

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

University of the Fraser Valley -
School of Business

September 2026

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About the Principles for Responsible Management Education (PRME)

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

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



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

”

Antonio Guterres

Secretary-General (2017 - Present) United Nations

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

This section provides foundational information about University of the Fraser Valley - School of Business, including key details and basic institutional data.



Mission

The Mission of the UFV School of Business is "to empower our students to contribute positively to the sustainable development of our communities and succeed in the global economy. We will accomplish this by providing a diverse and inclusive learning environment that fosters teaching excellence, innovation, leadership, and social responsibility. We will do this while honouring the traditions of the Indigenous Peoples of this land."

Vision

The Vision of the UFV School of Business states that "the UFV School of Business advances sustainable development in the Fraser Valley and beyond, through adaptive, research- informed, experiential, and applied business education. Graduates show leadership and employability potential, academic excellence, ethical integrity, and social responsibility."

Strategy

Strategic Objectives 2025-2030

The UFV School of Business Strategic Plan 2025-2030 outlines our institutional priorities for the next five years. This strategy reflects extensive input and consultation from faculty and staff, and positions the School for continued growth and relevance in a rapidly changing environment.

Strategic Goals:

1. Enhance the relevance of our programs and curriculum: Ensure our academic programs and curriculum remain current, applied, and responsive to evolving business and societal needs.
2. Expand community partnerships and engagement: Deepen partnerships with local organizations and communities to enhance learning and create shared value.
3. Promote research excellence that informs classroom teaching: Support high-quality research that contributes to knowledge, informs teaching, and addresses real-world issues.
4. Promote diversity, equity, inclusion, and Indigenous perspectives: Promote an inclusive environment that values diverse voices and integrates Indigenous knowledge respectfully.
5. Expand global reach and impact: Increase international connections and opportunities to prepare students for success in a globalized world.
6. Strengthen the culture, capabilities, and impact: Strengthen our organizational capacity through continuous improvement and collaboration.

UFV School of Business _ Strategic Plan 2025-2030

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

UFV _ Integrated Strategic Plan _ 2021-2026

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

UFV _ Integrated Strategic Plan Report _ 2026

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

Strategy Alignment

Strategy Alignment

At the UFV School of Business, our strategic priorities are aligned with the goals of quality education, sustainable development, and the common good. This alignment is reflected in our vision, mission, values, and strategic goals, which collectively guide our approach to governance, pedagogy, research, and curriculum.

Quality Education

The UFV School of Business demonstrates a strong and comprehensive commitment to the value of quality education, as reflected in our strategic priorities. Our Vision and Mission, along with our core values, clearly articulate the School's primary purpose: fostering student success and preparing well-rounded graduates. We define quality education not only in terms of academic excellence but also through the development of employability, leadership, integrity, and social responsibility. These foundational principles guide the qualities we expect our graduates to embody and outline the approaches we take to achieve these outcomes.

To deliver on this commitment, our Vision and Mission emphasize maintaining programs that are current with industry trends, grounded in the latest research, and delivered through high-quality, experiential, and applied teaching. This commitment is reinforced through our strategic goals, which focus on continuously enhancing program relevance, accessibility, and engagement. We strive to provide diverse program offerings and multiple pathways to ensure broader access, while also fostering connections with key stakeholders, including local school districts and alumni, to enrich the student experience before, during, and after matriculation.

Research plays a critical role in our understanding of quality education. We aim to strengthen the integration of research into our curriculum and increase opportunities for both faculty and students to engage in meaningful research activities.

Additionally, we are focused on strengthening our quality assurance and academic integrity practices to uphold the highest standards in education. We recognize accreditation as a vital tool for continuous improvement and are actively seeking to expand our accreditations to support ongoing development.

Finally, the School is equally committed to promoting a vibrant and inclusive student life. We aim to foster student engagement and provide support for underrepresented groups to ensure all students thrive.

