

RESPONSIBILITY FOR COMPETITIVENESS

SHARING INFORMATION ON PROGRESS REPORT
2015 – 2017

PRME Principles for Responsible
Management Education



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PRME

This is our **Sharing Information on Progress (SIP)**
Report on the Implementation of the **Principles for
Responsible Management Education**



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A WORD FROM THE PRESIDENT

SSE'S COMMITMENT TO PRME

The Stockholm School of Economics hereby submits its second Sharing Information on Progress (SIP) report for the period 2015 to 2017 to the PRME Secretariat.

A substantially different geo-political situation, increasing protectionism and growing nationalism has quickly re-shuffled the playing field for businesses and societies. With some political leaders questioning the role of science, and downplaying the need for freedom of speech, academic virtues become more important than ever.

At SSE, we rest firmly on science and an academic approach to knowledge. When a close to unanimous research collective points to the realities of global warming, and when the world has sensationally agreed on 17 goals to end poverty, protect the planet and ensure prosperity for all, then higher education institutions such as SSE must play their part.

I am proud to witness the rapid development of our dedicated sustainability center, the Mistra Center for Sustainable Markets (Misum). It is a proof of how concerted action can help boost knowledge production and dissemination. In two short years, Misum has managed to shed bright light on sustainable markets for the benefit of all SSE stakeholders. Misum points to the pressing needs of understanding how markets function, the challenges of regulation and re-regulation and, most important, how social structures intertwine with facts and evidence.

Knowledge is power, and knowledge of sustainability and market mechanisms provides us with power to shape the future. With Misum, SSE stands immensely much better prepared to take on the challenges of tomorrow. I profoundly want to thank all those who on a daily basis are making this possible and are an inspiration to colleagues and students.

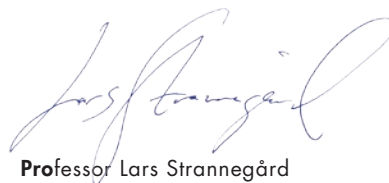
The appointment of a fully financed professor as of January 2017, Professor Mette Morsing, as the Mistra Chair

of Sustainable Markets and Scientific Director at Misum, shows SSE's long-term commitment to furthering quality education and research in this subject area.

Since the last SIP, SSE has been awarded an additional large grant of 30 MSEK (3.4 MUSD) over four years for research on how financial systems can better contribute to the sustainable development of society. The Swedish Foundation for Strategic Environmental Research (Mistra) funds the research and it includes a number of international and Swedish partners in a research consortium. The Mistra Financial Systems platform is an important addition to the Misum activities, fitting well in with the overall activities and expertise of SSE.

SSE's main strategy and approach to responsible management education is to incorporate an element into each of our courses in all academic programs at all levels to expose our students to the major challenges of our lifetime. The introduction in 2016 of the Global Challenges courses at the bachelor level, which has proven most successful, best displays this approach. These have been well-received by the students and I would like to acknowledge the substantial efforts by the faculty members who have developed this new and interesting concept as well as the faculty who have taken on the challenge to teach these courses.

The undersigned, President of the Stockholm School of Economics, hereby renews our institutional commitment to the Principles for Responsible Management Education.



Professor Lars Strannegård
President
Stockholm School of Economics

PROGRESS IN THE PAST TWO YEARS

On January 1 2016, the 17 Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development officially came into force. Over the next 15 years these new goals, that universally apply to all, countries, companies and diverse stakeholders, will mobilize efforts to end all forms of poverty, fight inequalities and tackle climate change. These goals spell out the challenges we need to meet to ensure the sustainability of our planet, and to ensure prosperity and equity for all. To achieve these goals, the participation of the private sector along with the markets they conduct business in is essential and particularly relevant to business school education and research.

Throughout the last two years since SSE last reported, we have started to align our research projects, education and outreach activities in terms of their connection to the SDGs. For instance, we have exciting new research focused on the SDGs themselves, especially on understanding the tradeoffs between the natural and socioeconomic systems, along with big data research on poverty alleviation and market research on sustainable cities. We have a number of projects within goal 12 on responsible consumption and production and are especially excited for all the new research being undertaken connected to goal 17 on partnerships for the goals. The research and practitioner engagement by financial market actors initiated through the Mistra Financial Systems program hosted by Misum is especially promising.

On the education side, we are proud to have taken on the role of the Nordic Chapter Chair in the UN Principles for Responsible Management Education (PRME) and have together with the Hanken School of Economics and the BI Norwegian Business School developed a first ever PRME PhD course with students from all over the Nordic region. We have also fulfilled our promise made in the last report to ensure that all students graduating from degree programs started in 2016 will have engaged with responsibility and sustainability in the course of their studies. We remain committed to ensuring that our graduates are well prepared to take on responsible and sustainable leadership roles in the future.

We are proud of what we have accomplished in this area in the past years, yet humble in what we know we must further accomplish going forward. The legitimacy of management education is dependent on our modest efforts with our students and diverse stakeholders and we remain committed to doing our part in contributing to responsible management education and a sustainable future for us all.



Associate Professor Lin Lerpold
Executive Director Misum
Stockholm School of Economics



INTRODUCTION TO SSE

OVERVIEW

Stockholm School of Economics (SSE), over the years, has been engaged and worked closely with industry and governmental bodies in many industrial and societal development areas to ensure its education is relevant and its students have a positive impact on society. Environmental challenges have been on the school's agenda ever since Professor Erik Dahmén wrote a seminal piece on environmental degradation associated with industrial development in 1968.

SSE is situated in one of the most dynamic and vibrant cities of Europe, as well as the political, cultural and economic center of Sweden. The Swedish economy is among the most international in the world and Stockholm is an internationally recognized innovation center. SSE is deeply embedded in this environment where it plays a significant role as an intellectual center for thought on business, management, economics, finance and policy. Its graduates have influential positions in government, media, policy-making and civil society organizations – as well as businesses.

The need for advanced business education that is directly relevant for running complex businesses led to the start of SSE in 1909 when key individuals in Swedish industry raised private capital, the city of Stockholm made a substantial donation and the Swedish government promised the support of an annual grant. This century-old funding model is still in place.

HISTORICAL BACKGROUND

SSE's Professor Erik Dahmén was the first economist in Sweden to address the problem of environmental degradation associated with industrial development when he argued that the cost of this degradation had to

be calculated and included in the accounting systems of both societal institutions and corporations, a notion that evolved into the polluter-pay principle.

He attracted followers at SSE and the research field of ecological economics started in the 1970s focusing on issues such as environmental challenges in developing countries and support in building institutions to evaluate the impact of economic activity on natural resources and human capital.

Energy economics is another strong field at SSE. A further research area established early was that of economic geography and development, which has grown to be of central importance in the struggle for global sustainable development.

In 1989, the start of a research and policy center, the Stockholm Institute of Transition Economics (SITE), further strengthened these developments. SITE has become a leading research and policy center on transition in the former Soviet Union and Central and Eastern Europe. The center pioneered efforts to develop human capital within the region and, more recently, broadened its





geographical reach to produce research and policy advice for all emerging market economies.

Research and education in and about developing and emerging markets have thus given many SSE graduates the skills to develop careers in the aid and development sectors. In comparison, corporate responsibility, sustainability and business ethics are relative newcomers at SSE.

Two courses in business ethics were developed and launched in the SSE curriculum 2000; a mandatory course in the first degree, Civilekonom, and an intensive seminar in the CEMS (Global Alliance in Management Education) program that involved SSE and exchange students.

In business administration, sustainability research began in the early 1990's and resulted in several doctoral dissertations, so the concept has played a part in SSE PhD programs for a long time. Reflecting the growing number of researchers and studies in corporate responsibility and sustainability, in 2003 the Sustainability Research Group (SuRe) was formally constituted at the Department of Marketing and Strategy. Research at SuRe influenced the educational programs of SSE by attracting and providing

faculty with expertise within the field of sustainability, though sustainability issues were incorporated into the curriculum on an ad hoc basis.

To incorporate better the requirements of the Higher Education Act, the new SSE curriculum, adapted to the Bologna Accord, integrated business ethics as a program-level element of BSc and MSc programs rather than stand-alone courses. In the MSc, specializations in General Management and Marketing & Media Management, ethics, sustainability and responsibility have been mandatory modules. Since 2011 in the SSE MBA Executive Format, CSR and Sustainability Management has been the first course (with Economics and Business Law, all within the Business Context module). The topic is thereafter like a "red thread" within the program, as CSR relates to all the different courses within the program.

It became an ongoing challenge to integrate SSE's efforts in the fields of ethics, CSR and sustainable development into the school's educational programs in an increasingly coordinated and strategic manner. Students started expressing a wish for more intense teaching as

RANKING

SSE in Financial Times Ranking of European Business Schools 2016: No 1 in the Nordic Countries

SSE 2016 RANK/NUMBER OF RANKED SCHOOLS WORLDWIDE

Master in Management	#28/90
Master in Finance	#16/55
Executive MBA	#59/100
Executive Open Programs	#31/75
Executive Custom Programs	#30/85
European Business School ranking	#28/90

well as better integration of these topics into other parts of the curricula and there is an ongoing dialogue with the Student Association of SSE.

From January 2015, the SuRe group was re-organized as a prominent research platform within a new center of excellence, the Mistra Center for Sustainable Markets (Misum) at SSE, initially funded by Mistra (the Swedish Foundation for Strategic Environmental Research). With a brief that extends beyond traditional research, and with the added aims of education and outreach, Misum is generating concrete solutions and processes through cross-disciplinary and multi-stakeholder research.

SSE has decided that its overall goal is for all programs either to have mandatory courses in corporate responsibility and sustainability or have clearly articulated integrated sessions in all courses by 2016.

Progress has thus been made, more rapid in certain of the school's educational programs than in others. One of the biggest challenges is the level of program directors' interests and awareness, reflected in the varied importance that sustainable development receives within different educational programs. In 2016, all program directors were required to submit a description of how sustainability is integrated in their programs as well as attend a half-day workshop on SSE's commitment to PRME.

For many years, engagement with EFMD and EQUIS have been two of SSE's tools for strategy development and quality assurance. Since SSE became a member of the PRME, additional positive outcomes have been achieved. The importance of these quality assurance tools are explained later in this report.

The Student Association of SSE (Sasse) also has a history that relates to sustainable development. Founded in 1909, its mission is: "Sasse shall be a non-religious and non-political organization with the task of promoting good camaraderie between the students at SSE and of looking after their joint interests."

The Student Association has found that as the importance of responsibility and sustainability has grown in

SSE FACTS AND FIGURES FOR 2017

Employees

270 employees, including 40 PhD students working as teaching assistants

128 professional support staff

39 full professors, 30 associate professors and 33 assistant professors

Students

1 199 BSc students (43% female, 57% male)

884 MSc students (42% female, 58% male)

94 Executive MBA students

133 PhD students

92% MSc students with jobs within 3 months of graduation or earlier

Educational portfolio

2 BSc programs: Business and Economics, Retail Management

5 MSc programs: International Business, Business & Management, Finance, Economics, Accounting & Financial Management

3 PhD programs: Business Administration, Economics, Finance

3 double MSc degree collaborations (Bocconi, St Gallen, Sciences Po) and special MSc program arrangements with National University of Singapore and Georgetown University

1 EMBA program in Stockholm, one in Riga and one in Russia

137 Executive Education programs, with approximately 4 000 participants

Research

6 research departments, 7 research institutes and 17 research centers

recent years, students ask for ways to engage in the questions they raise. To secure their members' joint interest, it has several projects including Focus CSR, the Alumni Mentorship Program and Pimp My Grades.

An important aspect of how the Student Association works to be sustainable is the extended benchmarking against other top universities, nationally and internationally. It meets with Sweden's nine largest associations and unions for business and economics students in a conference called U9 network, with the aim to promote education, development and the exchange of ideas. "Here it is often evident how SSE is at the forefront in the area of sustainability, but nonetheless it is fruitful for us to hear other universities highlight new and innovative ways of thinking and working in the area," says the president of the Education Committee.



SSE MILESTONES

1906 SSE Association is formed	1982 SSE Alumni Association is formed	2007 Bologna Accords curriculum is introduced
1909 SSE officially opens, 110 students enrolled	1989 Stockholm Institute of Transition Economics is formed	2009 SSE celebrates its 100th Anniversary
1911 First graduates	1991 SSE becomes member of CEMS	2010 SSE Institute of Research is established; first double-degree initiative
1926 Opening of current building in city center of Stockholm	1992 Stockholm Center for Org. Research and European Institute of Japanese Studies are founded	2011 Swedish House of Finance is founded
1929 First research institute is formed, the Economic Research Institute	1994 SSE Riga opens; SSE Advisory Board and Corporate Partner Program are established	2012 IFL become a wholly owned subsidiary of SSE; female faculty booster program is introduced
1946 First PhD graduate	1995 SSE is a founding member of EIASM and the International Graduate Program is introduced	2013 SSE becomes member of PRME
1968 Swedish Institute of Management (IFL) is founded (presently named SSE exed)	1996 Creation of Center for Advanced Studies in Leadership	2014 SSE joins the Alliance for Research on Corporate Sustainability
1971 SSE is one of the founding members of EFMD	1997 SSE Russia opens	2015 Mistra Center for Sustainable Markets (Misum) is established; endowed Mistra Professor Chair, International Advisory Council is formed; SSE Art Initiative is launched
1972 SSE is one of the founding members of International Teachers Program (ITP)	1999 SSE achieves its first EQUIS accreditation; Stockholm School of Entrepreneurship is founded	2016 Mistra awards grant for research on Sustainable Financial Systems; Global Challenges track introduced in BSc
1975 Institute of International Business is formed, first exchange takes place (at NYU)	2001 SSE Business Lab is established	2017 Misum Scientific Director appointed
1976 Formation of Institute of Economic History Research	2003 Corporate Partner Program's Research Award is established	
1977 Award of Nobel Prize in Economic Sciences to Professor Bertil Ohlin		
1979 Opening of Institute for Management of Innovation and Technology		
1980 SSE becomes member of PIM		

PRINCIPLE 1

PURPOSE

PRINCIPLE 1: SSE 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.

THE VISION OF SSE

SSE is working hard to provide the environment and resources to promote responsibility and sustainability in all its areas: education, staff, research, students, associated business and interdisciplinary cooperation, physical environment and technological or digital upgrades. This is in line with its vision statement:

VISION

The SSE vision is to firmly establish itself as a member of the top tier of European business schools and to be recognized as a global benchmark for industry collaboration and for thought leadership in selected knowledge fields.

To strengthen and show its commitment to the process of integrating ethics, responsibility and sustainable development into all SSE's educational programs, in 2013 the school became a signatory to PRME. Operationally, Misum administers the SSE PRME effort. The school filed its first PRME Sharing of Information Progress (SIP) report in July 2015.

One of the outcomes of this work was that SSE has committed to integrating ethics, responsibility and sustainability into all degree programs starting 2016. The largest strategic change has been the inclusion of the mandatory Global Challenges course at the Bachelor level, which is detailed later in this report.

SSE is a member of the PRME Nordic Chapter. At the annual meeting in September 2016, SSE was chosen to co-ordinate the chapter for the next two years – a task undertaken by Misum for SSE. In the same month, Misum hosted the first module of a new Nordic PRME PhD Course, "CSR and Sustainability in the Nordic Context". In addition, Misum held a workshop in the fall 2016 on SSE's commitment to PRME, the principles of the UN Global Compact and Sustainable Development Goals, with all SSE program directors, a decision made mandatory by the Faculty and Program Board, the highest decision-making body at SSE.

The biggest challenge in signing up to PRME is to implement fully the six PRME principles throughout the school, which is an ongoing process. The awareness of faculty varies and it is important for a number of ambassadors to be "champions" of the issues internally, taking up the challenge of engaging and educating faculty.

Trying to achieve the principles has involved SSE setting goals in different areas of responsible management and sustainable development. The following strategic commitments have been made to better integrate efforts in the fields of ethics, CSR and sustainability into the school's educational programs:

- Committing to integrating ethics and sustainability into all degree programs starting 2016
- Promoting equality and diversity
- Bringing global challenges to the fore at the BSc level
- Integrating newly arrived refugee university graduates into the Swedish workforce (Ramp)

Furthermore, the issue of responsible management has increased in importance to SSE students, who have themselves organized and engaged in various activities and carried out extra-curricular projects in the area of ethics, CSR and sustainability.

In line with the strategies above, SSE has set the following principles or objectives for the school:

- A place for those with ambition and ability no matter background
- Gender: 50/50 (students, faculty and professional staff)
- Internationalization: 50/50 MSc, EMBA and PhD
- Intellectually vibrant, internationally Swedish, scholarly excellent
- Unexpected, diverse, responsible, innovative
- Inclusion, warmth, friend-raising

In order to make progress on these strategies and achieve these objectives, SSE's governance structures are of vital importance.

GOVERNANCE AND RESPONSIBILITY

The aim of the school is to provide education and raise

the professional capabilities of future managers in the Swedish business community and to assist Sweden's competitiveness. These capabilities include professional responsibility and business ethics. Consequently, SSE has worked closely with industry and government bodies in many areas of industrial and societal development. Explanation and examples are given throughout this report – and in this section we explain how the organization and a range of governance and quality assurance tools and policies provide the underlying support and direction.

SSE is a self-governing and independent Higher Education Institution in Sweden. It has a formal agreement with the government giving it the right to confer academic degrees. It must follow the Swedish Higher Education Act, Chapter 1, Section 5, which states:

"In the course of their operations, higher education institutions shall promote sustainable development to assure for present and future generations a sound and healthy environment, economic and social welfare, and justice.

"Equality between women and men shall always be taken into account and promoted in the operations of higher education institutions.

"Furthermore, in their operations higher education institutions should promote understanding of other countries and of international circumstances.

"Higher education institutions shall also actively promote and widen recruitment to higher education." (Unofficial translation from www.uhr.se)

SSE is the only HEI in Sweden with a limited government financial contribution for its degree programs – this is some 20% of the budget, excluding the costs of all its centers/research institutes and executive education.

Besides a range of charters and policies showing the overall objectives of the school in relation to responsible management, SSE has various ways to monitor and develop this:

- EFMD and EQUIS
- PRME
- Diversity and equality policies
- Role of students

HOW SSE IS ORGANIZED

The SSE Board of Directors is the highest decision-making body. In 2015, an International Advisory Council was formed to advise on the strategy of the school from an international perspective.

