensure its future success. We also believe that PRME can help to advance broader University objectives by supporting work towards climate change and environmental solutions; and by fostering business, community, and government partnerships. In this way, PRME activity within the Faculty of Management also contributes to the strategic goals of the University.

In our vision for the University, PRME is reflected in our commitments, including to:

- enhance the inclusion and engagement of people of diverse backgrounds and ideas in all aspects of university life.
- implement the recommendations of the Truth and Reconciliation Commission and honour the UN Declaration on the Rights of Indigenous Peoples.
- advance sustainability in all our academic programs and operations, with a focus on the UN Sustainable Development Goals, and;
- promote research and education to tackle the climate crisis, rapid advances in technology, and interconnected social, economic, and political challenges.

The Faculty of Management actively contributes to achieving this vision, not only through its own programming and curriculum but also through active participation in University-wide initiatives including the Climate Action Task Force Leadership Team; Anti-Racism Committee; and the President's Committee on Equity, Diversity and Inclusion.

PRME in Practice:

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

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

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

Goals for the next 24 months

Explore options for better resourcing and aligning institution-wide sustainability and PRME efforts, which are currently centralized in the Faculty of Management, and report back in our next SIP.

Streamline data collection for all sustainability-related activity across the University.

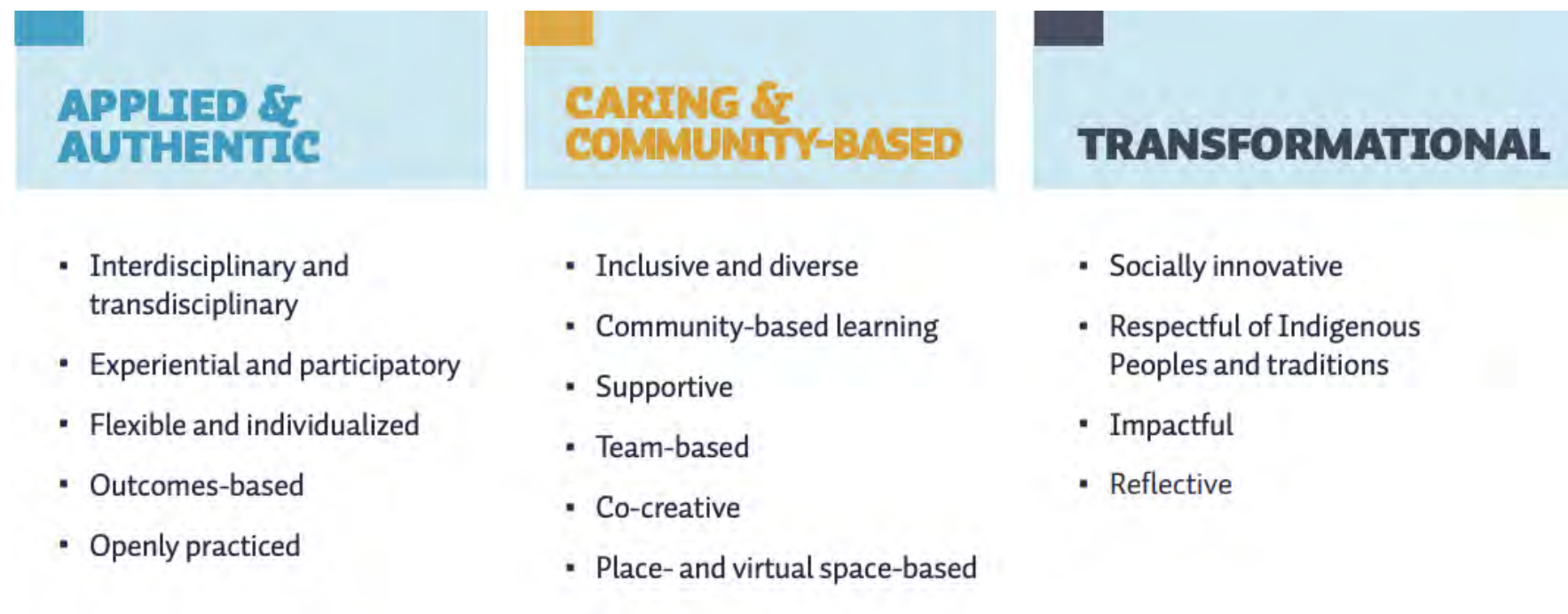


PRINCIPLE 2: VALUES

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

Our Approach

Royal Roads University aims to provide learning, teaching, and research that help people transform careers and lives by solving problems and creating opportunities in the world. As set out in our original Learning and Teaching Model (LTM) in 2013, we focus on producing citizens of the world who are passionate, determined, and confident lifelong learners, integrated into a broad network of like-minded learners, and who can confidently manage and resolve complex, real-life problems.



In 2019 we updated our Learning, Teaching, and Research Model (LTRM) to reflect the evolution of our values, worldviews, attributes, and practices that reflect and shape the unique learning environment, culture, practice, and service at Royal Roads University.

This updated model can be distilled into three core categories of values that express what our faculty, staff, students, alumni, advisory councils, and other community members perceive as unique and forward-thinking in our work: applied and authentic, caring and community-based, and transformational. Transformational learning aligns with the need to transform oneself as a precursor to transforming others. This is recognized in Royal Roads' tagline, 'Life. Changing', as well as in UNESCO's fifth pillar of learning for sustainable development, "learning to transform oneself and society."

Goals for the next 24 months

Identify, review, and reflect upon how the values of global social responsibility are embedded in our education, research, and engagement activities, as well as our own organizational practices.



PRINCIPLE 3: METHOD

We will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership.

