

# SHARING INFORMATION ON PROGRESS REPORT

MARCH 2019



**PRME**

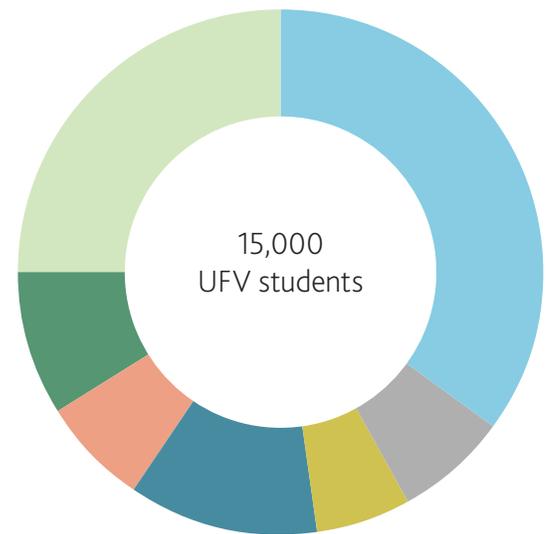
**UNIVERSITY**  
OF THE **FRASER VALLEY**  
SCHOOL OF BUSINESS

# UFV AT A GLANCE

The University of the Fraser Valley (UFV) is a regional, teaching-intensive university, located in British Columbia's beautiful Fraser Valley. We are a fully accredited, public university that enrolls approximately 15,000 students per year. We have campuses and locations in Abbotsford, Chilliwack, Mission, Hope, and Agassiz, British Columbia, Canada and a growing presence in Chandigarh, India.

It is our vision to provide the best undergraduate education in Canada and to be a leader of the social, cultural, economic, and environmentally responsible development of the Fraser Valley. We encourage intellectual, cultural, creative, ethical, and social development in order to prepare our graduates for their roles as productive citizens of an increasingly complex and pluralistic society.

We offer more than 100 programs, including two master's degrees, 19 bachelor's degrees, majors, minors, and extended minors in more than 30 subject areas, and more than a dozen trade and technology programs. Our small class sizes create a learning environment that focuses on the individual, while our practical, hands-on, career-focused approach prepares students for a lifetime of success.



## UFV FACULTIES

- Faculty of Access and Continuing Education – 36%
- College of Arts – 25%
- Faculty of Professional Studies (Excluding School of Business) – 10%
- School of Business – 10%
- Faculty of Science – 7%
- Faculty of Applied and Technical Studies – 7%
- Faculty of Health Sciences – 6%

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# MESSAGE FROM THE PRESIDENT

Here at the University of the Fraser Valley, we have the privilege of living and working in one of the most beautiful regions in the world, and one with incredible scope and impact when it comes to sustainable development. At UFV, our connection with the people of this community and the opportunity we have to explore the natural beauty that surrounds us means that at all levels of this organization, we work hard to ensure that our students are ready to make positive change both here in the Fraser Valley and globally.

The University of the Fraser Valley has recently embarked on a process to refine and redefine our vision and mission. This collaborative and inclusive process will help us reflect on our identity as an institution and to ensure that we continue to meet the needs of our community and our planet by providing high quality education for our students.

The University of the Fraser Valley continues to build connections with the surrounding community. We recently participated in the opening of a pedestrian overpass which was built to better link the campus to the community and encourage walking or biking to campus. We have also continued participating in the Energy Wise Network by developing more energy efficient residences, and increasing participation in the 'Get Your Fleece On' and 'Sweater Week' educational campaigns which are now in their second year running. Our ongoing commitment to sustainable infrastructure development saw the addition of new electric vehicle charging stations and the results of our Sustainable Transportation Project are expected to further enhance our ability to reduce our environmental impact.

On the social side of sustainability, the annual Health and Wellness fair in Chilliwack provides an opportunity for health sciences students to connect and provide health and wellness information to members of the community. Similarly, in the fall of 2017, the University had the honor of hosting The Witness Blanket, an art installation by Carey Newman, build to recognize and remember the children who were sent to the Indigenous Residential Schools here in Canada. This provided an opportunity for UFV to engage in meaningful dialogue and participate in the truth and reconciliation process in an impactful way.

UFV continues to be committed to the Principles of Responsible Management Education (PRME) and is proud to present its second progress report to the PRME community.

**Dr. Joanne MacLean**

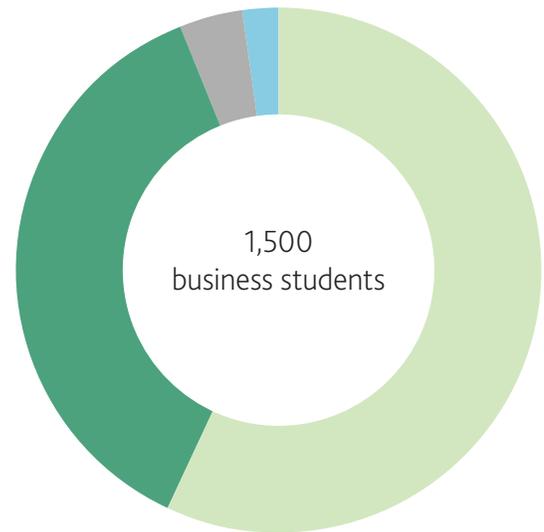
*President and Vice-Chancellor*

# UFV SCHOOL OF BUSINESS AT A GLANCE

The UFV School of Business develops individuals to achieve leadership, management, global citizenship, and employability potential through business relevant, research-informed education.

