


iscte

BUSINESS
SCHOOL

PRME

 Principles for Responsible
Management Education

an initiative of the 

Sharing Information on Progress Report 2020-2022

Accreditations, Affiliations and Rankings





Employability



98%

Employability Rate

Internationalization



800

Average number of foreign students attending IBS programmes

Business Schools Partnerships



80

Partnerships with international business schools accredited by AACSB, EFMD or AMBA

Students



4000

Average number of students enrolled on IBS programmes

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A Word of Commitment

Sustainable and responsible management inspires the School's daily activities. The School understands it has to contribute to achieving the United Nations 2030 Agenda for Sustainable Development and to educate, engage and develop a responsible awareness that leaves a better legacy for the next generations.



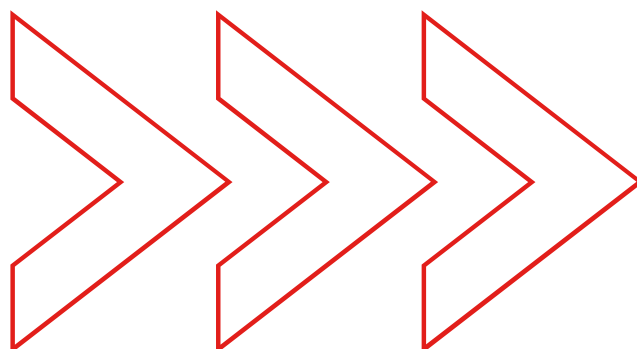
Maria João Cortinhal
Dean Iscte Business School

Iscte Business School is an internationally accredited business school that pioneered teaching management and business sciences in Portugal. Because of its tradition and legacy, the Principles for Responsible Management Education (PRME) are core to Iscte Business School and guide its future development.

The relationship with PRME started in 2011 when Iscte Business School became the first Portuguese Business School to subscribe to the Principles. The School has reinforced its commitment to PRME, becoming an Advanced Member in 2018, becoming part of the PRME Chapter Iberia Steering Committee in 2021, and finalizing 2022 with the honor of being accepted as PRME Champion 2023.

This report presents the current status of the diverse activities in responsible management education for 2020-2022. It was a very challenging period due to the COVID-19 pandemic, which profoundly impacted the social, economic, and environmental spheres. Like other sectors, educational institutions had to adapt to a new reality overnight to continue offering the best possible learning and professional conditions. If, on the one hand, it boosted digital development, on the other hand, it limited the extent of activities planned for the period.

Still, to follow the PRME principles, the School continued its serious approach to Sustainable Development Goals. It has been using them as a lens to analyze teaching and research as it continuously enhances its internal structures, policies, and processes. This commitment is reflected in the mission, values, and strategy of the Iscte Business School. The aim is to develop responsible leadership by generating and disseminating knowledge with a global perspective. Therefore, Iscte Business School and its people – students, staff, and faculty – continue fully committed to PRME and its principles.



01

ISCTE BUSINESS SCHOOL:

WHO ARE WE?

1. Iscte Business School: Who are we?

1.1 About Iscte Business School

Iscte Business School traces its origins to the Department of Management Sciences, which was created in 1972. It is one of the five Schools of Iscte, along with the School of Social Sciences; School of Sociology and Public Policy; School of Technology and Architecture; and School of Digital Technologies, Economy and Society. The School is recognized for its excellence in learning and research, innovative and entrepreneurial focus, international and multicultural environment, and solid connection to the business world, which is reflected in its graduates' exceptional work placement rates.

The School has approximately 109 full-time faculty members distributed throughout its six Departments: Accounting; Economics; Finance; Marketing, Operations, and General Management; Quantitative Methods for Management and Economics; and Human Resources and Organizational Behavior.

More than 4,000 students are currently enrolled in the 7 Undergraduate Programs, 17 Masters Programs, and 4 Ph.D.'s offered by the School.

A Unique International Contact

Each year Iscte Business School welcomes hundreds of foreign students enrolled in the programs. In 2021/2022, over 800 international students of more than 96 nationalities attended classes. This multiculturalism allows students to experience diverse learning experiences and be exposed to diverse attitudes and approaches, which provides them with global skills.

The students and faculty have also been offered the possibility to train abroad through exchange opportunities, short-term programs, and teaching assignments.

