

SHARING INFORMATION ON PROGRESS REPORT

MARCH 2017



PRME

UNIVERSITY
OF THE FRASER VALLEY

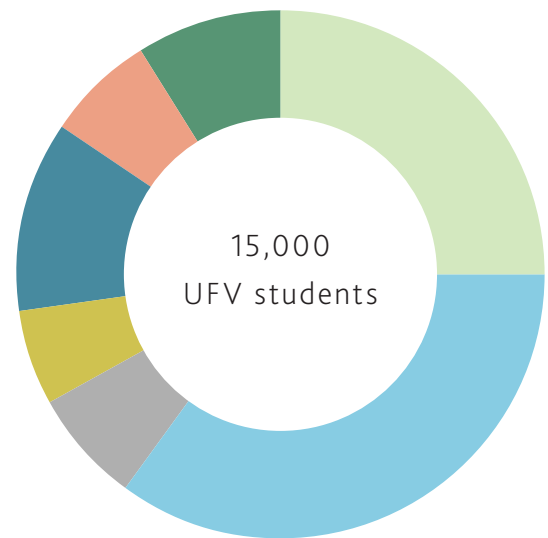
SCHOOL OF BUSINESS

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, 15 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. Our practical, hands-on, career-focused approach prepares students for a lifetime of success.



UFV FACULTIES

- Faculty of Access and Continuing Education – 33%
- College of Arts – 26%
- Faculty of Professional Studies (Excluding School of Business) – 12%
- School of Business – 9%
- Faculty of Science – 7%
- Faculty of Applied and Technical Studies – 7%
- Faculty of Health Sciences – 6%

MESSAGE FROM THE PRESIDENT

Located in the beautiful valley of the lower Fraser River, on the traditional territory of the Stó:lō people, the University of the Fraser Valley is committed to the sustainable development of our communities and the responsible use of our local resources. We are inspired by the Stó:lō people, who view their actions in the context of the impact seven generations hence.

We continue to encourage and inspire the students, faculty and staff of our UFV community not only to commit to the principles of sustainability and responsible resource management, but to take real action. A few examples include student initiatives, such as the Garden Club, the development of an efficient transit system linking our campuses, and programs to encourage walking, biking and car-pooling and efficient use of energy for lighting and heating. We are also forging new partnerships with members of our region to support socially and environmentally responsible economic development.

This commitment is university-wide. Our Agriculture Centre of Excellence, for example, focusses research on sustainable plant and animal production, food safety, and agribusiness. The university is also participating in the Global Rivers Observatory to ensure access to clean water and maritime life. Specifically within the Pacific Northwest, salmon are a life-sustaining centerpiece of Stó:lō culture and traditions, and salmon and other water-based industries support tens of thousands of jobs and many communities. UFV is also heavily engaged in research and action in topics such as criminal justice, peace and conflict studies, global development, community health, and responsible management education within the UFV School of Business.

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

Dr. Mark Evered

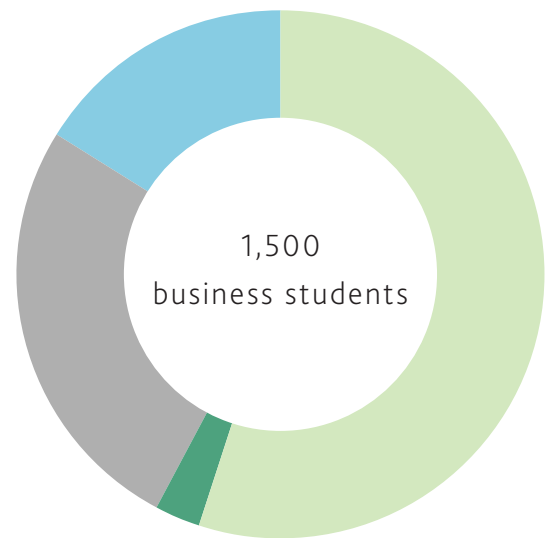
President and Vice-Chancellor

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.

Our vision is that by 2019 the UFV School of Business will be recognized across Canada for its distinct ability to integrate real-life industry experience with solid academic skills, and as a significant contributor to the economic development of the Fraser Valley region.