The UFV School of Business has recently received EPAS accreditation through EFMD, which signifies the quality of education delivered here at UFV. This accreditation recognizes our programs' ability to integrate real-life industry experience with solid academic skills, and our role as a significant contributor to the economic development of the Fraser Valley Region.

The UFV School of Business offers four-year Bachelor of Business Administration (BBA) programs, two-year Business Administration Diploma programs, and a number of certificate programs. Approximately 1,500 students are currently enrolled in programs offered by the school. A snapshot of program enrollment distribution is outlined in the chart to the right.



## PROGRAM ENROLLMENT

- Bachelor of Business Administration – 57%
- Diploma of Business Administration – 37%
- Bachelor of Business Administration (Aviation) – 4%
- Certificate of Business Administration, Accounting, or Marketing – 2%



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# MESSAGE FROM THE DIRECTOR

The UFV School of Business has taken meaningful steps in the past two years towards further incorporating the PRME principles into our curriculum, co-curricular activities, research, and organizational practices. We continue to be dedicated to ensuring a high-quality education for our students, focusing on developing future managers who are ready to take on a leadership role in ensuring the well-being of our planet.

In reflecting on our accomplishments over the past two years, we have continued to grow in our commitment to PRME, evaluating our programs and practices for their effectiveness in communicating our values, and engaging our students and stakeholders. We seek also to encourage faculty, staff, and students to participate in these programs and help us in developing the way forward. This report highlights many of these innovations, provides reflections on the goals set in our previous report, and lays out our vision for the next two years.

Looking forward, the UFV School of Business will continue to develop its reporting procedure, ensuring it is robust and facilitates genuine change and impact. It will also seek to build new relationships and invest in further developing successful programs such as our Sustainability Case Competition, Brownbag Seminars, and supporting our Enactus UFV team. The establishment of a PRME working group will continue to further our goals within the UFV School of Business, as well as participate in and support activities throughout the University and the Fraser Valley Region.

Additionally, we eagerly await the hiring of a new faculty member in Business Ethics, Indigenous Rights, and Corporate Social Responsibilities as we anticipate their positive impact both inside and outside the classroom in furthering our integration of the PRME. We recognize the need for education and professional development opportunities for faculty and staff, which will allow us to continue to adapt our program to ensure our graduates are responsive to changing global needs. We look forward to the further growth and development of our school and of our students in the years to come.

I am proud to submit this report on behalf of the UFV School of Business, in acknowledgement of our achievements thus far, and hereby renewing our continued commitment to the Principles of Responsible Management Education.

**Dr. Frank Ulbrich**

*Director, UFV School of Business*

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## PRINCIPLE ONE

# PURPOSE



*A sustainable global economy means much more than building environmentally friendly businesses. An inclusive and sustainable global economy is built by businesses that prioritize the well-being of future generations over current growth metrics. UFV instills a global outlook in their students, through programs that encourage you to consider how business can be used to impact society in powerful ways. With this foundation, I have been able to apply these principles to my current career path. UFV students see businesses as much more than generators of value, but as powerful accelerators driving global commerce towards an inclusive and sustainable economy.*

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**CHARLES SPENCER,**  
BBA ALUMNUS 2018



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

Responsible management education is integrated implicitly into our mission to develop individuals to become leaders in management and global citizenship, and achieve their employability potential. We strongly believe that in order to be a leader of today, graduates also need to demonstrate best sustainable practices.

Responsible management education for us means that a future leader, i.e., a UFV School of Business graduate, values human life and well-being, and understands the importance of properly managing natural resources. A UFV graduate also has developed critical thinking skills and uses creativity and imagination to solve complex problems. Through responsible management education, graduates will have developed an ethical perspective on the issues facing the world today.

UFV School of Business graduates are socially just and are prepared to participate in their regional and global communities. Graduates demonstrate that they can use what they have learned at UFV to initiate change and make a positive impact in their community. Graduates are ultimately enabled to be role models to others in both their personal and professional lives.

Through responsible management education, we present our students with opportunities to engage with real-world issues, develop solutions, and consider the local and international impact of their decisions. Through this process, we create within our graduates an awareness of their responsibilities as global citizens.

In response to furthering the UFV School of Business’ mission to develop students to become leaders in social responsibility, sustainability, and ethics, the UFV School of Business has established a PRME working group which is tasked with overseeing, supporting, and furthering our PRME goals.

## REFLECTIONS

2017–2019 Goals	Achievement	Moving forward
We will monitor our 2017-2019 goals quarterly.	Progress was monitored sporadically due to loss of a staff resources.	A new part-time staff resource will be allocated to support PRME activities.

## LOOKING AHEAD

- 1.1 The PRME Working Group will conduct quarterly meetings to monitor goals.
- 1.2 Representatives from various stakeholder groups will be recruited to serve on the PRME Working Group.