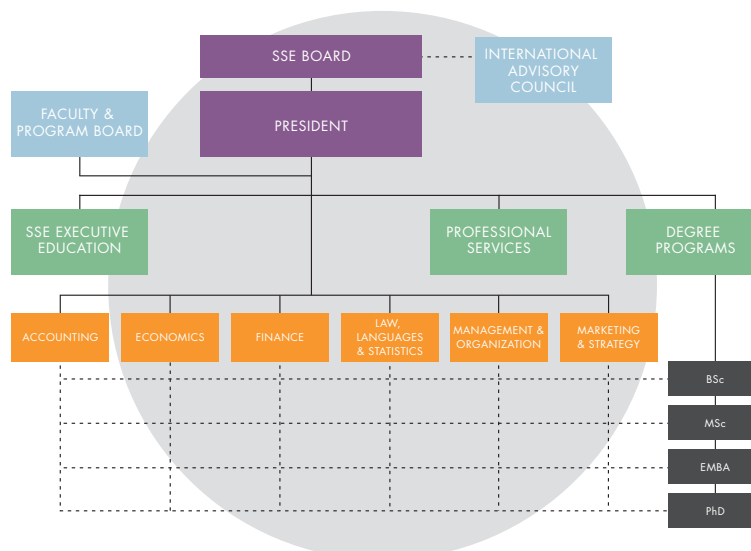
The SSE Association, which founded the school in 1909, still holds the majority of seats on the SSE Board; these are senior and influential figures from Swedish industry. The board also comprises two faculty representatives, one student representative, the President, one representative from the City of Stockholm and one from the Swedish government. The board decides on the strategic plan and budget, ensures links with industry and government remain close, and ensures the school has long-term financial support.

In addition, the Faculty and Program Board (FPB) is central to decision-making and the formation of strategy and policies as well as implementation. The FPB deals with issues related to degree programs, research, recruitment and promotion, gender equality, diversity, scholarships and rewards. Central to the work is quality assurance and revision of the educational content.

The Student Association is highly influential. Its representatives sit on all SSE boards and committees that discuss or take educational decisions. In addition, it initiates and carries out its own activities.

At the core of SSE is the school itself, but SSE is also a family of collaborative units, institutes and research centers – entities for cross-functional, multidisciplinary and collaborative research which give SSE a substantially larger research and teaching capacity to feed back into education programs. Each is a knowledge hub with substantial external funding. They are self-financing and have their own boards, and are described more fully later in this report.

In relation to internationalization, SSE belongs to several organizations in the business school community, all in one way or the other incorporating the ambition to strive for responsible management education: APSIA, EFMD, PRME, PIM and CEMS. Faculty members at SSE have active roles within several of these organizations. Faculty members are also board members of the Committee



for the Prize in Economic Sciences in memory of Alfred Nobel. The school is also one of the first European members of the Alliance for Research on Corporate Sustainability (ARCS) and retains a seat on the governing board.

Financial Times rankings, in which SSE participates, exert steady pressure to improve quality in research, education and overall management. However, sustainability is not highlighted in the ranking variables.

ROLE OF STUDENTS

The purpose of the Student Association is to care for the joint interests of students, summarized as educational coverage, extra-curricular activities and career services. This includes the aim of being responsive to society and the time we live in to ensure responsibility and sustainable development – aims that are built into the association's governance structures and constitution or policies.

The Student Association Constitutional Rules state that one Equality Representative and one Safety Representative will be elected during the annual December election. Their main responsibilities are to simplify and secure everyday life for students. The elected Equality Ombudsperson, who oversees the student-led activities, handles questions regarding equality and takes care of any cases students bring forward. The Safety Representative handles questions regarding the physical and psychological environment.

Within the Student Association there is a Company

Policy with rules governing interaction with companies from certain sectors such as alcohol, gambling and tobacco. The policy functions as a guideline during the execution of all projects and initiatives within the association.

MONITORING PROGRESS

International bodies set up to improve business education help to guide decisions and actions. SSE has been involved with EFMD and EQUIS for many years, and this reporting and accreditation process helps in setting goals and driving progress – including on responsible and sustainable management education in recent years.

The 2013 decision to join PRME created an even stronger focus. SSE's Misum Center initiation, employment of a fulltime equality and diversity manager and the role of students have also been in the forefront of pushing responsibility and sustainability initiatives. All of these have combined to create a systematic focus on these areas in the past few years.

CHANGES THROUGH EQUIS

SSE first received five-year accreditation by EQUIS in 1999. The SSE President incorporates EQUIS-agreed development areas into his overall strategic goals and leads the way in implementing and achieving these.

In reporting to EQUIS, SSE assesses and monitors the institution as a whole, not just degree programs but all

LEVEL UP TO A POETIC ECONOMY

On the day Misum at SSE hosted a large, public seminar on "Sustainable consumption – how do we do it?" a temporary work of art outside the building welcomed participants. Built of wood, the large words urged: "Level up to a poetic economy".

During the night, artist Patrik Qvist created the artwork intended to widen perspectives on the seminar's theme. Swedish Consumer Minister Per Bolund was among the speakers at the January 25 2017 seminar.

Patrik Qvist is an artist with a background in architecture and land art, with his principal operations being in Stockholm. The past five years he has preferred to work on issues related to climate and the environment, primarily focusing on text-based art in the public space.

Isak Nilson, Director of SSE Art Initiative, said of the work: "Patrik Qvist's works calls us to create a poetic economy. Poetry has the property of deviating from our ordinary use of language to create sensual experiences and insights on phenomena in our lives and in society that are difficult to grasp and understand. The work asks us to reconsider and develop our current way of looking at markets, in order to create a broader understanding of the complex challenges of sustainability we face."



Mette Morsing, Professor in Sustainable Markets at Misum, commented: "The way we consume is more critically than ever before called into question today, as people are increasingly aware that the previous economic models for continuous growth are no longer a possibility. Patrik Qvist's call for a 'poetic economy' brings our attention to the need to challenge our predominant way of developing and organizing the world as 'homo economicus' and to start thinking about the type of society we collectively need to shape."



the activities of the school. One chapter is dedicated to the scrutiny of ethics, responsibility and sustainability – SSE met the EQUIS standards during the re-accreditation in 2013. This focus helps SSE on an ongoing basis to try to create an effective learning environment, develop students' managerial skills and entrepreneurship, and foster a sense of global responsibility. EQUIS looks for innovation in all respects, including program design and pedagogy, and for a high degree of internationalization.

EQUIS has in recent years made recommendations about faculty development, recruitment and promotion criteria, and pointed out that attention should be paid to gender balance. The school has worked to make improvements in all these areas.

INTERNAL MONITORING

The Vice President of Degree Programs has overall responsibility for program quality. Quality reports are sent regularly to the Faculty and Program Board (FPB). These consist of course evaluations measuring student assessments of faculty expertise and pedagogical skills, examinations and overall quality. Comments from student focus groups are included, and each quality report is open for discussion at FPB meetings. Quality assurance is thus transparent to program and departmental lines, and the student body. The Global Challenges track at the Bachelor level, as well as other program changes relating to responsible management, are being closely monitored as they are implemented.

The school's decision that by 2016 all SSE programs would have mandatory courses in corporate responsibility and sustainability, or have clearly articulated integrated sessions in all courses, is an overall goal and SSE is looking at systematic methods of reporting on this.

STUDENTS AND RESPONSIBLE MANAGEMENT

The Student Association of SSE (Sasse) gives students a chance to develop skills that prepare them for their future as leaders in society. The projects within the association allow students to practice their leadership skills, develop powers of initiative and test theoretical knowledge in practice.

The following are examples of Student Association projects that let students develop the capabilities to be future generators of sustainable value for business and society and to work for an inclusive and sustainable global economy:

PIMP MY GRADES: SSE students visit Hässelbygårdsskolan once a week to help 7–9 grade students with their homework. The project started in 2007 and has constantly gained in engagement. By helping with their studies and discussing their future with them, the purpose is to show these middle school students that studying can be fun and to inspire them to raise their academic ambitions. In 2015, the students from Hässelbygårdsskolan were invited to visit SSE. At SSE, they had an inspirational lecture about SSE and the many possibilities after graduation.



MITT LIVS VAL (THE CHOICE OF MY LIFE): This new project is a good example of how structures within the Student Association and at SSE enable new initiatives in the area of responsibility. The project is in collaboration with the organization Mitt Livs Val. This is a mentorship program where 10 students learn about coaching and integration while meeting 10 young people who have recently come to Sweden alone. The project aims to encourage higher studies. The pilot program took place in spring 2017.

FOCUS CSR: In 2017 Focus CSR, one of the Student Association's first projects on the sustainability theme, has been restructured. It is a new concept but with the same purpose: educating the leaders of tomorrow for a sustainable future. Students interested in learning how to run a profitable business while contributing to a sustainable society are welcome to join the CSR program. It consists of a number of interactive workshops in collaboration with faculty from Misum and interested companies. For example the first session took place at Norrsken House, an innovation hub in Stockholm. Furthermore, several seminars and lectures on the theme are arranged to spread the engagement.

VIEWS OF A STUDENT PROJECT LEADER



With the other project leader of Focus CSR, Zanna Ekeröth has re-designed the project to increase student utility and to influence students more deeply. The aim in 2017 was to reach out to more students and show that sustainability is a subject that is and should be integrated into other disciplines. For example, they have arranged four theme lectures with different aspects, for instance one on the theme of how to combine CSR and entrepreneurship and one with a more financial approach entitled "Sustainable strategies and responsible investments".

The intention is to make students aware of how sustainability is integrated in everything, targeting everyone – not just those already interested in sustainability. For those who consider this topic thrilling and have basic knowledge, Focus CSR gives them the opportunity to deepen their knowledge.

Zanna Ekeröth answers some questions.

Why do you consider sustainability to be such an interesting issue?

"I think it is exciting to think about how all business and all companies today need to take responsibility.

They need to understand the individual company's role in something bigger, it is not just about results in terms of money, there is so much more to it.

"Today it is a prerequisite for the survival of companies to have knowledge about sustainability. It is an important part of the employer branding. It also has to do with legal aspects and how you are allowed to build your operation. We can see how companies that work with a sustainable mindset do better, they have more efficient processes – more sustainable thinking in the business strategy makes the company more profitable."

How important do you believe the sustainability perspective is for students when looking for future companies to work for?

"I think many people are looking for positions in which they feel that they can make a change. Therefore, they naturally turn to companies with this spirit of taking responsibility and making an effort to change or contribute for important global questions."

Do you think that SSE is doing enough when it comes to sustainability?

"My impression is that a lot has happened in the last



couple of years. For example, Global Challenges is an ultimate proof of wanting to make a change. Having worked closely with Misum throughout the project Focus CSR, I have been to lectures and events arranged by them and this becomes a question of communication. There are great possibilities to learn more on this area; we just need to find a good way to tell students about it. The next step now is to work more with the physical environment here at school. Students demand more short-term initiatives, like installing recycling stations."

As a 2nd year Retail Management student, do you feel that sustainability is integrated in your education?

"In some courses, there has been one part focusing on sustainability, half a lecture or something. It is stated that sustainability should be included in all courses but I think that could be more clearly spelt out.

"All knowledge, in one way or another, can be a tool for encouraging sustainability and it should therefore be a more natural part of the education. Also, I think we could take some inspiration from what we have tried to do in the Focus CSR lectures – integrate it more into the whole course content. Responsible management is to be responsible in all decisions and

all work that you do, therefore it must be a sustainable focus through all the course content and areas of knowledge.

"Companies are instructed to develop sustainable goals to one or several of Sweden's Global Sustainable goals. It must be introduced to us in the beginning of our Bachelor studies at SSE, so that we can have it with us when preparing to be future business leaders."

In the last PRME report, one of the goals was: meaningful support of student engagement projects such as Focus CSR. KPI: Deepen the quality and support through faculty teaching and other support along with administrative and material support for organizing outreach events. What do you think about that?

"We have had a lot of contact with Misum throughout the project. They have helped us with contacts to companies and arranged a workshop on Sustainability Goals.

"A great symbol was also when one exam collided with our theme day, 'Wake Up Day', and the course coordinator arranged to move the exams some hours to enable students to attend our event."

PRINCIPLE 2

VALUES

PRINCIPLE 2: SSE will incorporate into our academic activities and curricula the values of global responsibility as portrayed in international initiatives such as the United Nations Global Compact.

THE MISSION OF SSE

Since its start, SSE has integrated societal needs into its core activities, research and education, with its mission remaining unchanged since 1909:

MISSION

The objective of the Stockholm School of Economics is to, through scientific teaching and research, strengthen Sweden's competitiveness.

CHARTERS AND POLICIES

Charters and policies set the ground rules for governance and activities. The SSE charters cover general rules for staff and students in formal documents that define rights and functions, and lay down rules of conduct and governance. They include everything from the agreement between SSE and the state to employment issues and disciplinary procedures, to student handbooks and guidelines for promotion to professor.

SSE also has many policy documents related to the sustainable conduct of its activities, which cover detailed issues such as parental leave, pensions, travel, branding, working environment and support and exam guidelines for students with disabilities.

Over the past two years, the following policies were introduced or updated:

- Guidelines for support to students with disabilities
- Equal opportunity plan 2016-2018
- Equal treatment of students plan 2016-2017
- Guidelines for preventing and addressing discrimination, harassment and sexual harassment
- Routine for investigating and dealing with discrimination, harassment and sexual harassment
- Allergy policy

In addition, over the past two years there have been developments in internal efforts to improve ethics, equality

and diversity – including a focus on gender – and to play a role in integrating refugees.

MANAGING ETHICS

The mission and vision of the school, as spelt out by its founders, are to provide education and raise the professional capabilities of future managers in the Swedish business community. These capabilities encompass rich notions of professional responsibility and business ethics.

SSE has been working to integrate ethics and responsibility into its own activities. A school-wide Ethics Committee, formed in 2014, includes the President and executive management, leading corporate partner representatives, key researchers and teachers, societal opinion leaders and the president of the Student Association.

The committee meets four times a year and has an advisory role in all SSE operations concerning ethics and responsibility, such as which corporate partners SSE and the Student Association should engage with. In addition, issues concerning what is included in teaching, fundraising activities and outreach events are normally discussed when they may have ethical or moral implications. A common theme of discussions has been freedom of expression and academic freedom in the public debate, and how this reaches into university legitimacy.

PROMOTING EQUALITY AND DIVERSITY

SSE has a long and distinguished tradition of international networks and memberships, joint degrees, visiting professors, staff from all over the world and many exchange students at different levels of study. However, the school's recent strategy to become a truly international business school means there is increasing interaction with a wide range of people from all over the world.

SSE has therefore taken steps to ensure it is a creative and stimulating place to work and study, where people with different backgrounds and experiences have the same rights, opportunities and responsibilities – and to set a good example for its student body.

In 2015, the school appointed a full-time equality and diversity manager. The manager is charged with the task of mapping areas of improvement and then developing

IMPROVING ORAL PARTICIPATION



Anja Tuneld and Athina Swahn were awarded the Gun & Einar Larsson Scholarship in March 2017 for their project "Speak up! Solutions to symptoms of gender inequality".

The President of SSE, Lars Strannegård, who appointed the scholars stated: "Anja Tuneld and Athina Swahn have created a challenging, hands-on project, with a strong focus on personal development. The decision to address oral participation in the classroom by female students is relevant to today's society and opens a doorway to insights that are valuable for SSE."

"We are incredibly honored and happy to have received this scholarship! The fact that we, as well

as other female students, do not raise our hands in the classroom is something that has marked our schooling. That is why we are so excited to finally get this opportunity to be a part of the solution. Through our project, we will develop simple tools and methods that will help teachers create a classroom environment where every student will have the courage to speak up!" commented Anja Tuneld and Athina Swahn.

The Gun and Einar Larsson Scholarship offers outstanding students at SSE the opportunity to create and realize innovative projects abroad according to their own design. The aim of the scholarship is to offer experience and personal development outside of the academic realm that benefit the students' education and professional aspirations.

and implementing strategies to achieve equality and diversity. The goal is to create an environment where all feel welcome, and are encouraged to work or study, regardless of gender, ethnicity, gender identity or expression, disability, sexual orientation, age, religion or other beliefs. The school is also actively working to prevent discrimination and harassment, including sexual harassment.

Work in this area involves policies and guidelines, an educational program for employees and students, workshops with the Student Association, gender equality targets, professional development for staff, issues of accessibility and activities to foster different areas of diversity.

SSE sees this area of equality and diversity as an integral part of working on its own responsible management as an international business school.

The full-time equality and diversity manager, working to achieve gender equality and increasing diversity, attends the FPB meetings – giving her a voice in an important governance body.

There has been a revision of the equal opportunity and treatment plans for employees and students, and guidelines for preventing and addressing discrimination and harassment.

A competency development program has been set up to increase the understanding of employees and students on how norms and power structures affect teaching and day-to-day interaction. Professional services staff have attended two half-day workshops and all faculty will attend. Workshops are held for key functions within the

Student Association such as the board of directors and the project group for introducing new students.

In addition, a survey of accessibility and working conditions is underway to improve access for all students and staff in all SSE buildings.

FOCUS ON GENDER

Gender equality is a focus area. One concern is the lack of senior female faculty members, so SSE is developing and implementing a strategy to meet its gender equality targets. Tenure and promotion requirements, and how they are applied, have been reviewed to identify stages that potentially disfavor women. A mentorship program and a study related to the finance area are underway to increase the number of women who study at SSE and in traditionally male-dominated areas.

These are SSE's staff gender statistics as of March 2017:

	TOTAL	FEMALE	MALE	% FEMALE
Full professor	39	6	33	15,4%
Associate professor	30	8	22	27%
Assistant professor	33	15	18	45%
Professional staff	128	91	37	71%
Total employees	230	120	110	52%
PhD students	133	58	75	44%

And here are SSE's student gender and nationality statistics for intake 2016:

BSc LEVEL

Enrolled	338
Female	156
Male	183
Programs in Swedish, vast majority Swedes	

MSc LEVEL

Enrolled	326
Female	128
Male	198
Swedes	172
Dual nationality	12
Other nationalities	154

PhD LEVEL

Enrolled	19
Female	6
Male	13
Swedes	8
Other nationalities	11

EXECUTIVE MBA STOCKHOLM

START IN JANUARY 2016

START IN JANUARY 2017

Total	47	48
Female	14	14
Male	33	34
Swedish only	32	26
Dual nationality incl Swedish	4	6 (7)
Other nationality only	11	16
Countries represented	13	19 (21)

To integrate an equality and diversity perspective into all aspects of life at SSE, a committee has been set up with representatives from all academic and professional services departments, the Student Association and trade unions. It meets three times a year to discuss current issues and to exchange ideas and experiences. In addition, to ensure collaboration between the school and the Student Association in promoting inclusion, there are regular meetings between the equality and diversity manager and the association's equality representative and equality group.

In 2017, SSE is introducing a new quota for student admission at the bachelor level in order to increase diversity. At least 5% of the total admission will be set aside for this new quota. The aim is to attract highly motivated applicants: these students will be selected through an analytical test and interview, not merely on their grades.

INTEGRATING NEWLY ARRIVED GRADUATES

In 2016, SSE launched the Rapid Acceleration Management Program (Ramp), a new educational program geared to accelerate the integration of university graduates recently arrived in Sweden. This new executive education

program is designed to provide a fast track into the Swedish job market for qualifying graduates granted asylum in Sweden.