The School of Business offers a four-year Bachelor of Business Administration (BBA) program, a Business Administration Diploma program, and a number of certificate programs. Some 1,500 students are currently enrolled in programs offered by the school.



PROGRAM ENROLLMENT

- Bachelor of Business Administration – 55%
- Diploma of Business Administration – 26%
- Business Administration Studies – 16%
- Bachelor of Business Administration (Aviation) – 3%

MESSAGE FROM THE DIRECTOR

The UFV School of Business became a signatory of PRME in 2015, as we saw the growing need in our world for well-balanced business leaders. Today, we need individuals who are experts in their fields, whose decision-making processes are ethical, and who consider our responsibility to our planet and its inhabitants.

We saw that by joining forces with PRME we could make a concerted effort to mold our students into the change makers of tomorrow. By educating our students in business ethics, and social and corporate responsibility, we are providing them with the tools to be better, more informed decision makers.

Change, however, does not happen overnight. Though through a continuous effort, taking small steps towards our goals, we start to see positive change. Our main goal is to reinforce ethics and social responsibility in all our programs and curricula, to develop the next generation of globally responsible leaders.

Highlighted in this report is our progress over the past two years towards achieving this goal. We have made advancements in curriculum development, in increasing awareness amongst students and faculty of the six principles of PRME, and in integrating the new UN Sustainable Development Goals into research and applied projects, involving both students and faculty.

Our commitment to our sustainability and social responsibility goals is not limited to our classrooms, but extends to improvements in the energy efficiency of our campuses and other programs that improve our social and environmental footprint. It reaches outwards to the community we serve and to the natural environment surrounding us.

As an active member of the PRME community, we are proud to renew our commitment to the Principles of Responsible Management Education.

Dr. Frank Ulbrich

Director, UFV School of Business

PRINCIPLE ONE

PURPOSE



The social sustainability values go hand in hand with the economy and the environment. By implementing sustainable efforts in these sectors, society will be greatly benefited. In supporting corporations intent on social sustainability, we can help our local and global societies. Some people cite that social sustainability is not profitable. However, it has been proven that corporations are able to make a profit, while benefiting the economic, environmental, and social systems at the same time. By taking responsibility as consumers, we can increase the quality of our fellow citizens' lives and encourage sustainable corporations everywhere.

MEGAN DAVIES, BBA STUDENT



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 achieve leadership, management, global citizenship, and employability potential. A leader of today needs to demonstrate best sustainable practices.

Responsible management education for us means that a future leader, i.e., a UFV School of Business graduate, has developed an understanding for the importance of human and the scarcity of natural resources. A UFV graduate also has developed critical thinking skills and uses creativity and imagination to solve problems through these divergent thoughts. Through responsible management education, graduates have developed an ethical perspective on the issues of the day. Graduates are ultimately enabled to be role models to others in the organizations they work in and their local communities.

UFV School of Business graduates are socially just, in that they are prepared to participate in their regional and global communities. They demonstrate knowledge of their region and the world. Graduates initiate change. Graduates demonstrate that they can use what they have learned at UFV to impact their community positively.

Ultimately, through responsible management education, we create within our graduates an awareness of issues of responsibility in all its forms, thereby making our students sensitive to the globalized world around them.

LOOKING AHEAD

We will monitor progress on our 2017–2019 goals quarterly.

PRINCIPLE TWO

VALUES

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After reading Lavine and Roussin's article on "From Idea to Action: Promoting Responsible Management Education Through a Semester-Long Academic Integrity Learning Project," I was intrigued to see how the authors link ethics to providing responsible management education and the principles of PRME. Teaching ethics in our program becomes foundational to PRME as it is a point of entry into the broader topics of social responsibility and sustainability. Lavine and Roussin's research focused on engaging students in evaluating the academic integrity policies of their university, providing a venue for them to evaluate the ethical constructs within organizational policy, understand stakeholder perspectives, and provide feedback for improvement. This project provides a platform for a variety of applications to our program, from addressing academic integrity within UFV to evaluating ethical conduct codes for a participating local business.

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.