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## PRINCIPLE TWO

# VALUES

# 2



*It is no longer ethical to continue teaching business from the insular and relic perspective of only financial returns. We must discuss the performance and impact of business organizations along the lines of the planet, people, ethics, economics, and the interdependence of these.*

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**DR. DON MISKIMAN,**  
ASSOCIATE PROFESSOR,  
UFV SCHOOL OF BUSINESS

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

The UFV School of Business continues to be guided by its six core values: student success, academic excellence, community, inclusivity, collegiality, and ethical behaviour.

At the heart of everything we do at UFV is the drive to ensure that students are set up to succeed once they graduate, that they are prepared to face whatever challenges come their way, and that they are adaptable and innovative when faced with creating the future. We understand that this generation of students who are attending UFV, will be the ones responsible for responding to the world created by their predecessors. We recognize that now is the time to prepare them for that responsibility and that opportunity.

The UFV School of Business appreciates that in order to best prepare students for life after graduation, our programs and faculty also need to demonstrate adaptability and awareness. We have continued to evaluate our academic programs and are continually evaluating how to best incorporate our core values into our teaching. Additionally, we seek to provide faculty with professional development opportunities so that they may be better enabled to incorporate our values into their teaching.

## REFLECTIONS

2017–2019 Goals	Achievement	Moving forward
Host at least 2 sustainable mornings in 2017 and 3 annually by 2019.	The UFV School of Business hosted 3 sustainable mornings during this period, which engaged students in sustainable topics.	The PRME Working group will review the 'Sustainable Mornings' concept and issue recommendations for improvement or discontinuance.
Have at least 2 brownbag seminars in 2017 and 4 annual brownbag seminars by 2019.	There have been 3 brownbag seminars hosted in the 2017-2019 period. It has been a successful way to engage faculty in considering PRME related topics.	Further engage faculty by continuing to provide brownbag seminars, increasing their frequency, and expanding to include a variety of presentation and discussion formats.
Have a mandatory course in business ethics and CSR by 2019.	An ethics and CSR course has been developed and is awaiting institutional approval.	A core review of the BBA program is scheduled for 2019–2020, this will allow for an opportunity to implement a mandatory ERS/CSR course into the BBA core (see Looking Ahead 2.2).
Develop mechanisms to determine student and staff knowledge and awareness of UFV School of Business' core values	UFV School of Business faculty reviewed the Sulitest and determined it was not a useful mechanism at this time.	Make core values available on UFV School of Business website. Integrate assessment of core values into program learning outcomes for our academic offerings (see Looking Ahead 2.1 & 2.2).

## LOOKING AHEAD

- 2.1 The PRME Working Group will develop deliverables, through multiple stakeholder input, that enable a greater understanding of the PRME reaching faculty and students.
- 2.2 Implementation of Global Social Responsibility in all concentration areas of the BBA.

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# PRME BROWNBAG SEMINARS

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The UFV School of Business has continued to host regular brownbag seminars which focus on PRME-related topics. The intention of these seminars are to bring together UFV School of Business Faculty to discuss articles and topics which can be implemented into a variety of courses.

*From Idea to Action: Promoting Responsible Management Education Through a Semester-Long Academic Integrity Learning Project. – April 2017*

Lavine, M. H., & Roussin, C. J. (2012). From Idea to Action: Promoting Responsible Management Education through a semester-long academic integrity learning project. *Journal of Management Education* 36(3), 428-455. DOI: 10.1177/1052562911428602

In April 2017, UFV School of Business faculty met to discuss an article which outlines various stages of an academic integrity project where student teams examine their Universities' academic integrity policy and make recommendations for improvements (Lavine & Roussin 2012).

UFV School of Business faculty discussed the strengths and weaknesses of the project, and how similar strategies and themes could be implemented in business courses at UFV. Focusing on action and problem-based learning in teams, the article details the way in which using a personalized example can help students to engage fully in a topic, and it was felt that focusing on policies that directly affect students may help make concepts taught more relevant

(Lavine & Roussin 2012).

The importance of the individual's role, as well as the role of the organization in demonstrating and ensuring ethical behaviour was also discussed. Asking students to understand multiple stakeholder perspectives and identify how micro-level ethical behaviour feeds macro-level behaviour and vice versa was considered one important take-away lesson from the article.

*Giving Voice to Values: A global partnership with UNGC PRME to transform management education – April 2018*

Gentile, M. C. (2017). Giving Voice To Values: A global partnership with UNGC PRME to transform management education. *The International Journal of Management Education* 15(2017), 121-125.

In April 2018, Faculty members met to discuss an article which details the Giving Voice to Values principles pedagogy and how it can be incorporated into the curriculum. The article details how the role of educators can be shifted away from teaching students ethical behaviour to enabling ethical behaviour, suggesting that it is not a lack of values which can impede ethical behaviour, but rather a lack of awareness of

how to go about acting upon students' pre-existing values (Gentile 2017).