The pilot program started in August 2016 with 14 students enrolled in the first round: 80% from Syria, a split of six women and eight men, and an average age of 32. The average working experience is six years. They have various academic backgrounds and previous positions held include attorney, production/plant manager, marketing manager, project leader, IT consultant, media manager, accountant and financial adviser.

Ramp aims to increase diversity in Swedish industry and strengthen Swedish competitiveness through a more inclusive society. The increased flow of refugees to Sweden requires concrete measures to be able to seize the benefit of using their skills.

The one-year program is a 10-week intensive management course in five modules, studied during an internship at a company operating in Sweden. Admission criteria are rigorous and competence tested through internationally recognised tests such as GMAT and TOEFL. Participants must have previous business experience and an interest in advancing not only Swedish business but also the Ramp program.

Besides the difficulty of choosing and implementing strict criteria for admission, and dealing with hundreds of applications from countries outside of Sweden, there is an important educational challenge for the school: designing and implementing a management program that fulfils the needs of the participants and successfully integrates them into the Swedish business environment. The pilot program will provide lessons to be implemented in future programs.

It is a non-profit program and free for the admitted individuals. Internship companies pay a self-cost-based program fee to cover operative costs of the program.

Ramp participants spoke at the Annual Corporate Partners Meeting on November 15 2016, to introduce the program to the SSE business sector stakeholders (see photo).

VALUES OF THE STUDENT ASSOCIATION

The mission of the Student Association, founded in 1909, is: "SASSE shall be a non-religious and non-political organization with the task of promoting good camaraderie between the students at SSE and of looking after their joint interests." As the importance of responsibility and sustainability become more vital, students ask for ways to engage in these kind of questions.

To secure its members' joint interests, several projects in the area of responsibility have developed: Focus CSR, the Alumni Mentorship program and Pimp my Grades, to mention just a few.

The Student Association could be said to be a forum where students get a chance to practice the more theoretical knowledge regarding sustainability and responsible management taught within the courses at SSE. A prerequisite for these is to guarantee diversity in the social climate. Recruitment guidelines for the association make sure all students get a fair chance to be included and offered positions within the association.

The Equality representative, elected by the student members together with the Equality group, have developed an Equality Policy and an Equality Plan to make sure that the climate of the student association at SSE is as beneficial as required to foster the development of future leaders. Here it is stated that it is of utmost importance that all members are treated equally and given the same opportunities. All members should feel welcome and are entitled to the same rights of respect and integrity. One way of working with this is arranging an Equality Forum once a year where students discuss how to improve equality in all areas.

THE SCHOOL ENVIRONMENT

The school has a construction policy that stipulates all renovation needs to take sustainable construction aspects into consideration. Focus is on energy savings and the energy used is non-fossil energy sources. During the past two years a number of major renovation projects have been carried out, such as Misum's offices, the President's Office, SSE Executive Education floor, 170 study spaces for students created in the Atrium and more on the way in the Grand Hall (room Stora Salen). With regard to recycling, a separate room for food waste has been created and all building materials are required to be recyclable and environmentally acceptable.

The Student Association has a growing concern about health and has initiated activities to focus on this. The association commented: "Students at today's universities



are under high pressure, both socially and due to the heavy workload. SSE understands the importance of constantly improving the work within the area of student health and will support initiatives that strive in a desirable direction.

"At SSE, many of our future leaders are shaped and therefore we understand that it is necessary to increase the knowledge about psychological wellbeing and to work proactively to decrease the perceived level of stress. Students' personal values and priorities will influence the future business world.

"To be able to achieve excellent study results and later on excellent results on different work places, SSE will contribute to a better understanding within the subject and will include talks about health, wellbeing and a work-life balance."

VIEWS OF TWO RAMP PARTICIPANTS



Ibaa Halal comes from Syria and worked in UAE, has a degree in English literature and worked as a translator and later acquisitions executive at one of the biggest TV networks in the MENA region:

"The curriculum is perfect to learn about the Swedish business market, and the program connects us to an internship company, which in my case was nice. Literally, as that's the name of the company: Nice One, which is part of MTG. I really hope this program will help me achieve my best so I can help others achieve their goals and realize their values and dreams. So I encourage each one of you to do the same in your current roles, even if it's a small action such as giving the resume of a new-comer just a second look or being the big brother or sister who gives a little push to help their siblings. One year ago I didn't want to live on this planet anymore but now I want to change it and make it better than it is today."



Negin Namazi Esfahani comes from Iran and was educated in Malaysia, has a degree in engineering/building surveying and worked in quantity surveying and as a clinical research project manager:

"When I read more about Ramp and its goals, I was so blown away. And when I learned that it was a part of SSE I was like, it cannot be true. It sounds like an amazing opportunity which now has come to my doorstep and is calling my name. Yes I cried, at first because I was picturing an exact program like Ramp since I came to Sweden, and secondly because I knew it was going to be a life-changing event. I knew those hard, gray days and failed attempts of building a career in Sweden were going to be over, and I didn't need to carry the world on my shoulders any longer. Eventually someone seemed to realize the situation and stretched out a helping hand to me, a powerful hand that will pave a highway not only for me, but for many to come. ... I firmly believe Ramp is one of the most useful solutions which Sweden has so far offered for newcomers."

PRINCIPLE 3

METHOD

PRINCIPLE 3: SSE will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

FRAMEWORKS FOR EDUCATION ON RESPONSIBILITY

Since its last PRME SIP report in mid-2015, SSE has made important progress in various areas required to promote responsible management and sustainability education, overcoming many of the challenges mentioned previously and putting in place structures to promote further developments.

The Mistra Center for Sustainable Markets (Misum) has rapidly grown from initiation in 2015, and is playing an important role in new programs and courses including Ramp, interdisciplinary cooperation and further education of faculty.

In addition, SSE has started a project to improve its pedagogy through a “digital leap”.

In its previous portfolio of educational programs, the school had courses, modules and lectures on the subjects of business ethics, corporate responsibility and sustainability and global development. It also has a long tradition of teaching development economics, with elective courses at both BSc and MSc levels. However, the school has now decided to include sustainable development at all program levels.

Though responsibility and sustainability are included in all degree programs at SSE, four notable initiatives are discussed in this section:

- A mandatory course on Global Challenges, integrated into the BSc courses
- An elective MSc course on tackling world problems
- An elective PhD module run in collaboration with other Nordic business schools and arranged by the PRME Nordic Chapter
- An EMBA course on CSR and Sustainability

DEVELOPMENTS AT MISUM

In 2015, Misum was established within SSE. Mistra (the Swedish Foundation for Strategic Environmental Research) agreed to invest 55 MSEK (6.2 MUSD) over five years to initiate this new center of excellence which is already having an impact on issues of sustainable development, including bringing an interdisciplinary approach to this

area of education and research. The Board of Directors and President of SSE strongly support this initiative on an ongoing basis.

Misum is a multi-stakeholder research center with a mandate to coordinate SSE’s educational efforts within its field and interact with society – it is thus involved in education, research and outreach. With a brief that extends beyond traditional research, its role is to generate concrete solutions and processes that contribute directly to sustainable economic development.

Associate Professor Lin Lerpold has been the Executive Director since 2015 and Professor Mette Morsing the Scientific Director since January 2017. SSE’s long-term commitment within this area is evident by this appointment of a fully financed professor to lead the center.

Misum has the important mandate of ensuring that sustainability research is integrated into all SSE educational





programs. SSE decided that all SSE programs (BSc, MSc, MBA Executive Format and PhD) would either have mandatory courses in corporate responsibility or clearly articulated integrated sessions in courses by program start 2016.

Researchers and platform managers at Misum also play a direct role in education around sustainable development. For example, in 2016 they gave lectures and seminars at all the different program levels in addition to teaching sustainability in many executive education programs. This included Global Challenges at the BSc level, the mandatory sustainability track within the SSE flagship program, separate sustainability courses in a number of MSc level programs, and pro bono lectures for Ramp. The Executive Director of Misum is on the Global Challenges Advisory Board to ensure implementation of the six principles of PRME in the new BSc track.

To ensure international and business relevancy, Misum has an international board drawn from both academia and the business community. Misum's mission also includes providing expert advice to political leaders and policy developers through engaging in public debate, and collaborating with other research centers. As a testament to Misum's impact, five SSE/Misum people were nominated to Aktuell Hållbarhets 2017 "Hållbarhetsmätigaste (most powerful in sustainability)" ranking.

Misum research was strengthened in 2016 by Mistra granting a further 30 MSEK (3.4 MUSD) to the area of Sustainable Financial Markets research. With this new Mistra program, Misum is by any measure one of the largest social science sustainability centers in Europe.

In 2016, the Misum team taught more than 2 270 students and practitioners, authored 24 working papers,

published 15 articles in peer-reviewed journals and participated in 20 conferences around the world. Faculty held a further 42 research and practitioner seminars with 2 097 participants – these and other outreach events are described under Principle 6: Dialogue and listed in Appendix B.

Misum's mission on faculty capacity building and training of trainers within sustainability education has proven to be a significant challenge at a research-oriented university. Though it was a top-down decision that all programs must integrate sustainability, it was an initial challenge to engage all faculty on the necessity and importance. SSE chose a process-oriented structure that allowed program directors to themselves either include a stand-alone course on sustainability in each of their programs, or else clearly articulate how discipline-based courses would address and integrate sustainability. Thus faculty were allowed to themselves reflect and report on how they integrated sustainability in the programs and courses rather than being told how they were to do it. This has worked rather well.

Regarding outreach with policymakers and practitioners, Misum has been welcomed with great enthusiasm as can be seen from its many well-attended seminars and the number of new research projects started in collaboration with industry partners. A challenge has however been to ensure that external stakeholders understand that all Misum's research is based on scientific grounds and must be wholly independent.

INTERDISCIPLINARY COLLABORATION

Although SSE has a history of interdisciplinary work, in the case of sustainable development this was systematically established by creating Misum.

Misum is a cross-disciplinary and multi-stakeholder research center. Research is collaborative and draws on actors from academia, business and policy, nationally and internationally, to understand and create research-based and business relevant solutions for sustainable markets. It aims to be a national center of excellence embedded in an international context.

As most universities are organized around departments with researchers embedded in dominant theories and methods, creating a truly cross/multi-disciplinary research center was a significant challenge. Misum's professors, associate professors and post-doc researchers (some fulltime, some affiliated or visiting) come from various academic backgrounds such as marketing, economic geography, economics, accounting, philosophy, finance, political science, sociology, management and organization.

By 2017, Misum is engaging researchers from a variety of relevant fields along with research partnerships with natural scientists at KTH Royal Institute of Technology, Stockholm Environment Institute, Stockholm Resilience Center and Royal Swedish Academy of Sciences (KVA). Sustainability challenges require multi-paradigmatic research but also present considerable challenges within the current academic publication and merit systems.

To ensure interdisciplinary collaboration, research at Misum is currently organized around three platforms:

- Sustainable socio-economic development
- Sustainability in production and consumption
- Sustainable finance

DIGITAL LEAP IN 2017

A digital pedagogy project has begun at SSE as part of the school's ongoing digital transformation to improve education and make learning more effective and sustainable. A digital pedagogue was hired in 2016.

Pedagogical Development in Action 2017 (PDA-17) was formalized as a program to provide incentives and competency amongst faculty, and initiated with eight teachers. In 2017, two people were hired for support and administrative management. Studio equipment for the recording of film and sound has been acquired but this project is still at a pilot stage: digital classrooms must be prepared, fundraising done and judicial infrastructure in the digital environment must be set in place.

The overall purpose of this new program is to offer a limited number of SSE teachers the opportunity to invest time in course development using different and suitable methods and digital tools.

The development of new technology opens many opportunities for educational institutions. New IT-based pedagogical tools make it possible to develop and improve educational programs, and thereby the students' learning. SSE wants to explore how new methods and digital tools can be used to further improve the quality of its education.

The program PDA-17 offers teachers the opportunity to exchange one course of their teaching load during 2017 (10%) for this program. The participants not only work on their own courses but also take part in scheduled

workshops and discuss their different development projects. Intended effects include:

- Teachers with new knowledge about developing courses using digital tools
- Courses that are redesigned, and/or new courses, which will improve learning among students
- Increased exchange of pedagogical ideas between different departments
- Increased awareness of the importance of pedagogical development in general at SSE
- Showcases where digital tools have been used to improve quality in SSE education
- Increased structure capital at SSE concerning digital learning experience such that other teachers can get support to develop new courses
- New tools and equipment implemented for the digital leap

The program runs for the first time during 2017 and is led by Pär Mårtensson, Head of Pedagogy and Faculty Development at SSE.

The Student Association has commented on the PDA project: "PDA-17 is a new initiative to improve specific courses through a course-developing program for a number of teachers. During the first session of the project, students were invited to give their perspective on the pedagogy and present their ideas of digital pedagogy.

"Having a high standard of course material and a relevant and up-to-date offer of courses at SSE is of course a main building block for success. With forums to present the students' views of the education, we can make sure that students absorb the content in the best possible way."

BSC GLOBAL CHALLENGES

Higher education shapes young people by providing them with knowledge and skills. It also has the potential to contribute to student's values, which may be retained throughout their lives. Given SSE's standing, nationally and regionally, and the influential roles currently held by its graduates, the likelihood is high that changes in course content will gradually have substantial effects on society.

This is the thinking behind SSE implementing its Global Challenges mandatory course for BSc students, changing the BSc in Business and Economics degree programs from intake 2016. The BSc B&E is SSE's flagship program, top-ranked in Nordic countries and holding a prominent position in Swedish business society, so it was not easy to argue for dramatic change.

The Global Challenges track represents a substantial change in the school's largest program, a three-year program with 280 students in each cohort. Making an impact here, starting from the first day, is an opportunity to have an effect on students who go on to hold influential positions in business and society – and not only in Sweden.

At the same time, this is SSE's flagship program; students were very satisfied with it and are highly sought after in the job market. The program's standing made it difficult to argue for a dramatic change, and the

WORKING ACROSS DEPARTMENTS



Tensie Whelan, Clinical Professor of Business and Society and Director of the Center for Sustainable Business at New York University, Stern School of Business, visited SSE in February 2017.

Prof Whelan has been working in the sustainability field for more than 25 years. Different areas of SSE worked together to ensure they all benefitted from her expertise in sustainability:

She had been asked by the President to hold a full-day session for students in the Global Challenges track, as part of the second course called "Doing". The focus was on "the business case for sustainability" and the students learnt how corporations work with sustainability and their results. They discussed methods to analyze and find innovative solutions to sustainability challenges. She also gave a lecture for the students enrolled in the CEMS program, sharing thoughts on her current research and work. Thirdly, she gave an open research seminar hosted by Misum about her latest research presented in the Harvard Business Review article "The Comprehensive Business Case for Sustainability" (co-authored by Carly Flink).

After her visit, Prof Whelan commented on the Global Challenges course at SSE:

"It was a pleasure to help create a day focused on helping students understand how to assess the material environmental, social, and governance issues for a firm, and design a strategy that would help a firm turn positive treatment of those issues a competitive advantage and create value for society.

"I wish we could have Mistra fund a Global Challenges course at NYU Stern! Seriously, it's important to help business school students have a firm grounding in the global challenges we all must deal with and SSE is leading the way!"

complexity of sustainability issues opens it up to the criticism that it is too early for first- and second-year students to address them. Thanks to a generous donation from the Global Challenges Foundation, 40 MSEK (4.5 MUSD) over 10 years, SSE has introduced the new track without having to reduce the content or resources of any of the existing courses.

The new track is steered by the Global Challenges Advisory Board, bringing together SSE President and faculty, the Executive Director of Misum and international profiles including Jeffrey Sachs (Columbia), Johan Rockström

(SRC), Kathrine Richardson (Copenhagen University), Johanna Mair (Hertie School of Governance), Ann-Sophie Crepin (Beijer Institute) and Kate Raworth (Oxford and Cambridge).

This track involves four courses running over the first two years in parallel to other courses, and a multidisciplinary team of teachers.

A small team developed the new Global Challenges track with the intended teachers at its core. The team cooperated and interacted with students, faculty and other staff throughout the development process. Members of the teacher team represent different academic backgrounds within economics and business, and this is an important asset in developing and teaching the courses.

Another goal has been to include a variety of pedagogical approaches and forms of knowledge throughout. In addition to traditional academic knowledge built through lectures, seminars and literature, the course includes esthetic and emotional knowledge built through interaction with different forms of art such as film screenings, museum visits and discussion of works of art in the school buildings.

SSE's BSc in Business and Economics gave students a stable foundation and broad understanding of business and businesses, economic processes and their roles in society. Yet as businesses, economies and societies change, the program must evolve; specifically, our graduates need preparation to meet the challenges that await tomorrow's leaders.

The redesigned curricula is taking place in three ways:

- Global Challenges constitutes a fully integrated curricular track. Each term of years one and two includes an obligatory, credit-bearing course that addresses a different aspect of global challenges, progressively moving from understand risks to confronting them.
- SSE's skills training is linked to global challenges. Students take a number of skills courses during years one and two. These are incorporated into the Global Challenges track and address content relevant to those courses.
- Elective courses in Global Challenges are offered in year three. In their final year, BSc students choose specializations and two elective courses. Courses on specific global challenges will be developed and available as credit-bearing electives.

The track, with its four courses, runs throughout the first two years. They are separate entities but are coordinated with parallel courses. Each of the four courses has its own focus, labeled: Knowing, Doing, Being and Expressing, signifying not only a difference in content, but also a deepening of engagement for the students.

- *Knowing*: here the focus is on learning about global challenges in general and to form a platform for coming courses. The challenges are chosen to reflect urgency, but also based on the degree of connection to the existing topics taught in the other courses of the introductory semester.

- *Doing*: here the focus is on learning about what is being done about global challenges, by different types of organizations: governmental and non-governmental organizations, corporations and social entrepreneurs.
- *Being*: here we shift perspective – we now turn to the individual and explore what is my own role and perception of global challenges.
- *Expressing*: here the aim is to bring the different parts together and let students work on topics in global challenges that are of their own main interest, and to apply what they have learnt in a project. The entire track concludes in a conference day where students present their findings.

So far, only the first two courses have been given and the third one begun. Student reactions are overall positive, as reflected in course evaluations, focus groups and individual reflections papers. A smaller number of students were extremely positive from the start, and a majority of reflection papers revealed a growing interest over time. A core group expressed agreement in the assertion that global challenges, as a topic, deserved a central role in a business and economics education.

Development areas were identified whereby some students could see the linkages made to the courses studied in parallel, but many would have liked an even stronger integration and a seamless approach to the business and economics programs as a whole. Coming from a starting point where the core topics in the BSc program were taught in isolation, under the direction of independent departments, this vision by the students for a holistic program is a significant shift in thinking. These student

reactions will influence further development of the courses.

A notable response is seeing new students now applying to the school explicitly because of the new track, which helps to broaden the perception of the program.

One of the challenges is the complexity built into the design of the track. Instead of having a traditional design with one teacher in charge of one course, a team of teachers works together on four courses. In short, staffing is a bit complex and more demanding for the program director, and the level of coordination is higher than for courses that are more traditional.

