



Kristianstad
University
Sweden



PRME Report 2020 Sharing Information on Progress: Responsibility, Ethics and Sustainability

July 2018–December 2020

Content

Renewal of commitment	5
Preface	6
Introducing the Six Principles for Responsible Management Education	7
Principle 1.Purpose: New initiatives for sustainable development	8
Climate Framework.....	9
Initiatives for sustainability.....	9
Principles 2 & 3. Values and methods in our educational curricula and process	11
The Business Administration programme.....	11
Student-led project.....	13
Student thesis project.....	14
Master program in business administration.....	15
Work Integrated Learning Sustainability track.....	15
These are the WIL- project reports that the master business students have carried out over the years 2018 and 2019.....	16
The Human Resources and Work Life Conditions programme.....	18
The Digital Design programme.....	18
Principle 4. Research and sustainability	20
The research group GRIP.....	20
The research group DARC.....	20
Research is also done to reach out to the surrounding community.....	21
Teaching Sustainability in Higher Education Institutions.....	22
Sustainability and Integrated Reporting.....	22
Smart cities.....	23
Social and practical relevance for sustainable academia.....	23
Well-being of auditors.....	23
Public sector organisations.....	23
Sustainability related research areas.....	24
Principles 5 & 6. Partnership and dialogue	25
The Research Platform Business Development in Collaboration.....	25
Outcomes.....	25

Renewal of commitment

To our stakeholders:

I am pleased to confirm that Kristianstad University (Högskolan Kristianstad) once again reaffirms its support to the United Nations Global Compact and its Ten Principles in the areas of Human Rights, Labour, Environment and Anti-corruption. In line with this, Kristianstad University and its Faculty of Business, commit to the PRME principles and continue the work to equip our business students with the understanding and ability to deliver future change.

Kristianstad University, Sweden, was founded in 1977 and has about 14 000 students and 500 employees. The university is mainly oriented towards professional education with the goal to be a leading university in its field. The main areas are teacher training, nursing education and education in business. The Faculty of Business at Kristianstad University provides undergraduate and graduate education in several areas, preparing students for a future work life as accountants, marketing managers, stock market analysts, HR specialists and digital designers. We offer campus based programmes as well as internet courses that provide professionals with opportunities for life-long learning. On-going research and external collaborations are integrated with academic activities and provide a basis for a dynamic learning environment.

Our responsibility is to provide, not only our business students, but all our graduates with the high quality skills and knowledge needed for shaping the future society. In this context, knowledge of sustainable development is crucial. Our students especially need to develop an understanding on how sustainable development is relevant for their specific professional field of studies. Therefore, our academic programmes and courses need to be continuously developed and innovated.



PHOTO: KRISTIANSTAD UNIVERSITY.

Kristianstad University has developed new methods for encouraging such initiatives from faculty and students during the last few years. We are glad to be able to continue sharing some of our experiences in this report. We also look forward to achieving new sustainability objectives over the next two years.

Sincerely yours,

Dr. Kristina Genell
Dean
Faculty of Business
Kristianstad University

Kristianstad University in numbers

	2019	2018	2017
Number of students in under-graduate and graduate programmes	14 829	14 554	14 591
Student completion/ performance indicator	81	81	79
Number of degrees awarded	1 443	1 310	1 290
Number of professors (Full-time equivalent)	31	27	25
<i>share women (%)</i>	39	39	29
Number of academic refereed publications	151	134	136
Revenue education (M SEK)	486	462	432
Revenue research (M SEK)	93	83	69
Share of external research funding (%)	29	24	23
Revenue (M SEK)	578	546	501

Preface

For several years, Kristianstad University has worked on different aspects of sustainable development, its structures and processes. This interest has manifested itself in a number of activities.

Kristianstad University is located in one of the first UN Man and Biosphere (MAB) reserves in Sweden. Large parts of the academic and research activities of the university benefit from being situated in a MAB reserve and it has encouraged a strong general interest in sustainable development among staff and students.

In February 2016, Kristianstad University signed up as member of the UN Global Compact (GC). This is in line with the sustainable development issues on global as well as at local levels. UN Global Compact and the UN Sustainable Development Goals (SDGs) have an important and central role as a fundament for further concepts and actions in achieving Agenda 2030. Furthermore, Kristianstad University works actively within the voluntary UN based initiative The Principles for Responsible Management Education, PRME, and has signed up as PRME Champions for the second time 2020/2021. It has also recently joined the SDSN (Sustainable Development Solutions Network), All three initiatives (GC, PRME & SDSN) are based on Agenda 2030 and the UN SDGs.

Since Kristianstad University is a higher education institution, teaching and research are of course of most importance. According to the UN Global Compact and UN SDGs, it is especially important to educate and prepare students as change agents in relation to sustainable development both on a global and local scale. Thus, it is important that the university develops strategies and concrete methods to ensure that its overall sustainability framework has a concrete impact on all levels of courses and programmes, for example, in the development of programme syllabi and course objectives which should focus on the different dimensions of sustainability concepts.

2020 has been a special year for Kristianstad University as for other universities all over the world. In March we made a swift change from campus based education to distance education and examination. During the autumn of 2020 we had a hybrid solution with a mix of distance education and some seminars and training on campus. The pandemic situation

has, of course, implied a big challenge for us. There have, however, also been positive outcomes, like the fast development of digital technology and how this can help us to reach students and design a meaningful curriculum for the future based on global citizenship and sustainable development.

This our second report on Kristianstad University's engagement in PRME and it describes the activities that we have developed and performed as PRME signatories during the period of June 2018 – December 2020.

Introducing the Six Principles for Responsible Management Education

Principle 1. Purpose

We will develop the capabilities of students to be future generators of sustainable value for business and society and to work for an inclusive and sustainable global economy.

Principles 4. Research

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.

Principle 2. Values

We will incorporate into our academic activities, curricula, and organizational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Principles 5. Partnership

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.

Principle 3. Method

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

Principle 6. Dialogue

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

Principle 1.

Purpose: New initiatives for sustainable development

In 2015 a new system for special funding of quality projects was introduced. Each year, SEK 3 million are earmarked for quality-enhancing projects. These projects are presented at a yearly internal quality conference. Sustainable development is one of the prioritised areas for quality projects. The application guidelines emphasise that sustainable development includes the dimensions ethics, social responsibility, environment and gender equality. Furthermore, in autumn 2016, an internal carbon tax, that is, an internal fee on the mileage on all flights paid by the university, was introduced. The revenue from the internal carbon tax provides additional funding for the university quality projects.

Since March 2016, Kristianstad University is a PRME signatory. PRME, or the Principles of Responsible Management Education aims to transform business and management education, research, and leadership globally to achieve the United Nations Sustainable Development Goals. As a signatory the Faculty of Business is specifically engaged in and voluntarily committed to integrating the UN initiative PRME into its academic programmes. In 2016, the university management of Kristianstad University introduced a new system for development planning, with annual operational plans and dialogues between university management, programme directors and faculty deans. One particular focus is how the programmes integrate sustainable development in the curricula. Each study programme submits an Operational Development Plan (ODP) which describes new initiatives within four areas:

1. Professional relevance
2. Sustainable development (related to UN SDGs)
3. Long-term learning
4. New teaching methods

The directors of each academic programme and administrative units define sustainability in relation to the UN Sustainability Goals and suggest new initiatives in the specific context of their specific professional areas and academic disciplines. Common themes include, for example, human rights, anti-corruption, labour issues, social responsibility,

environmental issues and gender equality. The plans are discussed in different collegial groups and with the university management, and thus become an integral part of the overall planning and budgeting process of the university. Some examples of such on-going development projects are presented in the next chapter.