An Entrepreneurial Mindset

Each student has the opportunity to get to know the business world closely. This contact is constant throughout each course through:

- Practical assignments - in most courses, students perform practical assignments, in groups or individually, which analyze concrete problems of companies;
- Entrepreneurship Center - Iscte Business School is the main founder of Audax, a center that helps entrepreneurs with interesting ideas to start their own businesses. It supports the projects in legal, organizational, and funding aspects;
- Faculty with extensive business experience - The School has a set of invited faculty with prominent roles in the main Portuguese companies, who transmit their expertise and practical knowledge in class



Summer School Lisbon
July 2021

A Culture of Rewarding Excellence

At Iscte Business School, there is a culture of rewarding excellence. Merit and individual effort are the founding values of a modern and democratic society. Therefore, the School rewards those who do their best to achieve levels of excellence at the beginning of their course (admission award) and at the end (best student award) for undergraduate and master's degrees. Students with excellent academic results are awarded the possibility of attending a personalized skill training program, receiving a "Top Student" diploma and being eligible for other awards sponsored by corporate partners.

Lecturing Methods and Pedagogical Quality

Iscte Business School has a great tradition of teaching in the field of Management:

- The faculty of Iscte Business School have authored more than 100 books in different management disciplines, many of which are now required reading at other Portuguese universities;
- There is a close working relationship between students and faculty;
- Students benefit from weekly contact hours, continuous email contact, and a sustained relationship with alumni throughout their professional lives.
- The School is recognized for its excellence in learning and research, its international and multicultural environment, leadership, entrepreneurship, and innovation, and strong links with the business community that grant exceptional placement of graduates. It has a consolidated position in the Portuguese management education industry, offering first-, second-, and third-cycle degree programs in the main functional areas of management.

Soft Skills Development

Iscte Business School offers its students the possibility of attending courses that aim to develop transversal soft skills, such as developing autonomous work and teamwork, performing individual research, analyzing complex situations, and improving communication skills. These soft skills courses aim to deepen students' knowledge in further study cycles and prepare them for the job market demands.

Successful Careers

The latest review shows that the employment rate for undergraduate students from Iscte Business School is approximately 99% after one year of completion. In the case of Master Students, the rate is around 80% placement before the completion of the Master's.



Iscte Business School Gathering
June 2022

Accreditations & Rankings

In August 2016, Iscte Business School was accredited by the Association to Advance Collegiate Schools of Business (AACSB), recognizing the School's excellence and high quality in developing managers and leaders in a globalized world. The initial AACSB accreditation was conceded for a period of five years, which was extended for another five years in June 2022.

Moreover, the School is nationally accredited by A3ES (the National Agency for Assessment and Accreditation of Higher Education), and it is a full member of EFMD (European Foundation for Management Development), having started the accreditation process. The Executive MBA (EMBA) and the new MBA in Sustainable Management, post-graduate programs managed by Iscte Executive Education, a non-profit institution linked to Iscte that offers executive education in management and economics, are accredited by the Association of MBAs (AMBA). This international recognition distinguishes the quality and unique nature of the programs in Portugal.

Since 2008, Iscte Business School has also participated in several international rankings and has improved its classifications yearly. In the reporting period, Iscte Business School was awarded three palms in the Eduniversal ranking (Excellent Business School). Eduniversal publishes the ranking of the best masters and MBA degrees in the world, which is prepared based on the analysis of around 50 study areas and 200 Global and Regional Rankings, classifying 5500 Master's programs worldwide, of which ten are from Iscte Business School.

In 2021 and 2022, Iscte Business School was in the Financial Times (FT) European ranking, which assesses the best management schools on the continent. The School improved its position from 77th to 67th in Europe, being on the podium of the best business schools in Portugal. Two of the School's Master's programs are ranked in the FT, the MScBA, and the MSc in Finance.

The Iscte Business School Spirit

Studying at Iscte is also an opportunity to enjoy excellent study conditions and to participate in an environment where friendliness, sports, and culture occupy a very important space.

The Iscte Business School alignment with the Sustainable Development Goals

Finally, teaching and research at Iscte Business School are aligned with the Sustainable Development Goals (SDGs). Iscte Business School considers the SDGs fundamental in eradicating poverty, protecting the environment, and promoting prosperity and well-being for all by 2030. There has been an increasing involvement with PRME, Globally Responsible Leadership Initiative (GRLI), Global Business School Network (GBSN), and GRACE - Empresas Responsáveis to reinforce the School's commitment to teaching, research, and thought leadership to advance the 2030 Agenda.

1.2 Mission, Vision and Values

Mission, Vision, and Values are fundamental elements of Iscte Business School's Strategy. Below are the statements present in the 2022-2025 Strategic Plan.

Mission

To co-create societal impact by providing close-to-practice high-quality education and research that promote responsible management.

