

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

HEC Lausanne

September 2026

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Getting Started	6
4. Purpose	15
5. Values	18
6. Teach	31
7. Research	60
8. Partner	85
9. Practice	91
10. Share	97

About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

This section provides foundational information about HEC Lausanne, including key details and basic institutional data.

Mission

HEC Lausanne – the fundamentals

Mission

To deliver innovative thinking and lifelong student-centered learning through cutting-edge research to contribute to a sustainable, inclusive, and thriving economy and society for all.

Vision

To be a globally recognized Swiss public business school, embedded in a research-driven university, transforming society through evidence-based insights and impactful teaching.

Values

Rigor
Integrity
Collaboration
Entrepreneurship

Our mission in...

Education

We train the next generation of responsible economists, managers, and entrepreneurs to be equipped for a globalized world and we provide continuing education in the fields of economics and management to ensure life-long learning for local as well as international students and professionals.

Research

We conduct impactful world-renowned research in key areas of business and economics with the utmost scientific rigor and integrity, for the benefit of the international research community and for society at large.

Society

We are pioneers, engaged in the major transitions related to global economic, societal, and environmental challenges with a strong anchorage in the local ecosystem while collaborating with international partners from academia, business, non-profits, and government to create a sustainable, inclusive, and thriving future for all.

Vision

To be a globally recognized Swiss public business school, embedded in a research-driven university, transforming society through evidence-based insights and impactful teaching.



Strategy

Strategy 2025

HEC Lausanne's growth strategy is centred around four long-term strategic ambitions. Each ambition represents a key dimension of the School's impact and transformative potential, driving growth through:

1. Building reputation and institutional identity (Internationalisation and Partnerships)
2. Turning research into shared value (Research-driven Influence)
3. Strengthening corporate and societal engagement (Engagement and External Impact)
4. Elevating the student experience through more globally-engaged and career-ready education (Enhanced Teaching and Lifelong Learning)

Strategy Alignment

Strategy Alignment with PRME

HEC Lausanne's strategic priorities are fundamentally aligned with advancing sustainable development, the common good, and quality education, driven by our core identity as a globally recognized, Swiss public business school committed to societal transformation through impactful teaching and research.

Our renewed strategic vision emphasizes external engagement and societal impact, notably reflected through **four ambitious areas**:

1. **Internationalisation and Partnerships:** Our active participation in networks such as Enterprise for Society (E4S) alongside EPFL and IMD, as well as our commitments to the Principles for Responsible Management Education (PRME) and the Sustainable Development Solutions Network (SDSN), underscore our alignment with global sustainable development goals (SDGs). We are leveraging our International Advisory Board (IAB) to expand global engagement with a strategic focus on sustainability and digital transformation.
2. **Research-driven Influence:** HEC Lausanne is dedicated to translating rigorous academic research into societal value. Initiatives such as the Expertise Center for Climate Extremes (ECCE) and the Research Center for Grand Challenges directly address critical global issues, notably climate change, health economics, and sustainable development. Our Faculty's active involvement in national and international policy-making forums further reinforces our commitment to influencing public policy for the common good.
3. **Engagement and External Impact:** We proactively foster partnerships with corporate, governmental, and societal stakeholders to address pressing global challenges. Our Executive Education programmes, informed by cutting-edge research, promote lifelong learning and professional excellence aligned with sustainable practices. Moreover, our faculty's appointments to influential bodies like Switzerland's Occupational Pension Supervisory Commission and participation in International Dialogues (including Lucerne) highlight our broader societal contribution.
4. **Enhanced Teaching and Lifelong Learning:** Ensuring quality education and student readiness for global societal challenges is central to our mission. We have integrated sustainability, ethics, and responsible leadership into curricula at all academic levels, expanded co-curricular opportunities that cultivate globally responsible citizenship, and invested in pedagogical innovation through digital and experiential learning methods. Initiatives such as the Prix Christophe Pralong, student-led sustainability projects, and the strategic integration of transversal skills further embody our dedication to impactful and responsible education.

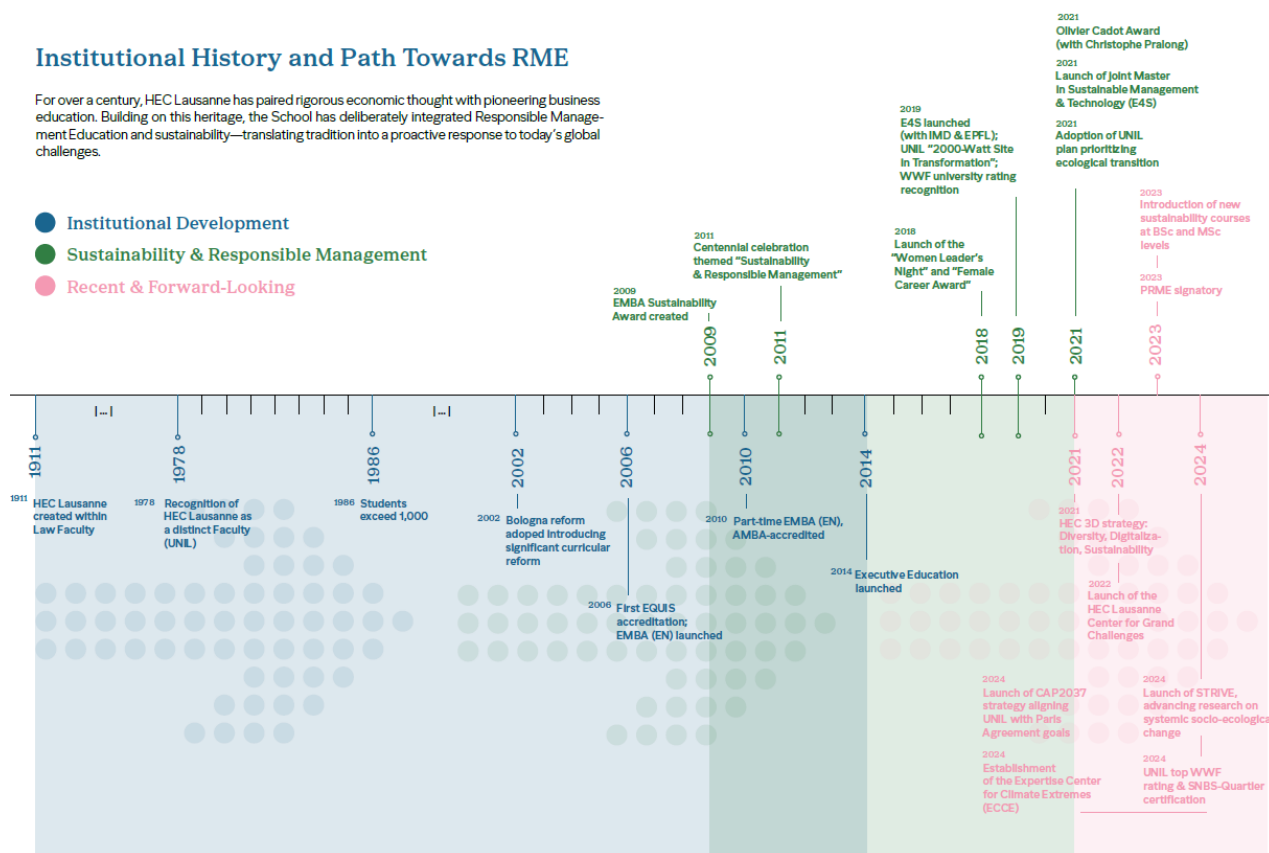
In summary, our strategic evolution towards enhanced external engagement and societal impact directly aligns with the principles of sustainable development, the pursuit of the common good, and the provision of inclusive, quality education, ensuring that HEC Lausanne remains at the forefront of responsible academic and societal leadership.

Institutional History

Institutional History and Path Towards Responsible Management Education (RME)

Institutional History and Path Towards RME

For over a century, HEC Lausanne has paired rigorous economic thought with pioneering business education. Building on this heritage, the School has deliberately integrated Responsible Management Education and sustainability—translating tradition into a proactive response to today's global challenges.



HEC Lausanne has a rich heritage spanning over a century, with deep roots in economic thought and a longstanding tradition of pioneering education in business and economics. Its journey towards embracing Responsible Management Education (RME) and sustainability reflects this historical foundation, combined with a proactive institutional commitment toward addressing contemporary global challenges.

Historical Roots and Academic Foundations

Founded originally as the Academy of Lausanne in 1537, the University of Lausanne became a University in 1890. Economics became a central discipline when Léon Walras introduced mathematical methods to economics, laying the foundations for the Lausanne School of Economics. Vilfredo Pareto, Walras' successor, further enhanced the School's prestige, directly contributing to the creation of the "Ecole des Hautes Etudes Commerciales" (School of Business and Economics) in 1911.

Institutional Development

Over the following decades, HEC Lausanne expanded significantly:

- **1911:** HEC Lausanne is created within the Faculty of Law
- **1919:** Actuarial Sciences programme introduced
- **1968:** Management Information Systems programme established
- **1977:** Relocation to Dorigny campus, marking a new phase of innovation and growth
- **1978:** Official recognition of HEC Lausanne as a distinct Faculty within the University of Lausanne
- **1986:** Student body surpasses 1,000
- **2002:** Bologna Agreement signed, introducing significant curricular reforms
The Bologna reforms modernized curricula and paved the way for contemporary approaches to education, sustainability and societal challenges. HEC Lausanne achieved EQUIS accreditation in 2006, highlighting its dedication to quality and continuous improvement.
- **2006:** First accreditation by EFMD/ EQUIS; Executive MBA programme (in English) is launched
- **2010:** Launch of Part-time EMBA (in English) accredited by the Association of MBAs
- **2014:** Launch of Executive Education area

Strategic Embrace of Sustainability and Responsible Management

HEC Lausanne's deliberate journey towards sustainability and responsible management education gained prominence during its centennial celebrations in 2011. The event, themed "Sustainability and Responsible Management," featured a high-profile debate moderated by Delia Meth-Cohn from The Economist, with introductions by Professor Guido Palazzo and participation from global thought leaders including Darrel Duffie, Susan George, Paola Ghillani, Pierre Landolt, Klaus Schwab, and Laura d'Andrea Tyson. This milestone was complemented by the publication of a collective faculty-authored book, "Pour un management responsable au 21^e siècle" (Pearson Education, 2011), underlining the institution's commitment to integrating sustainability deeply within its educational ethos. Other significant initiatives included:

- **2009:** Creation of the Sustainability Award within the EMBA programme, promoting sustainability-conscious leadership.
- **2018:** Launch of the "Women Leader's Night" and "Female Career Award," strengthening commitments to gender equity and female leadership.
- **2019:** Launch of Enterprise for Society (E4S), along with IMD and EPFL; UNIL campus earns "2000-Watt Site in Transformation" status; Recognition of UNIL as Switzerland's most sustainable university by WWF University Rating.
- **2021:** Creation of the Olivier Cadot Award in collaboration with the Christophe Pralong Association, encouraging student-led international development projects
- **2021:** Launch of joint Master in Sustainability and Management of Technology as part of E4S
- **2021:** Adoption of a University-level ambitious strategic plan prioritizing ecological transition, launching the Centre for Sustainability and Responsible Management (currently known as the Competence Centre in Sustainability).

Recent Developments and Forward-looking Initiatives

Under a new Dean's Office established in 2021, the School adopted a strategic framework built upon Diversity, Digitalization, and Sustainability, reinforcing its role in global sustainability:

- **2022:** Membership in the UN Sustainable Development Solutions Network (SDSN), enhancing international collaboration and impact
- **2022:** Launch of the HEC Lausanne Center for Grand Challenges, recognized via its director by the UN's PRME initiative for advancing sustainability-oriented research and education
- **2022:** Establishment of the "Assemblée de la transition" at UNIL, a participatory 1-year project fostering community-driven sustainable transformation
- **2023:** Formal commitment to PRME, reflecting global leadership in responsible management education
- **2023:** Introduction of new compulsory sustainability courses ("Introduction to Sustainability" and "Innovations for the Grand Challenges") in undergraduate programmes and additional sustainability-focused electives at Master's level
- **2024:** Launch of CAP2037, an ambitious university-wide strategy aligning operations with the Paris Agreement and planetary boundaries
- **2024:** Establishment of the Expertise Center for Climate Extremes (ECCE), a collaborative venture between HEC Lausanne and FGSE Faculty, dedicated to interdisciplinary research on climate extremes, risk assessment, and societal resilience
- **2024:** Launch of STRIVE, an interdisciplinary research programme exploring socio-ecological transformations, highlighting UNIL's commitment to systemic change.
- **2024:** Recognition of UNIL as Switzerland's leading sustainable university by WWF University Rating and achieving the SNBS-Quartier certification for sustainable campus management

HEC Lausanne's historical journey towards PRME highlights an enduring commitment to responsible management education, deeply embedding sustainability in its research, teaching, and operational practices, continually enhancing its positive societal and environmental impacts.

Graduates & Enrollment

2025 Statistics	Number
Graduates	986
Faculty & Staff at the University	5673
Student Enrollment at the University	17090

2025 Statistics	Number
Student Enrollment at the Institution	4050
Undergraduate Attendance	1847
Masters-Level Postgraduate Attendance	1530
Doctoral Student Attendance	152
Certificate, Professional Development, or Continuing Education Attendance	521

Degrees Offered

Bachelor Programs

 Bachelor of Science (B.Sc. or B.S.)

Masters Programs

 Master of Science (M.Sc. or M.S.)

Doctoral Programs

 Doctor of Philosophy (Ph.D.)

Undergraduate Degree Programmes

 Bachelor in Management  Bachelor in Economics

Masters Degree Programmes

- Master in Management
- Master in Actuarial Sciences
- Master in Information Systems and Digital Innovation
- Master in Law - Legal Issues, Crime and Security of Information Technologies
- Master in Sustainable Management and Technology
- Master in Accounting, Control and Finance
- Master in Law and Economics
- Master in Economics
- Master in Finance

Postgraduate Degree Programmes

- PhD in Actuarial Science
- PhD in Business Analytics
- PhD in Economics
- PhD in Finance
- PhD in History and Philosophy of Economics
- PhD in Information Systems
- PhD in Management

Certificates, Professional Development, or Associate Programmes

- Change management
- Team management
- Strategic marketing
- Project leadership
- Digital marketing
- Data science & management



Purpose

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

Letter of Commitment

HEC Lausanne
Université de Lausanne
Chamberonne – Bâtiment Internef
CH-1015 Lausanne

07/09/2026

Adoption of the Principles for Responsible Management Education

To our stakeholders,

I am pleased to confirm that HEC Lausanne reaffirms its support of the following Seven Principles for Responsible Management Education: Purpose, Values, Teach, Research, Partner, Practice and Share. In this annual Sharing Information on Progress (SIP) report, we disclose our continuous efforts to integrate the Seven Principles into our institutional strategy, culture, academic activities, and daily operations, and contribute to United Nations goals, particularly in the Sustainable Development Goals.

Sincerely yours,



Prof. Jean-Philippe Bonardi
Dean of the Faculty of Business and Economics (HEC Lausanne)
University of Lausanne

Unil.
HEC Lausanne



QTEM

Definition of Purpose

At HEC Lausanne, our Purpose is to cultivate responsible leaders who advance inclusive prosperity, harness evidence-based research for societal benefit, and actively contribute to thriving ecosystems. Embedded in a public, research-driven university, we commit to empowering our students, faculty, and partners to create lasting positive impact and sustainable transformation locally and globally.

Institutional Engagement

76% - 100% of faculty at HEC Lausanne actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

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



How We Define Values

At HEC Lausanne, Values means making RICE—Rigor, Integrity, Collaboration, Entrepreneurship—the standard for decisions and conduct. We recruit and onboard for values, teach and assess them, and spotlight everyday examples, so ethics, respect, and responsibility guide how we learn, work, and lead.

Who Champions Responsible Management Education at Our Institution

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

Student Voices

The following narratives demonstrate how HEC Lausanne has influenced students' academic journey and personal growth.

Ana Antunovic - Master Alumna and current PhD Student

"At HEC Lausanne, Responsible Management Education has been more than an academic subject. It is present everywhere, in conversations, course topics, on campus, and at events. Through constant updates and initiatives on campus, student life at HEC Lausanne is continuously shaped to raise awareness and engagement with sustainability topics."

Courses that emphasized sustainability, ethics, and social responsibility encouraged me to look beyond financial outcomes and to consider the broader societal and environmental impact of business decisions. This inspired me to reflect on my own values and to think about how I can contribute to positive change in my future career. That perspective continues to guide me today, as I build on this foundation in my doctoral research on sustainability metrics and impact investing."



Ana Antunovic - Master Alumna and current PhD Student at HEC Lausanne

Inès Burrus - PhD Alumna and Manager of HEC Research Center for Grand Challenges

"My doctoral studies in Economics, with a specialization in Management at HEC Lausanne, were decisive in sharpening my critical thinking and in strengthening my awareness of sustainability and responsibility in management. Through courses and faculty initiatives linked to the PRME principles and the UN Global Compact, I learned to integrate these dimensions into both strategic reasoning and entrepreneurial decision-making. These lessons continue to shape the way I approach challenges today.

