

A Work Project, presented as part of the requirements for the Award of a Master's degree in Impact Entrepreneurship and Innovation from the Nova School of Business and Economics.

INTEGRATING SUSTAINABILITY AND RESPONSIBLE MANAGEMENT  
EDUCATION IN BUSINESS SCHOOLS:  
EXPLORING THE PORTUGUESE SIGNATORIES OF THE UN PRME

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**Abstract:** The present work project explores the integration process of responsible management and sustainable development within the Portuguese business schools signatories of the United Nations Principles for Responsible Management Education. Built on the analysis of publicly available “Sharing Information on Progress” reports, and based on findings from previous research on the key practices of international higher education institutions, this study proposes a pyramid model to analyse the levels of adoption of sustainable development in Teaching, Research, Outreach and Institutional Framework, and aims to provide an aggregated overview of the current state and of distinctive initiatives and best practices of the Portuguese business schools.

**Keywords:** Business schools, Principles for Responsible Management Education, Levels of Adoption, Sustainability Integration, Sustainability Reporting, Sustainable Development

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# 1. Introduction

Sustainability is defined by the World Commission on Environment and Development (WCED) as the “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (WCED 1987, 37). Growing concerns about the effect of society and of its activities on the natural, social, and economic environment is leading to an increasing demand for accountability and transparency from organizations (Daub 2007), with stakeholders requesting for more reporting on the contributions towards a sustainable society (Perrini 2005). Organizations themselves are becoming increasingly motivated to communicate this information (Cooper e Owen 2007), and to reinforce their legitimacy (Fonseca, et al. 2011; Alonso-Almeida, et al. 2015).

Created in 2007 under the coordination of the United Nations Global Compact, the initiative “Principles for Responsible Management Education” (PRME) aims to transform management education and to develop responsible decision-makers. Signatory institutions of the PRME commit to redefine their education on leadership and sustainability, to transform the values underlying their activities, to learn from real world challenges, and to engage and empower their key stakeholders (Alcaraz, Marcinkowska e Thiruvattal 2011).

As individuals of today are tomorrow’s leaders, their attitudes, and values towards sustainability, and accordingly their education, is gaining growing attention in society (Bask, et al. 2020). Due to the role of business schools in educating responsible future managers (Gomez e Preciado 2013), the present study focuses on analysing the integration stage of responsible management within the Portuguese business schools signatories of the UN PRME.

Based on previous studies highlighting different mechanisms and key dimensions for integrating these issues into business schools, and through the analysis of twenty-one “Sharing Information on Progress” (SIP) reports and one “Impact and Sustainability” report from eight schools, and complemented with semi-structured interviews with sustainability representatives,

the findings of this research intend to present an overview of the integration process followed by these organizations, and suggest a path to evolve towards a sustainable institution. The author proposes a model consisting of three levels of adoption within the core areas of a business school, namely Teaching, Research and Outreach. Moreover, it complements the analysis by focusing on the integration within the Institutional Framework.

The report starts by reviewing the literature concerning sustainable business schools, their sustainability integration process, and the key practices highlighted in the SIP reports made available by international organizations. Afterwards, the methodology used to address this research is presented, followed by findings and main conclusions.

## **2. Literature Review**

### **2.1. Sustainable Development in Business Schools**

Individuals of today are tomorrow's leaders, executives in companies and in government. Their attitudes and values towards sustainability, and accordingly their education, is gaining growing attention in society (Bask, et al. 2020). Business schools, in specific, are responsible for educating responsible future managers (Gomez e Preciado 2013), with the goal of mitigating business leaders' failings, as corporate corruption, and shortcomings in the economic and ecological systems (Godemann, Herzig e Moon 2012).

The UN PRME aims to transform management education and to develop responsible decision-makers (United Nations PRME 2022). Currently counting with more than 800 signatories worldwide, its vision is to create a global movement and drive thought leadership on responsible management education (United Nations PRME 2022). Institutions commit to redefine the type of education on leadership and sustainability, to transform the values underlying their activities, and to engage and empower their key stakeholders (Alcaraz, Marcinkowska e Thiruvattal 2011). PRME serves as a framework for progressive, systemic change, and defines six

principles to guide business schools in integrating sustainability into teaching, research, and operations, and to provide the skills the future leaders need to balance both economic and sustainability goals (see Appendices 1.1 and 1.2 for detailed information on the Six Principles). Sharing Information on Progress is an essential part of the commitment to the PRME. The goal is to create a learning opportunity through sharing the experience and good practices of business schools, facilitating dialogue between institutions, and to promote regular account of the implemented initiatives and their corresponding achievements. It is a tool to create awareness on the mission of PRME and on the institutions' commitment to it, it supports in the tracking and benchmarking progress, and on identifying future goals (UN Global Compact).

Worldwide, stakeholders are requesting for more reporting on the contributions towards a sustainable society (Perrini 2005), and organizations themselves are becoming increasingly motivated to communicate this information (Cooper e Owen 2007) as a way to reinforce their legitimacy (Fonseca, et al. 2011; Alonso-Almeida, et al. 2015). Beyond being a tool for communication and stakeholder engagement, reporting aims to improve management practices for sustainable development (Adams e Frost 2008). While sustainability performance and reporting are two independent dimensions, they tend to be positively correlated: organizations with high sustainability performance are likely to dedicate further in reporting with higher quality (Ceulemans, Seatter, et al. 2020).

## **2.2. Sustainability Integration in Business Schools**

Sustainable development initiatives should be implemented in the core areas of a higher education institution, namely on research, education, outreach, and operations, as well as on the institutional framework (Ceulemans, Seatter, et al. 2020).

Teaching is the key activity from which business schools develop their legitimacy (Williamsson, Schaad e Sandoff 2022). To prepare students for the future of work, management education must integrate education for sustainability and create awareness on societal and

environmental issues from early on (Hermes e Rimanoczy 2018; Waddock 2020). As thought leaders, these institutions are expected to implement sustainable and progressive agendas and activities (de Lange 2013), and through their research develop knowledge and contribute to align organizational and societal systems with sustainable development (Christ e Burritt 2019). Due to the complex and holistic nature of sustainability, an integrative, systems approach is a necessary learning model for sustainable literacy, both in skills and capabilities, as it requires applied learning in a practical, open-ended scenario (Sidiropoulos 2014).

Through the analysis of SIP reports made available through the UN PRME platform, previous studies highlight different mechanisms and the key dimensions of the implementation of sustainability initiatives within business schools (Godemann, Haertle, et al. 2014).

*Table 1: Summary of the results from previous research focused on analysing sustainability integration practices (see Appendices 2, 3, 4, 5 for detailed information on the studies' results)*

<b>Authors</b>	<b>Organization of results of the integration practices</b>
<b>Alcaraz et al. (2011)</b>	Focus on the six PRME Principles
<b>Stachowicz-Stanusch (2011)</b>	54 criteria assigned to one of the six PRME Principles
<b>Godemann et al. (2014)</b>	Core areas: Teaching and Learning; Research; Participation and Dialog; Operations; and Facilitating Organizational Change
<b>Godemann et al. (2011)</b>	Three dimensions: Frameworks and Strategies, Facilitating Integration and Organizational Change, and Achievements,
<b>Painter-Morland, et al. (2016)</b>	Model for integrating sustainability in the curriculum and the institution

### **2.2.1. Integration in Teaching**

Concerning Teaching and Learning, business schools' practices start by focusing on reviewing the current course offering and syllabus, then on developing modules, more elective than compulsory, focused on sustainability and social responsibility, and lastly new programs. There is tendency to focus more on postgraduate programs, with special emphasis on MBA programs, rather than on undergraduate programs. While there has been some progress regarding new interdisciplinary teaching and transdisciplinary learning, these remain areas for further improvement (Godemann et al., 2014).

Several methodologies have been developed for integrating sustainability literacy, such as introducing separate courses and programs focused on Sustainable Development, as well as integrating this topic in the current curricula (Holmberg e Samuelsson 2006). Lozano (2010) identified four approaches, from adding sustainability elements into existing courses, creating cross-disciplinary programs, embedding these principles in every program, and offering sustainable development as a specialization program.

Aligned with the four levels of sustainability integration and the theory of learning proposed by Bateson (1972), Sidiropoulos (2014) proposes a four-level model that starts at the baseline where schools do not engage in any changes in the current system. Level 1 focuses on “doing things better” within the current model and is described as *Education about Sustainability*, a content-led focused pedagogy that is taught within the current framework. Level 2 regards “doing better things” and involves incorporating a new paradigm and changing some of the underlying values and assumptions. It corresponds to *Education for Sustainability*, which is based on critical thinking, on partnerships and on building students’ capacity towards change. Lastly, level 3 concerns “seeing things differently”, which leads to a paradigm shift. It is characterized as *Education as Sustainability*, the most transformative learning, which challenges the underlying beliefs of learners and leads to restructuring mental models (Juarez-Najera, Dieleman e Turpin-Marion 2006).

Similarly, and based on Rusinko’s (2010) and Godemann et al’s (2011) matrices for integrating sustainability within management and business education, Painter-Morland, et al. (2016) proposes an extended version which includes the four levels of adoption in teaching, in accordance with the curricula breadth and the implementation in the structure, with an additional fifth dimension concerning the “systemic institutional integration” (see Appendices 5.1 and 5.2 for detailed information). The first level, defined as “Piggybacking”, corresponds to the integration of these topics into existing modules, by delivering case studies with a

sustainable focus or by including the topics through visiting guest lecturers. This approach allows for reaching a wide range of students.

The second approach is called “Digging Deep”, in which new modules with a focus in sustainability are offered to students. As it is focused on add-ons to the existing curricula, no change to the current structure is required, which facilitates the integration process. “Mainstreaming” is the third approach business schools can use to integrate sustainability. This method stresses the importance of a cross-curricular view and introduces soft-skills as well as sustainability-related tools and into core curricula modules, as marketing and economics. Moreover, schools may expand learning from direct experiences with entrepreneurial projects within social enterprises or charities (Baden 2013). Mainstreaming brings a wide sense of sustainability and ethics across the school, which exposes all students to sustainability-related issues and produces positive impact to their future behaviour (Birtch e Chiang 2014).

The fourth level of integration, “Focusing”, requires new structures and addresses the broad curriculum. It can be achieved by creating new programs and adding new modules to all programs. These should be implemented across disciplines to promote students working in an interdisciplinary way, and project-based learning methods should be also introduced.

Though all four approaches are being applied within European business schools, “Piggybacking” and “Digging deep” are currently the main practice, while “Focusing” is increasingly becoming an aspiration (Painter-Morland, et al. 2016).

### **2.2.2. Integration in Research**

Regarding Research, Godemann, Haertle, et al. (2014) highlight the active engagement of business schools with PRME-related research, by proactively encouraging faculty and students. There is evidence of cross-faculty collaboration, establishment of research centres and research groups, and increase in research seminars, PhD scholarships, financial support and research awards and grants.

Moreover, schools assess the extent to which students are involved in PRME-related research and analyse its internal and external impact. In addition, schools may provide information on sponsorships, funding and partnerships targeted at these topics (Weybrecht).

However, few schools report a sustainability research strategy, with a clear research agenda, areas of expertise and the process of engaging with sustainability research. Additionally, research has been found to be communicated too narrowly, with focus on journal articles and conference presentations, and very few focus on transferring knowledge to other stakeholders through media and participation in public debates (Godemann, Haertle, et al. 2014).

### **2.2.3. Integration in Outreach**

Participation and Dialogue are extensively covered in the reports. Key partnerships focus on the interaction between business schools and corporate partners, in their role as clients, as students in executive education, participants in forums and networks, and as advisors. Moreover, it is highlighted the participation in academic networks to develop partnerships between schools and foster student exchange, and with research centres to promote multi-stakeholder investigation.

Dialogue includes the schools' contribution to society, through interactions, volunteering and work-projects with associations, the government, media, NGOs, and students. Beyond focusing on organising events as forums, workshops, roundtables, among others, universities begin to extend their communication to other channels, as media, blogs, newsletters and magazines, in order to share knowledge with the wider society (Alcaraz, Marcinkowska e Thiruvattal 2011) (Stachowicz-Stanusch 2011).

### **2.2.4. Integration in Institutional Frameworks**

At the basis of integrating responsible management in the schools' framework, it is evident the inclusion of statements in the vision and mission, and the definition of goals (Weybrecht).

Systemic Institutional Integration is a commitment that involves creating capabilities across the school, promoting change in students, faculty, and administration, as well as in the partners who hire the alumni (Painter-Morland, et al. 2016). It should create an environment that allows for emerging new bottom-up initiatives, as well as top-down leaderships to implement new directives. It relies on policies that include the hiring criteria, publication strategies, performance management policies, and processes to promote training, mentoring, and cooperation. It requires introducing systems thinking as a building block of sustainable thinking, systemic leadership to empower change agents, connectedness to bridge and engage education with business, society and the natural environment, and capacity building to empower institutional members, provide resources and develop staff (Courtice e Van der Kamp 2013). Building on the concept of the levels of adoption of responsible management in teaching and aiming to go beyond its application into other core areas of a business school, the present work project intends to answer to the following research question: What is the evolution and level of integration of responsible management within the Portuguese business schools signatories of the UN PRME. By focusing on the ecosystem of schools committed to the PRME in only one country, the main objectives of this study are to identify and cluster responsible management initiatives highlighted in the schools' SIP reports; group initiatives by their level of adoption; provide an overview of the Portuguese context in integrating sustainable development; and provide guidance in transitioning towards the highest level of integration.

### **3. Methodology**

#### **3.1. Research Design**

Despite several international papers analysing sustainable development in European Higher Education Institutions (HEIs), there is currently a gap in research focused on Portugal, even though country-wide studies allow for better analysing the HEIs' levels of effort in promoting

sustainable development (Farinha, Caeiro e Azeiteiro 2019). Previous studies have concentrated on understanding how Portuguese public universities are applying sustainable development at policy and strategy levels (Farinha, Caeiro e Azeiteiro 2019) (see Appendix 6 for further information), and on investigating how the main stakeholders perceive sustainability at HEIs (Aleixo, Leal e Azeiteiro 2018).

As international declarations and national strategies, as the example of the Portuguese National Strategy for Development Education, contribute holistically to the country's HEI commitment to sustainability (Aleixo, Leal e Azeiteiro 2018), and due to the role of business schools in educating responsible future managers (Gomez e Preciado 2013), the present work project focuses its analysis in the Portuguese ecosystem of business schools signatories of the UN PRME.

### **3.2. Sampling Process**

The sample was selected by setting the geographical area of attention in Portugal, focusing on the business schools that were signatories of the UN PRME. This target was selected due to the similar context in which they are inserted, with comparable legal requirements, rules and cultural environment, and their shared aim of educating responsible future leaders.

This resulted in a population of ten business schools, although three of them, at the time of analysis, had not yet shared any SIP report on the platform. During the process of interviews, Católica Lisbon School of Business and Economics (CLSBE) shared with the author their "Impact and Sustainability Report: 2019 to November 2022". While it is not a SIP report, it is the base version that will be adapted and made available on the UN PRME website early 2023. Nonetheless, the current version already emphasises the school's commitment towards the UN PRME: "This way CATÓLICA-LISBON is a signatory of the PMRE 6 principles, in alignment with the Sustainable Development Agenda" (Católica Lisbon Business & Economics 2022).

Moreover, Viana do Castelo Polytechnic Institute has not made yet any SIP report available on the platform due to difficulties in following the PRME structure while developing it.