Another challenge is the introduction of new teachers to the track. A positive effect seen so far is the team spirit among teachers involved. Teachers representing different subject areas now work together. The new track, at least to some extent, has helped integrate different organizational silos.

In introducing Global Challenges, SSE has learnt:

- Strong support from senior management and the President's personal involvement from the start was vital
- Generous external funding meant internal discussions about re-allocating existing resources were not required
- Radical change within the existing program structure has worked well in this context
- A positive approach from many stakeholders, including strong student support, made it easier to carry out this task
- Commitment and effort from all the teachers involved was essential

MSC WORLD IN THE MAKING

"The world in the making: tackling world problems" is an elective MSc course in which SSE students work and learn together with students from USI Lugano, Switzerland, and Hanken School of Economics, Finland. Students work in interdisciplinary and culturally diverse teams on a real-life "wicked problem" in cooperation with an organization.

The idea behind the course is to focus on world challenges – large-scale problems that come from the interaction of the economic, social and environmental spheres – and for which no easy solution is readily available. World challenges as such are "wicked problems" in that they are quite simply impossible to solve due to incomplete, contradictory or changing requirements.

This course was developed in cooperation between the three universities over 18 months, and was given for the first time in the 2017 spring semester. This work has included the host organization, the International Food Waste Coalition (IFWC), and an ambitious cooperation has taken place between the IT pedagogues and infrastructure specialists of the three schools.

The course aims to:

- Develop students' understanding of UN sustainable development goals as broad-scale societal issues which are difficult, if not impossible, to solve. They require extended reflection and application of problem-solving techniques across disciplinary boundaries. The

WHAT DO YOU THINK OF THIS COURSE?

Shannon Tsai, 1st year BSc student in Business and Economics program: "Having the opportunity to study the course Global Challenges is a great privilege. It broadens the scope of what is taught in the other modules at SSE, and complements them with a sustainable perspective. It is invigorating to see that SSE is embracing the global challenges of our time, and not limiting its educational approach to 'business as usual'."

Valter Arnesson, 1st year BSc student in Business and Economics program: "The idea of the course is a great initiative and functions as a statement of values that aims to be promoted at SSE. It is a wide subject and it is about promoting values and a mind-set, to open students' minds, rather than testing facts and figures."

"The challenge is to make sure that the goals and knowledge criteria are well anchored with the teachers for students to feel that it is valuable and useful. It is all about being responsive to students' feedback and following up on their ideas."



challenge for the 2017 spring semester was food waste, and the industry partner was IFWC and its member companies.

- Prepare students to work in globally dispersed teams, as well as develop skills and capabilities to analyze and address sustainability problems at the intersection of organizations and society. As companies expand geographically and technology increases in sophistication, virtual teams are on the rise and universities need to cater to this need. Students remain based in their respective universities and teams collaborate across time, space and organizational boundaries. A number of program modules and personal encounters serve to prepare students to work in virtual, multi-disciplinary and diverse teams.
- Pilot a didactic model that draws on digital and blended learning technology to integrate international experience directly into the curriculum. This new internationalization model allows the university to achieve a qualitative, rather than quantitative, leap; not “how many international students are in your courses?” but “how international is the pedagogy of your courses?” If the pilot is successful, this model can be applied to other courses and programs.
- Expose students to real-world examples to gain an understanding of the complexity and different contexts of challenges. In this way, students can gain various perspectives and widen their framework when making theoretical and empirical connections.

Focusing on the sustainability-related aims of the course, the students will learn through literature, lectures and field trips. In addition, they will work with issues related to food waste in the empirical case of school canteens.

The empirical work will be in two stages. Firstly, in international teams where each team consists of students from all three universities, the students will investigate the problem area from a value chain perspective, not restricted to the instances of food waste that occur in the canteen itself. Instead, they will look also at the role of consumer attitudes and behavior among students, and at production and supply-related issues in the production kitchen and its supply chain. The aim is to produce an inventory of problems and possible solutions, drawing on experiences and comparisons from school canteens in the three countries.

Secondly, in a local team, each student group will produce one intervention that aims to reduce food waste. The intervention may take place anywhere in the value chain – for example in the classroom teaching students about food value and food waste, using posters in the canteen, in the production kitchen, in cooperation with suppliers or in reviewing delivery organization. The course ends with a virtual summit where students present their results to representatives of both the IFWC and the school canteens.

As one aim of the course is to allow students to gain experience of working in multi-disciplinary, international teams, the schools are happy that the course succeeded in attracting students from a variety of experience, academic and cultural backgrounds within the MSc programs. The course is in a pilot format this first year, so the



experiences of students, faculty, host organizations and other stakeholders will be taken into account in developing future courses.

PHD NORDIC PRME COURSE

Participating schools of the PRME Chapter Nordic decided in 2015 to establish a common PRME Chapter Nordic PhD course on sustainability and CSR. The course has three modules arranged at different schools. The first module was at SSE (September 2016), the second at BI Norwegian Business School (February 2017) and the final one at Hanken School of Economics (April 2017).

This course was called “CSR and sustainability in the Nordic context” and 19 PhD students participated.

The aim was to deepen and expand the research areas of PhD students from the Nordic member schools, and to deepen Nordic cooperation. This is in line with the vision of the PRME Chapter Nordic to integrate corporate and sustainable thinking into management education by implementing the Six Principles in a local, Nordic context, and to provide platforms for collaboration and sharing experiences in line with two of the UN’s Sustainable Development Goals, “quality education” and “partnerships for the goals”.

An initial challenge was finding funds for travel expenses for the students but a number of pan-Nordic funders were identified. An outcome has been the increased cooperation of business school staff in the Nordic region around teaching sustainability and CSR, and there is increased interest in including all five Nordic countries, and different schools, in the future. The possibility of organizing this doctoral course every two years is being discussed.

EMBA CSR AND SUSTAINABILITY

This course shows how a multi-disciplinary and international team can teach sustainability, using modern pedagogical methods and integrated across the EMBA program.

The course coordinator is the Mistra Chair of Sustainable Markets and Misum Scientific Director. Teaching faculty are the Professor of Business-in-Society at Copenhagen Business School, an affiliated researcher at Misum, an Associate Professor of Governance at Copenhagen Business School, an Associate Professor and Executive Director at the Center for Responsible Business at the University of Berkeley-Haas California, a Professor in the Department of Management Studies at Aalto University and a teaching assistant and PhD fellow at Misum.

The course runs throughout the SSE MBA program and is purposefully connected to most of the other discipline-based courses.

The course itself starts by exploring the purpose of companies and organizations in society, introduces stakeholder views and draws up the expanding boundaries of corporate responsibility from a global norm perspective. Taking a corporate strategic view, it introduces students to managing sustainable businesses based on best practice cases.

Students experience the challenges and opportunities of integrating sustainability into corporate strategy and learn how diverse companies manage their corporate social performance in variety of industries. They explore different ways of managing and implementing CSR, as well as their financial and societal outcomes. Environmental and human rights challenges of ever-expanding supply chains are addressed, and the influence of the national

and cultural differences in CSR approaches discussed. The aim is to expose participants to an understanding of responsibility and sustainability in contemporary business, and reflect on how these impact business strategies and value creation.

The course takes a multi-disciplinary pedagogical approach. Since CSR and sustainable management is not a distinct theory in itself, the frameworks applied draw on a number of social science disciplines and traditions. As such, the course introduces concepts, frameworks and tools from areas such as strategy and organizations, anthropology and sociology, which can together help in understanding the multifaceted issues. In turn, application of the models and frameworks to students' own companies and industry sectors increases the active knowledge base to effectively incorporate corporate responsibility and sustainable management perspectives in current and future managerial operations.

It also has a multi-method pedagogical format: a series of lectures, case discussions and guest presentations from practitioners, and an individual exam where students are expected to integrate theoretical models on students' own (or chosen) company. The individual exam is designed to embed a "learning by doing" pedagogical philosophy as well as allow students to apply concepts and frameworks within their own particular interest.

Active learning and shared responsibility are values that are applied. Learning is a collaborative effort in which students, faculty and guest lecturers are engaged in dialogue around issues relevant to the students' experiences and the management of sustainable corporate responsibility. Class sessions are based on preparation of readings beforehand and sharing of experiences between students and faculty. Group projects are examinations of real companies, products or business model innovations.

Since the 2011 cohorts started, CSR is the first course (with Economics and Business Law, all within the Business Context module). But rather than ending in the first semester, the course continues through the whole curriculum. It is therefore like a "red thread" within the program as CSR relates to all the different courses within the program.

REACTION OF STUDENTS

The Education Committee of the Student Association has given its opinion on areas related to the recent implementation and design of responsibility and sustainability education at SSE:

- During the last year we have seen a trend of students on their own initiative choosing to work with sustainability to promote change and improvements at SSE. Handelsdagarna (SSE recruitment days), the recruitment fair held each year, was executed as a Miljömärkt (ecolabelled) event in February 2017 and for two days SSE actually had proper, easy accessible waste separation for all garbage. Another example is removing catalogues from the fairs and being very restricted with printed material.
- A project that attracted many students especially on the MSc level this year was the Hult prize, a competition

SUSTAINABILITY LIVE PROJECT



An SSE MBA group in 2016 did a project for Stockholm County Council (SCC) on Social Impact Bonds. A member of the group, **Frida Korneliusson**, describes their work:

"We did a pre-study for my employer, SCC, focusing on new ways to finance challenges within health care; specifically examine benefits and set up of a social impact bond (SIB). To find new and more efficient ways to operate is high up on the agenda at SCC. The council was an early adopter of the green bond framework and the first region/county council to issue a green bond in Sweden. It was natural for SCC to continue to look into social impact.

"The purpose of SIBs is to achieve socially beneficial outcomes, e.g improved health. Risk is shared with investors. The rate of return is dependent on the social outcome.

"My duty as a leader is to ask myself how I together with my team can contribute to our core business (health care and public transportation). New innovative ways of financing health care challenges is one way. This combines social aspects (improved health) with finance (higher efficiency and lower costs)."

Frida Korneliusson is CEO for the SCC group with responsibility for the Treasury department. "We are one of the largest debt portfolio managers in Sweden. I have a professional background with experience from both private and listed companies as well as the public sector."

She says she applied for the program as "a possibility to develop leadership and management skills with a wide spectrum from case-based M&A activities to hands-on experience leading in complex change situations. New insights and ideas have of course been beneficial for my organization as well. This specific project, working with an SIB, is a concrete way for my employer to bring out the most."

where students are challenged to solve some of the world's most pressing social problems through a sustainable business idea.

- SSE students are generally considered very conscious people, interested in their surroundings and today's society, so Global Challenges, the new track on the BSc level, could not have been implemented more timeously. In the upcoming period, it is of great importance to



WALKING IN THE PRIDE PARADE

"An inclusive university for a diverse society" was the Student Association's Pride slogan for 2016.

Agnes Grönberg of the Equality Group was responsible for the Student Association's involvement in the 2016 Pride Parade. She says:

"For us students at SSE it is important that we do what we can to make society more inclusive and diverse.

"Today we can see that LGBT people don't enjoy the same rights or are treated equally, and there is a lot to be done both in society and at SSE.

To participate at the Pride Parade sends an important signal to both potential and existing students, faculty and staff that we take these issues seriously and that everyone is welcome at SSE regardless of sexuality or gender expression."

consider how the great and highly appreciated content in the track could be combined with the original courses in the program without broadening the workload and stress.

- As word of mouth in regards to the Global Challenges track spread, students in other programs asked for more promotion of sustainability within their education. Many are of the opinion that the topic of sustainability could be more integrated in the main content of the courses.
- SSE has an impressive line-up of alumni and through projects such as the Alumni Mentorship Program, developed by the Education Committee, we can make sure to

preserve a conscious attitude at SSE. It reminds students that they will be role models for other, younger students in the future and highlights the importance of leading by example. One could argue this is an unconscious tool for effecting influential business people to make responsible decisions, making sustainable investments.

- The structure of the Student Association, being member-driven, encourages new initiatives and the association is therefore sustainable in terms of staying updated and "in the time", and being reactive to students' interests. This lets new initiatives blossom, as Focus CSR once did and as did the Initiative fund, allowing representatives from the association to walk in the Pride Parade.

PRINCIPLE 4

RESEARCH

PRINCIPLE 4: SSE 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.

RESEARCH APPROACH OF SSE

The school's research-based education model, as mandated by the 1909 charter, requires a faculty of high international standard that matches the high demands of the academic programs in terms of both quality and quantity.

The number of programs determines the quantity, that is the size of the faculty. Quality is maintained through the requirement that all faculty members both teach and do research; thereby ensuring all teaching at SSE is based on current research. This has been a fundamental element in the school's recruitment strategy since its inception. Going forward, SSE requires all faculty members to be capable teachers, involved in research and contributing to the community – the latter role SSE refers to as "citizenship".

As described previously, the core of SSE is the school itself but SSE is also a family of collaborative units, institutes and research centers – entities for cross-functional, multidisciplinary and collaborative research that gives SSE a substantially larger research and teaching capacity to feed back into education programs.

PRME-RELEVANT RESEARCH SEMINARS AT SITE

One of the seven research institutes at SSE, the Stockholm Institute of Transition Economics (SITE), hosts numerous research seminars on topics related to responsible management. It brings in researchers from around the world – and emerging markets in particular.

Since its foundation in 1989, SITE has become a leading research and policy center on transition in the former Soviet Union and Central and Eastern Europe, as mentioned previously. The center pioneered efforts to develop human capital within the region and, more recently, broadened its geographical reach to produce research and policy advice for all emerging market economies.

SITE aims to serve as a bridge between the academic community and policy makers, strengthening the link between high-quality research and policymaking. To promote communication and the sharing of ideas, it regularly organizes policy-oriented conferences and seminars.

A list of some of the PRME-relevant research events held at SITE from July 2015 to June 2017 are listed in **Appendix A**.

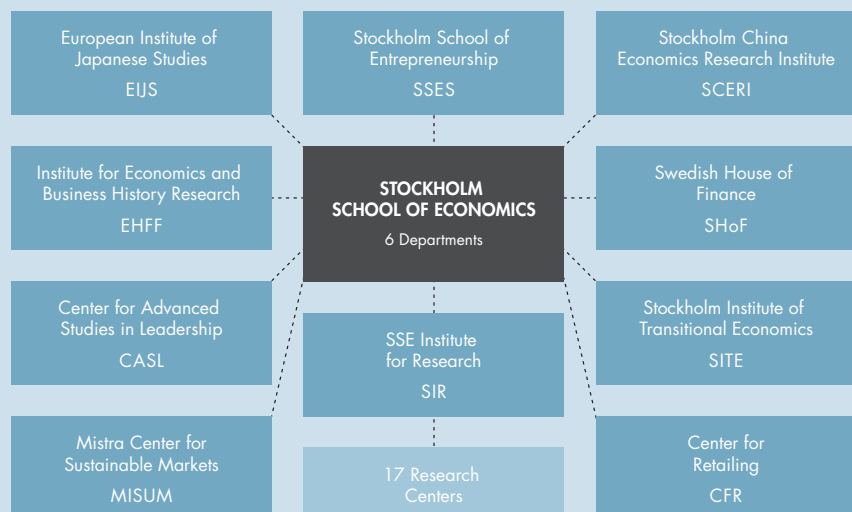
RESEARCH AT SSE

6 departments, 7 research institutes, 17 research centers

38 PhD dissertations from September 2015 to June 2017

985 articles in international peer-reviewed journals by core faculty in 2008–2016

1 938 publications by core faculty in 2008–2016





MISTRA FINANCIAL SYSTEMS (MFS)

In February 2016 the school through Misum was awarded 30 MSEK (3.4 MUSD) over four years for research on how financial systems can better contribute to the sustainable development of society. The research is funded by Mistra, the Swedish Foundation for Strategic Environmental Research, and includes a number of international and Swedish partners in a research consortium.

"On behalf of SSE, and all our collaborating partners, we are delighted that we won this important research grant. The program will contribute to important knowledge on our financial systems and how we might make them more conducive to sustainable development," said Lin Lerpold, Associate Professor and Executive Director of Misum.

Misum hosts the Mistra Financial Systems program in collaboration with the Swedish House of Finance, KTH Royal Institute of Technology, the Royal Swedish Academy of Sciences, Stockholm Environment Institute, WU and the ICMA Center at Henley Business School, along with Swesif and Statistics Sweden among others.

"Mistra's important support to our research is gratifying. This program involves researchers from different universities within numerous disciplines, which well mirrors the complexity of our sustainability challenges. We have high ambitions and hope to broaden and deepen the knowledge and dialogue around sustainability in financial systems," said Bo Becker, Professor of Finance and MFS program director.

The program focuses on both immediate needs within current systems as well as rationales for alternative financial systems: how sectors and the economy can be fundamentally restructured to be more conducive to sustainable development.

ANNUAL RESEARCH BOOK FOR 2016

Every year since 1992, the SSE Institute for Research (SIR) has produced an annual book with new research from SSE. For 2016, the theme was sustainability and researchers from Misum played a large part: out of twelve chapters, Misum researchers contributed to eight.

This year's SIR book, "Sustainable development and Business", is a first attempt to draw together researchers across departments, centers, methods and theory at SSE around the topic.

It has chapters and authors from across the school: economists, sociologists, market network theorists and management scholars, writing from many different perspectives.

In the same way that sustainability challenges have made companies question "business as usual", this book takes the approach that "research as usual" is not possible either.

Sustainable development has a long history with many different roots. The starting point is in the seminal definition by the so-called Brundtland Commission in the mid-80s: "development that meets the needs of the present without compromising the ability of future generations to meet their own needs". All 12 chapters address one or more of the three main pillars in the definition: economic growth, environmental protection and social equality. Recognizing the tradeoffs and difficulties in operationalizing the definition, the different chapters in this volume reflect different aspects of the pillars.

Although the book coalesces around a global definition for sustainable development, the link to business, or how businesses situate their operations and strategies to the sustainable development challenges, is very much in development.

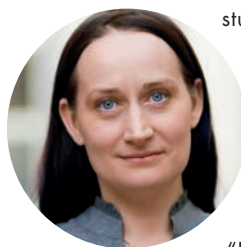
Editors of this year's book are Lin Lerpold and Marcus Kallifatides.



INGRID STIGZELIUS' PHD DISSERTATION



Who and what is it that makes food consumption green? According to **Ingrid Stigzelius**, who successfully defended her PhD dissertation



studied how practice changes took place in Swedish kitchens during and after the Second World War. The study shows that changes in kitchen practices were mainly driven by societal concerns demanding new solutions, rather than by individual motives.

in March 2017, green consumption is not only an isolated act of the consumer but a collective result of multiple actors and efforts in society.

"My research shows that consumer choice and green consumption go beyond the consumer; we need to acknowledge all the different decisions and efforts that go into making food practices more or less green, for example decisions by policy makers, producers and store managers that frame consumer choices.

"For individual consumers, it is difficult to determine how green the end result is and whether they are making the right decisions. The consumer, however, plays a crucial role in changing practices by questioning what is taken for granted and by bringing new meanings to green food.