Vision

To be internationally recognized as a business school that creates and disseminates knowledge to positively impact society.

Values

Excellence: we strive for excellence through teaching, research, and activities that promote creativity, critical thinking, and continuous improvement and are responsive to internal and external stakeholders' needs.

Community Building: we foster a culture of proximity between learners, faculty, and staff, which lasts beyond graduation through tight and supportive alumni relations.

Diversity and Inclusion: we promote and value an environment where all are welcome and treated fairly and respectfully.

Innovation and Entrepreneurship: we endorse innovation in curriculum, teaching, and research, as well as an entrepreneurial spirit.

Social Responsibility: we acknowledge our responsibility to contribute to society; thus, we align our activities with the Sustainable Development Goals.

Integrity: ethical behavior guides the School's decisions and policies and underlies the activities of the members of our community



1.3 About Iscte – Instituto Universitário de Lisboa

University Campus

Iscte is strategically located in the center of Lisbon. The Iscte campus offers a wonderful atmosphere and facilities, which include four buildings (45.000 m²), one of which, Building II, opened in 2003 and received the Valmor Prize, Portugal's foremost award for architectural excellence. Access to the campus is free, and citizens can use our green spaces and most facilities.

In the period of the report, two main developments took place. On the one hand, the rehabilitation of a new building for the installation of the association Iscte Knowledge and Innovation, which is the Center of Valorization and Technology Transfer (CVTT). It aims to bring together, in a single building, renovated, refurbished, and modernized, the various research centers and groups, technological resources, laboratories, and partnerships existing in Iscte. The integration of this building in the Iscte campus will allow optimizing the existing conditions in multiple plans.

On the other hand, the establishment of a new campus in Sintra, located 26 km from Lisbon, was initiated. This fifth School of Iscte offers courses in the areas of Digital Technologies, Economy, and Society.

University Library

The Iscte Library is linked to all departments and schools in the scientific areas of teaching and research. The Iscte Library collection consists of about 130,000 copies (monographs, reference works, theses, and dissertations), 20,000 e-books, and 67,000 periodicals in paper and digital format. Students also have free remote access to excellent online bibliographical tools, such as the Online Library of Knowledge (approximately 30,000 full-text scientific articles), Web of Science, SCOPUS, ABI/Inform Complete, JSTOR, Business Source Complete, Hospitality and Tourism, PsycInfo, PsycArticles, Academic Search Complete, among others.

University Residence Hall

The Professor José Pinto Peixoto Residence Hall meets the needs of students and faculty. It is located in the 16th-century Santos-o-Novo Monastery, which is a national monument. It stands on a hill overlooking the River Tagus in the eastern part of Lisbon and commands a magnificent view.



Health and Well-being

Iscte has different spaces and groups that promote culture, art, and sports. It has a fitness track, a court for handball and 5-and 7-a-side football, and a multi-purpose gym. Quality of life on campus is also the responsibility of a clinic (run by the private entity SAMS) offering several medical specialties and nursing and diagnostic tests and exams.

The University Culture and Sports Unit (UCDU) was established in September 2018 to develop sports in all their forms within Iscte: from social and recreational sports to competitive sports and dual career support. Then, Iscte created special conditions for supporting the different cultural groups at Iscte and organizing and promoting various cultural events to enrich academic life and training.

The search for the well-being of the whole academic community, the creation of special conditions for the compatibility between high sports performance and academic life (dual career), the integration of new students and new workers, and the inclusion of sports values in the complementary training of all, are the main objectives of this service.

After becoming the first university in the world to be certified as a "Healthy Campus" by the International University Sports Federation (FISU), Iscte achieved the "GOLD" level in the FISU Healthy Campus in 2021. This level of certification recognized the work developed by Iscte in the previous two years in promoting a healthy lifestyle within the community, encouraging physical activity, and making healthy and sustainable choices on campus.



SAMS clinic at Iscte campus in Lisbon



Ethical, Responsible, and Sustainable Values and Principles

The main values in Iscte's institutional culture are freedom, diversity, democracy, equality, honesty, and integrity. It also considers the impact of its decisions and activities on its own community and society. This includes a concern for equality, social justice, and the environment in all dimensions. Iscte's institutional, social, environmental, and economic sustainability is central to its strategy and is considered in management, education, research, and knowledge transfer to society.