TILLIE PARMAR, INSTRUCTOR, UFV
SCHOOL OF BUSINESS

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

With regards to ethical behaviour, we encourage, practice, and support ethical behaviour. We treat everyone equally. We promote a culture of honesty and transparency. We are committed to corporate and social responsibility. We operate on the basis of sustainability. We understand our values as principles that guide our behaviour.

We have started a review of our academic programs and how to incorporate our core values better into our teaching in order to practice what we preach.

LOOKING AHEAD

We will engage in activities to raise awareness of the value of global social responsibility through:

- A **“Sustainable mornings,”** at which we discuss these topics with students and community representatives. Our goal is to have at least two annual sustainable mornings in 2017, and three annual sustainable mornings by 2019.

- B **“Brownbag seminars”** for faculty, which focus on how PRME activities have been implemented in other post-secondary institutions to further our understanding of how to incorporate ideas into our academic curricula. Our goal is to have at least two brownbag seminars in 2017, and four annual brownbag seminars by 2019.

- C Integration of global social responsibility into the core BBA curricula. We plan to have a mandatory course in business ethics and corporate social responsibility by 2019.

We will develop mechanisms to determine student and staff knowledge and awareness of the UFV School of Business’ core values.

PRINCIPLE THREE

METHOD

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Our Business and Society course examines the moral and ethical issues facing stakeholders involved in contemporary business environments. Through the extensive use of case studies, learners engage in discussions that examine ethical dilemmas. These discussions are supported by the introduction of ethical theories and ethical decision-making models. Ethical decision-making practice is reinforced through the examination of ethical dilemmas faced by learners themselves. These dilemmas are presented and discussed in the supportive environment of the class. This format allows learners to reflect on what their own personal values are, while at the same time becoming more aware of the potential ethical conflicts each of us face, and more importantly gaining experience in how to implement values and ethical decision-making in our lives.

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

ROD HAYWARD, ASSISTANT PROFESSOR,
UFV SCHOOL OF BUSINESS

While no particular faculty is dedicated to teach solely PRME-related topics, all 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 School of Business has reviewed both program and course learning outcomes. This is to ensure that graduates are fully versed in this important topic.

At the time of submitting this report, 46 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:

Business and Society. This course examines the moral and ethical issues facing contemporary business. Perspectives on ethics and justice are explored and used to assess moral and ethical obligations of stakeholders such as employees, the public, government, owners, and managers, in a wide range of situations faced by organizations. Such situations may include corporate social responsibility, employee and shareholder rights, environmental obligations, and fair business practices.

Teamwork in Organizations. The ability to work effectively in groups is an important skill in the modern organization. This course introduces students to theoretical concepts in group development and performance, and it also explores practical applications of teamwork in existing organizations in the class itself.

Management of Cooperatives. This course explores cooperatives as a viable model of economic development and introduces the student to the challenges involved in their management. The course covers cooperative values and principles, the history of the cooperative movement, and types of cooperatives. It focuses on how managerial methods can be adapted to fit the cooperative model.

Business Research Methods. This course examines different research methodologies and their applicability to various business research problems. Emphasis is placed upon survey research design. Students complete a major research project, which includes research design, questionnaire construction, conducting a focus group, data collection, data analysis, and report writing. Industry-standard computer software is used to conduct the survey data analysis.

Gender and Diversity Issues. This course examines how gender and diversity interact to affect individuals' experiences within organizations. Topics include how and why individual experiences differ, differences in labour market experiences, and the effects of external socialization.

Cross-Cultural Management. This course presents an overview of cross-cultural management practices and issues, examining the behaviour of people in international organizations and cross-cultural work teams with multi-cultural customers and inter-cultural stakeholders. It emphasizes the development of competencies for managing cultural diversity in the workplace.

LOOKING AHEAD

- We seek the integration of global social responsibility into the core BBA curricula. We plan to have a mandatory course in business ethics and corporate social responsibility by 2019.
- We plan to have a dedicated faculty resource on business ethics and corporate social responsibility by 2019.
- We aim for the inclusion of PRME-related topics in the majority of our courses. In January 2017, 46 percent of courses cover these topics within our program. Our goal for 2019 is to increase that coverage to 55 percent, and by 2021 to reach 65 percent.
- We seek to include PRME-related topics in all new programs developed by the UFV School of Business.