Faculty discussed the pros and cons of this pedagogical method, noting that unethical actions and behaviors can often be emotionally driven and can often be dictated by circumstance. It was felt that the concept of normalization, as suggested by the article, was where the practice component of the training comes in. If students have practiced a scenario before, then it is less likely to trigger an emotional response and be pushed towards emotional decision-making when they are faced with an ethical issue in the business world.

Finally, as an alternative to formally teaching ethics, it was noted that modeling is a strong factor in learning ethical behaviour, there was much that faculty can implicitly teach students through their own actions.

*From challenge to opportunity — Management education's crucial role in sustainability and the Sustainable Development Goals — An overview and framework – November 2018*

Weybrecht, G. (2017). From challenge to opportunity – Management education's crucial role in sustainability and the Sustainable Development Goals – An overview and framework. *The International Journal of Management Education* 15(2017), 84-92.

In preparation for the 2017-2019 PRME report, the PRME Working Group felt it would be beneficial to engage faculty in a visioning process for the 2019-2021 goals. The brownbag seminar held in November 2018 sought to engage faculty in a discussion about what they felt would be strategically important for the UFV School of Business to work towards over the next two years.

Faculty discussed how the role of the University is not only to give students the tools they need to generate sustainable value for businesses, but also to pioneer ground-breaking ideas and strategies for sustainability within the School's business model.

After a brief discussion of the article, the attendees were broken up into small groups to formulate suggestions for future PRME goals, many of which have been integrated into this report.

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## PRINCIPLE THREE

# METHOD

# 3



*We have identified the need to incorporate more sustainability related courses, topics and initiatives for students within the UFV School of Business and throughout the university. Our students are getting ready to go out in to the corporate world where they will be faced with many sustainability challenges. We want to ensure we provide students with the tools they need and why last year we designed and implemented the Sustainability Case Competition that was successful in getting the conversation started around sustainability issues the region is facing.*

*We have also developed an Ethics, Responsibility, and Sustainability course that will be incorporated in to the BBA Core program and are actively seeking an allocated resource that will work with faculty to make their courses reach more sustainability concepts. We are headed in the right direction!*

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**JILLENE MARLOWE,**  
ASSISTANT PROFESSOR,  
UFV SCHOOL OF BUSINESS

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

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UFV School of Business faculty are committed to the school's core values that align with PRME-related topics. To make sure that PRME topics are covered in our programs, the UFV School of Business has reviewed both program and course learning outcomes (CLOs). This is to ensure that graduates are fully versed in this important topic. At the time of submitting this report, 47 percent of courses in our BBA program align with our program learning outcomes (PLOs) of applying an ethical perspective and being upright global citizens. This means that our graduates reflect on ethical issues in a business environment based on personal and corporate social responsibilities.

Some of our classes that feature heavily in this area are:

**Cooperative Enterprises.** This course examines the practices of cooperative business organizations, as well as newer co-op configurations and open corporatism. An assignment in this course is to evaluate a cooperative business using the four elements of sustainability.

**Fair Trade and Ethical Consumption.** This course covers the segments of sustainability by examining fair trade movements and their solidarity roots, the creation of market-driven social justice, and its relationships to cooperatives and consumers. This includes using the "Realms of Sustainability – Regeneration" model. An assignment in this course is to select a topic, issue or project relating to fair trade, ethical consumption, social justice, environmental impact (climate change), circular economy, economic democracy, or the plural sector and prepare a paper, video, or implement a project on the topic.

**Work Spaces Built Places.** This course examines the interaction of people with built and natural environments and the impact and implications that each has on the other. This includes using the "Realms of Sustainability - Regeneration mode". Two assignments in this course evaluate business organizations using several sustainability measures.

Additionally, the UFV School of Business has recently been approved to hire a new faculty member to teach business ethics, corporate social responsibility, and Indigenous rights. The successful candidate will also be responsible for supporting other faculty in integrating these topics into existing courses and programs.

## REFLECTIONS

2017–2019 Goals	Achievement	Moving forward
Have a mandatory course in business ethics and CSR by 2019.	An ethics and CSR course has been developed, awaiting institutional approval.	A core review of the BBA program is scheduled for 2019–2020, this will allow for an opportunity to implement a mandatory ERS/CSR course into the BBA core. (see Looking Ahead 3.3 & 3.4)
Have a dedicated faculty resource on business ethics and corporate social responsibility by 2019.	A new full-time faculty position has been posted to develop and teach ERS courses.	Once hired, the new faculty member will be invited to join the PRME working group to facilitate further integration of PRME topics into the curriculum. (see Looking Ahead 1.2)
Have 55% of courses cover PRME topics within the program.	Currently, 47% of courses cover PRME topics within the program.	The PRME working group has continued to define and refine the audit process and will continue to audit courses biennially. CLO audit will be added to the process for 2019. (see Looking Ahead 3.3)
Include PRME-related topics in all new programs developed.	The UFV School of Business is currently working on developing several new programs which will all include PRME-related components.	Include new programs and new courses into biennial audit and incorporate a PRME pre-approval check into the curriculum development procedure. (see Looking Ahead 3.3 & 3.4)

## LOOKING AHEAD

- 3.1 Support implementation of student ideas related to PRME goals.
- 3.2 Increase engagement in PRME initiatives within the UFV School of Business by incentivising participation opportunities.
- 3.3 Develop and complete a course audit to identify all principles which are currently embedded in UFV School of Business programs.
- 3.4 Design and develop an implementation plan to increase principles embedded in UFV School of Business programs.
- 3.5 Develop a PRME Resource Centre for UFV School of Business faculty.