Our Approach:

Our Learning, Teaching, and Research Model seeks to develop in students a socially innovative mindset capable of generating solutions to social and environmental challenges and changes. This commitment is embedded in applied and experiential learning opportunities, live teaching cases, project-based learning, and extra-curricular activities. We continue to explore opportunities to improve learning experiences for our students that provide meaningful engagement with responsible management and sustainability issues.

The Faculty of Management offers programs at the graduate and undergraduate levels. These programs include a Doctor of Business Administration (DBA) program, three master's level programs, and three undergraduate programs.

In 2023, the PRME committee undertook a second review to assess the integration of sustainability in our courses and programs and to identify areas for further development and improvement. The review found that sustainability continues to be integrated most extensively at the undergraduate level. For example, our project-based **BBA in Innovation and Sustainability** offers undergraduate students unique opportunities to engage in challenge- and project-based learning through innovative pedagogical approaches. The program embodies the Principles of Responsible Management Education, by ensuring that projects incorporate a “public benefit” element that is explicitly articulated in relation to one or more of the UN Sustainable Development Goals.

Our **Bachelor of Commerce in Entrepreneurial Management (BCom)** program provides students with the competencies required to make a positive impact through intrapreneurship and entrepreneurship. Students take courses that address a range of responsible management themes including sustainability, social enterprise, and corporate social responsibility. The *Venture Challenge* course requires students to launch a mission-driven e-commerce business that directs proceeds to charity.

At the graduate level, our **DBA Program** introduces students to research topics related to responsible management and sustainability in the first year of their studies. Students are required to complete a course that engages several faculty members in leading weekly seminars related to their research in areas including sustainable tourism, sustainable finance, and corporate governance for long-term decision-making, among several others. This course has the potential to influence students as they begin to shape their research program.

More broadly, the DBA Program encourages and supports students to undertake research that helps organizations, industries, and communities address urgent and emerging practical problems while also contributing to advancing academic scholarship. Many of our students are pursuing research agendas directly related to responsible management and sustainability, such as sustainable finance, inclusive economies and climate action across a diverse range of industries and communities. In 2022, the program hosted a doctoral conference on Socially Engaged Applied Doctoral Research in Canada: Approaches to Contemporary Social and Management Opportunities and Challenges. The conference provided a platform for our DBA students to share their emerging research and receive valuable feedback from peers and faculty.

Our other graduate programs provide students with options to select elective courses with a sustainability focus. Business ethics, corporate social responsibility and sustainability are integrated in some of the required courses. Our Masters of Tourism and Hospitality offers students the option of specializing in Sustainability or Social Enterprise.

Scope remains to address sustainability and responsible management in deeper and more integrated ways at both the program and course levels, particularly in our Masters of Business Administration and Masters of Global Management programs. In this next year, as part of an MBA review process, opportunities to embed sustainability and responsible management content throughout the program and into specific courses will be identified.

PRME in Practice:

BBA in Innovation and Sustainability

Undergraduate education at Royal Roads University has a lengthy history of promoting social and environmental sustainability. In 2013, the School of Business launched its first Bachelor of Business Administration degree focused on sustainability and international business. In 2017, the program streamlined its curriculum and revised the program to explicitly orient 70% of its courses toward sustainable development themes.

Our Bachelor of Business Administration Program (BBA) in Innovation and Sustainability is in its third year of programming (launched in Fall 2021). The redesigned BBA program embodies a sophisticated understanding of sustainable development that incorporates a greater emphasis on both systems/complexity and the urgent need for innovative solutions. Unlike conventional undergraduate programs that organize content around disciplinary themes and are delivered using a course-based structure, the re-designed BBA program is delivered in a 100% project-based format, re-centering learning around application and practice, relevance and authenticity, and integration and contextualization.

In partnership with community-based project sponsors, students deliver real-world solutions to community stakeholders. Projects are designed to incorporate a “public benefit” element that is explicitly linked to one or more of the SDGs, such as an explicit project objective or requirement related to a positive impact on the community, society (present and future), workers and/or the environment.

Since all learning takes place in a dynamic and authentic context without clear-cut solutions, students must learn to develop strategies to orient and adapt to novel situations. In so doing, they gain important self-directed learning skills that will ultimately enable them to self-learn through rapidly changing environments while also contributing to real-world sustainability problems facing organizations and contributing to solutions.



“Every practice, including business, can and should be designed through a sustainability lens in the years to come. Reimagining the systems through which climate change and growing inequalities have become our imminent reality is infinitely complex work, which I experienced first-hand in RRU's BBA in Innovation and Sustainability. This complex innovating for social sustainability, environmental sustainability, and economic sustainability and using the UNSDGs to guide us in our work are at the forefront of the BBA program. This experience has armed me with the knowledge and tools to infuse systems change into all the work I do in the future.” - Graduate of BBA in Innovation and Sustainability, Emma Lynn Chapman

BBA in Innovation and Sustainability

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“In the BBA program at Royal Roads, I've undergone a transformative journey where I've gained a more integrated perspective on sustainability, extending well beyond environmental stewardship. We've been encouraged to delve into our interconnectedness with community and the natural environment. The program allowed us to nurture authentic connections, as we applied our knowledge to sustainable solutions for a diverse network of community members. I am grateful for these opportunities to collaborate with the community as they have seeded relationships that have empowered me to continue my contribution to a more sustainable future.” - Emily Mulroney, Graduate of BBA in Innovation and Sustainability

Example of a 'Public Benefit' Project: Waste Audit

As part of their undergraduate program, BBA students conducted a waste audit at Royal Roads University, scrutinizing trash, recycling, and compost streams to curtail plastic waste on campus. Typically, such audits occur every three years, but this was the first led by students. This initiative aligns with RRU's Climate Action Plan, prioritizing waste diversion and emissions reduction. The waste audit delved into RRU's waste management challenges and opportunities, expanding the horizons of BBA students beyond conventional business concerns. It taught them to trace and mitigate environmental impacts throughout a product or service's life cycle. The students' research produced vital recommendations, covering source reduction, training, bin design, communication, and awareness.