The directors of each academic programme and administrative unit define sustainability in relation to the UN's SDGs and suggest new initiatives in the context of their specific professional areas and academic disciplines. Among the common themes, the following can be identified: human rights, anti-corruption, labour issues, social responsibility, environmental issues and gender equality. The development plans are revised annually to ensure that progress is made within the above-mentioned areas. The development plans are also discussed in collegial groups and with the university management, in this way becoming an integral part of the overall planning and budgeting process at Kristianstad University. Some examples of ongoing activities in academic programmes will be presented in the following section. As a rule, themes related to sustainability are taken into account when new projects, educational development and external conferences are planned at the University.

In 2018, a project to raise awareness about sustainable development and integrate this knowledge into our activities resulted in a new sustainable development module for teachers. A course entitled "Teaching for Sustainable Development" (Undervisning för Hållbar Utveckling) was launched in autumn of 2018, and its overall aim is to help teachers integrate issues of sustainable development into their teaching, grounded in their own field of study.

The Teacher Lessons Conference (Lärlärdom) was held at Kristianstad University in 2018. The event is a collaborative forum organized by Blekinge Institute of Technology and Kristianstad University and takes place every year, before the start of autumn term. The 2018 theme was Sustainable Development in Higher Education, and the



PHOTO: KRISTIANSTAD UNIVERSITY

Since March 2016, Kristianstad University is a PRME signatory. PRME, or the Principles of Responsible Management Education aims to transform business and management education, research, and leadership globally to achieve the United Nations Sustainable Development Goals.

keynote speaker at the conference was Senior Lecturer Sally Windsor, University of Gothenburg. Based on this theme, Windsor established a framework for what sustainability can represent for a modern university and how teachers can reflect on implementing sustainability in their teaching. At the conference, lecturers from Kristianstad University gave a presentation entitled "Quantitative research in sustainability – information competence in pre-school teacher education".

Climate Framework

The University joined the ClimateFramework (Klimatramverket) in 2019, a framework in which affiliated Swedish universities and colleges commit themselves to actively contributing to the climate change transition as well as

to national and international commitments linked to the 1.5-degree target.

Initiatives for sustainability

Since 2016, Kristianstad University has also been engaged in the local municipality initiative Framtidsveckan (Future Week). This is a collaboration project with the local UN organisation in Kristianstad. The focus of the project is sustainable development based on the UN SDGs, and it aims to provide inspiration and practical examples of how to best develop Kristianstad municipality in a sustainable way.

In 2017 a project called "A sustainable Kristianstad University" was introduced. The aim of this project was to reach out to faculties on how to work with sustainable development.

Also, a new pedagogical course for teaching staff was introduced on how to integrate sustainable development in course work/course syllabi. The course was offered during the spring and autumn 2018 and a total of 20 staff members have so far finished the course. The next time the course will be provided is autumn 2021. Outcomes from that project include: Workshops for programme directors on how to introduce sustainability issues in education programmes regarding four issue areas: human rights, labour, environment, and anti-corruption. Proposals on how to further define the quality systems and processes of Kristianstad University in order to meet sustainable development goals.

Between 2018 and 2019, Kristianstad University reduced its total carbon dioxide emissions by eight percent and last year the university joined the Climate Framework for universities and university colleges in a common ambition to reach the 1.5-degree goal (the framework won the ISCEN Prize 2020). The university already has an internal "climate tax" for air travel to encourage more environmentally friendly transportation. This tax doubled in 2019 and generates money earmarked for quality-related projects with a bearing on sustainability. (<https://www.hkr.se/nyheter/2020/fruktbart-klimatarbete---minskade-utslapp-med-8-procent/>)

The global sustainability goals decided in 2015 have become a framework for sustainability work in all sectors of society. We believe the higher education institutions have a particularly great responsibility in this work by providing students with knowledge and perspectives on the global goals and the challenges that it entails to shift society towards a more sustainable future. Within the education programmes, it is a matter of equipping the teacher both in terms of knowledge and through tools for integrating a sustainability perspective into curricula and one's own teaching.

On February 6th, 2020, Markku Rummukainen, professor in Climatology and Sweden's representative of the UN Intergovernmental Panel on Climate Change (IPCC) and member of the Swedish Climate Policy Council, gave an open seminar on sustainability and climate in connection to UN climate goals at Kristianstad University.

From 2020, students who studies abroad through Erasmus+ can apply for extra funding through Kristianstad University to go by train instead of flying to the host country (www.hkr.se/greentrack)

During 2019, an evaluation – using the SDGs Impact Assessment Tool – of how the programmes in the Faculty of Science relate to the 17 global goals was carried out. (The

SDGs Impact Assessment Tool is a free online learning tool that visualizes the results of a self-assessment of how an activity, organization or innovation affects the SDGs.) The evaluation was perceived as fruitful, and plans are now in place to develop the assessment tool used in the study and to apply it to the University as a whole.

For many years, Kristianstad University has offered distance learning courses and programmes. This has several advantages, such as decreased travelling, fewer transports, and new ways of working pedagogically.

This report was written during an unprecedented period – a time when the world is struggling to find a way to overcome the coronavirus. In the spring of 2020, the employees at Kristianstad University had to quickly find new ways of working. Digital tools such as Zoom and Microsoft Teams have become standard means of communication. As a result, a sharp decrease in the number of paper printouts has been observed. This connects to an already existing trend at the University. Between 2018 and 2019, the number of printouts per person fell from 191 to 136. Presumably, we can find ways to lower that figure in the future as well. We believe there are lessons to be learned for the future: This crisis may lead to new ways of working in a more sustainable way.

Principles 2 & 3.

Values and methods in our educational curricula and process

The Business Administration programme

Since March 2016, Kristianstad University has been part of Principles for Responsible Management Education (PRME) and, since 2018, also part of the UN's global network PRME Champion Programme. During 2018, the master's programme in *Business Administration* was revised in its entirety. The programme now involves the six principles of PRME and the Work Integrated Learning (WIL) business ethics track. During 2018, a course entitled "Corporate Ethics and Sustainability from a Global Perspective" was also introduced. The *Business Administration Programme* works with sustainability in several ways. The overall goal is to develop business students' ability to relate to aspects of sustainability in organizations and society as well as to develop their capacity for ethical reasoning. The curriculum addresses all four issue areas (human rights, labour, environmental issues and anti-corruption) at different points in the programme. The values and methods used for the *Business Administration Programme* is described in more detail below.

The business administration programme works with sustainability in different ways. Overarching goals are to develop the business students' ability to critically relate to sustainability aspects in organisations and society, and to develop their ability for ethical reasoning. Since the introduction of the new system for development planning, several academic programmes at Kristianstad University have integrated sustainable development in different ways. All the academic specialisations, Accounting and Auditing, Banking and Finance and International Business and Marketing address sustainability in the wider sense, that is, address all four sustainability issues to a varying degree.