TEAMWORK IN ORGANIZATIONS

Students in our Teambuilding class were asked to plan, organize, and implement a project or event that engages others (i.e., people in the university community or local community), contributes some type of social or societal benefit, and does not generate income for the team.

The idea behind the project was to further business students' understanding of the value in doing good for others while they are doing well in their chosen profession. This may spark or enhance socially conscious consideration and behavior in their future.

Students were able to identify and apply their values and ethics in practical settings. Students needed to safeguard and account for product donations and monetary donations, if given by community members.

Students had the opportunity to evaluate the process and the results to determine, in part, what each would do differently next time to enhance their results. Students had the opportunity to determine what the project would be and to decide what type of social good they wanted to offer the community.

Two different student projects are summarized below:

Dodge for a Cause. This social benefit aimed to increase student engagement and reduce stress through exercise. As well as this, the team

wanted to donate food items as a pre-holiday offering to the food bank. The result was that 75 people participated in the event. Funds were raised from the Business Administration Student Association and the International Student Fund for event expenses. Volunteers acted as referees for the event, and 150 food items were collected and donated to the food bank. Student participates and coordinators benefited from this social-responsibility event by helping, at a local level, to care about and take charge of achieving zero hunger.

Concession for a Cause. The primary goal of the event was to raise awareness of UFV school sports and to encourage people to support sports by attending games. Second, the group wanted to encourage university esprit de corps. Partnering with the Cascades Group, students took over the concession stand and sold products and tickets for the event. They raised \$300 in profit, which was then donated to a local charity that provides shelter and food for people in need. This social responsibility event benefitted the local community through students learning that a seemingly small initiative can produce significant results to help others in need.

PRINCIPLE FOUR

RESEARCH



Sustainability is a word with increasingly more weight in the business community. But sustainable, or green, products and services are usually more expensive than their non-sustainable counterparts. So the question really is if an organization can survive when selling sustainable or green products and services. To find out, we need to better understand what customers are willing to pay for. Therefore, my research explores drivers that influence a customer's decision to buy sustainable or green products and services. It also explains how much more customers are willing to spend on particular sustainable products/services, and how customers feel about contributing to making our planet a more sustainable one. To help support sustainable production, we need to know more about the system's greatest stakeholders.

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.

Faculty members at the 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. Mike Ivanof studies the adoption of International Financial Reporting Standards (IFRS) standards. He is particularly interested in whether companies improve their reporting to be more accurate and transparent to stakeholders. In a recent study, he examined whether the quality of financial reporting has improved after the adoption of IFRS in Europe and across the world. The study investigated the impact of IFRS on income smoothing and earnings management in different geographic regions under different legal origins and disclosure environments.

Dayanandan, A., Donker, H., Ivanof, M., & Karahan, G. (2016). IFRS and accounting quality: Legal origin, regional, and disclosure impacts. *International Journal of Accounting & Information Management*, 24(3), 296-316. doi:10.1108/IJAIM-11-2015-0075

Dr. Raymond Leung also studies the adoption of IFRS standards. He is particularly interested in whether Canada already has a set of well-established legal enforcements and investor protection mechanisms to control earnings management; and since the quality of Canadian GAAP is high, whether the accounting quality for Canada can still be improved since its decision to make IFRS mandatory in 2011.

Leung, R. (2016). Earnings management motives and firm value following mandatory IFRS adoption – Evidence from Canadian companies. *Corporate Ownership & Control*, 13(2), 280-295.

David Dobson studies whether consumers' willingness to pay for an environmental claim can be accommodated within different message frames, and whether consumers evaluate these frames before they make purchase decisions. Consumers' evaluations of alternative message frames can be influenced by various moderating variables, such as the communication medium, source credibility, product type, and consumer characteristics. Using message framing theory, he and Dr. Frank Ulbrich proposed a model to measure the effects of framing environmental claims on willingness to pay.

Dobson, D. S., & Ulbrich, F. (2016). Introducing a model for measuring the effects of framing environmental claims on willingness to pay. Paper presented at the Administrative Sciences Association of Canada 2016 Conference, Edmonton, AB.