In line with this commitment, I also serve as Manager of the HEC Research Center for Grand Challenges. The Center's mission is to increase the visibility of HEC Lausanne's research on sustainability and to promote dialogue between scholars, practitioners, and society. By linking academic research with real-world challenges, the Center embodies the PRME principles and contributes to ensuring that knowledge generated within HEC Lausanne informs responsible management practices."



Inès Burrus - Alumna of HEC Lausanne and Manager of HEC Research Center for Grand Challenges

Danika de Leeuw - BSc and MSc Alumna and CSR Assistant at TeamWork Corporate

"My interest in sustainability began before I started studying at HEC Lausanne. As soon as I began my bachelor's degree, I had the opportunity to join Oikos Lausanne, a student association dedicated to sustainable management. Through this experience, I developed practical strategies for engaging peers in sustainability discussions.

Moreover, many of the disciplinary courses I took during my studies at HEC Lausanne included reflections on sustainability. For example, in the finance course we explored how ESG ratings are applied to stocks. I also had the opportunity to attend sustainability-related courses at bachelor's and master's level, deepening my understanding of sustainability in a business context and focusing on sustainability strategies. The knowledge and skills I acquired during my time at HEC allowed me to secure two positions in which I managed sustainability for IT companies in Switzerland. My knowledge of general topics such as accounting and management also helps me to understand companies better and to identify ways in which I can bring about sustainable change within them."



Danika de Leeuw - Alumna of HEC Lausanne and CSR Assistant at TeamWork Corporate

Perrine Dujourd'hui - Master in Management student

"During my Master's studies at HEC Lausanne, I chose to focus my thesis on sustainability, specifically on how internal initiatives can engage employees towards more sustainable practices. My motivation came from wanting to connect academic knowledge with real-world impact. The learning environment at HEC strongly reinforced this interest and helped shape my decision to work on a sustainability-related topic.

HEC offers more and more courses that look at sustainability from different perspectives, often using concrete case studies or inviting guest speakers, which makes the subject more interesting and practical. I was also inspired by the involvement of PhD students working closely with professors on sustainability research. They contributed valuable insights and encouraged deeper reflection. Besides

the formal courses, HEC provides chances to join student projects and associations focused on sustainability. This mix of academic learning and practical involvement gives a more complete and consistent experience. It helped me deepen my understanding and commitment to sustainability as an important field."



Perrine Dujourd'hui - Master in Management student at HEC Lausanne

Giulia Facchini - Master in Sustainable Management and Technology student

"During my bachelor studies in Economics, I took courses on development and environmental economics, which stood out for me, as they offered a distinct perspective compared to the more traditional economics and management classes.

These courses highlighted how social and environmental dimensions are often overlooked or marginalised in economic models. As values like justice, respect, and equality have always been central to me, this perspective really resonated, which led me to sustainability. Wanting to improve my data analysis and technology skills alongside this interest in sustainability topics, the Master in Sustainable Management and Technology felt like a perfect fit.

This programme equipped me with both hard and soft skills that have shaped my path toward working in the environmental conservation sector."



Giulia Facchini - Master in Sustainable Management and Technology student at HEC Lausanne (E4S)

Benoit Hayman - Master Alumnus and Procurement Specialist at Sunrise

"Businesses hold a key role in driving positive, sustainable change. Understanding the societal and environmental impacts of business, and learning how to integrate them into business decisions - either managerial or analytical - will be a vital skill for any future business leader."

I was introduced to the topic of responsible business management during my studies at HEC Lausanne. This broadened my skills and mindset as when we consider the holistic impacts of business on society and our planet, problem solving and decision making becomes multi-faceted, sometimes more complex, yet certainly more fascinating.

Implementing the principles of responsible management throughout my professional journey has been vital to being an impactful employee and critically, finding purpose in my work."



Benoit Hayman - Master Alumnus of HEC Lausanne and Procurement Specialist at Sunrise

Jeanne Salamin - Master in Sustainable Management and Technology student

"My decision to pursue the Master in Sustainable Management and Technology was driven by a deep belief that businesses must radically shift their purpose, away from profit maximization and toward the well-being of people and the planet.

This shift started with the realization that sustainability isn't just a topic, it's a lens through which every business decision can and should be viewed.

Responsible Management Education gave language and structure to values I already held: systems thinking, ethics, and social responsibility. It has given me the confidence to challenge "business as usual" and support organizations striving to make a positive difference. Today, I'm using what I've learned to help companies reimagine their products and services in ways that respect planetary boundaries and social needs."



Jeanne Salamin - Master in Sustainable Management and Technology student at HEC Lausanne (E4S)

Shara Vigneswaran - Master in Sustainable Management and Technology student

"My decision to pursue the SMT Master was driven by a desire to move away from "classic" management approaches and explore how businesses can act more responsibly.

Before starting the program, I had only a limited understanding of topics like sustainability and ethics, but courses at UNIL and during my exchange program opened my eyes. One of them was in our first ethics/corporate responsibility course with Professor Guido Palazzo, where I was struck by how some businesses can act harmfully without accountability. That course and others like it, deepened my interest in understanding how I could contribute to more sustainable and ethical practices.

For me, sustainability means ensuring that businesses can operate in a way that supports long-term human and planetary well-being."



Shara Vigneswaran - Master in Sustainable Management and Technology student at HEC Lausanne (E4S)

Values Voices

Words from our Executive director for Internal Affairs and Executive director for Teaching and Student Affairs

At HEC Lausanne, our values of **Rigor, Integrity, Collaboration, and Entrepreneurship** (RICE) are not slogans; they are the compass that guides how we welcome, teach, work, and celebrate together. Our role is to make sure these values are not only stated but **lived**—through our rituals, our classrooms, and our daily ways of working.

We **start from day one**. During Onboarding Days, the Dean sets the tone with a plenary focused on RICE as the foundation of our school culture. Students then experience the four values in practice through hands-on workshops—analysing a complex case in the **Rigor** track, role-playing ethical dilemmas in the **Integrity** track, navigating a shared-resource challenge in the **Collaboration** track, and designing solutions for student wellbeing in the **Entrepreneurship** track. These moments help our newest community members feel the values in action—not just hear about them.

Equally, RICE is not limited to students' first days—it is a standard for how we hire and develop our people. In recruitment and onboarding for staff and faculty, we communicate expectations around our four values, assess alignment with RICE during interviews, and reinforce these expectations through onboarding pathways and trainings (e.g., feedback culture and inclusive communication). In short, we **recruit for values and support people to live them**. Our **community rituals** reinforce the same message. Each year, the **Master's Evening** (Soirée des Masters) explicitly spotlights RICE, allowing

students, professors, and alumni to connect their academic journey and professional aspirations to our shared values. And throughout the year, our communications on our website and social media highlight real stories from students, staff, and faculty that show how RICE is lived in everyday situations, keeping our identity vivid and visible across the community.

In our **curriculum and student empowerment**, we pair knowledge with character. Sustainability and responsible management are integrated across programs, and our new **Reimagine Sustainability** podcast series invites deeper reflection on values, ethics, and societal transformation. In 2024, a school-wide climate strategy **hackathon** (aligned with UNIL's CAP2037) brought student teams together to co-create actionable decarbonisation ideas—an exercise in rigor, integrity, collaboration, and entrepreneurial mindset all at once.

We **celebrate our culture** in milestone moments. The **2025 graduation** theme—“**Collaboration: Together We Go Further**”—recognises that collaboration is not only a method, but a **force** that shapes who we are and how we contribute. It echoes our 2030 ambition to connect talent, knowledge, and ideas across boundaries.

Just as importantly, we **cultivate the conditions** for values to thrive in everyday work. Across the Faculty, leaders take part in **implicit-bias workshops**; our administrative and technical staff have completed **mandatory training in feedback culture** and, in 2024, **inclusive communication**. We are strengthening outreach to prospective women students to promote gender balance across cohorts, while signature initiatives—**Women Leader's Night**, the **Female Career Award**, and **Fine Tea**—build role-model visibility, peer networks, and practical mentoring. Together, these practices foster a respectful, inclusive environment that turns **Integrity** and **Collaboration** into habits, not abstractions.

Our commitment to RICE also informs how we **recognise and support student agency**. We encourage projects that blend analysis with action, and we celebrate student achievements that embody responsible leadership. These stories—shared widely across our channels and events—remind us that values grow stronger when they are practiced, reflected upon, and shared with others.

In short, RICE is our **shared language and daily practice**. It shapes how we welcome newcomers, how we learn and research, how we work together, and how we step into society as graduates and partners. That is what it means, to us, to **live our values**—to ensure they are the way we do things here, every day.

Marie-Elisabeth Delille, Executive director for Internal Affairs (HEC Lausanne)

ME Delille

Stéphane Guérard, Executive director for Teaching and Student Affairs (HEC Lausanne)

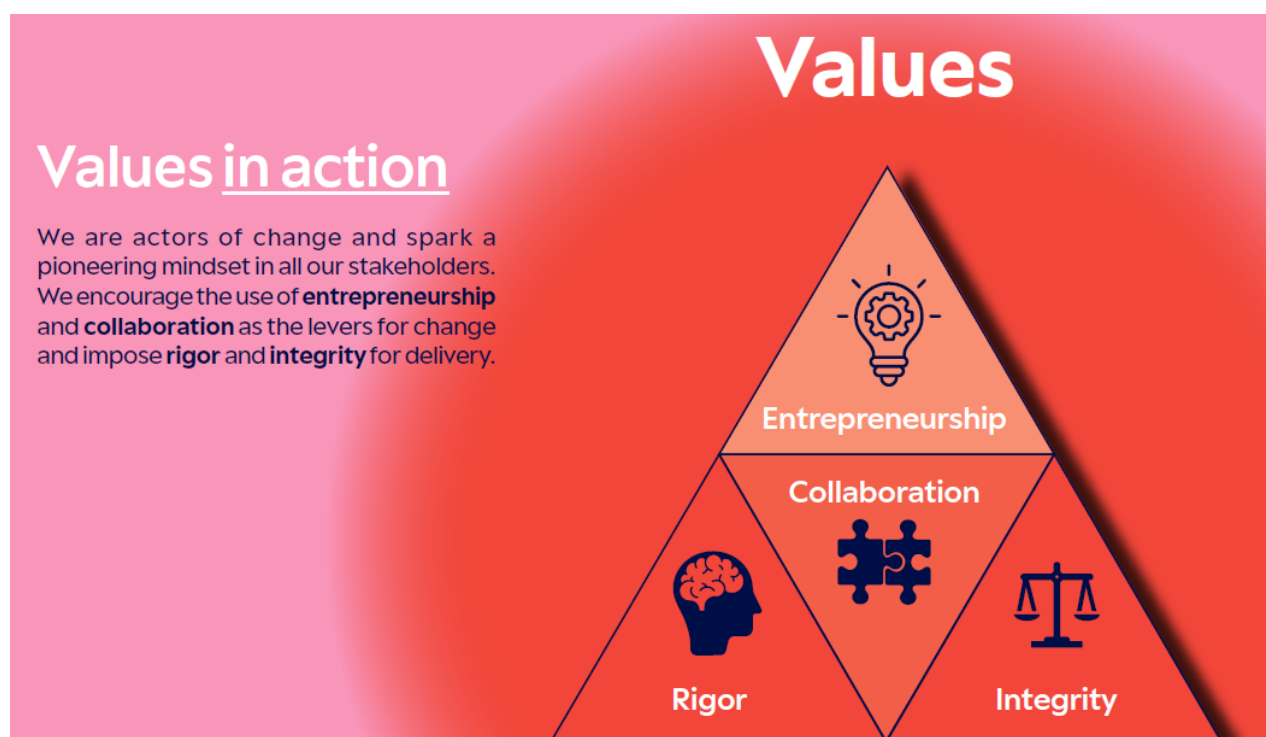


Celebrating Values

The following demonstrates a way in which our institution celebrates values in various specializations.

Celebrating Values

Values at HEC Lausanne: Celebrating RICE in Action



At HEC Lausanne, the values of Rigor, Integrity, Collaboration and Entrepreneurship, collectively known as RICE, are more than abstract principles; they are actively celebrated, taught, and embedded in the culture of our institution.

1. Integration of RICE from day one

The [Onboarding Days](#) for first-year Bachelor students begin with a plenary presentation from the Dean, explicitly introducing the four RICE values as foundational pillars of the School's identity and learning experience. This is followed by four thematic workshops, where students experience and reflect on each value in action. For instance:

- In the Rigor Workshop, they analyse a complex case combining quantitative reasoning and ethics.
- In the Integrity workshop, they role-play moral dilemmas using improvisational theatre techniques.
- In the Collaboration workshop, students manage a shared resource under competitive constraints.
- In the Entrepreneurship workshop, they develop creative solutions for student wellbeing.

These immersive activities reinforce ethical awareness, cultivate an entrepreneurial mindset and promote a sense of intellectual solidarity within the student community.

2. Community engagement and cultural celebration



The School regularly organises events that celebrate and reflect in its core values. One notable example is the annual Master's Evening (Soirée des Masters), which explicitly focuses in the RICE values, offering students, professors and alumni a space to reflect on how these principles shape their academic journey and professional aspirations.

In parallel, HEC Lausanne actively promotes the RICE values on social media, particularly on Instagram, through real-life student, staff and faculty stories that illustrate how rigor, integrity, collaboration and entrepreneurship are embodied on a daily basis. These communications help keep the values alive across the community and strengthen the School's identity, both internally and externally.

3. Values-driven education & student empowerment

HEC Lausanne has integrated sustainability and responsible management into the core curriculum through compulsory courses, interdisciplinary electives and student-led initiatives. The launch of the Reimagine Sustainability podcast series in 2025 reflects the School's commitment to deep reflection and critical dialogue around values, ethics and societal transformation.

In 2024, the School organised a [climate strategy hackathon](#) aligned with UNIL's CAP2037 strategy, involving student teams in co-creating solutions for institutional decarbonisation. The initiative highlighted both entrepreneurial spirit and collaborative problem-solving in service of the common good.

4. Institutional celebration: Graduation 2025 "Together We Go Further"



To symbolize HEC Lausanne's identity and collective ambition, the 2025 graduation ceremony was held under the theme:

"Collaboration: Together We Go Further"

This theme highlights collaboration as not just a means but a cultural force, emphasising human connection, intellectual solidarity, and the lifelong networks built during the academic journey. It reflects the School's 2030 strategy of connecting talent, knowledge and ideas across disciplines and communities.

5. Alignment with PRME and UNIL strategy

By celebrating RICE in formal events, educational practices and community engagement, HEC Lausanne ensured that its values are not only stated, but lived. These initiatives are fully aligned with PRME's call to embed ethics, inclusion and societal responsibility in management education, while also contributing to UNIL's broader sustainability goals under the CAP2037 strategic framework.



Teach

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

How We Define Teach

At HEC Lausanne, we foster transformative learning environments by systematically integrating responsible management principles, sustainability concepts, and ethical practices into our curricula and pedagogical approaches. Through innovative teaching methods, experiential learning, and meaningful student engagement, we equip our graduates with the skills and perspectives necessary to become responsible, globally-minded leaders committed to sustainable impact.

Courses that support RME

HEC Lausanne reports 25 courses in 2025 that support responsible management education and sustainable development goals.

Introduction to Sustainability | Introduction to Sustainability

**** Professor: Dr. Estefania Amer Maistriau **** In their professional lives, HEC students will have to deal with sustainability issues related to the ecological crisis and other societal challenges. This is related to the role of the economy in our societies, which is to guarantee the provision of goods and services, and which has environmental and social impacts. Therefore, it is necessary to provide future economists and managers with the knowledge and competencies they need to (1) deal with the environmental and social challenges our societies are facing (and will face), and (2) participate in the design of solutions that allow covering the basic needs of all without exceeding planetary boundaries. It is in this context that the Introduction to Sustainability course has been designed. Learning Outcomes: At the end of this course, students will be able to: 1. Define what sustainability is, in its weak and strong versions. 2. Describe the issues and challenges associated with the environmental and social dimensions of sustainability, and how they are affected and can affect economic activities. 3. Identify, when faced with a sustainability challenge, the environmental and social dimensions involved and the links between them and economic activities, while considering the micro (individual), meso (organization), and macro (society) levels of analysis. 4. Identify how values, attitudes, norms, and emotions determine the adoption of sustainable behaviors. Content: This course is an introduction to sustainability and its environmental and social issues. One of its goals is to encourage students to reflect on the role of the economy and business in the creation and management of societal problems related to sustainability, as well as on the need to think about new ways of organizing our economies and societies. It also intends to raise students' awareness about the importance of: (1) systemic and interdisciplinary approaches when analyzing sustainability-related challenges, and (2) the key role of values, attitudes, norms and emotions in the adoption of sustainable behavior. Theoretical inputs will be provided in three ways. First, through the modules on the environmental and social dimensions of Kate Raworth's Donut, which students are required to complete asynchronously throughout the academic year. Second, during the introductory session during the Onboarding Week (1st week of the Autumn semester). Third, during three workshops:

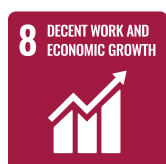
Workshop 1 in week 8 of the Autumn semester, Workshop 2 in week 1 of the Spring semester, and Workshop 3 in week 8 of the Spring semester. During these three workshops, there will be individual and group activities that will be evaluated.

