

# 2024 Sharing Information on Progress **(SIP) Report**

Lund University School of  
Economics and Management  
(LUSEM)

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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.





# Purpose

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

## Letter of Commitment

Lund University School of Economics and Management (LUSEM) demonstrates its commitment to PRME's Principles through the following letter from senior leadership.

Lund University School of Economics and Management (LUSEM) is an integral part of Lund University, the largest and most comprehensive university in Sweden, situated in the historically rich town of Lund. Our School benefits significantly from being embedded in a university with a strong international profile and a broad spectrum of disciplines, from Science and Engineering to Fine Arts, Music and Theatre. This interdisciplinary environment, coupled with our unique setting that blends medieval traditions with cutting-edge research facilities and a vital innovation district, enhances our ability to offer a distinctive educational experience for our students.

At LUSEM, our mission is to merge classical academic values with the fundamental professional skills needed to address the pressing global challenges of our time. We are deeply committed to fostering a learning environment that prepares our students for responsible leadership, emphasising ethics, responsibility, and sustainability across all our activities. This commitment is central to our strategy and permeates our teaching, research, and external engagement.

Our educational offerings are diverse. We offer four bachelor programmes, including two fully international ones, alongside 13 international master programmes. Additionally, our expansive PhD programme spans seven disciplines and consistently focuses on ethics, responsibility, and sustainability. These themes are not confined to the classroom but are integral to our research initiatives and external collaborations, supported by several prominent research centres.

The significance of being part of Lund University is profound, particularly in our collective pursuit of sustainability. Our shared efforts have propelled us into the top ten global sustainability rankings—an achievement that underscores the university's commitment to a sustainable future aligned with the UN Sustainable Development Goals and Agenda 2030. This dedication is a natural fit with our School's values and ambitions, and we are committed to making meaningful contributions to these global efforts through our research, teaching, and partnerships.

I am pleased to present this report on our progress and ongoing work. It reflects our steadfast commitment to excellence in responsible management education and our continuous efforts to enhance the quality and impact of our School in line with PRME standards.

Joakim Gullstrand

Dean, LUSEM



## Institutional Mission, Vision, and Strategy

The following outlines Lund University School of Economics and Management (LUSEM)'s institutional mission, vision, and strategic approach to responsible management education.

### **Mission, Vision, Strategy or Purpose**

LUSEM is more than a business school. The School includes a broad range of academic fields that enable it to provide innovative, integrated, and varied education and research of a high international standard in collaboration with external partners. To succeed, LUSEM turns to its Scandinavian origins and international outlook to make significant contributions to a sustainable society and to a better world

#### **Relevant Stakeholders**

PRME community, students, teacher, public

#### **Purpose**

Mission statement

strategic-plan-2022–2025

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# Values

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

## **RME Leadership Accountability**

At Lund University School of Economics and Management (LUSEM), accountability for responsible management education is structured as follows:

Formalized Senior Leadership Role

### **People responsible and accountable for RME at LUSEM**

Ethics, sustainability and responsibility belong to the core principles of LUSEM and as such are placed under the responsibility of senior management team.

Within their area of responsibility, each member of the senior leadership team is responsible and accountable for dimensions of ethics, responsibility and sustainability

## **Organizational Structure for RME**

The following organizational entities at Lund University School of Economics and Management (LUSEM) are responsible for RME:

- ❖ The LUSEM Management team members are accountable and responsible for the ethics, sustainability and responsibility dimensions as related to their respective areas of responsibility; teaching, research and external engagement.



# Teach

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

## RME Elements in Degree Programs

Lund University School of Economics and Management (LUSEM) integrates responsible management education into its degree programs through 5 different approaches:

### Guest Speakers and Showcase Events

#### **Examples of guest speakers and showcase events**

A case about Tetra Pak's strategic challenges to meet the disruptive demands of sustainability, as a part of the introduction days of master programmes International Strategic Management, and Management.

**Date**

August, 2023 - August, 2023

**Location**

LUSEM

**Speakers**

Laurence Mott, Executive Vice President, Development & Technology, Tetra Pak

As a part of the introduction to master programme in International Strategic Management and master programme in Management Mott introduced a case about Tetra Pak's strategic challenges around innovation and management practice to meet the disruptive demands of sustainability. The executive Vice President dedicated the whole day, enjoying in-depth and challenging round-table discussions with the students when they worked with the case.

### Course-Level RME Learning Goals

#### **Examples of course syllabi with course-level RME learning goals**

Digitalisation and AI from an Organisational and Societal Perspective

**Department**

Information Systems

**Learning Object Subject**

Digitalisation and AI from an Organisational and Societal Perspective

**Educational Level**

Bachelor

**Learning Outcome**

evaluate the impact of digitalisation and AI on society, organisations and individuals; critically evaluate the limitations and opportunities of AI from a societal and business perspective; critically consider and discuss ethical aspects of digitalisation and AI.

### Interactivity Type

Mixed

### Learning Object Description

Topics covered in the course include technological trends and societal changes linked to digitalisation; technology development and exponential growth; superintelligence and artificial general intelligence (AGI); history and background of today's AI technologies; basic types of AI and machine learning (ML) and its applications; use of AI in businesses and companies; and ethical and societal aspects of digitalisation and AI.

INFA40

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## Examples of course syllabi with course-level RME learning goals

Institutions, Economic Growth and Equity

### Department

Economic History

### Learning Object Subject

Institutions, Economic Growth and Equity

### Educational Level

Master

### Learning Outcome

Analyse how (in)equality between individuals in terms of resources and opportunities can have effects on the rate and nature of economic growth and on institutional development critically analyse theories of institutions, and their role in long-term economic growth assess the evolution and importance of specific institutional arrangements in both developed and developing countries.

### Interactivity Type

Mixed

### Learning Object Description

This course studies the relationships between institutions, modern economic growth and equality. Problems in today's world are taken as a starting point for a comparative historical analysis of countries and regions in different parts of the world

EKHM84

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## A broad spectrum of courses with course-level RME learning goals

LUSEM offers a broad portfolio of courses with responsibility-related learning goals.

LUSEM strives at making a difference by further engaging in matters relating to innovation and sustainability in business and society. At LUSEM we are convinced that, for students to naturally adopt a responsible mind-set in their future roles as decision makers and experts, being introduced to these issues early on is an important impetus. We strive to integrate responsibility-related perspectives in teaching on all levels, using different pedagogical activities and tools.

In addition, LUSEM is taking a long-term perspective on education, participating actively in the Lund University initiative to promote lifelong learning (LLL). Lund University aim at meeting the needs of society by developing a range of lifelong learning courses in collaboration with business, industry and the public sector. LUSEM is using its capabilities for providing LLL opportunities for alumni and other stakeholders. The LLL courses are organized as shorter, on-line, part-time courses (or bundles of courses), involving all six departments at LUSEM. The courses aim to help practitioners develop further within their professions or to help them re-skill and change career track. Currently there are approximately 30 LLL courses arranged by LUSEM, and true to our ambition when it comes to RME, of which many take on responsibility-related themes, for example:

- - Responsible Internationalisation – Organisational Leadership in a Complex Global Environment
  - Seeing and Understanding Complexity and Uncertainty

Furthermore, the Lund University Massive Open Online Courses (MOOCs) are open to anyone with an interest, regardless of previous experience. The courses are free of charge and are taught in English. LUSEM has developed two MOOCs:

- African Development – from the past to the present
- Catalytic Leadership for a Sustainable Change

## Examples of course syllabi with course-level RME learning goals

ESG in introductory Business Administration

**Department**

Business Administration

**Learning Object Subject**

Business Administration

### **Educational Level**

Bachelor

### **Learning Outcome**

Demonstrate the ability to integrate sustainability aspects with both business perspectives and ethical aspects; Be able to make judgements taking into account scientific, societal sustainability and ethical aspect

### **Interactivity Type**

Mixed

### **Learning Object Description**

In introductory Business Administration students are acquainted with the company's role in society, learn about the evolution of sustainability and CSR over time and get insights into the role culture and ethics play in business

FEKA90

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## **Examples of course syllabi with course-level RME learning goals**

International Business: Business Ethics and Sustainability,

### **Department**

Business Administration

### **Learning Object Subject**

International Business: Business Ethics and Sustainability,

### **Educational Level**

Bachelor

### **Learning Outcome**

Demonstrate an ability to work with concepts and theories of sustainability and CSR in the analysis of empirical cases; demonstrate the ability to manage and work in multicultural teams; demonstrate the ability to make assessments in international business informed by relevant social and ethical issues pertaining to questions of sustainability

### **Interactivity Type**

Active

### **Learning Object Description**



The course explores the complex relation between business and society, focusing in particular on the question how, and to what extent, business organizations can contribute to a more sustainable world. The course addresses questions, such as 'What is the responsibility of business?', and 'What is sustainability and how can sustainability be pursued?', with a special focus on ethical dilemmas associated with doing business internationally. Students will work with a variety of theoretical perspectives (e.g. ethical theories and perspectives on corporate social responsibility) and work with real-life examples (e.g. analysing a sustainability report).