Masters of Arts in Tourism Management – Sustainability and Social Enterprise Specializations

There is significant potential for the global tourism industry to contribute to social and economic development while positively influencing progress across the Sustainable Development Goals (SDGs). A broad principle in the MA in Tourism Management Program is to explore the positive and negative impacts of tourism while focusing on positive contributions to sustainable development and mitigation of negative effects. There are three specializations in the MA in Tourism Management that offer students the opportunity to think about concepts and ideas from different disciplines. They include both tourism courses and courses offered in other programs. The following optional specializations are available to students:

Sustainability

The sustainability specialization addresses sustainability as an integral part of tourism management from business operations to culture-based experiences to government policy and community building. In this specialization, students focus on an interdisciplinary and critical understanding of the relationship between tourism and sustainable

development and long-term benefits for all stakeholders.

Social Entrepreneurship

The specialization in social entrepreneurship inspires students to explore the principles of social entrepreneurship and develop their own social enterprise prototypes that purposefully target social and environmental issues and aim to create positive change.

Disaster and Emergency Management

Disasters and emergencies are increasing in severity and frequency and the effects of these disasters are more extensive. Residents and visitors in destinations are intertwined in the tourism experience and the safety of the community is a pressing priority. This specialization prepares students to understand disaster and emergency practices

To complete a specialization, students also advance their learning through the completion of a study. This can be either a Major Research Project or a Thesis. The study focus must relate to their specialization. The study advances students' ability to inform change through applied research.

Live teaching cases across our programs

In many of our programs, students are exposed to live teaching cases that allow them to explore challenges and opportunities facing business organizations in real-time. Many of our live cases have focused on clients who are advancing sustainability and social impact goals.

Design Thinking Challenge

Since 2010, Royal Roads University has hosted a Design Thinking Challenge. The Royal Roads Design Thinking Challenge is a chance for teams of undergraduate business students to contribute to an issue of societal concern. Students work with civic leaders to address a real-world design challenge using a creative, people-centered approach to solve a problem of the community organization selected. There is a belief that the best solutions emerge through working to deeply understand all those who are impacted by a situation, collaborating with others, tapping into our creativity, and learning through prototyping. It is an event for business students who want to move beyond “business as usual” and impact positive change. In 2023, student teams worked with **Beacon Community Services** to bolster inclusivity and community in its community thrift stores. The challenge required students to think beyond typical marketing solutions.

“

This isn't about simply creating a new app or a typical marketing plan. Students have to think about who uses thrift stores, who doesn't and why.” – Amy Zidulka, FoM faculty

Graduate Certificate in Corporate Social Innovation

Our graduate programs provide students with the opportunity to take elective courses, many of which are directly related to sustainability and social innovation. For example, our **Graduate Certificate in Corporate Social Innovation** enables students to develop competencies to design and implement initiatives and programs within diverse organizational contexts to create positive social or environmental impacts. The Graduate Certificate courses include Foundations of Social Innovation, Design Thinking, and Measuring and Scaling Social Impact. Many of the students in the program are actively engaged in leading social innovation and sustainability initiatives in their organizations and use the program as an opportunity to apply what they are learning in the courses to their professional contexts.

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Co-founder of a social venture with a mission to advance gender equality in the tech sector, April Hicke, credits the corporate social innovation program for helping her learn about social enterprises, and how to scale them and drive systemic change. "Doing that program in parallel to launching Toast was invaluable."

“

“I continuously apply what I learned in the program to social innovation projects such as Changing the Game, an initiative to find innovative ways to increase sport participation in BC. I now approach my work with a new lens that will continue to help the communities I serve” - Jared Kope, Director of Partnerships and Engagement at viaSport BC

Table 3.1 Courses in Faculty of Management with Sustainability in Curriculum

**The table does not include courses in the BBA program because every topic module within the program is explicitly linked to one or more of the SDGs. A full list of the required topic modules that students must complete as part of this program are included in the appendix.*

Course Title	Program	Required?	SDG Theme(s) addressed
Topic modules (project-based program)	BBA	Yes	All projects address 1 or more SDG
Ethics in Marketing	BCom	Yes	SDG 12
Strategy	BCom	Yes	SDG 9
Applied Business Economics	BCom	Yes	SDG 8
Human Side of Business	BCom	Yes	SDG8
Environmental and Corporate Social Responsibility	BCom	Yes	SDG 8, SDG 9, SDG 11 SDG 12, SDG 13, SDG 17
Entrepreneurship	BCom	Yes	SDG 8, SDG 9, SDG 12, SDG 17
Applied Business Project	BCom	Yes	SDG 8, SDG 9, SDG 12, SDG 17
Venture Challenge	BCom	Yes	SDG 17
Capstone	BCom	Yes	SDG 8, SDG 9, SDG 12, SDG 17
Foundations of Global Citizenship	BAGTM	Yes	Considers citizenship – local and global
Ethical Issues in Hospitality	BAGTM	Yes	Examines ethical issues within the hotel industry and resort sector
Social, Economic & Environmental Sustainability	BAGTM	Yes	explores understandings of sustainability as a complex phenomenon