Since its creation two years ago, HEC Lausanne's compulsory Introduction to Sustainability course has introduced all first-year students in economics and management to the fundamentals of sustainability. Over 1,200 students have already taken the course. It combines at-home activities with an introductory session and three workshops, which have been designed to foster key competencies for sustainability through experiential and reflective approaches. The reason is that we need to provide future professionals and citizens with the knowledge and competencies they require to address pressing sustainability challenges and to contribute to the development of viable solutions that allow covering the basic needs of all without exceeding planetary boundaries. The 21 modules, which cover the 9 environmental and 12 social dimensions of Kate Raworth's Doughnut framework, consist of theory videos that I developed and recorded with the support of the Teaching and Learning Support Centre (CSE), as well as activities based on real-world examples that I developed with a team of three master's students, to make sure these activities are aligned with current students' preferences and generational characteristics. Students complete these 21 modules asynchronously during the year, which provides them with a solid grounding in current environmental and social issues. Moreover, central to the course is the development of the key competencies for sustainability. This is why students participate in three workshops that focus on experiential and reflective approaches. Workshop 1 focuses on the systems-thinking competency and interdisciplinary approaches, which are essential for analyzing complex systems across different domains and scales, and thereby for addressing sustainability challenges. In Workshop 2 students work on psychosocial drivers of behavior and how to communicate about sustainability, which are essential aspects of interpersonal and intrapersonal competencies. Finally, Workshop 3 is dedicated to the futures-thinking or anticipatory competency, which is the ability to envision future states and dynamics of complex systems and to anticipate the consequences of sustainability-related interventions. Other important key competencies for sustainability are the normative and the strategic; while students may work on them in some of this course's activities, the normative competency is developed in Introduction to Management and Business Ethics, which includes sessions on business ethics, and the strategic competency is developed in other bachelor's and master's courses in management. I have developed all the teaching materials used in this course and there is no separate reading list, as each teaching material includes the list of references I relied on. I always tell students that if they wish to learn more about specific subjects, they can consult the reference list at the end of the relevant material. In sum, the course aims to contribute to the development, in every first-year student, of the knowledge and competencies required (i) to address pressing sustainability challenges and (ii) to contribute to the development of viable solutions that meet the basic needs of all without exceeding planetary boundaries.



Financial Institutions & Regulation | Financial Institutions & Regulation

**** Professor: Adrian Bruhin **** The course financial institutions and regulation aims at giving you a better understanding of (i) the main economic roles financial intermediaries fulfill and (ii) the current issues in financial regulation. Content: The course consists of two parts. The first part is theoretical and provides a short introduction into modern banking theory. We will discuss some seminal papers that shed light on the question why banks – and financial intermediaries in general – exist and what economic roles they fulfill. In particular, we will analyze how financial intermediaries mitigate frictions arising from asymmetric information and why this renders them inherently fragile and prone to liquidity crises. The second part is more practical and focusses on the regulation of banks. Based on the insights gained in the first part, we will discuss topics such as systemic risk & contagion, why banking is so tightly regulated in most countries, the capital structure & capital regulation of banks, and the “too big to fail” problem. We will also discuss recent events, such as the government-sponsored takeover of Credit Suisse by UBS, and how these events relate to the theory covered in the first part.



Principles of Marketing | Principles of Marketing

**** Professor: Sandor Czellar **** The objectives of this course are to acquire the key concepts about marketing, the way a company manages its relationship with consumers and elaborates its offer in order to optimise its position in a competitive environment. The purpose is to help students understand and develop a marketing plan and market research by integrating components of the marketing mix, and by taking sound, sustainable and ethical decisions. It also aims to challenge some basic concepts in order to stimulate critical thinking when searching for solutions to concrete problems.



Sustainable Logistics | Sustainable Logistics

**** Professor: Olivier Gallay **** In this course, we address quantitatively the operational aspects linked to the management of supply chains. More precisely, and focusing on practical situations, the aim of this course is the optimization of logistics systems, in particular when the objective is to minimize their associated environmental footprint. At the end of the course, students are expected to be able to:

- Understand and differentiate the different components that are composing the supply chain. - Recognize and perform to the mathematical modeling of typical situations arising in logistics systems. - Solve these models by using various tools from operations research, ranging from exact methods to heuristics. - Analyze the results and draw managerial insights accordingly. Content: - General introduction on supply chains, logistics, and sustainability - Main tendencies and new technologies in logistics - Elements of linear and integer programming - Heuristics - Traveling salesman problem and vehicle routing problem - Packing problems (knapsack problem, bin-packing problem) - Container loading problem - Facility location problem - Overview of other standard optimization problems in logistics - Specific programming tools: python and Google OR Tools



Grand Challenges Strategy Project | Grand Challenges Strategy Project

**** Professor: Patrick Haack **** Key learning objectives of the course are (1) to get acquainted with the management literature on grand challenges, (2) to understand the implications of grand challenges for management and corporate strategy, (3) to collaborate with an organization to carry out a project in the context of a specific grand challenge, and (4) to develop actionable recommendations on how to contribute to the solution of the grand challenge. Content: There is an important turn in management and corporate strategy towards the analysis and solution of “grand challenges.” Grand challenges comprise global societal problems, such as the transition to a carbon-free economy, the fight against poverty and inequality, and the alleviation of precarious working conditions that are emerging as a result of digitalization and artificial intelligence. These challenges are complex and require the coordinated and sustained effort from business firms and other private and public actors, as well as the development of a transformative business strategy which acknowledge that companies have a responsibility that goes beyond making a profit. This course will equip students with the relevant knowledge and analytical skills to enable them to tackle grand challenges. The first part of the course consists of “traditional” classroom teaching where students are familiarized with the academic and practitioner-oriented literature on grand challenges. A particular focus will be on the disruptive force and organizational and managerial implications of grand challenges. We will discuss existing tools and conceptual frameworks and scrutinize their suitability to inform decision-making in management and strategy. The second part of the course involves fieldwork and activities whose completion requires students to apply and further develop the knowledge and skills taught in first part of the course. More specifically, students will form small project teams to collaborate with companies and/

or international organizations (e.g. UN agencies). The institutional framework for these project collaborations will be established before the start of the course, and project tasks will be defined by partner organizations. The purpose of these collaborations is work on a specific grand challenge and to develop tools and actionable recommendations for its solution. This is a demanding course which is designed for students who are interested to work in the area of strategy and corporate social responsibility.



Environmental Economics | Environmental Economics

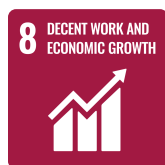
**** Professor: Sébastien Houde **** Environmental economics is at the forefront of the response to local, national and global environmental problems and as such it has become an essential part of the thinking and actions of national and regional governments, international agencies, and firms. The goal of this course is to introduce the theory and tools necessary to address environmental problems using the economic approach. At the end of the course, students would be able to conduct a rigorous economic analysis of an environmental problem. Content: This class is divided in two complementary parts. Each week (approx. 2h/week), we will first cover the theoretical aspects underpinning the economic analysis of environmental problems and policies. The focus of the theory will be on cost-benefit analysis and market-based policies. The second part of the class (approx. 2h/week) will take the format of a lab and focus on applying the environmental economic approach to real-world problems. Students will have to find their own problem to work on, collect data, and perform theoretical and empirical analysis throughout the semester.



Sustainable & Entrepreneurial finance | Sustainable & Entrepreneurial finance

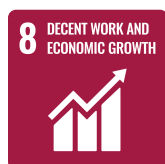
**** Professors: Eric Jondeau and Frédéric Mitali Shema **** Summary: This course deals with the role of finance in the transition to a sustainable, low-carbon economy. Students learn how to apply asset allocation techniques to build sustainable portfolios, understand the entrepreneurial ecosystem, and

discover the emerging asset class of impact investing. Content: 1. Introduction to venture capital and the entrepreneurial ecosystem 2. What is sustainable finance? 3. ESG criteria and asset allocation techniques 4. Impact Investing



Sustainability Aware Asset Management | Sustainability Aware Asset Management

**** Professor: Eric Jondeau **** The aim of the course is to address how asset management should be transformed to include sustainability. Sustainability awareness includes issues related to climate change, loss of biodiversity, and, more generally, environmental, social and governance (ESG) questions. We start with the general problem of asset management, which is plagued by the estimation error in the key parameters, i.e., expected returns and the covariance matrix. We described techniques designed to deal with estimation error. The sustainable finance part of the course addresses issues related to the transition to a sustainable, low-carbon economy. We start with a presentation of the main challenges of climate change for asset management. Climate change poses substantial risks to economies and financial systems. At the same time, there are substantial opportunities in financing the green transformation and in aligning investments and finance with environmental, social and governance (ESG) criteria. We analyze the portfolio construction process in the context of sustainable finance for several asset classes, including stocks and bonds. There are two main components in this course. On the one hand, there are some theoretical lectures presenting the main topics and estimation techniques. On the other hand, there will be some group projects, which will give the opportunity to work with real-life problems using available econometric tools. We address the following topics: Part I - Asset Management - [1] General Problem of Asset Management - [2] Estimating the Inputs - [3] Properties of Portfolio Weights and Risk Budgeting - [4] Regularization of Covariance Matrix and Adding Constraints - [5] Investment Project - [6] Intermediary Presentations Part II – Sustainable Finance - [7] Climate Change and Climate Risks - [8] Portfolio Construction under Climate Risks - [9] Hedging against Carbon Risks - [10] Net Zero Investment and Portfolio Alignment - [11] ESG Investing - [12] Engagement and Performance of ESG Investing - [13] Financial Regulation and Sustainable Financing Products - [14] Final Presentations



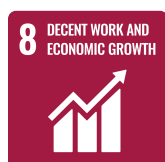
Economics of Health and Healthcare | Economics of Health and Healthcare

**** Professor: Jürgen Maurer **** The objective of this course is to introduce students to economic analyses of health and healthcare. Students will learn how economic analysis can help understand the behaviors of different actors in health systems such as consumers, providers and insurers and resulting outcomes such as patterns of population health, healthcare use and cost and allocations in health insurance markets. Particular focus is thereby placed on the role of incentives, asymmetric information and other special attributes of health and healthcare markets and what these special attributes imply for health policy design and market regulation. The course consists of both lectures and exercise sessions with analytical and comprehension exercises and will cover the following topics: 1. The meaning, measurement and valuation of "health" 2. Determinants of health and mortality and the socioeconomic status and health relationship 3. Healthcare spending and the price of technology 4. Economic modelling of the demand for health and healthcare: The Grossman model 5. Economic analysis of the demand for healthcare: The RAND Health Insurance Experiment 6. Healthcare supply: Incentives in healthcare provision and medical practice (variation) 7. Pharmaceuticals and the economics of innovation in healthcare 8. Health technology assessment and economic evaluation 9. Demand for health insurance and moral hazard 10. Health insurance and adverse selection 11. Health policy and health systems 12. Economic epidemiology and COVID-19



Economics Policy Seminar | Economics Policy Seminar

**** Professor: Jürgen Maurer **** The main aim of the course is to familiarize students with policy-relevant issues in economics and expose students to speakers from major national and international organizations involved in economic policy. Students will also gain experience in how to conduct and communicate economic policy analyses. Content: The first part of the course consists of presentations on policy-relevant topics by speakers from major public policy institutions in Switzerland and abroad as well as academics working in the area of economic policy. In the second part of the course, students will give a presentation and write a short policy brief on a policy-relevant topic of their choice subject to agreement with the course organizers. The list of topics covered in the seminar includes both microeconomic and macroeconomic policy issues such as financial market issues, monetary policy, public finance, environmental policy, market design, international trade, development policy, migration, labor market policy, competition policy, health policy, innovation policy etc. The exact topics covered will be shared throughout the course and the moodle website of the course will show a more detailed schedule of the presentations and broader course program.



Health Economics | Health Economics

**** Professors: Mark Dusheiko and Jürgen Maurer **** Since the 1960's, economists have studied the properties of health and health care. Their research has changed the way society promotes and maintains health and organizes the provision of health care. The health sector is an important priority for policy, as emphasized by the Covid-19 pandemic, and current surveys highlighting the public's concern about the costs of healthcare. Health and healthcare systems are very complex due to unpredictably and heterogeneity in social circumstances, with a highly regulated and mixed public and private sector delivery and financing of healthcare services as well as responsibilities for health promotion. In higher income countries, health related expenditures account for the largest proportion of GDP, with expenditures rising faster than incomes. Hence, the sustainability of the financing and delivery of health care is of major concern with pressures to improve productivity and quality of care. There are important socio-economic inequalities in health, moreover, our understanding of health risks and the behaviors that affect health have grown significantly. Hence, the economic determinants and cost-effectiveness of interventions to reduce these risks is an important area of research. In lower income countries, health spending is still insufficient to meet the needs of the population, and although significant progress has been made in improving health outcomes and access to better health care through international initiatives; rapidly changing disease burdens, and the problems of adopting necessary health technologies, imply improved mechanisms to finance and deliver health care are needed. Irrespective of health system all countries face important economic resource constraints be it in time, knowledge and income to improve health or skilled personnel and technologically advanced equipment to deliver high quality care, hence health trade-offs are necessary and rationing of care occurs. The main goal of the course is to introduce students to the fundamentals of applying economic reasoning and analysis to population health and health care delivery. It will provide a broad overview of the specialist field of health economics covering the main topic areas and fields of research. Through analysis of real-world cases and specific research papers on issues in high, low and middle-income countries; we will demonstrate the application of economic reasoning based on theoretical concepts and sophisticated empirical applications. The course provides important insights into how economics influences the health of populations, the financing and organization of health care as well as the cost and quality of health care delivery around the world.

Content: The course will provide a broad overview of the main topics of research in health economics. It applies microeconomic concepts and tools supported by robust empirical evidence and real-world case studies, to the understanding of the economics of health-related behaviours and the organisation of health care markets. We focus on concepts such as the demand for health and health care, health insurance, competition in health care markets, influence of payment systems on health care provider behaviour, and the economics of the pharmaceutical sector. New insights from behavioural economics are emphasized, and we focus on how research in health economics has assisted our understanding of policy options in public health and the health care industry with illustrations of the effects of the Covid-19 pandemic. An outline of the lecture topics covered by term weeks is given below: 1. Introduction and a short refresher on econometric tools for program evaluation 2.

Interpreting and using evidence for health policy 3. Health: Its meaning, measurement, evolution and distribution 4. Health care costs: Overview and drivers 5. Health care markets and systems: Physicians, hospitals, regulators, payers etc (including related case study) 6. Economics of health insurance I 7. Economics of health insurance II (including related case study) 8. Health care financing, incentives and provider payments (including related case study) 9. Healthcare organization: Managed care 10. Pharmaceutical industry and technological evaluation (including related case study*) 11. Health and its social determinants in LMICs & Health behaviors and demand-side challenges to health in LMICs 12. Health care supply issues in LMICs & Health care financing in LMICs and universal health coverage 13. Cases 5-6 14. Cases 7-8



Corporate Sustainability Reporting | Corporate Sustainability Reporting

**** Professor: Gaia Melloni **** This course offers an overview of corporate sustainability reporting initiatives, focusing on both stand-alone sustainability reporting and integrated financial and Environmental, Social and Governance (ESG) reporting. The learning objectives are to develop knowledge and skills useful to understand and critically analyse corporate sustainability reporting key notions, drivers and impacts. In addition, the course provides an overview of the institutional setting and the major reporting initiatives at a global level (e.g., Global Reporting Initiative, Integrated Reporting, Sustainable Development Goals, Climate change related financial disclosure). After this course, students will develop an understanding of the foundations of corporate sustainability reporting drawing upon fundamental accounting theories and practices. Topics covered include: - Fundamental concepts of corporate sustainability and reporting - Motivations and effects of corporate sustainability reporting - Corporate sustainability reporting institutional setting and reporting initiatives - Issues and challenges of corporate sustainability reporting



ESG Accounting and Reporting | ESG Accounting and Reporting

**** Professors: Florian Hoos and Gaia Melloni **** This course looks at the trends that led to mandatory ESG reporting and to what extent they are affecting current business practice. Content: - The changing landscape of corporate reporting - Mandatory vs voluntary sustainability reporting - The concept of integrated reporting - Reporting on the "E" in ESG: Deep dive on climate-related risks and opportunities - Issues in reporting: The challenges with the "S" and the "G" in ESG - The future of sustainability accounting



Research in Sustainability Accounting | Research in Sustainability Accounting

**** Professor: Gaia Melloni **** This course offers an introduction to scientific research in sustainability accounting and intends to support students in their dissertation work by providing the tools to independently conduct a research project as well as to present, discuss and write it according to academic standards. The learning objectives are to develop knowledge and skills useful to: - Critically conduct a literature review; - Identify and define interesting and novel research questions; - Adopt theoretical framework(s) and/or develop hypotheses; - Choose, apply and describe appropriate research methods; - Collect and analyse data; - Analyse and present the research findings; - Discuss and interpret results in light of previous studies and/or theoretical framework(s); - Identify the contributions, practical implications, and limitations of the study. After this course, students will develop an understanding of the fundamental steps of the research process using relevant sustainability accounting studies to illustrate it and they will learn how to present and discuss scientific academic research articles and their own research projects. Topics covered include: - Sustainability accounting research: fundamental concepts; - Reviewing the literature: search process and results synthesis; - Research aims and theoretical framework: identification and definition of research question(s); theoretical background and/ or hypothesis development; - Research methodologies: difference between quantitative and qualitative methods, most common data collection and analysis strategies in sustainability accounting research; - Data analysis using statistics (i.e., STATA software); - Research discussion and conclusions: presentation and interpretation of findings, discussion of research contributions, practical implications, and limitations.