Dr. Luciana Turchick Hakak studies diversity in the workplace, and specifically, immigrants' integration in host country labour markets. Her recent research focusses on downward occupational mobility by analyzing a group that systematically experiences this problem, internationally educated professionals

who have taken up employment as taxi drivers in Canada. Within this context, she and Dr. Madeline Toubiana explore the nature of ongoing identity asymmetries and how individuals endure them.

Turchick Hakak, L., & Toubiana, M. (2016). Doctors driving taxi cabs: Downward occupational transition and persistent identity asymmetries. Paper presented at the Tenth conference on Emotions and Organizational Life (Emonet X), Rome.

Dr. Sha Liao currently studies renewable portfolio standards, which require organizations to hold a sufficient number of renewable energy certificates (RECs) at the end of each year. The problem of determining the optimal purchasing policies under stochastic demand is examined when two energy options, renewable or regular, are available, with different prices. The optimal trading policy in the REC market is a target interval policy. Explicit formulae are derived for optimal purchasing quantities.

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.

In addition to faculty research, 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.

LOOKING AHEAD

- We had four pieces of research output that included and addressed PRME-related topics in 2016. We aim at increasing PRME-related research outputs by 25 percent by 2019.
 - We also intend to increase the number of undergraduate student research projects focussing on PRME-related topics to create awareness for topics in a societal context. Our goal is to have 50 percent of all undergraduate student research projects have a PRME-related component by 2019.
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STUDENT RESEARCH AT THE UFV SCHOOL OF BUSINESS

Students complete a major research project, which includes research design, questionnaire construction, conducting a focus group, data collection, data analysis, and report writing. While learning these skills is essential for their continued studies and future careers, there are many topics that could be selected by the instructors as the research question. In an effort to ensure that topics on social responsibility are being discussed in our classrooms, one of the research questions studied by a cohort of our students was on the fair trade coffee industry.

The specific question asked regarded discovering the effect of fair trade coffee on consumer behavior. One group of students' study was to understand the buying behavior of adult North American coffee consumers regarding fair trade coffee.

Their study included three main research questions:

- 1 What do consumers know about fair trade coffee? This first objective was to investigate the degree of coffee consumers' awareness of fair trade coffee. Do consumers know when they are drinking fair trade coffee? If so, does it make any difference to them?
- 2 What are consumer attitudes towards fair trade coffee? This objective looked into the traits of a drinker who is aware of his or her

coffee's fair trade origins. Who drinks it? Are these drinkers content and able to pay a premium for it? Are they more loyal or satisfied than regular coffee drinkers? Do certain brands have "better" fair trade coffee?

- 3 What is the best way for coffee sellers to market fair trade coffee? This last objective examined how best to exploit the market for free trade coffee. Does fair trade coffee support a positive image for coffee sellers? Is selling fair trade coffee more profitable than selling regular coffee?

This project required students to delve into a topic that most of them had never paid attention to before. One of the authors of the research stated afterwards that, "at first I wasn't too thrilled at the choice of topic our teacher presented us with. But as we started researching the fair trade initiative I really became impassioned about this movement. Our school now offers students a fair trade coffee option at "Ethical Grounds," a student-driven coffee place, and even though there are lower-priced options on campus it is truly amazing to see how busy they are all the time. It really goes to show how a group of concerned individuals can actually make a difference."

PRINCIPLE FIVE & SIX

PARTNERSHIPS & DIALOGUE

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Within the Fraser Valley, agriculture is big business. Contributing to British Columbia's national ranking as first in the production of blueberries, cranberries, raspberries, grapes and sweet cherries, it can be said that fruit holds a major stake in this market. However, as fruits are perishable foods it was interesting to see how a local berry farm deals with what would have been the seasons food waste. Touring their business, we learned that they harvest all the products that weren't sold to stores or individual pickers, and use it to make a variety of jams and jellies, and award winning fruit wines. Sustainability is focused on not wasting the resources we have been given, this includes the food we grow.

KAYLA SCHUURMANS, BBA STUDENT

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.