The Business programme focuses on ethics, responsible management, labour and anti-corruption issues as

well as preparing students to contribute to resolving global challenges through relevant, research-based and business integrated education where sustainable development and environmental issues are at the heart of the programmes. The overarching aim of Kristianstad University is to address all issues in all academic programmes. Below are some examples of our progress.

At the start of the process the Business programme agreed on basing the education on a multi-dimensional sustainability conceptualization. Presently, approximately one third of the courses in the business programme cover sustainability themes, such as corporate social responsibility, corporate sustainability reporting, ethical funds and green bonds, business ethics, anti-corruption and diversity. The way the sustainability modules are taught and examined vary depending on specialisation and place in the programme.

Already in the first course of the business programme, *Marketing and Organization* (15 credits), a lecture on the outside world addresses CSR and the students' assignment before the lecture revolves around CSR. The syllabus of the course mentions sustainability issues in the content and in one of the learning objectives: "In marketing, with a focus on transaction and consumer marketing: the market conditions, the outside world and the company with a special focus on sustainability issues, strategy and positioning, consumer behavior, target group / segmentation, information needs and market research. be able to independently make assessments and discuss marketing and organization and its challenges regarding e.g., sustainability issues and ethical aspects".

In the course *Financial and Management Accounting* (7,5 credits) in the second semester at the business programme, one of the learning outcomes is that the students will be able to "define and reflect on companies' goals, strategy and views on sustainable business" and one of the modules of the course is a written assignment on sustainable business.

The course *Microeconomics* (15 credits), which also runs in the first semester for the programme students, involves a module on environmental economics. One of the possible subject choices for the assignment that the students do in module 2 of the said course is called "Climate and International Trade". Both positive and negative effects on the environment of increased international trade are taken into account within the framework of this choice of subject.

The International business and marketing programme involve a C-level course on *International business* and CSR (7.5 credits). The aim of the course Corporate Social responsibility in International Business is to enable students to develop knowledge of Corporate Social Responsibility from the perspective of the relationship between companies and wider society and focusing on the social responsibility of companies and their strategies for managing relationships. The UN Sustainability Development Goals (SDGs) have an important and central role as a fundament for business ethics and corporate socially responsible behavior. Main theoretical underpinnings in the area will be given attention as well as new developments, both theoretical and practical. The aim is thus for the students to gain theoretical understanding of the area coupled with an ability to analyze and solve practical problems related to corporate social responsibility and sustainability. Emphasis is placed on the students' development of knowledge about stakeholder theory, CSR, communication of CSR and critical approaches to CSR. The course examines the complex relationship between businesses and the wider society, with the special focus on the social obligations of corporations and the strategies they use for managing their relationships. Students will work with a wide variety of theoretical perspectives (e.g. ethical, economic, critical and institutional) and real-life case studies to understand the controversial dynamics surrounding the status of major corporations, research environments and Non-Governmental Organization-NGO's in the socio-ecological environment.

In the Accounting and Auditing Track of the Bachelor Business Programme and the Auditing and Control Track of the Mater Programme in Business Administration, the course syllabus of various courses have been inspected and revised to better highlight the sustainability-oriented content of the courses.

For example, on the Bachelor level, the course Management Control and Control Systems (7,5 credits) refers to ethical aspects related to steering an organization and the personnel. The course Group Accounting and International Accounting (7,5 credits) stimulates students to think

beyond traditional financial reports and reflect on non-financial disclosures. The course Accounting and Auditing Theory (7,5 credits) devotes space to Sustainability Reporting with an underlying reference to the SDGs.

In the Banking and Finance track of the Bachelor Business programme, sustainability has been implemented in the form of ESG criteria in the asset management process in the course *Capital Market Strategies* (7,5 credits) and is now also a separate learning objective in the new syllabus of the course.

In the course *The Capital market - an introduction to Banking and Finance* (7,5 credits), reasonability in asset prices, profit and dividends in companies are covered.

The course *Risk Management* (7,5 credits) covers growth and growth requirements in companies based on sustainability and to some extent an ethical approach.

In the course *Tax and regulation* (7,5 credits), there is a section on sustainability in banking. Partly linked to the industry's new sustainability taxonomy and partly linked to regulations, i.e. sustainability in banking with a focus on sound banking operations.

The business programme also works on a wider level with two online, 7.5 credits, a-level courses, *CSR and Business Ethics and Environmental Economics and Sustainable Development*. Kristianstad University has a long tradition of online courses, which means we reach many students from all strands of society and from all over Sweden, thus contributing to life-long learning. These two sustainability courses have been part of the online course offerings for more than ten years and have been continuously updated to suit contemporary goals of the university regarding sustainability work. The online course *Marketing* (7,5 credits) also has links to sustainability issues. During discussions on the outside world, the course raises various types of ethical dilemmas and there is also an article by Lacniak and Murphy linked to ethics. In the module assignment, students do a PESTEL analysis and here it is mandatory to address any issue related to ethics / morality / sustainable society.

The degree project is an important part of the business studies for all students. In order to graduate, students on both bachelor's and master's levels carry out research projects and report the project in a bachelor's or master's thesis. The fact that a large number of the degree projects are done within the subject of ethics, sustainability and responsibility shows the impact of teaching in the field of sustain-



PHOTO: KARIN ALM

The Sustainability Week.

nability as well as the student interest. Sustainability and CSR are suggested themes on both levels. On both bachelor and master levels, students are encouraged to explore issues related to their specializations.

Student-led project The Sustainability Week

In April 2019, the student led project: The Sustainability Week, a poster exhibition together with students from all four faculties at Kristianstad University took place in the university library. The project was based on the university commitment to the UN Sustainable Development Goals. Participants were students from the Faculty of Business, the Faculty of Natural Science, Faculty of education and Faculty of Health.

The project aim for students to choose one case from their education for a poster that communicates the UN Sustainable Development Goals in the society and how the SDG:s could be included in students learning. The poster exhibition took place for a week in the heart of our campus the university library, reception and cafeteria. The idea was that the exhibition challenged students' learning by presenting and discussing the SDG:s in a public space and with different stakeholder groups. The audience, ie teachers, students, researchers, university staff and external guests was welcomed and invited to discuss responsible leadership and sustainability in students' learning in higher education.

The poster exhibition was later presented at the subsequent Rector's Lunch with a presentation of all the students' posters, to communicate HKR's involvement in PRME to the faculty. The poster exhibition was recorded by the department of communication and a short film was later launched on the Intranet. The purpose of the film was to communicate our commitment as PRME Champions and the UN global goals internally. Two of our master's students participated in the film and gave their viewpoint on how they perceived the importance of integrating the UN SDGs in course curricula and how this student-led project had contributed to their learning.

Carbon Literacy Training

As a PRME Champions we also value to have participated in the education for a license for Carbon Literacy Training in 2019. The training for educational development we see as a valuable educational tool useful in teaching. This is to certify that signed date certificate has met all the requirements of the Carbon Literacy Standard and thus for the purpose of workplace, education and community should be regarded as Carbon Literate.