Digital Strategies and Innovation | Digital Strategies and Innovation

**** Professor: Stéphanie Missonier **** Regardless of its sector of activity, every organisation today must deal with digitalisation. Innovation strategy, digital transformations, data storage and analysis for decision making, customer experiences, creation of a sustainable competitive advantage, optimisation of internal operations, are areas closely linked to the functioning and decisions relating to the organisation's Information System (IS). Today, more than ever, a company cannot work without digital technology and must constantly innovate. However, the relationship between investment in technology and business performance is more complex than it seems. It is therefore essential to understand the critical role of technology in business strategy and management. A manager today

must understand and master the issues related to IS and digital. Conversely, an IT engineer and/ or developer cannot act on the company's IS and make it evolve without understanding and integrating the company's organisational issues and strategic challenges. In view of this, the course aims to develop multidisciplinary skills allowing a managerial understanding of IT, its strategic issues and its place within a logic of permanent innovation. It is thus at the crossroads of management and IT knowledge and shows the need to master these two fields of competence and to know how to articulate them. The overall objective of this course is to develop students' understanding of the strategic use of digital technologies. More specifically, this course aims to provide the tools, techniques/approaches and above all, through examples, the elements of reflection allowing the identification of the issues and difficulties encountered by IT actors to understand and resolve them. At the end of the course, students should be able to 1. Understand the strategic issues of digital and IT, and the concerns related to digital transformation and innovation. 2. Understand the functioning of an IT department and more specifically its organisation and associated management concerns. 3. To master the key elements of (new) management practices (organisation methods agile/lean/devops, change management, innovation management, etc.) necessary for the implementation of business and IT strategies. 4. Identify the problem(s) of a concrete situation, propose appropriate solution(s), structure and explain their reasoning. This course aims at a concrete application of the theoretical foundations in business strategy, IT strategy and digital strategy through an active learning process including a case study approach, problem identification and presentation of real cases (articles, interviews, videos). Participants are asked to prepare case studies, read articles or watch videos prior to the session, which are then discussed during the course. The pedagogical approach of the course aims to develop in students certain skills essential to the strategic management of IS: - Analysis and synthesis, - Commenting of the proposed theories and models, - Creativity and pragmatism, - Good oral and written expression, ability to communicate. Students will be required to present their case work in groups. In addition, an in-depth case study on a company will be completed, submitted and presented in groups at the end of the semester.



Introduction to Ethics and Critical Thinking | Introduction to Ethics and Critical Thinking

**** Professor: Guido Palazzo **** In a society that is changing at high speed, the solutions that we have learned and the challenges we face, do no longer fit together. The accelerating ecological crisis and digitalization are profoundly transforming our way of life. In times of great change and disorientation, ethics moves centers Content - Block 1: The great transformation - Understanding the multiple crises of our age - Block 2: Imaginaries of the future - Block 3: Ethical decision making - Block 4: Evil in organizations (1) - Block 5: Evil in organizations (2) - Block 6: Presentation of group works; Critical thinking



Environmental Crisis and Societal Change | Environmental Crisis and Societal Change

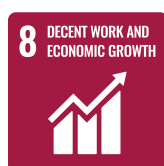
**** Professors:** Guido Palazzo and Boris Vejdowsky ****** Ecological Crisis and Societal Change is a course that came from the realisation that our current ecological, economic, political, and sanitary predicament calls for solutions that reach beyond the disciplinary borders. The objective of the class is have disciplines work together and expose students to the convergence but also to the contradictions that these disciplines create. The class is taught by a more than twenty faculty often teaching in pairs to offer contrastive perspectives on ecological and societal issues. The selected topics insist on the humanly constructed aspect of the current situation we are experiencing and on the possibilities of a humanly-constructed response to it. The purpose of the class is also to have students from different fields of study come together to foster a sense of intellectual and citizen community. Thus, the objective of the class is to have disciplines talk with one another and not merely at one another. Many of the classes insist that the crisis we experience and that will be impacting lives and life on the planet for generation is a also a linguistic and narrative question; we shall examine these narratives to see if history can be told differently. Content: In times when hope and fear about the climate alternate in our minds and on our screens, when social and political change play havoc with our interpretation of the world and its history, three faculties of two universities propose this new course to examine the discourses of change, analyze its effects and seek for solutions. This transdisciplinary course is offered by professors from the University of Lausanne and the Lancaster University from the faculties of Economics and Management (HEC), the Faculties of Arts (Lettres), Social Sciences (SSP), and Geoscience (FGSE). The course offers new research and teaching formats to respond to the challenges of our contemporary world and its crises. The aim of the course it to enable disciplines and institutional practices to meet and dialogue rather than coexist side by side. It is the organizers' belief that the current economic and ecological crises and all their human dimensions can only be apprehended by a re-founding of our sense of community, and this has to start with the way we study these complex phenomena.



Economics for Challenging Times | Economics for Challenging Times

**** Professors:** Quentin Gallea, Jérémy Laurent-Lucchetti and Mathias Thoenig ****** We address societal grand challenges (inequality, climate change ...) using quantitative tools for analyzing market-oriented economies. We aim at designing incentive-compatible policy interventions and actions. Students will

use data management/vizualisation/analysis technics. Content: - Session 1: Economics for Action: An Introduction - Session 2: Practicing Econometrics - Session 3: Practicing Econometrics - Session 4: Basics of market economies - Session 5: Market power, pricing and pass-through - Session 6: Strategic behavior and game theory - Session 7: Incentives and Cognitive Bias - Session 8: Introduction to environmental economics - Session 9: Climate change economics - Session 10: A World of Anarchy? - Session 11: Pillars of Prosperity - Session 12: Inequalities and Discrimination - Session 13: A Global World - Session 14: Governance and Public Policies Learning Outcomes: • Develop an economic argument based on logic and data • Model complex socio-economic issues (such as inequality, climate change) • Structure critical thinking



Human Decision-Making and the SDGs | Human Decision-Making and the SDGs

**** Professor: Sonja Vogt **** Societies are increasingly grappling with grand challenges such as climate change, corruption, poverty, gender inequality, and land degradation. The course will cover the following items: 1. Examines the complexity of the sustainable development goals. 2. Examine the psychological, behavioral, and cultural mechanisms that can help to reach the sustainable development goals. 3. Examines the importance of data to tackle grand challenges - specifically causal insights. 4. Enable students to critically evaluate the progress made towards the sustainable development goals based on empirical research. Content: Some weeks will consist of lectures with classroom discussions. In other weeks students will discuss the learned concepts and assigned readings in tutorials. Students will work on a video project on a topic of their choice. The final assignment will consist of a presentation of the finalized video project at the end of term as well as a written exam (ENEP). Learning objectives are: - To be able to embrace complexities when engaging in the practice of sustainable development. - To be able to work collaboratively with others and jointly participate in problem-solving and decision-making processes. - To be able to develop solutions to reach the sustainable development goals by using behavioral insights. - To be able to develop empirical studies that provide causal insights into development issues. - To be able to critically analyze and assess reports and other sources of information pertaining to grand challenges and sustainable development goals.



Designing Sustainable Behavior | Designing Sustainable Behavior

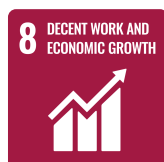
**** Professor: Sonja Vogt **** Societies are increasingly grappling with grand challenges such as climate change, corruption, poverty, gender inequality, and land degradation. The course will cover the following items: - Enable students to analyze the complexity of the sustainable development goals. - Examine the psychological, behavioral, and cultural mechanisms that can help to reach the sustainable development goals. - Allow students to think creatively about behavioral solutions that support reaching the sustainable development goals. Content: Some weeks will consist of lectures with classroom discussions. In other weeks students will discuss the learned concepts and assigned readings in tutorials. Students will work on a video project on a topic of their choice that they will present to the class during term. The final assignment will consist of a presentation of the finalised video project at the end of term as well as a written exam (ENEP). Learning objectives are: - To be able to embrace complexities when engaging in the practice of sustainable development. - To be able to work collaboratively with others and participate jointly in problem-solving and decision-making processes. - To be able to develop solutions to reach the sustainable development goals by using behavioural insights.



Unethical Decision Making - Basics | Unethical Decision Making - Basics

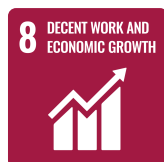
**** Professors: Ulrich Hoffrage and Guido Palazzo **** Why do people behave unethically? While this has been a key question for philosophers over the last 2000 years, a rising tide of corporate scandals – from Enron to Siemens – has put this question high on the agenda of corporate decision makers. Corporations are exposed to the increasing risk of unethical/illegal behaviour with tremendous financial consequences. Such deviant behaviour can even destroy a company as in the case of Arthur Andersen, Lehman Brothers or most recently Wirecard. The overarching objective is to prepare students for the unavoidable ethical risks they will face in their future organizational life. Students will understand the driving forces of unethical decision making within organizations. They will be familiar with various literatures (Management, Sociology, Psychology, Philosophy) that can be used to understand those forces. The seminar will enable them to analyze risks of unethical behavior in various contexts and to develop interventions to reduce such risks in organizations. Content: Whenever we hear about corporate scandals, we have the tendency to believe that unethical or illegal behavior in organizations is driven by the character deficiencies of individual actors. Put differently, we simply assume that bad things are done by bad people (often referred to as “bad apples”). Examining recent research in psychology, philosophy and sociology, Guido Palazzo and Ulrich Hoffrage (together with Franciska Krings) have developed a new concept to understand unethical behaviour in organizations – the concept of ethical blindness which builds the thread of this course. Ethical blindness builds on the assumption that contexts can be stronger than reason. If put in a bad context, even good people may do bad things. Regardless of their good intentions and strong values, individual

actors might adapt to the deviant practices in their respective organizational context and, over time, lose the ability to see that what they do is wrong. They become ethically blind. If we want to better protect individuals as well as their respective organizations against the deviant power of the context, we have to understand, why and under what conditions, good people make bad ethical decisions.



Unethical Decision Making - Advanced | Unethical Decision Making - Advanced

**** Professors: Ulrich Hoffrage and Guido Palazzo **** Why do people behave unethically? While this has been a key question for philosophers over the last 2000 years, a rising tide of corporate scandals – from Enron to Siemens – has put this question high on the agenda of corporate decision makers. Corporations are exposed to the increasing risk of unethical/illegal behaviour with tremendous financial consequences. Such deviant behaviour can even destroy a company as in the case of Arthur Andersen or Lehman Brothers. The overarching objective is to prepare students for the unavoidable ethical risks they will face in their future organizational life. Students will understand the driving forces of unethical decision making within organizations. They will be familiar with various literatures (Management, Sociology, Psychology, Philosophy) that can be used to understand those forces. The seminar will enable them to analyze risks of unethical behavior in various contexts and to develop interventions to reduce such risks in organizations. Content: Whenever we hear about corporate scandals, we have the tendency to believe that unethical or illegal behavior in organizations is driven by the character deficiencies of individual actors. Put differently, we simply assume that bad things are done by bad people (often referred to as “bad apples”). Examining recent research in psychology, philosophy and sociology, Guido Palazzo and Ulrich Hoffrage (together with Franciska Krings) have developed a new concept to understand unethical behaviour in organizations – the concept of ethical blindness which builds the thread of this course. Ethical blindness builds on the assumption that contexts can be stronger than reason. If put in a bad context, even good people may do bad things. Regardless of their good intentions and strong values, individual actors might adapt to the deviant practices in their respective organizational context and, over time, lose the ability to see that what they do is wrong. They become ethically blind. If we want to better protect individuals as well as their respective organizations against the deviant power of the context, we have to understand, why and under what conditions, good people make bad ethical decisions. This course stretches over seven weeks in the second half of the semester, with classroom sessions of 4 hours every week (no live-streaming, no recording). It will focus on an analysis of cases/scandals, thereby deepening the learning of the course Unethical Decision Making - Basics that has been taught in the first seven weeks of the semester.



Introduction to Management and Business Ethics

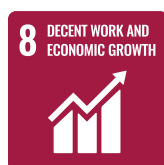
| Introduction to Management and Business Ethics

**** Professors: Guido Palazzo, Déborah Philippe and Katherine Tatarinov **** This course aims to familiarize students with the management of different types of organizations (e.g., firms, public management, NGOs) as well as with management practices that build on the social context of the organizations, with particular view to business ethics and Corporate Social Responsibility (CSR). At the end of the course, students will have acquired knowledge about the historical and social contexts from which organizations emerge as well as about diverse concepts, theories and tools that permit a better understanding and good resolution of different challenges within several sub-domains of management (strategy, human resources, innovation, marketing, operations, and project management). Content: This course is divided in several parts. After having introduced today's dominant societal transformations and its implications for the management of firms, we will introduce the notion of business ethics. We will then define management in a general sense (different managerial roles) and show that knowledge about the environment (at different levels) is essential for organizational management in a globalized world. Finally, we will shed light on the ways through which firms can create value for different stakeholders, including shareholders, clients, and business partners. This will include key elements of management such as strategy, marketing, operations, personnel, and knowledge management as well as innovation.



Organizational Behavior | Organizational Behavior

**** Professors: John Antonakis and Dietz Jörg **** The main objective of this course is to provide an in-depth knowledge of human behavior in organizations. Variability in behaviors—which oftentimes departs from "normative" models—emanate from many factors at various levels of analysis. For example, individual differences, groups, leadership, organizational factors and national culture will be discussed using various theoretical approaches. Students will also be exposed to articles stemming from the experimental research tradition to better grasp how behavioral scientists (industrial and social psychologists, economists, etc.), solve puzzles that concern human behavior. Content: - Culture - Individual differences - Perception and attribution - Theories of motivation - Motivation and job design - Performance and rewards - Decision making - Group processes - Leadership and power



Corporate Sustainability | Corporate Sustainability

This course focuses on corporate sustainability (CS), that is, how organizations can be managed in a way that meets societal needs while not exceeding the environmental boundaries of the planet. Sustainability issues are highly complex because they require understanding interconnected economic, social, and environmental issues that go beyond the business sphere. A central integrating idea of this course is recognizing that social expectations about business go beyond wealth creation and profit maximization. In this course, we will thus examine the role of business in society and explore the drivers to CS as well as the barriers that need to be overcome. We will explore the tensions and dilemmas plaguing CS. We will also discuss how sustainable practices can be successfully implemented.



Teaching Awards

In 2025, 1 award was given to faculty and educators at HEC Lausanne.

HEC Lausanne Best Teacher Award

Granter: HEC Lausanne students

Grantee: Multiple professors in Bachelor and Master programs

Award Description:

Since 2014, the Dean's Office of the Faculty of Business and Economics has been promoting recognition of the quality of the Faculty's teachers through an award that is presented each year. The winners are chosen by students through a survey and approved by the Dean's Office.

Educator Recognition

At HEC Lausanne, we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards
- ❖ Student-nominated teaching awards

- ❖ Faculty promotion and tenure consideration
- ❖ Institutional recognition events
- ❖ Pedagogical innovation grants

Teaching Voices

The following statement demonstrates ways in which educators at HEC Lausanne support sustainability and responsible management in their classrooms.

Developing Sustainability Courses at HEC and UNIL

Estefania Amer Maistriau

My work at UNIL is guided by my conviction that higher education should prepare students to address the urgent sustainability challenges our societies face. Drawing on my background in environmental science, sociology, economics, management, and educational sciences, I aim to create learning environments that do not only provide students with the knowledge they need, but also enable the development of key competencies for sustainability.