IBUG41

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## Examples of course syllabi with course-level RME learning goals

Entrepreneurship: Social Innovation - a Strategy for Sustainability

### Department

Business Administration

### Learning Object Subject

Entrepreneurship: Social Innovation - a Strategy for Sustainability

### Educational Level

Bachelor

### Learning Outcome

Apply theoretical knowledge on social entrepreneurship and make critical judgments in relation to real social innovation projects; evaluate and apply decision criteria for new social enterprises and innovations in uncertain environment; demonstrate ability to make judgments with respect to scientific, social and ethical aspects.

### Interactivity Type

Mixed

### Learning Object Description

Understanding sustainability broadly, we will explore in this course how social entrepreneurship and innovation are a particular form of organising towards social transformation. Based on academic research on social entrepreneurship and social innovation, the objective of the course is to provide students with knowledge of how to explore and evaluate social entrepreneurship and innovations in theory and practice.

ENTA80

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## Examples of course syllabi with course-level RME learning goals

Corporate Taxation and Sustainability

### Department

Business Law

### Learning Object Subject

Corporate Taxation and Sustainability

### Educational Level

Bachelor

### Learning Outcome

Demonstrate an ability to make assessments in the fields of corporate taxation, taking into account relevant scientific, social and ethical aspects; demonstrate an ability to identify the need of further knowledge and to take responsibility for developing their knowledge.

### Interactivity Type

Mixed

### Learning Object Description

Understanding sustainability broadly, we will explore in this course how social entrepreneurship and innovation are a particular form of organising towards social transformation. Based on academic research on social entrepreneurship and social innovation, the objective of the course is to provide students with knowledge of how to explore and evaluate social entrepreneurship and innovations in theory and practice.

HARG30

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## Examples of course syllabi with course-level RME learning goals

Global Sustainability

### Department

Economic History

### Learning Object Subject

Global Sustainability

### Educational Level

Bachelor

### Learning Outcome

Discuss and critique various theoretical approaches to global sustainability and sustainability transitions; critically apply the theories and concepts learnt through the course to different institutional settings; critically discuss the benefits and drawbacks of various paths for transformations in relation to economic, social and environmental sustainability in different geographical settings.

### **Interactivity Type**

Mixed

### **Learning Object Description**

This is a multidisciplinary course that combines insights from sustainability studies, development studies, economics, economic geography and innovation studies to assist us in our understanding of current debates on sustainable development. Students will be introduced to the hard and soft notions of sustainability and discuss how economic growth relates to socially inclusive and environmentally sustainable development. An important focus of this course is placed upon socio-economic transformations towards sustainable development. The course takes a global perspective by contextualizing the discussion on the Global North and Global South, in addition to addressing specific issues such as global governance and the strengths and weaknesses of current global socio-economic transformations, with regard to socially inclusive and environmentally sound economic development.

EOSE10

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## **Examples of course syllabi with course-level RME learning goals**

Environmental Economics

### **Department**

Economics

### **Learning Object Subject**

Environmental Economics

### **Educational Level**

Master

### **Learning Outcome**

Have the ability to independently analyse the effects of various environmental economic policy instruments; formulate theory-driven policy advice; to pursue further studies in the subject and should be able to search for and evaluate information with a high degree of independence; have the ability to acquire and critically assess the contents of reports and analyses within the subject area.

### Interactivity Type

Mixed

### Learning Object Description

This course aims at a deeper understanding of environmental economics. The welfare theoretical foundations of environmental economics will be studied as well as environmental sustainability concepts and ethics. The course covers areas relating to the design of economic policy instruments, valuation of non-market goods and services, cost benefit analysis, international environmental problems and optimal use of renewable natural resources

NEKN54

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## Examples of course syllabi with course-level RME learning goals

Financial Accounting and Risk Management

### Department

Business Administration

### Learning Object Subject

Financial Accounting and Risk Management

### Educational Level

Master

### Learning Outcome

Demonstrate insights into the potential and limitations of accounting and riskmanagement, its dynamic nature, role in society, and people's responsibility for how it is used; demonstrate awareness of ethical issues relating to accounting and riskmanagement and show ability to assess the moral and social implications of their decisions.

### Interactivity Type

Mixed

### Learning Object Description

The objective of the course is to enhance and deepen students' knowledge and understanding of accounting and risk management. The first part of the course introduces the nature and purpose of accounting, along with the actors and institutions involved in making, using and regulating accounting information. The second part of the course provides students with the knowledge of risk management from a firm's perspective with a focus on the interdependencies between accounting, regulation and risk management operations. Students will learn to identify and assess different types of risks, and critically evaluate both internal and external control mechanisms designed to manage the risk of inaccurate financial information

and corporate fraud. The course is designed to advance students' critical thinking and understanding of the contemporary issues relevant to accounting and risk management, as well as their implications on companies, stakeholders and society

BUS078

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## Examples of course syllabi with course-level RME learning goals

Sustainability and Marketing Ethics

### Department

Business Administration

### Learning Object Subject

Sustainability and Marketing Ethics

### Educational Level

Master

### Learning Outcome

Identify problems of sustainability and marketing ethics, and suggest how they might be resolved or dealt with ; evaluate the social responsibilities of and between business organisations, as well as the relationships with internal and external stakeholders; demonstrate an ability to analyse, interpret, and debate problems of sustainability and marketing ethics as well as to develop, present, and defend potential suggestions for how to handle the identified problems; critically consider benefits and problems associated with managing sustainability and marketing ethics.

### Interactivity Type

Mixed

### Learning Object Description

This course will critically analyse and interpret at an advanced level: • The role and consequences of the relationship between marketing, society, and the ecological environment. • Sustainability and marketing theory with its advanced theory and practice. • A global context and what this means to sustainability and marketing ethics. • Stakeholder groups and their interests as well as relationships in relation to markets. • Evaluation, decision-making, and management of sustainability and marketing ethics. • Marketing strategies for sustainability and marketing ethics. • Marketing communication of sustainability and marketing ethics.

BUSP35

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## Examples of course syllabi with course-level RME learning goals

Value Creation

### Department

Business Administration

### Learning Object Subject

Value Creation

### Educational Level

Master

### Learning Outcome

Demonstrate an understanding of the key components of blended value and how these can be integrated into a start-up; demonstrate the capacity to assess the social and/or sustainable value entrepreneurship can create; demonstrate the capacity to apply a critical perspective on social and sustainable entrepreneurship

### Interactivity Type

Mixed

### Learning Object Description

In this course we explore value creation. Value creation in terms of the value we propose to our customers and users, but also the value you as entrepreneurs can create for society and the planet. During the course we will adopt an action-oriented pedagogy, meaning that you will actively work on an entrepreneurial project in teams. Throughout the course we will design and test your value propositions in an iterative search for a "product market fit".