"In relation to this, I have for example

"In light of the current societal concerns for more energy-efficient, waste-free and climate friendly solutions, market actors would need to accommodate their market offerings to achieve similar changes in the kitchen.

"My results suggest we need to direct more attention to the socio-material structures that surround consumers, rather than their personal motivations and attitudes. For example, unsustainable choices are promoted in everything from how food is positioned on store shelves to how emissions from air travel are taxed.

"We need to ask ourselves how we

can promote more sustainable practices in the way markets and sites of consumption are organized."

See the lists of other PRME-related theses in **Appendices D, E and F.**



NEW PROFESSOR IN SUSTAINABLE MARKETS

Professor Mette Morsing is the Mistra Chair of Sustainable Markets and Scientific Director at Misum, appointed from January 2017. She has been a professor at Copenhagen Business School (CBS) since 2007, where she was Founding Director of the CBS Center for Corporate Social Responsibility for 10 years. She also served as an Academic Director of the CBS Sustainability Platform.

She teaches sustainability management and corporate social responsibility in Executive Education at SSE and at PhD level.

"The role of business in addressing the global challenges of sustainability is one of the most pertinent topics for any business school in contemporary society. While sustainability and CSR was seen as an additional cost and an area of risk management, today firms are increasingly exploring how sustainability and CSR may be a source of innovation and opportunity," she says.



"The future leaders – our students – are aware of this potential, and it is a great source of inspiration to observe how the young generation actively seeks to develop new business models that also drive societal development.

"At Misum we will strengthen the research on sustainability to explore further the role of business to drive this change. One of Misum's ambitions is to further develop a strong group of young scholars engaged in the national and international research communities and publishing research of high international quality."

Mette Morsing's research work is positioned in research traditions of governance, management scholarship and communication/media studies in the context of CSR and sustainability, drawing from research traditions of sociology, communication studies and management scholarship as well as other areas.



LARS-GUNNAR MATTSSON HONORED

Professor Emeritus Lars-Gunnar Mattsson was awarded a Gold Medal at the 97th Annual Meeting of the Royal Swedish Academy of Engineering Sciences (IVA) on October 28 2016.

The medal was for "his key role in developing industrial international marketing as an academic field. Among other things, he has been instrumental in communicating knowledge on practical applications in industry based on his many years of experience at Marknadstekniskt Centrum, MTC".

In 1973, Lars-Gunnar Mattsson became the first professor of industrial marketing at Linköping University. Since then he has worked as a professor of business administration, including at Uppsala University and since 1980 at SSE. As Professor Emeritus, he is currently active at Misum.

Lars-Gunnar Mattsson's fields include system sales, globalization of businesses and markets, service innovation and ICT, within the framework of industrial international marketing.

"I have studied markets and marketing for many decades, focusing on distribution systems and international industrial markets," he says.

"My earlier research was to a considerable extent a result of interaction with business practitioners, at the time contemporary issues of high relevance. Examples are market orientation of Swedish industry, development of systems selling, globalization of market networks and more recently IT enabled service innovation. Results have been used in many types of interaction with business, e.g. internal and external management seminars, management and academic education, publications and of course in research communication of various kinds.

"Since joining Misum, I study how interaction between policy practice, especially multi-stakeholder policy initiatives, and market practice may create sustainable markets (markets that substantially contribute to sustainable development). This is for me a new and fascinating research area."

Lars-Gunnar Mattsson's paper "Bridging gaps between policies for sustainable markets and market practices" published in IMP Journal was selected by the journal's editorial team as a Highly Commended paper in the 2017 Emerald Literati Network Awards for Excellence.

PRINCIPLE 5

PARTNERSHIP

PRINCIPLE 5: SSE 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.

WORKING WITH WIDE NETWORKS

SSE has maintained close connections with the business community since its founding, and these remain stronger than ever. Its outstanding corporate connections and alumni relationships, which are often multi-level and multi-dimensional, are one of the greatest assets of the SSE community. These ties permeate education and research at the school and provide substantial financial resources.

As described earlier, SSE was founded on the initiative of leading members of the business community to promote business through research-based education. This remains SSE's mission, now also recognizing the international nature of Swedish business and globalized markets.

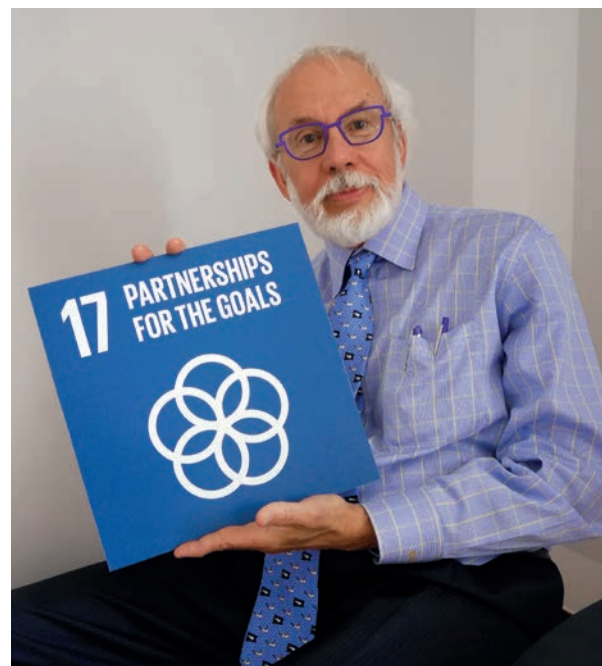
The school works to nurture these relationships. Members of the business community, often SSE graduates themselves, are active on many of the school's boards and committees. SSE encourages its alumni to contribute in various ways and many do. Senior business people are on the Board of Directors, as described previously.

The Student Association, which has its own corporate partners, arranges a large number of corporate events throughout the year including presentations by more than 80 companies, company fairs such as SSE Recruitment Days, Women's Banking Day and Enterprise Day, and international study trips and company visits such as Focus CSR. These events allow students both to acquire professional skills and to build professional networks prior to graduation.

In addition, with its emphasis on internationalization, SSE works with corporations and businesses far beyond Sweden. SSE Executive Education delivers programs in 10 countries, with participants from approximately 80 countries. And SSE is proud of its various offshore activities in executive education and at the EMBA level.

CORPORATE PARTNERSHIPS

The Corporate Relations Unit at SSE handles the Corporate Partnership Program, founded in 1994 to formalize and leverage the school's strong ties to the business community. It consists of a network of approximately 110 leading Swedish and international companies that financially support SSE and enjoy a close cooperation within research and education. The program has its own



Advisory Board, consisting of eight prominent members of the Swedish business community. All these companies are regularly invited to attend events – an example relating to the area of sustainability was the SIR Research Award night and launch of the 2017 book mentioned before.

SSE's research has a long tradition of close collaboration with industry, both when it comes to funding and industry-connected research projects. Many of SSE's research institutes and centers were founded in collaboration with industry partners.

SSE provides career and recruitment services that help align the needs of students and the business community. Arranging skills courses and seminars through SSE Career Management is another way of building relationships between students and potential employers.

The business community, especially Corporate Partners, regularly participates in educational activities. These are usually guest lectures, class visits, "live cases" and/or projects, and internships. Furthermore, several partners contribute to SSE education during the program design

process and serve on program advisory boards. In particular, businesses are invited to contribute to action-based learning: opportunities for activating live cases, field projects and internships, where students, individually or in teams, use their academic-based knowledge to solve business challenges.

In its collaboration with the business community, SSE follows guidelines issued by the Association of Swedish Higher Education. However, considering SSE's reliance on donations and grants from private sources, the school has further clarified its ethical guidelines in a donations policy written and used by the Corporate Relations unit. The SSE Ethics Committee evaluates new corporate partnerships from a business ethics point of view and gives recommendations to the school.

Beyond these self-regulatory aspects of ethics and responsibility, SSE has initiated several projects and activities focused on issues related to corporate responsibility and sustainable development in order to extend the knowledge of the challenges managers face in meeting social and environmental responsibilities and to jointly explore effective approaches to meeting these challenges:

Funds were raised to appoint the newly established Jacob and Marcus Wallenberg Chair in Innovative and Sustainable Business Development during 2017. The ambition is to establish and build up a research center around this appointment.

With Transparency International Sweden, SSE researchers arranged a seminar on transparency and corruption, presenting a study on corporate reporting of Sweden's 20 largest companies. The Transparency International business case at SSE was awarded best business project with in the CEMS master program among 30 participating international CEMS schools in 2016.

Several faculty members teaching on MSc and EMBA levels are working interactively with managers and students on Live Cases and Capstone projects on sustainability. Teachers and managers design cases based on the interface of ethics and sustainability with the needs of firms and managers. These cases, explored and analyzed with students, offer real insight.

The extent of and dependence of SSE on its ties with the business community pose some challenges. SSE needs to further develop its capacity to professionally and systematically oversee and monitor these connections, and consider the ethics of particular relationships in relation to the responsible management and sustainability of the businesses. This is important because these relationships could create new opportunities for financing, start new educational and research-related collaboration, improve the market position of executive education programs and help with the internationalization of SSE's educational programs.

IMPORTANT ALUMNI

"SSE alumni are important to the success of the students and the future of the school," says Jessica O'Mary, Head of Alumni and Foundation Relations.

Demonstrating this importance, in 2015 the SSE Alumni Office adopted a new mission statement: "SSE seeks

BUILDING CORPORATE STRENGTH

Henrik Björck, Head of Strategic Partnerships, explains the latest developments at the Corporate Relations unit at SSE: "The focus of Corporate Relations is to strengthen the relationship between the school and the business community through development of the Corporate Partnership Program and to support fundraising activities between SSE and corporations.



"Our mission is to provide relevant input from the business community and generate financial resources for SSE with the purpose of developing the school's research and education, while securing our position as one of Europe's highest quality business schools.

"The Corporate Partnership Program has grown during the past year and now consists of over 110 partners.

"During 2015, Corporate Relations generated about 29 MSEK (3.3 MUSD) for SSE to support and strengthen the school's research. We have been able to attract a broader range of industries partly due to our focus on retail management and sustainable business development.

"Through a closer collaboration with the Student Association our most valuable partners, the Capital Partners, will enjoy a more attractive offer through a student ambassador, more exposure to students and priority and discount on recruiting events.

"Another recent development of Corporate Relations is the newly implemented CRM-system, through which we will be able to have an even more structured approach regarding corporate involvement at the school. This will make us even more professional in our contacts with the business community and make new kinds of partnerships possible. We are working closely with our students and faculty to strengthen corporate relations through new initiatives."

to engage its alumni fully in the life of the institution as valued supporters, advocates, and lifelong learners who contribute to and benefit from connections to each other and to SSE." This mission statement supports SSE's goals to increase alumni engagement through communications, events, volunteerism and fundraising.

SSE provides alumni with opportunities to connect with each other and with the research that is taking place at the school. Throughout the year, SSE hosts a number of alumni events in Stockholm as well as at its four



TWO STUDENT PROJECTS

The Student Association tackles some areas of business responsibility with two different projects: Innovation Day and the Entrepreneurship Society. The project leaders explain what they are trying to achieve:

"The world we live in demands or screams for solutions to all kinds of different social and sustainability challenges. Solving them takes incredible innovativeness and an initiative-taking spirit. These

qualities must be encouraged in an early stage and that is exactly what we try to do with our project," says Sofie Eriksson, project leader for Innovation Day, an inspirational day with lectures and workshops to encourage entrepreneurship and innovation at SSE.

In the same way, the project group of the Entrepreneurship Society, with project leader Sofie Falck in the forefront, works on developing

concrete tools for students to easily assess entrepreneurial careers, such as lectures, workshops, scholarships and informal gatherings.

"Responsible management is to fight for what you believe in and to make others see the importance in things. This is the everyday life of entrepreneurs and we must make sure that all students with entrepreneurial ambitions dare to try their wings."

international alumni hubs: New York City, London, Munich and Hong Kong. The Homecoming alumni event in Stockholm typically sells out every year, with approximately 250 alumni in attendance.

There are opportunities for alumni to support the school both by giving of their time and of their resources. Alumni can mentor Master's students, give guest lectures or support the school financially.

"Due to the generosity of SSE's alumni and friends, over 3 MSEK (340,000 USD) was raised through the Annual Fund Campaign, called Together We Create the Future, during the fall of 2016. Alumni also support several initiatives throughout the school, such as the American Friends of SSE Scholarship and the Art Initiative," says Jessica O'Mary.

INTERNATIONAL PARTNERSHIPS

In the past two years, internationalization has become a focus of SSE's goal of improving the environment and resources at the school. The SSE President has a clear strategy for the school, summarized in these key words: positioning, internationalization and funding.

The Swedish Foundation for International Cooperation in Research and Higher Education (STINT) was set up by the Swedish Government in 1994 with the mission to internationalize Swedish higher education and research. In 2016 STINT released its first-ever internationalization index and SSE was named Sweden's most international higher education institution. SSE retained this position in 2017 and shared the position with two other Swedish HEIs.

SSE is an active member of several international boards such as the International Schools of Business Management (ISBM) network, the Executive Committee of the Academy of Management division for Management Education and Development, PIM and CEMS. The school is also one of the first European members of the Alliance for Research on Corporate Sustainability (ARCS) and retains a seat on the governing board.

As part of the accreditation process for EQUIS, the school writes a self-assessment report where three issues are prominent: internationalization, corporate connections and research. A chapter on ethics/responsibility/sustainability is included in the EQUIS standards.

In relation to internationalization, it is estimated that 25 to 30% of the "SSE family faculty" holds foreign

INTERNATIONALIZATION

70 partner universities, member of APSIA, CEMS, PIM and PRME

SSE Executive Education delivers programs in 10 countries, with participants from approximately 80 countries.

Offshore activities: EMBA and executive education at SSE Russia, Bachelor and EMBA education as well as executive education at SSE Riga, executive education with Hanken School of Economics in Finland.

citizenship, representing up to 20 different nationalities. Teaching at the MSc and PhD level is in English, so proficiency in English is a requirement.

Although the majority of the “SSE family faculty” is of Swedish origin, a majority of the Swedes has spent time abroad working or studying. Students and faculty meet with a number of foreign guest lecturers in the programs.

SSE hosts many visiting international researchers, and many faculty spend time outside of Sweden for research and/or teaching purposes. SSE faculty members are provided various opportunities to gain international exposure, for example by taking advantage of staff mobility and teaching assignments within the Erasmus network.

RESPONSIBILITY IN EDUCATING EXECUTIVES

Responsibility and sustainability are key issues for all Executive Education clients, and have been addressed in SSE ExEd programs for several years. ExEd is a

partnership with corporations who wish to further educate their senior managers.

A challenge faced by many clients is how to create value through sustainability while meeting the increasing costs of acting responsibly and sustainably. Such real-life challenges are central to ExEd programs.

This management education is challenge-driven, and the current approach is called “Live Learning”.

Together with participants, ExEd transforms real-life challenges into “Live Learning Projects”. Increasingly these projects involve aspects of responsibility and sustainability. For example, one of the Live Learning Projects in a recent general management program considered how to increase customers’ use of energy-efficient products and solutions.

Then there is the Business Performance Diploma Program, in which sustainability is naturally included in discussions about strategy, with compliance issues integrated

WORKING WITH MULTINATIONALS

SSE won the Business Project of the Year Award for its work with Transparency International (TI). CEMS students voted the project as the “2016 CEMS Business Project of the Year”. The team included: Alesia Nahirny, Executive Director, Transparency International Canada; CEMS students Julius Friedrich, Christian Weigert, Lisa Lindgren and Filip Chrostek; and supervising faculty at SSE Ciara Sutton (SSE CEMS Academic Director) and Frida Pemer, both at the Department of Management and Organization at SSE. This was a huge success for the team involved, but it also underlines a larger success story in Sweden at SSE.



In Scandinavia, there is a strong belief that the human element is critically important to the success in a project.

“We talk in the projects about the difference between ‘changing things and changing people’ and why people may resist ideas. But it goes so much further than getting along with others. There are multitudes of organizational perspectives that give insight to human motivation. We make the translation of theory into practice the central goal in the business projects. We tell them (students) we are developing them as ‘reflective practitioners’ and that this is their chance to actually think about every step they take, and everything that happens in a ‘project’,” explains Dr Sutton.

The team working on the Transparency International project found particular relevance to leveraging theory to their business case. “All business projects faced challenges and our project was not an exception,” said the students. “The road to the final outcome was far from linear. However, it was very satisfying to apply theoretical frameworks to concrete real world problems.

“Our project, however, differed from the ‘typical’ corporate-related problems since our client was a non-profit organization and therefore in a quite different situation. Working with TI was interesting because the direct impact of our project was so evident.”

CEMS Business Projects are consultancy-like projects designed as a real-life learning experience for students: international student teams solve a real business problem as a one-term, part-time activity.

SSE is the Swedish member institution of CEMS (the Global Alliance in Management Education).

into financial and non-financial reporting and analysis. However, “beyond compliance” is now becoming a main issue in the program: considering how to integrate responsibility and sustainability into operations, management control and reporting.

Responsibility and sustainability are included in programs in two ways: integrated in existing topics and as entirely new focus areas (e.g. in the finance programs). ExEd has also worked specifically with business development for some clients’ CSR-departments.

Addressing these issues is now second nature. This means that responsibility and sustainability are always a priority when ExEd works on solutions for its clients.

SSE Executive Education is the Nordic region’s leading partner in Executive Education and is represented in Sweden, Finland, Russia and the Baltic region. With academic research as its foundation and close cooperation with the market, it offers both customized projects and open programs covering a wide range of disciplines within leadership and business development, as well as specialist programs in finance and insurance.

SSE Executive Education is ranked by the Financial Times as number one in the Nordics.

This is where academic research and industry meet. SSE Executive Education develops leaders with a focus on cutting-edge research and initiatives within innovation and entrepreneurship, sustainable growth and finance, and increases competitiveness for companies, organizations and the public sector through transformational change.



THE SDGS AND BUSINESS

“In my on-going research, we are investigating effective ways to measure and quantify the Sustainable Development Goals (SDGs). Reviewing multi-disciplinary literature, we try to decode what sustainable markets are. Furthermore, we also interpret what sustainable markets and SDGs imply for Swedish businesses and how they may proceed to attain these objectives,” says

Ranjula Bali Swain, a Visiting Professor at Misum and Professor of Economics at Södertörn University.

This is an example of the kind of responsible management research channeled through Misum to Swedish businesses.

“My recent research has focused on investigating the potential incompatibility of the SDGs, specifically socio-economic development and environmental sustainability, and reveals that the focus on economic growth and consumption underlies this.

“However, our results also suggest that factors such as improvements in social infrastructure and ecological sustainability (renewable energy) may lead to sustainable development without triggering the incompatibilities and trade-offs in achieving the SDGs.



“In our paper ‘The Sustainable Development Quagmire’, we further find that countries (especially developing countries) may continue with their economic and social growth objectives in the short term. In the medium and long-term however, eco-economic decoupling would be essential to further strengthen the fulfillment of the SDGs.