This conviction has driven the design and implementation of the *Introduction to Sustainability* course, which is compulsory for all first-year students in HEC Lausanne's bachelor program in Economics and Management. Since its creation two years ago, over 1200 of our students have taken the course. Developed with the valuable support of the Competence Centre in Sustainability (CCD) and the Teaching and Learning Support Centre (CSE), the course combines at-home individual work with three workshops.

Workshop 1 focuses on the systems-thinking competency and interdisciplinary approaches, which are essential for analyzing complex systems across different domains and scales, and thereby for addressing sustainability challenges.

In Workshop 2 students work on psychosocial drivers of behavior and how to communicate about sustainability, which are essential aspects of interpersonal and intrapersonal competencies. Finally, Workshop 3 is dedicated to the futures-thinking or anticipatory competency, which is the ability to envision future states and dynamics of complex systems and to anticipate the consequences of sustainability-related interventions.

One part of Workshop 3 is associated with the STRIVE (Sustainability Transformation Research Initiative) project: *What narratives for ecological transformation? (re)Thinking technosolutionist and apocalyptic imaginaries for a more sustainable society*. A key goal of this research project is to create educational tools to deconstruct demobilizing and potentially disempowering narratives and to enable and support the emergence of alternative narratives carrying action and hope. In the STRIVE-related part of Workshop 3, we apply existing and new futures-thinking tools that foster students'

development of the futures-thinking competency and simultaneously generate research data used to refine these tools and design new ones. This data includes the students' feedback on the activities, including whether they appreciated them, whether they encountered any challenge, and the reasons for their responses. This type of action-research approach is particularly useful for developing innovative approaches to sustainability education.

These are designed to allow students not only to acquire general knowledge of sustainability issues, but also to cultivate key competencies for sustainability through experiential and reflective learning approaches. They include, among others, the systems-thinking, futures-thinking, strategic, interpersonal, and intrapersonal competencies.

In this course, I collect data on classroom activities, including students' feedback, and analyze them to improve the repertoire of activities and to design new ones. Since the creation of the *Introduction to Sustainability* course in 2023, I have adopted this action-research approach to continuously develop and improve this course. I find this methodology particularly valuable for developing innovative educational designs, tools, and materials. I am also applying it to my master's course *Strategic Management*, where the second part of the course is dedicated to adaptability in a changing environment, resilience, and sustainability. I have recently sent a survey to HEC alumni who followed this course to gather insights that will help adapt its program and content to the current challenges they face in their professional activities. The results show that the majority of alumni who answered the survey find the parts of the course dedicated to sustainability, to the sustainable management of the supply chain, and to resilience and adaptation to a changing environment, useful for managerial practice.

In addition, as a project officer at the CCD, I work on broader initiatives that develop educational tools and support colleagues across UNIL in embedding sustainability into their teaching. I am very fortunate to work simultaneously at HEC Lausanne and at the CCD, because of the synergies I can establish between my activities and roles in the two units. Moreover, this has provided me with many opportunities for cross-pollination that result from discussions and collaborations with experts from a diverse range of disciplines and areas of interest, for which I am especially thankful.



Estefania Amer, Senior Lecturer (MER 1) at HEC Lausanne and Project Manager at UNIL's Competence Centre in Sustainability

Patrick Haack

The Grand Challenges Strategy Project is a Master-level course that engages students in tackling pressing sustainability and responsibility issues by working directly with partner organizations. In teams of about six, students develop actionable strategies that address some concrete “grand challenge,” such as climate change, inequality, or responsible use of AI. The course emphasizes project-based learning, real-world collaboration, and the translation of academic knowledge into practical impact. Evaluation is based on both process and outcomes (midterm presentation, final presentation, and final report with executive summary).

A strong emphasis is placed on professional communication, confidentiality, and realistic recommendations that organizations can implement.

In summary, the course prepares students to apply strategic thinking and responsible management principles to complex global challenges that companies face.



Patrick Haack, Full Professor at HEC Lausanne in the Department of Strategy, Globalization and Society

Barriers to Innovative Curriculum

In 2025, HEC Lausanne identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Budgetary limitations
- ❖ Compliance and legal concerns
- ❖ Scalability issues

Barriers to Innovative Pedagogy

In 2025, HEC Lausanne identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ History and institutional tradition
- ❖ Overloaded faculty
- ❖ Resource constraints
- ❖ Resistance from students
- ❖ Scalability issues
- ❖ Time constraints

Continue telling your story

Competence Center in Sustainability - CCD

Supporting the Ecological and Social Transition through Pedagogical Resources

The **Competence Centre in Sustainability (CCD)** is the University of Lausanne's dedicated unit for sustainability. It supports UNIL's academic and administrative community, student associations, the Rectorate, and society more broadly in tackling the challenges of the ecological and social transition.

Mission and Approach

With an interdisciplinary team and innovative methodologies, the CCD fosters systemic and participatory approaches to sustainability. Its mission includes:

- - Encouraging interdisciplinary research on ecological and social transitions;
 - Supporting sustainability education across faculties;
 - Stimulating collaboration with societal actors (public institutions, associations, businesses);
 - Contributing to the development and implementation of UNIL's sustainability strategy **CAP2037**.

Sustainability is approached as the intersection of respecting planetary boundaries while ensuring human needs and equity. The CCD develops research-based methodologies, tools, and networks to advance this vision, while remaining deeply rooted in its regional context.

Structured in four main units (research, education, societal engagement, and institutional support), the CCD also maintains a transversal unit for communications, events, HR, and finance.

About the Authors

The pedagogical resources presented here are curated by **Dr. Estefania Amer** and **Dr. Thomas Jaccard**, from the education unit of the CCD. They are developed in collaboration with experts from the relevant fields and other UNIL services, such as the **Teaching Support Centre (CSE)** and student contributors from the Master's in Psychology program at UNIL.

Pedagogical Resources for Sustainability Competency Development

These resources are intended for teachers and educators at UNIL and beyond, who wish to integrate sustainability competencies into their courses.

1. Working in Teams on a Project



Summary: Collaboration is a key competency in addressing sustainability challenges. This resource, aimed at students, encourages reflective practice on teamwork. It includes:

- - A student-facing guide: *"Working in teams on a project – Some recommendations"*;
 - A teaching guide with:
 - Additional recommendations for instructors whose courses involve group work;
 - A learning activity designed to build collaboration skills.

Developed in partnership with:

- - CCD
 - UNIL's Teaching Support Centre (CSE)
 - Two Master's students in psychology with extensive association experience.

More information & documents: <https://www.unil.ch/ccd/travailler-en-equipe-sur-un-projet>

2. The Dimensions of the Donut by Kate Raworth



Summary: Kate Raworth's Donut framework presents a safe and just space for humanity, defined by:

- - **Nine planetary boundaries** (ecological ceiling);
 - **Twelve social foundations** (minimum standards for well-being).

This resource provides:

- - A comprehensive text introducing all 21 dimensions;
 - Individual fact sheets detailing each dimension, their key issues, and relevance.

The Donut is a powerful tool to understand sustainability challenges and to identify priorities for a just and equitable transition.

More information & documents: <https://www.unil.ch/ccd/dimensions-du-donut>

3. Activity: "Inequalities"



Summary: This activity helps participants:

1. 1. Learn how to use the Donut as an analytical framework;
2. Understand the complexity of sustainability challenges through a systemic, interdisciplinary lens.

Participants analyze the social and environmental dimensions of a text titled *"Inequalities"*, using:

- ◦ The Donut's 21-dimension analytical grid;
- An introductory guide to the Donut framework.

Required documents:

- ◦ Text "Les inégalités";
- Analytical grid for mapping aspects to the Donut dimensions;
- Introductory material on the Donut.

More information & documents: <https://www.unil.ch/ccd/activite-les-inegalites>

These resources reflect UNIL's commitment to equipping students and educators with the skills and tools needed for systemic, fair, and science-based ecological transition. They are freely accessible through the CCD website and are designed to be adapted across disciplines and teaching contexts.

HUB Entrepreneurship and Innovation

Supporting the Ecological and Social Transition through Entrepreneurship and Innovation

The HUB Entrepreneurship & Innovation at the University of Lausanne (UNIL) is a university-wide platform dedicated to promoting innovation, entrepreneurship, and intrapreneurship in support of the ecological and social transition. The HUB supports students, researchers, teaching staff, and university services through training programs, events, and project incubation. By fostering interdisciplinary collaboration and solution-oriented education, it helps develop a new generation of changemakers aligned with the university's sustainability strategy, CAP2037.

Mission and Vision

The HUB's mission is to:

- Encourage entrepreneurial and intrapreneurial mindsets among students and staff;
- Promote interdisciplinary teaching and learning for sustainability;
- Support the development of responsible and impactful innovations;
- Act as a bridge between the academic community and societal stakeholders.

Its activities align with UNIL's commitment to a just, inclusive, and ecological transition.

HEC Lausanne: A Driving Force Behind the HUB

HEC Lausanne plays a central role in designing and delivering the HUB's academic offerings. Many of the HUB's interdisciplinary courses are administered by HEC faculty, and the School provides expertise in entrepreneurship, strategy, innovation, and sustainability.

These courses combine theoretical foundations and practical tools for entrepreneurial action in service of social and ecological transformation. They are open to students from all faculties and foster cross-disciplinary collaboration.

Interdisciplinary Courses Administered by HEC (Open to All Faculties)

1) Social Innovation

- Level: 3rd year Bachelor
- Credits: 3 ECTS
- Instructor: A. Headon
- Language: French
- Description: Introduction to the concepts and practices of social innovation.

2) Social Innovation Lab

- Level: Master
- Credits: 3 ECTS
- Instructor: E. Romon Carnegie
- Language: English

- Description: Collaborative lab course focused on real-world social innovation projects.

Courses of the Faculty of HEC (Open to All Faculties)

3) Essentials and Toolbox for Future Innovators

- Level: 3rd year Bachelor
- Credits: 3 ECTS
- Instructor: J. de Wolff
- Language: English
- Description: Introduction to tools and methods for innovation management.

4) Entrepreneurship and Strategy

- Level: Master
- Credits: 6 ECTS
- Instructor: T. Tsukanova
- Language: English
- Description: Strategic and organizational foundations for launching and scaling ventures.

5) Entrepreneurial Finance and New Venture Funding

- Level: 3rd year Bachelor
- Credits: 6 ECTS
- Instructor: J. Petty
- Language: English
- Description: Financial strategies for startups, including venture capital and valuation.

6) Start-up Analysis: Commercial and Financial Due Diligence

- Level: 3rd year Bachelor
- Credits: 3 ECTS
- Instructors: Y. Darbellay & J. Petty
- Language: French
- Description: Practical approach to assessing start-up viability.

7) Innovation for the Grand Challenges

- Level: 2nd year Bachelor
- Credits: 3 ECTS
- Instructor: K. Tatarinov
- Language: English
- Description: Innovation in response to pressing global sustainability challenges.

Experiential Components and Alignment with PRME

- **UCreate accelerator:** a 16-week support program combining personalized coaching, access to experts, peer learning, and prototyping resources. UCreate is open to students, researchers, and staff from UNIL and partner institutions, and supports projects in fields such as sustainability, education, health, and social inclusion. UCreate particularly encourages projects with a social and/or environmental impact.
- **Impulse Program:** a new initiative designed to empower the UNIL community to address sustainability challenges through innovation. Participants from all disciplines are supported via ideation workshops, design-thinking tools, and coaching sessions. Impulse offers an inclusive space for collective intelligence and sustainable action, reinforcing the mission of the HUB and its alignment with CAP2037.
- **Global Entrepreneurship Week** (now replaced by **Startup Connect**): co-hosted with HEC Lausanne; a week of talks, workshops, and networking activities that introduce students across faculties to entrepreneurship and innovation.
- **Innovation challenges and social innovation sprints:** hands-on challenges that invite students to co-develop practical solutions for sustainability on campus and in society.

For more information: <https://ucreate.ch> | <https://www.unil.ch/hub>



Research

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

How We Define Research

At HEC Lausanne, we conduct rigorous, interdisciplinary research that examines people, organizations, institutions, and global systems to advance responsible management practices and education. Our scholarship actively addresses pressing societal challenges, informs policy-making, and inspires innovative, sustainable solutions to foster a thriving society and planet.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, HEC Lausanne was awarded funding for research that is:



Institution
Specific



Local



Regional



National



International

Socializing Research

In 2025, HEC Lausanne contributed research findings to:

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

Research Projects

In 2025, HEC Lausanne reported 3 research projects that implemented responsible or sustainable activities.

From work-family conflict to sexual harassment: three essays on gender discrimination in the workplace

Period Covering: July, 2019 - March, 2025

Department: Organizational Behavior

PhD research projects: From work-family conflict to sexual harassment: three essays on gender discrimination in the workplace

Author: Nada Jmili with Prof. Franciska KRINGS as thesis supervisor

Summary: This work examines interpersonal gender discrimination in the workplace, focusing on how gender expectations shape employees' experiences, evaluations, and access to support. It explores two major phenomena: work-family conflict and workplace sexual harassment. Both are understood as consequences of traditional gender norms, which prescribe how women and men are expected to behave in professional and private spheres.

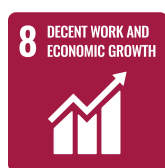
The first paper investigates how gender and the type of work-family conflict influence the social support provided by coworkers. It examines whether mothers and fathers who deviate from traditional gender roles receive less emotional and practical support. The findings show that individuals experiencing family interference with work tend to receive lower empathy, particularly from male observers. The study also highlights the persistence of the "ideal worker" norm, which values strong work dedication and penalizes employees, especially men, who prioritize family responsibilities.

The second paper focuses on workplace sexual harassment and introduces improvisational theater intervention as an innovative prevention tool. Unlike traditional training, this intervention uses interactive, realistic scenarios based on victims' testimonies. The study shows that the intervention can reduce hostile sexism and myths surrounding sexual harassment claims, improve the identification of subtle forms of harassment, and increase participants' intentions to intervene as witnesses. However, it also reveals a possible unintended effect: participants may place greater responsibility on women to prevent or stop harassment.

The third paper builds on these findings by comparing victim-focused and bystander-focused theater interventions. Although no major differences emerge between the two approaches, both interventions prove effective in reducing sexist beliefs, improving harassment recognition, and encouraging

bystander intervention. At the same time, the results confirm the risk that empowerment-based approaches may unintentionally reinforce the belief that victims are responsible for stopping harassment.

Overall, this work contributes to a deeper understanding of how gender norms sustain workplace discrimination. It shows that discrimination is not limited to formal decisions, such as hiring or promotion, but also operates through everyday interactions, support dynamics, victim credibility, and responsibility attribution. The work also offers practical implications for organizations seeking to create safer, fairer, and more inclusive workplaces through evidence-based interventions.



Women in Leadership : Breaking Barriers and Navigating Corporate Hierarchies

Period Covering: July, 2020 - May, 2025

Department: Accounting

PhD research project: Women in Leadership: Breaking Barriers and Navigating Corporate Hierarchies

Author: Farah MEJRI with Daniel OYON and Antonio DAVILA as thesis co-directors

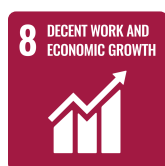
Summary: This work explores the persistent underrepresentation of women in leadership roles across corporate and entrepreneurial settings. Despite increased attention, women continue to face structural, social, and economic barriers to top positions. As of 2023, only 8.2% of CEOs in S&P 500 firms are women. In startups, women founders struggle to secure venture capital, attain competitive valuations, and scale their businesses—especially in male-dominated sectors like deep tech.

The first chapter focuses on the appointment and tenure of female CEOs in publicly traded U.S. firms. It finds that having at least two or 20% women on a corporate board significantly increases the likelihood of appointing a female CEO. It also highlights that board gender diversity reduces the higher dismissal risk female CEOs face. These

findings emphasize the importance of board composition in promoting and retaining women in top leadership roles.

In the second chapter we introduce the “glass maze” concept to explain why women remain underrepresented as CEOs despite being in top management. This study shows that women are often placed in staff roles with limited promotion potential thus they face lower likelihood of becoming CEOs. The study argues that role distribution within leadership teams poses a greater barrier than the glass ceiling alone.

The third chapter examines gender disparities in deep-tech startups, showing that women founders face significant disadvantages in funding, valuation, and growth. However, these challenges vanish when women are a small minority in founding teams, likely due to tokenism. This chapter also highlights the potential of public funding to help mitigate the structural barriers faced by women-led startups.