Iscte Sustainability & Strategy

Iscte recognizes its institutional responsibility to promote sustainability in all the various dimensions, in a holistic and integrated manner, in alignment with the 17 SDGs of the United Nations. The SDGs are grouped into five main dimensions, known as the 5P, all essential and necessarily interconnected: People, where most of the social aspects are found; the Planet, adding primarily environmental aspects; Prosperity, which advocates a broad view of the economic development of human communities; Peace, without which none of the other dimensions is attainable; and Partnerships, as a way to create and disseminate the best results. Despite recognizing the importance of all dimensions, the Integrated Quality Assurance System of Iscte (SIGQ) encompasses semi-autonomous systems for the first three dimensions, as described below. These dimensions are reflected in the Strategic and Action Plan for the 2018/2021 Quadrennium, in strategic line 7- Promote the institution's strategic development, and strategic objective 23 – Identify societal challenges and relevant interdisciplinary domains. It was then reinforced in the Iscte 2022/2025 Strategic Plan. Iscte Director of Sustainability for the 2018/2022 term was Catarina Roseta Palma, Associate Professor at Iscte Business School.



"Our Food. Our Future" Exhibition, June 2022

Iscte Sustainability Policy

Within the scope of the mission defined in the Integrated Quality Assurance System (SIGQ), in the context of Iscte's teaching and learning activities, research and interaction with society, and respecting the limits and opportunities intrinsic to natural and human ecosystems, Iscte is committed to:

- **Involve, in an inclusive and participatory way, the Iscte community and other interested parties** in the definition, implementation, and evaluation of actions leading to the improvement of its performance in the different dimensions of sustainability;
- **Create, transmit, and share scientific knowledge related to sustainability** in the scientific domains of Management, Finance, Accounting, Economics, Quantitative Methods, Anthropology, Social Psychology, Sociology, History, Political Science and Public Policies, Information Technologies and Architecture, training highly qualified professionals with skills to understand their responsibilities and create opportunities for improvement, enhancing positive impacts on the environment, society and the economy;
- **Embrace the protection of the environment and respect social responsibility principles** in strategic planning and in annual activity plans, assuming ethical and transparent conduct in fulfilling the institutional mission from a local and global perspective;
- **Improve its environmental impact**, adjusting support processes and campus operations to reduce the use of resources and the production of waste and emissions, preventing pollution and improving the quality of life on campus;
- **Manage aspects of social responsibility and associated impacts**, undertaking control or influence actions;
- **Comply with and respect the applicable legal requirements**, as well as additional requirements that we decide to subscribe to or implement, in the different dimensions of sustainability;
- **Assess and continuously improve Iscte's performance** by monitoring measurable indicators and conducting regular audits;
- **Continuously improve SIGQ** (quality, environment, and social responsibility) to enhance performance.