ENTN07

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## Examples of course syllabi with course-level RME learning goals

Strategic Management and Information Systems

### Department

Information Systems

### Learning Object Subject

Strategic Management and Information Systems

### Educational Level

Master

### Learning Outcome

describe, explain and evaluate different strategy theories from a sustainability perspective on society

### Interactivity Type

Mixed

### Learning Object Description

The course addresses central ideas within the area of strategic management and information systems. The knowledge acquired during the course is general and can be applied in practice without being tied to any specific supplier of information systems or a specific company within a particular branch. The following topics will be covered: enterprises and their organisation, theories of strategic management, activity and business models, strategy-related information systems, some trends in the development of information system

INFN40

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## Examples of course syllabi with course-level RME learning goals

Re-Imagining Capitalism

### Department

Business Administration

### Learning Object Subject

Re-Imagining Capitalism,

### Educational Level

Master

### Learning Outcome

Demonstrate knowledge and understanding of the basic tenets of the various international and global efforts to reimagine capitalism; demonstrate an ability to identify relevant initiatives aiming to re-imagine capitalism and independently develop an analysis that discusses these initiatives' challenges and potential; demonstrate an ability to apply the entrepreneurship and strategic management theories seen in the course to the challenges of today's economy and discuss their limitations and potential expansions; demonstrate an understanding of how cultural contextual factors inform the organizational form and practices of initiatives aiming to re-imagine capitalism; demonstrate an understanding of the various stakeholders to the challenges addressed by initiatives aiming to re-imagine capitalism, and assess what threats and opportunities these stakeholders present for such initiatives; demonstrate an ability to assess the social, cultural and economic potentials and shortcomings of the various

organizational efforts to re-imagine capitalism; demonstrate an understanding of the boundaries of the current capitalist system and of the opportunities and limitations for change agents to impact it.

### Interactivity Type

Active

### Learning Object Description

This course is designed for students who want to explore the idea that some of the “big” societal problems can be effectively addressed by private firms, entrepreneurs and social activists. Students will be exposed to the business realities that come with “re-imagining capitalism” and will discuss obstacles and context factors for their practical implementation. Based on case study discussions of real organizations, students will learn the values, logics, strategies and practices used in current organizational efforts to ameliorate our economies and societies.

BUSO18

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## Examples of course syllabi with course-level RME learning goals

Global Business and Sustainability

### Department

Business Administration

### Learning Object Subject

Global Business and Sustainability

### Educational Level

Master

### Learning Outcome

Have demonstrated wide knowledge and understanding of models of the role of sustainability in corporate and business level management from a global perspective, with a particular emphasis on: Contemporary theories of corporate social responsibility; market and firm value creation in relation to environmental and social sustainability; stakeholder versus shareholder perspectives on sustainability and globalization; the role of environmental sustainability in today's business landscape and its impact on firm strategies and managerial decision making; the role of globalization in today's business landscape and its impact on firm strategies and managerial decision making. Have demonstrated an ability to gather and integrate information related to global environmental sustainability issues with a corporate strategy perspective; have demonstrated ability to use theories, models and concepts related to corporate social responsibility, sustainability and stakeholder theory to analyze complex strategic problems that



firms face and to propose suitable solutions; have demonstrated ability to present analyses and conclusions in a clear and consistent manner, not least towards academic and corporate audiences. Have demonstrated ability to assess the impact of sustainability on firm strategies and strategic decision making and to develop proposals for further development or amendments.

### **Interactivity Type**

Mixed

### **Learning Object Description**

The objectives of this course are to promote theoretical perspectives as well as empirical knowledge about the challenges of corporate activities in the context of sustainability. The course encompasses managerial perspectives on the integration of business objectives with wider social and in particular environmental well-being as a key function of contemporary management. The Global business and sustainability management pathway aims to help students to become knowledgeable and socially and environmentally responsible business leaders. With learning drawn from many different disciplines, students will develop the skills to research issues and respond to opportunities in ways that balance business interests with wider social and resource implications. This pathway offers a forward-thinking learning experience which reveals the importance of sustainability to all sectors of global business. The course outlines how social and environmental sustainability influences the firm. In doing so perspectives and models related to corporate social responsibility, stakeholder and shareholder theory, value creation and setting corporate objectives and performance targets are utilized.

BUSO14

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## **Program-Level RME Integration**

### **Description of degree programs with RME in the program-level learning goals and assessment rubrics**

Perspectives on sustainability, ethics and responsible management are an integral part of all programmes at LUSEM.

The School is embedded in a context where Sweden is a pioneer in ethical and sustainable leadership. From a legal point of view, all institutions of higher education in Sweden are to “promote sustainable development” according to the Swedish Higher Education Act (chapter 1, section 5 stipulates: “In the course of their operations, higher education institutions shall to assure for present and future generations a sound and healthy environment, economic and social welfare, and justice.”

In our mission, LUSEM turns to its Scandinavian origins and international outlook to make significant contributions to a sustainable society and to a better world. Reflecting this foundation, all bachelor and master programmes in LUSEM's portfolio share the mission driven learning outcomes, stating that graduates of the programme will be trained as reflective practitioners in taking an active part in developing a sustainable society building on innovative thinking. Thus, perspectives on sustainability, ethics and responsible management are an integral part of all programmes. As a research-based business school, LUSEM's approach to engaging students in confronting issues related to ethics, responsibility and sustainability is to connect them with ongoing research in areas like corporate strategy, social innovation, social entrepreneurship, and sustainable finance.

Out of 17 programmes at the bachelor and master levels– four bachelor and 13 master programmes – we provide some examples, showcasing the breadth in LUSEM's programme portfolio:

The bachelor programme in International Business prepares students for a career in international business. Students train in advanced problem solving in an international context, and learn theoretical concepts, models, and tools derived from relevant research. This will throughout the programme be related to real and complex business problems. The programme combines courses in business with courses in economics, economic history, statistics, informatics and business law. It provides international perspectives from faculty members and students, team-based projects enhancing cross-cultural learning and opportunities of internships in companies and/or exchange studies abroad at one of LUSEM's partner universities.

The MSc in International Strategic Management is another strong example of LUSEM's RME-approach. The programme offers the latest insights into managerial strategy through a variety of small-scale teaching methods, ensuring an exciting and challenging learning experience. The emphasis is both on sophisticated scientific insights and linkages with business practice. The MSc in International Strategic Management combines state-of-the-art research with strong links to practice through industry projects in which scientific tools is applied to solve real company issues. The programme also offers the opportunity to combine the Master's thesis with a company assignment. The courses in the programme provides the student with an understanding of the key areas balancing theoretical elements with applied and practical aspects related to the topics of the different courses. Sustainability issues, including issues related to business ethics, are key components of the courses, giving the student the opportunity to reflect and discuss on the different roles of companies in society.

In a society characterised by increased dynamics and uncertainty, individuals with entrepreneurial skills and mind set are of vast importance. The MSc in Entrepreneurship and Innovation focuses on the process of recognising, testing, validating and exploiting opportunities for value creation. This approach encompasses blended value in terms of the balancing economic, social and environmental sustainability all of which are given attention throughout the programme. The programme in entrepreneurship and innovation embraces action and reflection, without compromising the valuable learning that comes from theory.

The master programme in Information Systems provides the tools and skills to understand the design of information systems that address important organisational and societal challenges. In this programme students learn how Information Technologies and Artificial Intelligence can be used to achieve strategic goals, and how Business Intelligence helps organisations make better decisions. Students gain a deeper understanding of the wider business context of information systems, how digitalisation affects organisations and the relationship between IT, innovation and sustainability. The courses are designed to help students practice the theory, models and tools on real and complex problems in information systems. Students also learn how to participate in and manage change and innovation related to Information Systems projects in national and international contexts.

Trade conditions and taxes are at the heart of many business decisions. In a world where trade is global, knowledge of only domestic rules is inadequate. With a MSc in European and International Trade and Tax Law students will be able to help businesses and institutions operate in a worldwide context with the European Union's legal framework in focus. There are two tracks within the programme, the European and international trade law track and the European and international tax law track.

The signatory's pedagogical approach, which includes RME in all degree program design and pedagogical innovations

### **Description of the Signatory Member's pedagogical approach, which involves RME in all degree program design and pedagogical innovations**

A combination of classic academic values with professional skills and capabilities to foster reflective practitioners.