Optimal Social Security Systems in the Context of Climate Change

Period Covering: July, 2020 - June, 2025

Department: Actuarial Sciences

PhD Research Project: Optimal Social Security Systems in the Context of Climate Change

Author: Ivan Fonseca Diaz with Prof. Séverine Arnold as thesis director

Summary: Social security systems and their social insurance mechanisms have served as tools employed by governments to enhance societal well-being during significant socioeconomic transitions, such as industrialization or recovery from post-war economic declines. In these contexts, these systems have helped safeguard societies from potential vulnerabilities while simultaneously reinforcing collective efforts to enhance overall social well-being. Notably, these feedback effects have played a crucial role in shaping how social security can positively influence and transform socioeconomic trends during challenging periods. In line with these foundational purposes, this thesis examines the contemporary role of social security in light of the socioeconomic transition brought

about by climate change. First, a comprehensive literature review has been conducted, highlighting the potential effects of climate change on social security through several key channels of risk transmission, including the cost of living, labor markets, financial markets, and health outcomes. In a second phase, this thesis contributes to climate economic modeling by proposing a social security module that endogenously interacts with an economic system affected by climate change. This model is then applied to develop scenario analyses that consider plausible global socioeconomic trajectories, as well as specific regional conditions. The findings from this research offer an alternative perspective on the effectiveness of funded versus pay-as-you-go financing systems for social security under climate change scenarios. By challenging existing views that overlook climate-related factors, this research lays the groundwork for a deeper examination of the optimality of social security systems in the context of climate change.



Research Awards

In 2025, HEC Lausanne was awarded 5 research awards for responsibility- and/or sustainability-related research.



The Phillips and Nadkarni Award for Outstanding Paper on Diversity and Cognition

Granter: Academy of Management

Grantee: Isabelle Engeler

Award Description:

The Academy of Management has created The Phillips and Nadkarni Award for Outstanding Paper on Diversity and Cognition, honouring the late Dr Katherine W Phillips who pioneered research on the benefits of diversity in the workplace and the late Dr Sucheta Nadkarni, who pioneered research on gender diversity and strategic leadership. This award, which started in 2021, is launched by the Managerial and Organizational Cognition (MOC) division and will be given to the author(s) of the best paper at the intersection of diversity and cognition submitted to the MOC division for the annual Academy of Management meeting.



Best Paper in Track

Granter: International Conference on Information System (ICIS)

Grantee: Liudmila Zavolokina

2025 Commodities Sustainability Innovation Awards

Granter: Ampersand World and Bilan

Grantee: Gabriela Alvarez Pagola and Inès Burrus

KPMG award for best thesis in Diversity, Equality and Inclusion

Granter: KPMG

Grantee: Anika Krone

2025 New Economy Innovation Award

Granter: Forum de l'économie glandoise

Grantee: Matteo Melfi

Publications Related to RME and/or Sustainability

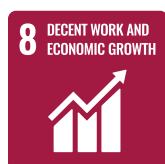
The Impact of Green Investors on Stock Prices | [DOI](#)

Authors: Eric Jondeau

Date of publication: March, 2024

Department: Finance

We study the impact of green investors on stock prices in a dynamic equilibrium model where investors are green, passive or active. Green investors track an index that progressively excludes the stocks of the brownest firms, passive investors hold a value-weighted index of all stocks, and active investors hold a mean-variance efficient portfolio. Contrary to the literature, we find large drops in the stock prices of the brownest firms and moderate increases for greener firms. These effects occur primarily upon the announcement of the green index's formation and continue during the exclusion process. The announcement effects imply a first-mover advantage to early adopters of decarbonisation strategies.



Greening the Swiss National Bank's Portfolio | [DOI](#)

Authors: Eric Jondeau

Date of publication: May, 2023

Department: Finance

Central banks are increasingly concerned about climate-related risks and want to ensure that the financial system is resilient to them. As they integrate these risks into financial stability monitoring, they also discuss how to apply environmental criteria to their own policy portfolio management, without compromising their policy mandate. We describe different strategies and assess their relevance for central banks, using the Swiss National Bank's (SNB) equity portfolio as a laboratory. We develop a carbon-conscious screening approach that is likely consistent with its policy mandate. The approach reduces the portfolio's carbon footprint by 20%, with little impact on diversification or performance. (*JEL* E58, G11)



Changes in perceived age discrimination over time: Patterns, predictors, and outcomes | [DOI](#)

Authors: Franciska Krings

Date of publication: April, 2025

Department: Human Resource Management

Age discrimination at work represents a major challenge with detrimental impacts on employees and organizations. Although age discrimination theories suggest that workers experience increasing levels of age discrimination over time, prior evidence suggests that there may be substantial heterogeneity in the way perceived age discrimination changes over time. Conceptualizing age discrimination at work as a stressor, and integrating the model of exposure and reactivity to stressors with allostatic load theory, we examine changes in perceived age discrimination, along with its predictors and outcomes. We use a person- and target-centered approach with a nationally representative archival dataset from Switzerland ($N = 1110$) relying on a prospective design over seven years. Randomly splitting the sample into two (Half-samples A and B), we find three change patterns (i.e., increasing, decreasing, and stable nonexistent) of perceived age discrimination at work in Half-sample A. In Half-sample B, we replicated these three patterns and found that the heterogeneity in change patterns was predicted by employees' age and belief in a just world, but not neuroticism. We also observed that these change patterns were associated with job satisfaction, work strain, and perceived employability. We further discuss the theoretical and practical implications of these findings.



Mothers at work: How mandating a short maternity leave affects work and fertility

| [DOI](#)

Authors: Rafael Lalive

Date of publication: September, 2023

Department: Human Resource Management

Switzerland mandated a 14-week paid maternity leave in 2005 when many firms already offered a similar benefit. While the mandate had only small and temporary effects on labor market outcomes of first-time mothers, it raised the share of those having a second child by three percentage points. Women employed in firms with prior paid leave sharply increased their subsequent fertility. In contrast, women employed in other firms did not change their fertility behaviour, but instead saw a persistent increase in their earnings after birth. This pattern of results suggests that firms with pre-mandate leave passed on (some of) their resulting cost-savings to their employees – “trickle down effects” – by making their maternity leave more generous than mandated, hiring temporary replacement workers and/or supporting mothers’ return to work in other ways.



Integrated physical and service network design of suburban rail under the coordination of urban rail

| [DOI](#)

Authors: Virginie Lurkin

Date of publication: January, 2024

Department: Management

Motivated by a released official policy in China to promote the development of suburban rail within metropolitan areas, this paper investigates the suburban rail network design problem by integrating the physical network and the service network design, while considering a higher level of passenger satisfaction by assigning passengers to trains rather than to service routes widely adopted in previous works. The physical network design problem lies in determining the location of the suburban stations and suburban section tracks to be newly constructed, by considering the coordination of the existing urban rail network. The service network design problem aims to decide the newly operated service

routes and the corresponding frequency and timetable of vehicles running on these service routes. We formulate the studied problem as a mixed integer linear programming (MILP) model, which minimises the weighted sum of the construction cost, operation costs, and generalised cost of passengers. Many practical requirements are considered to ensure the attractiveness of the computed solutions. A variable neighbourhood search-based (VNS-based) heuristic is designed to efficiently solve instances with different scales, including hypothetical instances and a practical-size real-world instance generated based on the Chongqing metropolitan in China.



A New Approach to Sustainability reporting | [DOI](#)

Authors: Garen Markarian

Date of publication: September, 2025

Department: Accounting

Does more information about sustainability lead to more sustainable outcomes, or does it lead to more greenwashing? We hold the latter view. European Sustainability Reporting Standards are insufficiently 'green' such that the process can be described as one of political 'capture.' It seems an impossible task to summarize the ESG footprint of diverse firms with any acceptable level of decision-usefulness. We advocate replacing ESG reporting standards with an 'over-the-fence' regulatory model inspired by the U.S. Environmental Protection Agency (EPA). This model emphasizes clear, enforceable, science-based environmental standards with binary compliance outcomes (pass/fail), monitored by well-funded public authorities. Unlike current ESG regimes, this approach would reduce information overload, improve accountability, and better align corporate behavior with societal goals. Such an EPA-style system offers a more effective and credible path forward for ESG governance, rather than delegating ESG to beauty contests involving consultants, bankers, lawyers, and rating agencies as self-interested judges.



Learning from experience: does providing end-of-life care support for relatives boost personal end-of-life health literacy?

Authors: Jurgen Maurer

Date of publication: January, 2025

Department: Human Resource Management

Background

Despite the critical role of health literacy in utilizing palliative care and engaging in advance care planning, limited research exists on the determinants of end-of-life health literacy. This study investigates the association between individuals' experiences with end-of-life care support to relatives and their end-of-life health literacy among a population-based sample of adults aged 58 and older.

Method

We used data from 1,548 respondents in Switzerland to Wave 8 (2019/2020) of the Survey on Health, Ageing, and Retirement in Europe. Their ability to understand medical jargon, find information, communicate, and make decisions about end-of-life care options was measured with the validated Subjective End-of-Life Health Literacy Scale. Experiences with end-of-life care support include having made medical decisions as healthcare proxy, accompanied, or cared for relatives at the end of life. Associations were estimated using ordinary least squares regressions, controlling for socio-demographic, health, and regional characteristics.

Results

Respondents who experienced being a healthcare proxy ($p < 0.001$), who accompanied ($p < 0.001$), or who cared for a relative at the end of life ($p < 0.001$) tended to have higher levels of end-of-life health literacy. These results remained significant when the three variables were simultaneously included in the multivariable model ($p < 0.001$, $p < 0.001$ and $p < 0.05$).

Conclusions

Our findings suggest that providing end-of-life care support to relatives is associated with higher end-of-life health literacy. Thus, as caregivers gain experience caring for others, targeted interventions could leverage their skills and encourage them to think of engaging in end-of-life planning for themselves.



Trade Sanctions against Russia: Stylized Facts | [DOI](#)

Authors: Dzhamilya Nigmatulina

Date of publication: April, 2025

Department: Economics

Using a novel comprehensive dataset on sanctions imposed on the exports to Russia after 2022, we document four stylized facts. First, these sanctions covered 33 percent of Russia's pre-2022 imports in value. Second, though most of the sanctions were concentrated in a few high-tech product categories, at least as much import within these categories remained unsanctioned. Third, substantial variation exists in the specific sets of banned products across countries despite coordinating efforts. Fourth, most sanctioning countries have already prohibited most of their pre-2022 exports to Russia, limiting their future ability to impose additional trade sanctions.



How environmental awareness and concern affect environmental entrepreneurial intent

| [DOI](#)

Authors: Jeffrey S. Petty

Date of publication: February, 2025

Department: Entrepreneurship

Environmental awareness and concern are implicit in virtually the entire environmental-entrepreneurship literature but typically not explicitly analyzed. To better understand what makes environmental entrepreneurs start their ventures, we need to understand those omnipresent variables. We therefore deconstruct environmental awareness and concern into different aspects, which we manipulate separately in two experimental studies. Our main finding is that key stakeholders' environmental awareness and concern are drivers of environmental entrepreneurship, as they signal to entrepreneurs that stakeholders are ready to support it. We thus identify a way of increasing environmental entrepreneurial intent in order to transform environmental problems into economic opportunities.



The Law and Economics of Generative AI and Copyright: A Primer to Core Challenges for Our Digital Future

| [DOI](#)

Authors: Christian Peukert

Date of publication: November, 2025

Department: Economics

Generative AI (GenAI) systems raise fundamental challenges for copyright law at both the input and output stages. On the input side, legal uncertainty surrounds the large-scale scraping of copyrighted data for model training, with divergent rules across jurisdictions and limited transparency on how data is sourced. On the output side, courts struggle to determine when AI-assisted creations are sufficiently human to merit protection, leading to inconsistent or unclear legal outcomes. This paper outlines the “AI copyright conundrum” and examines its impact on the incentives to create, the accessibility of high-quality datasets, and the sustainability of cultural production. We discuss policy options and open questions for research.



An analytical framework to price long-dated climate-exposed assets | [DOI](#)

Authors: Jean-Paul Renne

Date of publication: November, 2025

Department: Finance

This paper uses a tractable stochastic integrated-assessment model to analyze the influence of climate change on asset returns across time and maturity. Quasi-analytical, or recursive, formulas allow to price various long-dated assets, including fixed-income products, derivatives, and equities. We find that climate risks will increasingly drive down long-term risk-free yields, reducing them by about 30 basis points by the end of the century. This decline reflects weaker growth and increased uncertainty, leading to a rise in precautionary savings. We illustrate the concept of climate risk premiums by examining model-implied prices of long-term assets vulnerable to sea level rise or temperatures. Climate risk premiums are particularly sensitive to damage assumptions.



Preference for gender concordant GP and medical deserts

Authors: Michael Rockinger

Date of publication: May, 2026

Department: Economics

This study brings new knowledge to the literature on GP gender concordance and the challenges which medical deserts pose. Using a unique French healthcare claims database with socioeconomic patient data, our study highlights a preference for same-gender GPs. Furthermore, it provides – for the first time – estimates of the impact of gender concordance in patients’ choice of GP on policies aimed at tackling the problem of medical deserts by increasing medical density. Employing a novel policy impact analysis, our study demonstrates that simply increasing the number of GPs will not effectively address medical desert issues. In particular, inserting male (respectively, female) GPs into areas with low female (male) GP densities has a smaller impact than inserting female (respectively, male) GPs into these areas. Accordingly, our research suggests that policies should consider the most suitable GP gender to introduce in order to be more effective. Such an approach could help reduce both geographic and gender inequities in access to care.



Medication against conflict | [DOI](#)

Authors: Dominic Rohner

Date of publication: August, 2024

Department: Economics

Adverse health conditions and social conflict constitute major impediments for developing countries. The potential for reducing social conflict by successful public health interventions is largely unknown. This paper closes this gap by evaluating the effect of a major health intervention—the successful expansion of anti-retroviral therapy (ART) to combat the HIV/AIDS pandemic in Africa. Combining exogenous time variation in access to ART with cross-sectional variation in the scope for treatment for identification, we find that the ART expansion significantly reduced the number of violent events in African countries and sub-national regions. The effect pertains to social conflict, not civil war. The evidence also shows that the effect is related to health improvements, greater approval of government policy, and increased trust in political institutions. Results of a counterfactual simulation reveal that the ART expansion reduced the number of social conflict events by about 10%.



Can today's and tomorrow's world uniformly gain from carbon taxation? | [DOI](#)

Authors: Simon Scheidegger

Date of publication: August, 2024

Department: Economics

Climate change will impact current and future generations in different regions very differently. This paper develops the first large-scale, annually calibrated, multi-region, overlapping generations model of climate change and carbon policy. It features region-specific temperature and damage functions with the phased impact of emissions on global and regional temperature calibrated to the latest scientific evidence. Absent policy, climate change may, under high-damage scenarios, dramatically reduce GDP in most regions, with India, Brazil, and the South Asian Pacific suffering long-term catastrophic damages. Carbon taxation, coupled with region- and generation-specific transfers, can both correct the carbon externality and raise the welfare of all current and future agents across all regions by 4.3 percent. The impact on the use and duration of fossil fuels is dramatic as is the reduction in the path of global emissions. However, achieving completely uniform welfare gains leaves future generations in particular regions facing exceptionally high compensatory payments. Fortunately, a carbon tax-cum redistribution policy that limits this burden for any generation in any region to less than 10 percent, measured on a consumption-equivalent basis, can deliver a 4.0 percent or higher welfare gain for all peoplekind — present and future. However, carbon taxes set through time, at carbon's marginal social cost, do far too little to mitigate climate change unless all major emitters, particularly China, adopt them and do so immediately.

.



On Housing-Related Financial Fears of Baby Boomer Women Living Alone in Switzerland

Authors: Joël Wagner

Date of publication: July, 2025

Department: Economics

The ageing population and rising housing costs in Switzerland are increasing the number of older adults facing financial housing concerns. Older women have particularly limited housing choices because they, on average, earn less, live longer, and are more likely to live alone. This study explores potential levers to alleviate housing-related financial fears among baby boomer women (aged 55–75) living alone in Switzerland, a subject with limited academic coverage. Using regression and random forest models on unique 2023 survey data ($N=371$), we examine the influence of socio-demographic, financial, well-being, and housing factors on fears related to affordability, price increases, and lack of

housing supply. Key findings show that ownership status, perceived financial situation, and concerns about maintaining one's lifestyle significantly drive these fears. The fear of unsuitable housing strongly influences perceived lack of supply. These results highlight the importance of retirement planning and support the consideration of measures such as reverse mortgages, co-housing, subsidies, and rent-controlled units.



Overcoming intergovernmental data sharing challenges with federated learning

| [DOI](#)

Authors: Liudmila Zavolokina

Date of publication: May, 2024

Department: Computer Information Systems

Intergovernmental collaboration is needed to address global problems. Modern solutions to these problems often include data-driven methods like artificial intelligence (AI), which require large amounts of data to perform well. As AI emerges as a central catalyst in deriving effective solutions for global problems, the infrastructure that supports its data needs becomes crucial. However, data sharing between governments is often constrained due to socio-technical barriers such as concerns over data privacy, data sovereignty issues, and the risks of information misuse. Federated learning (FL) presents a promising solution as a decentralized AI methodology, enabling the use of data from multiple silos without necessitating central aggregation. Instead of sharing raw data, governments can build their own models and just share the model parameters with a central server aggregating all parameters, resulting in a superior overall model. By conducting a structured literature review, we show how major intergovernmental data-sharing challenges listed by the Organisation for Economic Co-operation and Development can be overcome by utilizing FL. Furthermore, we provide a tangible resource implementing FL linked to the Ukrainian refugee crisis that can be utilized by researchers and policymakers alike who want to implement FL in cases where data cannot be shared. Enhanced AI while maintaining privacy through FL thus allows governments to collaboratively address global problems, positively impacting governments and citizens.