Sustainable Development

Our strategic priorities reflect a strong commitment to the value of Sustainable Development. This focus is clearly articulated in our Vision and Mission, which emphasize the advancement of sustainable development as a core objective. The School's stated values, including Community, further reinforce this commitment by highlighting the importance of sustainable growth.

Our strategic goals outline specific actions to support this objective, including the increased integration of sustainability principles into the curriculum and the development of community partnerships and projects that advance sustainable development. Additionally, the School benefits from being part of a parent institution that also prioritizes sustainability, as at the broader university level, sustainability initiatives are championed by the Office of Sustainability.

Common Good

The UFV School of Business's strategic priorities are closely aligned with the pursuit of the common good. This goal is clearly articulated in the School's Vision and Mission, which emphasize leadership, ethical integrity, and social responsibility. The School's values, such as *Integrity*, *Community*, and *Inclusivity*, further reinforce this commitment.

Evidence of this focus is also found in the School's strategic goals, which include the increased integration of corporate social responsibility (CSR) principles into the curriculum, the development of meaningful community partnerships, the support of social innovation, and the promotion of a culture rooted in inclusivity, collaboration, and respect. Through these efforts, the School of Business is advancing a responsible and forward-looking approach to education that empowers learners and contributes to a lasting, positive impact on society.

At the UFV School of Business, we understand that each of these values is mutually supporting. Our commitment to quality education reinforces our efforts toward sustainable development, while both contribute to advancing the common good. Together, these priorities shape a learning environment

that is ethical and forward-thinking — one that prepares our graduates to lead with integrity, respond to real-world challenges, and make meaningful contributions to society. As we continue to evolve, these guiding values remain at the heart of our mission and our impact.

Institutional History

Institutional History of RME

History of the Institution and Path Toward Responsible Management Education (RME)

The University of the Fraser Valley (UFV) was founded in 1974 as *Fraser Valley College* to meet the educational needs of the local community in British Columbia, Canada. In 1991, it became *University College of the Fraser Valley*, and in 2008 it achieved full university status, becoming the University of the Fraser Valley. Over the decades, UFV has grown to offer a wide range of undergraduate and graduate programs, while strengthening its focus on community engagement, student-centred learning, and social responsibility.

Adoption of RME and Commitment to PRME

On December 17, 2014, the School of Business became a signatory to the Principles for Responsible Management Education (PRME) initiative, thus committing to integrating sustainability, ethics, and social responsibility into teaching, research, and operations. This commitment was aligned with broader strategic values and priorities.

Strategic Alignment

In 2024, the School adopted a new strategic plan. The plan further affirms the School's commitment to the principles of RME by embedding them into its vision, mission, values, and goals.

Institutional Support: The Office of Sustainability

In parallel, UFV's broader institutional commitment to sustainability has been significantly strengthened through the development of the Office of Sustainability (OoS), which became a formal department in 2021. This office supports the integration of sustainability across all university functions — operational, academic, and community engagement — thereby reinforcing RME efforts campus-wide.

Key milestones include:

- **2021:** Office of Sustainability officially established as a UFV department.

- **2022:** Launch of the Sustainable Event Certification program and engagement initiatives like the Ecochallenge and Plastic-Free July.
- **2023:** Launch of Sustainable Office Certification and release of annual Sustainability Reports, documenting energy, emissions, waste, and SDG progress.
- **2023:** UFV signs the SDG Accord, committing the university to global goals in education and operations.
- **2024:** Development of the Sustainability Action Pathway (SAP), UFV's long-term strategic roadmap for integrating sustainability across teaching, research, and campus life.

One of the Office's most impactful tools has been its Annual Sustainability Report, which highlights UFV's achievements and progress across a range of environmental and social metrics. The report tracks emissions reductions, energy efficiency upgrades, waste diversion, and program impacts aligned with the UN Sustainable Development Goals. It also reinforces transparency, accountability, and continuous improvement – core principles of responsible management education. The report is widely shared across the institution, contributing to knowledge mobilization and culture change in support of sustainability and responsible management education.