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# NEW BUSINESS DEVELOPMENT

In fall 2018 students in our New Business Development class were given a unique opportunity to collaborate with a class of social work students during an experimental joint class.

Business students were given an opportunity to present business plan ideas for social enterprises to the students in an upper level social work course. The social work students were given an opportunity to provide feedback and added ways to improve the social cause benefit of the proposed enterprise.

Some of the ideas which were presented include: A ride-sharing app designed to reduce drunk driving; a Fitness Center focussing on homeless initiatives in the Downtown East Side of Vancouver; and water sold in non-disposable glass containers (either recycled more safely than plastic or re-used).

The second half of the class involved small group discussion with topics designed to pull each discipline's focus to the forefront to enrich the learning. Students gravitated to common ground much quicker than initially expected by the instructors involved in the project. This proved to be an excellent learning opportunity for students who would not normally study together to interact and learn different/complimentary theories to business and making social change.

In the future, the instructors involved in organizing this project hope to try and set it up as a research project. They plan to study the differences in engagement level, including how it pertains to scores or student feedback, as well as explore how an initiative like this could impact wider academic research.

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## PRINCIPLE FOUR

# RESEARCH



*Human sustainability is of great interest to me. As such, I encouraged my students to take up a project on human sustainability. In my business research class, one of the student groups studied combatting homelessness. This is a topic that is not typically talked about in business classes. There are still social stigmas and prejudices about homelessness. It was important, I thought, to understand that we cannot create sustainable communities if the homeless in our society are ignored.*

*Their research provided a better understanding of the topic and recognized that homelessness is an issue in our communities. In their report, students discussed how they can be involved with helping the homeless. Engaging young business students on how to improve the quality of a fellow human's life is the right step towards attaining a sustainable society.*

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**DAVID DOBSON,**  
ASSOCIATE PROFESSOR,  
UFV SCHOOL OF BUSINESS

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.

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Faculty members at the UFV School of Business are engaged in various topics of research. Some of the topics fall into the category of business ethics and social responsibility.

For example, Dr. Sha Liao currently studies renewable portfolio standards, which require utility companies to supply a certain amount of energy from renewable resources. The problem of determining the optimal purchasing policies under stochastic demand is examined when two energy options, renewable or regular, are available, with different pricing.

Liao, S., Huh, T., & Nagarajan, M. (2016). *Coping with the Renewable Portfolio Standard: A utility's perspective*. Working Paper, University of the Fraser Valley, Abbotsford, BC.

Dr. Kirsten Robertson has recently published a paper which describes an exercise where students simulate a human resources firm that is tasked with renovating and furnishing a healthy and safe office space. The scenario introduces students to the environmental comfort model, and encourages them to make budget allocation decisions that enhance workers' physical, functional, and psychological comfort. The paper explains how biophilic design features, such as exposure to natural light and live plants, are an essential element of psychological comfort, and emphasize how energy-conserving measures promote organizational sustainability.

Robertson, K. M., Chase, H., & Castonguay, A. (2018). *Outfitting the Office: An Experiential Health and Safety Exercise*. *Management Teaching Review*, May, 2018. doi: 10.1177/2379298118775950

Dr. Luciana Turchick Hakak's research seeks to explain and raise awareness of the hardships and injustices faced by members of marginalized groups in our society and workplace, specifically immigrants and stigmatized workers, and in doing so propose routes to ameliorate these issues.

Phung, K., Toubiana, M., Buchanan, S., Ruebottom, T., & Turchick-Hakak, L. 2018. *Uber'ing away stigma: The impact of technology on the nature and boundaries of stigmatized work*. European Group for Organizational Studies (EGOS) colloquium. Tallinn, Estonia.

Guerrero, L., & Turchick-Hakak, L. 2017. *Toward a relational model of immigrant and host country national beliefs: An application of attribution and terror management theories*. Administrative Science Association of Canada (ASAC) annual meeting. Montreal, Canada

Turchick-Hakak, L. 2017. *Gendered identity work of underemployed migrants*. Academy of Management (AoM) annual meeting, Atlanta, GA USA

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## REFLECTIONS

2017–2019 Goals	Achievement	Moving forward
Increase PRME-related research output by 25% by 2019	PRME-related research output was increased by 25% by 2019.	Develop a mechanism to incentivise faculty research into PRME-related topics. Integrate considerations of research output during recruitment process. (see Looking Ahead 4.1 & 4.2)
Have 50% of all undergraduate student research projects focus on PRME-related topics.	The PRME Working Group is working to establish a procedure which will track student research projects.	Encourage faculty to incorporate PRME-related topics into student research assignments. (see Looking Ahead 3.3 & 3.4)