“All stakeholders, such as governments, practitioners and the wider research community, should be aware of the inconsistencies, challenges and trade-offs in attaining sustainable development. At the same time, there are effective choices and investments that we can make to move towards more sustainable paths.

“Interpreting, implementing and monitoring the SDGs will be critical to their success. The universal and transformative SDGs cover a very broad range of objectives and set an ambitious agenda.”

Ranjula Bali Swain is also affiliated to Uppsala University and the Center for European Research in Microfinance (Cermi) at the Solvay Brussels School of Economics and Management.

PRINCIPLE 6

DIALOGUE

PRINCIPLE 6: SSE will facilitate and support dialogue 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.

CITIZENSHIP AND OUTREACH

SSE requires all faculty members to be teachers, researchers and citizens – these three areas of involvement are fundamental elements in the school's recruitment strategy and tenure appointments, and all three defined in policy documents.

The third area, citizenship, can involve internal activities and responsibilities on a department or school level. However faculty can also get credit for their involvement in formal or informal external activities, formal activities usually being appointed positions and informal being their own initiative. Many of these activities of faculty relate to this principle of Dialogue – and for many staffers they relate to issues related to global social responsibility and sustainability. At the same time, SSE sees this value as contributing to its own institutional responsibility and sustainability.

External activities can be academic or can contribute to industry and society. This category includes board assignments, prize awards committees, reviewer assignments

and grading committees at other schools, as well as roles in national or international organizations, as expert witnesses, representing SSE in various contexts, active in media and social media, books for the general public and public speaking.

SSE faculty is thus engaged in the wider community and the academic world on a personal basis. SSE practices organizational citizenship by giving back to society. Individual faculty and staff members, research centers, departments and students are active with citizenship and positively impacting society at large – and many of these involvements have been described earlier in this report or are highlighted below.

Misum has a particular outreach goal added to its role as a research center, and thus engages in various activities that promote the idea of responsibility and sustainable markets. Its wide variety of events from July 2015 to June 2017 are listed in **Appendix B**, and some are highlighted in this section. Most of these events are open to the public and students.



TALKING ABOUT IMMIGRATION

SSE welcomed about 200 visitors to participate in the seminar "Från invandring till vinnvandring (from immigration to win-migration)" in March 2016. This half-day event presented real examples of how immigration contributes to value creation in Sweden. The seminar was jointly organized by Misum and Ax foundation.

The former deputy secretary general of the UN, Jan Eliasson, welcomed the participants via a video message in which he stressed that Sweden had a presence in the world but the world also had a presence in Sweden.

The other speakers were from Axel Johnson AB, the Swedish Migration Agency, the Ramp program at SSE, Inkludera Invest, the association for refugee children, Skanska AB, the cultural department of the Botkyrka municipality, a Professor of Economics at the KTH Royal Institute of Technology, the State Secretary of the Ministry of Employment and a Professor in Business Administration at SSE.

POWERFUL WOMEN FACULTY MEMBERS

A 2017 list of “the most influential women in Swedish business”, released by Swedish business magazine Veckans Affärer in March, recognized two SSE professors. The 125 women were divided into eight categories. Twenty-five SSE alumni were included on the list.

In the category of Social Change Makers, Associate Professor Lin Lerpold took fifth place. The magazine wrote: “After ten years of strategic planning at Statoil, she returned to the academic world, where she lectures in the area of strategic CSR. She has studied new business models at the grassroots level.”

In the category of Tech Leaders, Robin Teigland was twelfth. She is a Professor in Business Administration, with a specialization in Strategic Information Systems Management, at the Center for Strategy and Competitiveness at SSE. The



magazine wrote: “Robin Teigland has been a venture capitalist in Silicon Valley, consultant at McKinsey and an entrepreneur in Norway. As professor at Stockholm School of Economics, she is conducting research into finance, cryptocurrencies and new financial reforms.”

Lin Lerpold was previously ranked as one of the most influential opinion-formers in Sweden for sustainable development by the leading sustainability magazine Aktuell Hållbarhet, in April 2016.



“Through her research on corporate responsibility and sustainable development, she is one of the key figures responsible for reshaping this field of science within the Stockholm School of Economics,” wrote the magazine.

In April 2017 she appeared again in their ranking, along with SSE President Lars Strannegård.

MISUM MOVIE NIGHTS

Misum has hosted three free movie nights in 2016 and 2017, choosing films that relate to the need for sustainable markets, as part of its outreach program. They are advertised on the Misum Facebook page, by Twitter and with posters – aiming particularly at students and the Stockholm public.

The Communication Manager at Misum, Tinni Ernsjö Rappe, says: “We created the Misum Movie Nights in order to highlight Misum and all the connections between economy and sustainability, and to get material to start discussions.

“Also it’s a great way to get the researchers to show their deep knowledge around these issues to a wider audience. A great mix of students, business people, researchers from other universities and the general public have attended.”

Movies screened in SSE’s Stora Salen are followed by a panel discussion with experts from the school, activists, researchers, NGOs and journalists:

The Borneo Case: a new film about how profits from the illegal logging that has annihilated more than 90% of the Malaysian Borneo rainforest, have been money laundered to property portfolios all around the world, screened in co-operation with Tempo dokumentärfilmfestival.

The True Cost: a 2015 documentary on the fashion

industry, consumption and sustainability, focusing on fast fashion and looking at the garment industry from production to after-effects. It examines consumerism and mass media, ultimately linking them to global capitalism.

This Changes Everything: an attempt to re-imagine the vast challenge of climate change, inspired by Naomi Klein’s non-fiction book of the same name. It presents seven portraits of communities on the front lines and suggests how the crisis could transform the economic system.



ART AND RESPONSIBLE MANAGEMENT

Internationally renowned female artists had works featured in the central atrium at SSE in early 2017: Klara Lidén, Natalie Djurberg and Christine Ödlund. Before that, the work "Zero Point Energy" by Kerstin Hamilton was shown. Several of these artists also gave public lectures.

The SSE Art Initiative, officially launched in 2015, aims to present works and events featuring a broad range of current topics and artists, to foster thoughtful discussions and fruitful interactions between students, faculty and staff. Many artworks are found in and around the SSE buildings as part of its collection, while events and exhibitions are regularly held.

Since January 2017 the online art site "Acclimatize", created by Moderna Museet, is being managed by SSE Art Initiative and Misum. Its intention was to bring together artists and creators to imagine and share new, innovative ideas and reflections on climate change. Works by artists directly concerned with the concept of nature and science in relation to art are available, such as Christine Ödlund's video entitled *Cryptogami* (shown in the Atrium during February and March) and Katja Larsson's works, using natural elements in her pieces/installations. The art on the webpage is being used by SSE and Misum in different ways to benefit research, education and outreach.

In December 2016, SSE Art Initiative unveiled a new

permanent project in the SSE Board Room, focusing on questions of gender equality, representation and history. The approach was to put this symbolically charged space in a historical perspective, to pay tribute to the room's original aesthetic and symbolic qualities, and meanwhile to shed light on the past through the lenses of today.

In January 2016, Moderna Museet and SSE held a symposium: "Taking Action through Art and Economy – the dramatic ecological consequences of human activity demand action". For the final weekend of Olafur Eliasson's solo exhibition *Reality machines*, Lin Lerpold of Misum joined the artist to discuss how to generate the change needed for constructing environmentally, socially and economically sustainable societies.

Sustainability and humanity's place in the world are one of the recurring themes of art at SSE:

In January 2017, the French philosopher Catherine Malabou lectured on the Anthropocene, a proposed geological epoch, and the idea that we have now entered a new age where humans have as much impact on the planet as biological, physical and geological forces do.

On January 31 2017, Kerstin Hamilton together with nanoscientist Jonas Hannestad presented their common project *Nanosocieties*.





On February 11 2017, following the theme of Technology's impact on humanity, Andrew Snyder Beattie, Director of Research at the Future of Humanity Institute at Oxford University, spoke about his research and the risks facing humanity and the planet with an introduction of Artificial Intelligence and other technologies.

In April 2017, SSE hosted a new, one-of-a-kind installation by Lina Selander, one of Sweden's most innovative visual artists. Selander's films and installations often revolve around the idea of currency, value systems and memory. Her work has been shown at several larger solo and group exhibitions around the world.

FIFTY ROLE MODELS FOR SPORT

A new platform – Swedish Alliance for Women in Sport (SAFWIS) – founded by representatives from the Cruyff Institute, Elitfotboll Dam, GIH, Girls in Sport and SSE, was launched on March 8 2017. For the launch, 50 female role models in sport were named at a ceremony held at SSE and organized by SAFWIS on International Women's Day.

"We want to show the great variety of female role models active in sport, both within and behind the scenes of the competition arena. We have an obligation to highlight the crucial dedication and hard work of these women who are a testament to sport," says Martin Carlsson-Wall, Director of the Center for Sports and Business at SSE and an initiator of SAFWIS.

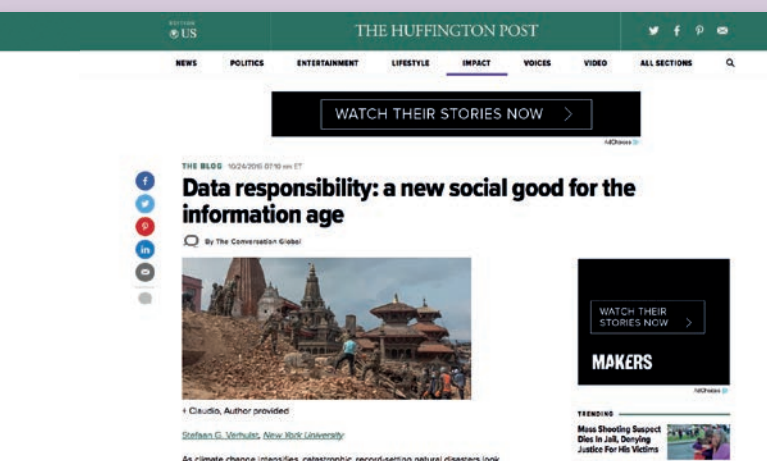
SAFWIS aims to challenge gender stereotypes and to enhance equality in Swedish sport. To be named a role model, the person had to have worked for inclusion and gender equality in Swedish sport and been recognized for what they have achieved as

athlete, coach, manager, official, educator, researcher, entrepreneur, journalist or administrator.

Gustav Ale Svensson, president of the sports committee of the Student Association, comments: "The incentive for me to be involved was that I wanted to be a part of something bigger. People look up to students at SSE and we are more than willing to share and inspire. In this case it was younger girls, a group that does not constitute such a large part of the entrepreneurial world. It felt important for me to help encourage them!"

The Center for Sports and Business is a cross-disciplinary research center at the SSE Institute for Research (SIR).

SSE IN THE MEDIA



ASSESSMENT OF PROGRESS SINCE LAST SIP AND NEW OBJECTIVES

In the following table SSE's past objectives and future commitments are elaborated on. A number of them are relevant to several PRME principles and thus overlap to some degree.

PRME PRINCIPLE 1: PURPOSE

OVERALL OBJECTIVES 2015–2017:

Increase student understanding of key responsibility and sustainability challenges and integrate responsibility and sustainability areas into all educational degree programs by program start 2016.

PERFORMANCE 2015–2017:

All degree programs at SSE have CSR/Sustainability in their programs since programs that started in 2016. Each of the programs have either mandatory, stand-alone courses on the topic, or else have articulated how the topics are integrated in to discipline-focused core courses. In addition, a number of elective courses on CSR/Sustainability have been offered to the students since 2015. Students are also invited to all multi-stakeholder seminars and events in different areas of responsibility and sustainability, and a number of events have been in particular targeted towards students such as the Misum Movie Nights, "Speed date a sustainability researcher" and Sustainable Development Goals awareness campaigns. Faculty across the school have also engaged and been active with student-organized events such as Focus: CSR or served as jury members on CSR and sustainability competitions such as the Hult Prize.

OBJECTIVES 2017–2019:

SSE will continue to 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 by:

- deepen the knowledge of all faculty in our sustainability challenges so that they are able to further integrate the area into their programs and courses,
- develop and offer more in-depth elective courses across programs for responsibility and sustainability students, and
- further support student-organized initiatives within the area through offering expert advice and resources, sharing practitioner networks and participating on panels and in seminars.



PRME PRINCIPLE 2: VALUES

OVERALL OBJECTIVES 2015–2017:	PERFORMANCE 2015–2017:	OBJECTIVES 2017–2019:
Increase faculty knowledge of key responsibility and sustainability challenges in their disciplines, as well as support curriculum development. Harness on the momentum built from the Global Challenges Foundation grant to faculty beyond the BSc Business and Economics program redesign.	A first workshop with all program directors was held during the last quarter of 2016. In the workshop, program directors presented how they work with responsibility and sustainability in their programs. Furthermore, the UN Global Compact principles and the Sustainable Development Goals were discussed with a focus on how they could be meaningfully integrated into each program. The Global Challenge team has been extended and a number of more faculty have joined the team. Thus in addition to the faculty already teaching responsibility and sustainability in different programs, more faculty through the Global Challenge program are being trained to teach sustainability throughout the programs at SSE.	<p>SSE will incorporate into our academic activities and curricula the value of global social responsibility as portrayed in international initiatives by:</p> <ul style="list-style-type: none"> • conduct workshops with all faculty to ensure that they all understand the UNGC principles and the Sustainable Development Goals to be able to integrate within their courses, and • continue engaging students in the SDGs through seminars, workshops and other innovative initiatives such as Misum Movie Nights and a student union “give box” to reflect on sustainable consumption.

PRME PRINCIPLE 3: METHOD

OVERALL OBJECTIVES 2015–2017:	PERFORMANCE 2015–2017:	OBJECTIVES 2017–2019:
Increase innovation in responsibility and sustainability pedagogy methods for effective impact on student learning and incentivize and support faculty in exposure to cross-cultural and cross-actor critical perspectives through current and new international partnerships.	Continuous pedagogical innovation has been experimented with throughout the past two years. Examples include Misum Movie Nights where a documentary is screened and a panel organized to discuss the film and its implications. New cases on sustainability have been developed and taught, digital pedagogy developed through both podcasts and short videos, and students have been significantly involved in both research projects and seminar events. In addition, a new PRME Nordic Chapter PhD course on sustainability was conducted in three modules at different universities with doctoral students from Finland, Denmark, Sweden and Norway.	<p>SSE will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership by:</p> <ul style="list-style-type: none"> • further increase the number and variety of interactive learning tools for teaching, • further increase the number of students involved in sustainability research, seminar and events, • further increase the interaction between students and sustainability practitioners, policymakers and faculty, and • improve the SSE environment, structures and systems to “walk the own talk” in offices, waste, water and energy usage.

PRME PRINCIPLE 4: RESEARCH

OVERALL OBJECTIVES 2015–2017:	PERFORMANCE 2015–2017:	OBJECTIVES 2017–2019:
Increase research engagement and dissemination on responsibility and sustainability throughout research and teaching faculty at SSE. Encourage cross-disciplinary, cross-department and cross-university research. Facilitate and support research on responsibility and sustainability across disciplines, theories, departments and universities.	The initiation of the Mistra Center for Sustainable Markets (Misum) has been a significant catalyst in increasing publications and initiating new research projects, cross-department collaborations, multidisciplinary research as well as cross-university collaboration in the general area of sustainability. The center has drawn researchers from across the departments and across universities to seminars and to new cross-disciplinary research projects and teaching collaborations. A good example of this is the Mistra Financial Systems research program involving nine partners such as the Swedish House of Finance, the Royal Institute of Technology, Vienna University of Business and Economics, Henley ICMA center, Stockholm Environment Institute and Stockholm Resilience Center. Another is the seminars on, for instance, nudging and social innovation, influencing researchers across fields to collaborate.	SSE 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 by: <ul style="list-style-type: none"> • further encourage cross-department, cross-field collaborations research and teaching, and • leverage on existing and potentially new partnerships for collaboration in research and teaching.

PRME PRINCIPLES 5 AND 6: PARTNERSHIP AND DIALOGUE

OVERALL OBJECTIVES 2015–2017:	PERFORMANCE 2015–2017:	OBJECTIVES 2017–2019:
Increase interaction and collaboration in responsibility and sustainability across multiple stakeholders in partnerships and through dialogue.	Through Misum, the interaction and collaboration with a multitude of stakeholders has increased significantly. The number of seminars with policymakers and sustainability practitioners can be seen in the Appendix B list and has contributed to SSE becoming recognized for its sustainability efforts in research and education. SSE faculty have since 2016 been listed among the most influential sustainability experts in Sweden, as well as ranked as societal change makers. Public debate on, for instance, sustainable consumption has drawn the attention of the Swedish Government and has impacted policies. SSE is increasingly seen as an arena for science-based discourse on responsibility and sustainability within the public domain in Sweden. Furthermore, companies have been turning to SSE for research collaborations as can be seen through a number of new research projects initiated together with private sector actors.	SSE will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to jointly explore effective approaches to meeting these challenges. SSE will also facilitate and support dialogue 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 by: <ul style="list-style-type: none"> • further continue being an arena for multi-stakeholder seminars, conferences and workshops, • further increase science-based discourse in the public domain through public media in Sweden but especially internationally, and • further impact policymakers with science-based research.

APPENDIX A

SITE SEMINARS

RESPONSIBILITY AND SUSTAINABILITY RESEARCH SEMINARS – SITE EVENTS FROM APRIL 2017 TO JULY 2015:

Seminar with Max Viskanic, April 4 2017: Fear and Loathing on the Campaign Trail: Did Immigration Cause Brexit?

Seminar with William Fuchs of Berkeley, May 30 2017: Optimal Arrangements for Distribution in Developing Markets.

Seminar with Martin Ljunge of IFN, March 21 2017: The Three Deep Roots of Redistribution: Zero-Sum Wealth Views, Uncertainty Aversion and Long Term Orientation.

Book presentation, March 15 2017: "Europe's Growth Challenge" by Professor Anders Åslund.

Seminar with Vanesa Pesqué-Cela of SOAS and SCERI, March 7 2017: The Political Economy of Decentralization in China: Implications for Government Accountability.

Seminar with Carol Newman of Trinity College Dublin, February 21 2017: Information Delivery, Nutrition and HIV Treatment: Evidence From a Randomized Field Experiment on Women Living With HIV in Uganda.

Seminar with Maximiliane Sievert of RWE Essen, February 7 2017: Demand for Off-Grid Solar Electricity: Experimental Evidence from Rwanda.

Launch of World Bank Development Report 2017, February 2 2017: SITE, the World Bank, Sida and the Swedish Ministry for Foreign Affairs host the Swedish launch of "Governance and the Law".

Seminar with Vitalijs Jascisens of Toulouse School of Economics and SITE, January 24 2017: Bid Preferences and Set Asides for Locally Produced Goods: Evidence from Russia.

Seminar with Michela Braga of Bocconi University, December 20 2016: The effect of schooling on health: Evidence on several health outcomes and behaviors in Italy.