The survivor dividend as a tool to improve pension adequacy in nonfinancial defined contribution schemes

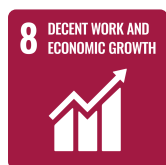
| [DOI](#)

Authors: Séverine Arnold

Date of publication: November, 2024

Department: Economics

The mechanisms of non-financial defined contribution pension schemes (NDCs) are close to those of a fully funded defined contribution plan but under a pay-as-you-go framework. Of particular interest is how the accumulated capital of a deceased person is used, when the death occurs prior to retirement. At the moment, Sweden is the only NDC country that distributes this capital, called survivor dividend (SD). Without a distribution of the SD, the scheme would accumulate a reserve with no clear purpose. This paper aims to analyse to what extent the SD kept by most NDCs can be used to improve pension adequacy giving low-income pensioners the financial support they need. We develop theoretical models to achieve the financial equilibrium of the scheme depending on how the SD is distributed among all socio-economic groups and the use of different mortality tables (unisex versus group-specific). Our results indicate that the survivor dividend can be used to set up a minimum pension that benefit 66.54% of the pensioners increasing the average annual pension by 8.68%



Adolescent Cyberbullying and Cyber Victimization: Longitudinal Study Before and During COVID-19

| [DOI](#)

Authors: Marc-Olivier Boldi

Date of publication: March, 2025

Department: Business Analytics

Background: Adolescent cyberbullying has been a persistent issue, exacerbated by the shift to remote learning and increased screen time during the COVID-19 pandemic. These changes have sparked concerns about potential increases in cyberbullying and its associated risks.

Objective: This study aims to explore how factors such as age, exposure to violent media, parental communication quality, internet access, sex, and sibling relationships influence cyberbullying behavior at school. Additionally, we examine how the COVID-19 pandemic may have altered these dynamics.

Methods: Leveraging a panel dataset, we examine the same group of adolescents both before and during the pandemic. The analysis focused on identifying relationships between the selected factors and cyberbullying perpetration and victimization, with an emphasis on the dynamics introduced by the COVID-19 pandemic.

Results: Perceived quality of parental communication was found to reduce the risk of both cyberbullying perpetration and victimization, with the former effect becoming more pronounced during the COVID-19 pandemic. Exposure to violent media increased both cyberbullying perpetration and victimization, but the effect on perpetration decreased during the COVID-19 pandemic. The well-established correlation between internet access and both cyberbullying perpetration and victimization remained unaffected by COVID-19. Surprisingly, adolescents with siblings were less likely to become victims or perpetrators of school-related cyberbullying, irrespective of the pandemic.

Conclusions: In hindsight, COVID-19, functioning as a kind of natural experiment, has provided us with a unique opportunity to examine the effects of a global event, forcing major behavioral changes on the persistent challenge of cyberbullying in middle schools.



The effect of macroprudential policies on homeownership: Evidence from Switzerland

| [DOI](#)

Authors: Adrian Bruhin

Date of publication: February, 2025

Department: Economics

This paper studies how the introduction of macroprudential policies in the Swiss residential mortgage market affected the propensity of households to become homeowners. We exploit a unique administrative data set of individual tax records containing detailed financial and socio-demographic information. We show that the mean share of renter households transitioning into homeownership decreased from 3.4% per year in the five years prior to the introduction of macroprudential policies to 3.0% per year in the five years afterward. This decrease is more pronounced for young and middle-aged households with relatively low income and wealth, suggesting that it is at least partly due to a tightening in borrowing constraints. Moreover, intergenerational transfers in the form of predeath bequests have become more important for homebuying both at the extensive and intensive margin.



Investigating the robustness of extreme precipitation super-resolution across climates

| [DOI](#)

Authors: Valerie Chavez-Demoulin

Date of publication: March, 2026

Department: Business Analytics

The coarse spatial resolution of gridded climate models, such as general circulation models, limits their direct use in projecting socially relevant variables like extreme precipitation. Most downscaling methods estimate the conditional distributions of extremes by generating large ensembles, complicating the assessment of robustness under distributional transformations, such as those induced by climate change. To better understand and potentially improve robustness, we propose super-resolving the parameters of the target variable's probability distribution directly using analytically tractable mappings. Within a perfect-model framework over Switzerland, we demonstrate that vector generalized linear and additive models can super-resolve the generalized extreme value distribution of summer hourly precipitation extremes from coarse precipitation fields and topography. We introduce the notion of a "robustness gap", defined as the difference in predictive error between present-trained and future-trained models, and use it to diagnose how model structure affects the generalization of each quantile to a pseudo-global warming scenario. By evaluating multiple model configurations, we also identify an upper limit on the super-resolution factor based on the spatial auto- and cross-correlation of precipitation and elevation, beyond which coarse precipitation loses predictive value. Our framework is broadly applicable to variables governed by parametric distributions and offers a model-agnostic diagnostic for understanding when and why empirical downscaling generalizes to climate change and extremes.



Algorithms and dehumanization: a definition and avoidance model | [DOI](#)

Authors: Melanie Clegg

Date of publication: November, 2024

Department: Management

Dehumanization by algorithms raises important issues for business and society. Yet, these issues remain poorly understood due to the fragmented nature of the evolving dehumanization literature across disciplines, originating from colonialism, industrialization, post-colonialism studies, contemporary ethics, and technology studies. This article systematically reviews the literature on algorithms and dehumanization (n = 180 articles) and maps existing knowledge across several clusters that reveal its underlying characteristics. Based on the review, we find that algorithmic dehumanization is particularly problematic for human resource management and the future of work,

managerial decision-making, consumer ethics, hard- and soft-law regulation, and basic values, including privacy and consumer rights. From the literature synthesis, we also derive the following definition of algorithmic dehumanization: the act of using algorithms and data in a way that results in the intentional or unintentional treatment of individuals and/or groups as less than fully human, thereby violating human rights, including liberty, equality, and dignity. Ultimately, we present a dehumanization avoidance model that serves as a structured research agenda and practical guide to address the challenges raised by algorithmic dehumanization. Thus, the model indicates promising pathways for future research at the intersection of AI and society and facilitates reflection on organizational processes that support improving corporate capabilities and managerial decision-making to avoid algorithmic dehumanization.



Nature & Me: Promoting pro-environmental behaviors through relationship-with-nature interventions

| [DOI](#)

Authors: Leïla Rahmani | Simona Haasova | Sandor Czellar

Date of publication: September, 2025

Department: Marketing

Today, more than ever, curbing the environmental impact of individual behavior is essential. An increasingly researched approach among academics and social marketers is to use various types of short-term nature interventions to encourage pro-environmental behavior. While some of these interventions refer to humans' relationship with nature, there is a lack of understanding regarding their conceptual design and actual effectiveness. We address this gap in the literature by using the environmental identity framework to explain why interventions directly targeting individuals' relationship with nature can be an effective strategy to boost pro-environmental behaviors. Our six studies implement interventions in the form of messages focusing on the core relational aspect of environmental identity, test their effects on pro-environmental behavioral tendencies and explore their underlying mechanisms. The online and laboratory experiments using different types of stimuli, population samples and behavioral measures converge to confirm the effectiveness of the proposed interventions. The findings carry substantial implications regarding the framing of such interventions and offer practical suggestions for educators, policymakers, and marketers who wish to promote pro-environmental behaviors.



On automation, labor reallocation and welfare | [DOI](#)

Authors: Aurélien Eyquem

Date of publication: June, 2025

Department: Economics

We develop an open-economy model of endogenous automation with heterogeneous firms and labor-market reallocation to quantify the contribution of various trends to the adoption of robots in the U.S. economy. The decline in the relative price of robots is the major trend leading to automation, but interacts with other trends that either hinder (rising entry costs, rising markups) or slightly foster (rising labor productivity, declining trade costs) the adoption of robots. Taken alone, the decline in the relative price of robots produces moderate welfare gains in the long run, but less than labor productivity growth. We then exploit our model to show that a decline in the relative price of robots (i) generates small positive cross-country automation spillovers and (ii) produces inefficient labor-market reallocation since a small subsidy on robots combined with a training subsidy can generate small welfare gains. Our main conclusion is that automation can not be simply modeled as an exogenous decline in the price of robots, and must be analyzed in a broader framework taking into account trends affecting firms, such as the decline in business dynamism and the rise in markups.



Optimizing last-mile delivery through crowdshipping on public transportation networks

| [DOI](#)

Authors: Mikele Gajda | Olivier Gallay

Date of publication: July, 2025

Department: Management | Business Analytics

In this paper, we explore an innovative last-mile delivery paradigm that leverages commuters on public transportation (PT) networks as crowdshippers, creating a low-impact delivery model that minimizes environmental footprint while taking advantage of technological advancements, improved infrastructure, and the widespread use of electronic devices. At the beginning of each delivery service period, parcels are routed to selected PT stations by a delivery company, and assigned to a set of

crowdshippers (commuters). These crowdshippers collect and deliver the parcels as part of their regular journeys through the PT network, without deviating from their usual routes. The delivery company ensures, through a backup service, the final delivery of parcels that do not reach their final destination. The problem looks for the optimal schedule and route for each parcel while minimizing overall delivery expenses. We call this problem the Public Transportation-based Crowdshipping Problem (PTCP).

We propose a compact Mixed Integer Linear Programming formulation strengthened with valid inequalities and develop an Adaptive Large Neighborhood Search to address large-scale instances. The experimental analysis, conducted on a large set of instances, shows the effectiveness of the proposed heuristic method when compared to the exact model solution. Sensitivity analysis reveals that crowdshipping and backup delivery costs significantly influence the total system cost.



Institutional pathways to climate-resilient agriculture: comparative adaptation governance in Kenya and Zimbabwe

| [DOI](#)

Authors: Olivier Gallay

Date of publication: March, 2026

Department: Management

Climate change continues to undermine agricultural productivity and livelihoods in sub-Saharan Africa, where smallholder, rain-fed systems predominate. Kenya and Zimbabwe, representing contrasting decentralized and centralized adaptation systems, provide insights into how institutional design shapes agricultural resilience. This study conducts a comparative institutional analysis of climate change adaptation across four dimensions: land tenure, governance structures, access to inputs and resources, and community-based support. Using a systematic literature review (2000–2025), bibliometric mapping, and a Composite Institutional Adaptation Index (CIAI), the analysis examines how policies and local institutions interact to shape adaptive capacity. Findings indicate that Kenya's devolved governance facilitates local innovation through County Climate Change Funds, while Zimbabwe's centralized approach promotes policy coherence but constrains local autonomy. In both contexts, tenure security, equitable input access, and integration of cooperatives, traditional leaders, and women's groups emerge as critical determinants of resilience. The study situates these findings within debates on adaptation finance and governance, including Locally Led Adaptation, Green Climate Fund support, and CAADP implementation. It concludes that effective climate adaptation requires multi-scalar governance systems that integrate formal and informal institutions, align finance with local priorities, and embed learning within agricultural policy.



Mirror Versus Substitute: How Institutional Context Affects Individual Motivation for Corporate Social Responsibility

| [DOI](#)

Authors: Patrick Haack

Date of publication: December, 2024

Department: International Business | Management | Business Administration

The institutional perspective on corporate social responsibility (CSR) has discussed two diametrically opposed hypotheses about how institutional context influences CSR. Whereas the mirror hypothesis suggests that CSR is stronger in institutional contexts with stringent CSR-related regulations, the substitute hypothesis posits that CSR is stronger in weakly regulated contexts. Drawing on the micro-CSR literature, we propose that examining individual CSR motivation can help to better understand the effect of institutional context on CSR because it makes focusing on substantively motivated CSR possible, and it can shed light on the hitherto neglected psychological moderators in this relationship. We conducted three studies, obtaining results indicating that institutional trust is an important moderator of the institutional effect on individual CSR motivation. Overall, we found the highest individual CSR motivation when regulatory stringency and institutional trust were high, supporting the mirror hypothesis. However, in contexts of low institutional trust, this positive effect of a strong institutional context was reduced or even reversed. Our study contributes to the literature on the institutional perspective on CSR, micro-CSR, and institutional theory, and it has important practical implications for CSR management.



Sharing data to implement the circular economy: the case of digital product passports

| [DOI](#)

Authors: Ari-Pekka Hameri

Date of publication: September, 2025

Department: International Business | Management

Purpose This study examines the role of industry-wide data sharing in facilitating the transition towards a circular economy (CE) using the case of the Digital Product Passport (DPP), a product's digital twin. It considers the challenges of large-scale data-sharing ecosystems and explores potential strategies and solutions. The authors develop the Ecosystem Adoption Model (EAM), a framework of ecosystem characteristics relevant for adopting the DPP ecosystem. **Design/methodology/approach** A mixture of academic and industry literature is analysed to explore how data sharing can facilitate implementing the CE. Interviews with industry experts confirm the findings. The authors develop the EAM and apply it to the DPP ecosystem. **Findings** Despite recognising data sharing's usefulness for circularity, significant challenges remain for industry initiatives. These include technology selection and scalability, data quality, data sovereignty, product-specific data requirements, standardisation and interoperability and ecosystem momentum. The study identifies potential strategies and solutions to these challenges. **Research limitations/implications** Given the DPP's nascent stage, this study is based on developing information. Nonetheless, continued research and discussions are important to foster understanding and shape the development of data sharing in facilitating the CE. **Practical implications** The study provides valuable insights for companies, policy makers and other stakeholders interested in adopting circular practices. Additionally, the EAM can facilitate evaluating data ecosystems. **Originality/value** This paper addresses the potential and complexities of large-scale data-sharing initiatives in transitioning to a CE. To the best of the authors' knowledge, the EAM is the first technology assessment tool to integrate the aspect of complementarity.



Research Voices

The following statement demonstrates a way in which researchers at HEC Lausanne bring sustainability and responsible management into their research.

Engaging the Community through Research and Innovation

In November 2025, HEC Lausanne's Research Center for Grand Challenges contributed to fostering a collaborative space for experimentation and knowledge exchange through a hackathon organised as part of the Global Entrepreneurship Week Lausanne. Bringing together 42 students from different UNIL faculties, external participants, academic experts, entrepreneurs and institutional partners, the initiative explored how artificial intelligence could help rethink educational models and facilitate students' transition into the labour market.

Working in eight interdisciplinary teams and supported by coaches and experts, participants translated ideas and emerging knowledge into concrete, actionable solutions. Contributions from actors such as UCreate, Hoja AI, the UNIL Teaching Innovation Fund and AI Swiss encouraged participants to reflect not only on the opportunities offered by AI, but also on broader questions related to human–AI interaction, technological sovereignty, autonomy and responsible use.

The hackathon illustrates HEC Lausanne’s approach to connecting academic expertise with students, entrepreneurs, civil society and external organisations in order to address emerging societal challenges. The most promising projects were rewarded and encouraged to continue their development, notably through the UCreate programme, extending the initiative beyond the event itself.

Research Barriers

In 2025, HEC Lausanne identified the following barrier to conducting research related to sustainability and/or responsibility:

- ❖ Funding challenges



Partner

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

How We Define Partner

At HEC Lausanne, we proactively partner with stakeholders from business, government, civil society, and academia to jointly advance responsible and accountable management education and practice. Through strategic collaborations and active engagement, we amplify our collective impact, driving sustainable development and positive societal change.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Financial Times
- ❖ Graduate Management Admission Council (GMAC)
- ❖ International Federation of Scholarly Associations of Management (IFSAM)
- ❖ Local institutions and associations
- ❖ Times Higher Education (THE)
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ United Nations organs other than the UN Global Compact
- ❖ E4s
- ❖ Doctors without borders

Student Organization Partnerships

- ❖ Oikos International
- ❖ HEC Espace Entreprise

Partnerships

The following provides more details on 6 key partnerships at HEC Lausanne.

oikos Lausanne

oikos is an international, student-led network founded in **1987** that works to transform economics and management education for sustainability. The Lausanne chapter is based at UNIL/HEC Lausanne and runs projects that raise awareness and enable action on sustainability and responsible business across campus.

The collaboration between oikos Lausanne and HEC Lausanne is structural and ongoing. The chapter is hosted on the UNIL/HEC campus and benefits from financial support and academic advising by **four HEC faculty members**—Prof. **Guido Palazzo**, Prof. **Déborah Philippe**, Prof. **Gaia Melloni**, and Prof. **Patrick Haack**—who support the association’s activities and alignment with the School’s values.