*Table 2: Portuguese business schools analysed*

<i>Signatory Institution</i>	<i>Abbreviation</i>	<i>Location (district)</i>	<i>PRME Signature</i>	<i>Available Reports (www.unprme.org)</i>
Católica Lisbon School of Business and Economics	CLSBE	Lisbon	12 April 2021	-
Católica Porto Business School	CPBS	Oporto	14 November 2018	2020
ISCTE Business School	IBS	Lisbon	18 February 2011	2013, 2015, 2017, 2019
ISEG Lisbon School of Economics and Management	ISEG	Lisbon	10 July 2014	2016, 2018, 2020
Lusiada University	Lusiada	Lisbon, Oporto	11 February 2022	-
Nova School of Business and Economics	NOVA SBE	Lisbon	18 July 2013	2013, 2015, 2017, 2018, 2021
Porto Business School	PBS	Oporto	03 July 2013	2017, 2021
School of Economics and Management of the University of Porto	FEP	Oporto	10 April 2013	2015, 2018, 2020
School of Economics and Management University of Minho	EEG Minho	Braga	01 March 2016	2018, 2020, 2022
Viana do Castelo Polytechnic Institute	IPVC	Viana do Castelo	24 April 2020	-

### 3.3. Data Collection and Analysis

The information was retrieved from publicly available SIP reports accessed through the UN PRME website and the CLSBE report that was directly shared through a specific website link. To understand the evolution process of the sustainability integration and reporting, the data covers all reports made available by each school from 2013 to 2022 and was collected and analysed during the months of November and December 2022.

Overall, the sample consists of twenty-one SIP reports and one “Impact and Sustainability” report of eight business schools, located in the districts of Lisbon, Oporto, Braga and Viana do Castelo, in Portugal. Approximately 912 pages were read, corresponding to an average report consisting of 41 pages. However, if discarded the outlier, the NOVA SBE 2022’s report, which has 232 pages, this value declines to an average report of 32 pages (see Appendix 7 for the list of reports analysed). It was complemented with 11 semi-structured interviews conducted with sustainability representatives from 7 schools (see Appendix 8 for the list of interviewees, Appendix 9 for a sample of the interview script and Appendix 10 for the interviews’ highlights). The analysis followed the thematic analysis methodology introduced by Braun and Clarke (2006). After immersing on the literature about sustainable development and sustainability integration within higher education institutions, and prior to the analysis itself, the author

skimmed through the available SIP reports of the Portuguese business schools to get familiarised with the data.

Afterwards, the initiatives highlighted in the reports were identified and coded based on the frequency to which they were referred in all reports. This process allowed for organising even further the information and then code it based on the key dimensions identified in previous studies by Alcaraz et al. (2011) and Stachowicz-Stanusch (2011) (see Appendix 11 for the coding per school). This method permitted identifying the main practices conducted by schools according to each PRME-Principle, as well as to detect new trends in sustainability integration based on the frequency of the information reported on the different reports. Based on this analysis, the coding process was refined, and new codes were created to include the new initiatives. Finally, the coded practices were analysed towards Painter-Morland, et al. (2016)'s methodology, in order to map them against the levels of adoption, create the overview of the Portuguese sustainability integration scene, and produce the report.

### **3.4. Limitations and Reflections on the Method**

The key limitations of this study arise from the subjectivity in analysing the qualitative data retrieved from the reports and collected from the interviews. Moreover, lacking interviews with representatives from all business schools due to their unavailability to participate in the study may be a bias in the analysis of their context.

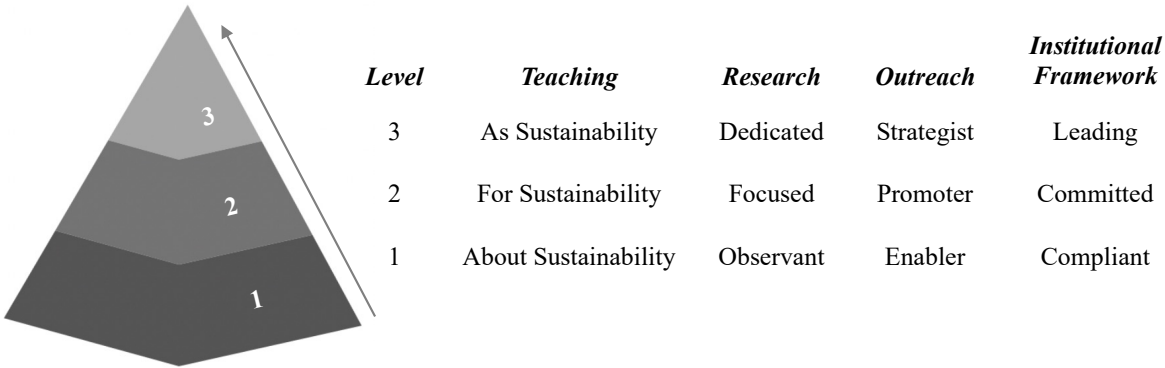
Additionally, since schools may not report every initiative engaged in, the data collected and analysed may lack the true paradigm and overview of their practices.

## **4. Findings**

The analysed business schools demonstrate an evolution in institutionalizing sustainability. While in the earlier reports it was evident more ad-hoc initiatives and events, and a curriculum offer focused on courses on ethics and social responsibility, it progressed to the integration of

responsible management as core to the schools, through partnerships with NGOs and corporate partners, education focused on sustainability, entrepreneurial thinking and soft skills, and through the creation of new research centres dedicated to investigating and sharing knowledge with the broader community.

Based on the concept of the levels of adoption by Painter-Morland, et al. (2016), the present work paper proposes adapting and extending this framework into a three-level pyramid-shaped model to structure the analysis of the integration of sustainable development in the core areas of a business school: Teaching, Research, and Outreach, and the Institutional Framework. While Operations is also a core area, in the case of the business schools with combined physical location with other schools, initiatives regarding campus operations tend to be shared between all and managed centrally by the university. Therefore, the model proposed does not extend its analysis to this area.



*Figure 1: Pyramid of sustainability integration (see Appendix 12 for a summary of initiatives per level and Appendix 13 for schools’ examples of initiatives within each level)*

Analysing the integration process of the sampled business schools, it is observable schools at different stages and an ambition to progress from the first to the last level. Moreover, in most cases, the same school has initiatives at all levels.

## 4.1. Integration in Teaching

Regarding Teaching, and based on the models by Painter-Marland, et al. (2016) and Sidiropoulos (2014), the analysis can be grouped in three stages, according to the degree of learning integration and of innovation regarding the current structure: 1) Education about Sustainability; 2) Education for Sustainability; and 3) Education as Sustainability.

*Level 1: Education About Sustainability* occurs within the existing structure, requires little addition to the current curricula, it is mostly content led and externally focused and is observable through the inclusion of responsible management into the existing courses via case studies and guest speakers. For example, EEG Minho includes in its Logistics course the analysis of the environmental impact of different transport modes and systems (School of Economics and Management University of Minho 2022), and IBS highlights ethics and sustainability as key topics in Strategic Management, Negotiation, among other courses (ISCTE Business School 2020).

Starting in 2020, analysed schools started to map and report the Sustainable Development Goals (SDGs) covered in their curricula. For example, ISEG highlights “77% of the curricular units are related to the themes included in the SDGs” (ISEG Lisbon School of Economics and Management 2020), and IBS identifies “out of 549 curricular units, 176 have been coded with SDG” (ISCTE Business School 2020). Beyond identifying the current state of practice, this mapping supports in the strategic development of the curricula and, in IBS, the SDGs were also key to support spreading the message and to increase the awareness of the school’s stakeholders on the broad topic of the global goals (Palma 2022).

This mapping effort is mainly conducted internally, either through asking faculty and researchers to identify the SDGs covered in their work, or through automatic systems implemented within the schools’ processes: “(...) the School implemented a business intelligence (with Power BI) framework to better collect and organize data regarding the

school’s contribution to the SDGs in its research and teaching activities. (...)” (ISEG Lisbon School of Economics and Management 2020).

In *Level 2: Education For Sustainability*, business schools build on the current structure by adding new responsible management courses to the existing programs, and by emphasizing on a broader cross-curricular perspective. It is observable in all schools the introduction of courses covering topics as sustainability, social entrepreneurship, purpose driven consumption, circular economy, among others.

Table 3: Examples of courses offered by business schools (see Appendix 14 for further information).

<b>Business School</b>	<b>Examples of courses offered (non-exhaustive)</b>
<b>CPBS</b>	Master: Sustainability and Business Innovation; MBA: Social Entrepreneurship 2-day Bootcamp in the MBA.
<b>CLSBE</b>	Undergraduate: Great Challenges of Humanity - Climate action; Master: Social Entrepreneurship: Building Impact Ventures.
<b>EEG</b>	Environmental Economics; Social and Environmental Accounting
<b>FEP</b>	Undergraduate: Ethics and Social Responsibility
<b>IBS</b>	Executive MBA: Ethics and Corporate Sustainability
<b>NOVA SBE</b>	Master: Applied Social Entrepreneurship; Business Models for Sustainability; PhD: Advanced Topics in Development and Environmental Economics.
<b>PBS</b>	MBA: Strategic Sustainability; Corporate Strategic Sustainability; Masterclasses: Sustainable Management; Circular Economy.

Moreover, at this level, the learning method tends to be based on reflection and critical thinking, and on building students’ capabilities for action and change. This approach is evident through the increasing focus on transferable soft skills and on promoting an entrepreneurial mindset.

EEG Minho highlights its “EEG’s Transferable Skills Development Program”, in which it focuses on skills that are “applicable across different subject areas and different professional contexts, and include communication, teamwork, leadership, problem-solving, critical and ethical thinking, and creativity among others”, and it is delivered through initiatives as the Business Day, CEO and alumni talks, field days, job sessions, and soft skills workshops and short courses (School of Economics and Management of University of Minho 2018). CPBS

created a methodology to develop transferable skills, focusing on promoting critical thinking, teamwork and communication skills (Católica Porto Business School 2020).

Many schools highlight a focus on (social) entrepreneurship to foster critical thinking, challenge students to develop an entrepreneurial mindset and to create new initiatives to tackle social and environmental challenges. CPBS includes in its mission: “to prepare global business professionals with a strong focus on entrepreneurship, sustainability and respect for individuals” (Católica Porto Business School 2020), while ISEG incorporates in its sustainability strategy to “prepare students to be humanist entrepreneurs who aim to help solve the problems that society faces” (ISEG Lisbon School of Economics and Management 2020). Through the course “Social Entrepreneurship: Building Impact Ventures”, CLSBE aims to “place the students in the role of social entrepreneurs and help them learn in teams how to design and launch an impact venture.” (Católica Lisbon Business & Economics 2022).

Less frequently, nonetheless increasingly reported, business schools report the implementation of business games and simulations focused on sustainability issues. CLSBE offers the “Sustainable Development Goal-Based Business Modelling Game: Pitch!©”, a serious game that introduces students to real-world problems and business models (Católica Lisbon Business & Economics 2022).

In the highest level of adoption, **Level 3: As Sustainability**, there is a transformation of systems and processes, and the creation of new structures of teaching. In this level, the key practice is creating fully dedicated programs to sustainability and responsible management, mainly in Masters, MBA and Executive Education.

*Table 4: Dedicated programs focused on responsible management*

<b>Business School</b>	<b>Program</b>
<b>CLSBE</b>	Executive Education: Responsible Business; Purpose-driven Organisation;
<b>EEG Minho</b>	Master in Social Economics;
<b>FEP</b>	Master in Environmental Economics and Management; Master in Healthcare Economics and Management;
<b>IBS</b>	MBA on Energy;

<b>ISEG</b>	Masters in Design for Sustainability; Executive Program on Sustainable Finance: Green and Climate Finance; Online program on Ecosystems Services, Economics and Finance;
<b>NOVA SBE</b>	Master in Impact Entrepreneurship and Innovation; Master in International Development & Public Policy;
<b>PBS</b>	Open Executive Program in Sustainable Management: A Leadership Expedition to the Future.

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## 4.2. Integration in Research

Concerning Research, the adoption levels are defined according to the degree of commitment towards researching on responsible management: 1) Observant; 2) Focused; and 3) Dedicated.

In **Level 1: Observant**, business schools act as observers of the work produced by researchers and students. While the school may informally foster investigation dedicated to this area, it does not have any strategy to actively promote it. Alongside education, schools have started to map their publications accordingly to their contribution towards the SDGs, and some schools built dedicated platforms to identify and share their research per goal. For example, ISEG highlights that 81% and that 94% of the Master's final works and Doctoral theses contributed to the 17 SDGs (ISEG Lisbon School of Economics and Management 2020). IBS identifies that from a total of 213 theses, the most SDGs attributed are 8, 4, 3, and 9, while at the Business Research Unit the main areas covered are the SDGs 9, 8, 12 and 3 (ISCTE Business School 2020).

In **Level 2: Focused**, there is evidence of a clear focus and strategy to produce publications on these topics within the current research centres. EEG highlights that the Centre for Research in Economics and Management has 45 researchers committed to SDGs, resulting in 128 scientific publications, 20 projects and 20 events covering at least one SDG (School of Economics and Management University of Minho 2022). ISEG emphasises its Centre for Research in Social Sciences and Management which conducts research in several areas, one of it being Sustainability and Scientific Policy. Moreover, it aims to be a leading research group in Social

and Human Science, with priorities on Welfare and Social Policies, Population and Ageing, Natural Resources and the Environment, Gender Equality, among others (see Appendix 15).

In the last level of adoption **Level 3: Dedicated**, business schools proactively create dedicated research centres around the most pressing and strategic issues on impact, social innovation, and responsible business, among others. Research strategies can be inferred from the topics of the new research centres. Even though it is not stated on the report, during the interviews, CLSBE highlighted the framework followed by the Center for Responsible Business & Leadership research on the most relevant topics, to engage stakeholders, and to create and share knowledge. With 6 research notes produced until the moment, the last two focusing on the topics of water and mental health, the model followed consists of producing a research note, promoting a conference to disseminate knowledge, and developing a pact to engage the key stakeholders (Moreira da Cruz 2022).

*Table 5: Dedicated research centres*

<b>Business School</b>	<b>Research and Knowledge Centres</b>	<b>Description</b>
<b>CLSBE</b>	Responsible Business & Leadership	Initiative for impact creation, through knowledge development and innovation, to place Responsible Business at the core of the corporate strategy.
	Yunus Social Innovation	Work in the resolution of social and environmental problems through the implementation of Social Business.
	Consumer Wellbeing & Retail Innovation	Develop research and insights about behaviours and practices to increase consumers' quality of life, and to bring fresh perspectives to retail innovation.
<b>ISEG</b>	Research in Social Sciences and Management	Researchers with complementary approaches study socio-economic and organisational reality, with focus on Sustainability and Scientific Policy.
<b>NOVA SBE</b>	Environmental Economics Knowledge	Develops applied research and provides policy advice in environmental and natural resources economics.
	Health Economics & Management Knowledge	With mission to help people live longer and better lives, it aims to provide answers that can be integrated into public policy and used by the health care sector.
	Leadership for Impact Knowledge	Co-create societal progress and organizational performance by pairing action and academic understanding.

### 4.3. Integration in Outreach

The levels of adoption in Outreach, which concerns the business school's engagement in Partnerships and Dialogue, vary according to the level of proactiveness in promoting and developing initiatives: 1) Enabler; 2) Promoter; and 3) Strategist.

In *Level 1: Enabler*, the key responsibilities of the business schools concern developing partnerships with companies, local entities, NGOs, among others, and to participate in national and international networks of universities and research centres. These partnerships allow for the interaction between internal and external stakeholders, enable student exchange, and give access to networks of people and resources. Moreover, business schools facilitate the creation of student clubs, which then organise and promote activities in partnership with the school.

In *Level 2: Promoter*, business schools have a more proactive approach and organise initiatives as conferences, workshops, career forums, volunteer fairs, solidarity campaigns, among others. ISEG, for example, through the "ISEG Champions for the SDGs" movement generated awareness, engagement and co-creation among the school's community, and selected individuals to participate in designing actions to implement sustainability within the school. It resulted in involvement of 139 people, and the creation of 8 teams to develop new initiatives.

At the highest level of adoption and integration, *Level 3: Strategist*, based on previous studies, it is suggested to define a strategy for stakeholder engagement and partnerships, as well as to foster dialogue with society. These clearly defined strategies are less visible on the reports analysed. FEP is one example where it identifies the priorities for action, namely in the areas of health and well-being, quality education, reduction of inequalities, environmental protection, and peace and justice (FEP Economics and Management 2018).

#### 4.4. Integration in Institutional Frameworks

The integration in the Institutional Framework ranges according to the degree of commitment and practice of sustainable development within the school's structure. The three levels are: 1) Compliant; 2) Committed; and 3) Leading.