Course Title	Program	Required?	SDG Theme(s) addressed
Leadership	MGM	Yes	SDG 5, SDG 8, SDG 10, SDG 16
Business Ethics, Law and CSR	MGM	Yes	SDG 6 SDG 8, SDG 9, SDG 10, SDG 11, SDG 13
Sustainable Tourism Management	MATM	Elective	Identifies & evaluates best practices in sustainable tourism
Responsible Stewardship: An Examination of Ethics in Tourism	MATM	Elective	Essential stewardship issues of personal and corporate responsibility in a global context
Systems Perspectives	MATM	Elective	systems thinking for environmental education and communication
Responsible Tourism Field Study	MATM	Elective	tourism theories and practices such as regenerative, sustainable, and community-based
Developing a Sustainability Perspective	MATM	Elective	Explores the applicability of environmental sustainability concepts and principles

In 2020, we began collecting data related to the exposure to sustainability that students in the Faculty of Management gained at both the course and program levels. This initial data collection serves as a baseline to benchmark and assess where we are in our journey. We set the intention of collecting data on an annual basis and monitoring our progress toward full integration of our commitments under PRME to create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership and management. However, we experienced challenges related to the capacity of faculty over the past two years to meet this goal. We will continue to look for ways to streamline data collection and resource this activity in the future.

Goals for the next 24 months

Review new courses and program proposals to identify opportunities for embedding sustainability into the curriculum where relevant and provide support to faculty to achieve this goal.

Participate in at least one PRME event to share our learning and insights such as from our new BBA program.

Collect feedback from students on the impact of our educational and professional responsible leadership curriculum and learning experiences.

Pilot a theory of change framework and impact metrics for our BBA program.



PRINCIPLE 4:

RESEARCH

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value.

Approach:

Research that has the potential to make a meaningful and positive impact on society is actively encouraged within the Faculty of Management. Specifically, our Learning, Teaching, and Research Model encourages faculty to produce accessible research and track the impact of our contributions. We continue to be inspired by the number of faculty who are engaged in regenerative and sustainability-related research.

In 2023, we reviewed research outputs of the Faculty of Management research over the past two years. As part of this review, faculty publications were mapped against the SDGs. The review identified 19 publications (in journals or book chapters) in the last two years that directly addressed one or more of the SDGs. The following sections provide some examples of the research conducted by our faculty and DBA students that contributes to advancing our understanding of sustainable social, environmental, and economic value.

Faculty Research Profiles

Hany Fahmy, Associate Professor, School of Business



What topics or issues related to sustainability does your research explore?

My research explores issues at the intersection of finance and economics with clean energy, the natural environment, and climate change. Current research topics in these areas include assessing the carbon footprint of crypto assets, measuring different types of climate risks (i.e., physical, transition, and regulatory risks) and investigating their impacts on asset prices and financial markets. I am also interested in employing textual analysis and machine learning models to quantify investor climate sentiment and to study the impact of investor behavior amid climate events on price reversal and excess volatility of different types of asset classes.

How important do you feel is to integrate the values of social and environmental sustainability into your research agenda?

Climate transitions and sustainability issues are attracting the attention of academics, practitioners, and the public in general. I believe that integrating environmental, social and governance (ESG) issues in my research agenda is important not only because it is a timely issue but also because the financial system has a critical role to play in climate transitions and sustainability.

What impact do you hope your research can have on advancing sustainability?

The latest report from the U.N. Intergovernmental Panel on Climate Change (IPCC, 2022) shows that, at the current rate of emissions, the world will burn through its remaining carbon budget by 2030. On the bright side, the report highlights the potential of behavioral changes in significantly lowering global emissions. However, as a first step, this requires a clear understanding of investor climate sentiment. Because the salient impacts of climate change are driven by physical events (e.g., hurricanes, floods, heat waves, and rising sea levels) and/or regulatory events (e.g., climate summits, pledges, and policies), it is sensible to presume that these attention-grabbing events generate broad waves of climate sentiment that could potentially impact investor behavior in financial markets.

Ingrid Kajzer-Mitchell and Amy Zidulka, Associate Professors in the School of Business

Drs. Amy Zidulka and Ingrid Kajzer Mitchell led a 1-year British Columbia (BC) Ministry of Health funded project ‘*Fostering interorganizational collaborative capacity for a climate resilient health system*’. The research builds on the World Health Organization’s *Operational Framework for Building Climate Resilient Health Systems* (2015), which identified the urgent need for health organizations to work collaboratively to achieve resilience. These kinds of interorganizational collaborations have been broadly recognized as difficult to achieve, requiring the development of collaborative capacity at the individual, organizational, and system levels.

Drawing on qualitative interviews, document reviews, and relevant academic and practitioner literature, the research identified best practices for fostering interorganizational and cross-sectoral collaboration for the purpose of fostering climate resilience within the BC health system. By identifying lessons learnt in other relevant national and international jurisdictions, including Canada, Australia, and the United States, the analysis highlighted several environmental and organizational factors impacting collaboration efforts. It also highlighted the role of collaborative goals and outcomes, supportive interorganizational shared governance structures, new accountability systems, and the importance of relationship and trust building.

As part of the research, a one-day virtual Knowledge Exchange Event took place in April 2023. The event connected national and international public sector leaders and experts who are recognized for their work in the area of health, cross-sectoral collaboration and climate resilience. It provided participants with the opportunity to share stories, transfer lessons learnt, and discuss emerging and best practices for interorganizational collaborations.



DBA Student Research: Nidal Moussa

How long have you been a DBA student and what made you decide to pursue your DBA at RRU?

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I began my studies at RRU for the DBA program in January 2021. I chose to pursue my DBA at RRU because I wanted a degree focusing on academia and professional pursuits. I was excited to find a program that would allow me to concentrate on real-world problems and ways to improve lives for all.