The Office's work complements the School of Business's PRME commitments by fostering an institution-wide culture of sustainability and accountability. These developments demonstrate UFV's evolution from informal sustainability efforts to a systemic, values-driven approach aligned with global RME and PRME principles.

Graduates & Enrollment

2025 Statistics	Number
Graduates	392
Faculty & Staff at the University	2329
Faculty & Staff at the Institution	65
Student Enrollment at the University	15274
Student Enrollment at the Institution	1322
Undergraduate Attendance	1235

2025 Statistics	Number
Masters-Level Postgraduate Attendance	0
Doctoral Student Attendance	0
Certificate, Professional Development, or Continuing Education Attendance	33

Degrees Offered

Bachelor Programs

-  Bachelor of Business Administration (B.B.A.)

Undergraduate Degree Programmes

-  Bachelor of Business Administration
-  Bachelor of Business Administration (Aviation)

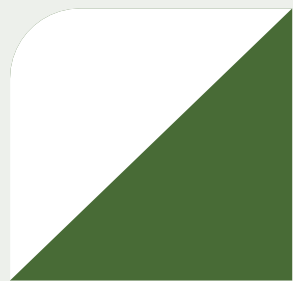
Certificates, Professional Development, or Associate Programmes

-  Business Administration Diploma
-  Business Administration Diploma (Aviation)



Purpose

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



Letter of Commitment



Letter of Commitment from Senior Officer

August 21, 2026

Dear PRME Community,

As Dean of the Faculty of Business and Computing at the University of the Fraser Valley, I am pleased to reaffirm our commitment to the United Nations Principles for Responsible Management Education (PRME).

As an institution, we support the PRME initiative, recognizing the relevance of the PRME principles as a guiding framework, and are committed to integrating sustainability, ethics, and responsible leadership into our teaching, research, and operations.

We are grateful to be a part of the global PRME community and look forward to building on our work towards responsible management education in the years ahead.

With kind regards,

A handwritten signature in blue ink, appearing to read "Chris Schinckus", with a long horizontal flourish extending to the right.

Chris Schinckus
Dean, Faculty of Business and Computing
University of the Fraser Valley

Definition of Purpose

The UFV School of Business advances responsible management education by strengthening regional prosperity, supporting small and medium-sized enterprises, and building community partnerships. Through innovative programs, global accreditations, community outreach, and action-oriented projects, we promote social innovation, economic development, and environmental sustainability.

Institutional Engagement

26% - 50% of faculty at University of the Fraser Valley - School of Business actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

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



How We Define Values

We embrace the Values Principle by embedding sustainable development in all aspects of our strategy from our vision, mission, and values, to our strategic goals.

Who Champions Responsible Management Education at Our Institution

- ❖ Centralized sustainability office
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Senior leadership office
- ❖ Student contributor

Student Awareness

26% - 50% of students at University of the Fraser Valley - School of Business are aware that we are a PRME Signatory Member.

Student Engagement

26% - 50% of students at University of the Fraser Valley - School of Business actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Continue telling your story

UFV Sustainability Report 2024-2025

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

Gold STARS (Sustainability Tracking, Assessment & Rating System) Rating

Granter: Association for the Advancement of Sustainability in Higher Education (AASHE)

Grantee: University of the Fraser Valley

Award Description:

STARS is a globally recognized sustainability reporting framework administered by AASHE. Gold represents the second highest category of achievement. Though this award, UFV signifies excellence and leadership in integrating sustainability throughout its operations.



Teach

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



How We Define Teach

The UFV School of Business aligns with PRME's Teach principle by integrating ethics, responsibility, sustainability, and Sustainable Development Goals throughout its curriculum. Courses including BUS 400, BUS 408, and BUS 444 apply these concepts through relevant content and learning activities, helping students develop responsible leadership and management capabilities in practice

Courses that support RME

University of the Fraser Valley - School of Business reports 6 courses in 2025 that support responsible management education and sustainable development goals.

Bus 313 HR Data Analytics | Bus 313

Students acquire essential Human Resource Management data analytics skills for informed decision-making, incorporating the advancement of Indigenous and diverse populations. The course integrates advanced theory, practical applications, ethical considerations, and a real-world case study.