In **Level 1: Compliant**, external pressures from international trends and certifications, legal requirements, accreditations, and rankings are determinants in driving and structuring responsible management integration. At IBS, certifications are a key strategy for implementing sustainability efforts in a systematized way, supporting in developing solid processes and initiatives, and reduce ad-hoc initiatives, and set the work for the following years (Palma 2022). At CLSBE, accreditations and rankings are a motivation for supporting the empowerment of the sustainability agenda with the academic program directors (Moreira da Cruz 2022), as well as to enforce the school in developing initiatives to comply with directives.

**Level 2: Committed** highlights how recent changes and further commitment to responsible management integration had, as key driver, a top-down leadership, promoted by the dean or by the directors of the school. In Portugal, this was the case of NOVA SBE, ISEG, IBS, PBS and CLSBE, where the reinforcement of the commitment was supported with the creation of sustainability-focused teams and / or the nomination of sustainability directors, and where human and financial resources were made available. Alternatively, IPVC highlights a bottom-up approach, where environmental sustainability was driven by researchers and faculty members connected to environmental engineering. In EEG Minho it started from an informal group of professors who developed a sustainability report following the GRI standards for the University of Minho as a whole, and it was then institutionalized by the rectory of the university and more initiatives started to be driven top-down.

The increasing aspiration to integrate sustainability and responsible management within the schools, as well as the demand for further reporting, which requires structured systems to collect

and organize information, has created the need to assign sustainability directors and assemble teams. While teams tend to be small, comprising of 2 to 3 people, and most times not fully dedicated to this mission, this information is rarely disclosed on the reports, therefore lacking a structured view of the governance model for sustainability. In its report, NOVA SBE highlights a dedicated area with responsibilities “to potentiate School’s agenda to integrate the SDGs as an official language, establishing fruitful local and global partnerships with long-lasting impact and integrating sustainability principles at the core of our activities, strategies and policies” (NOVA School of Business and Economics 2021). With further detail, IBS illustrates, in its latest report, its Governance Model for Sustainability (see Appendix 16).

The highest level of adoption, **Level 3: Leading**, concerns an organizational sustainability strategy, where schools “walk the talk” and focus on setting plans and on promoting an internal culture of diversity, inclusion, and well-being. Beyond applying the Code of Ethics, NOVA SBE highlights its focus on supporting the internal community’s well-being, physical and mental, as well as promoting diversity and inclusion, focused on gender, nationality, generations and people with disabilities. Moreover, it emphasises training and development, and fostering international mobility and local volunteering opportunities for staff and faculty, while providing health and safety at work services (NOVA School of Business and Economics 2021). Regarding sustainability plans, PBS includes impact, innovation and sustainability as high-level objectives for the period of 2019-2022, where the school aims to make positive contributions at individual, organisational and societal level, upholding high standards of Ethics, Sustainability, and Social Responsibility (CSR), embedding them in the goals and learning objectives of its programmes (Porto Business School 2021) (see Appendices 12 and 13 for a summary of initiatives).

### 4.5. Discussion and Analysis

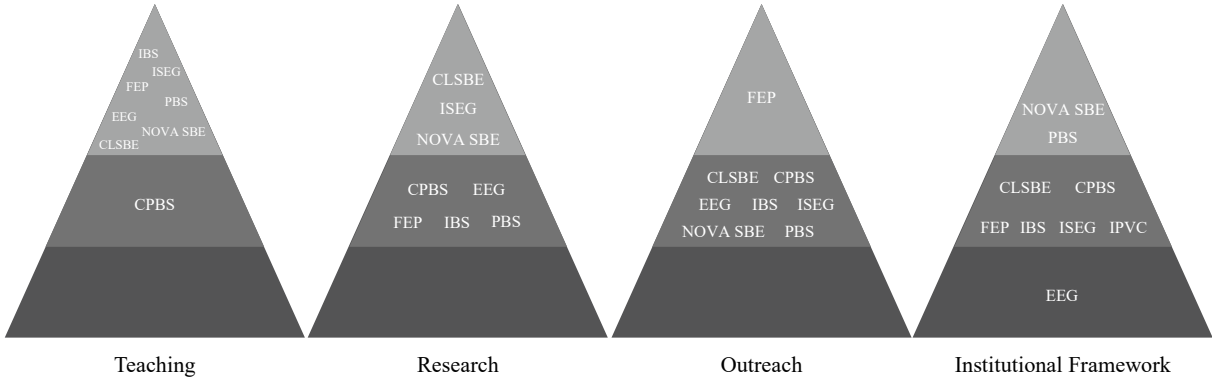


Figure 2: Business schools' adoption level per area

In a high-level analysis of the positioning of schools in the levels of adoption it is evident a bigger focus and commitment towards teaching, followed by research. Nonetheless, it does not translate in more initiatives in these areas, in terms of volume, but it means schools are engaging in any sort of activity in that level. As previously mentioned, this analysis disregards initiatives focused on campus operations, which, based on the analysis of the reports and on the interviews conducted, is a key concern to the schools, and their corresponding universities. This is a area of focus since there are regulations being enforced and funding opportunities available to develop projects regarding energy efficiency, and water and waste management, among others. While the depth of initiatives inside each level may vary, from analysing the evolution of all the reported activities throughout the years, it is visible a growing emphasis for sustainability and responsible management in every school.

To progress upwards in the pyramid, business schools must start by identifying their current level and benchmark practices developed by the other schools in the following stages of adoption and adapt them to their context.

Teaching can be perceived as the key focus since it is visible most schools have already at least one initiative at the highest level of adoption. This means they are currently offering specialised programs and focusing on promoting cross-disciplinary offerings. However, most of these are still recently offered, thus, schools still need to further dedicate to create specialisation

programs based on the SDGs they aim to target, and to take advantage of their networks to develop cross-curricular programs with partner schools and institutions.

Regarding Research, three schools can be identified leading in developing new research centres dedicated to the topics of responsible management. Beyond increasingly promoting focused studies, it highlights an underlying research strategy towards these themes and the school's commitment. Nonetheless, in line with findings from previous studies, as Stachowicz-Stanusch (2011), few Portuguese business schools clearly emphasize their research agenda/plan. Additionally, congruent with previous papers, research has been found to be too narrowly communicated, based mostly on journals and conferences (Godemann, Haertle, et al. 2014). It is advised to expand these channels to reach the broader society, through general media.

Outreach engagement, mainly through partnerships and events concerning sustainability issues, while highly communicated, most times encompasses ad-hoc initiatives without a clear strategy behind it. In this area, most schools can still advance their adoption level by defining a targeted plan to improve their contribution and dialogue with the various stakeholders. In this regard, available literature highlights many practices that are not yet much communicated by the analysed business schools. Examples include nominating sustainability experts to the advisory and governance boards, expanding communication through broader media, as magazines, in order to reach the wider society, and promoting more awards through partnerships, aiming to recognise the work of businesses, organizations and students in projects concerning these topics (Alcaraz, Marcinkowska e Thiruvattal 2011; Stachowicz-Stanusch 2011).

In the institutional framework it is visible business schools more spread across the pyramid. Not every school has yet integrated their commitment to responsible management in its mission, even though this does not translate in lower engagement from the school, as it is the example of PBS. Schools are increasingly focusing on setting teams, creating sustainability targeted budgets, and truly integrating in their structure practices to promote their values.

## 5. Conclusion

The present work project provides two main contributions. Firstly, it adapts and extends Painter-Morland, et al. (2016)'s theory levels of sustainability adoption in Teaching to the additional core areas of Research, Outreach and Institutional Framework. In that regard, this study presents a pyramid model with three levels of integration for each area, aligned to the level of commitment to the initiatives. The model provides a guide to support schools in increasing integration, by highlighting the key practices followed by others.

Secondly, this work paper provides an aggregated overview of the current state of sustainability integration within the Portuguese business schools signatories of the UN PRME, positioning most schools in the levels two and three of adoption. While still recent, by analysing all reports from the past years, schools are demonstrating an evolution in integrating responsible management within business schools.

Interviews allow to understand the role of newly appointed deans in this drive. Nonetheless, without a strong governance model, sustainability integration becomes too dependent on the will of voluntary people. Since most stakeholders, as students and corporate partners, are only passengers to the organisation, the continuity of sustainability requires constant focus on communication and on promotion of initiatives. Therefore, it becomes clear that despite a growing integration, it is still lacking a clear, holistic strategy throughout all areas, which threatens the successful and continuous integration of responsible management within schools. Due to the role of deans and directors in setting the ambition and guiding the integration process, future research should aim to study their role of this journey. Moreover, aiming to impact and accelerate the progress of sustainability integration, new studies should be focused on international best practices and ambitions, as an inspirational model to be followed and adapted to the Portuguese context. In addition, an in-depth investigation of the real barriers to change and identification of successful strategies to overcome them is advised.

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## 7.1. Appendix 1.1. – The UN PRME Six Principles

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<b><i>Principle 1 Purpose</i></b>	We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy
<b><i>Principle 2 Values</i></b>	We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact
<b><i>Principle 3 Method</i></b>	We will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership.
<b><i>Principle 4 Research</i></b>	We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value.
<b><i>Principle 5 Partnerships</i></b>	We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges
<b><i>Principle 6 Dialogue</i></b>	We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability

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Source: (United Nations PRME 2022)

## 7.2. Appendix 1.2. – Suggestions on the information to include on the SIP report by the UN PRME

<b>Principle</b>	<b>Suggestions</b>
Principle 1: Purpose	<p>Description of how PRME is embedded into institutional strategy or into a stand-alone sustainability strategy;</p> <p>Statement of the school's vision, including the school's interpretation of what responsible management education means;</p> <p>Description of taskforces/offices/personnel responsible for implementation of strategy and PRME-related activities;</p> <p>Description of capacity development programmes on PRME-related topics for students, staff and faculty;</p> <p>Description of funds available internally and externally for PRME-related activities;</p> <p>Reference to methods of collecting and tracking information on PRME-related activities;</p> <p>Reference to goals from former SIP (or if first SIP, new goals).</p>
Principle 2: Values	<p>Reference to institutional values and principles, ethical guidelines, mission statements, codes of conduct, oaths, and pledges;</p> <p>Exploration and analysis of how values are discussed and assimilated into the culture of the institution and the channels through which these values are shared with the community;</p> <p>Exploration and analysis of which issues are most material to your academic institution and stakeholders;</p> <p>Description of systems in place (i.e. surveys undertaken) to determine student and staff knowledge and awareness of values (including results);</p> <p>Transparent reflections on the extent to which PRME-related topics are integrated across the institution, and what is being done to address this.</p>
Principle 3: Method	<p>Overview of programmes and personnel dedicated to teaching on PRME-related topics;</p> <p>Description of strategy and systems in place to develop PRME-related course content and assess its collective impact on students and alumni;</p> <p>Assessment of the extent PRME-related topics are integrated into programmes/courses/curriculum, as well as the percentage of students participating in related core courses and electives;</p> <p>Overview of different PRME-related programme offerings, certificate courses, minors, majors, specialisations, etc.;</p> <p>Description, and assessment, of methods used in the classroom (i.e. lectures, co-teaching, case studies, activities, service learning, field trips, competitions, simulations, e-learning, blogs, virtual communities);</p> <p>Description of faculty development (i.e. workshops, resources, publications) on teaching sustainability as well as incentives to facilitate faculty work in this area.</p>
Principle 4: Research	<p>Overview of research strategy and focus areas relating to PRME including centres, projects, publications, etc.;</p> <p>Explanation of the extent to which the PhD programme incentivizes graduates to focus on PRME-related research themes;</p> <p>Assessment of the extent to which student are involved in PRME-related research;</p> <p>Overview of interdisciplinary research projects and their current or potential impact;</p> <p>Description of sponsorship, funding and partnerships for PRME-related research;</p> <p>Description of how PRME-related research is promoted and disseminated internally and externally to different stakeholders;</p> <p>Exploration of the internal and external impact of the research and programmes;</p> <p>Highlights or summaries of recently published research on PRME-related issues.</p>
Principle 5: Partnerships	<p>Description of strategy for stakeholder engagement and partnerships (including but not limited to community, government and business);</p> <p>Overview of select networks organised by the academic institutions around PRME-related topics;</p> <p>Overview of programmes that involve stakeholders outside of the institution (i.e. with business, government, NGOs), such as case competitions and student projects;</p> <p>Joint projects within the university or with other universities;</p> <p>Description of engagement with PRME networks, such as Chapters, Champions or Working Groups;</p>
Principle 6: Dialogue	<p>Description of strategy to foster dialogue on PRME-related topics across the organisation (i.e. across departments and disciplines) and externally;</p> <p>Description of PRME-related co-curricular activities, extra-curricular activities and student organisations;</p> <p>Highlights of prominent or impactful events (i.e. forums, workshops, roundtables, conferences), including an assessment of their impact;</p> <p>Overview of PRME-related magazines, newspapers, blogs and other non-peer reviewed thought leadership produced;</p> <p>Description of alumni engagement on PRME-related issues;</p> <p>Description of career placement programmes (i.e. internships, advising, resources) and other career resources and opportunities around PRME-related topics.</p>

Source: Weybrecht, A Basic Guide to the Sharing Information on Progress (SIP)

### 7.3. Appendix 2 - Reported activities on SIP reports: Alcaraz et al (2011)

<i>Principle 1: Purpose</i>	<i>Principle 2: Values</i>	<i>Principle 3: Method</i>	<i>Principle 4: Research</i>	<i>Principle 5: Partnerships</i>	<i>Principle 6: Dialogue</i>
Assessing awareness on responsibility issues among faculty members	Analysis of the current academic offering to determine "where are we now, where can we start and where should we be heading to in the near future"	Business games and simulations Case studies teaching Case study writing Faculty co-teaching Field research projects and visits	Competing for grants with proposals on PRME-related issues Creating new research centers Involving students in field research Multidisciplinary research teams to understand pressing issues	Collaborations with company departments dealing with CSR Creation of clubs, associations and institutes Executive education, consultancy and in-company programs	Clubs, associations & institutes involving executives and alumni Collaborating with governments Collaborating with NGOs Collaborating with the media Commercial, industrial, agricultures associations
Establishment internal taskforces and committees	Embed responsibility values (responsible management) in the curricula and academic activities	Film screenings with debates and panel discussions Guest lectures Journalism Lectures	Offering regular faculty research seminars Participating in national and international research networks Production of publications Realigning current research centers	Forums, workshops, working-breakfasts, round-tables with executives (often alumni) Industry professionals with expertise in sustainability appointed to university governance bodies Internships Partnerships with CSR-related centers and networks	Executive education, consultancy and in-company programs with significant content Forums, workshops, roundtables with executives or alumni Internships Joining and fostering multi-stakeholder networks
Implementation of ethical, sustainability and CSR-related themes within organizational, teaching and research	Events across the campus: student orientation events to conferences, alumni events	Local and global competitions on-line blogs and internet communities Outdoor and physically-based experiences Roundtable discussions co-organized by students Self-evaluation exercises on responsibility issues			
Offering faculty development workshops		Service learning Teaching workshops co-organized with students			
Offering student scholarships					
Participating in the "greening the campus" activities	Inclusion of responsibility contents in the programs already offered or those to be offered New Responsible Management Program Offering UN-related initiatives awareness campaigns				

## 7.4. Appendix 3 - Reported activities on SIP reports: Stachowicz-Stanusch (2011)

<i>Principle 1: Purpose</i>	<i>Principle 2: Values</i>	<i>Principle 3: Method</i>	<i>Principle 4: Research</i>	<i>Principle 5: Partnerships</i>	<i>Principle 6: Dialogue</i>
(Team) projects in curriculum Case studies in curriculum Other curriculum elements Projects for a company (or other organization) Student clubs and organisations Students' organization of conferences, workshops, competitions and other events Students' participation in conferences, workshops, competitions and other events	In curricula (content): ethics and/or CSR courses in curriculum In curricula (content): financial (and fiscal) responsibility issues in curriculum In curricula (content): legal responsibility issues in curriculum In curricula (content): practicum, internships In curricula (content): special programs for MBA In curricula (content): environmental responsibility issues in curriculum Values in code of conduct/ethics Values in strategy	Educational practices: conferences, seminars, symposia, discussions as educational practice Educational practices: e-learning, webinars as educational practice Educational practices: study tours as educational practice Evaluation: indicators, committees, surveys focused on evaluating responsibility of educational processes Infrastructure: laboratories, libraries, databases containing resources on responsible management Procedures and norms connected with social responsibility implemented within educational process Unit or person responsible for responsible management education	Internal support: research unit (e.g. institute) focused on ethics/responsibility Internal support: (financial) support for research projects Internal support: (financial) support for research teams Internal support: research agenda/plan focused on ethics/responsibility Research results: currently conducted research on ethics/responsibility Research results: gained awards for research activity Research results: publications and conference presentations	Awards and other (financial) support for business Awards and other (financial) support for organizations Awards and other (financial) support for students Co-operation with student organizations Educating officials Education executives Including business in educating process (e.g. leader speakers series) Joint projects with business Joint projects with government (NGOs) Joint projects with science and schools Networking, discussions and other of views exchange with students Student exchange Unit or person responsible for contact with stake- holders	Blogs, newsletters, websites as communication tool Contributions to society Magazines, reports as communication tool Other examples of campus best practices Responsible HR policies Symposia, conferences, seminars as communication tool Use of renewable energy, emission reduction, etc.