What topics or issues does your research explore?

“

My research focuses on the ESG-washing phenomena in the Canadian market. I am particularly interested in understanding how institutional investors identify and impact ESG-washing in Canada

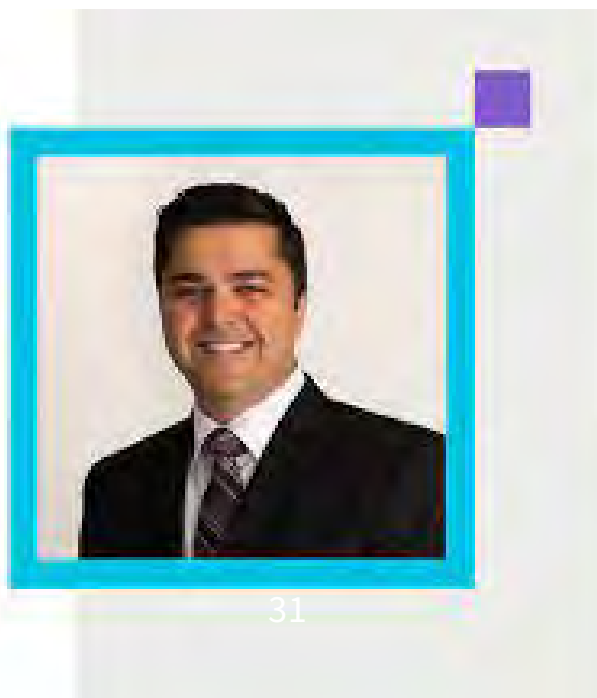
How important do you feel is to integrate the values of social and environmental sustainability into your research agenda?

“

Incorporating the principles of social and environmental sustainability into my research agenda holds profound importance for addressing critical challenges facing our world, including climate change, biodiversity loss, social inequality, and public health threats. My research embraces sustainability, offering tools and interdisciplinary approaches to tackle these issues. By aligning with sustainability values, my research has the potential to advance knowledge and contribute to a more resilient, equitable society. In the face of global challenges, my research carries the responsibility of leading sustainable thought and action.

“

Through my research, I am gaining valuable insights into sustainability challenges, particularly ESG-washing. By exploring how the practice of corporate ESG washing can be identified and impacted, I hope to expand our understanding of how we can create more sustainable policies, business strategies, and societal shifts that prioritize the well-being of our planet and future generations.



DBA Student Sarah Gowans

What topics or issues does your research explore?

“

My research explores how partnerships between Indigenous communities and mining companies in Canada can provide sustainable development opportunities that Indigenous people find valuable for their communities.

How important do you feel is to integrate the values of social and environmental sustainability into your research agenda?

“

It is important that my research encompasses the voices of the Indigenous people involved in my research to share their perspectives of the land, the environment, and how they envision future generations. My goal is to learn how Indigenous knowledge and Indigenous ways of knowing can reveal sustainable development opportunities achievable through these partnerships and to impart a different perspective of how we view the land and environmental sustainability.

What do you hope your research will accomplish?

“

The impact I hope my research has is a new lens and refreshed outlook on environmental sustainability that enables us to act today with future generations in mind.



Table 4.1 Faculty (core) research papers published in the past two years that address one or more SDGs.

Faculty (FoM)	Date	Title	Publication
Archer, G. R., Arndt, F., and Robinson, F.	2022	Value Creation through Environmental Entrepreneurship.	World Scientific Encyclopedia of Business Sustainability, Ethics and Entrepreneurship
Fahmy, H.	2022	Assessing the Carbon Footprint of Cryptoassets: Evidence from a Bivariate VAR Model.	Big Data in Finance: Opportunities and Challenges of Financial Digitalization
Fahmy, H.	2022	Investors' Adaptation to Climate Change: A Temporal Portfolio Choice Model with Diminishing Climate Duration Hazard.	Business and Policy Solutions to Climate Change
Fahmy, H.	2022	The Rise in Investors' Awareness of Climate Risks after the Paris Agreement and the Clean Energy-Oil-Technology Nexus.	Energy Economics
Fearon, L.	2023	Maximizing the Impact of Changemaker Education:: Lessons from a Case Study.	Social Innovations Journal
Hachigian, H.	2022	Alternative Organizations as Systems Hijacking: The Commercial Trust as a Thought Experiment	Business and Society
Irwin, S., et al.	2023	The Emergence of a New Aquaculture System in Bolivia	World Aquaculture
Jorgensen, F.	2023	Kick Me When I'm Down: Modeling Employee Differences of the Impact of Workplace Incivility	Human resources Management Review

Faculty (FoM)	Date	Title	Publication
Kajzer Mitchell, I., Wilson-Mah, R., and Van Winkle C.	2022	The Local Wild Food Challenge: Translating a Chef's Passion for Wild Food into a Sustainable Event	International Journal of Instructional Cases, 6.
MacArthur, J. L., and Stephenson, J.	2023	Energy Politics and Policy in Aotearoa New Zealand	Environmental Politics and Policy in Aotearoa New Zealand
MacArthur, J. L., Hoicka, C., and Das, R.	2022	Democratizing the Green New Deal	Routledge Handbook on the Green New Deal
MacArthur, J. L., and Tarhan, D.	2022	Institutionalizing Energy Democracy: The Promises and Pitfalls of Electricity Co-operative Development	Routledge Handbook of Energy Democracy
Hazenbergh, R., Hodson, J., Mittelman, R., and Ryu, J. (2022).	2023	The Role of Universities in Supporting Social Innovation	Social Enterprise Journal
Segarra, P., and Prasad, A.	2023	Undocumented Immigrants at Work: Invisibility, Hypervisibility, and the Making of the Modern Slave	Academy of Management Best Paper Proceedings. The Academy.
Krusekopf, C., and Wilson-Mah	2022	The Royal Bay Bakery	The Case Journal
Zulfiqar, G., and Prasad, A.	2022	How is Social Inequality Maintained in the Global South? Critiquing the Concept of Dirty Work	Human Relations