The Sustainability Day 2020

Work Integrated Learning -WIL (VFU) business ethics track address the Sustainable Development Goals at the master programs in International Business and marketing, and the master program in Advanced Accounting at the department of business.



PHOTO: KARIN ALM

The Sustainability Day 2020.

In January this year, "The Sustainability Day 2020" was organized together with the master's students at the Faculty of Business, who presented their WIL-Work Integrated Learning project work on the theme of UN Sustainable Development Goals and Agenda 2030. Invited guests were the university's partners from business and organizations, Kristianstad Municipality, Agenda 2030 the coordinator and the local UN association, teachers, and students at the university.

Global Swede Ceremony

The university was furthermore represented at the Global Swede ceremony where the theme was sustainable development and Agenda 2030, the ceremony was held at the Ministry of Foreign Affairs, Stockholm.

Global Swede is part of the Government's and the Swedish Institute's work to build long-term relationships with international students in Sweden. The purpose is to create bridges of cross-border and multicultural networks that will contribute to Swedish trade and benefit the work of reaching future solutions.

One of our hard-working master students from Ghana who has shown a genuine interest in continuously developing the program through her commitment to a sustainable development in higher education received the scholarship in 2019. We believe our participation in the Global Sweden ceremony contributes to the university's internationaliza-

tion and collaboration with other departments such as the Swedish Institute. Now we got new valuable contacts, with both Ghana's ambassador and the director who is responsible for trade and CSR at the Ministry for Foreign Affairs. Global Swede is a way of saying thank you to some of our most innovative international students. Students from other countries play an important role in our international relations.

Student thesis project

The following themes are examples of student bachelor thesis projects completed between 2015–2017

- CSR activities and sustainability in retailing
- Medical professionals' ethical perceptions on the marketing of reproduction services
- Business ethics and the influence on the development of intellectual capital in auditing profession.
- To measure what is ethically important in the decision-making process for auditors as managers
- Greenwashing and the not so green mile
– A case study of Volkswagen
- Collaborative lifestyles and collaborative consumption

When we compare the number of degree projects written in the field of sustainability in the years 2015–2017 with the number written between 2018–2020, we can see an increase in the number of degree projects written in this field.

The following are examples of sustainability-relevant student bachelor thesis projects between 2018–2020

- Do sustainable personalities exist? A study examining the link between recruiters' personalities and the communication of sustainability
- #MeeToo and Times-U-movement and its effect on how stakeholders' view sexual harassment in business.
- Profiling/Identifying environmentally conscious investor behavior: A quantitative study of demographic factors of the Swedish environmentally conscious investor.
- Sustainable ESG savings: Investment companies vs funds – A comparative study between investment companies and funds within ESG.
- Sustainability Reporting – A study on the impact of industry and size on companies' sustainability reports between three industries.
- The impact of sustainability news on listed companies depending on size- A quantitative study on how ESG news affects the stock return for Swedish companies listed on Large- and Mid-cap
- The influences on consumers' decision to fly or not to fly
- Organizational learning. A case study of how learning about sustainability in an organization works
- The responsible consumer – Consumer consciousness from idea to delivery. An exploratory study of consumers' willingness to act socially responsible when purchasing fashion online
- The rise of store personnel - An exploratory study on how to utilize the grocery retail store personnel in the marketing of sustainable products toward consumers
- Sustainability reporting in municipalities - An analysis of the municipalities' voluntary sustainability reporting
- Harmonization of sustainability reports: The role of SDGs in the Scandinavian Big Four's sustainability reports
- Climate-related sustainability report. Swedish and German companies in three industries
- Sustainability reporting with focus on the SDG-goals: Comparative study between The Big 4 in Sweden and UK
- What Influences Auditors' Proactive CSR Work? – A Quantitative Study that Explains Auditors' Proactive CSR Work on the basis of Individual- and Agency Specific Factors
- A sustainable content – The materiality analysis importance to the balance between reported significant areas in sustainability reports

- Municipal sustainability reporting – with a materiality and stakeholder perspective
- Stakeholder engagement to an extent in municipal sustainability reports
- The impact of ICT on auditors' sustainable work – A Triple bottom line approach
- The development of voluntary and mandatory sustainability reporting Insight from Swedish listed companies
- Climate-related sustainability reporting - European companies and industries
- Internal audit in the prevention of money laundering in banks

Master program in business administration

Kristianstad University also offers two Master Programmes (60 credits) specializing in Auditing and Control as well as International Business and Marketing. Both programmes are based on the purpose and values of PRME and several of the courses contain elements of sustainability and ethical considerations.

The course *Strategy and Management Control* (7,5 credits) discusses the ethical implications of budgeting and trains students to work with sustainable balanced scorecards aimed at balancing various dimensions of performance.

The course *Advanced Accounting and Reporting* (7,5 credits) runs in the Master's programme in Auditing and Control and deals with sustainability reporting in the private and public sectors.

During the spring semester, the course *Corporate Ethics and Sustainability from a Global Perspective* (7.5 credits) runs in the Master's programme in International Business and Marketing.

Work Integrated Learning Sustainability track

The Master's programmes have a Work-integrated Learning (WIL) Business Ethics and Sustainability track. The track runs through all courses in the autumn semester and activities are all part of the different course syllabi and examined by specific assignments. The internship program or Work Integrated Learning (known as VFU in Swedish), is organized in close cooperation with the private and public sectors. Students are affiliated with an organization within business and industry or public administration. The work

involves case studies through real-life learning of the relevant WIL-organization, and students use literature to understand, interpret, and analyze the real-life setting. The combination of relevant literature and the student's learning experience enables the accomplishment of a clear collaboration between research, education, and work-life, in accordance with the Kristianstad model for work placement-VFU. The students can e.g., do an inventory of the companies' sustainability work, help them to find out which of the UN's sustainability goals are relevant and strategize the continued sustainability work.

We interviewed two of our students on the international Master program year 2020/2021 about their view on the WIL-project. The students assigned at the master program Specializing in Auditing and Control described it as:

"The work integrated Learning gives practical insight into how private organizations and municipalities are delivering on the UN sustainable development goals of the United Nation in Sweden. My assigned WIL project is on Savsjo Municipality. The municipality aims to become Sweden's greenest and most child friendly city by the year 2030. At the beginning of the programme, my knowledge on sustainability was shallow even though I am aware of the 17 SDGS. As the programme progressed, my knowledge deepened. Peer review of other WIL projects broadened my insight on how organizations take on sustainable development and environmental responsibility. This triggered a reflection on general effort made in Sweden towards achieving the UN 2030 Agenda. I realized that we must act fast in Nigeria and the change begins with me. The work integrated Learning has helped me to inculcate the values of sustainable development. My experience at Kristianstad University has imprint the importance of sustainability in me, which will be carried on to my home country Nigeria. To achieve a sustainable future for all, we must collaborate. Students are the leaders of tomorrow; we should be equipped with cogent knowledge on sustainability to keep our planet safe."