## 7.5. Appendix 4.1. - Integrating Sustainability into Business Schools -

### Analytical Structure

		Description	Examples
<b>(A) Frameworks and Strategies</b>	Baseline	<ul style="list-style-type: none"> <li>→ Overall strategic approach to sustainability</li> <li>→ Educational framework for sustainability</li> <li>→ Strategies for sustainability research</li> <li>→ Frameworks and strategies for managing and communicating sustainability</li> </ul>	<ul style="list-style-type: none"> <li>→ Sustainability embedded in business school's strategy, stand-alone sustainability strategy</li> <li>→ Curriculum framework, list of competences, assessment criteria</li> <li>→ Understanding of sustainability research</li> <li>→ Environmental management standards</li> </ul>
<b>(B) Facilitating Integration and Organisational Change</b>	Context	<ul style="list-style-type: none"> <li>→ Demonstrating willingness and openness to learn</li> <li>→ Developing learning strategies to enhance sustainability integration</li> <li>→ Establishing an organisational structure that supports the learning process</li> </ul>	<ul style="list-style-type: none"> <li>→ Balancing top-down and bottom-up approaches to create climate for organisational learning</li> <li>→ Sustainability related working group, taskforce, committee</li> <li>→ Research centres addressing sustainability issues</li> </ul>
	Process	<ul style="list-style-type: none"> <li>→ Instigation of organisational change through evaluation of current practices</li> <li>→ Engaging and communicating with organisational members and external stakeholders</li> <li>→ Developing staff</li> </ul>	<ul style="list-style-type: none"> <li>→ Evaluation of the existent practices of sustainability-related teaching, research and operation</li> <li>→ Engaging staff and students and exploring mindsets</li> <li>→ Providing teaching materials and financial incentives to staff</li> </ul>
	Reflection	<ul style="list-style-type: none"> <li>→ Sharing with and learning from others</li> <li>→ Identifying barriers to organisational change</li> <li>→ Developing learning strategies and approaches to enabling organisational change</li> </ul>	<ul style="list-style-type: none"> <li>→ Lessons learnt in the process of integrating sustainability</li> <li>→ Development of tools to overcome barriers</li> <li>→ Exchange of experience with other business schools</li> </ul>
<b>(C) Achievements</b>	Outcome	<ul style="list-style-type: none"> <li>→ Sustainability related learning offerings</li> <li>→ Sustainability related research collaborations and output</li> <li>→ Sustainable organisational practice</li> </ul>	<ul style="list-style-type: none"> <li>→ Programmes and teaching methods</li> <li>→ Innovative curriculum and research</li> <li>→ Collaboration to overcome disciplinary boundaries in research</li> <li>→ Sustainability related campus initiatives and events</li> </ul>
	Impact	<ul style="list-style-type: none"> <li>→ Impacts that result from the integration of sustainability (through teaching, research and operations)</li> <li>→ Transfer of knowledge</li> <li>→ Impacts reflected in target setting</li> </ul>	<ul style="list-style-type: none"> <li>→ Impact of commitment to participate in the UN PRME initiative</li> <li>→ Academic publications, presentations and media contributions linked to sustainability</li> <li>→ Various key targets for improved performance in the future</li> </ul>

Source: Godemann, Herzig, et al., (2011)

## 7.6. Appendix 4.2. - Integrating Sustainability into Business Schools – Frameworks and Strategies

<b>(A) Frameworks and Strategies</b>	
Overall strategic approach to sustainability integration	<ul style="list-style-type: none"> <li>– there is evidence of strategising sustainability:</li> <li>– often all three areas (research, teaching and operations) are covered but addressed rather general and short:</li> <li>– sustainability integration in overall strategies rather than stand-alone sustainability strategies.</li> </ul>
Educational frameworks for sustainability	<ul style="list-style-type: none"> <li>– specific learning goals around critical thinking; innovation; global citizenship; dealing with complexity; traditional management knowledge</li> <li>– low alignment of learning goals with learning outcomes, methods and assessment criteria.</li> </ul>
Strategies for sustainability research	<ul style="list-style-type: none"> <li>– almost no account of a sustainability research strategy:</li> <li>– no explication of understanding of sustainability research.</li> </ul>
Frameworks and strategies for managing and communicating sustainability	<ul style="list-style-type: none"> <li>– utilizing frameworks such as environmental management standards and awarding and ranking schemes;</li> <li>– social engagement focuses on community involvement;</li> <li>– almost no account of a communication strategy.</li> </ul>

Source: Godemann, Herzig, et al. (2011)

## 7.7. Appendix 4.3. - Integrating Sustainability into Business Schools –

### Facilitating Integration

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<b>(B) Facilitating Integration and Organisational Change</b>	
Context	<ul style="list-style-type: none"><li>– There is a will on the part of business schools to learn;</li><li>– Only few business schools explain their strategy for organisational learning;</li><li>– Creating a climate for organisational change seems to require the right balance of top-down and bottom-up approaches;</li><li>– Key approach to structural change involves the establishment of business schools centres dedicated to or integrating sustainability.</li></ul>
Process	<ul style="list-style-type: none"><li>– Only a few business schools provide insights into how they integrate sustainability (process);</li><li>– Reviewing the own teaching, research and/or organisational practices to allow change to occur; the emphasis lies on the review of teaching;</li><li>– Almost no account for the establishment of a communication culture that bring organisational members together in order to learn from each other;</li><li>– Providing financial incentives or input for staff is relatively rare.</li></ul>
Reflection	<ul style="list-style-type: none"><li>– Great interest in sharing experience with others and learn from others as well as a need for support;</li><li>– Only a few business schools yet provide a comprehensive account of their experience with integrating sustainability in their organisations;</li><li>– Some business schools monitor other organisations, share best teaching practice and survey the faculty.</li></ul>

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Source: Godemann, Herzig, et al. (2011)

## 7.8. Appendix 4.4. - Integrating Sustainability into Business Schools –

### Achievements

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<b>(C) Achievements</b>	
Outcome	<ul style="list-style-type: none"><li>– Sustainability related offerings in the majority of business schools;</li><li>– Interdisciplinary teaching seems to play an important role;</li><li>– Focus on teaching methods such as guest speakers, case studies and competitions;</li><li>– Tendency to put more effort in integrating sustainability at postgraduate level;</li><li>– Collaborative research is employed to enhance sustainability related research but this is still not wide spread;</li><li>– Organisational practices are centred on environmental activities and community involvement.</li></ul>
Impact	<ul style="list-style-type: none"><li>– Participating in the UN PRME initiative enhances the formalisation and development of strategic sustainability integration and transformation;</li><li>– Business schools appear to choose the 'traditional' academic way of publishing about sustainability rather than creating impacts through contributions in the media;</li><li>– Committing to continuous improvement and goal setting reveal the future impact of business school's activities.</li></ul>

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Source: Godemann, Herzig, et al. (2011)

**7.9. Appendix 5.1. – Systemic institutional integration of ESGE issues into business schools**

	<i>Existing Structures</i>	<i>New Structures</i>
<i>Narrow curricula</i>	<p><i>Practice 1</i></p> <p>Piggyback</p> <p>Integration of sustainability within existing structures by adding sustainability to individual sessions of courses or modules</p>	<p><i>Practice II</i></p> <p>Digging deep</p> <p>Integration of sustainability through new stand-alone modules</p>
<i>Broad curricula</i>	<p><i>Practice III</i></p> <p>Mainstreaming</p> <p>Integration of sustainability within existing structures but with the emphasis on a broader cross-curricular perspective (entire curriculum)</p>	<p><i>Practice IV</i></p> <p>Focusing</p> <p>Integration of sustainability through new cross-disciplinary offerings such as sustainability-related courses which are required for all business school students and new programmes</p>
<i>Beyond curricula</i>	<p><i>Practice V</i></p> <p>Systemic Institutional Integration</p> <p>Integration of sustainability in existing and new core, cross-disciplinary curricula, supported by a institutional commitment that influences all aspects of the institution. It involves creating a systemic capability, distributed and nurtured throughout the organization, which creates the impetus towards change in students, faculty, administrators, the institution as a whole, as well as organizations that hire its alumni.</p>	

Source: (Painter-Morland, et al. 2016)

## 7.10. Appendix 5.2. – Examples, challenges and opportunities of the

### Painter-Morland, et al. (2016) four levels of sustainability integration

	Examples	Challenges and Opportunities
<b>Piggybacking</b>	<p>Inclusion of visiting lectures by leading business people about CSR</p> <p>Curriculum content on Business Ethics devised by ethics specialists</p> <p>Add subject-specific sustainability knowledge to an existing module</p>	<p>Can reach many students but may be viewed as ‘supplementary’</p> <p>Sustainability reaches students in a non-uniform manner</p> <p>Can facilitate the integration of sustainability into courses in a relatively seamless manner</p> <p>Focus on teaching students ‘soft skills’ such as teamwork or conceptualising ‘the business case’ for sustainability</p> <p>Indicate the skills, attitudes, competencies, dispositions, and values that are necessary for surviving and thriving in the declining conditions of the world in ways which slowdown that decline as far as possible</p>
<b>Digging Deep</b>	<p>Use of optional modules with a focus on sustainability</p>	<p>Uncomplicated technique for implementing sustainability but may be perceived as ‘add-on’</p> <p>Modules are unlikely to be selected by the students who need them the most</p> <p>May be useful if taught in depth and allows for specialisation in certain areas</p>
<b>Mainstreaming</b>	<p>Integrate sustainability into common core requirements</p> <p>Offering students placements within social enterprises or charities</p>	<p>May encompass integrating content of sustainability-related tools</p> <p>Approach should go along with emphasis on a broader cross-curricular perspective (‘soft skills’)</p> <p>Learn about social sustainability from direct experience</p>
<b>Focusing</b>	<p>Set up a new programme</p> <p>New (transdisciplinary) module in all programmes</p>	<p>Sustainability can be included across the whole curriculum, adding interdisciplinary perspectives</p> <p>Content and the students are from different disciplines and can practise in this group how to work in an interdisciplinary way</p> <p>A project-based learning module setup enables both interdisciplinary and cross-cultural learning</p> <p>Students learn respect for other disciplines though interdisciplinary skills of both students and staff may not always be present</p> <p>Business school curricula are typically designed across functional lines not interdisciplinary lines</p> <p>Business schools are too much focused on well-designed problems rather than ‘messy’ real-world problems</p>

Source: (Painter-Morland, et al. 2016)

## 7.11. Appendix 6 – Number of sustainability implementation actions by dimension and university – the Portuguese context

Sustainability Implementation Actions by Dimension	University														Sum *
	HEL_03	HEL_08	HEL_01	HEL_11	HEL_06	HEL_09	HEL_04	HEL_13	HEL_10	HEL_12	HEL_02	HEL_05	HEL_07	HEL_14	
<b>Campus operations</b>	5	2	5	0	3	1	2	0	0	0	0	1	0	0	19
Policies and activities to reduce paper consumption such as e-communications, or double-sided copying	1	-	1	-	1	-	-	-	-	-	-	-	-	-	3
Energy efficient equipment	1	-	1	-	1	-	1	-	-	-	-	-	-	-	3
Plans to improve energy efficiency	2	-	1	-	1	-	1	-	-	-	-	1	-	-	4
Sustainable landscaping	1	1	-	-	-	-	-	-	-	-	-	-	-	-	2
Renewable energy usage	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2
Plans and efforts to reduce GHG emissions	-	1	-	-	-	1	-	-	-	-	-	-	-	-	1
Sustainable food & Diet practices	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Biodiversity	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1
Green purchasing from environmentally and socially responsible companies	-	-	1	-	-	-	-	-	-	-	-	-	-	-	1
Plans to improve management waste (waste bins to separate and recycle waste (recycling solid waste))	-	1	1	-	-	-	-	-	-	-	-	-	-	-	1
<b>Outreach and collaboration</b>	1	5	1	1	0	0	0	3	1	1	0	0	0	0	13
SD partnerships with other society stakeholders	-	4	-	-	-	-	-	2	-	-	-	-	-	-	6
Academic staff involved in voluntary advisory activities in SD	1	1	1	-	-	-	-	-	1	-	-	-	-	-	4
Joint degrees with other universities	-	-	-	1	-	-	-	-	1	-	-	-	-	-	2
Part of interdisciplinary SD expert networks	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1
<b>SD through on-campus experiences</b>	5	1	1	0	0	1	0	0	1	0	0	0	1	1	11
Policies that promote SD for all students and staff	1	1	1	-	-	-	-	-	1	-	-	-	-	-	5
SD efforts are visible throughout the campus	1	1	1	-	-	-	-	-	-	-	-	-	1	-	2
SD working group with members from different departments	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Sustainable practices for students	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Student participation in SD activities	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1
SD awareness raising in the campus	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1
<b>Institutional framework</b>	2	0	2	4	0	0	0	0	0	1	0	0	0	0	9
Signature of a Declaration, Charter or Initiative (DCI) within SD, ESD or sustainability during UN DESD 2005-2014	1	-	1	2	-	-	-	-	-	1	-	-	-	-	5
Existence of policy for implementing SD in University	-	-	1	1	-	-	-	-	-	-	-	-	-	-	2
Inclusion of SD in the vision and mission, goals and objectives of the University	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Existence of a Strategic Plan for implementing sustainability in University	-	-	-	1	-	-	-	-	-	-	-	-	-	-	1
<b>Education</b>	0	2	0	0	0	2	1	0	0	0	1	0	0	0	6
Courses on SD, programmes on SD	-	2	-	-	-	-	1	-	-	-	1	-	-	-	4
Teaching across (fostering the link between) the natural sciences and social sciences faculties	-	-	-	-	-	2	-	-	-	-	-	-	-	-	2

Sustainability Implementation Actions by Dimension	University														Sum *
	HEL_03	HEL_08	HEL_01	HEL_11	HEL_06	HEL_09	HEL_04	HEL_13	HEL_10	HEL_12	HEL_02	HEL_05	HEL_07	HEL_14	
<b>Research</b>	0	2	1	0	1	0	0	0	0	0	0	0	0	0	4
Providing fund-raising for SD Research	-	1	-	-	-	1	-	-	-	-	-	-	-	-	1
Existence of Patents in the field of SD	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1
Creation of SD new knowledge and technologies	-	-	1	-	-	-	-	-	-	-	-	-	-	-	1
Existence of na SD Institute or Research Centre	2	0	1	0	0	0	0	0	0	0	1	0	0	0	4
<b>Assessment and Reporting</b>	1	-	1	-	-	-	-	-	-	-	-	-	-	-	2
Sustainability reports	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2
Assessment of SD issues as SD integration instruments and tools within their University	1	-	-	-	-	-	-	-	-	-	1	-	-	-	2
<b>Sum *</b>	15	12	11	5	4	4	3	3	2	2	2	1	1	1	66

\* Sum of Sustainability implementation actions; Legend: Green House Cases (GHG).