LUSEM's overall ambitions are to achieve a combination of classic academic values with professional skills and capabilities that are needed to take on global challenges and resolve critical issues in society. LUSEM strives to foster the *reflective practitioner* based on four concepts embraced in the Lund Learning Culture: An open and international environment; Critical thinking and freedom of mind; Teamwork combined with independent studies; Strong

links to practice. Students at LUSEM should be able to analyse issues and propose appropriate and well-justified solutions. The Lund Learning Culture sees teachers as facilitators rather than the traditional teacher-centred approach to learning. This model gives LUSEM students the opportunity to develop in a co-operative environment with peers and to develop interpersonal and professional skills in a diverse international setting.

#### *Faculty development and engagement*

LUSEM faculty members are dedicated to continuously engaging in developing the teaching portfolio, with regards to ERS. This engagement has not only manifested itself in several new courses focused on these areas, but also in the introduction of newly developed modules and themes into already existing courses and programmes. Although our faculty members are truly engaged in contributing to developing the teaching portfolio, the management at LUSEM acknowledges the importance of providing both education and development initiatives for faculty members. LUSEM faculty members are encouraged to cooperate with other academic institutions, nationally and internationally, and with other parts of Lund University, in ethics, responsibility and sustainability. There are many examples of such cooperation, for example, with the International Institute for Industrial Environmental Economics, IIIEE (at which the former Dean of LUSEM is Chair) and the Faculty of Engineering, Copenhagen Business School, and Gothenburg University. Another example is the educational and research cooperation between the labour law researchers at LUSEM and the Raoul Wallenberg Institute for Human Rights and Humanitarian Law, in Lund.

RME is in the signatory's educational vision, so that it drives the signatory's business model and all educational efforts, courses, programs, degrees, and non-degrees

### **Description of the business model with RME in all educational efforts**

LUSEM is a part of Lund University, a comprehensive public university, embedded in the Scandinavian and Swedish awareness and culture. As a natural reflection of the School's roots and context, RME is integrated at all levels of education at LUSEM.

The emphasis for LUSEM is to offer programmes that are research based and academically rigorous while being internationally relevant and embracing the societal and ethical values, embedded in the Scandinavian and Swedish awareness and culture. LUSEM educates our students for an international career. This requires a faculty with an international outlook and an international mix of students.

LUSEM is a part of Lund University, a comprehensive public university, funded and regulated according to the national system in Sweden. Most national and international students from countries that are members of the EEA are funded by the Government. Over the last few years, LUSEM has seen a strong increase in the number of fee-paying students coming from a unique broad range of countries.



# Research

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

## RME Elements in Research

Lund University School of Economics and Management (LUSEM) incorporates responsible management education into its research endeavors through 7 different methods:

### Regular Research Seminars

#### **Examples of regular research seminars where responsibility-related topics are common.**

Departments and research centres at LUSEM arrange regular research seminar series, where PhD students, faculty members and invited external researchers present and discuss their work. In those seminars, responsibility-related topics are commonly featured.

LUSEM is dedicated to a vibrant seminar culture where topics related to societal challenges of today are being discussed. Some recent examples follows. At the Department of Business Administration, the researchers in Entrepreneurship recently discussed *Building Sustainable Successful Entrepreneurial Ecosystems: What can Universities Do?* The Department of Economics invited to a Spring seminar on *Climate uncertainty and financial coping mechanisms of Tanzanian farmers*, while the Department of Informatics arranged a seminar on *Global Fintech & Cybersecurity, Innovations from AI for CBDC and Digital Financial Infrastructure*. The Sparbanken Skåne Centre for Sustainable Enterprise, SSCEN, arranged several seminars given by PhD students affiliated with the centre, for example on the theme *Cultivating Change: Firm Strategies Amid Alternative Protein Innovations*. Centre for Economic Demography (CED) has a seminar series which attracts national and international speakers engaged in research on economic and social issues connected to demography, from modern as well as historical aspects and with international comparative perspectives. Recently, Martha Bailey, Professor of Economics at the University of California and one of the two honorary doctors at LUSEM 2024, gave a seminar titled *Twentieth-Century Fertility Changes and the Second Demographic Transition*.

### Research Conferences

### PhD-Level RME Courses

#### **Examples of PhD-level course syllabi with course-level RME learning goals**

Digital monies for a sustainable future

#### **Department**

Business Administration

### Learning Object Subject

Digital monies for a sustainable future

### Educational Level

PhD

### Learning Outcome

Demonstrate an ability to use relevant theories to understand how our national and international monetary systems are organised and managed; Demonstrate an ability to apply theories from various fields to understand how new digital technologies are contributing to re-organise the monetary system; Demonstrate an ability to integrate knowledge from business administration, engineering and innovation studies to analyse the organisational opportunities and challenges associated to various forms of monies; Demonstrate an ability to assess the potentials and limitations both of particular monetary systems and of digital monetary technologies and clearly present conceptual arguments for their organisational strengths and weaknesses; Demonstrate an ability to identify relevant research topics at the intersection between the fields of business administration, engineering and innovation studies; Demonstrate an ability to critically discuss central issues in the organization of digital monies in an informed way and convey this knowledge to others interested in the topic.

### Interactivity Type

Mixed

### Learning Object Description

The course is an interdisciplinary course at the PhD level, offered through the Graduate School Agenda 2030. The Agenda 2030 Graduate School provides interdisciplinary PhD courses based on the societal challenges related to the Sustainable Development Goals. The courses are open to all PhD students at Lund University and free of charge. Growing inequality, apocalyptic environmental damage, and the protracted effects of a global financial crisis have resulted in a discussion on the role of our monetary system for the organization of society. At the same time, new technological and financial developments are giving rise to much experimentation on new forms of money. This interdisciplinary PhD course examines the technological developments that are facilitating monetary innovation and the role of monetary entrepreneurs in re-organising the production and circulation of money. The course provides students with the tools to explore opportunities for addressing big societal challenges and asks in particular how new forms of money can contribute to developing more just and equal societies. To understand these new digital monies, the course uses theories from the subfields of organisation studies, innovation and entrepreneurship, and STS (science and technology studies).

Course syllabus-EHFE016-DMSF

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## Examples of PhD-level course syllabi with course-level RME learning goals

Research Ethics

### Department

LUSEM, the Faculty of Social Sciences, and the Faculty of Law at Lund University.

### Learning Object Subject

Research Ethics

### Educational Level

PhD

### Learning Outcome

On completion of the course, the student shall be able to identify ethical issues in the social sciences, including the research conducted by the doctoral students as part of their studies; independently and knowledgeably analyse ethical issues in the social sciences including the research conducted by the doctoral students as part of their studies; apply laws, regulations and guidelines governing research involving humans and personal data, to various kinds of research within the social sciences research, including the research conducted by the doctoral students as part of their studies; apply laws, regulations and guidelines concerning research misconduct and good research practice to various kinds of research within the social sciences, including the research conducted by the doctoral students as part of their studies

### Interactivity Type

Mixed

### Learning Object Description

This course is given for PhD students at LUSEM, the Faculty of Social Sciences and the Faculty of Law. The course is compulsory for LUSEM PhD students admitted from the autumn of 2020, but it is also open for PhD students admitted earlier. Basic normative ethics, the history of research ethics, the balance between the utility and importance of research in relation to the ethical problems that research can cause, risks and burdens for research participants and other affected parties, protection of privacy and personal data, informed consent and kinds of research where informed consent may be difficult to obtain, ethics review, good research practice, research misconduct, publication ethics, open science and the FAIR-principles, conflicts of interest, the researcher as an authority and ethical aspects of external engagement, relevant legislation, issues arising from doing research at a Swedish authority.

Kursplan EHLG001-2

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## Other types of research support for faculty or PhD students

The Lund University Sustainability Forum forms a bridge between society and academia in the sustainability areas. Another important source for research is the Pufendorf Institute for Advanced Studies, which is an interdisciplinary institute at Lund University.