Upon successful completion of this course, students will be able to:

LO 1. Apply HRM data analytics and predictive modelling concepts to enhance the strategic execution of an organization's 3Ps (People, Planet, Profit).

LO 2. Analyze the theoretical foundations of HRM analytics methods, focusing on their contribution to driving an organization's business decisions.

LO 3. Synthesize emerging trends in HRM data analytics to enhance organizational decision-making and strategic planning for a local and global context.

LO 4. Analyze ethical issues in HRM data analytics to make informed decisions that promote the inclusion and understanding of Indigenous people and other diverse populations.

LO 5. Convey HRM analytics findings to diverse stakeholders using effective visual, verbal, and written communication skills.

LO 6. Reflect on how the course content and assessment activities can be applied within and beyond the business setting to develop innovative solutions for complex local and global challenges.



International Air Transportation | Bus 360

An overview of the development of air transportation systems and their impact on the global economies, this course examines the role of government regulators and industry associations influencing emerging air transportation trends. Students are introduced to major political, social, cultural, economic, and technological forces affecting the global air transportation industry.

Upon successful completion of this course, students will be able to:

- LO 1. Analyze the aviation/aerospace industry and its characteristics and economic magnitude;
- LO 2. Evaluate the main current and anticipated trends impacting the global, national, and regional airline industry;
- LO 3. Contrast the arguments for and against the deregulation of the airline industry;
- LO 4. Evaluate economic characteristics of the airline industry and their contribution to general economic conditions;
- LO 5. Assess the role and future trends of air cargo;
- LO 6. Interpret sovereignty of airspace, including the freedoms of the air.



Cross-Cultural Management | Bus 379

Students will analyze the behavior of people in cross-cultural organizations and work teams, with multi-cultural customers and intercultural stakeholders. Students will also develop competencies for managing cultural diversity in the workplace, enabling them to become competent transcultural actors in the workplace and beyond

Upon successful completion of this course, students will be able to:

- LO 1. Assess how culture and subcultures affect the business environment.
- LO 2. Analyze how cultural values and perspectives influence intercultural communication, negotiation, and problem solving.
- LO 3. Demonstrate insight into one's culture, cultural limitations and filters.
- LO 4. Express sensitivity to a variety of cultures and norms within organizations.
- LO 5. Demonstrate a range of intercultural competencies.
- LO 6. Apply culture-dependent factors to the management of organizations in the areas of teams, leadership, motivation, decision making, organizational structure, organizational diversity, business ethics, organizational conflict, and negotiations.



Business in Emerging Markets | Bus 390N

Students examine the position of emerging markets in the new global economy and the business opportunities available in these countries. It highlights challenges and opportunities associated with organizational management and business strategy in emerging economies. Topics include

understanding emerging economies; markets and institutions; operating in emerging markets; emerging markets' innovations; managing risk in emerging markets; targeting emerging market clients; and business ethics in emerging markets.

Upon successful completion of this course, students can:

LO 1. Discuss emerging markets and its characteristics.

LO 2. Identify and understand the main differences and similarities that characterize emerging economies.

LO 3. Understand and analyze the challenges and opportunities presented by emerging economies.

LO 4. Identify the institutions of emerging economies that are relevant to managers and understand how they work.

LO 5. Examine how low-cost innovations take place in the emerging markets.

LO 6. Explore distinct strategy options for emerging economies.

LO 7. Assessing the risk encountered by firms operating in emerging countries.

LO 8. Develop entrepreneurial and cross-border business strategies for the multi-level emerging markets.

LO 9. Analyze the additional ethical challenges and issues of social responsibility common in emerging markets



International Marketing | Bus 421

Students explore the challenges of navigating and integrating foreign countries' ethnic diversity, customs, values, policies, and institutions when implementing the marketing mix principles in a global marketplace. Student teams develop an international marketing plan that addresses the strategic implications and applications of different political, cultural, legal, economic, and environmental factors on global marketing management and on a firm's ability to allocate resources to meet its international marketing objectives.