Source: (Farinha, Caeiro e Azeiteiro 2019)

## 7.12. Appendix 7 – Reports analysed from Portuguese business schools

<i>Business School</i>	<i>PRME Signature</i>	<i>Report year</i>	<i>Report structure</i>	<i>Number of pages</i>	<i>PRME profile link</i>	<i>Report access link</i>
Católica Lisbon School of Business and Economics Católica Porto Business School FEP	April 12, 2021	2022	Not by PRME Principles	157	<a href="https://www.unprme.org/catalica-lisbon-school-of-business-and-economics">https://www.unprme.org/catalica-lisbon-school-of-business-and-economics</a>	<a href="#">link</a>
	November 14, 2018	2020	Follows PRME Principles 34	34	<a href="https://www.unprme.org/catalica-porto-business-school">https://www.unprme.org/catalica-porto-business-school</a>	<a href="#">link</a>
	April 10, 2013	2015	Follows PRME Principles 22	22	<a href="https://www.unprme.org/school-of-economics-and-management">https://www.unprme.org/school-of-economics-and-management</a>	<a href="#">link</a>
	April 10, 2013	2018	Follows PRME Principles 20	20	<a href="https://www.unprme.org/school-of-economics-and-management">https://www.unprme.org/school-of-economics-and-management</a>	<a href="#">link</a>
Viana do Castelo Polytechnic Institute ISCTE Business School	April 10, 2013	2020	Follows PRME Principles 28	28	<a href="https://www.unprme.org/school-of-economics-and-management">https://www.unprme.org/school-of-economics-and-management</a>	<a href="#">link</a>
	April 20, 2020	NA	NA	NA	<a href="https://www.unprme.org/search?title=&amp;country=206564">https://www.unprme.org/search?title=&amp;country=206564</a>	NA
	February 18, 2011	2013	Follows PRME Principles 8	8	<a href="https://www.unprme.org/iscte-business-school">https://www.unprme.org/iscte-business-school</a>	<a href="#">link</a>
	February 18, 2011	2015	Follows PRME Principles 8	8	<a href="https://www.unprme.org/iscte-business-school">https://www.unprme.org/iscte-business-school</a>	<a href="#">link</a>
	February 18, 2011	2017	Follows PRME Principles 13	13	<a href="https://www.unprme.org/iscte-business-school">https://www.unprme.org/iscte-business-school</a>	<a href="#">link</a>
	February 18, 2011	2018 - 19	Follows PRME Principles 59	59	<a href="https://www.unprme.org/iscte-business-school">https://www.unprme.org/iscte-business-school</a>	<a href="#">link</a>
ISEG	July 10, 2014	2016	Follows PRME Principles 31	31	<a href="https://www.unprme.org/iseg">https://www.unprme.org/iseg</a>	<a href="#">link</a>
	July 10, 2014	2018	Follows PRME Principles 21	21	<a href="https://www.unprme.org/iseg">https://www.unprme.org/iseg</a>	<a href="#">link</a>
	July 10, 2014	2020	Follows PRME Principles 63	63	<a href="https://www.unprme.org/iseg">https://www.unprme.org/iseg</a>	<a href="#">link</a>
	February 11, 2022	NA	NA	NA	<a href="https://www.unprme.org/iseg">https://www.unprme.org/iseg</a>	NA
Lusíada University Nova School of Business and Economics	July 18, 2013	2013	Follows PRME Principles 15	15	<a href="https://www.unprme.org/lusilada-university">https://www.unprme.org/lusilada-university</a>	<a href="#">link</a>
	July 18, 2013	2015	Follows PRME Principles 17	17	<a href="https://www.unprme.org/nova-school-of-business-and-economics">https://www.unprme.org/nova-school-of-business-and-economics</a>	<a href="#">link</a>
	July 18, 2013	2017	Follows PRME Principles 29	29	<a href="https://www.unprme.org/nova-school-of-business-and-economics">https://www.unprme.org/nova-school-of-business-and-economics</a>	<a href="#">link</a>
	July 18, 2013	2018	Follows PRME Principles 28	28	<a href="https://www.unprme.org/nova-school-of-business-and-economics">https://www.unprme.org/nova-school-of-business-and-economics</a>	<a href="#">link</a>
Porto Business School	July 18, 2013	2021	Not by PRME Principles 232	232	<a href="https://www.unprme.org/nova-school-of-business-and-economics">https://www.unprme.org/nova-school-of-business-and-economics</a>	<a href="#">link</a>
	July 3, 2013	2017	Follows PRME Principles 32	32	<a href="https://www.unprme.org/porto-business-school">https://www.unprme.org/porto-business-school</a>	<a href="#">link</a>
	July 3, 2013	2021	Follows PRME Principles 38	38	<a href="https://www.unprme.org/porto-business-school">https://www.unprme.org/porto-business-school</a>	<a href="#">link</a>
School of Economics and Management University of Minho	March 1, 2016	2018	Follows PRME Principles 17	17	<a href="https://www.unprme.org/school-of-economics-and-management-university-of-minho">https://www.unprme.org/school-of-economics-and-management-university-of-minho</a>	<a href="#">link</a>
	March 1, 2016	2020	Follows PRME Principles 19	19	<a href="https://www.unprme.org/school-of-economics-and-management-university-of-minho">https://www.unprme.org/school-of-economics-and-management-university-of-minho</a>	<a href="#">link</a>
	March 1, 2016	2022	Follows PRME Principles 21	21	<a href="https://www.unprme.org/school-of-economics-and-management-university-of-minho">https://www.unprme.org/school-of-economics-and-management-university-of-minho</a>	<a href="#">link</a>

### 7.13. Appendix 8 – Interviews: Interviewee and Date

<i>Business School</i>	<i>Interviewee</i>	<i>Role</i>	<i>Interview Date</i>
CLSBE	Nuno Moreira da Cruz	Sustainability Strategy Executive Director	03/11/2022
	Filipa Pires Almeida	Deputy-Director Center for Responsible Business & Leadership	20/12/2022
	Mafalda Sarmento	Research and Project Developer	04/01/2023
IPVC	Ana Sofia Rodrigues	Pro-President for Quality and Social Responsibility	14/12/2022
IBS	Catarina Roseta Palma	Former Director of Sustainability	02/11/2022
	Ana Simaens	Associate Dean for Engagement and Impact	28/11/2022
ISEG	Gabriel Medeiros	SDG Project Officer	18/11/2022
NOVA SBE	Luís Veiga Martins	Associate Dean for Community Engagement & Sustainable Impact	22/12/2022
PBS	Joana Moreira	Sustainability & Innovation Manager	16/11/2022
	Cátia Santana	Project Officer at the Center for Business Innovation	04/01/2023
EEG Minho	Lígia Pinto	Associate Professor	05/12/2022

## 7.14. Appendix 9 – Interview script

### 1. Introduction

Hello, my name is Madalena Clara and I'm studying in the MSc in Impact Innovation and Entrepreneurship at NOVA School of Business and Economics.

I'm currently working on my master thesis regarding the integration process of sustainability on the Portuguese business schools signatories of UNPRME, from its incorporation at a strategic and governance level, to its application on curricula, research, partnerships and operations, and the reporting process.

### 2. About you

1. What has been your professional evolution until the position you occupy now?
2. What is your role / responsibilities regarding sustainability in the school?
3. Are you involved in the SIP report for PRME? For how long?

### 3. Sustainability at the school

1. How do you see sustainability and its integration within the school? What are the key areas?
2. What were the driving forces for integrating more sustainability in the school?
  1. Internal vs external stakeholders
  2. Top down vs bottom up
  3. Ad-hoc vs fully integrated
  4. In silos vs across the school
3. Over the years, has the mission and values changed to include sustainability / future concerned issues? If yes, what was the driver?
4. Do you use any performance measuring system? Which one? Why? What were the key challenges in applying it?

### 4. PRME

1. Why has the school decided to partner / sign PRME?
2. How was the process?
3. How do you see the evolution from the first report to now? What were the key aspects for this evolution?
4. We can see a big development in the last report when compared with the previous one - what was the drive? The appointment of a Director of Sustainability?

### 5. Sustainability Reporting

1. What is the most important reason for your company to engage in sustainability reporting?
2. How do you collect sustainability information?
  1. What is the process to collect?
  2. With which frequency?
  3. Who collects? Dedicated team, student support, each department / team?

4. How many people are responsible for collecting the information?
5. How and where do you store the sustainability reporting information?
3. Do you have a sustainability department / committee?
  1. How does the communication within the sustainability department take place?
  2. What is the frequency of meetings?
  3. What is the professional background of the members of the sustainability team?  
Any members with NGO background?
  4. What kinds of training opportunities exist for group members? Which skills are the most important?
4. How do you encourage your employees to contribute to sustainability reporting?
5. Is the sustainability report verified by an external party? If yes: auditor or consultant? Do you have an external review committee?
6. Do you have any certifications relating to sustainability reporting?
7. What is the most important document regarding sustainability reporting?
8. If you would have to give advice to another business school starting its sustainability reporting, what would you say?

#### 6. Challenges

1. What are the key challenges / barriers / tensions you have faced throughout this process?
  1. In applying sustainability
  2. In reporting

#### 7. Future Outlook

1. What do you expect for the future?
  1. In applying sustainability at the school
  2. In the reporting process
2. How do you see other business schools commitment and reporting, and what do you expect for the future?

#### 8. Closing

1. Do you have any question for me?
2. Do you recommend me to speak with anyone else? Within the school or other

## **7.15. Appendix 10.1. – Interview results – Católica Lisbon School of Business and Economics (CLSBE)**

### Key highlights

- Top-down approach driven by the dean who brought the vision of a Business School for Impact. Nowadays there is a structure in place which supports this mission, through research centres and a sustainability task force
- Accreditations, like EQUIS, as well as the participation in the UN Global Compact are drivers to integrate and to structure responsible management and sustainability in the school, by setting the basic standards to which the school must comply with. In addition, it supports on selling this internal transformation with the academic directors

### Sustainability integration

- Implementation and systematization through the creation of centres:
  - o Center for Responsible Business & Leadership
  - o Center for Consumer Wellbeing & Retail Innovation
  - o Yunus Social Business Center (2022) - Inovação e empreendedorismo social
- Starting in 2018, new courses were made available for the undergraduate, master, executive education, and the Lisbon MBA. In addition, two new programs were developed for executive education regarding responsible business as strategy and purpose driven business. The latter was offered online
- Optional courses on responsible management will start to be mandatory
- Created and implemented the SDGs' courses. For each SDG there will be a class which is open to all programs of the university
- Professors are challenged to cover the topic of sustainability in their courses. While it is not mandatory, it is informally encouraged
- Developed a framework to research on the most relevant and updated topics, aiming to engage stakeholders, and to produce and share knowledge. Produced 6 research notes until now, with the last two following the topics of water and mental health. The model followed consists of:
  - o Producing a research note
  - o Promoting a conference
  - o Developing a pact
- Consultancy services in these topics are less developed than the other areas, still the goal is to help companies in implementing purpose and the SDGs within their activities
- Recommendations regarding reporting:
  - o Reporting is encouraged to be done as it is a valuable process of connecting people and supporting common communication

- Having the support of an external consultant may help in reducing the workload concerning the report
- Conduct an initial big meeting with all the faculty and staff members, as a kick-off of the whole process
- The sustainability task force at the business school is composed by two people. More resources are needed to develop further work
- Challenges in developing further initiatives are being overcome through the task force and are focused on trainings regarding the SDGs to raise awareness on these topics. If everyone is aligned on the goal, it becomes easier to engage them, to include it further on the curricula, to have more events, etc

#### Challenges in integrating sustainability

- Very large institution, still with many faculty who are not aware / concerned with the topics of sustainability and responsible education, which makes it more difficult to integrate these topics on the curriculum and on the organization
- Collecting information and promoting sustainability integration is a complicated process. It is highly time consuming since it is manually done, without any automation, by going to each unit and professor in the school, and requires much one-on-one interaction
- Going beyond of what is the baseline necessary to comply with the requests from accreditations, rankings, and networks in which the school is engaged in
- For some areas, the business school is dependent on the university. Since the university is behind the school in some topics and there are bureaucracies to be dealt with, it delays the implementation of these initiatives. Some examples include actions in the campus, as making electric bicycles and chargers available for all
- Too few people in the sustainability task force, which limits its actions

#### PRME

- Decided to sign the PRME as it is aligned with their mission for responsible business
- Currently underutilizing the PRME network due to lack of resources but aiming to be more present and collaborative
- In the beginning the team benchmarked the reports of other European universities to support in preparing their own
- The report will not be verified by any external agency, as the team does not see the need for it and there are no financial resources available for this

#### Alignment with Sustainable Development Goals

- The team mapped the SDGs covered in the courses of the undergraduate, master, executive education, and MBA programmes, and then approved it with the responsible professor. Highly time-consuming process, since it was done manually
- Research was mapped through a software, by reading the abstract

- It has the additional benefit of reaching the whole school, creating awareness to the topics and to the Center for Responsible Business and Leadership

#### Future focus and outlook

- Create more courses regarding sustainability, as sustainable finance and sustainable production and consumption
- Be more present and active with the PRME network
- Two areas of focus concern the topics of responsible leadership and impact accounting
- Increase sustainability integration within the school, as in day-to-day utilization of materials, as well as in water and energy management and efficiency, among others
- Be more ambitious in integrating sustainability and responsible management in the curriculum offer

## 7.16. Appendix 10.2. – Interview results - ISCTE Business School (IBS)

### Key highlights

- There was a Top-Down effort towards sustainability integration:
  - o The dean promoted the sustainability agenda, he had the vision and challenged some people to join him
  - o There was the nomination of a director of sustainability
  - o Made resources available to hire external consultants to support the certification processes
  - o Created voluntary working groups for each dimension, with 10 to 15 people each
- Certifications were a key strategy to implement sustainability
  - o Solid approach to prepare work for future years
  - o Systematize processes and events to avoid ad-hoc initiatives
- Importance of partnerships and networking

### Sustainability integration

- In the beginning, there were already informal groups promoting ad-hoc initiatives concerning social responsibility, as the week for university social responsibility
- The university has a quality certification since 2008, before the emergence of the focus on environmental management systems and sustainability as a whole
- In 2016, the dean brought a vision towards sustainability and responsible education, and it made resources available for these efforts. The process for certifying the environmental management system started and was granted in 2018
- In 2020, the sustainability strategy was elaborated and the commitments disclosed in the end of the PRME report are aligned, specific action plans for the environment, social responsibility, and prosperity, focused on the contribution to the economy, innovation, and entrepreneurship, were developed
- Integration in the curriculum
  - o Achieved through two parallel approaches
    - Integrating sustainability and responsible management within as many courses as possible, with the goal of enlarging the number of students reached, and make it seen as an integrated knowledge and not as a supplementary topic
    - Creation of new and specific courses on these topics
  - o Process followed
    - Raise awareness withing faculty to include these topics on their syllabus
    - Creation of transversal soft skills modules towards sustainability, made available on the undergraduate program
  - o Monitoring and evaluation

- Currently are not monitoring results nor evaluating what students are indeed learning. In the past the Sulitest was employed, however it is expensive, and the free version has not been updated lately
- Operations
  - Currently a key focus area since there is public funding available towards this goal
  - ISCTE has a team dedicated to the sustainability of the building, which has developed a plan for energy efficiency, and there is funding available for implementing initiatives for smart campus, lighting and equipment efficiency

#### Challenges in integrating sustainability

- The key challenge is continuity. Sustainability must be further integrated in the strategy of the school, to engage students and faculty, keep initiatives, and to create structure and systematization in working with faculty, staff and students
- Make sure the key stakeholders, faculty and staff, understand and share the reason of the sustainability effort, and are willing to embrace it. It only works if they engage in it
  - It is overcome through one-on-one contacts with faculty and by relying interested and active people to engage others
- Students come and go, so there is a need to be constantly communicating.
- Students are increasingly overwhelmed and focused on their key areas, reducing their attention span and availability to new topics and initiatives
  - It is being overcome through partnerships with students and associations and courses, with the aim to communicate the benefits and promote awareness. In addition, these initiatives, when possible, are aligned with evaluation elements, by integrating in courses and promoting projects

#### Participation on PRME

- ISCTE Business School is a signatory institution since February 18, 2011
- Since 2017, it has enlarged its presence in several forums and working groups, as the Sustainability Mindset and Anti-Poverty
- The highlighted benefits concern the access to these working groups and to their people, which bring knowledge, inspiration to new initiatives, access to the best practices other schools are engaging in, and to tools, as the “Blueprint for the integration of the SDGs in research and teaching”
- Participating in the Chapter Iberia, which is highlighted as a good opportunity to collaborate closely with Portuguese and Spanish institutions, going beyond the individuality of each school
- The team responsible for this are within ISCTE Business School is composed by 2 to 3 people, who meet weekly, and have the goal of enlarging the integration of sustainability within the school and increase its impact on society, by engaging faculty, researchers staff, and students.