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## LOOKING AHEAD

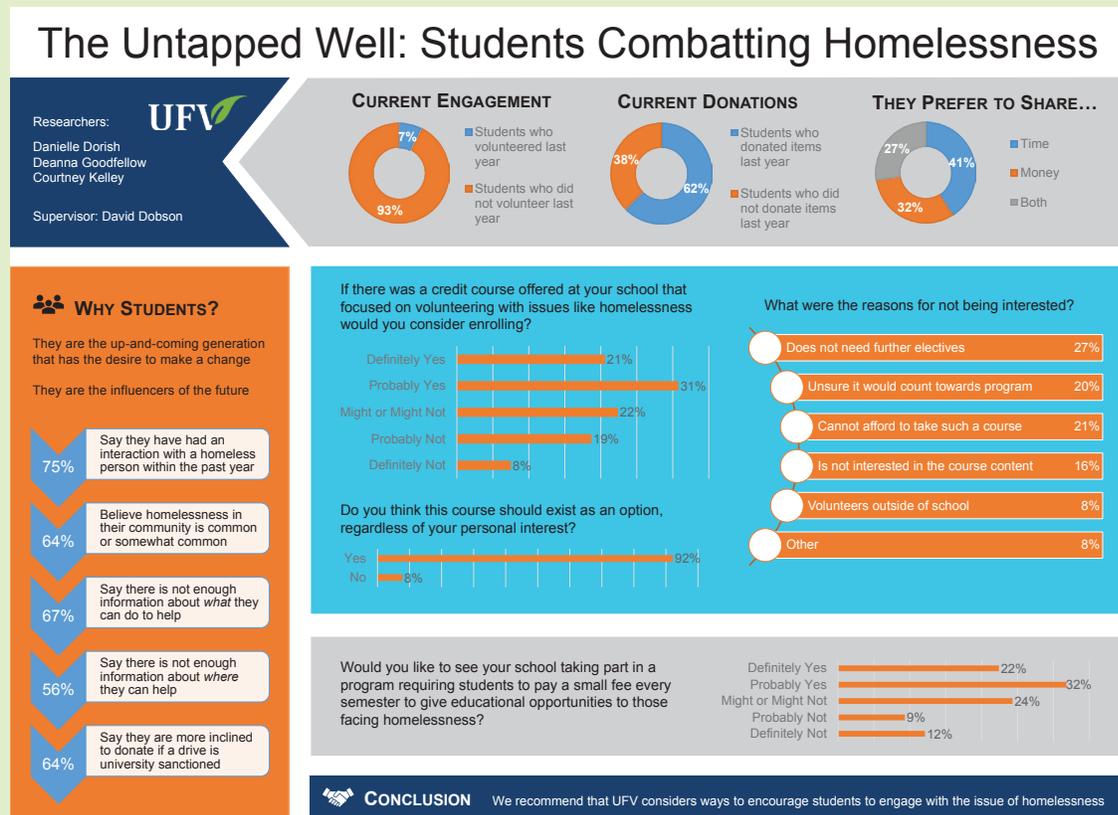
- 4.1 Increase PRME-related research output from UFV School of Business faculty.
  - 4.2 Develop an incentive for faculty and students within the UFV School of Business to engage in research related to the PRME.
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# STUDENT RESEARCH AT UFV SCHOOL OF BUSINESS

Students in the BBA program at the UFV School of Business complete a mandatory business research methods course in which they engage in small applied research projects. Frequently students choose topics related to the UN Sustainable Development Goals (SDGs). For example, in winter 2018, faculty member David Dobson supervised students on a research project which examined the social issue of homelessness. His students presented their report at last year's UFV Student Research Day.

The issue of homelessness is linked to a number of the SDGs and this presentation in particular revealed students' desire to address homelessness within their communities. They also highlighted the ways in which UFV can play a crucial role in assisting students to create positive change.

Below is the group's poster presentation:



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PRINCIPLE FIVE & SIX

## PARTNERSHIPS & DIALOGUE



*When I first joined Enactus UFV, the idea of using our business skills to solve problems in our community seemed a little far-fetched. Almost a year and a half later, I'm still amazed by how far good intentions and a little business acumen can go. We have partnered up with academic professionals, community leaders and educational institutions to set up our business, Oak and Earth Design, and we've received support from companies like RBC to have a greater impact on our local community. Our products are handcrafted from upcycled pallets and our business provides employable skills to youth facing employment barriers. Not only has this been an incredible learning opportunity for every student volunteer on our team, but it has also been amazingly satisfying to fulfil our global, social, and environmental responsibilities as students and as business leaders of tomorrow.*

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**ARSHNOOR WALIA**, BBA STUDENT,  
PRESIDENT, ENACTUS UFV

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.

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

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At the UFV School of Business we have taken steps to engage in partnerships and dialogue with both our community and academic partners. Below are some highlights of what has been accomplished over the past two years.

**Sustainability Case Competition.** In March 2018, the UFV School of Business launched the UFV Sustainability Case Competition. This one-day competition had nine student teams competing to solve a local sustainability issue. Members of the University and Fraser Valley Community attended and served on the panel of judges. The winning team went on to present their solution to representatives from the City of Abbotsford.