The academic environment created by Lund University – a comprehensive university with eight faculties – is an important precondition of all activities at LUSEM, not least for the research environment. Some University resources serve the full range of activities in teaching, research and collaboration while others have a more narrow focus. The Lund University Sustainability Forum forms a bridge between society and academia in the sustainability areas. The activities are based on the University's Strategy for Sustainable Development, with the overarching premise that sustainable development is a fundamental pillar of education, research, collaboration, and the development of the organization. Promoting mutual learning between society and the university is an important part of the task. The Sustainability Forum provides a channel for stakeholders seeking collaboration, research support and knowledge-based information from Lund University. By also being a platform for student participation, the Sustainability Forum supports networks and initiatives that inspire students to engage in issues of sustainability.

An important source for research is the Pufendorf Institute for Advanced Studies, which is an interdisciplinary institute at Lund University. It was inaugurated in 2009 and is a place where researchers from all faculties at Lund University – from science and medicine to the humanities and fine and performing arts – are invited to work together. The aim is to be a creative forum, an incubator for new ideas and a springboard for new research initiatives. Researchers of different disciplinary backgrounds are given the opportunity to work together on scientific and societal challenges. In order to find answers to complicated problems, the environment of the Institute stimulates boundary-crossing collaboration and encourages early-stage research ideas, having the potential to open up new research frontiers. LUSEM has been involved in a number of initiatives at the Pufendorf Institute over the years.

### Research Awards Program

## Description of research awards for responsibility-related research

LUSEM and Lund University encourage responsibility-related research by awarding master students and early-stage researchers for their investigations of sustainable development.

The Sparbanken Skåne Center for Sustainable Enterprising (SSCEN) at Lund University and Sparbanksstiftelsen Finn award a master's thesis prize to encourage business and engineering students to contribute with valuable knowledge on how to achieve a sustainability transformation. To be considered for the prize, the thesis should be written for obtaining a master's degree in business studies at LUSEM or engineering studies at the Faculty of Engineering. The thesis should address topics related to sustainable development such as the transformation and innovation of policies, private and public organisations, value-chains, industries, technologies, and the financial system. The prize is awarded in the form of two grants of SEK 25.000 each.

Lund University Sustainability Award for Agenda 2030 aims to promote innovative, interdisciplinary research on sustainable development by early career researchers. The prize, worth SEK 25 000, is awarded annually by the Graduate School Agenda 2030 in collaboration with the company Elis Textil Service AB.

#### Dedicated Research Funding

### **Summary of faculty-wide responsibility-related research or description of what is requested from faculty members**

The research portfolio is the core basis for the School's work on ethics, responsibility and sustainability. The portfolio combines the research that grows from initiatives by faculty members, and initiatives springing from efforts initiated by the leadership at the School and at the departments. It is also a great benefit for the School to be part of a comprehensive university with a strong sustainability nucleus.

The research portfolio is the core basis for the School's work on ethics, responsibility and sustainability. The portfolio combines the research that grows from initiatives by faculty members, and initiatives springing from efforts initiated by the leadership at the School and at the departments. It is also a great benefit for the School to be part of a comprehensive university with a strong sustainability nucleus. Lund University is ranked 8th in the QS World University Ranking: Sustainability 2024. It is third best in Europe and top in Sweden. A prominent example of the University's commitment to sustainability is the several interdisciplinary initiatives in the area, in which LUSEM is engaged. LUSEM faculty members are encouraged to cooperate with other academic institutions, nationally and internationally, and with other parts of Lund University on research topics related to responsibility dimensions. LUSEM sees great potential in facilitating interaction involving parties from business and society, students, and faculty, in research as well as education. In the following, we will provide some examples of the broad range at LUSEM of research areas and ongoing research projects that further sustainability issues.

### *Economic, social and human rights*

LUSEM is a partner in two of Lund University's altogether five so-called Profile Areas, areas that profile the university's internationally unique research expertise. Their interdisciplinary research aims to improve people's lives and solve global problems in ways that have not been possible before. The areas collaborate with national and international experts, industry, the public sector and other societal actors. Their research is closely linked to existing education and training. LUSEM is part of two Profile Areas, for Human Rights and for Nature-Based Future Solutions. The Profile Area for Human Rights focuses on global challenges such as growing inequality between rich and poor, refugee and migrant movements, health, the climate crisis, conflicts and new technologies. Researchers connected to the Profile Area for Nature-Based Future study the complex links between biodiversity loss and climate change and further investigate how these crises impact society and human health and well-being.

### *LUSEM research on carbon emissions and climate change*

LUSEM recently launched, together with the Faculty of Engineering of Lund University and the bank Sparbanken Skåne, the Sparbanken Skåne Centre for Sustainable Enterprising (SSCEN). With additional funding from the Swedish Foundation for Strategic Environmental Research and the Kamprad foundation, SSCEN brings together more than 20 researchers in sustainable business strategy, practices, innovation and finance. Research will be shaped and undertaken in close collaboration with businesses, the public sector, and other actors, to develop new knowledge and address the challenges inherent in the rapid transformation of businesses and industry to reach climate, biodiversity and other sustainability goals.

Tetra Pak and Lund University have launched Biotech Heights, a new research hub that will explore food and materials production using bioprocessing to create useful products from living cells or cell components. From LUSEM, researchers in marketing and strategy will participate in Biotech Heights apply strategic perspectives to future food production. The research hub contains five system perspectives, where the researchers will contribute with perspectives on consumption and trade as well as business models and investment logic.

LUSEM also runs projects directly addressing climate change and decarbonization. The project Financing industrial decarbonization: Managing risks and uncertainties to promote green investments in energy intensive industry studies to how risk and uncertainty affect financial markets willingness to invest in climate projects in the Energy-intensive and Natural Resource-based Industries (ENRI).

### *Accounting, finance and biodiversity*

Another major research initiative is Biopath, an interdisciplinary research programme with a focus on finding efficient alignment of the Financial System with the needs of Biodiversity. The vision is to drive the knowledge and innovations generated into being widely integrated into decision-making in industry and the financial system, hence contributing to a transformative change that has turned the financial system into an important driver for halting and reversing the loss of biodiversity. The Biopath project has received substantial external grants from MISTRA, The Swedish foundation for strategic environmental research.

### *Social innovation and entrepreneurship for sustainable development*

There is a prioritised area within innovation and entrepreneurship, exploring various perspectives on sustainability, primarily in the areas of Entrepreneurial Learning and Education, Migrant Entrepreneurship Entrepreneurial Ownership and Finance, Innovation Theatre and Community Currencies. For instance, the project Grassroots Financial Innovations for Inclusive Economic Growth aims to investigate the governance practices, impacts and diffusion of grassroots innovations, which are developing financial and monetary infrastructures for inclusive economic growth. The research focuses on low-income micro-entrepreneurs and civil society organizations delivering critical services and goods in urban informal settlements in African countries. It is informed by the case of community currencies in the informal settlements of Kenya's three major cities Mombasa, Nairobi and Kisumu. The project uses a mix of quantitative and qualitative methods, all within a participatory action research approach.

This is a long-term project at the Department of Economic History, SWINNO 3.0. Significant Swedish Innovations. The project is funded by Vinnova, the Swedish Innovation Agency. It focuses on the construction of a database of Swedish innovations from technical magazines. Research linked to this database has a particular focus on the Bioeconomy and Circular Economy in Sweden, trying to identify Swedish innovations in these areas. Researchers in this project are also involved in the analysis of the economic, environmental and social impact of Swedish innovations and the transformation of the Swedish innovation system towards sustainability, particularly looking at food production.

### *Future public transport*

Based in Lund, the K2 National Knowledge Centre for attractive Public Transport is a consortium of Lund University, Malmö University and The Swedish National Road and Transport Research Institute (VTI). It is funded by regions of Skåne, Stockholm and Västra Götaland together with the Swedish Transport Administration (Trafikverket), the Research Funding body Formas, the Swedish Innovation Agency (Vinnova), and the three partner institutions. K2's

mission is to conduct world-class research through co-production and knowledge building to design the future of attractive public transport. LUSEM takes part in the consortium via LUSEM researchers affiliated with K2. Research undertaken within this arrangement includes investigating how the marketization of public transport in Sweden – e.g., public tendering and market-opening – impacts the possibilities of achieving the desired objectives in the transport sector, including environmental and climate objectives.