This team has the responsibility of managing the relationship with partners, develop new initiatives and communicate opportunities and events of their partners, as for example contests

#### Reporting

- The report is done internally by the school's team
- Reporting is the key challenge of sustainability integration and participation in PRME
  - o The challenge starts before doing it, as there is the need to collect information in a systemic way to feed the report
  - o The school has to create, adapt and implement information systems to collect and manage information
  - o It involves a lot of resources, both human and financial, and takes much time
  - o There is information on faculty's initiatives that is not yet systematised, and has to be collected manually
- Reporting has the key benefit of being a tool for continuous learning and planning, highlighting the activities being conducted

#### Alignment with the Sustainable Development Goals (SDGs)

- Following a PRME meeting, ISCTE's representative at the initiative challenged the university to extend its work regarding sustainability and basing it in the SDGs
- Through an initial analysis, the team found much of the school's activities affected different SDGs
- In 2019/20, the team started listing initiatives according to the SDGs. When papers, master or PhD thesis, and research projects are submitted, the author has to choose if the work relates to any of the SDGs. In addition, courses, conferences and events are also monitored
- The goal is to map initiatives and see trends throughout the time, as well as to spread the message and increase awareness around the SDGs. This coding process has already helped in increasing acceptance and understanding around sustainability issues and its integration in the school's strategy

#### Future focus and outlook

- Create a system to tackle the challenge of the floating student population and its inherent need of constant communication to raise awareness and promote engagement
- Focus on consolidating the initiatives that have been created and to systematise the sustainability efforts
- Integrate new emerging ideas

## 7.17. Appendix 10.3. – Interview results - ISEG Lisbon School of

### Economics and Management

#### Key highlights

- Collaborative approach throughout the whole process – reaching out to the school’s community, students, faculty and staff members, to incorporate their view and effort into the sustainability integration
- Evolution from ad hoc initiatives to full integration, in order to stop having “sustainability” but it being an integral part of the school
- Driven from top down to advance the initiatives, and subsequently balanced with bottom-up pushed initiatives
- Focus on communicating the values, the strategy and the SDGs in order to promote more awareness on these topics

#### Sustainability integration

- For several years the school has already available courses regarding ethics and social responsibility, and a PhD specific for sustainability
- In 2019, the dean led increased efforts for integrating further sustainability and responsible education in the school: three new courses were created, and the school developed the initiative “SDGs at ISEG”
- “SDGs at ISEG” was aimed at identifying alternative ways to implement the SDGs. It relied on a collaborative model with the participation of students, faculty and staff members to structure information and create a plan for the following years. The process followed the following steps:
  - o Initial training on the SDGs to all the ISEG community
  - o Open call to students, faculty and staff members, to apply for participating in the project
  - o Organization of the 139 people in teams and development of 15 plans, which were incorporated in the strategy towards sustainability and included the key indicators and initiatives
- Due to the Covid-19 pandemic, these initiatives were put on hold and there was an evolution to develop the strategy for Sustainability 2030
- Throughout the strategy development, professors were reached in order to identify if their courses were already incorporating responsible management issues and what were their goals for the future

#### Challenges in integrating sustainability

- The unexpected pandemic forced the team to adapt the strategy and plans for sustainability
- Managing all the information collected

- Managing all the people involved
- Initial resistance from some faculty members, which was overcome through sharing information regarding the SDGs. Throughout this process, professors understood how their courses were already aligned with the SDGs and how to further strengthen this relationship
- Still missing resources to further integrate sustainability within the school, both financial and human to manage information and implement initiatives

#### PRME

- The Office for Studies and Projects is the department responsible for collecting and storing all the data
- Best practices identified include the mapping of what is currently being done, and focusing on the evolution throughout time regarding courses, workshops, trainings for faculty and campus operations and activities: focus on key aspects, what has been changed, what is new, and the impact and results it has produced

#### Alignment with Sustainable Development Goals

- Development of a business intelligence framework with Power BI, which automatically analyses keywords within the articles, to collect and organize data regarding ISEG's contribution towards the SDGs, aiming to characterize a starting point and to support the definition of goals for the future years

#### Future focus and outlook

- Create and make available more open, free, online courses, aiming to reach more people
- Create more programs and courses, and increase the capacity of people on each program
- Develop more partnerships with other universities, promote further cooperation between business schools and public entities

## **7.18. Appendix 10.4. – Interview results – NOVA School of Business and Economics**

### Key highlights

- Top down fully committed approach to create a sustainability strategy and further integrate it in the school. Having this drive from the directors was key to make the necessary efforts and resources available

### Sustainability integration

- In the end of 2018, with the new push for sustainability from the dean, it was nominated person responsible for this area
- New sustainability efforts started from the basis, increase communication, and enable people to do on campus the sustainable practices they do at home
- In 2019:
  - o Started to map and guide initiatives through the lenses of the SDGs
  - o Defined 6 areas of focus to create a sustainability hub, playing as executers, promoters, or influencers of the initiatives, always supported by NOVA's internal and external community. The 6 areas are:
    - Campus – integrate best practices of recycling, waste and energy efficiency, water management and consumption
    - Teaching – create new dedicated programs that addressed the SDGs
    - Applied research – research and consultancy focused on these topics
    - Innovation programs and entrepreneurship
    - Events around sustainability
    - Local community – engage with the local institutions, promote debate, support the development of public policies
- Big concern on developing initiatives which are fully integrated and can be sustained throughout time, assuring its continuity
- Signed the Ellen MacArthur Foundation's New Plastics Economic Global Commitment and are one of the referenced profile universities for the topics of circular economy, due to the campus' operations and the course on Circular Economy and Regenerative Models
- Tried to apply for environmental sustainability rankings, however, since most are focused on the university level (and not faculty) it was dependent on all faculties and not just the business school
- Covid delayed the implementation of some initiatives, as the example of reducing single use items as paper cups

- Promotion of the inclusion of SDGs' related case studies in the courses, even if the overall content and theory does not address any specific SDG
- Created the online platform "Role to Play", which showcases everything the school does that contribute to the SDGs, own initiatives and also projects in which it collaborates, and it is also a platform available to anyone who wants to create and promote an initiative that addresses the SDGs
- The sustainability team has 3 people at the moment. While their background and profile is non-technical, they are driven for these topics and have some previous experience

#### Challenges in integrating sustainability

- Engaging the community, especially the faculty
  - o This is overcome in the medium/long-term by focusing on dialogue and showcasing evidence and best practices, and not by prescribing it. The pressure and demand from students further impacts faculty to focus on these topics

#### PRME

- In the end of 2018, started to be involved in organizations as the UN Global Compact and be more active in the UN PRME, of which were signatories since 2013
- Reactivated PRME Chapter Iberia and became its leader
- Are one of the PRME Champions, one of the reference institutions, and started to promote working groups and initiatives around certain topics
- The PRME report is based on the Road to Impact report, mapping everything the school does towards integrating sustainability and aligned with the Sustainable Development Goals and the Six Principles of the UN PRME
  - o The PRME report addresses the Six Principles but is organised in broader categories, following NOVA's impact model from mission to vision: "Lifelong Learning", "Research & Knowledge Dissemination", "Community Activation", "Organizational Sustainability"

#### Alignment with Sustainable Development Goals

- Starting in 2019, started the SDG Journey:
  1. Promote workshops with faculty and staff members to increase awareness and know-how around the SDGs, aiming to showcase sustainability examples and to promote curiosity and engagement around these topics
  2. Map all academic programs, highlighting the contribution of each course to the SDGs. This was done through reading all syllabus
    - Afterwards, it was included in each syllabus a statement highlighting the contribution of that course to the SDGs, making this information available to students

- In the annual survey of the course, questions are included to certify that what is mentioned in the syllabus is actually lectured in class
- 3. Map research by reading abstracts and using keywords
- 4. In the Discovery Week (the moment of reception of new master students):
  - Projects developed during this week had to address the SDGs and students had to make a video demonstrating it;
  - Conducted a survey to understand students' perception regarding the inclusion or not of topics regarding sustainable development in faculties
  - It is a first moment to start raising awareness on these topics among students

#### Future focus and outlook

- Developing the roadmap for carbon neutrality, which is challenging since the main driver of emissions is mobility. Therefore, the focus is on educating people, giving alternatives, and promoting change
- Developing a policy for diversity and inclusion
- Implementing the principals of the UN Global Compact, focusing on green procurement, labour, human rights, and anti-corruption, with a proactive approach and not just compliant. Beyond being more rigorous with partners, the schools aims to further educate faculty and staff on these topics, through e-learning
- Develop more executive education programs on the topics of sustainability

## 7.19. Appendix 10.5. – Interview results - Porto Business School (PBS)

### Key highlights

- The key challenge concerns reducing ad-hoc initiatives and implementing a well-defined, planned strategy. It requires collecting information of all initiatives, as a starting point and learning tool for a systematic implementation
- Accreditation institutions are increasingly requesting for more sustainability practices and reporting, which acts as an incentive for the school to structure its strategy and the reporting processes
- Financed projects are a key mechanism to advance certain initiatives and to leverage the positioning with several entities. For example, the project Sustainable Act was funded by “Compete 2020” and was targeted at small and medium enterprises to support them with the knowledge and tools to meet the SDGs. This was a very valued program, which helped these companies to position themselves and to get the recognition and visibility as a sustainable company

### Sustainability integration

- Sustainability is a core pillar of the school
- Combined approach of top down and bottom-up initiatives – the dean identified the trend and the need, as a business school, to advance in structuring and implementing sustainability within the school. In parallel, faculty and staff members started to drive more initiatives
- The school has a sustainability committee which is composed with people from different areas and hierarchical levels to promote the development of sustainability across all dimensions, with a strategic and operational vision
- Belief that sustainable management should be transversally integrated in education and not offered as specific courses. Currently there is a focus on making this Evolution in the programs and curriculums
  - o The first courses were made available in the MBA programs, since this is the most important offer for the school. The projects required from the courses are increasingly focused on sustainability, driven from growing requests from the companies
  - o Currently extending this offer to the other levels of education, having identified the need to create new courses
- Faculty and staff members have access to the school trainings regarding these topics

### Challenges in integrating sustainability

- When the impact is less visible, it is more difficult to convince the people involved
- There is still resistance from some faculty members to engage and include responsible management topics into their courses. Students are supporting this effort by increasingly requesting for more purpose in the syllabus

## PRME

- Signing the PRME was key to communicate that the school is seriously acting on these topics

## Reporting

- Currently developing a systematized process and tools to collect information
- Reporting the ESGs based on the GRI criteria, in a way to have the data available to develop the annual and sustainability report, for the PRME and accreditations
- The reporting process is conducted entirely internally

## Alignment with Sustainable Development Goals

- Mapping and aligning activities with the SDGs, aiming to raise awareness on the goals, and to support in communicating and proving what and how the school has done in a transparent manner
- Currently developing tools to measure the impact the school has on the SDGs, as well as mapping the offer

## Future focus and outlook

- Further develop the sustainability strategy and reducing ad-hoc initiatives
- Implementing tools to support reporting on the ESG, and prepare the information for the various reports and accreditations
- Integrating the sustainability report into the annual report
- Identify areas for improvement based on the mapping of what is currently being done
- Involving staff in a different way, developing new plans and initiatives to promote a common understanding of what the school is doing and how to communicate it

## 7.20. Appendix 10.6. – Interview results – Viana do Castelo Polytechnic

### Institute

#### Key highlights

- Despite having signed the UN PRME in 2020, the Institute has not yet made the SIP report available due to difficulties in preparing it, as the lack of guidelines regarding its structure and the identification of the key indicators to be disclosed
- Environmental sustainability was driven bottom up by researchers and faculty members connected to environmental engineering
- Participating in rankings (as the Green Metric) allows for identifying the key indicators analysed, positioning the institute in comparison to others, and for supporting in the impact analysis of their sustainability efforts
- Legal requirements are a driver to implement further initiatives and to identify key indicators
- Participating in networks, as the sustainable campus and the national observatory for social responsibility in Portugal, is very important for the Institute for accessing best practices, developing further initiatives and for identifying the key indicators to be monitored and reported on, allowing for auto evaluation

#### Sustainability Integration

- Sustainability thought holistically for the six schools of the university
- Produce annual reports highlighting their commitments to sustainability in the social and environmental area, with key performance indicators
- Definition of a strategic plan 2015-19 focused on environmental sustainability and submission of two of the schools to the “eco schools” program
- Legal requirements were a driver to implement further initiatives, mainly regarding environmental issues as waste management, as well as to develop processes to identify these requirements, to develop actions to comply with them, and to report
- 2018-19
  - Created a team for managing the environmental system, which included defining the key indicators and procedures, the communication processes, collecting legal requirements and analysing its fulfilment
- Strategic Plan 2020-24
  - Through research within the faculty staff, the dean identified sustainability in its broad meaning as the key area. Therefore, the pillar of “sustainable and inclusive campus” was included within the strategic plan. This aims to develop the social dimension through social responsibility, inclusion, diversity and equity, and the environmental

dimension, including mobility, energy and resource efficiency, and sustainable infrastructure

- Currently there are two representatives of the president for the sustainability area, one for the environmental and the infrastructure management, and the other for quality and social responsibility, who are responsible for supporting the strategic implementation within their areas. Each school has its own quality manager, who interacts with the corresponding representative of the presidency team

#### Challenges in integrating sustainability

- Even though there was a key driving force from the dean to implement new sustainability initiatives, there was high resistance to change and lack of understanding from faculty members. This challenge of changing mentalities is still ongoing, through communication and raising awareness on the importance of these issues
- Engaging and mobilizing students for driving the eco campus initiatives

#### PRME

- Signatory of the PRME for the institution, including its six schools
- Align their strategy with the six principles, for the key areas of the institute: teaching and learning, research, international cooperation, environment, and social responsibility
- Have not delivered the SIP report yet because the structure of it is not clear
  - Benchmarked other schools' reports and did not find a common structure
  - Would like to have access to a guideline of the main reporting areas and the key indicators to be reported
- Are part of the Chapter Iberia, but are not very active

#### Alignment with Sustainable Development Goals

- Alignment of the initiatives with the SDGs

#### Future focus and outlook

- Increase environmental efficiency
- Improve water management, which has still a lot to be developed
- Develop further communication efforts to raise awareness on the sustainability issues within the faculty and staff members, as well as students

## 7.21. Appendix 11.1. – Coding initiatives – Purpose

Principle Purpose (coding)	Author Initiative	CLSR		CPBS		FEP		IBS			ISEG			NOVA SBE					PBS		EEG Minho				
		2022	2020	2015	2018	2020	2013	2015	2017	2019	2016	2018	2020	2013	2015	2017	2019	2021	2022	2017	2021	2018	2020	2022	
	AI, 2011 Assessing awareness on responsibility issues among faculty members	0	no	0	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Case studies in curriculum	1	yes	0	0	yes	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI, 2011 Courses in programme portfolio	0	no	0	0	yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI, 2011 Establishment internal taskforces and committees	1	yes	0	0	yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Focus on entrepreneurship	0	no	0	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI, 2011 Governance model for Sustainability	0	no	0	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI, 2011 Implementation of commitment in mission statement	0	no	0	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI, 2011 Implementation of ethical sustainability and CSR-related themes within organizational teaching and research	1	yes	1	1	yes	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	yes
	AI, 2011 Offering faculty development workshops	0	no	0	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI, 2011 Offering student scholarships	1	yes	1	0	yes	0	1	0	yes	1	0	yes	0	1	0	1	0	yes	1	0	yes	1	0	no
	SS 2011 Other curriculum elements	0	no	0	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI, 2011 Participating in the "greening the campus" activities	0	no	0	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI, 2011 Participation in international networks	1	yes	1	0	yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Personal skills	0	no	0	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Projects for a company	1	yes	0	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Projects in curriculum	0	no	0	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 SDG focus	1	yes	0	0	yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Setting goals for sustainability	0	no	0	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Student clubs and organizations	1	yes	0	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Students' organization of conferences workshops competitions and other events	1	yes	0	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Students' participation in conferences workshops competitions and other events	1	yes	0	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Sustainability / Social Responsibility Plan	0	no	0	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Sustainability co-creation with students	0	no	0	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no