In 2020, we began collecting data related to the coverage of sustainability in our research outputs. We continue to collect this data on an annual basis and to monitor our progress toward full integration of our commitments under PRME to engage in conceptual and empirical research that advances our understanding of the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Goals for the next 24 months

Identify the proportion of our research activities and outputs that seek to advance our understanding of the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Encourage the incorporation of PRME priorities into faculty work plans, as appropriate.

Review internal research grant applications to identify and leverage opportunities and incentives to encourage faculty research on themes related to the SDGs.



PRINCIPLE 5: PARTNERSHIP

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Our Approach

At Royal Roads University, partnership with community, business, and industry is a key component of our LTRM. Many of our faculty are actively engaged in research partnerships with industry and communities to advance goals related to sustainability and inclusion. Our research and educational programs are intentionally designed to directly benefit communities. Our research is designed to be shared and to be developed with practitioners who may benefit from the findings and results.

Our students benefit significantly from these partnerships, gaining direct access and insights into real-world and immediate sustainability challenges facing organizations and society. Students are encouraged to engage in partnerships with businesses and communities for their own coursework and capstone projects.

Principle 5 is most extensively integrated into our BBA in Innovation and Sustainability. The program is designed to help students establish meaningful partnerships with business and community organizations to address real-world challenges. The projects are supported by our **Director of Community Learning Partnerships**.

In our MBA program students are required to complete an **Organizational Management Project**, which requires applied research for an organization. While there is no requirement to include a sustainability dimension in their projects, we are seeing increasing interest

among students in taking on projects that relate to sustainability problems in business contexts, reflecting an increasing demand for applied research in these areas. Examples of projects in which students have engaged include developing a fundraising strategy for a nonprofit that provides critical health services to Indigenous communities, creating a climate action plan for forestry corporations, and creating a Diversity, Equity, and Inclusion strategy for a business in the hospitality and tourism industry. With this growing interest among students and organizational partners in action research that addresses sustainability challenges facing organizational managers across sectors, we anticipate that ways to further support students to lead projects with partners on sustainability will be identified in our MBA review.

At the School level, our **School of Business Advisory Council** provides guidance from leading members of the business community to ensure that our programs remain relevant to market demands and meet the changing needs of society. Our council members reflect leadership and excellence in their commitments to advancing sustainability and inclusive economies.

The following section of the report details examples of initiatives that demonstrate our partnerships with the business community to address sustainability issues through research and practice

PRME in Practice:

Members of our Advisory Council for the FoM

Our School of Business advisory committee meets to ensure that our programs remain relevant to market demands and meet the changing needs of society. Members of our Advisory Council represent a diverse range of business organizations, allowing us to jointly explore effective approaches to meeting sustainability challenges facing society and inform the design of educational programs and research that respond to these opportunities. Current members of our Advisory Council with strong connections to sustainability and responsible management initiatives include the Director of Inclusion and Diversity at Teck Resources, a managing partner of Raven Indigenous Capital Partners and Vice-President of the Indigenous Innovation Initiative at Grand Challenges Canada, and the Assistant Dean, Equity and Inclusive Communities at Sprott School of Business, Carleton University.

Director of Community Learning Partnerships

Our Director of Community Learning Partnerships works to enhance our partnership capacity with social purpose organizations, local government, and businesses. These community organizations are invited to share their challenges and goals, and the Director identifies relevant opportunities to connect them in-house or with other partners in the network. This may include connecting our Doctoral Students to a regional working group aiming to build a new cross-silo database, linking instructors and their cohort of students to a social entrepreneur with a wicked problem, or supporting curricular co-creation between CEOs in response to up-skilling requests. This new coordinating capacity allows for a more consistent approach with our community partners, builds trust and accountability, and establishes higher-impact collaborations.

South Island Prosperity Partnership

In 2023, our Dean joined the board of the South Island Prosperity Partnership (SIPP), an initiative that seeks to bring citizens, leaders, and sectors together on strategies, projects, and ideas to create prosperity throughout Southern Vancouver Island. Partners include over 70 public and private-sector organizations in Greater Victoria, including 11 local governments, nine First Nations, three post-secondary institutions, nine industry associations and nonprofits, and more than 30 major employers. As a member of the SIPP board, we anticipate deepening connections between our academic community and local partners in building the region's economic and social prosperity.

In 2020, we began collecting data related to our partnerships and interactions with managers in the business community to extend our knowledge of challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges. This initial data collection served as a baseline to assess our progress. We will continue to seek ways to collect this data on an annual basis and to monitor our progress toward continuing integration of our commitments under PRME.

Goals for the next 24 months

Continue to monitor and strengthen partnerships with managers of private, nonprofit, and public-sector organizations through our research and teaching.

Implement a minimum of ten project-based learning opportunities that link Faculty of Management students with organizations seeking to address environmental and social responsibilities.



PRINCIPLE 6:

DIALOGUE

We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organizations, and other interested groups and stakeholders on critical issues related to global responsibility and sustainability.

Approach:

The Faculty of Management will continue to seek out opportunities for students, graduates, and faculty members to participate in PRME events. We will also seek out opportunities to share what we are learning from our PRME implementation with a variety of stakeholders and with other institutions looking to adopt PRME.