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

Co-ops in Schools Program

The UFV School of Business participated in a competition held by the BC Co-operative Association's new Co-ops in Schools (CIS) Program. The program aims to raise awareness about co-operatives and provides professional development opportunities through partnering with universities and high schools. The university recognized that co-operatives can be path makers for economic and social development in the communities that they serve, and thus saw the value in educating individuals on this important counterpart to conventional business models. The CIS program enabled working professionals in the field to share their knowledge with university students currently enrolled in a Management of Co-operatives course.

A team of five business students from UFV participated in this program; their regional sponsor was the Prospera Credit Union. The post-secondary students then had to mentor a group of Abbotsford's Rick Hansen Secondary Co-op Club students. The pinnacle of the CIS program is a case competition in which high-school students in Co-op Clubs around the province choose a real business case submitted by BC co-ops and credit unions and then propose solutions to solve that specific business challenge. Abbotsford's Rick Hansen Secondary team chose the Wood Shop Workers Co-op as the focus of their entry. They crafted a solution for the co-op to help the organization to grow its revenues, while remaining committed to social and economic justice. The Abbotsford team won first place in the challenge, in addition to receiving the "Think Outside the Box" award.

Employer Engagement Program

The School of Business runs "Biz Tours" for third- and fourth-year students. In this program, students access behind-the-scenes tours of organizations shaping commerce in the Fraser Valley. During the tours, many different conversations arise around best practices and social responsibility steps that companies are taking. For example, topics such as waste management, use of renewable energy, responsible production techniques, and more have been centers of discussion. Learning first-hand about companies who are technological innovators and forward-minded thinkers not only allows our students to see what these companies are doing to create economic growth and sustainable

communities within the Fraser Valley, but also inspires them to implement these practices in the organizations in which they will work at in the future.

In collaboration with other academic units at UFV, multiple seminars have been hosted on topics revolving around various themes from the Sustainable Development Goals of the United Nations. A recent seminar hosted focused on, “High Tech Organic Agriculture in a Localised Global Economy” and touched on a number of goals related to zero hunger. The speaker Krystine McInnes, CEO of Athena Organic Farms, came and spoke to the students at UFV and members of the Fraser Valley community to explain how her multi-sited food hub operation uses a sustainable business model that combines small-lot, regional food production and high-tech, precision agriculture systems.

Essay Competition

For the second year in a row the UFV School of Business organized an essay competition around the principles of PRME. In 2016, students focused their research on topics such as corporate responsibility; social, environmental, and economic values; and the newly implemented Sustainable Development Goals. The 2017 essay competition was open to all students attending UFV, and it solely focused on the United Nations Sustainable Development Goals. We invited students to address one or more of these goals through the submission of conceptual and empirical essays that proposed an original initiative or analyzed an existing one that has facilitated sustainable social, environmental, and economic development. We asked them to provide research-based arguments and proposals for how UFV or the Fraser Valley community could address the issue.

Rotterdam University of Applied Science, The Netherlands

In conjunction with our study abroad exchange partner, Rotterdam University of Applied Sciences, a faculty mobility program occurred. The program promoted discussion in areas such as innovative technology, responsible development, entrepreneurial and intrapreneurial mindsets, sustainable and accountable behavior, intercultural awareness and sensitivity, and international and global outlooks. Local gateway strategies were explored. While for Canada, this theme reflects Vancouver as a key access point of trade between Canada and Asia-Pacific markets, for Rotterdam, it reflects a similar goal regarding maintaining and extending its function as a key access point of trade between the Netherlands and the hinterland of Europe, in particular, Eastern Europe.

Lucerne University of Applied Sciences and Arts, Switzerland

Since 2012, the UFV School of Business, has partnered with the Lucerne University of Applied Sciences and Arts – Institute of Management and Regional Economics to offer an annual one-week program on leadership in the context of globalization. The program features interactive seminars on cutting-edge topics, presented by leading experts, academics, and business executives.

The program itself is a series of seminars that feature presentations, discussions, and activities around several themes including the Canadian business landscape in the context of globalization, managing firms in the global context, negotiating across cultures, First Nations cultural diversity, and economic development and leadership in the context of globalization.