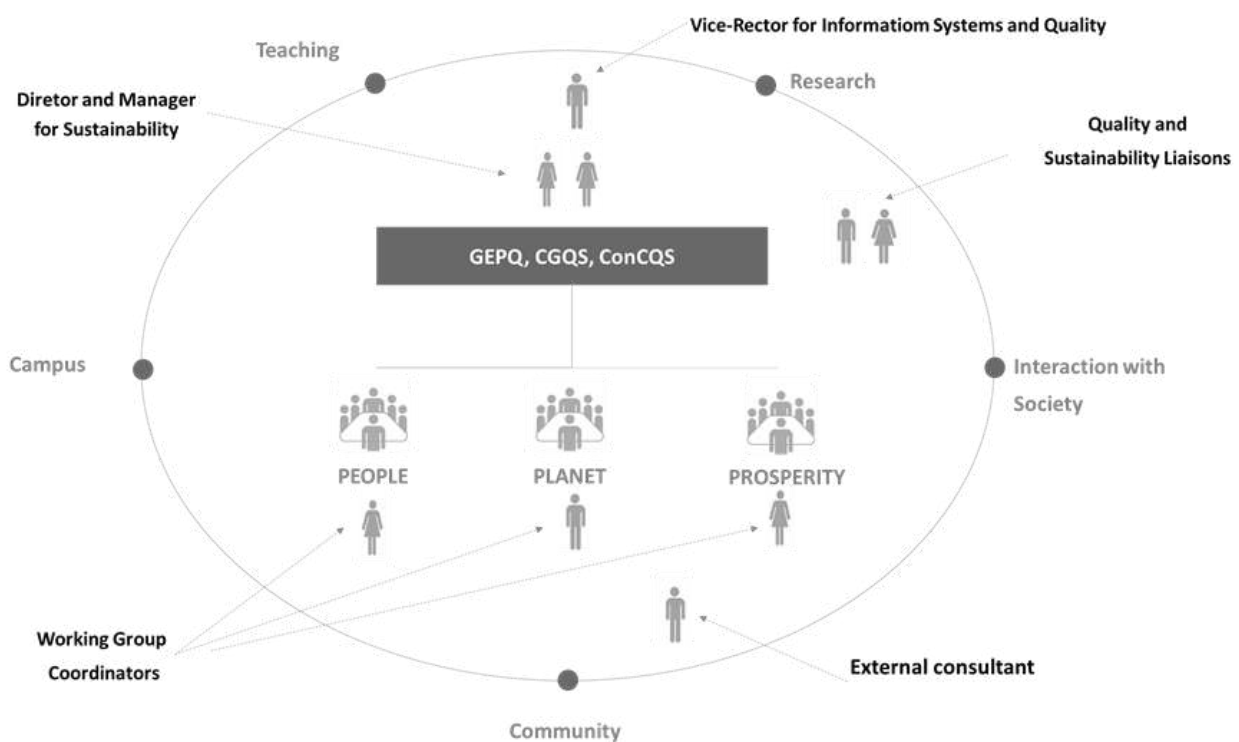


Governance Model for Sustainability

The governance model for sustainability is illustrated in Figure 1. Sustainability is included in the Integrated Quality Assurance System and reported to the Vice-Rector for Information Systems and Quality during most of the reporting period. It is organized around four key areas: Teaching, Research, Campus, and Interaction with Society.

In terms of roles, these are Directors and Managers for Quality and for Sustainability; Quality and Sustainability Liaisons for the services and the schools – including Iscte Business School; and an external consultant.

Figure 1 - Governance Model for Sustainability



Three working groups are devoted to the dimensions: People, Planet, and Prosperity. These working groups include interested faculty, staff, students, alumni, and the Director and the Manager for Sustainability, who ensure the coherence and holistic sustainability approach at Iscte. The idea is to have groups specialized in each dimension responsible for developing, monitoring, and revising the plan for each dimension, among other tasks. The groups are also in charge of putting in place norms that may be certifiable.

After the certification ISO 14001:2015 – Environmental Management System coordinated by the Planet working group, Iscte got the NP4469:2019 – Social Responsibility certification, led by the People working group. Then, the Prosperity working group devised its plan, fully aligned with the SDG. The three plans were later integrated into one sustainability plan at the Iscte level.

1.4 Sustainability Certifications, Rankings, and Ratings

Sustainability certifications

Iscte has an integrated management system that comprises Quality Management (ISO 9001:2015), Environmental Management (ISO 14001:2015), and Social Responsibility (NP 4469:2019) Management Systems.

In 2018, after ten years of its Quality Management System (ISO 9001:2015), Iscte saw its strategic commitment to sustainability recognized when it was considered the first Portuguese University with Environmental Certification, according to the ISO 14001:2015 standard, which sets out requirements for the environmental management system.

In 2020, Iscte saw its institutional commitment to sustainability reinforced through a second certification, now for the Social Responsibility management system dimension, according to the Portuguese standard NP 4469:2019. The Quality and Environmental certification was also renewed.

In 2021 and 2022, Iscte renewed the certification of the Environmental Management System according to the ISO 14001:2015 reference and maintained the certification of the Quality Management Systems (ISO 9001: 2015) and Social Responsibility (NP 4469: 2019).

Within its Environmental Management System (ISO 14001:2015), Iscte has defined a set of 14 environmental aspects of its activity that it can control and influence, of which 11 were considered to have a significant impact (*):

1. Energy use (electricity and natural gas)*;
2. Water consumption;
3. Use of material resources and products;
4. Procurement processes *;
5. Travel and stays *;
6. New construction and rehabilitation *;
7. Performing internal and external events *;
8. Waste Management*;
9. Research *;
10. Teaching and learning *;
11. University extension*;
12. Training / communication *;
13. Travel to and from campus *;
14. Risk management.



A diagnosis was prepared for each identified environmental aspect, and action plans were developed to identify monitoring indicators, actions, and goals to be achieved.

The Social Responsibility Management System (NP 4469:2019) covers the aspects of institutional decisions, relationships, and activities that can affect society, with special consideration for SDGs 1, 3, 4, 5, 8, 10, and 16. In total, 12 Social Responsibility factors have been enumerated, with ten designated as significant (*), five of which are also connected to the EMS:

1. Governance of organizations (*);
2. Human rights (*);
3. Labour practices (*);
4. Sourcing (*);
5. Consumer – Information, training, and education for sustainable consumption;
6. Development of society;
7. Reception and Integration (*);
8. Social Emergency (*);
9. Research (*);
10. Teaching and learning (*);
11. University outreach (*);
12. Training/Dissemination/Communication (*).