Upon successful completion of this course, students will be able to:

LO 1. Integrate a variety of strategic marketing management concepts and frameworks to create and execute highly effective marketing programs within an international context.

LO 2. Assess the strategic implications and applications of different political, cultural, legal, economic, and environmental factors on global marketing management when identifying and targeting foreign buyer groups (B2B and B2C).

LO 3. Evaluate the challenges companies face when setting up international supply chain networks.

LO 4. Assess marketing strategies related to market entry, pricing, distribution, brand management and corporate social responsibility for a variety of products and their fit in international market settings.

LO 5. Apply the concepts to real business cases and produce an International Marketing Plan.



Business, Society, and Nature | Business 400

The course explores how businesses are embedded within social and ecological systems. Provides students with an analysis of complex organizational challenges. Topics like climate change, corporate governance, Indigenous peoples' rights, Indigenous worldviews, and business-community relations intertwine. Students foster a global sustainability mindset, learning frameworks and tools to enhance social and ecological resilience in changing times.



Educator Recognition

At University of the Fraser Valley - School of Business, we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Pedagogical innovation grants
- ❖ Institutional recognition events

Teaching Voices

The following statement demonstrates ways in which educators at University of the Fraser Valley - School of Business support sustainability and responsible management in their classrooms.

TEACH - Instructors' professional association

The School encourages faculty to maintain memberships with professional organizations to stay current with industry practices and teaching materials. Faculty specializing in sales, accounting, finance, and HR actively align their courses with the expectations of relevant professional associations. Currently, 54% of our faculty are affiliated with at least one professional association. These connections with

professional organizations play a key role at the School. These connections support the School's commitment to recognized standards and practices in business education and contribute to preparing graduates for successful careers in business.

Barriers to Innovative Curriculum

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

- ❖ Budgetary limitations
- ❖ Time constraints

Barriers to Innovative Pedagogy

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

- ❖ Resource constraints
- ❖ Time constraints



Research

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



How We Define Research

Research is the generation of new knowledge that deepens our understanding of people, organizations, and systems. Our research informs and enhances teaching, ensuring that students engage with current, relevant, and responsible management practices that reflect both academic and real-world application.

Research vs Research for RME/Sustainable Development

4

Peer-reviewed articles were published by University of the Fraser Valley - School of Business from this past calendar year.

vs

41

Peer-reviewed articles were published by University of the Fraser Valley - School of Business from this past calendar year in support of RME.

Research Funding

In 2025, University of the Fraser Valley - School of Business was awarded funding for research that is:



**Institution
Specific**



National



International

Socializing Research

In 2025, University of the Fraser Valley - School of Business contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Research collaborations
- ❖ Social media and digital outreach
- ❖ International media
- ❖ Local media
- ❖ National media

Research Awards

In 2025, University of the Fraser Valley - School of Business was awarded 2 research awards for responsibility- and/or sustainability-related research.

2026 UFV Research Excellence Award

Granter: University of the Fraser Valley (UFV)

Grantee: Dr. Jelena Brcic, Associate Professor, UFV School of Business.

Award Description:

"The UFV Board of Governors and Senate recognize academic excellence in research, teaching, and other scholarly activities that support student learning and enrich educational programs at UFV. The Research Excellence Award is presented each year to a UFV faculty member whose research has demonstrated innovation, mentorship, academic impact, and an interface of teaching and research." (UFV, 2026)

Reference: UFV. Weblink: <https://www.ufv.ca/research/research-office/featured-researchers/research-excellence/>. Accessed on August 25, 2026.