Royal Roads University recently established a **Community Engagement Task Force**. The goal is to assess community engagement across the University and to imagine new ways to coordinate community-engaged research and scholarship across all academic and non-academic departments at the University. Over the next four years, with help from the work of the Community Engagement Task Force, we will define key goals and KPIs to continually grow and

assess our change-making efforts as we harmonize them across the institution. For example, we are exploring ways to address or consider climate risk, adaptation, mitigation; justice, equity, diversity and inclusion; and Indigenous Reconciliation across all RRU policies and processes.

Through the Community Engagement Task Force, we will develop mechanisms to help students identify opportunities to create change in their communities via such strategies as work-integrated learning, applied research projects, and community-engaged curricular/co-curricular activities.

In the future, we will monitor and track these dialogues to provide a better picture of the scope of these dialogues and identify opportunities to further support and encourage them.

PRME in Practice:

Many of our faculty regularly engage in dialogue with stakeholders and rights holders in their research through presentations, interactive sessions, and policy discussions.

For example, in February 2023 Royal Roads University faculty member Amy Zidulka hosted a conference: Leading Design Thinking in the Workplace and the Classroom: A Conference for Design Thinking Lovers, Skeptics, Revolutionaries, and Curious Bystanders. Our Canada Research Chair in Re-imagining Capitalism, Julie MacArthur was awarded a Social Sciences and Humanities Research Council Connection Grant on Strengthening Diverse Research Capacity for an Inclusive Green Recovery in Canada. Faculty member Heather Hachigian recently received funding for knowledge mobilization around her research on community ownership. This work engages policymakers and community organizations across Canada in discussions around co-creating systems to support community ownership of wealth-generating assets and build community wealth at scale.

Participation in PRME Events and Networks

Our faculty and students have actively participated in PRME events over the past two years. For example, core faculty members Lois Fearon and Geoff Archer and DBA student Neil Cody presented their research at the PRME Education Conference in Innsbruck in 2022. In November 2022, core faculty member Heather Hachigian presented her research at the PRME World Tour Research Paper Development Workshop. We have shared our experiences with participating in PRME events through internal communication channels, with the intention of encouraging others in our University community to take advantage of these excellent opportunities afforded by our PRME signatory status.

That said, we recognize that we continue to have work to do internally on promoting dialogue among our own faculty, students, and staff around PRME. Aside from faculty members directly associated with the PRME initiative, there continues to be a limited understanding of the PRME among the rest of the faculty and staff. In part, this is due to the many initiatives within faculty and across the university related to sustainability, including equity, diversity and inclusion, an anti-racism action plan, a climate action committee, and our Ashoka Changemaker Designation that compete for faculty time and attention. There continues to be an opportunity for enhancing the coordination and alignment of these initiatives to identify synergies.

Goals for the next 24 months

- Identify, encourage, and strengthen dialogues with representatives from the private, public, and non-profit sectors in relation to sustainability and responsible management.
- Participate in at least two PRME events to share learning with educators such as with our BBA in Innovation and Sustainability program.
- Host at least two internal dialogues with faculty from across the University on PRME to share learning and identify opportunities for collaboration.

Organizational Practices

“We understand that our own organizational practices should serve as an example of the values and attitudes we convey to our students.” - PRME Initiative

- **Emission reduction:** Since 2010, RRU has reduced its reported emissions by 32% and, by deploying RNG as an interim measure, the university will meet its 2025 GHG reduction targets. All RRU buildings that previously used fossil fuel natural gas for heating will now use RNG, a low-carbon energy source that's captured from organic waste decomposition. This switch is an interim measure as we continue to work to electrify the RRU campus. A *Decarbonization Pathways* report is in development to map out the university's next steps on its race to net zero.
- **Electrifying the Fleet:** RRU has purchased five hybrid vehicles and electrified 30% of RRU's fleet - putting us on track to our goal of having a 94% electric fleet by 2028. The current equipment replacement plan will see the last fossil fuel operated equipment transitioned out by fiscal year 24/25.
- **Piloting Zero Carbon Design (ZCD):** RRU has piloted ZCD standards into two building projects - the Rose Garden Cottage renovation and the design of the Langford Campus. The Rose Garden Cottage is home to the Cascade Institute and will be the first building on campus to achieve this designation.
- **Scope 3 emissions:** RRU has started important work to understand, track and reduce scope 3 emissions. Adopting responsibility for managing and reducing scope 3 emissions is part of our Climate Action Plan commitments as well as a requirement of RRU's participation in the UN Race to Zero pledge. A business air travel baseline (for 2019) was completed and kicks off our work in reducing more than just our direct emissions. Four other categories of emissions we will focus on include employee commuting, student travel, waste, investments, and products & services. Establishing baselines is a critical step in our long-term journey to zero emissions (with a target of halving the emissions that result from our activities by 2030).
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- **Climate Risk and Adaptation:** In fall 2023, RRU will embark on its first campus and community climate risk assessment, a key starting point in developing robust adaptation and resilience plans for the university.

Summary of our Goals for the next 24 months

Principle 1: Purpose

- Explore options for better resourcing and aligning institution-wide sustainability and PRME efforts, which are currently centralized in the Faculty of Management, and report back in our next SIP.
- Streamline data collection for all sustainability-related activity across the University.

Principle 2: Values

- Identify, review, and reflect upon how the values of global social responsibility are embedded in our education, research, and engagement activities, as well as our own organizational practices.