LOOKING AHEAD

Engagement with community is a priority for us. Our goal is to host at least two annual community events by 2019. At these events, we will engage in dialogue to raise awareness of the value of global social responsibility and business ethics. Proposed events include:

- A Arranging roundtables to learn about the community's perceptions and needs.

- B Creating awareness and dialogue with our local Chamber of Commerce through invitations to events.

- C Hosting sustainability symposiums to bring in prominent speakers to discuss a wide variety of sustainability and social development subjects.

We will team up with the UFV Agriculture Centre of Excellence. Our goal is to continue our common seminars series and to collaborate in applied research projects on sustainable agribusiness topics.

We plan to team up with the UFV Centre for Sustainability to promote UFV School of Business activities on sustainability issues. Our goal is to organize at least one major event annually.

PRINCIPLE SEVEN: ORGANISATIONAL PRACTICES



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



There are three pillars to sustainability: environment, social, and economic. The Centre for Sustainability mainly concentrates on the environmental aspect. During the past five years, the main push has been changing the behaviour of faculty, staff, and students surrounding the issues of resource utilization. Campaigns to change people's behavior included: an annual waste audit, lights and equipment off when not in use, and sweater and blanket up when cold. The centre has also worked on improving UFV's recycling program and new effort will begin in the fall of 2017 to achieve minimum waste policies at UFV. The greenSPEAK seminar series was created to invite various speakers to talk on sustainable topics, including social justice issues. Topics have included Greenpeace, rising ocean levels, and First Nation perspectives.

PATRICK HARRISON, CHAIR, UFV CENTRE
FOR SUSTAINABILITY

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 and social 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. The UFV Centre for Sustainability 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, economic, and environmental issues. While students have continued to volunteer for events related to sustainability on campus, from simple tabling events to waste audits, it is clear that students are passionate about and willing to commit their time to improving sustainability on campus.

There are two LEED-certified buildings across our campuses. Canada Education Park (CEP) achieved LEED Gold, and the Student Union Building has been designed to achieve LEED Gold as well.

In 2015, the carbon footprint for UFV registered at 2,168 tCO₂e; that value was significantly lower than the 2014 recorded value of 2,432 tCO₂e. In relation to the university's activity as measured by full time equivalent (FTE) student enrolment, the 2015 carbon footprint was also reduced over the previous year. Last year's value of 0.30 tCO₂e/FTE was reduced to 0.26 tCO₂e/FTE, a reduction of 14.4 percent in GHG emissions, inclusive of a 4 percent increase in student enrolment.

In addition to reducing our reportable emissions, here are some examples of our commitment and innovation towards sustainability:

Agricultural Waste Management. Composting in response to finding ways to be more sustainable, UFV's Agriculture department purchased an industrial composting system. The compostable material generated from this system is used to fertilize vegetation on campus, as well as within the greenhouse planting curriculum. In 2015, we initiated a trial program to divert compostable paper towel waste from the landfill into an on-site composter at CEP. We will continue to alter the recipe to manage increasing amounts of diverted paper towel waste.

Water Filtration & Landfills. In 2015, UFV installed seven additional water bottle fill stations on campus, bringing the total to 16 stations providing filtered drinking water. To date, UFV has helped to keep nearly 250,000 disposable plastic water bottles from landfill sites.

Fen as Rainwater Collector & Habitat. UFV Abbotsford's large green space in the center of the campus includes a fen, which acts as the rainwater runoff collection systems for many of the buildings. It is also preserved from human activity, and it is a habitat for numerous species, including the endangered Great Pacific Salamander.

Landscaping with Native Plants. UFV is committed to landscaping using as many native plants as possible. Some examples include salal, western red cedar, and decorative grasses. These plants are able to withstand droughts in the summer and are generally more maintenance-free than non-endemic species.

Alternate Transportation. The Campus Connector is the product of a partnership between the Student Union Society and UFV that addresses a long-standing transportation challenge between the University campuses in the communities of Abbotsford and Chilliwack. The shuttle supports student engagement, success, and community through increased accessibility to classes, events, and opportunities at both campuses. In addition, the Campus Connector supports UFV's efforts in reducing direct and indirect greenhouse gas and environmental degradation.