2025 Ivey Publishing Sustainability Case Writing Awards

Granter: Ivey Publishing

Grantee: Dr. Saeed Rahman, Associate Professor, School of Business

Award Description:

Dr. Saeed Rahman and his team won Third Place in the 2025 Ivey Publishing Sustainability Case Writing Awards. The Awards are a collaboration between Ivey Publishing and the Principles for Responsible Management Education, an initiative of the United Nations Global Compact. They were developed to support researchers and practitioners committed to reshaping management education. The competition celebrates excellence in case writing that advances sustainability in business education. Dr. Rahman's case, "Sea Cider: Succession Planning for a Regenerative Business", tells the story of Kristen Needham, a sixth-generation farmer, as she contemplates retirement from her role as founder and CEO of Sea Cider Farm and Ciderhouse, a certified organic farm and cidery based in Saanich, Victoria BC.

Research Presentations Related to RME and/or Sustainability

In 2025, University of the Fraser Valley - School of Business gave 1 research presentation related to RME and/or sustainability.

When is Stigma “Sticky”? Influences on Stigma Transfer or Deflection for Dirty Work Newcomers | [DOI](#)

Authors: Luciana Turchick Hakak, School of Business, University of the Fraser Valley, Canada.

Date of publication: June, 2025

Presented at: National or international academy of management

Department: Human Resource Management | Management

While previous literature has mostly considered occupational stigma to be “sticky”, recent findings indicate that it may sometimes be deflected. However, it is not yet known in what situations and conditions stigma deflection is possible or likely. In this conceptual paper, I argue that the likelihood of occupational stigma deflection is influenced by: 1) The type of occupational taint; 2) Individuals’ membership in marginalized groups and 3) The magnitude of the perceived status gap between previous and current occupation. This work expands our understanding of stigma transfer and of newcomers to dirty work occupations. It also contributes to practice by suggesting ways in which newcomers to dirty work may act strategically in order to deflect the stigma of their occupations.



Publications Related to RME and/or Sustainability

Emancipatory Entrepreneurship by a Stigmatized Social Group | [DOI](#)

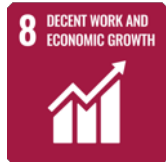
Authors: Chang Lu, School of Business, University of the Fraser Valley, Canada | Rongrong Zhang, The University of Sydney, Australia | Trish Reay, University of Alberta, Canada

Date of publication: January, 2026

Department: Management | Entrepreneurship

The entrepreneurship as emancipation (EE) perspective has inspired much research in the field of entrepreneurship. Yet, scholars have paid little attention to how a stigmatized social group collectively engages in emancipatory entrepreneurship. To address this gap, we carried out a qualitative investigation of how First Nations (Indigenous peoples) in Canada founded casinos to emancipate from post-colonialism in the face of racial stigma. Focusing on the interactions between the stigmatized entrepreneur group and audiences, we found that emancipatory entrepreneurship by a stigmatized group entailed waves of contestations between the entrepreneur group and audiences, interspersed with interim settlements and preceded by internal mobilization within the stigmatized group. Our core contribution is to provide a process model of emancipatory entrepreneurship groups and to advance

theory regarding the nature of interactions between emancipating entrepreneurs and external audiences. We also reveal how partial acquiescence to constraining actors may be critical in advancing emancipatory entrepreneurship over time and highlight the importance of managing the interdependence between stigmatized entrepreneurs and stigmatizing audiences.



Research Barriers

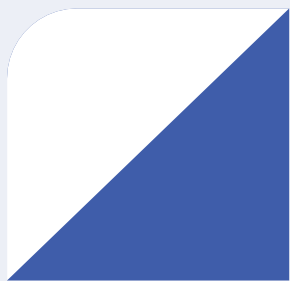
In 2025, University of the Fraser Valley - School of Business identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Funding challenges
- ❖ Participant recruitment
- ❖ Time constraints



Partner

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



How We Define Partner

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

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AASHE (Association for the Advancement of Sustainability in Higher Education)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Local institutions and associations
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ United Nations organs other than the UN Global Compact
- ❖ University Councils
- ❖ Taylor's University
- ❖ UFV Food and Agriculture Institute
- ❖ Archway Community Services' Food Security Department
- ❖ Consortium for North American Higher Education Collaboration (CONAHEC)
- ❖ International Association of Universities (IAU)
- ❖ University Mobility in Asia and the Pacific (UMAP)

Student Organization Partnerships

- ❖ Enactus
- ❖ PRME Students

Partnerships

The following provides more details on 7 key partnerships at University of the Fraser Valley - School of Business.