## 7.23. Appendix 11.3. – Coding initiatives – Method

Principle Method (coding)	Author Initiative	CLSRE		CPBS		FEP		IBS		ISEG		NOVA.SBE		PBS		EEG Minho					
		2022	2020	2015	2018	2020	2013	2015	2017	2019	2021	2022	2013	2015	2017	2019	2021	2018	2020	2022	
	Building sustainable campus.	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no	
	AI. 2011 Business games and simulations	1	yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no	
	AI. 2011 Case studies teaching	1	yes	1	yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	AI. 2011 Case study writing	1	yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	Co-curricular activities	0	no	1	yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	SS 2011 Educational practices: Study tours	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	SS 2011 Educational practices: conferences seminars symposia discussions	1	yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Educational practices: e-learning webinars	1	yes	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI. 2011 Faculty co-teaching	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI. 2011 Field research projects and visits	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI. 2011 Film screenings with debates and panel discussions	0	no	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI. 2011 Guest lectures	1	yes	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI. 2011 Indicators committees surveys focused on evaluating responsibility of educational processes	0	no	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Infrastructure: laboratories libraries databases containing resources on responsible management	0	no	1	yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	AI. 2011 Journalism	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI. 2011 Lectures	1	yes	1	yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI. 2011 Local and global competitions	1	yes	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	Mentoring Program	1	yes	1	yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI. 2011 Online blogs and internet communities	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI. 2011 Outdoor and physically-based experiences	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Procedures and norms connected with social responsibility implemented within educational process	0	no	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	Projects with entrepreneurs and startups	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SDG 8	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SDG 9	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SDGs focused	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	Review of curriculum	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI. 2011 Roundtable discussions co-organized by students	0	no	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SDG 10	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SDG 16	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SDG 9	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI. 2011 Self-evaluation exercises on responsibility issues	0	no	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI. 2011 Service learning	0	no	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	Soft-skills	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	Students clubs projects	1	yes	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI. 2011 Teaching workshops co-organized with students	0	no	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Unit or person responsible for Responsible Management education	1	yes	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	Volunteering	1	yes	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no



## 7.25. Appendix 11.5. – Coding initiatives – Partnerships

Principle <b>Partnerships</b> <i>(coding)</i>	Author <i>Initiative</i>	CLSRB		CPBS		FEP		IBS		ISEG		NOVA SBE					PBS		EEG Minho				
		2022	2020	2015	2018	2020	2013	2015	2017	2019	2021	2022	2013	2015	2017	2019	2021	2022	2017	2021	2018	2020	2022
	SS 2011 Awards and other (financial) support for business	0	no	0	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Awards and other (financial) support for organizations	1	yes	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Awards and other (financial) support for students	1	yes	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Co-operation with student organizations	0	no	0	no	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	yes
	AI 2011 Collaboration with company departments dealing with CSR	0	no	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI 2011 Creation of clubs associations and institutes	0	no	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	Cultural institutions	0	no	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Educating officials	0	no	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Education executives	0	no	1	yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI 2011 Executive education consultancy and in-company programs	0	no	0	no	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI 2011 Forums workshops working breakfasts roundtables with executives (often alumni)	0	no	1	yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Including business in education process (e.g. leaders speakers series)	0	no	1	yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI 2011 Industry professionals with expertise in sustainability appointed to university governance	0	no	1	yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI 2011 Internships	0	no	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Joint projects with business	0	no	1	yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Joint projects with government	0	no	1	yes	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Joint projects with other organizations (NGOs)	0	no	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Joint projects with science and schools	0	no	1	yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Joint projects with students	0	no	1	yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI 2011 Networking discussions and other of views exchange with students	1	yes	1	yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	AI 2011 Partnerships with CSFire related centers and networks	0	no	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Student exchange	1	yes	1	yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Unit or person responsible for contact with stakeholders	0	no	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	SS 2011 Use of renewable energy emission reduction etc	0	no	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no
	Volunteering	0	no	0	no	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	no



## 7.27. Appendix 12 – Summary of findings per area and level

	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>
<b>Teaching</b>	<p><i>About Sustainability</i></p> <p>Inclusion of responsible management into the existing courses via case studies and guest speakers;</p> <p>Map and report the SDGs covered in their curricula.</p>	<p><i>For Sustainability</i></p> <p>Adding new responsible management courses to the existing programs, and emphasizing on a broader cross-curricular perspective;</p> <p>Learning method based on reflection and critical thinking, through increasing focus on transferable soft skills and by promoting an entrepreneurial mindset;</p> <p>Implementation of business games and simulations focused on sustainability issues.</p>	<p><i>As Sustainability</i></p> <p>Transformation of systems and processes, and the creation of new structures of teaching;</p> <p>Creation of fully dedicated programs to sustainability and responsible management, mainly in Masters, MBA and Executive Education.</p>
<b>Research</b>	<p><i>Observant</i></p> <p>Observers of the work produced by researchers and students;</p> <p>Map publications in accordance with the SDGs;</p> <p>Build dedicated platforms to identify and share their research per goal.</p>	<p><i>Focused</i></p> <p>Define a clear focus and strategy to produce publications on these topics within the current research centres</p>	<p><i>Dedicated</i></p> <p>Create dedicated and thematic research centres around the most pressing and strategic issues on impact, social innovation, and responsible business, among others.</p>
<b>Outreach</b>	<p><i>Enabler</i></p> <p>Develop partnerships with companies, local entities, NGOs, among others;</p> <p>Participate in national and international networks of universities and research centres;</p> <p>Promote interaction between internal and external stakeholders, enable student exchange, and give access to networks of people and resources;</p> <p>Facilitate and support the creation of student clubs.</p>	<p><i>Promoter</i></p> <p>More proactive approach to organise initiatives as conferences, workshops, career forums, volunteer fairs, solidarity campaigns, among others.</p>	<p><i>Strategist</i></p> <p>Define a strategy for stakeholder engagement and partnerships, as well as to foster dialogue on these topics across the school and externally</p>
<b>Institutional Framework</b>	<p><i>Compliant</i></p> <p>Integrating within the structure due to international trends, certifications, legal requirements, accreditations, and rankings;</p> <p>Alignment of mission, values and goals towards responsible management.</p>	<p><i>Committed</i></p> <p>Top-down leadership;</p> <p>Creation of sustainability teams;</p> <p>Have financial and human resources available.</p>	<p><i>Leading</i></p> <p>Organizational sustainability strategy, where schools “walk the talk”</p> <p>Set plans to promote an internal culture of diversity, inclusion, and well-being;</p> <p>Emphasises on training and development of the staff and faculty;</p> <p>Developing sustainability plans</p>

## 7.28. Appendix 13.1. – Findings per school – Three levels of Teaching

<i>School</i>	<i>About Sustainability</i>	<i>For Sustainability</i>	<i>As Sustainability</i>
<b>CPBS</b>	<p>Ethical reflection and discussion has been increasingly included in other course contents: specifically in Information and Technological Systems, Microeconomics, Economic Sociology, Development Economics, Operations Management and Strategy.</p> <p>Identification of the SDGs covered through the programs.</p> <p>Having in consideration our mission and our strategic pillars, SDGs 4 and 17 are of major importance.</p> <p>Programme of merit scholarships.</p>	<p>In undergraduate, "Social Philosophy and Ethics", "Social Economics" and "Christianity, Cultures and Organisations".</p> <p>In Master, "Sustainability and Business Innovation". In MBA, a 2-days Bootcamp in social entrepreneurship</p>	(Does not mention)
<b>CLSBE</b>	<p>Identification of the SDGs covered through the programs: As can be seen SDGs 04 "Quality Education", 08 "Decent Work and Economic Growth", and 09 "Industry, Innovation and Infrastructure" are the ones most impacted by the curricular offer of CATÓLICA-LISBON. If we take out the effect of the SDG 04, 08, and 09, the next most impacted SDGs are SDG 10 "Reduced Inequalities", 16 "Peace, Justice and Strong Institutions" and 17 "Partnerships for the Goals".</p> <p>Financial Aid Scholarships.</p>	<p>In undergraduate, "Great Challenges of Humanity - SDG 13 - Climate action", "Corporate Social Responsibility and Purpose Driven Consumption"; "Strategic Corporate Social Responsibility", "Strategic Management &amp; Sustainability".</p> <p>In master, "Social Entrepreneurship: Building Impact Ventures"; "Business Ethics and Social Responsibility", "Responsible Business", "Sustainable Finance", "Impact Investing" and "Managing Social Innovation", and "Healthcare Transformation", "Intrapreneurship".</p> <p>Master students organize and build impactful initiatives through 180 Degrees Consulting, Equality in Business Club, CATÓLICALAB, and Global Innovation Challenge.</p>	<p>Executive Education: Responsible Business;</p> <p>Executive Education: Purpose-driven Organisation</p>
<b>EEG</b>	<p>Other courses incorporate a concern for ESRS, either directly (e.g. Labor Economics, Environmental Economics) or indirectly, such as in 'Human Resource Management'. In 'Logistics', the environmental impact of different transport modes and systems is analyzed</p>	<p>EEG integrates ESRS concerns throughout modules, course contents and/or in extracurricular activities. Module 'Ethics and Social Responsibility' in bachelor and master program.</p> <p>Courses as Environmental Economics; Politics and Social Economics; Environment and Energy; Global Economics; Social and Environmental Accounting; Ethics, Deontology and Accountability; Environmental Policy; Ethics: the Great Questions of Our Time; Green Buildings, among others.</p> <p>Transferable Skills Development Program, which includes the EEG Business Day, Field Days, Job Sessions, soft skills workshops and short courses.</p>	Master in Social Economics

<b>FEP</b>	(Does not mention)	In BA-level, inclusion of "Ethics and Social Responsibility" and "Introduction to Social Sciences. In post-graduate, master and PhD, inclusion of courses with topics on education, health, environmental energy, urban problems, poverty and inequalities, corporate governance and ethics. Learning-by-doing through service learning, field trips, simulations and competitions. Pro-Skills platform to promote participation in co-curricular activities, as mentoring programs, and programs on preventing risky behaviours, integrating freshmen's, preparing for the job market	Master in Environmental Economics and Management; Master in Healthcare Economics and Management. Certificate course on Circular Economy
<b>IBS</b>	Ethics and sustainability have become key topics in Strategic Management, Negotiation, Social and Solidarity Economy, Ethics and Deontology, and Deontology and Professional Competencies. In the academic year 2019/20202, out of 549 curricular units, 176 have been coded with SDG, resulting in a total of 361 codes (each curricular unit can be coded into a maximum of 3 SDG). Most often linked to the curricular units are SDG 8, 4, 12.	Master in Business Administration includes a course on Ethics, Corporate Responsibility and Sustainability; The Executive MBA program includes a course on Ethics and Corporate Sustainability; Entrepreneurship Support Center - Audax, a center that helps newly graduated students with an interesting idea to start their own business; Soft Skills Development - develop transversal soft skills, such as the ability to develop autonomous work, as well as teamwork, to perform individual research, to analyse complex situations and to improve communication skills.	MBA on Energy
<b>ISEG</b>	Qualifying and quantifying ISEG Lisbon's contribution to the SDGs since 2011 was one of the mapping objectives carried out during 2020. This mapping took place within the framework of a Master's dissertation in Management Information Systems, supervised by a faculty member who belongs to the ISEG SDG Task Force: 77% of the curricular units are related to the themes included in the SDGs. The Master's degree in HRM (Human Resource Management) implemented a prize for the best student in the subject of Business Ethics	Business Ethics and Social Responsibility have been included in the syllabi. Seminars and Workshops, Summer Schools, and Masters Final Work have also been used to make people aware of and consequently teach Business Ethics and Social Responsibility.	New Masters in Management, and the Masters in Design for Sustainability. Executive Program on Sustainable Finance: Green and Climate Finance; Free online program open to the public, on "Ecosystems Services, Economics and Finance".

<b>NOVA SBE</b>	As part of our SDG Journey, we began to map the contribution of our academic programs for the SDG Agenda: mapped as raising awareness for the SDG 4477 BSc students, 3581 MSc students, 43 PhD students, 323 Executive Education students completed curricular units; 162 revised syllabi with explicit SDG-relation; 35 students involved in consulting labs, with partner Scholarships for bachelor and master programs, as well as for PhD students	In Bachelor courses as "Leadership & Ethics", "Development Economics", "Managing Impactful Projects". In Master, courses as "Applied Social Entrepreneurship", "Business Models for Sustainability", "Economics of Poverty", "Environmental Policy", among others. In PhD, Advanced Topics in Development and Environmental Economics.	Master program in Business Analytics; Master in Impact Entrepreneurship and Innovation; Master in International Development & Public Policy
<b>PBS</b>	Developed a tool to measure the impact of our activity with respect to the Sustainable Development Goals at programme/course level; PBS: About 30% of the Intended Learning Outcomes of the programmes' courses are aligned with Intelligent Growth / Sustainable Development Goals.	Courses in the MBA as "Strategic Sustainability", "Business Ethics" and "Corporate Social Responsibility", "Corporate Strategic Sustainability"; Thematic masterclasses on Sustainable Management, Circular Economy, Innovation towards sustainability, among others; EUREKATHON   CHALLENGING DATA For Good Health and WellBeing - Eurekathon is a competition organized to solve challenges associated with the sustainable development of society, according to the UN 17 Sustainable Development Goals.	Open Executive Program in Sustainable Management: A Leadership Expedition to the Future

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## 7.29. Appendix 13.2. – Findings per school – Three levels of Research

<i>School</i>	<i>Observant</i>	<i>Focused</i>	<i>Dedicated</i>
<b>CPBS</b>	<p>In the period 2018-2020, more than 50 research publications covering at least one SDG were published by our teachers and researchers.</p> <p>Applied research and consultancy services undertaken by teachers through CEGEA, work focused in Ethics and Sustainability</p>	<p>In CEGE, a new strategy has been implemented since 2017 and the theme of Sustainability and Ethics became one of the three core areas of focus</p>	(Does not mention)
<b>CLSBE</b>	<p>SDG alignment: 37 Research Projects, 121 Articles Published, 3 Research Units, 8 Knowledge Centers, 11 International Awards and Recognitions On Our Articles</p>	<p>Center of Economics for Prosperity analyses economic topics such as employment, innovation and economic growth, poverty, inequality and social mobility, and the economics of education and health.</p>	<p>CRB - Center for Responsible Business &amp; Leadership; Yunus Social Innovation Center; CORE - Center For Consumer Wellbeing &amp; Retail Innovation</p>
<b>EEG</b>	<p>Ethics, social responsibility and sustainability is a topic of concern for EEG faculty. Their work has also been presented at international conferences, and some papers are award winners.</p> <p>Some of our core faculty members have also led consulting projects regarding environmental issues and sustainability with the Portuguese government and its agencies, and with foreign governments.</p>	<p>PhD theses and master dissertations are supervised by EEG faculty on ESRS subjects.</p> <p>The Centre for Research in Economics and Management has 45 researchers committed to SDGs, resulting in 128 scientific publications, 20 projects and 20 events covering at least one SDG. The Research Centre in Political Science has 120 publications, 18 projects and 12 events focused on at least one of the SDGs. This research Centre provides a particular contribution to SDG 16</p>	(Does not mention)
<b>FEP</b>	<p>Research projects mainly covering the SDGs 7, 16, 8, 10 and 9</p>	<p>Cef.up is organized into research groups, one of which with focus on the design of policies that may lead to better decisions and more sustainable outcomes; Research projects contribute toward understanding how organizations and policymakers are promoting the creation of sustainable value and how their impact can be enhanced to foster the advancement of particularly SDG 7, 8, 10 and 9.</p>	(Does not mention)
<b>IBS</b>	<p>A total of 213 theses were coded by the students according to the SDG. The SDG mostly commonly attributed are SDG 8, 4, 3 and 9;</p> <p>Research performed by the BRU - Business Research Unit - spans the various dimensions of sustainability in a holistic way. Using the lens of the SGD, the main areas covered are the SDGs 9, 8, 12 and 3.</p>	(Does not mention)	(Does not mention)