(Master student in Business 2020(2021))

We also interviewed one of our international students at the Master program Specializing in International Business and Marketing 2020/2021 who described the importance of integrating the UN SDGs into course curriculums as follow:

"The WIL project is an excellent opportunity to integrate the academic knowledge that you acquire in the university with some practical aspects like analyzing the company, understanding its business model and explore new ways of creating value in an innovative way. The WIL project allows you to do that by focusing on specific aspects of the CSR

theory and deepen your knowledge in specific theories like Circular Economy and Gender Equality. Studying the UN Sustainability goals is an excellent opportunity to be conscious of the future that we have to build for our planet. Unfortunately, the UN Sustainability Goals are not well known by the population and talking about them during your academic life is a great opportunity to study and embrace them so in the future you will be a better manager or policymaker."

(Master student in Business 2020(2021))

These are the WIL- project reports that the master business students have carried out over the years 2018 and 2019

- Sustainability practices in small businesses
 - In collaboration with Företagarna
- Understand, Implement and Apply CSR in an Audit Firm
 - Insights from PwC in Kristianstad
- Sustainability within Skånes Stadsmission
- Communication and Awareness of CSR
 - The Case of Small SEB Branches
- Principles for Responsible Management Education at HKR
- Launching a sustainable innovative product
 - In Collaboration with InventiveForce
- WIL-project report on Klippan Yllefabrik AB
- Sustainability Implementation in Higher Education
- An Investigation into Öresundskraft CSR Strategy: Guidelines for Improvement
- WIL-Project Report SEB

2019

- The influence of management control system on sustainability integration: A case study of Cederblads Revisionsbyrå
- Companies in Skåne and sustainability: How Grant Thornton Sweden AB's clients work with sustainability and their approach to sustainability reporting
- WIL project – Sölvesborgshem
- Internal and external communication of PwC's sustainable work and goals
- Implicit, explicit, or non-existent? SDGs and HKR student program outcomes
- CSR and Sustainability in Labor market companies; A case study with BranteviksGruppen AB
- Assessing financial institutions CSR adoption of the TCFD recommendation prospects and financial risks: A case of Sparbanken Syd

The students on the Master's programme in business study the course Work-integrated Learning (WIL) Business Ethics and Sustainability track.



- WIL project report – The case of Malmsten AB
- An analysis of: Kristianstad Renhållningen AB – How to be a change agent?
- A research on sustainability at Atelje Lyktan AB
- Communicating Sustainability: An analysis of Nederman's internal sustainability communication

The Human Resources and Work Life Conditions programme

The Human Resources and Work Life Conditions programme has a strong focus on sustainable work life conditions and how HR personnel can and should facilitate these. This is central to content, as well as the pedagogic and didactic manner we teach our courses. We are working with how to identify, understand, analyze, initiate, and pursue HR and work life related questions. This means that the student is gaining knowledge, understanding and awareness of the individual, organization and society, as well as the interaction between these different levels.

The involved researchers and teachers have ongoing follow-ups and continuously development projects to ensure our pedagogical approach being focused on student activity and to support students' curiosity, critical attitudes and desire for lifelong learning.

Moreover, the Human Resources and Work Life Conditions programme strives to be flexible and responsive to the changing human conditions on the labour market and how these will have an impact on the future labour market of our students and the society. This is exemplified by courses such as: *New Challenges and Opportunities in the Swedish Labour Market*, which was established due to the recent migration trends and *A Sustainable Work Life in Time and Space* aiming at developing an understanding around the tension between human resources and organizational claims.

Diversity is also included already in courses in the beginning of the Bachelor programme followed by a specific course term 6, named *Labour market, integration and diversity*. The aim of the course is for the student to develop knowledge and skills to be able to work sustainably with diversity issues in working life from a Human Resource Development perspective. We also provide a summer course within *Diversity Management*. This course intends to create and maintain a positive work environment where the similarities and differences of individuals are appreciated. In this course the students develop their knowledge of diversity, inclusion and equality in a work-life and organization context.

Furthermore, we have in the Bachelor programme included participation of different representatives working with industrial relations/employment relations. Industrial relations/employment relations are an important part of the knowledge base of our students who will potentially work with work life conditions in different organizations. Realizing the importance of the different partnerships in different industrial relations/employment relations is crucial to ensure everybody's freedom of association and of the right to collective bargaining.

During the year 2020, we have had programme councils with students and five representatives from HR functions within organizations. In the council we are able to discuss development projects, current topics, and forecasts of upcoming important matters related to for example sustainable work life conditions. Here we are also able to establish common arenas for the exchange of experience-based knowledge, research and different student projects.

At the Human Resource and Work Life Conditions programme we believe in research-based teaching. Hence, we make sure both to be up to date with global research and supporting our staff in their research. In line with our sustainability focus, this has materialized in publications covering topic, such as: regenerative work; sustainable work systems and complexity; integration; recovery, crisis agreement between unions and companies; shortened working hours; well-being and growth of individuals, social enterprises and social innovation.

The Digital Design programme

Over the last two years, we have at the department of digital design worked with Augmented Reality and Climate Fiction with one of our online courses as a surface of communicating and testing our students' ideas in that realm.

We in parallel investigate how our design students deal with the ideas of sustainability, how young design students face their future in relation to global challenges. Many disciplines have nature and nurturing to explore, create and tell stories about possible worlds. Design is one activity of creating the future, not solving old problems as much as inventing new opportunities, still with strong ties to empirical science and engineering but also with the storytelling of branding and marketing. In parallel, industries and design have evolved from producing products to services, and recently to experiences, expressing basic human tenets to create and tell stories. This of course is at the core of fiction, helping us make sense of what it means to be human, how to plan and live our lives, and to find some purpose behind our journey.



PHOTO: MICHAEL JOHANSSON ET AL.

The Climaginaries.

Inspired by the Climaginaries research project in 2019, we encourage our students in their 2nd year to try to capture interesting and comprehensive perspectives, that through design incorporate surprising visual and technical proposals. Initially using scenarios that create narratives of alternative environments in which today's decisions may be played out, to challenge and enhance their later thinking and diverse ideas about their future.

Through their design work they put forward hypotheses of different futures specifically designed to highlight the risk and opportunities involved in specific strategic issues like the UN's 17th climate goals.

In parallel to the students' work, we set up the art and research project Facing The Fold. Here we explore the theme of environmental fiction and try to design believable experiences of possible futures in a European context. The question for us is how we could use a database of Science and climate fiction stories that relate to future environmental changes and collaborate with a group of artists to explore this theme through VR, AI, and machine learning.

The involved parties will during the project work on 5- 7 different locations and each world/scenario produced will later be linked into a common explorable experience, shown in a series of VR exhibitions. Each world puts the audience

in a series of challenging dilemmas in different believable settings to help us and them to imagine and reflect upon different possible futures relate to environmental change – and in a variety of perspectives.

Further progress

In line with the PRME platform, the Business program plans to further evaluate how sustainability are incorporated in the curriculum and proposes the following activities:

- Inventory of the business curriculum. The aim is to map and evaluate sustainability topics and activities already present in the curriculum.
- Discussion on how and in what way sustainability can become better integrated into the three different specializations and how faculty can collaborate to contribute to the development of academic activities on sustainability, and a sustainable education.
- Invite business representatives to discuss sustainability issues.
- Open up for interdisciplinary academic activities.
- Further development of the WIL and sustainability and business ethics track in the master's programme. Could it possibly be modified to fit the WIL course on the bachelor level?