**CityStudio Partnership.** The UFV School of Business partnered with CityStudio and the City of Abbotsford to give students in Dr. Don Miskiman's Workspaces, Built Places course an opportunity to design a place that would attract and retain people to the downtown area (providing a place for shoppers to rest, and to increase business). Students observed and talked with downtown businesses, staff, shoppers, and visitors to the area; and, then created designs that displayed environmental, social, and economic responsibility; and, included biophilic, universal, and equitable access elements.

**Enactus UFV Team.** The UFV School of Business supported the formation of the Enactus UFV Team in September 2017. The team has since competed at annual regional competitions (2017 & 2018), attended the national competition in Toronto (2018), and sent members to represent UFV at the Enactus World Cup in San Jose, California (2018). The team has also begun their first business which aims to provide youth with barriers to employment with job-ready skills.

**UFV Agriculture Centre of Excellence.** Currently there is an ongoing partnership between the UFV School of Business and the UFV Agriculture Centre of Excellence to create teaching cases using content and footage of local farms' use of sustainable equipment and solutions. Footage that has been captured will be used, amongst others to assess cost accounting and the audit of internal control issues. These teaching cases pair real accounting and audit issues with the agricultural industry to allow students to analyse local topics. These real-world simulations will provide students with an opportunity to work through analysing the sustainable agricultural issues through an accounting and audit lens. Students will be recommending a solution linked to learning outcomes outlined in the course.

**Rotterdam Student Visit.** The UFV School of Business hosted 22 students and two faculty from the Rotterdam Business School at Rotterdam University of Applied Sciences, the Netherlands. The UFV School of Business re-ran the UFV Sustainability Case Competition to provide the visiting students an opportunity to apply their knowledge to local sustainability issues, allowing them to connect with the Fraser Valley in a unique way. The students also had an opportunity to visit a local business to learn about how they operate as a non-profit with a volunteer work force and distribute food aid to countries in need.

## REFLECTIONS

2017–2019 Goals	Achievement	Moving forward
Host two annual community events by 2019 which engage in dialogue to raise awareness of the value of global social responsibility and business ethics.	The UFV School of Business hosted the UFV Sustainability Case Competition in March 2018.	The 2 <sup>nd</sup> annual UFV Sustainability Case Competition will occur on March 15 <sup>th</sup> , 2019. (see Looking Ahead 5.1)
Team up with the Agricultural Centre of Excellence to continue seminar series and collaborate in applied research projects on sustainable agribusiness topics.	The UFV School of Business is currently working with the Agriculture Center of Excellence to create agribusiness-related teaching cases.	The cases, when finalized, will be embedded in some of the business courses at UFV. (see Looking Ahead 6.1)
Team up with SustainableUFV to promote UFV School of Business activities on sustainability issues. Organize at least one major event annually.	SustainableUFV attended and presented at the UFV School of Business Welcome (Back) BBQ in September 2018 to promote their activities.	The PRME working group will continue to build ties with SustainableUFV, participating in and helping to organize activities both on and off campus. (see Looking Ahead 7.1)

## LOOKING AHEAD

- 5.1 Build additional trans-disciplinary and cross-business partnerships which focus on addressing regional contributions to UN Sustainable Development Goals.
- 6.1 Increase participation in annual community events which engage in dialogue to raise awareness of the value of global social responsibility and business ethics.

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# UFV SUSTAINABILITY CASE COMPETITION

The Sustainability Case Competition was a one-day case competition open to all UFV students where student teams spent the day solving a region specific problem the Fraser Valley is facing.

Each team was given a local sustainability issue and had three hours to analyze the issue, provide recommendations, and develop an implementation plan. The analysis needed to be based on the concepts of sustainability (economic, environment, and social), tied to the UN Sustainable Development Goals, and linked to Strategies outlined in the City of Abbotsford's Official Community Plan.

Students were asked to assess the growing population and increase in housing prices experienced by residents in Abbotsford. In assessing this problem, the nine student teams had to identify and describe all sustainability impacts on the region and discuss how the City of Abbotsford should respond and prepare for these impacts to the stakeholders.

This competition saw participants from many different programs across UFV, such as students from Trades, Global Development Studies, and Business, as well as a mix of domestic and international students. The interdisciplinary

teams added considerable value to the presentations as it provided different ideas and perspectives to a common problem.

The winning team was made up of students from the UFV School of Business. They were able to analyze the case effectively considering both the UN Sustainability Development Goals, and specific strategies outlined in the City of Abbotsford's Official Community Plan.

In the analysis the team identified the impacts such as an increased cost of living for residents in the region, social wellness, and efficiency of local resource usage. They effectively considered how these impacts linked to the local stakeholders including small business owners, the Stó:lō First Nation, and residents. They came up with excellent recommendations on community housing options and hydroponic farming.

As one of the goals of the competition was to see positive change come from the work the students completed, students from the winning team met with representatives of the City of Abbotsford to present their recommendations for future strategies.