## **Description of research funding specifically related to responsibility**

Ethics, responsibility and sustainability play an important role in the School's research portfolio and resources to support further research on those themes are provided at LUSEM, Lund University and by external organisations, both private and public.

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LUSEM has recently announced a call to finance short-term visits in Lund for an international collaborator to work on a well-defined research project within development research. The aim of the call is to extend LUSEM's international footprint, and the funds may be used to initiate or deepen a research collaboration.

In 2018, Lund University established funding for a graduate school dedicated to the United Nations' 2030 Agenda and Sustainable Development Goals. This funding includes PhD student positions with 2030 Agenda-connected research projects, course development, and seminars fostering scientific development. LUSEM takes an active part in the graduate school, which offers interdisciplinary courses based upon the societal challenges and the sustainability goals of Agenda 2030 and also organises various workshops and seminars on sustainability issues.

The Pufendorf Institute for Advanced Studies is an interdisciplinary institute at Lund University. In order to find answers to complicated problems, the environment of the Institute stimulates boundary-crossing collaboration and encourages early-stage research ideas, having the potential to open up new research frontiers. LUSEM has contributed to several initiatives at the Pufendorf Institute over the years, and current "Themes" – the main format for in-depth exploration – with LUSEM involvement include:

- *DigiJustice: Rethinking Digital Inequalities and Human Rights in the Age of AI*. This Theme will challenge technological determinism and the digital imperative and explore how human rights and social justice need to be rethought to address new vulnerabilities in the digital age. The researchers within the Theme will analyze blind-spots in the legal protection, the role of social norms in relation to AI-systems, new vulnerabilities, and the potential for integrating marginalised perspectives in technology development.

- *Digitax*. Today's principles for taxation requires that value creation (income) can be measured and tied to a geographical location and taxed there. Digitalisation and technology-driven globalisation challenge these principles as it becomes harder to both determine and measure value creation and tie that to a specific location. The Theme will search for design principles for an adaptable and sustainable tax system that is coherent with the world we live in.

To strengthen research, and as a token of strong, competitive research, external funding is important. Getting external funding from the major Swedish research agencies and foundations is extremely competitive but LUSEM is successful in receiving funding and works continuously to uphold a strong position in this respect. Some of recent research projects receiving prestigious grants and stipends include:

- The art of limiting economic shrinking – Policy space for fostering social capabilities in developing countries, funded by Handelsbanken research foundations.
- Monetary Incentives to Increase Kidney Donations, funded by Handelsbanken research foundations.
- Socioeconomic Segregation - The Impact of Neighborhoods, Schools and Policy Across the Life Course, funded by the Swedish Research Council.
- Preventing inequalities in health through better policy decisions of preventative and health promoting interventions, funded by FORTE, Swedish Research Council for Health, Working Life and Welfare.
- Confronting the climate – water – biodiversity interactions: how rural communities can choose to become sustainable, funded by FORMAS, a government research council for sustainable development
- Bridging the Gap: Women's role in patenting activities over 230 years, funded by Handelsbanken research foundations
- Causes and Consequences of Long-Term Inequality - Africa's levels and trends, funded by the Swedish Research Council.

## Required Research Reporting

### **Faculty reporting on responsibility-related research publications**

All research output must be reported in Lund University's research information system

Information on research output, including responsibility-related research publications, must be registered in Lund University's research information system. In the research information system, all research output receives SDG tags. The research output is presented electronically in the publicly available Lund University Research Portal.





# Partner

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

## Partnership Approaches for RME

Lund University School of Economics and Management (LUSEM) partners with external stakeholders to advance responsible management education through 4 different approaches:

Knowledge Translation and Dissemination

### **Description of partnering activities that involve informing**

At all levels of the organisation, LUSEM engages in organising multiple conferences and workshops together with other partners at LU or external partners. An important aim of these activities is to promote and maintain a fruitful and dynamic dialogue with public organisations and the business community.

Each year LUSEM arranges several conferences, seminars and workshops. An important aim of these activities is to promote and maintain a fruitful and dynamic dialogue with public organisations and the business community in the region. These gatherings offer an excellent opportunity for researchers at LUSEM to present their new research findings to representatives of the public sector and private sector and to discuss their implications for all concerned. At LUSEM we aim to contribute to the community by taking an active role in the regional, national and international arenas. In parallel to the events orchestrated by LUSEM, Departments, research groups and individual researchers engage in organising multiple similar conferences and workshops together with other partners at LU or external partners (such as business partners, consultants, NGOs, public authorities such as Swedish Embassies of foreign representation in various countries.

For example, recently, researchers from SSCEN - Sparbanken Skåne's Centre for Sustainable Enterprising at Lund University and company representatives from Sparbanken Skåne, Alfa Laval and Kraftringen participated in a workshop on the theme "CSRD, value chains and energy transition for SMEs", where issues regarding stricter requirements for sustainability reporting, value chain challenges and energy transition were discussed.

A prominent example of LUSEM's informing activities, is the annual event that Lund University and the City of Lund co-arrange called the Sustainability Week. During the Sustainability Week some 100 events and seminars run across the City and the University, and LUSEM has been actively participating since the start, often together with some of the School's partner companies. For the Sustainability Week in 2024, LUSEM and LUSEM faculty members were involved in several events:

- Living the Sustainability Idea – behavioral changes and its business implications
- Ageing, inequality and integration: Demographic challenges today and tomorrow
- Biodiversity and business – what happens when companies value nature?
- EU climate policy and the elections

- Greening the economy – Degrowth or green growth?
- Ensure sustainable consumption and production patterns (SDG 12)
- Biodiversity and business - what happens when companies value nature?

## External Community Dialogue

### Description of partnering activities that involve dialoguing

LUSEM interacts with partners in multiple ways and arenas, spanning both education and research in promoting sustainable development and transformation.

Via LUSEM's learning webs, the School collaborates and interacts with practice in various ways, spanning both education and research. A learning web typically starts with a joint discussion about possible education and research areas. Possible areas of common interest are identified, which are based on the concerns and curiosity of the societal partner(s) on one side, and academic concerns and ambitions on the LUSEM side. Through our learning webs, the School provides students at all levels with the opportunity to interact closely with the corporate world, for example, executives from some of Sweden's most prestigious companies act as visiting lecturers.

The case method is one of the cornerstones of LUSEM's present and future teaching and learning approaches. For our students, faculty and partner organisations, the case method provides an opportunity to meet the interdisciplinary demands of real business and organisational situations. LUCA – Lund University Case Academy was formed as a network across faculties in February 2012 to promote case-based student active learning. It was started by a group of teachers from the Faculty of Engineering, LUSEM and the Faculty of Medicine, who share an interest in case-based methods. These include the Harvard case method, today used at LUSEM and the Faculty of Medicine, project-based learning, used in LTH, and problem-based learning used in the Faculty of Medicine. LUCA is interested in widening the participation in the network to more teachers and faculties at Lund University. Since 2014 LUCA organizes an annual local conference, LU Case Day, to which engaged teachers, researchers, and students are invited to share experiences and contribute to development of teaching and learning practices. The theme of the LU Case Day 2024 was Case teaching and active learning – the importance of the physical environment.

Focusing on the alumni perspective, LUSEM's Career Centre continuously meets with the so-called Future Network to discuss and understand the challenges and needs of the current – and future – job market. The network consists of representatives from the Student Union and representatives from five corporate partners. Faculty is represented by the Programme Director for the BSc in Business and Economics, and Lund University's Pro Vice-Chancellor for External

Engagement and International Affairs. One channel through which LUSEM interacts with the business community is LUSEM's Corporate Partnership Foundation. Partner organizations have access to faculty members and students, and they are regularly invited to seminars and conferences. An important activity prioritized by LUSEM's Corporate Partnership Foundation is to engage partner firms to discuss sustainability and business ethics with the School's students.