Workplace Conservation Awareness. The BC Hydro Workplace Conservation Awareness Program provides support for BC organizations to design and deliver energy conservation engagement programs that encourage staff action and work to establish a permanent culture of conservation within the organization. The program provides a strategic framework and support to increase conservation knowledge and awareness and to inspire the action and leadership that is required to realize energy savings. UFV joined the program in 2011, and it has run multiple campaigns on the topics of lighting, monitors, and temperature settings.

Electric Vehicle Charging Stations. In 2013, UFV received funding assistance from the Fraser Basin Council to install eight electric vehicle (EV) charging stations at our campuses. As part of the Plug-in BC initiative, UFV is now an active participant in the EV charging station network across BC. We are studying the patterns of use, and we will determine whether to reorganize the distribution of the charging stations throughout the campuses so they are best utilized.

GreenSPEAK Lecture Series. Over the last five years, the Centre for Sustainability has successfully coordinated an engaging series of public seminars called “greenSPEAK,” which has included a plethora of sustainability topics presented from a diverse group of disciplines. The profile and work of the centre continues to grow within the broader community served by the university, with an average of a dozen seminars hosted annually.

OUR ENVISIONED FUTURE

LOOKING AHEAD

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

In the next two years, the UFV School of Business will focus on advancing responsible management education through the following goals:

- We will monitor progress on our 2017–2019 goals quarterly.
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- We will engage in activities to raise awareness of the value of global social responsibility through:
 - a. “Sustainable mornings,” at which we will discuss these topics with students and community representatives. Our goal is to have at least two annual sustainable mornings in 2017, and three annual sustainable mornings by 2019.
 - b. “Brownbag seminars” for faculty, which focus on how PRME activities have been implemented in other post-secondary institutions to further our understanding on how to incorporate ideas into our academic curricula. Our goal is to have at least two brownbag seminars in 2017, and four annual brownbag seminars by 2019.
 - c. Integration of global social responsibility into the core BBA curricula. We plan to have a mandatory course in business ethics and corporate social responsibility by 2019.
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- We will develop mechanisms to determine student and staff knowledge and awareness

of the UFV School of Business's core values.

- We seek the integration of global social responsibility into the core BBA curricula. We plan to have a mandatory course in business ethics and corporate social responsibility by 2019.
- We plan to have a dedicated faculty resource on business ethics and corporate social responsibility by 2019.
- We aim for the inclusion of PRME-related topics in the majority of our courses. In January 2017, 46 percent of courses cover these topics within our program. Our goal for 2019 is to increase that coverage to 55 percent, and by 2021 to reach 65 percent.
- We seek to include PRME-related topics in all new programs developed by the UFV School of Business.
- In regards to research output that includes and addresses PRME-related topics, we had four in 2016. We aim at increasing PRME-related research outputs by 25 percent by 2019.
- We also intend to increase the number of undergraduate student research projects focussing on PRME-related topics to create awareness for topics in a societal context.

Our goal is to have 50 percent of all undergraduate student research projects have a PRME-related component by 2019.

- Engagement with community is a priority for us. Our goal is to host at least two annual community events by 2019. At these events, we will engage in dialogue to raise awareness of the value of global social responsibility and business ethics. Proposed events include:
 - a. Arranging roundtables to learn about the community's perceptions and needs.
 - b. Creating awareness and dialogue with our local Chamber of Commerce through invitations to events.
 - c. Hosting sustainability symposiums to bring in prominent speakers to discuss a wide variety of sustainability and social development subjects.
 - We will team up with the UFV Agriculture Centre of Excellence. Our goal is to continue our common seminars series and to collaborate in applied research projects on sustainable agribusiness topics.
 - We plan to team up with the UFV Centre for Sustainability to promote the UFV School of Business activities on sustainability issues. Our goal is to organize at least one major event annually.
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Campus contact information

Call 604-504-7441

Toll-free in Canada: 1-888-504-7441

General inquiries: info@ufv.ca

Office of the Registrar: reginfo@ufv.ca



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33844 King Rd, Abbotsford, BC

ufv.ca/business



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