Principle 4.

Research and sustainability

The research conducted at Kristianstad University is challenge driven to a high degree and carried out through close relationships with working life practitioners. Our research endeavours are largely intended to have practical implications for, and contribute to developing, a sustainable society. Many of our research groups conduct studies aimed at knowledge development for the advancement of social, economic and environmental sustainability, and they have reported activities with a clear sustainability focus during the 2018-2020 period.

There are several examples of research on sustainability in various forms at the Faculty of Business at Kristianstad University. There are currently two research groups GRIP (Governance, Regulation, Internationalisation and Performance) and DARC (Design Art Research Collaboration).

The research group GRIP

The research group Governance, Regulation, Internationalisation and Performance (GRIP) explores sustainability aspects related to different disciplines within the fields of business and work science. The researchers in the environment come from related albeit different disciplines within the fields of business and work science.

The GRIP research environment provides a platform for the multidisciplinary collaboration between researchers that also actively teach within the Business programme and its specialisations Accounting and Auditing, International Business and Marketing, Banking and Finance, and in the Human Resources and Work Life Conditions programme. Through active collaboration and bridge building between the various disciplines, researchers are stimulated to increase their competences as well as their research productivity. The results achieved through research activities are also beneficial to reinforce the teaching quality.

GRIP collaborates with several partners:

Stockholm University (Sweden) Lund University (Sweden), Gothenburg University (Sweden), Åbo Academy (Finland), Tampere University (Finland), Turku University (Finland), University of Nordland (Norway), Tartu University (Estonia), Potsdam University (Germany), Scuola Superiore, Sant'Anna of Pisa (Italy), Zaragoza University (Spain),

Glasgow Caledonian University (UK), University of Surrey (UK), Groningen University (The Netherlands), Kozminski University (Poland), Sydney University (Australia), Fundação Getulio Vargas (Brazil), Victoria University of Wellington (New Zealand).

Examples of research projects within the research environment

- The research project "From Sustainability to Integrated Reporting: the legitimizing role of the CSR manager" focused on the internal dynamics at a utility company. Findings show that for Sustainability to be integrated in the organizational activities, a strong leader needs to take on the role of the change agent who, through perseverance and humbleness, manages to give a central role to the Corporate Social Responsibility function.
- The research project "Translating sustainable and smart city strategies into performance measurement systems" shows the complexity of implementing sustainability strategies at the city level when various actors, operating on different levels, are involved. The measurability of various sustainability dimensions becomes complex when the efforts of various actors are dispersed.

The research group DARC

The research environment consists of researchers including the specializations interaction design, art, design, user-centered design, participatory design, artificial intelligence, 3D, virtual reality (VR), e-democracy, social media, mobility, co-creation, health, technology and learning. Orientations and applications vary over time and relate to the development in society, this whilst the discipline of design both persists and holds us together. We perform research within the combination of information technology, society, and people, i.e. in the subject of informatics.

The mission of DARC is to advance knowledge within the fields of digital design and informatics. We address a breadth of designerly and societal challenges through the following lenses.

Design, through which – across a space from digital design practice to the designed digital artifact – we explore the

domains of experimental, critical, and commercial design. This through conducting design and design research into and through the education and professional practice of the digital designer, thus creating designerly knowledge about the making and theory of digital design.

A* – The A in the acronym DARC is open for adaptation based on the research group's needs developments and who in the research environment may use the letter, for example A for Art, Architecture, AI or Action. The fluidity of this letter is intentional, whereas the other letters in the acronym identify what we have in common.

Research of the real and ultimate particular is our main approach when inquiring about design phenomena and what ought to be brought to existence in a world in an Anthropocene world in which most things are designed by humans rather than naturally existing. In this view our research approach also leads to critique of the designs that work as viable wholes and those that do not.

Collaboration as an essential part of design, involving many parties, and affecting even more. As such, our design projects aim to include as many stakeholders as possible, the challenge being taking "design leaps" where we use techniques to allow participation in the exploration of what is possible. We design by designing the design process through collaboration.

There are further on-going research projects in the following subject areas

UN SDG Impact Assessment for all programs at HKR. Within the framework of the Vinnova-funded project AGERA, a survey was conducted in the winter of 2018–19 in which the connection to the 17 AGENDA 2030 goals was evaluated for all educational programs at the Faculty of Science. Elements of collaboration with the surrounding society in the programs' courses, and this collaboration's connection to the global goals, were also evaluated. The study used an analysis tool developed by the University of Gothenburg and Chalmers, SDG Impact Assessment and the analysis of the programs was carried out by filling in the analysis form together with the respective program manager. The compilation of the analyzes was followed up with a joint meeting with all program managers on 7 May 2019 where the experiences of the study and a possible follow-up were discussed.

Purpose of the subproject: To carry out the SDG Impact Assessment on programs at the faculties of Economics, Learning and Health, where the programs' connection to the SDG goals is evaluated. The project will (i) contribute to a greater awareness within the program groups of the glo-

bal sustainability goals, (ii) identify the extent to which the various SDG:s are integrated into the programs, and (iii) initiate development work to increase the integration of the SDGs in programs. The evaluation also includes highlighting the way in which collaboration with the surrounding society contributes to, or in the future can contribute to, the integration of the SDG goals in the programs.

Sub-project target group and scope: We intend to carry out the evaluations on program groups within as many programs as possible at the faculties of economics, learning and health, where there are interests from the program groups.

Schedule: The evaluations will begin in January 2020 and the ambition is for the main part of the program to be completed by the summer of 2020. The remaining programs will be evaluated during the autumn of 2020.

Expected results: After completed workshops, attempts to develop the web-based tool for SDG Impact Assessment and the compilation hand over to the respective program group as a basis for continued work on sustainability issues. Interim report on the experiences from the project is compiled by project managers.

Research is also done to reach out to the surrounding community

- Banks in the community on research projects related to corporate social responsibility in financial institutions.
- Small and medium size (SMEs) enterprises in the community on research projects related to CSR in SMEs.
- Accounting and auditing firms in the community on projects on corporate social responsibility related activities in accounting and auditing.
- Municipal corporations in the community on projects related to CSR.

Examples of sustainability related research articles by members of the Faculty of business since 2016

- Smart cities: Utopia or neoliberal ideology? 2017
- The new generation of auditors meeting praxis: Dual learning's role in audit students' professional development. 2016.
- From Sustainability to Integrated Reporting: the legitimizing role of the CSR manager. 2018.
- Translating sustainable and smart strategies into performance measurement systems. 2018.

Teaching Sustainability in Higher Education Institutions

K. Alm, D. Argento, F. Terman (2019), "Sustainability in Higher Education: Mission (im)possible?!", *Round Table held at FEKIS Företagsekonomiska Ämneskonferensen 2019: Företagsekonomins bidrag till en hållbar livsmiljö*, Gävle (Sweden), 16–17 October 2019.

D. Argento, D. Einarson, L. Mårtensson, C. Pettersson, K. Wendin, A. Westergren, "Integrating sustainability in higher education: A Swedish case", *International Journal of Sustainability in Higher Education*, DOI: <https://doi.org/10.1108/IJSHE-10-2019-0292>. (Publication date: 23 July 2020)

M. Melén, C. Persson, D. Einarsson. (2020). Undervisning för hållbar utveckling: att stödja högskolelärares arbete med Agenda 2030. Nordic open access. Högre utbildning.