For each social responsibility aspect, plans of action with indicators, goals, targets and responsible teams have been defined.

Sustainability rankings

Iscte has been ranked in the Times Higher Education (THE) University Impact Rankings, a pioneering initiative of the Times Higher Education, which aims to capture unique new insights on universities' work towards the United Nations SDGs.

In 2020, Iscte was in the top 400 in the world ranking, with 8 of the 9 SDGs defined in this ranking edition, and over 768 institutions from 85 countries participated. The most significant distinction could be seen in SDG 1, 9, 11, and 12, guaranteeing a place in the Top 200.

In 2021, Iscte was in the top 300 in the world ranking, with 8 of the 9 SDGs defined in this ranking edition, with over 1118 institutions from 94 countries. The greatest distinction can be seen in the Responsible Consumption and Production indicator, in which Iscte ranked 63rd, guaranteeing a place in the Top 100. The SDG 1, 5, 9, 11, 16, and 17 positions were placed between 101 and 200.

Finally, in 2022, Iscte was in the top 600 in the impact ranking, scoring better on SDGs 10, 4, 5, and 17.

These results reflect Iscte's commitment to the United Nations' Sustainable Development Goals and also the university's continued efforts in the quality of the activities it develops. These include a strong investment in its sustainability policies and actions.



The UI GreenMetric World University Ranking is an initiative of Universitas Indonesia that identifies specific criteria to determine the sustainability level of universities in the world regarding their environmental performance.

In 2020, Iscte ranked 386th out of 912 universities. In 2021, Iscte improved its positioning to 340th out of 957 institutions from 80 countries. In line with this trend, in 2022, Iscte has once more improved its performance in the UI GreenMetric. Iscte was ranked 390 out of a total of 1,050 institutions from 84 countries. In the group of universities located in the city center, Iscte comes 35th out of 170 universities. The previous year, it was in 40th place out of 158 universities. Iscte improved in most indicators and stood out mainly in the categories of Education and Research, and Waste Management.



Sustainability ratings

Besides the accreditations and rankings at the university level, the business school, in particular, has participated in the Positive Impact Rating (PIR), which assesses the social impact of higher education institutions in the area of sustainability as evaluated by their students. Iscte Business School stood out in the 2021 and 2022 editions of the PIR, reaching Level 4 (out of 5), which guaranteed the classification as a “Transforming School.”

This distinction is awarded to schools with a positive impact culture incorporated in their management and culture and as a model of good practices and involvement with the community.



PIR 2021 and 2022 results



Positive Impact Rating 2021:

Iscte Business School is a 2021 PIR Transforming School

POSITIVE IMPACT RATING FOR BUSINESS SCHOOLS

positiveimpactrating.org

@RatingImpact

POSITIVE IMPACT RATING FOR BUSINESS SCHOOLS
2022 Level 4: Transforming School

02

SUSTAINABILITY @ ISCTE BUSINESS SCHOOL:

WHAT HAVE WE BEEN DOING?

2. Sustainability @Iscte Business School: What have we been doing?

2.1 The PRME Principles and the SDGs

Iscte Business School recognizes its role as a higher education institution involved in developing current and future managers who face increasingly complex challenges related to sustainability. As an institution dedicated to creating ethical, effective, and holistic leaders for the 21st Century, Iscte Business School not only remains committed to integrating the Principles of Responsible Management Education but hopes to help lead the way in developing new ways of teaching the skills needed in the ever-evolving, ever more complex, global business environment. Hence, Iscte Business School declared in 2011 and reinforced in 2018 its willingness to progress in implementing the PRME Principles (Figure 2). The School's increasing engagement with PRME-related events, initiatives, and projects significantly reflects the commitment. At the end of 2022, it has culminated in the acceptance of Iscte Business School for the 2023 Champions Cycle.

Figure 2: Six PRME Principles



Principle 1 | Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.



Principle 2 | Values: We will incorporate into our academic activities, curricula, and organizational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.



Principle 3 | Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.



Principle 4 | Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.



Principle 5 | Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.



Principle 6 | Dialogue: We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

Another lens that has been used to understand our potential contribution and to enhance the commitment of the Iscte community has been the framework of the SDGs (Figure 3). Within the scope of its Sustainability Policy, Iscte recognizes its responsibility as a higher education institution that actively contributes to the SDG. Among various goals, two can be highlighted: 1) Teaching: promoting the integration of sustainability contents in curricular units in the three study cycles; 2) Research: increasing research activity directed towards the achievement of the sustainable development goals.