Food and Agriculture Institute (FAI)

In partnership with the UFV Food and Agricultural Institute, the School is exploring an MBA in Agri-Tech to support the Fraser Valley's increasingly automated corporate farming sector.

Lucerne University of Applied Sciences and Arts

In Fall 2025, the UFV School of Business hosted International Leadership: Vancouver as the Asia-Pacific Gateway, a one-week immersive program delivered in partnership with the Lucerne University of Applied Sciences and Arts. The program brought together 12 graduate students from Lucerne and five UFV students for an intensive exploration of leadership and international business.

The week combined academic seminars, industry engagement, and experiential learning focused on Canada's role in the global economy and Vancouver's position as a key Asia-Pacific gateway. Sessions examined global leadership, cross-cultural negotiation, and international trade, complemented by guest speakers from academia, industry, and government. Participants also engaged with Indigenous perspectives on economic development and leadership, including sessions in Vancouver and the Fraser Valley, alongside site visits and applied learning activities. A visit to Garaventa Lift Canada provided insight into how an internationally operating firm manages leadership, innovation, and global operations in practice. The program concluded with student group presentations, a closing ceremony, and a reception hosted by the Swiss Consul General in Vancouver.

The International Leadership program reflects UFV Business's commitment to international partnerships, applied learning, and preparing students to lead in a global context.

Archway Community Services

Dr. Rahman is a collaborator on the SSHRC Partnership Engage Grant awarded in October 2025. Valued at \$18,500, the grant, titled Beyond Emergency Food: Supporting Agency-Based Programming and Community Capacity Development at a Food Bank, is a partnership between Food and Agriculture Institute (FAI) and Archway Community Services' Food Security Department. Led by Principal Investigator Alex Glaros of the FAI, the grant will support initiatives that strengthen food sovereignty and food security for community members in and around Abbotsford, moving beyond emergency food provision toward long-term, community-driven solutions.

Taylor's University

Throughout 2025, the School continued to pursue new and exciting Collaborative Online International Learning (COIL) initiatives, aimed at enriching students' global perspectives and advancing our commitment to internationalization.

Dr. Felicia Chong, together with her international counterparts Dr. Lee Chee Loong (Taylor's University) and Dr. Tee Peck Ling and Ms. Ung Leng Yean (Universiti Tunku Abdul Rahman), had successfully completed a series of five specialized COIL training workshops, paving the way for BUS 349 – Financial Management I to be offered as a COIL course. The first offering of this COIL course was successfully conducted in Fall 2025 in partnership with Taylor's University, where BUS 349 – Financial Management I was paired with FIN61104 – International Finance, providing students with a meaningful international

collaborative learning experience.

Building on this momentum, BUS 349 – Financial Management I is now being offered again as a COIL course in Winter 2026, this time in collaboration with Universiti Tunku Abdul Rahman (UTAR). These COIL projects represent an ongoing commitment to internationalized education at the School of Business. Through sustained collaboration with global partners, the School is utilizing COIL to support accreditation goals, enhance teaching and learning capacity, and prepare our students to engage confidently and effectively in a globally interconnected business environment.

Universiti Tunku Abdul Rahman (UTAR)

BUS 349 – Financial Management I is now being offered as a Collaborative Online International Learning course in Winter 2026, in collaboration with Universiti Tunku Abdul Rahman (UTAR).

Chiyaqtel (Tzeachten) First Nation

As part of a \$17,600 CEWIL grant secured by Dr. Zubair Raja to support experiential learning, students from the Applied Projects (BUS 499) course achieved outstanding success during the final project presentations held on December 10, 2025.

The initiative paired Business students with Planning, Geography, and Environmental Studies (PGES) students to develop strategic proposals for the Addition to Reserve (ATR) development for the Chiyaqtel (Tzeachten) First Nation in Chilliwack. This collaboration emphasized the real-world relevance of the work and highlighted the value of academic–community partnerships in advancing local economic development goals.