Another example of LUSEM's dialoguing activities is provided by the applied research carried out at AgriFood Economics Centre. AgriFood bridges Applied Science and Policy. The research centre, which is run in cooperation with the Swedish University of Agricultural Sciences, provides government bodies with a solid foundation supporting strategic and long-term policy choices in the fields of food, agriculture, fishing and rural development. These fields of expertise are, per definition, international, and many of the issues that AgriFood are addressing are connected to the European Union (CAP).

LUSEM also holds long and solid connections in a variety of activities regarding public management. The Council for Local Government Research and Education (KEFU) is a collaborative forum founded by the 33 local governments of Skåne, the county council, Region Skåne, and Lund University and promotes dialogue and increases cooperation between the researchers of the University, the local governments of Skåne, and Region Skåne.

LUSEM interacts with the national and international academic communities in various ways. For example, Lund University is part of EUGLOH, the European University Alliance for Global Health. The alliance is a strategic partnership within the European Commission's European Universities Initiative. The parties, originally, were Lund University, Paris-Saclay University, Ludwig-Maximilian University München, University of Porto, and the University of Szeged. In its second application period, which has been approved in 2022, the alliance is extended by University of Hamburg, the Arctic University of Norway in Tromsø, University of Novi Sad and the University of Alcalá. Within the EUGLOH network, a balanced interfaculty consortium of researchers and students will develop interdisciplinary activities particularly in education and training related to Global Health. Combining expertise and scientific infrastructure in fields such as biomedicine, the life sciences and social sciences, the inter-campus project will tackle a variety of challenges related to well-being and public health. The Alliance is promoting initiatives in teaching, research, innovation, and academia-business cooperation. LUSEM has provided a very popular digital course on e-health with students from various European universities.

## Description of partnering activities that involve problem-solving

LUSEM is involved in multiple partnering activities with the aim to solve responsibility-related problems. LUSEM's research centres are essential platforms for such activities.

LUSEM's learning webs represent central mechanisms in developing novel knowledge together with the surrounding society. Students and PhD candidates acquire deep and unique access to empirical data via corporations, enabling student degree projects and research on topics such as sustainability and marketing, sustainable transport, sustainable food production, as well as accounting and sustainability. Through our learning webs, the School provides students at all levels with the opportunity to interact closely with the corporate world. Executives from some of Sweden's most prestigious companies act as visiting lecturers. Also, for a number of courses at Bachelor's and Master's level, companies are engaged in live-cases and interact with our students with problems they want help with. This provides students with an understanding of how companies are managed, their mission, their strategy, and organisations from an experienced source.

Another example of partnering activities within the field of responsible management concerns the Sustainability Ranking of Swedish Listed Companies. Since 2017, Susanne Arvidsson, Associate Professor at LUSEM, conducts the sustainability ranking each year for the largest business paper in Sweden, Dagens Industri. This initiative also showcases the strong student engagement at the School. The Finance student union LINC, at LUSEM, is engaged to participate in the data-collection process, thereby developing the students' network and refining their competences in integrating financial and sustainability performance. The objectives, with this ranking process, are to highlight good corporate initiatives on how to communicate sustainability performance in a value relevant, credible and comparable way. The ranking is conducted annually and will be improved from year to year.

Connections with practice form the backbone for many areas of research within LUSEM. Some of the research areas are also the foundation for research centres, with extensive corporate contacts. These centres, hence, act as hubs or labs, indicating the co-operative approach to advancing knowledge for our corporate connections. The Centre for Retail Research is one such example, a interdisciplinary collaboration together with the Faculty of Social Science and the Faculty of Engineering, in studies of market dynamics, consumption, retailing and logistics. LUSEM's strong profile in Brand Management is also closely aligned with this area. There are many different activities that involve corporations and at which research results are disseminated, and new input from practitioners are put into new research etc. SSCEN is another interdisciplinary centre, dedicated to the transformation of business practices to reach high goals set for mitigating climate change and preserving biodiversity. SSCEN has a very strong network of collaborating companies, agencies and organizations, involving both large and small

firms in finance, manufacturing, transportation, food, and energy sectors. SSCEN is also in charge of other activities, such as awarding prizes to the best Bachelor's and Master's theses in sustainability as well as functioning as an interface between students and companies for thesis work and for anchoring a sustainability perspective in all LUSEM's programmes. Several researchers in LUSEM are deeply engaged in the research of the conditions for innovation, primarily through its engagement in CIRCLE, Centre for Innovation Research, which is a research collaboration between the Faculty of Engineering, where the centre is placed, LUSEM, the Faculty of Social Science and Lund University centrally. CIRCLE does research primarily in innovation systems and sustainable transformation, entrepreneurship, and innovation policy design and evaluation, all in which LUSEM researchers are heavily involved. CIRCLE has an extensive network of collaborators, also among companies.

## Collaborative Change Action

### Description of partnering activities that involve acting

LUSEM's international contributions in terms of responsible management have for long been focused on the Global South. During recent years, the focus of international contributions has shifted towards innovation.

International contributions in terms of responsible management have for long been focused on the Global South. The development with the offshore outreach project in Arusha, Tanzania is a good example. For over a decade, LUSEM has been running a trade policy training centre in Africa: The Trade Policy Training Centre in Africa, Trapca. Trapca is a joint initiative between the Eastern and Southern African Management Institute (ESAMI) in Arusha Tanzania, Lund University/LUSEM and SIDA that started in 2006. The initiative was based on a feasibility study, commissioned by SIDA, which demonstrated that there was a great need among Least Developed Countries (LDCs) to train LDC staff in International Trade Policy and Trade Law, as these countries had not been able to benefit from the growth of international trade and globalisation during the last decades. Trapca was set up with the purpose to strengthen the capacity and competence in international trade policy for representatives from government, business and civil society in these countries. Lund University is the academic partner of Trapca and has the responsibility for the quality and the examination of the courses and programmes at Trapca.

During recent years, the focus of international contributions has shifted towards innovation. One prominent example is the capacity building course on science, technology, and innovation in Africa delivered by LUSEM on site at the Lund campus. The course is commissioned education that AUDA-NEPAD (African Union Development Agency-New Partnership for Africa's Development) in South Africa sponsors together with the Swedish International Development

Cooperation Agency, SIDA. The course that has run two times so far is offered to professionals engaged in the initiative African Science, Technology and Innovation Indicators (ASTII) and/or innovation policy and management, mid-to upper-level public officials across Africa. Applicants from low-income countries are especially encouraged to apply. The course also strives for gender-balanced participation.



# Practice

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



## RME Policy Implementation

Lund University School of Economics and Management (LUSEM) has implemented 3 policies to support its commitment to responsible management education:

Employee equity, diversity, inclusion

### **Practices to promote and safeguard employee equity, diversity, inclusion**

LUSEM works actively for gender equality, equal opportunities and diversity to promote a better work and teaching environment for employees and students.

In Sweden, the regulations regarding equality are strong. True to its Scandinavian roots, Lund University, and LUSEM, have policies regarding nondiscrimination, diversity, and equal treatment. Equality and non-discrimination have their own council at the School level working directly under the Faculty Board. The Faculty Board has overall responsibility for all these issues, indicating the importance that both the University Management Team and the School Management Team place on these issues.

Lund University takes a zero-tolerance approach to discrimination, harassment and victimisation. This means that LUSEM works actively for gender equality, equal opportunities and diversity to promote a better work and teaching environment for employees and students. At the faculty level LUSEM's efforts to integrate ethics, responsibility and sustainability include the rigid selection process and screening with no gender bias, no-discrimination policy in promotion, and international and cultural awareness in everyday efforts. To strengthen these efforts, LUSEM has initiated several workshops in the last couple of years open for faculty members and PhD students focusing on research ethics, harassment and equality. In addition, the Division for Higher Education Development at Lund University has a large number of workshops that are open for faculty members and the leadership when it comes to specialised courses focusing on the responsibilities of employers. To ensure that the School always keeps track on the views of all employees when it comes to harassment and equality, a survey is conducted annually, which is then followed up by the health and safety representatives, the leadership of the School and the Heads of Department.