Alm, K (2019). *The UN Sustainable Development Goals in higher education from a Scholarship of Teaching and Learning experience perspective*. Paper accepted and presented at the European Conference of Scholarship of Teaching and Learning EuroSoTL19 hosted at the University of the Basque Country on 13th and 14th of June 2019. Article accepted and published in the conference proceedings. The conference is organized in conjunction with the European group of the International Society for Scholarship of Teaching and Learning-ISSOTL. Published in Conference Proceedings.

Alm, K and Melén, M. (2019). *Exploring pedagogical approaches for the development of student key competences for sustainable development: Sustainability as a path to students' future employability*. Paper accepted and will be presented at the 6th Responsible Management Education Research International Conference -RMER vid Jönköping International Business School, 30 September – 3 October 2019.

Alm, K., Melén, M. and Aggestam Pontoppidan, C., (2020). Developing competencies for sustainable development:

Exploring an interdisciplinary pedagogical approach. *International Journal of Sustainability in Higher Education*. Paper under review process.

Alm, Karin*1, Beery, Thomas*2, Eiblmeier, D., and Tarek, F. (2020). *Implicit, explicit, or non-existent: A study on students' key competencies in sustainable development in HEI program outcomes*. Paper accepted and presented at the 7th Responsible Management Education Research Conference in Chur, Switzerland; 18th – 21st October 2020

Sustainability and Integrated Reporting

D. Argento, G. Nicolò, F. Manes Rossi, "Alternative reporting in the public sector: a literature review" (work in progress).

E. Truant, F. Culasso, D. Argento (2019), "Disclosing Strategies and Business Models in the Integrated Report", *Symphonya. Emerging Issues in Management*, N. 1, pp. 108–128.

D. Argento, G. Grossi, K. Persson, T. Vingren (2019), "Sustainability Disclosures of Hybrid Organizations: Swedish State-Owned Enterprises", *Meditari Accountancy Research*, Vol. 27, N. 4, pp. 505–533.

D. Argento, F. Culasso, E. Truant (2019), "From Sustainability to Integrated Reporting: the legitimizing role of the CSR manager", *Organization & Environment*, Vol. 32, N. 4, pp. 484–507.

D. Argento, L. Broccardo, E. Truant (2019), "Making sense of sustainability: internal contradictions and obstacles to full integration", presented at the *42nd Annual Congress of the European Accounting Association*, Paphos (Cyprus), 29-31 May 2019.

F. Montathar. (2020) Mobile tracking and privacy in the coronavirus pandemic. ORCID-id: 0000-0002-9740-2609

Number of refereed, scholarly publications

Research area	2019	2018	2017
Humanities/Social science/Business administration	32	30	29
Natural science	27	24	19
Engineering/Computer science	3	8	12
Medicin/Health science	53	62	56
Educational science	36	10	20
In total	151	134	136

Smart cities

G. Grossi, A. Meijer, M. Sargiacomo (2020), "A public management perspective on smart cities: 'Urban Auditing' for management, governance and accountability", *Public Management Review*, Vol. 22, N. 5, pp. 633–647.

D. Argento, G. Grossi, A. Jääskeläinen, S. Servalli, P. Suomala (2020), "Governmentality and performance for the smart city", *Accounting, Auditing and Accountability Journal*, Vol. 33, N. 1, pp. 204–232.

D. Argento, S. Brorström, G. Grossi (2018), "Translating social sustainability into practice – an illusion of control", presented at the *FEKIS Företagsekonomiska Ämneskonferensen 2018: Företagsekonomiskt tänkande, Panel Accounting and Controlling for Smart Cities!?*, Stockholm (Sweden), 17–18 October 2018.

S. Brorström, D. Argento, G. Grossi, A. Thomasson, R. Almqvist (2018), "Translating sustainable and smart strategies into performance measurement systems", *Public Money & Management*, Vol. 38, N. 3, pp. 193–202.

Social and practical relevance for sustainable academia

J. van Helden, D. Argento (2020), "Neo-liberal ideology threatens scholarship and collegiality of young researchers – a discussion starter", *CIGAR Network Newsletter*, Vol. 11, N. 2, p. 2.

D. Argento, D. Dobija, G. Grossi (2020), "The disillusion of calculative practices in academia", *Qualitative Research in Accounting and Management*, Vol. 17, N. 1, pp. 1–17.

J. van Helden, D. Argento (2020), "New development: Our hate–love relationship with publication metrics", *Public Money & Management*, Vol. 40, N. 2, pp. 174–177.

Fara Azmat1*, Karin Alm 2*, Carole Parkes, Alex Hope, Shelia Killian, Gustavo Loiola (2019) ADDRESSING INEQUALITY THROUGH PARTNERSHIPS. Paper accepted and presented at the 7th International CR3+ Conference "Using Dialogue to Build Partnerships for Sustainability"- Melbourne, Australia: 24–25 October 2019.

Well-being of auditors

T. Uman, D. Argento, G. Grossi, G. Mattei (2019), "Supportive Leadership and Job Satisfaction at the European Court of Auditors", presented at the *European Group for Public Administration (EGPA) Annual Conference*, Belfast (United Kingdom), 11–13 September 2019.

Public sector organisations

Källström, L., Mauro, S., Sancino, A. och Grossi, G. (2020) The governance games of citizens and stakeholders' engagement: longitudinal narratives. *Local Government Studies*, DOI: 10.1080/03003930.2020.1807340

F. Manes-Rossi, G. Nicolò, D. Argento (2020), "Non-financial reporting formats in public sector organizations: a structured literature review", *Journal of Public Budgeting, Accounting & Financial Management*, DOI: <https://doi.org/10.1108/JPBAFM-03-2020-0037>. (Publication date: 31 July 2020) related to sustainability reporting, it is now published – when I sent you the info, it was in progress

Examples of research articles in the subject areas of sustainability, ethics, and responsibility by members of the Human resources and work life conditions programme

- On the organisation of sustainable prerequisites for the subjective well-being and growth of individuals.
- Sustainable Work Systems and Complexity: A social challenge.
- Om organisering av det regenerativa arbetet – Samtal om roll, process och interaktivt meningsskapande.
- The role of first line management in Health Care Organizations – A qualitative study on the work life experience of ward managers.
- A Jigsaw Puzzle with No Given Solution – The financial crisis, trust, loyalty and fair-play.
- Men minnen av en framtid. Integration och etablering som meningsskapande processer.
- Återhämtning bland hockeyspelare i Tre Kronor, nattarbetande bagare och skolledare – om asocialitet, sömnlösa nätter och allvarsam lek – en dygnsberättelse.
- Social Entrepreneurship and Social Innovation: Ecosystems for Inclusion in Europe.

U. Ericsson & P. Pettersson (2020), Recovery from work *Consequences of Rationalized Space and the Potential in Transitory Lived Space as Recovery from Work*, Work Life in Transition # 01 2020, Lund.