<b>ISEG</b>	81% of the articles published in Scopus contributed to the 17 SDGs; 94% of Master's final works and Doctoral theses contribute to the SDGs.	Centre for Research in Social Sciences and Management carries out research in several areas, one of the most important being Sustainability and Scientific Policy, and it aims to be a leading research group in Social and Human Science. In terms of Social Responsibility, research priorities are focused on a variety of subjects, including the following: Welfare and Social Policies; Population and Ageing; Development and Cooperation; The Third Sector and Social Networks; Natural Resources and the Environment; Corporate Social Responsibility; Sustainability; Education; Gender Equality.	(Does not mention)
<b>NOVA SBE</b>	In general, the production of research and knowledge dissemination is intimately related with SDG targets, such as 17.13, 17.14, 17.19.	Nova SBE Behavioral Lab is an innovative interdisciplinary research facility focused on understanding human behaviour in organizations, focusing on a wide range of topics in management, with a particular emphasis on individuals' well-being.	NOVA SBE: Environmental Economics Knowledge Center; Health Economics & Management Knowledge Center; Leadership for Impact Knowledge Center; NOVAFRICA Knowledge Center; Nova SBE Sustainability Hub
<b>PBS</b>	The school does not engage in research, only through funded projects or consultancy services	-	-

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### 7.30. Appendix 13.3. – Findings per school – Three levels of Outreach

<i>School</i>	<i>Enabler</i>	<i>Promoter</i>	<i>Strategist</i>
<b>CPBS</b>	Partnerships with companies and non-profit organisations to take people to participate in classes, bringing real case studies to inspire and deepen learning in action. Partnerships with academic institutions all over the world. Advisory Boards committed to volunteering work with the school, including specialised individuals in the field of Ethics.	Promoter of dialogue about the relevance of an ethics stance in decision making, and about the emergency of action on sustainability issues through its Ethics Forum, conferences and workshops, consultancy, and research.	(Does not mention)
<b>CLSBE</b>	Partnership with other universities, promoting student exchange; Workshops and challenges promoted by partner companies;	Promoting the Career Forum, Volunteer Fair, Networking Sessions, Student Clubs, Mentoring program; Webinar Series on Social Innovation, Scaling, and Impact Creation of "Sustainability Club" with students	(Does not mention)
<b>EEG</b>	International partnerships with organizations that respect the values of ethics, social responsibility, and sustainability, as universities and companies.	Encourage Students associations to promote events related to ethics and to invite CEOs and alumni to talk about their role in society. Among them, we highlight AIESEC and U.DREAM, the first Junior Social Enterprise of Portugal. Promote a Mentoring Program, volunteering initiatives, cultural, associative and sports activities. Organization of international meetings, conferences, seminars, and lectures	(Does not mention)
<b>FEP</b>	Partnerships on health and welfare, quality education partnerships as participation in international networks of universities	Promoting career mentoring and solidarity programs. Running seminars, conferences, and workshops to raise awareness of students on topics of modern economies, ethics and social responsibility, health and well-being and environmental sustainability.	Identification of health and well-being, quality education, reduction of inequalities, environmental protection, and peace and justice as a priority for action;
<b>IBS</b>	Institutional partnerships with national and international organizations promoting cross-sector dialogue are crucial to the integration of sustainability into the strategy of Iscte as a whole, and Iscte Business School in particular. Partnership with PRME, GRLI, GRACE, among others	Career services and Career forum, Company Open Days, seminars related with the sustainable development goals	(Does not mention)

<b>ISEG</b>	Partnerships with outward-facing community institutions, with cultural institutions; local community public administration bodies, or similar; other civil society organisations. Also with business community – in its advisory board, in its School Board, in its Foundation and in the Alumni community. Joined the UN Global Compact's Portuguese Alliance for the SDGs	The "ISEG Champions for the SDGs" campaign to generate awareness, engagement and co-creation. Promotion of the Career Forum and many talks and events to promote interaction between students, faculty and business community. Development of Solidarity Campaigns and Volunteer Actions.	(Does not mention)
<b>NOVA SBE</b>	Participation in international and national networks of universities and local entities. Enabler of more than 30 student clubs, ranging from specialized fields to cultural and sports-oriented.	Aim to act as a vivid and active platform that encourages and accelerates x coalitions and alliances between internal and external stakeholders. Promotion of a mentoring program between students and alumni, as well as the alumni club platform, alumni talks and interviews. Conduction of internal and external events, webinars, and conferences.	(Does not mention)
<b>PBS</b>	Partnerships and collaboration with other institutions and initiatives [BCSD Portugal, CIDADE+, Associação Vida Norte, etc.]. Close connection between academia and the business school. Partnerships with international schools and research institutions.	Promotion of internal volunteering initiatives (Junior University, Planting Trees,...) and external volunteering initiatives [partnerships with SIC Esperança, Grace/GIRO, Junior Achievement Portugal,...]. Talks and webinars on Innovation, sustainability and circular businesses among others. Developer of the Sustainable Act Project, which aims to empower and equip national small and medium-sized enterprises (SMEs) with new knowledge, information and tools that meet Sustainable Development Goals. The School organizes regular events to promote awareness on issues related to global social responsibility and sustainability. Support local NGOs through training and development of key competencies.	(Does not mention)

## 7.31. Appendix 13.4. – Findings per school – Three levels of Institutional Framework

<i>School</i>	<i>Compliant</i>	<i>Committed</i>	<i>Leading</i>
<b>CPBS</b>	Mission: To prepare global business professionals with a strong focus on entrepreneurship, sustainability, and respect for individuals, anticipating organisations' future needs and promoting the development of scientific and applied knowledge.	(Does not mention)	(Does not mention)
<b>CLSBE</b>	Through a deep and engaging learning experience and a strong focus on innovation and human-centred knowledge creation, we educate and empower leaders that make a difference by positively impacting business & society.	Top-down leadership with the nomination of a sustainability director and creation of a small team	Inside CLSBE overview: 86 staff (15 % Male / 85% Female), 26 researchers (35 % Male / 65% Female), 244 faculty (58 % Male / 42% Female), 46% of the management positions are held by women  Offering internal staff training, health support, equal payment.
<b>EEG</b>	The Code of Ethical Conduct is delivered to all new EEG students and members of staff and reinforced to the overall EEG community on various occasions.	(Does not mention)	(Does not mention)
<b>FEP</b>	FEP's mission is to promote, through teaching and research, the development of knowledge in Economics and Management, to train professionals and responsible citizens capable of responding to the challenges of the economy and the society, and to actively contribute to the progress of its communities.  Inclusion of the values of social responsibility, tolerance and respect within the Ethical Code	Creating of the Sustainability Committee, whose mission is to raise awareness of social responsibility and sustainability issues, encourage social intrapreneurship, and reviewing the social responsibility plan.  Appointment of a Sustainability Manager	Development of the Social Responsibility Plan Integrating social values in recruitment, respecting gender, age, etc
<b>IBS</b>	IBS, through teaching, research, and community outreach, contributes to the development of management knowledge and practice, and prepares and develops managers and leaders to make a positive impact on organizations and society, in a globalized world.  Values of the school includes Entrepreneurship and Innovation, Multicultural Environment, Integrative and Supportive Relationships, and Social	Governance model for Sustainability: It is organized around four key areas: Teaching, Research, Campus, and Interaction with Society. In terms of roles, there are: Directors and Managers for Quality and for Sustainability; Quality and Sustainability Liaisons for the services and for the schools – including Iscte Business School; and an external consultant. There are three working groups devoted to the dimensions: People,	Iscte Sustainability Policy: Involve, in an inclusive and participatory way, the Iscte community; Create, transmit and share scientific knowledge related to Sustainability; Embrace the protection of the environment and respect social responsibility principles; Improve its environmental impact; Manage aspects of social responsibility, etc

	Responsibility and Ethical Behaviour.	Planet, and Prosperity. These working groups include interested faculty, staff, students, and alumni, plus the Director and the Manager for Sustainability who ensure the coherence and holistic approach of sustainability at Iscte.	
<b>ISEG</b>	ISEG's mission is to create, share and enhance the social and economic value of knowledge and culture in the fields of Economics, Finance and Business Sciences, in a context of plurality and assurance of intellectual and scientific freedom, and respect for ethics and social responsibility. ISEG Lisbon's Values were communicated internally through the implementation of the URKUND Programme, an academic plagiarism software, and the distribution of the "Pack Ethics" to all faculty members, with ISEG Lisbon's Mission and Values; the declaration of students' rights and duties; the code of conduct for researchers, and examples of relevant initiatives that were primarily promoted or supported by ISEG Lisbon.	(Does not mention)	(Does not mention)
<b>NOVA SBE</b>	Our mission is to be a community dedicated to the development of talent and knowledge that impacts the world. Our impact is to address the challenges of humanity. Core values of Impact, through the commitment to transform the world in responsible and inclusive ways, Connectivity, through a sense of responsibility for establishing bonds with society and stakeholders, to engage a global and supportive community, and Worldliness, eager to work with everyone who strives for positive change and to create cross-cultural synergies.	Dedicated area, responsible for having the SDGs as the lighthouse, nomination of an "Associate Dean for Community Engagement & Sustainable Impact" and an "Chief Sustainability Officer"	Definition of a Code of Ethics, promotion of the internal community's well-being, physical and mental, as well as diversity and inclusion, focused on gender, nationality, generations, and people with disabilities. Training and development, and promotion of international mobility of staff and faculty. Provision of Health and Safety at work services, promotion of local volunteering.

<b>PBS</b>	Mission does not mention responsible management	Created a Sustainability Committee to raise awareness and promote initiatives contributing to the United Nations Sustainable Development Goals (SDGs).	The high-level objectives in the Strategic Plan for the period 2019-2022 include Impact, where the schools aims to make positive contributions at individual level (impact on personal growth and career progression), at organisational level (impact on organisational transformation/ improvement), and societal level (impact on the community, alumni, regional ecosystem, and other stakeholders); Innovation; and Sustainability, where it will uphold high standards of Ethics, Sustainability, and Social Responsibility (CSR) and will embed them in the goals and learning objectives of its programmes.
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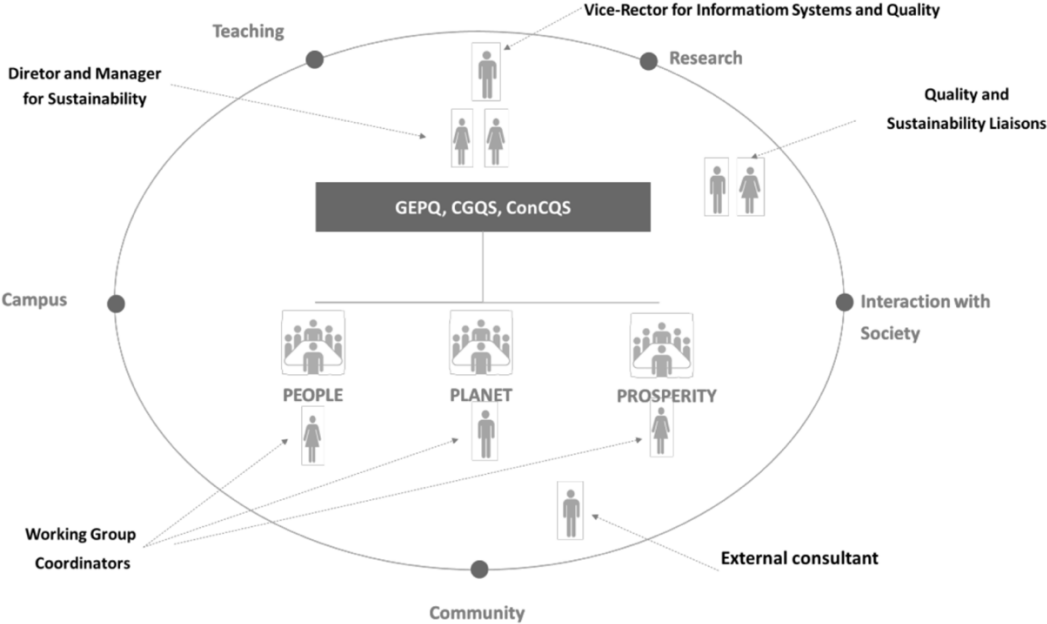
### 7.32. Appendix 14 – Example of courses offered by the business schools

<b>Business School</b>	<b>Example of courses offered (non-exhaustive)</b>
<b>CPBS</b>	Master: Sustainability and Business Innovation MBA: Social Entrepreneurship 2-day Bootcamp in the MBA
<b>CLSBE</b>	Undergraduate: Great Challenges of Humanity - SDG 13 - Climate action; Corporate Social Responsibility and Purpose Driven Consumption; Strategic Management & Sustainability Master: Social Entrepreneurship: Building Impact Ventures; Responsible Business; Sustainable Finance; Impact Investing"
<b>EEG</b>	Environmental Economics; Politics and Social Economics; Environment and Energy; Global Economics; Social and Environmental Accounting
<b>FEP</b>	Undergraduate: Ethics and Social Responsibility; Introduction to Social Sciences Master and PhD: inclusion of courses with topics on education, health, environmental energy, urban problems, poverty and inequalities, corporate governance and ethics.
<b>IBS</b>	Master: Ethics, Corporate Responsibility and Sustainability Executive MBA: Ethics and Corporate Sustainability
<b>NOVA SBE</b>	Bachelor: Leadership & Ethics; Development Economics; Managing Impactful Projects; Master: Applied Social Entrepreneurship; Business Models for Sustainability; Economics of Poverty; Environmental Policy PhD: Advanced Topics in Development and Environmental Economics.
<b>PBS</b>	MBA: Strategic Sustainability; Corporate Strategic Sustainability; Masterclasses: Sustainable Management; Circular Economy; Innovation towards sustainability

### 7.33. Appendix 15 – Areas of focus within current research centres

<b>Business School</b>	<b>Areas of focus within current research centres (non-exhaustive)</b>
<b>CPBS</b>	CEGE - Research Centre in Management and Economics - new strategy implemented in 2017 with the theme of Sustainability and Ethics as one of the three core areas of focus
<b>CLSBE</b>	PROSPER - Center of Economics for Prosperity - The Center will analyse economic topics such as employment, innovation and economic growth, poverty, inequality and social mobility, and the economics of education and health.
<b>EEG</b>	The Centre for Research in Economics and Management (NIPE) has 45 researchers committed to SDGs, resulting in 128 scientific publications, 20 projects and 20 events covering at least one SDG. The highest percentage of impact of research is linked to SDG; The Research Centre in Political Science (CICP) has 120 publications, 18 projects and 12 events focused on at least one of the SDGs. This research Centre provides a particular contribution to SDG 16.
<b>FEP</b>	Cef.up is organized into research groups, one of which is devoted to studying markets and organizations with a focus on decision-making processes and on the design of policies that may lead to better decisions and more sustainable outcomes.  Research projects implemented over the past three years contribute toward understanding how organizations and policymakers are promoting the creation of sustainable value and how their impact can be enhanced to foster the advancement of the Sustainable Development Goals agenda, particularly of SDG 7, 8, 10 and 9.
<b>ISEG</b>	CSG – Centre for Research in Social Sciences and Management carries out research in several areas, one of the most important being Sustainability and Scientific Policy, and it aims to be a leading research group in Social and Human Science;  In terms of Social Responsibility, research priorities are focused on a variety of subjects, including the following: Welfare and Social Policies; Population and Ageing; Development and Cooperation; The Third Sector and Social Networks; Natural Resources and the Environment; Corporate Social Responsibility; Sustainability; Education; Gender Equality.
<b>NOVA SBE</b>	Nova SBE Behavioral Lab is an innovative interdisciplinary research facility focused on understanding human behaviour in organizations and markets through cutting-edge scientific methods. Studies conducted on a wide range of topics in management, marketing, and economics, with a particular emphasis on individuals' well-being.

**7.34. Appendix 16 – Governance model for sustainability at IBS**



Source: (ISCTE Business School 2020)