Figure 3: The Sustainable Development Goals (SDGs)



To communicate the progress made to stakeholders and exchange effective practices with other partners, the activities in the following sections will be identified according to their link to the PRME principles and the SDGs to which they aim to contribute.



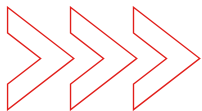
Examples of SDG-related #Day Awareness campaign started in 2022

2.2 Teaching



Teaching is a central element of Iscte Business School's mission. For several years now, sustainability and responsible management have been incorporated in two fundamental ways: through specific curricular units or programs on topics around Ethics, Responsibility, and Sustainability (ERS); and through the integration of these themes into curricular units spread across the various courses and programs.

On the one hand, some courses specifically address issues related to ERS. For example, the Master in Business Administration (MScBA), an FT-rated master's program, includes a course on Ethics, Corporate Responsibility, and Sustainability; while the Master in International Management includes a course on International Management, Ethics, and Social Responsibility. In terms of programs, together with Iscte Executive Education, the School has prepared an MBA in Sustainable Management accredited by AMBA to be offered in the future, taught mainly by Iscte Business School faculty.



"I include topics on ethics and sustainable leadership in my course "Leadership in Organizations and Teams", as well as content on inclusion and sustainable HRM in the master course "Current Challenges in HRM". As the coordinator of the research group on OBHR, I have also promoted a session on sustainability (in research and practice). What I value most about these initiatives is how I perceive they make students critically think about these topics, moving away from their eventual echo chambers and at least acknowledging how different stakeholders and decisions are interconnected. I truly believe this paves the way for developing systems thinking and broadening their perspectives."



Patrícia Costa
Assistant Professor
Human Resources and
Organizational Behavior
Department

On the other hand, in recent decades, ERS have become key topics at Iscte Business School in a growing number of curricular units, such as Strategic Management, Negotiation, Social and Solidarity Economy, Ethics and Deontology, and Deontology and Professional Skills, to name a few. Various soft skills courses, such as Volunteering and Social Responsibility, Ethics, and Deontology, are available to students throughout the university.

Hence, the scope of integration of sustainability topics goes beyond isolated courses on sustainability or specific curricular units that have clear links to sustainability. Following a culture of quality and self-responsibility for continuous improvement, Iscte has promoted the dynamization and development of classification according to the SDGs in multiple domains, including teaching. Also, the relationship with the world of practice is critical, and several initiatives have been taken to bring it to the classroom and the other way around (Capsule 1).



Isabel Duarte de Almeida
Invited professor
Marketing, Operations and General
Management Department



"My experience as a Business School professor has enabled me to see the positive impact of our ethics and sustainability courses. These initiatives educate and inspire a new generation of responsible leaders. Seeing students embrace responsible practices inspires hope that they will bring about meaningful change in the business world. This aligns with PRME principles of Purpose, Values, Method, Research, Partnership, and Dialogue."

Capsule 1:

Examples of 'World-of-practice' interactions on sustainability (2020-2022)

Seminar Circular Economy: challenges for food retail

Seminar organized in the context of the curricular unit of Operations Management of the BSc in Industrial Management and Logistics, to all the students interested in Operations.

With Fernando Ventura, Rui Fernandes, Vera Silva, António Silva Santos and Sónia Monteiro, Jerónimo Martins
November 2021



iscte BUSINESS SCHOOL SEMINAR

Circular Economy challenges for food retail

18 NOV
Iscte - Building 2
Aud. B104
13:00

BSc in Industrial Management and Logistics
Operations Management I

Session:
Jerónimo Martins

Speakers

- Fernando Ventura
Head of Efficiency & Innovation Environmental Projects
Jerónimo Martins
- Rui Fernandes
Environmental Projects Senior Manager
Jerónimo Martins
- Vera Silva
Environmental Projects Manager
Jerónimo Martins
- António Silva Santos
Environmental Projects Manager
Jerónimo Martins
- Sónia Monteiro
Environmental Projects Manager
Jerónimo Martins



Master Class KPMG: Desafios de ESG aplicados aos negócios

09MAR
Iscte - Edifício 11
Auditório B203
15:00

Mestrado em Contabilidade
(Novo Plano de Estudos: Mestrado em Contabilidade e Controlo de Gestão)