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## PRINCIPLE SEVEN: ORGANISATIONAL PRACTICES

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*Working as the Student Sustainability Coordinator at UFV has meant the world to me because it has given me the opportunity to work alongside the Facilities department in progressing the University to be more environmentally conscious. In preparation for the 2018/19 school year, our department converted the bathroom bins across the Abbotsford and Chilliwack campuses from landfill to organics. Through the annual Waste Audit, we were able to compare the results from the previous year to determine that this diverted 24% of the University's waste from the landfill. Moreover, our department also conducts Sweater Week annually which is a campaign that stresses the importance of energy efficiency by slightly dropping the temperature and encouraging the UFV community to bundle up in sweaters. The purpose of these campaigns is not only to make a difference at the University, but to also educate and bring awareness to our staff, faculty, and students to hopefully encourage sustainable practices throughout the Fraser Valley.*

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**SHARISSE BIRK**, BBA STUDENT, UFV  
STUDENT SUSTAINABILITY COORDINATOR

We understand that our own organisational practices should serve as example of the values and attitudes we convey to our students.

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We place a high value on environmental, social, and economic sustainability in all our institutional endeavours. We remain committed to, and are actively pursuing, our strategic direction by assuming a position of environmental stewardship, leadership, and vision, not just in meeting our legislative mandates for greenhouse gas (GHG) reduction targets, but also in the inspiration and enabling of environmental awareness and change in both student learning and campus growth.

There are many avenues in which the promotion of environmental, social, and economic sustainability are promoted across our campuses. Our Sustainability Coordinator's focus has been to promote recycling, energy saving, and awareness through various social media outlets. SustainableUFV is an umbrella group focused on bringing together all things sustainable on campus. UFV aims to conduct all activities in a manner that demonstrates management accountability and promotes responsible stewardship of social, environmental and economic issues. Students have continued to volunteer for events related to sustainability on campus, from simple tabling events to waste audits, making it clear that students are passionate about and willing to commit their time to improving sustainability on campus.

UFV has continued to reduce its carbon emissions, recording a 17% reduction from 2009 to 2017. In addition to reducing our reportable emissions, here are some examples of our commitment and innovation towards sustainability:

**Electric Vehicle Charging Stations.** UFV now has six Level 2 charging stations available at its two main campuses with an additional Level 3 charging station being planned for the Abbotsford campus.

**Plastic Bottle Reduction.** The University has installed seventeen bottle fill stations across its two main campuses, with an additional four due to be installed in 2018/2019. Additionally, it has launched a social media campaign to raise awareness about the stations and UFV's commitment to reduce plastic bottle usage on campus.

**Campus Waste Stations.** UFV campuses have transitioned to a four bin waste system in 2017/2018, installing waste stations in strategic locations throughout its campuses. Recently, it has transitioned all washroom waste bins to organic/compost bins in order to mitigate the amount of paper towels which were being sent through the landfill stream. Additionally, event organizers and those booking rooms now have the option of ordering portable waste stations to be delivered to their events to ensure that food waste is being properly disposed of.

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**Waste Audit.** SustainableUFV conducted its third annual campus waste audit which measured how much waste was being correctly sorted through each of the four waste streams. The waste audit demonstrated actionable ways to improve upon the results particularly in educating the university community on what items can be diverted from the landfill via more sustainable streams.

**Sweater Week.** UFV has continued to run its annual sweater week. A contest which seeks to raise awareness about individual energy use. Temperature on campus was lowered to a minimum of 19.5°C and the university community was engaged in a social media contest and conversations across campus. Participation in Sweater Week has continued to increase as awareness of the competition and prizes continued to grow.

## LOOKING AHEAD

- 7.1 Increase scope of participation by the UFV School of Business in PRME-related initiatives within the university community.
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# OUR ENVISIONED FUTURE

## LOOKING AHEAD

*We continue to be committed to PRME, and we have set goals that we aim to address in the next reporting period.*

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| 1.1 | The PRME Working Group will conduct quarterly meetings to monitor goals.   | 3.5 | Develop a PRME Resource Centre for UFV School of Business faculty.  |
| 1.2 | Representatives from various stakeholder groups will be recruited to serve on the PRME Working Group.  | 4.1 | Increase PRME-related research output from UFV School of Business faculty.  |
| 2.1 | The PRME Working Group will develop deliverables, through multiple stakeholder input, that enable a greater understanding of the PRME reaching faculty and students. | 4.2 | Develop an incentive for faculty and students within the UFV School of Business to engage in research related to the PRME.                                      |
| 2.2 | Implementation of Global Social Responsibility in all concentration areas of the BBA.  | 5.1 | Build additional trans-disciplinary and cross-business partnerships which focus on addressing regional contributions to UN Sustainable Development Goals.       |
| 3.1 | Support implementation of student ideas related to PRME goals.   | 6.1 | Increase participation in annual community events which engage in dialogue to raise awareness of the value of global social responsibility and business ethics. |
| 3.2 | Increase engagement in PRME initiatives within the UFV School of Business by incentivising participation opportunities.  | 7.1 | Increase scope of participation by the UFV School of Business in PRME-related initiatives within the university community.                                      |
| 3.3 | Develop and complete a course audit to identify all principles which are currently embedded in UFV School of Business programs.                                      |     |   |
| 3.4 | Design and develop an implementation plan to increase principles embedded in UFV School of Business programs.  |     |   |

## CAMPUS CONTACT INFORMATION

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