The event drew strong community engagement, with members of the Chiyaqtel council and their CEO attending the presentations and providing direct feedback. Of the eight competing teams – seven from PGES and one from Business – judges selected two winners based on the strength of their proposals. The Business team’s submission, a comprehensive Business Plan Strategy, earned them a win, showcasing its potential to support economic growth and sustainable development on the new reserve lands.

Consortium for North American Higher Education Collaboration (CONAHEC)

Through memberships in organizations such as the Consortium for North American Higher Education Collaboration (CONAHEC), the International Association of Universities (IAU), and University Mobility in Asia and the Pacific (UMAP), UFV engages in cross-border partnerships, supports student exchange, and contributes to global knowledge-sharing initiatives. These networks connect UFV to international peers and support its priorities related to global engagement and intercultural learning.

Continue telling your story

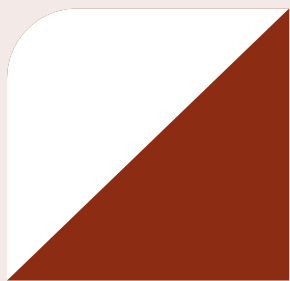
Additional Partnerships

- In the Bus 313 HRM Data Analytics course, the students present to the business partner at the end of the term. The current business partner (McDonald's) has implemented, either in part or in full, the recommendations.
- One faculty member partnered with the Chilliwack Food Bank.
- One faculty member invited partners from a local accounting firm to visit the class and discuss the specific skills they look for in new hires.
- BUS 494 W23, W24, W25 – students evaluate their placement partner's training program based on the First Peoples Principles of Learning.



Practice

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



How We Define Practice

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

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Campus operations guides
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Ministry of education recommendation documents
- ❖ Professional training opportunities
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ USGBC building guides
- ❖ Water
- ❖ Zero-waste guides
- ❖ AI use guide
- ❖ Ethical data sourcing guides

Policy Documents Related to RME and/or Sustainability

UFV Sustainability-Policy (244)

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

UFV Energy and Climate Resilience Pathway
Plan

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

UFV Sustainability Action Pathway

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

UFV AI-Principles

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

UFV Research Data Management - LibGuides

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Additional evidence for practices

- One faculty member uses diversity-inclusive practices in class group activities and in the choice of case studies, which present a plethora of scenarios for students to explore HR practices from diverse perspectives, workplace cultures, and sectors.
- BUS 390M Business in Europe field school highlights sustainable business practices through the experiential learning of visiting businesses in the field school.
- One faculty member incorporated a real-company audit-risk memo assignment because the School's mission emphasizes responsible management and community impact; the task trains students to think critically about governance and transparency—key elements of ethical, socially responsible practice.
- One faculty member strives to cultivate critical thinking by ensuring students never accept information at face value. We dissect cases, concepts, and financial tools by asking 'why, how, and what does it mean to various stakeholders'. This practice of questioning assumptions provides the foundation for their lifelong learning and adaptability. We also use this with the help of AI - prompting concepts/ questions and asking questions based on the outputs generated by the AI. Doing this, we co-construct our learning using AI in finance.



Share

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



How We Define Share

The UFV School of Business aligns with PRME's Share principle by transparently reporting progress, challenges, and lessons through its SIP reports. It shares responsible-management research, educational practices, and community partnerships with stakeholders and the wider PRME community, supporting accountability, collaboration, and continuous improvement toward ethical, inclusive, and sustainable management education in practice.

Engagement Opportunities

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

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

Communication Audiences

University of the Fraser Valley - School of Business communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Chamber of commerce and local communities
- ❖ Faculty and staff
- ❖ Government and policy makers

Communication Barriers

University of the Fraser Valley - School of Business faces the following barriers in transparent communications:



**Inconsistent
updates**

SIGNATORY

University of the Fraser Valley - School of Business



Address

33844 King Rd, Abbotsford, BC, V2S 7M8
Canada



Website

<https://www.ufv.ca/business/>