As LUSEM's mission is to provide diverse, innovative and world-class education and research, all parts of the organisation are working to establish, nurture and develop balanced excellence in the core activities. This requires excellence in research, education and external engagement, as well as that these activities aim towards enhancing human understanding and addressing societal challenges. Balanced excellence requires, therefore, an organisational culture that fosters innovation and engagement among faculty members to ensure a significant impact on business and society locally, nationally and internationally

## Lund University Equal opportunity plan

Lund University Equal opportunity plan

### Scope

Students and all employees at Lund University

### Enforcement Date

January, 2017

### Number Of Pages

7

### Publisher

Lund University

### Media

Document

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## Lund University Work environment policy

Policies on student equity, diversity, inclusion

### Scope

Students and all employees at Lund University

### Enforcement Date

January, 2017

### Number Of Pages

7

### Publisher

Lund University

### Media

Document

Lund University work-environment-policy

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## Employee antidiscrimination guide

Lund University School of Economics and Management Employee antidiscrimination guide

### Relevant Stakeholders

Employees at Lund University School of Economics and Management

### Purpose

This guide is for staff at the Lund University School of Economics and Management. It aims to provide information about discrimination, harassment, and victimisation, as well as how the University acts when discrimination or victimisation is discovered. It also contains information about whom to contact.

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Student equity, diversity, inclusion

## Practices to promote and safeguard student equity, diversity, inclusion

LUSEM works actively for gender equality, equal opportunities and diversity to promote a better work and teaching environment for employees and students. Student participation is pivotal for the success of these efforts.

Students have the right to be represented in all decision-making bodies when decisions are taken or prepared that are relevant to the student's education or situation. Student influence is regulated by laws and ordinances as well as by decisions by Lund University. At Lund University there is a long tradition of the student unions working with quality assurance, and LUSEM is no exception. The Student Union (Lundaekonomerna) plays an important part in the quality assurance process at the School and their views are always welcomed and heard. Student representatives have voting rights in the Faculty Board, the Recruitment Committee and the Partnership Foundation Board. They participate in the Nomination Committee but without voting rights. Students are also represented in advisory bodies, such as the Senior Management Council, the Education Council and the Local Health and Safety Committee. Taking part in the QA work at the School provides both national and international students with an excellent opportunity for team-based training in value-based management, including democratic values. The Student Union also runs much-appreciated "Speak-up Days", at which all students are invited to have a say on the quality of the School's learning and teaching environment. The results of the Speak-up Days provide useful input into LUSEM's QA-processes, and the students spend considerable time and effort to put together the results and then present them to the Faculty Board and all of the School's academic departments. The initiatives

of and participation by the student organisations is pivotal for LUSEM's efforts to create an attractive workplace, where everyone can develop through studies and personal growth in an environment free from all forms of discrimination and victimisation.

LUSEM's strategy is to incorporate sound ethics and values as features in the School's courses and as part of the Lund Learning Culture. Beliefs regarding the importance of equality, freedom of speech and fairness are, thus, a natural part of all activities at the School. While these values and beliefs may come naturally for national students, international students need special consideration. Therefore, LUSEM's Academic Skills Services put a lot of effort into increasing students' intercultural competence and understanding of the Lund Learning Culture, and the Swedish Higher Education System in general.

As for increasing diversity in the student body, LUSEM works with scholarships for its international fee-paying students. These scholarships are funded both by private endowments and via the Swedish Institute, which is a government agency that works with promoting knowledge about Sweden and Swedish values around the globe. The Swedish Institute also grants scholarships to students from countries selected by the Government, often countries that could benefit from developed democracy. It is, hence, a national political ambition that comprehensive universities, like Lund, are to increase student body diversity by the scholarships provided by the Swedish Institute.

## Student antidiscrimination guide

Lund University School of Economics and Management Student antidiscrimination guide

### Scope

Students at LUSEM

### Enforcement Date

January, 2022

### Number Of Pages

16

### Publisher

Lund University School of Economics and Management

### Media

Document

studentdiscriminationguide

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## Sustainable development

### Policy on sustainable development

Lund University Policy on sustainable development

#### Scope

Lund University, its entire organisation and employees

#### Enforcement Date

December, 2016

#### Number Of Pages

1

#### Publisher

Lund University

#### Media

Document

lund-universitys-policy-for-sustainable-development

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### Strategy for sustainable development

Lund University Strategy for sustainable development

#### Relevant Stakeholders

Students, faculty and professional staff at Lund University, partners within and outside academia, the public

#### Purpose

The aim of the Lund University strategy for sustainable development is to provide a direction and establish a number of visions for the implementation of Lund University strategic plan

lund-universitys-strategy-for-sustainable-development-2019-2026

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### Sustainability plan

Lund University Sustainability plan

#### Relevant Stakeholders

Students, faculty and professional staff at Lund University, partners within and outside academia, the public

### Purpose

The purpose of the Lund University Sustainability plan is to concretise the areas and overall goals identified by the university's sustainability strategy in undergraduate and graduate education, doctoral education, research, external engagement, as well as management and support activities.

Sustainability Plan Lund University  
2020-2026\_rev 2023

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### Description of the practices that are intended to influence how faculty, staff and students support the school's commitment to RME.

LUSEM turns to its Scandinavian origins and international outlook to make significant contributions to a sustainable society and to a better world.

In its mission LUSEM turns to its Scandinavian origins and international outlook to make significant contributions to a sustainable society and to a better world.

As a research-based business school, LUSEM's approach to engaging students in confronting issues related to ethics, responsibility and sustainability is to connect them with ongoing research in areas like corporate strategy, social innovation, social entrepreneurship, and sustainable finance. Being introduced to these issues early on is an important impetus for students to naturally adopt a responsible mind-set in their future roles as decision makers and experts. At LUSEM, we strive to integrate these issues in teaching on all levels, starting from the introductory level to the PhD level. Through the Student Union, several extra-curricular activities, such as LE Sustainability, are run, in order to capture the questions of ethics and sustainability, in a manner that relates to the everyday lives of our students. The activities are driven from issues and problems that the students face and are passionate about.

The research portfolio in ethics, responsibility and sustainability in turn combines bottom-up initiatives and efforts initiated by the leadership at the School. Partner organizations in the School's network drive the pursuit of these areas. The School's history and track record, when it comes to outreach to external stakeholders, is clearly expressed in the engagement activities that are pursued in the areas of responsible management. As is the case with students, partners in the School's external network provide an impetus for pursuing these areas more forcefully.

All-in-all, the joint efforts are very much in line with sustainable development goal 17, to strengthen the means of implementation and revitalize the global partnership for sustainable development.

In the debate on business ethics, responsibility and sustainability, the importance of “walking the talk” is often discussed. At LUSEM, we are strongly committed to conducting everyday activities in accordance with the standards that the School is founded upon and on the principles that our students are taught. This commitment permeates all activities, from providing guidance and support in the way activities and interaction between faculty and students are conducted to ensuring that facility management and recycling efforts meet the highest standard possible, under the circumstances at hand. This is an on-going process, and we are committed to continuous progress.

## Institutional Aspiration Targets

Lund University School of Economics and Management (LUSEM) has set aspiration targets in 3 different areas:

- ❖ GHG Emission Targets
- ❖ Building and Real Estate Targets
- ❖ Travel Reduction Targets



# Share

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





## Performance Disclosure and Transparency

Regarding transparency in RME performance disclosure, Lund University School of Economics and Management (LUSEM) operates with the following approach:

### Full Transparency Disclosure

#### **Description of internally shared information on the Signatory's performance on policies related to RME.**

LUSEM action plan supports the objectives of Lund University strategy for sustainable development

As one of eight Faculties of Lund University, LUSEM must establish an action plan that describes the division of responsibilities, roles and resources to realise the objectives of Lund University strategy for sustainable development and how these plans are to be followed up, evaluated and, if necessary, revised.

#### **Website of disclosure of performance**

Lund University Sustainability report

#### **Author**

Lund University

#### **Published Date**

February, 2024

#### **Degree Of Recognition**

National

#### **Media Name**

Lund University

#### **Media Type**


Report

#### **Duration**

19

[Supporting Links](#)

Link to Lund University Sustainability Report  
2023

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SIGNATORY

# Lund University School of Economics and Management (LUSEM)

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