Seminar with Michel Serafinelli of University of Toronto, December 13 2016: Creativity over Time and Space.

SITE Annual Academic Conference 2016, December 5-6 2016: The unfinished transition 25 years after the breakup of the Soviet Union.

Polish-Swedish seminar, November 30 2016: Innovation: a key to future growth – Polish and Swedish experience, arranged by the Embassy of the Republic of Poland, SITE and SSE.

Seminar with Erik Prawitz of IIES, November 29 2016: Mass Migration, Cheap Labor and Innovation.

Seminar with Catherine Roux of University of Basel, November 22 2016: Hunting Unicorns? Experimental Evidence on Predatory Pricing Policies.

Seminar with Olga Kuzmina of New Economic School in Moscow, November 8 2016: Fooling the Savvy Investor: Secrecy and Hedge Fund Performance.

Seminar with Erik Meyersson of SITE, October 25 2016: Islamists at the Gate – A Synthetic Control Approach to Estimating the Economic Effects of the AKP in Turkey.

SITE 10th Energy Day, October 13 2016: Will New Technologies Change the Energy Markets?

Seminar with Paul Maarek of Cergy-Pontoise University in Paris, October 11 2016: Democratization and the conditional dynamics of income distribution.

Seminar with Joseph Vecchi of University of Gothenburg in Sweden, September 20 2016: Social Identity and Role Models.

Seminar with Evelina Bonnier of SSE and SITE, September 13 2016: Foreign Aid's Legacy and Gender Outcomes.

Seminar with Ariëda Muco of SSE, September 6 2016: Learn from thy neighbor: Do voters associate corruption with political parties?

Seminar with Marta Troya Martinez of New Economic School, June 9 2016: Delegating relational contracts to corruptible intermediaries.

SITE Development Day 2016, May 27 2016: held with the Swedish Ministry for Foreign Affairs.

Seminar with Marieke Huysentruyt of SITE, May 24 2016: CEO Values, Strategic Management Practices and Firm Performance: Evidence from Social Enterprises in Europe.

Seminar with Douglas Campbell of New Economics School, May 3 2016: Trade Shocks, Taxes, and Inequality.

IMF's World Economic Outlook "Too Slow for Too Long", April 27 2016: presentation of the IMF's flagship publication.

Seminar with Artjoms Ivlevs of Bristol Business School, April 26 2016: Immigration and life satisfaction: The EU enlargement experience in England and Wales.

Seminar with Nicolas Gavoille, SSE Riga 2016-04-19, 12:00 – Electoral competition and political selection: an analysis of the productivity of French deputies. Nicolas Gavoille, SSE Riga.

Lecture by Dr Marek Rymysza on Social Policy in Poland 1990-2016: Trends, Phases, Outcomes, April 13 2016: hosted by SITE and the Embassy of the Republic of Poland.



Seminar with Jonas Vlachos of Stockholm University, April 12 2016: The Impact of Upper-Secondary Voucher School Attendance on Student Achievement. Swedish Evidence using External and Internal Evaluations.

Asian Development Outlook 2016 "Asia's Potential Growth", April 8 2016: SITE, the Ministry for Foreign Affairs and the Asian Development Bank (ADB) present ADB's flagship economic publication.

Seminar with Christine Valente of University of Bristol, April 5 2016: Primary Education Expansion and Quality of Schooling: Evidence from Tanzania.

WIDER Annual Lecture, March 23 2016: Direct interventions against poverty in poor places by Professor Martin Ravallion, hosted by the United Nations University UNU-WIDER and SITE.

Seminar with Dan Liu of Stockholm China Economic Research Institute (SCERI), March 22 2016: City Size and Inequality in China.

Seminar with Erik Wengström of Lund University, March 8 2016: Risking Other People's Money: Experimental Evidence on Bonus Schemes, Competition, and Altruism.

Seminar with Kirill Shakhnov of Einaudi Institute for Economics and Finance, March 1 2016: The Allocation of Talent: Finance Versus Entrepreneurship.

Seminar with Sergei Guriev of SciencesPo in Paris, November 30 2015: How do regulated and unregulated labor markets respond to shocks? Evidence from immigrants during the Great Recession.

Seminar with Lore Vandewalle of Graduate Institute

Geneva, November 24 2015: Increasing Trust in the Bank to Enhance Savings: Experimental Evidence from India.

SITE 9th Energy Day, November 5 2015: Economic Impacts of Oil Price Fluctuations.

Seminar with Svetlana Avdasheva of National Research University Higher School of Economics, November 3 2015: Competition law and policy in Russia: a case of evolution of institution.

Seminar with Italo Colantone of Bocconi University, October 6 2015: The Hidden Cost of Globalization: Import Competition and Mental Distress.

Seminar with Andrea Canidio of INSEAD, September 29 2015: Does group inclusion hurt financial inclusion? Evidence from ultra-poor members of Ugandan savings groups.

Seminar on Russia's defense spending and defense industry at a time of economic crisis, September 16 2015: held with Totalförsvarets Forskningsinstitut (FOI).

Seminar with Eva Vivalt of Stanford University and Australian National University, September 8 2015: How Much Can We Generalize? Measuring the External Validity of Impact Evaluations.

SITE Annual Academic Conference 2015, August 31-September 1 2015: Fighting Corruption in Developing and Transition Countries, held with the ASWEDE network.

Seminar with Lucia Corno of Queen Mary University of London, August 25 2015: Selling daughters: Age of marriage, income shocks and bride price tradition.

APPENDIX B

MISUM EVENTS

RESPONSIBILITY AND SUSTAINABILITY EVENTS OPEN TO THE PUBLIC – MISUM EVENTS FROM APRIL 2017 TO JULY 2015:

Seminar on nudging – May 9 2017: Do people like being “nudged” by policy makers to make healthier and more sustainable decisions? Professor Lucia Reisch from Copenhagen Business School and a member of the Misum board presented findings from her research in several European countries.

Book seminar: Effective social enterprises – May 8 2017: Professor Johanna Mair, Hertie School of Governance and member of the Misum board, and Christian Seelos, Visiting Scholar at the Stanford Center on Philanthropy and Civil Society, discussed their book, “Innovation and Scaling for Impact. How Effective Social Enterprises Do It”.

Seminars with Stephanos Mouzas – February 6 and 7 2017: Misum hosted two research seminars with Stephanos Mouzas, Professor of Marketing and Strategy at Lancaster University. The topics were “What enables responses to climate change to move from small to large-scale changes?” and “Micro-foundations of the Paris agreement”.

Business and sustainability – January 31 2017: Tensie Whelan, Clinical Professor of Business and Society and the Director of NYU Stern Center for Sustainable Business, spoke about her research as presented in the Harvard Business Review article “The Comprehensive Business Case for Sustainability” (co-authored by Carly Fink), in a public research seminar hosted by Misum.

Sustainable consumption: how do we do it? – January 25 2017: A seminar was initiated by the strong responses to Misum’s debate article “The government misses the main issue: consumption must decrease” by Lin Lerpold and Örjan Sjöberg (DN 9/10). Researchers, politicians, business and civil society members discussed how to build sustainable consumption.

Cass Sunstein on Nudging – January 11 2017: Harvard Professor Cass Sunstein, with Mette Morsing, Professor of Sustainable Markets at SSE, and Lucia Reisch, Professor from CBS, spoke about behavioral science and nudges, environmental protection and sustainability.

Green finance: time to scale! – December 14 2016: Mistra Financial Systems with the UNEP Inquiry for the Design of a Sustainable Financial System launched two new reports on green finance and held a seminar at which the finance sector, government, regulatory bodies and academia discussed hurdles and opportunities in scaling Green Finance.

In search of smart, sustained and inclusive growth – November 28 2016: Misum and Project REBOOT connected to the London School of Economics held an international conference with the aim to define crucial research questions about economic growth. A follow up event was held in March 2017.

On the price of morals in markets – November 10 2016: Misum and Swesif hosted an open seminar “On the price of morals in markets – is there a financial penalty from sector and norms based exclusions?” with Professor Andreas Hoepner (Henley Business School and Misum) on his new research results, based on data from the Swedish AP-funds and Norway’s Government Pension Fund-Global.

What counts for the EGS analyst? – October 24 2016: Misum hosted a research seminar about sustainability investing from the inside with Sabina du Rietz, Assistant Professor, Department of Accounting, Auditing and Law, Norwegian School of Economics (Bergen).

Children’s rights and business – September 27 2016: Misum/Save the Children/BSCI held a seminar on the impact of business on children’s rights with a focus on China and Southeast Asia.

Agenda 2030 and business – September 22 2016: Misum held a seminar with Parul Sharma, one of the most influential CSR experts in the Nordic region.

Research and responsible investment – June 9 2016: Misum/Mistra Financial Systems held a breakfast seminar on how research can contribute to responsible investment.

Scientific ‘hackathon’ on sustainable markets and the biosphere – June 3 2016: Misum, the Global Economic Dynamics and the Biosphere Programme, and the Beijer Institute for Ecological Economics organized a scientific Hackathon at Kämpasten, Sigtuna.

US Embassy Sweden’s Environmental Policy Competition – May 27 2016: The finalists in the US Embassy’s competition, co-hosted by Misum and the Stockholm Environment Institute, presented their papers to the jury of experts and US Ambassador to Sweden Azita Raji.

Diffusion of neoliberalism – May 25 2016: Misum hosted a research seminar with Marie-Laure Djelic from ESSEC Business School in Paris, a sociologist active in the fields of Organization Theory, Business History and Comparative Capitalism.

Cleaner production – May 24 2016: Misum hosted a research seminar with Rodrigo Lozano from Utrecht University and University of Leeds, a veteran sustainability researcher and editor of the Journal of Cleaner Production.

MFS meets Harrison Hong – May 18 2016: Mistra Financial Systems and Swedish House of Finance invited Harrison Hong, Professor of Finance and Economics at Princeton University, to present his recent research on the ability of markets to price risks associated with climate change.

Misum and Nature Conservation workshop – April 5 2016: Misum and the Nature Conservation Association held a seminar on eco-labeled savings and financial contributions to the environment.

The environmental state – March 15 2016: Misum hosted a research seminar with Andreas Duit of the department of political science at Stockholm University to discuss “The environmental state: patterns, causes, and capacity”.

Sustainable consumption – March 3 2016: Misum held a seminar with Professors Lucia Reisch, Maurie Cohen and Arnold Tukker to discuss sustainable consumption.

Misum and Hybrid Talks – February 8 2016: Misum hosted a Mistra Future Fashion/Hybrid Talks seminar on innovation driven by sustainability, with the Swedish Fashion Council. The speakers were from London, Geneva and Stockholm.

New models for antibiotics – January 19 2016: Misum hosted a research seminar with Professor Enrico Baraldi on “New economic models addressing the challenge of antibiotic resistance”.

Forward to 2030 – Is your business idea a winner? – January 25 2016: Misum, WWF and SEI held a seminar on the new rules for COP21. The main questions were: What was actually said at the climate summit in Paris? What are the new rules for industry?

Building a new model – December 15 2015: Misum hosted a research seminar “Building a model to integrate the macro-economy, the financial system and the ecosystem” with Yannis Dafermos of the New Economics Foundation, discussing the model he and his colleagues are building.

Sustainable food consumption – November 3 2015: Misum hosted a research seminar with Professor Keith Perks of the Brighton Business School, UK, on consumer attitudes to the consumption of red meat products.

Misum Multistakeholder workshop Part 2 – November 4 2015: As a follow-up to the first multi-stakeholder workshop held in March, Misum hosted a second dialogue on relevant and applicable sustainability research.

Beyond financial returns – November 9 2015: Misum and the Swedish House of Finance hosted a panel discussion on “Beyond financial returns – the new world of sustainable investing”.

Economy for the common good – November 18 2015: Christian Felber, a multi-disciplinary social scientist and political thinker at the University of Economy in Vienna presented his idea of “the economy for the common good”, an alternative economic system built on values that promote the needs of the entire population.

Organizing interdisciplinary research – November 26 2015: Professor Lennart Olsson from the Lund University Center for Sustainability Studies (Lucsus) spoke at a



research seminar about the pitfalls and possibilities of organizing interdisciplinary research.

Walking the talk? – October 6 2015: Misum launched its report “Walking the talk?” based on a study of the publicly available sustainability communication of all 72 Large Cap Nasdaq/OMX companies in Sweden. The companies were examined and scored on how they communicate and measure their sustainability work.

Ecological investments – October 20 2015: Professor Ted Lindblom, from the Gothenburg School of Business, Economics and Law, spoke at a research seminar focusing on how an ecologically sustainable society will require a shift in investment toward less harmful technologies and practices.

Social sustainability prize – October 2015: Misum researcher Marijane Luistro Jonsson was awarded a prize by the Center for Social Sustainability at Karolinska Institute for her research ideas on decision-making in times of disasters. Her PhD was “Cooperating for Sustainability – Experiments on Uncertainty, Conditional Cooperation and Inequality”. It focused on the behavioral dimension of collaborations for sustainability.

Future fashion manifesto – September 29 2015: The research program Mistra Future Fashion presented a manifesto for a sustainable fashion industry, hosted by Misum.

Impact of the UN Global Compact – September 24 2015: Misum hosted a practitioner seminar with Louise Brown, Principal Consultant Sustainability Advisory Services at DNV GL, on the impact of the UN Global Compact on companies and other sustainability initiatives.

APPENDIX C

PRME-RELEVANT PUBLICATIONS

2017 PRME-RELEVANT PUBLICATIONS

- Bali Swain R., Wallentin F.Y. *The Impact of Microfinance on Factors Empowering Women: Differences in Regional and Delivery Mechanisms in India's SHG Programme*. Journal of Development Studies, vol. 53, no. 5, pp. 684–699 (Scopus database)
- Bali S. R., Ranganathan, S., Nicolis, S.C., Swain, R.B., Sumpter, D.J.T. *Setting development goals using stochastic dynamical system models*. PLoS ONE, vol. 12, no. 2
- Jerneck M. *How do low-carbon industries emerge? The evolution of solar photovoltaics in the United States and Japan, 1973–2005*. In Sustainable development and business. Stockholm School of Economics Institute for Research, SIRS yearbook, 2017, pp. 155–180, (Book chapter)
- Junker Sven-Olof, Furusten S. *Hybrid organization and social responsibility – does the organizational form matter?* In Sustainable development and business. Stockholm School of Economics Institute for Research, SIRS yearbook, 2017. (Book chapter) pp. 25–48
- Jutterström M. *Sustainability – a popular management idea*. pp. 73–96. In Sustainable development and business. Stockholm School of Economics Institute for Research, SIRS yearbook, 2017. (Book chapter)
- Kallifatides M., Larsson A. *Neoliberal 'sustainability' in the UK: the case of regulating domestic pension funds*. In Sustainable development and business. Stockholm School of Economics Institute for Research, SIRS yearbook, 2017. Pp. 129–154 (Book chapter)
- Lernborg Clara my, Alamaa C., Coq Chloe Le. *Collaboration and Economic performance: The case of social entrepreneurs in Sweden*. In Sustainable development and business. Stockholm School of Economics Institute for Research, SIRS yearbook, 2017. Pp. 97–128 (Book chapter)
- Lerpold Lin, Kallifatides M. (eds). *Sustainable development and business*. Stockholm School of Economics Institute for Research, SIRS yearbook, 2017. (Book)
- Rosengren, S., Åkestam, N., Dahlen, M. *Think about it – can portrayals of homosexuality in advertising prime consumer-perceived social connectedness and empathy?* European Journal of Marketing, 51 (1), pp. 82–98.
- Sjöberg Örjan, Mattsson Lars-Gunnar. *Market practice, policy practice: the quest for urban sustainability*. In Sustainable development and business. Stockholm School

- of Economics Institute for Research, SIRS yearbook, 2017. Pp.49–72 (Book chapter)
- Stigzelius I., Araujo L., Mason K., Murto R., Palo T. *Kitchen concerns driving thrift and convenience: bridging markets and consumption toward novel practices (Sweden 1938–1958)*. Consumption Markets and Culture in its Special issue entitled "Bridging boundaries in Consumption Markets and Culture".
- Söderberg M. *Global change: Japan's role in the making of a new aid architecture*. In Japanese development cooperation: the making of an aid architecture pivoting to Asia / Söderberg M., Asplund A. (Book chapter)
- Wetter, E., Steele, J.E., Sundsøy, P.R., Pezzulo, C., Alegana, V.A., Bird, T.J., Blumenstock, J., Bjelland, J., Engø-Monsen, K., De Montjoye, Y.-A., Iqbal, A.M., Hadiuzzaman, K.N., Lu, X., Tatem, A.J., Bengtsson, L. *Mapping poverty using mobile phone and satellite data*. Journal of the Royal Society Interface, 14 (127)

2016 PRME-RELEVANT PUBLICATIONS

- Bali Swain R., Spaizer V., Ranganathan S., Sumpter D.J.T. Published online 2016. *The sustainable development oxymoron: quantifying and modelling the incompatibility of sustainable development goals*. International Journal of Sustainable Development and World Ecology. Sept. 2016 (Scopus database)
- Joensen, J.S., Nielsen, H.S. *Mathematics and gender: heterogeneity in causes and consequences*. Economic Journal, 126 (593), pp. 1129–1163.
- Johannesson, M., Dinesen, P.T., Dawes, C.T., Klemmensen, R., Magnusson, P., Nørgaard, A.S., Petersen, I., Oskarsen, S. *Estimating the impact of education on political participation: evidence from monozygotic twins in the United States, Denmark and Sweden*. Political Behavior, 38 (3), pp. 579–601.
- Johansson, P.-O. *On lessons from energy and environmental cost-benefit analysis*. Technological Forecasting and Social Change, 112, pp. 20–25.
- Kallifatides, M., Nachemson-Ekwall, S. *Awakening giants? The politically contested modification of institutional investors*. Corporate Governance
- Lerpold L. *Accepting my 'Resting Bitch Face'*. In 179 år av ensamhet / Lantz J. (ed.), Portnoff L. (ed.) pp. 186–202 (Book chapter)
- Mattsson, Lars-Gunnar. *Bridging gaps between policies for*



sustainable markets and market practices. IMP Journal, vol.10, no. 2, pp. 339–356

Svedberg, Helgesson, K.S., Mörtz, U. *Involuntary public policy-making by for-profit professionals: European lawyers on anti-money laundering and terrorism financing*. Journal of Common Market Studies, 54 (5), pp. 1216–1232.

Wennberg, K., Bird, M., *Why family matters: The impact of family resources on immigrant entrepreneurs' exit from entrepreneurship*. Journal of Business Venturing, 31 (6), pp. 687–704.

Wennberg, K., Efendic, N., Andersson, F.W. *Growth in first- and second-generation immigrant firms in Sweden*. International Small Business Journal, 34 (8), pp. 1028–1052.