Persson, H.T.R. (2019) CSR or the social responsibility of sport - for both large and small organizations, in Bäckström, Å., Book, K., Carlsson, B., Fahlström, P.G. (Eds.) Sport management, part 2 – Governance and community involvement in Swedish sports. Stockholm: SISU Idrottsböcker, 166-188 [CSR or the social responsibility of sport - for both large and small organizations, in Bäckström, Å.,

Book, K., Carlsson, B., Fahlström, P.G. (Eds.) Sport management, part 2 - Governance and community involvement in Swedish sport].

Ahonen, A. & Persson, H.T.R. (2019) Social entrepreneurship and corporate social responsibility in team sport clubs: two cases from Sweden and Finland, in Ratten, V. (Ed.) *Sport Entrepreneurship and Public Policy: Building a New Approach to Policy-making for Sport*. Cham: Springer, 7–21.

Sustainability related research areas

UN (n.d). ICTs as a catalyst for sustainable development. Available at the UN Sustainable Development Knowledge Platform: <https://sustainabledevelopment.un.org/>
The Swedish council for higher education (2015). The Swedish Higher Education Act Available at <https://www.uhr.se/en/start/laws-and-regulations/Laws-and-regulations/The-Swedish-Higher-Education-Act/>, (Chapter 1, Section 5).

One of the colleagues at the Human Resource and Work Life Conditions programme is working on an anthology together with two colleagues from Gothenburg University and Reading University. The working name is: *Critical Issues in the Transforming Working Conditions for Doctoral Researchers and Their Supporters*. Editors: Marie-Louise Österlind, Pam Denicolo and Britt-Marie Apelgren. The ultimate goal of this anthology is to contribute to sustainable working conditions for PhD students.

Research on sustainability related issues produced in other faculties at Kristianstad University are for example

- Research group Man-Health-Society does research on how to make future work-life more sustainable. The group work on research projects on what aspects are important for social sustainability, projects related to patient safety, and promotion of health and prevention of disease.
- Research group Pro-Care studies resource allocation in for example health economics, e-health, and sustainable care.
- Research group Man & Biosphere Health studies the relationship between the ecosystem and man/society, especially in water environments.
- The Research platform for molecular analysis (MoLab) does advanced research on how to clear drinking water from pharmaceutical residue.



PHOTO: KRISTIANSTAD UNIVERSITY

Research by members of the Human resources and work life department: The third shift reveals an uneven workload. On paper, we must be equal. But all too often, the woman becomes the family's project manager, and spends both working time and free time planning and organizing the joint family life. Kristianstad researchers highlight this in their acclaimed study of the "third shift".

- The research seminar in sociology/criminology explores questions related to working conditions, social responsibility and anti-corruption.
- Examples of sustainability related articles published are:
- Outdoor recreation and place attachment: exploring the potential of outdoor recreation within a UNESCO Biosphere Reserve.
- State of The Art report: insects as food and feed, 2017.
- Cross-Curricular Goals and Raising the Relevance of Science Education.
- Implementation of the ecosystem services approach in Swedish municipal planning.
- On the road to 'research municipalities': analysing transdisciplinarity in municipal ecosystem services and adaptation planning.

Principles 5 & 6.

Partnership and dialogue

The Research Platform Business Development in Collaboration

The Research Platform Development in Collaboration is a newly instigated collaboration between the Faculty of Business, Kristianstad University and external partners from the private and public sector, as well as civil society. Together we strengthen the links between practical and scientific development in the areas of Business, Human Resources and Work Life Conditions, and Digital Design.

We work together to contribute to positive effects in the surrounding community, as well as maintaining and developing high quality and relevance in education and research at the Faculty of Business. We believe this is best achieved by integrating cooperation, research and education through collaboration projects.

Our goal with the research platform's collaboration projects is that they should always be characterized by high scientific quality, be rooted in issues that are relevant to our partners, and thus practical, sustainable and business-relevant. This is demonstrated in research projects covering topics together with external partners, such as: developing models for health-promoting leadership (partner: NHS); recovering from work together (partner: insurance company); developing cities to growth engines together (partners: two municipalities); and sustainable work places (partner: union representing graduates in business administration and economics).

Kristianstad University is involved in an education project (BUFFL) together with two other Swedish universities; Uppsala University and Mid University, which is aimed at the business community. The focus is on developing a pedagogical model at a distance for working individuals where the ambition is to solve organizational problems with the support of the latest research in the current problem areas. It is a high priority that the training modules are flexible and do not force the participants to have to travel to the various higher education institutions to take part in the training. The project is funded by Vinnova.

The Work Integrated Learning (WIL) projects for our master students at the master program that was described in

Principles 2 and 3 are not only teaching methods for incorporating the UN Sustainable Development framework into the course curriculum, it is also a good example of collaboration with stakeholders and through dialogue an opportunity for partnership with the municipality, regional and local companies as well as non-governmental organizations. These organisations get help from the students to learn how to carry out sustainability in their businesses and organizations. Furthermore, in what ways to communicate this to their stakeholders i.e., customers, suppliers, and other interested parties.

The WIL projects have in this way a life outside of academia and come to practical use in their everyday work of many companies and organizations that may otherwise not have the time or ability to do this kind of analysis into their sustainability work. The group work and collaboration between all different stakeholder groups the students, the university and the companies plus organizations we believe also help strengthening the tie between academia and the industry and also allow the students the possibility of combining theory and practice through project-based learning in real-life cases.

Outcomes

To conclude, Kristianstad University's commitment to the UN Global Compact has led to positive outcomes on several levels.

- Since the introduction of the new system for development planning, academic programmes have integrated sustainable development in various ways, and sustainability is a key feature of the system.
- In 2018, the *Master's programme in Computer Science Emphasizing Sustainable Development* was introduced.
- In 2018, the Bachelor's programme *Environmental Strategist – Soil, Water and Urban Development* was launched.
- Aspects of sustainability are always taken into account when new projects, educational developments and external conferences are planned and implemented.
- In 2019, Kristianstad University joined the Climate Framework (Klimatramverket), in which affiliated



Kristianstad University is located in one of the first UN Man and Biosphere (MAB) reserves in Sweden. Large parts of the academic and research activities of the university benefit from being situated in a MAB reserve and it has encouraged a strong general interest in sustainable development among staff and students.

Swedish universities and colleges pledge to actively contribute to the climate change transition and national and international commitments linked to the 1.5-degree target. In April 2020, we received news from the International Sustainable Campus Network (ISCN) that the Climate Framework had been selected as a winner of this year's International Sustainable Campus Network Excellence Awards and of the Whole Systems Approach Award. The Climate Framework's entry was selected as a project that clearly exemplifies the principles of the ISCN, and as an example of excellence in implementing holistic approaches to sustainability within higher education institutions.

- To encourage staff to reflect on their transport choices, the university applies an internal environmental fee.

The fees are set aside in a special sustainability fund, to which staff can apply for money to support quality-enhancing projects. At the end of 2019, the sustainability fund amounted to SEK 235,000. The university reduced its carbon emissions related to transports by 8 % between 2018 and 2019.

- Research conducted at Kristianstad University is largely intended to have practical implications for a sustainable society. Several of the research groups conduct studies aimed at enhancing knowledge for the advancement of social, economic and environmental sustainability. They have reported research activities with a clear focus on sustainability during the period 2018–2020.