Principle 3: Method

- Review new courses and program proposals to identify opportunities for embedding sustainability into the curriculum where relevant and provide support to faculty to achieve this goal.
- Participate in at least one PRME event to share our learning and insights such as from our new BBA program.
- Collect feedback from students on the impact of our educational and professional responsible leadership curriculum and learning experiences.
- Pilot a theory of change framework and impact metrics for our BBA program.

Principle 4: Research

- Identify the proportion of our research activities and outputs that seek to advance our understanding of the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.
- Encourage the incorporation of PRME priorities into faculty work plans, as appropriate.
- Review internal research grant applications to identify and leverage opportunities and incentives to encourage faculty research on themes related to the SDGs.

Principle 5:

- Continue to monitor and strengthen partnerships with managers of private, nonprofit and public-sector organizations through our research and teaching.
- Implement a minimum of ten project-based learning opportunities that link Faculty of Management students with organizations seeking to address environmental and social responsibilities.

Principle 6: Dialogue

- Identify, encourage, and strengthen dialogues with representatives from the private, public, and non-profit sectors in relation to sustainability and responsible management.
- Participate in at least two PRME events to share learning with educators such as with our BBA in Innovation and Sustainability program.
- Host at least two internal dialogues with faculty from across the University on PRME to share learning and identify opportunities for collaboration.

Summary reflection of achievements and challenges

Principles	2021 Goals and KPIs	Summary of Progress
Purpose	Survey faculty annually on PRME integration in our teaching, research and societal and community engagement. <ul style="list-style-type: none"> PRME Committee meets four times per year to monitor and review progress. Present interim report on progress to FoM Advisory Committee in April 2022. 	In 2023 we integrated our data collection across university sustainability and changemaking initiatives in an effort to streamline data collection. We did not meet our target of quarterly meetings and presentations to the FoM Advisory Committee due to leave of absence (maternity) of our PRME coordinator. Our 2021 PRME report was shared with Executive and we will continue to share our reports with the Executive.
Values	Identify, review and reflect upon how the values of global social responsibility are embedded in our education, research, and engagement activities, as well as our own organizational practices. The outcomes of this review will be detailed in our 2023 SIP Report.	We have increased our capacity to embed values of global social responsibility into our education, research engagement. In 2021 we reimagined the mandate of our Office of Research and Innovation to include strategic development, and implementation on the advancement of the SDGs, EDI in research. In 2022, we hired a Director of Community Learning Partnerships to enhance our partnership capacity with social purpose organizations, local government, and business.

Principles	2021 Goals and KPIs	Summary of Progress
Method	<p>Review all new courses and program proposals to identify opportunities for embedding more sustainability & provide support to faculty to achieve this goal.</p> <ul style="list-style-type: none"> • Participate in at least one PRME event to share our learning and insights from the launch of our new BBA program. • Collect feedback annually from students on the impact of our educational and professional responsible leadership curriculum and learning experiences. 	<p>In 2023, we reviewed new courses and programs in the faculty of management to include in our scan of sustainability. We have not met our goal of providing specific supports to faculty on increasing sustainability embedded in course curriculum and have added this to our goals for the next 24 months. Three of our faculty and one of our doctorate students presented at PRME events. Across the University we are experiencing low response rate on student evaluations and are working on a strategy to engage more students to respond to course evaluations. We will engage with this new evaluation strategy to request the inclusion of questions to request feedback on the impact of our programs/courses.</p>

Principles	2021 Goals and KPIs	Summary of Progress
Research	<p>Identify the proportion of our research activities and outputs that seek to advance our understanding about the role, dynamics and impact of corporations in the creation of sustainable social, environmental and economic value. Incorporate PRME priorities into faculty work plans, as appropriate.</p> <ul style="list-style-type: none"> Review internal research grant applications to identify and leverage opportunities and incentives to encourage faculty research on themes related to the Sustainable Development Goals. Provide training to faculty on how to conduct social impact assessments of their research and pilot impact assessments of at least 3 faculty research projects in the next two years. 	<p>We continue to track a strong level of faculty engagement in research on the role, dynamics and impact of corporations in the creation of sustainable social, environmental and economic value. Due to capacity constraints, we have not met our goal of incentivizing faculty research on themes related to the SDGs or providing training to faculty and have identified these as goals for the next 24 months.</p>

Principles	2021 Goals and KPIs	Summary of Progress
Partnership	Continue to monitor and strengthen partnerships with managers of private, nonprofit and public-sector organizations through our research and teaching. • Implement a minimum of ten project-based learning opportunities that link Faculty of Management students with local organizations seeking to address environmental and social responsibilities	Our new Director of Community Learning Partnership is dedicated to monitoring and strengthening partnerships in relation to our teaching. We met our goal of a minimum of 10 project-based learning opportunities in our BBA program and will continue to advance opportunities for students with organizations seeking to advance positive social and environmental impacts for communities and society and share an update in our next report.

Principles	2021 Goals and KPIs	Summary of Progress
Dialogue	Identify, encourage and strengthen dialogues with representatives from the private, public, and non-profit sectors in relation to sustainability and responsible management. Add PRME priorities to regular faculty meeting agendas to identify opportunities for collaboration. Host at least two internal dialogues with faculty across the university on PRME to share learning and identify opportunities for collaboration.	Our Dean has recently joined the Board of the South Island Prosperity Partnership and our faculty are regularly involved in dialogues with communities, government, corporations in relation to sustainability and responsible management. We have found that there is little value in adding PRME to regular faculty meeting agendas as we've observed that collaboration is emergent among our small faculty group. Looking forward, we will explore other avenues for supporting collaboration across our faculty. We have not met our goal of internal dialogues specific to PRME but as our university is undergoing a reorganization we will look for opportunities in the next 24 months to host these dialogues.

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Royal Roads University

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