Together with HEC, oikos Lausanne co-animates student life through recurring, practice-oriented events. A flagship example is the **Book Fair** (Bourse aux livres), held on HEC premises (Amphipôle/HEC area), which promotes circular economy principles by enabling students and staff to exchange and purchase second-hand books at low cost. The chapter also organizes public **conferences** on current sustainability topics (e.g., *The Future of Mobility*) that connect students with practitioners and academics. In addition, oikos contributes to UNIL’s **Global Entrepreneurship Week (GEW)** program alongside HEC partners, reinforcing links between entrepreneurship and sustainability for students from all faculties.

HEC Espace Entreprise

HEC Espace Entreprise (HEE) is a student-run association of HEC Lausanne (UNIL) founded in **1987**. Its mission is to bridge students and the professional world through hands-on, career- and entrepreneurship-oriented activities. HEE leads two flagship initiatives on campus: the **Prix Strategis** (a national startup award) and the **Global Entrepreneurship Week (GEW) @ UNIL** (now replaced by **Startup Connect**)

Prix Strategis has been rewarding Switzerland’s most promising startups since 1993, with a **CHF 40,000** prize and strong exposure to a jury of senior ecosystem leaders. In **2024**, the winner was **HeroSupport SA** for **VENUS SHELL™**, a custom 3D-printed breast immobilization solution that improves precision and patient experience in radiation therapy; **#tide ocean material** (Tide Ocean SA) placed second, recognized for upcycling ocean-bound plastic and its **Road to 1 Billion Bottles** impact program. The 2024 edition also introduced a **Sustainability Prize** with **B Lab Switzerland**.

HEE previously **coordinated GEW @ UNIL**, a week-long series of talks, workshops and networking events that introduces students from all faculties to entrepreneurship and innovation (co-organized with UNIL’s HUB Entrepreneurship & Innovation).

HEE is formally embedded in the HEC community as an **official student association** (hosted in the Internef building on the UNIL campus). Its programming—Prix Strategis and GEW—regularly activates HEC spaces and audiences, creating **practice-based learning** opportunities that complement the curriculum (strategy, innovation, sustainability, stakeholder engagement). This collaboration also amplifies HEC’s PRME commitments by showcasing **responsible entrepreneurship** (e.g., sustainability-focused prizes, circular-economy themes, impact ventures) and by fostering **cross-faculty participation** during GEW.

AACSB

In **2025**, HEC Lausanne became an **AACSB International member** and officially **launched its accreditation journey**. This step reflects our long-term commitment to quality and continuous improvement, fully aligned with our **RICE** values and PRME engagement. Practically, we are strengthening **Assurance of Learning**, mission–program–impact alignment, and our **research and societal impact** in line with AACSB standards (strategic management & innovation, learner success, thought leadership & impact).

Financial Times

The **Financial Times** publishes several annual program rankings (including Masters in Management, Masters in Finance and Executive MBA) as well as the composite **European Business Schools** table—benchmarks widely tracked by candidates and employers. HEC Lausanne has been **consistently featured** in these rankings for well over a decade: first listed in **Masters in Management (2011)** and **Masters in Finance—pre-experience (2011)**, and then in the **Executive MBA (2012)** ranking.

Recent results underline this continuity and our PRME alignment. In **2024**, HEC Lausanne's **MSc in Management** ranked **#3 globally for “ESG & net zero teaching,”** highlighting the School's strength in sustainability education. In the latest tables, HEC Lausanne appears at **#58 (MiM 2026)**, **#38 (MiF 2026, pre-experience)**, **#62 (EMBA 2025)**, and **#52 in the FT European Business Schools 2025** composite.

AMBA (Association of MBAs)

The [Association of MBAs \(AMBA\)](#), founded in 1967, is both an international accreditation body and a professional membership organisation. The Association is recognised worldwide as an authority on postgraduate studies in management. It is the only accreditation that specifically assesses the quality of individual education programmes in management studies, setting the standards for MBAs, DBAs and MBMs worldwide.

We are part, since 2010, of a **very select club of 225 accredited schools** in 80 countries.

EFMD (European Foundation for Management Development)

The European Quality Improvement System (EQUIS) from EFMD (European Foundation for Management Development) is based on demanding international standards and awards a **quality label to the best management training institutions**. It is held by over 240 institutions worldwide, including HEC Lausanne since 2006. This accreditation certifies the excellence of our programmes in academic and teaching terms, as well as the degree of internationalisation and proximity to companies. The EQUIS accreditation for our Faculty was renewed for 5 years in December 2022.

Partner Voices

The following statement from our partners demonstrates ways in which our collaborations at HEC Lausanne support sustainability and responsible management education.

HEC Espace Entreprise - Voice

Founded in **1987**, **HEC Espace Entreprise (HEE)** is a student-run association affiliated with HEC Lausanne. For nearly four decades, it has served as a vital bridge between students and the professional world, promoting entrepreneurial thinking, practical engagement, and responsible business practices through high-impact events.

HEE organizes two flagship events each academic year:

- **Prix Strategis**, created over 30 years ago, is one of Switzerland's most prestigious startup awards. It honors the most promising young companies in the country, granting a **CHF 40,000 prize** and the recognition of a high-level jury composed of leaders from the Swiss economic and entrepreneurial landscape. In **2024**, the award went to **HeroSupport** for its **VENUS SHELL™**, a 3D-printed solution that enhances accuracy, comfort, and dignity in breast cancer radiation therapy. The runner-up, **Tide Ocean SA**, was recognized for its mission to **upcycle marine plastics** and its "Road to 1 Billion Bottles" initiative, reflecting a deep commitment to environmental impact and circular economy.



- **Startup Connect**, which is the newest department of HEE, launched in 2025. Its mission is to strengthen the relationship between students, start-ups, and the Prix Strategis by offering internship opportunities within start-ups directly through its platform. This initiative creates valuable opportunities for students to experience the working environment of non-corporate institutions, broadening their perspectives on entrepreneurship and innovation.

Until last semester, the HEE organized the **Global Entrepreneurship Week (GEW)**. This event has been replaced by the Startup Connect and was an international event held each November to celebrate and promote entrepreneurial spirit. At UNIL, HEE coordinated a wide range of workshops, talks, and

interactive sessions during this week, aimed at **introducing students from all faculties to entrepreneurship**, innovation, and sustainable business. The GEW fostered interdisciplinary dialogue and encouraged future leaders to see entrepreneurship as a tool for societal transformation.

In organizing these events, HEE consistently champions **values aligned with responsible management**, from highlighting impactful startups to promoting sustainability, innovation, and ethical leadership. The events foster experiential learning and provide students with opportunities to interact with entrepreneurs, investors, and professionals committed to sustainable business practices.



As an official student association of HEC Lausanne, HEE receives **logistical and financial support from the Faculty**. This support allows the association to professionalize its operations and amplify its reach and impact. The School also facilitates connections with faculty members and alumni, enriching the academic and strategic guidance behind HEE's initiatives.

Through its student-led structure and action-oriented programming, HEC Espace Entreprise is a powerful example of how business schools can foster responsible leadership beyond the classroom – through entrepreneurship, creativity, and real-world engagement.



Practice

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

How We Define Practice

At HEC Lausanne, Practice means embedding responsible, accountable management in how we run the School. Guided by UNIL's CAP2037 and our RICE values, we set measurable targets, engage stakeholders, audit progress, and transparently improve operations to align with planetary and social boundaries.

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Environmental stewardship policies
- ❖ Ethical data sourcing guides
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Ministry of education recommendation documents
- ❖ Open-access guides
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water
- ❖ Ethical international collaborations
- ❖ Human rights as a foundational principle across institutional directives
- ❖ Minergie

Policy Documents Related to RME and/or Sustainability

dir0-8-organisation-des-voyages

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

dir0-16-reconn-ident-genre

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

dir0-2-promotion-egalite

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

Practice Voices

The following statement from stakeholders at HEC Lausanne demonstrates our commitment to sustainable and responsible practices.

Transitioning our Campus: Operationalizing Sustainability at UNIL

At the University of Lausanne (UNIL), the ecological transition is not just a strategic objective— it is a concrete transformation integrated into the very framework of campus management and operations. Since the establishment of the Vice-Rectorate for Ecological Transition and Campus in 2012, UNIL has progressively embedded sustainability at the core of its governance structures and day-to-day activities.

Since then, UNIL has undertaken and successfully implemented a broad range of initiatives across multiple domains — from the sustainable management of green spaces and the certification of its campus energy management system to the integration of sustainability objectives into catering agreements, the revision of parking fees to promote flexible commuting options and uphold the user-pays principle. In the fields of research and teaching, UNIL has also launched projects such as the mapping of courses related to sustainability and the creation of a dedicated funding platform to support action-research on transition-related topics.

In 2021, UNIL's sustainability vision evolved significantly with the integration of a clear ambition into UNIL's institutional strategy: to align the environmental impacts of its activities with the planet's ecological boundaries, while fulfilling its social mission. The focus has shifted from the multiplication of isolated sustainability initiatives to a more systemic approach, rooted in the well-established concept of planetary boundaries and adapted to the UNIL context. This strategic reorientation entails on the one hand, a precise assessment of the University's current environmental footprint, and on the other, the definition of targeted reductions that will enable the institution to operate within those boundaries.

Between summer 2022 and spring 2023, UNIL initiated a pioneering project, never undertaken by a university. Drawing on the conceptual framework of the Doughnut, developed by Kate Raworth, the university undertook an assessment of its impacts on planetary boundaries and identified the reductions necessary to remain within scientifically defined thresholds.

The UNIL Doughnut : decision-making tool for the Transition Strategy (UNIL, 2024)
Ecological impacts and the institution's scope of responsibility



Building on these results and through an inclusive deliberative process involving an assembly of representatives from the UNIL community, randomly selected, the institution adopted 16 quantitative and 4 qualitative objectives. Since June 2024, these objectives became CAP2037, UNIL's ecological transition strategy, guiding its sustainability actions.

To ensure their achievement through the deployment of transformative projects—an essential approach to maintaining alignment with planetary boundaries—UNIL has established an ambitious governance framework. This commitment is supported by two key institutional structures:

- The **Vice-Rectorate for Ecological Transition and Campus** sets the strategic direction and coordinates the implementation of our ecological transformation in key operational domains.
- The **Competence Centre in Sustainability (CCD)**, created in 2019, supports the entire UNIL community — including faculties, administrative units, researchers, students, and partners — in addressing sustainability challenges through education, research, and institutional projects.

To maintain the participatory character of this approach and ensure the broad inclusion of all members of the UNIL community in the strategy, the two governance structures are supported in their decision-making by a newly established consultative body created specifically for this project: the Transition Cell. This body comprises representatives from the deans' offices of UNIL's seven faculties, the head of key administrative services, as well as representatives of the academic staff and student body. It provides preliminary recommendations on decisions and key documents that form the basis for the actions required to achieve the strategy's objectives.

Building on this governance framework and the ambitious targets defined, and with the support of thematic working groups, UNIL is now ready to intensify its sustainability efforts by implementing targeted measures across several key operational areas such as:

- **Buildings:** Continue renovation and energy efficiency efforts. For example, thanks to the construction of a heating plant powered by a heat pump, UNIL will put an end to the use of fossil fuels in 2027. However, to go beyond and concretely reduce energy demand in the building sector, UNIL is conducting detailed analyses of occupancy rates and space usage to better assess the surface area required for its activities. The Infrastructure Department is already collaborating with two faculties to develop methodologies for collecting relevant data on this topic.
- **Responsible consumption:** To reduce the consumption of material goods by 40% to 60%, the aim is to establish a procurement system that allows us to critically assess our needs, reduce redundant purchases, and promote sharing, pooling, and repair practices. To embed this system within the institution's administrative processes, close collaboration has been initiated with the Finance Department to integrate these objectives into UNIL's ongoing administrative modernization efforts.
- **Professional mobility:** To reduce flight-related emissions by 60%, in summer 2023, UNIL implemented a non-reimbursement policy for flights that can be completed in under 10 hours by train, and UNIL initiated a broader reflection on the relevance of intercontinental flights for research purposes.
- **Food systems:** Increase the share of Swiss-origin, organic, and plant-based products by 50%, 200%, and 30% respectively, by revising the binding targets already included in contracts with our catering providers and raise awareness within the community to prepare for these changes.

CAP2037 also sets objectives related to the promotion of sustainability in teaching and research at UNIL. The CCD plays a pivotal role in translating these objectives into concrete actions. Through its interdisciplinary and participatory approach, the Centre facilitates the co-creation of solutions across the University, providing educational resources, organizing sustainability events, fostering cross-sector partnerships, and offering operational guidance aligned with CAP2037. It also leads internal communication campaigns and acts as a catalyst for bottom-up engagement.

Together, the Vice-Rectorate, the CCD, and the faculties, including HEC Lausanne, exemplify how higher education institutions can integrate ecological transition into their core governance, approaching it not merely as a goal but as a collaborative, measurable, and forward-looking framework for action.

Delphine Douçot

Executiver assistant for Ecological Transition and Campus, Rectorate, University of Lausanne





Share

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



How We Define Share

Share at HEC Lausanne means openly communicating wins and setbacks—through reporting, updates, events, and internal channels—to accelerate collective learning, improve practice, and align around RICE values.

Engagement Opportunities

HEC Lausanne offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

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

Communication Audiences

HEC Lausanne communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Chamber of commerce and local communities
- ❖ Faculty and staff
- ❖ Government and policy makers
- ❖ Media and public relations channels
- ❖ Non-governmental organizations (NGOs)
- ❖ Prospective and current students
- ❖ Research and academic networks

Sharing Voices

The following statement from stakeholders at HEC Lausanne demonstrates our commitment to sharing and learning from sustainability and responsible management practices.

Communication - Voice

As Head of Communications at HEC Lausanne, my role is to ensure the coherence and relevance of how we convey our mission, vision, and values, both internally and to external audiences.

Communication plays a central role in embedding responsible management—not only in what we teach but also in how we present ourselves as an institution.

The faculty's communications embody our PRME principles and values through a broad range of projects and initiatives aimed at both the HEC Lausanne community and the wider public. We organize events that highlight our expertise and rigor in research, while demonstrating its value for society.

Examples include:

- [Apéro-sciences](#): discussions around health, economics, and innovation
- [Esther Duflo Conference](#): *Equitable future : Economy, Climate and Poverty*
- [Mystères de l'UNIL](#): a board game combining mobility and economic reasoning

We are equally committed to making our expertise available to local businesses, thereby strengthening ties with the regional economy. Our event [Digivisions](#) reflects this commitment, bringing together industry experts and HEC Lausanne professors to address digital challenges, with the aim of providing SMEs with concrete, applicable tools.

Our activities also focus strongly on our student community. The **welcome events** for new Bachelor's and Master's students, built around our **RICE values (Rigour, Integrity, Collaboration, Entrepreneurship)**, are a strong example. These events emphasize collaboration and encourage entrepreneurial thinking through initiatives such as the [Hackathon](#) and the [Pralong-Cadot Prize](#), which enable students to propose innovative sustainability projects. Entrepreneurial ventures are also supported through programs like [UCreate](#), run by UNIL's HUB for entrepreneurship. In addition, we regularly highlight the richness of our numerous **student associations**, which embody the spirit of collaboration and inclusion at the heart of our faculty.

Beyond events, we design initiatives that strengthen belonging and reflect the diversity of our community. The **People of HEC** campaign, for instance, showcases professors, administrative and technical staff, and students alike. The [HEC Female Career Award](#), presented by the faculty's Gender Equality Commission, honours outstanding academic careers by women and contributes to fostering inclusion.

Research dissemination is another key priority of our communications. We regularly publish accessible content that highlights our strategic focus areas: sustainability, digital transformation, economic perspectives, and the interplay between health and society. These materials are featured on our dedicated platform, [Outreach](#), and amplified through targeted social media campaigns to reach broader audiences. Key examples include:

- the **Digital Revolution Trends** series
- the **Health Economics** series
- the **Décryptés** videos
- the **Key Research Moments** capsules
- The **Reimagine Sustainability** series

We also spotlight student research projects, particularly those of our PhD candidates, through the series **Spilling Research Tea**, which offers them an opportunity to share their work in an accessible and engaging way.

Through transparent, engaging, and values-driven communications, we are building a true culture of responsibility within our faculty. Our aim is to bridge words and actions, ensuring that sustainability, integrity, and collaboration are not only taught but also lived every day by our entire community



Maria Del Colle
Head of Communication at HEC Lausanne

A handwritten signature in blue ink, appearing to read 'Maria', with a long horizontal stroke extending to the right.

HEC Lausanne's Communication team



From left to right: Eileen Delcrétaz (digital communication manager), Molka Ben Khamsa (former student assistant 2023-2024), Sandy Mazet (events manager), Maria Del Colle (head of communication), Chantal Béhar (communication manager)

Communication Barriers

HEC Lausanne faces the following barriers in transparent communications:



Media visibility



Audience reach



Feedback loops



Transparency hesitation

SIGNATORY

HEC Lausanne



Address

UNIL-Chamberonne, Internef building, Lausanne, State of Vaud,
Switzerland



Website

<https://www.unil.ch/hec/en/home.html>