Wetter E., Lu X., Wrathall D.J., Sundsøy P.R., Nadiruz-zaman M., Iqbal, A., Qureshi, T., Tatem, A.J., Canright, G.S., Engø-Monsen, K., Bengtsson, L. *Detecting climate adaptation with mobile network data in Bangladesh: anomalies in communication, mobility and consumption patterns during cyclone Mahasen*. Climatic Change. Vol. 138, no. 3–4, pp. 505–519

Wetter, E., Lu X., Wrathall D.J., Sundsøy P.R., Nadiruz-zaman M., Iqbal, A., Qureshi, T., Tatem, A.J., Canright, G.S., Engø-Monsen, K., Bengtsson, L. *Business streamlining – an integrated model of service sourcing*. Climatic Change, vol. 138, no. 3–4, pp. 505–519 (article)

Wetter, E., Lu, X., Wrathall, D.J., Sundsøy, P.R., Nadiruz-zaman, M., Iqbal, A., Qureshi, T., Tatem, A., Canright,

- G., Engø-Monsen, K., Bengtsson, L. *Unveiling hidden migration and mobility patterns in climate stressed regions: A longitudinal study of six million anonymous mobile phone users in Bangladesh*. *Global Environmental Change*, 38, pp. 1–7.
- Wetter, E., Ruktanonchai, N.W., Bhavnani, D., Sorichetta, A., Bengtsson, L., Carter, K.H., Córdoba, R.C., Le Menach, A., Lu, X., Zu Erbach-Schoenberg, E., Tatem, A.J. *Census-derived migration data as a tool for informing malaria elimination policy*. *Malaria Journal*, 15 (1).
- Wetter, E., Wilson, R., Erbach-Schoenberg, E.Z., Albert, M., Power, D., Tudge, S., Gonzalez, M., Guthrie, S., Chamberlain, H., Brooks, C., Hughes, C., Pitonakova, L., Buckee, C., Lu, X., Tatem, A., Bengtsson, L. *Rapid and near real-time assessments of population displacement using mobile phone data following disasters: The 2015 Nepal earthquake*. *PLoS Currents*, 8 (Disasters)
- 2015 PRME-RELEVANT PUBLICATIONS**
- Berg, H. *Headless: The role of gender and self-referencing in consumer response to cropped pictures of decorative models*. *Psychology and Marketing*, 32 (10), pp. 1002–1016.
- Dreber, A., Almenberg, J. *Gender, stock market participation and financial literacy*. *Economics Letters*, 137, pp. 140–142.
- Dreber, A., Cárdenas, J.C., von Essen, E., Ranehill, E. *Cooperativeness and competitiveness in children*. *Journal of Behavioral and Experimental Economics*, 59, pp. 32–41.
- Dreber, A., Khachatryan, K., von Essen, E., Ranehill, E. *Gender and preferences at a young age: Evidence from Armenia*. *Journal of Economic Behavior and Organization*, 118, pp. 318–332.
- Kjellberg, H., Araujo, L. *Enacting novel agencements: the case of Frequent Flyer schemes in the US airline industry (1981–1991)*. *Consumption Markets and Culture*, 19 (1), pp. 92–110.
- Mattsson L.-G., Jenelius E. *Road network vulnerability analysis: Conceptualization, implementation and application*. *Computers, Environment and Urban Systems*, vol. 49, pp.136–147. (Scopus database)
- Rademaker, C.A., Royne, M.B., Wahlund, R. *Eco-harmful media perceptions and consumer response to advertising*. *Journal of Cleaner Production*, 108, pp. 799–807.
- Sweet, S., Midttun, A., Gjørlberg, M., Kourula, A., Vallentin, S. *Public Policies for Corporate Social Responsibility in Four Nordic Countries: Harmony of Goals and Conflict of Means*. *Business and Society*, 54 (4), pp. 464–500. (Scopus database)
- Walking the talk? A report on the sustainability communication of the NASDAQ OMX Stockholm large cap index companies*. Misum and Corporate Donor Relations, SSE, (Report)
- Wennberg, K., Elert, N., Andersson, F.W. *The impact of entrepreneurship education in high school on long-term entrepreneurial performance*. *Journal of Economic Behavior and Organization*, 111, pp. 209–223.
- Wetter E., Bengtsson L., Gaudart J., Lu X., Moore S., Sallah K., Rebaudet S., Piarroux R. *Using Mobile Phone Data to Predict the Spatial Spread of Cholera*. *Scientific Reports*, vol. 5.
- Wetter E., Bharti N., Lu X., Bengtsson L., Tatem A.J. *Remotely measuring populations during a crisis by overlaying two data sources*. *International Health*, vol. 7, no. 2, pp. 90–98

APPENDIX D

PRME-RELEVANT PHD THESES

PHD THESES:

- Stigzelius, Ingrid. *Producing consumers : agencing and concerning consumers to do green in everyday food practices*, Stockholm School of Economics (2017).
- Lundin, Erik. *Empirical essays on strategic behavior in the electricity and water sectors*, Stockholm School of Economics (2016)
- Luistro Jonsson, Marijane. *Cooperating for sustainability: experiments on uncertainty, conditional cooperation and inequality*, Stockholm School of Economics (2015).

APPENDIX E

PRME-RELEVANT MSC THESES

2017 MSC THESES

- Nguyen, Nga. *Corruption and social capital: the case of Vietnam*
- Valfridsson, Lisa, Sjökvist, Karolina. *The relationship between CSR disclosure quality and investor responsiveness to earnings news*

2016 MSC THESES

- Balkevicius, Adomas, Zvirblyte, Sigita. *Fending off waste from the West: effects of the operation green fence on the international waste trade*
- Bengtsson, Svante. *En vandring i Dödens dal: Exempel på finansiering av ett bolag i tidigt skede*
- Berggren, Sebastian, Göransson, Oscar. *Pricing of CO₂ Emission Allowance Derivatives*
- Broman, Helen, Lundqvist, Jacob. *Socially Responsible Investing: How sustainability can be used as an opportunity to achieve higher returns*
- Carleson, Caroline, Agmén, Sofie. *Mind the Gap – Lived experiences relating to gendered aspects of management control systems A case study of a Swedish professional services firm*
- Demes, David. *The impact of renewable electricity support design on investment returns*
- Engström, Erik A. O. *Kiruna Stadsomvandling – En studie om beslutsprocessen för historiens största stadsomvandling*
- Flennerhag, Sebastian. *Political conflict and economic competition*
- Fredelius, Madeleine. *The impact of remittances and foreign aid on education in Iraq*
- Fredriksson, Gustav. *An empirical analysis of the effect of wind power on the level and the volatility of the electricity price in the Nordic-Baltic market*
- Gandhi, Anindita. *Environmentally extended input-output analysis: Application to India policymakers considering energy subsidy reforms*
- Graflund, Fredrik. *The power of framing – A randomized control trial on microinsurance take-up rates in Paraguay*
- Hellgren, Julia, Engelberth, Christina. *Investing in gender equal companies – an attractive strategy?*
- Jaconelli Mikaela, Dahlberg Cajsa. *Knowledge for life*
- Khomyn, Marta, Nyman, Alice. *Sustainable mutual fund performance and investment style: Evidence from Sweden*
- Lilja, Axel, Ljungberg, David. *The curious case of social trust – examining the impact of ethnic heterogeneity and*

- segregation on social trust in Bosnia-Herzegovina*
- Liu, Che, Bolte, Johan. *Stock market reaction on air polluted days: The case of China*
- Pellas, Elin Maria, Bivebäck, Sara. *Participation in the digital transformation: The case of women and it majors in Sweden*
- Pires, Diana, Mandizvidza, Simbisai. *Investigation of the Stockholm entrepreneurial ecosystem's response to the influx of refugees*
- Schaffer, Daniel, Bruin, Sybren. *CSR disclosures and analyst forecast accuracy: does quality matter? An empirical study of whether CSR reporting matters to market participants utilising a novel approach to measure reporting quality*
- Schwarz, Nikolaus, Bechert, Lars. *The effect of excess cash on M&A – Evidence from Europe*
- Söderlind, Anna, Persson, Frida. *Listen to me – A study to reveal mechanisms behind structural gender discrimination*
- Srinivasan, Srinidhi. *Fertility and sex ratio in India: Empirical evidence of gender bias among children in India*
- Svanberg, Elin, Hylander, Desirée. *Who run the world? Girls! A quantitative study of the effect of femvertising on women*
- Van Nes, Hendrikus Jacobus, Schachtner, Patrick. *Corruption and private equity activity: fear and loathing in emerging markets*
- Werin, Malin. *Revolutions, growth, and democracy: democratic and undemocratic pathways according to a dynamic political-economic model*
- Westling, Nils. *Upstream land-use and downstream water – Using water treatment costs to value ecosystem services*
- Wisaeus, Björn, Kurfess, Margot. *Rainfall shocks and the effects on child anthropometric measures in rural Ethiopia: Empirical evidence of gender differences*
- Zaar, Ragna, Graflund, Lydia. *Mechanisms contributing to the scarcity of women at top management positions in Sweden*
- Åbb, Therese, Wendelstam, Emelie. *If I were a boy – A qualitative case study about the barriers to female career advancement and how these can be mitigated by leadership development programs*
- Ålander, Elisabet, Hönemann, Uta. *How does S/CR communication influence corporate action in Sweden? An explorative study of the OMX Stockholm Large Cap companies*



2015 MSC THESES

- Brendarou, Emanuel, Klingspor, Magnus. *Estimating the socioeconomic impact from worksite health promoting activities through a quantitative approach*
- Costa, Simon, Ambjörnsson, Mårten. *Does health aid reduce infant mortality in Malawi?*
- Falk, David, Sandwall, Helene. *Balancing institutional logics – The struggle to keep identity in hybrid organizations*
- Grahn, Hanna. *Green is the New Black – The value of sustainability in Sweden*
- Gruodis, Dominykas. *The Fama-French five-factor asset pricing model for the Swedish stock market*
- Hansson, Ida, Idenving, Angelica. *Charging point infrastructure – The catalyst for the electrification of the Norwegian car fleet*
- Herke, Thomas, Cederlöf, Helena. *Socially responsible funds and financial sustainability: Effects of investment horizons on fund performance*
- Jahnson Linnea, Egeland, Linn. *Good for goodness sake? An evaluation of the performance of ethical funds in Sweden*
- Kratule, Santa, Tyla, Kestutis. *Does being nice pay? The relationship between company CSR performance and executive compensation in Sweden*
- Kvissberg, Lukas, Polano, Erik. *Fraternity, sorority and stereotyping: A field experiment examining gender dynamics in referral based hiring*
- Lennartsson, Sanna, Risshytt, Sara. *It's for the better sake of society – Why don't Swedish MNCs disclose a CbC report on taxes?*
- Lindquist, Edward. *Connecting the world: Exploring the economic impact of mobile broadband networks*
- Lundström, Jesper, Andersson, Pontus. *Discrimination and behavioral impact of gender group composition in a competitive game show setting*

- Mert, Berfin Roza. *The paradox of declining female happiness and the impact of social capital – An empirical analysis employing an instrumental variable model*
- Metsis, Hanna, Barrebo, Emma. *Women's reactions to sexy female models – A quantitative study in an online apparel retail setting*
- Nacksten, Caroline, Brandt, Madeleine. *On the performance of microfinance investment funds – A quantitative study of the financial performance of 83 funds from 1998 to 2015*
- Nordlander, Hanna-Maria, Lau, Mikael. *Does Corporate Social Responsibility create value*
- Östlund, Emmi. *Are investors rational profit maximisers or do they exhibit a green preference? – Evidence from the green bond market*
- Rondeau, Julie, Johansson, Emma. *Cash for class – an investigation into child labour and enrolment subsidies in Peru*
- Schäffler, Inga, Vasilevska, Anastasiya. *What colour is your performance?*
- Schubert, Felix, Johnsen, Sanne. *Scale to change the world – An exploratory study on facilitating business growth for social entrepreneurs*
- Törnvall, Karin, Roos, Carina. *The move towards an integrated sustainability and business strategy – A case study of four large Swedish companies*
- Trkulja, Zorica, Vanhatalo, Anja. *Do business students go with the flow? Foreign direct investment flows and the allocation of talent in emerging economies*
- Wahlström-Jonsson, Sandra, Rendahl, Maria. *The sustainability report as a reflection – A multiple case-study of three Swedish governmentally owned companies*
- Westerberg, Elin, Lidgren, Jenny. *Gender equality and media – Counteracting structural gender discrimination through equal representation of women and men in media*

APPENDIX F

PRME-RELEVANT BSC THESES

2016 BSC THESES

- Apéria, Jakob, Söderqvist, Ludwig. *Möjligheter och motsättningar i arbetsintegrerande sociala företag – En studie om hur ideella och kommersiella intressen balanseras inom ideella organisationers second hand-verksamheter*
- Asplund, Per, Martinell, Christoffer. *DuPont analysis and the persistence of components – Could the decomposition of RNOA provide strategic guidance for companies?*
- Axén, Gustav. *The Problem of Stability and the Balance of Power – Markets and democracy without external enforcement for three players*
- Babiker, Sara, Bradley, Baltzar. *Health expenditure and GDP growth – Exploring Granger-causality in Sweden*
- Behm, Julia. *Investment in development of water supply and sanitation facilities benefit empowerment of women. A Minor Field Study in rural Odisha, India*
- Bergstrand, Erik, Moregård, Fredrik. *Corporate social performance and taxation: A Swedish perspective*
- Blommegård, Karin, Troedsson, Johanna. *Does CSR earn you trust? A study on the influence of corporate social responsibility performance on financial analysts' trust for companies listed on the Nasdaq OMX Stockholm*
- Bringéus, Amalia, Forsbacka Karlsson, Tove. *Fossil-fuel subsidy reform and the link between popular opposition and information*
- Brännhult, Rasmus, Roos, Jonathan. *Swedish SMEs' determinants of capital structure during the 2008 Financial Crisis*
- Båverud Olsson Hedda, Shams Artin. *Ethnic discrimination and the effect of salient Middle Eastern clothing – a field study in the Stockholm subway*
- Diarbakerli, Sharbel. *Postmaterialism and income inequality: A study on the effects of income inequality on attitudes toward immigration in 32 countries*
- Ed, Malin, Persson, Rebecca. *Rättfärdigandets producenter: En studie om hur kontroversiella organisationer rättfärdigas*
- Gelfgren, Christine, Syll, Tora. *Borta bra men hemma bäst*
- Gemvik, Alice, Ljungberg, Ebba. *Kvinnligt entreprenörskap och signaleffekter – Kan crowdfunding-sammanhang modifiera effekterna?*
- Gyllner, Alide, Haglund, Karin. *CSR – ett måste inom höga prisnivåer, en möjlighet inom låga prisnivåer. En kvantitativ studie om betalningsintention för CSR inom olika prisnivåer*
- Halvorsen Tilde, Lundgren Oskar. *Welfare effects in the Cournot model of oligopoly: An application on the Stockholm housing construction market*
- Hammarström, David, Hanna, Naasil. *Corporate Social Responsibility i praktiken – Hur inkorporeras CSR i kreditbedömningen, och vilken betydelse har det för bolagens kapitalkostnad för lån?*
- Henriksson Rahm, Pauline, Johannesson, Filip. *Att odla träd i betong: En fallstudie om att institutionalisera CSR i ett företag*
- Hyddmark, Lovis, Jaeckel, Erica. *Mer är mer – En kvantitativ studie på effekterna av vertikala varumärkesutvidgningar i nedåtgående led på lyxvarumärken*
- Karlquist, Sofie, Bjurviken, Oscar. *Företags riskbenägenhet och könsfördelning i styrelsen – En studie på svensk data*
- Koivisto, Ingrid, Berglund, Caroline. *The underdogs of the Chinese labor market – an investigating study on whether reasons behind the intention to emigrate differ across social groups*
- Larsdotter, Julia, Nehlmark, Matilda. *Visionen om jämställdhet*
- Lehtimäki, Ellen, Lundgren, Sofia. *Från piska till morot – Ett mångfaldsinitiativ från näringslivets perspektiv*
- Ljungberg, Samuel, Magnusson, Carl Magnus. *The Econometrics of happiness: A cross-sectional European analysis on the shifting importance of the determinants of happiness*
- Lundholm, Julia. *Crowding-out in voluntary work: A randomized experiment on the effect of monetary incentives on the motivation of altruistic behaviour*
- Martinsson, Julia, Davidsson, Sara. *Financial literacy and savings behaviour in the informal economy – a field study among microfinance clients in rural Tanzania*
- Miyan Mamud, Uggla Alexander. *Extending the Grossman model: the association between societal apprehension and investments in health capital*
- Myrenfors, Sara. *Voluntary work in Europe – the influence of perceived financial security in the choice of volunteering*
- Nilsson, Lave, Kallin, Johanna. *Värdeöverföringar från fysiska personer till välgörenhetsorganisationer via aktiebolag: En skatterättslig studie om tre överföringsmodeller*
- Nordqvist, Sean, Raber, Daniel. *Giving CSR a run for its money*
- Park, Zi-Hoon, Schüller, Miranda. *Shaping minds to increase ecological consumption?*
- Paulsson, Tobias, Åhlberg, Eric. *Highway One to Nairobi*

Rosman, Joel. *Does having children affect parents' time horizons? An empirical study among UK households*

Sang, Kian, Rundqvist, Oscar. *Det här med kvinnliga entreprenörers bolagsdrivande på startupinkubatorer*

Strålberg, Simon, Hippe Björklund, Per. *Frihet, jämlikhet och kontorslandskap – en organisatorisk analys av aktivitetsbaserat arbete*

Söderberg, Victoria, Medelli, Mirjam. *Corporate Social Responsibility: Necessary evil or cash cow? A quantitative study on the relationship between CSR performance and financial performance in Swedish listed firms*

Waldén Viking, Wilhelmsson Julia. *Gender differences in over- and underconfidence – An experimental study*

Waltré, Ulf, Horal, David. *En helt ny värld? – Erfarenheter och konsekvenser av genusmedvetenhet bland män som genomgått ett genusfokuserat ledarskapsprogram*

Warg, Kristina, Bylund, Moa. *Migrants' destination choice: The effect of education*

Wiklund, Åsa, Hag, Sara. *Prissänkning i ekologisk kontext*

2015 BSC THESES

Abrahamsson, Eric, Grapengiesser, Axel. *SRI – "Superior*



Return Investment?" – A study of Swedish socially responsible investment mutual funds over a longer period, evaluating the performance of funds and managers in different market conditions

Aslfallah, Arash, Settergren, Tobias. *Redistribution of income inequality and self-rated happiness: Some empirical evidence*

Bergman, Jonas, Persson, Christoffer. *Donations to beggars: investigating the impact of an increasing number of donation alternatives*

Bjurulf, Ronja, Nyemad, Markus. *Murbruket i mångfaldens mosaik – en fallstudie av framgångsrikt ledarskap i mångfaldsgrupper på Swedbank*

Danieli, Helena, Åhström, Lisa. *Size does matter*

Dypbukt Källman, Sebastian, Sjöqvist, Lovisa. *The great recession and the need for structural reform*

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