Orador
Pedro Cruz
Partner KPMG

Moderadora
Ana Isabel Lopes
Iscte Business School

Em parceria com:
KPMG

Master Class KPMG: ESG challenges applied to business

With Pedro Cruz, KPMG

Master in Accounting initiative open to the community
March 2022

Ethics, Corporate Responsibility, and Sustainability course

Field trip to the company GELPEIXE
September 2021





Capsule 1:

Examples of 'World-of-practice' interactions on sustainability (2020-2022)



Seminar Sustainability in the Navigator Company

With Paula Guimarães, The Navigator Company MSc in Management of Services and Technology and the MSc in Business Administration October 2022

Seminar of Sustainability and Sustainable Operations Management

Operations, Innovation and Sustainability - Nãm Mushrooms Case with Delta Cafés With Pedro Castro, Delta Cafés and Natan Jacquemin, Nãm November 2022

iscte BUSINESS SCHOOL SEMINAR

Nãm Mushrooms Case
Operations, Innovation and Sustainability

08 NOV
iscte - Building 2
Aud. B2.03
02:00 PM

Session: **SEMINAR of Sustainability and Sustainable Operations Management**

Guest Speaker: **Pedro Castro**, Director of Delta Ventures, Delta Cafés

Guest Speaker: **Natan Jacquemin**, Founder, Nãm Mushrooms

Moderator: **Teresa Cardoso Grilo**, Professor, iscte Business School

iscte BUSINESS SCHOOL SEMINAR

SUPPLY CHAIN SUSTAINABILITY

Arcadis Case Sustainable Supply Chain Management

28 NOV

06:00 PM ONLINE



Seminar of International Management, Ethics and Social Responsibility

Session: **ARCADIS**

Guest Speaker: **Mieneke Koster**, Director Global Sustainable Procurement, Arcadis

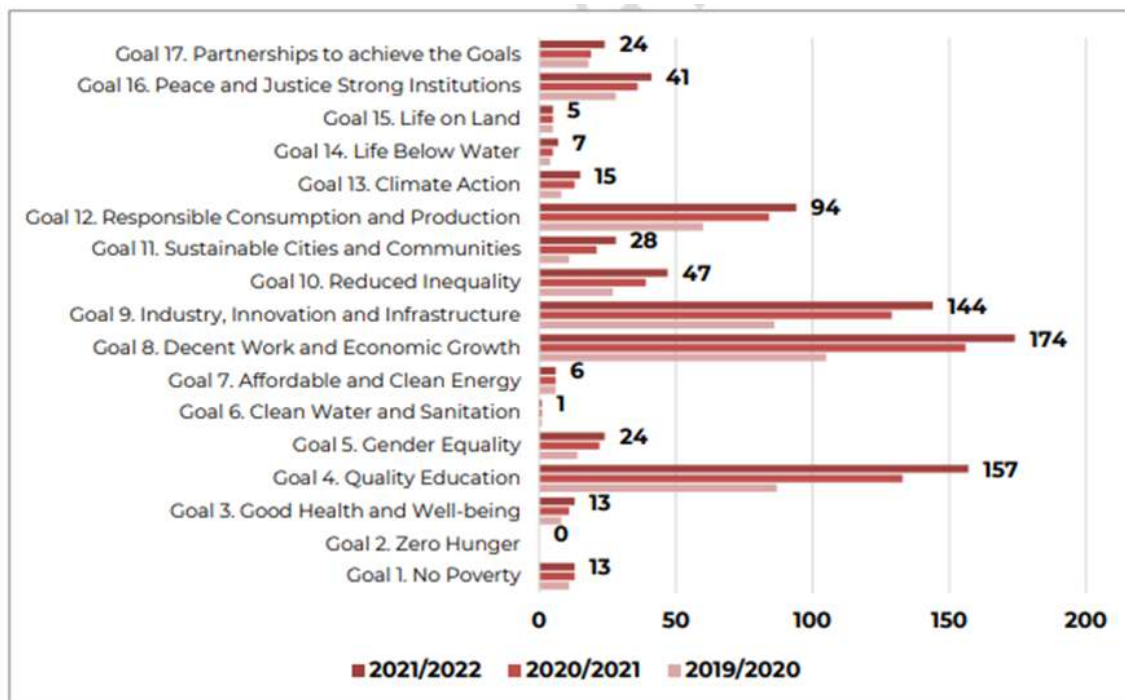
Moderator: **Ana Simaens**, Professor, iscte Business School

Seminar of International Management, Ethics and Social Responsibility

Arcadis case - Sustainable Supply Chain Management With Mieneke Koster, Arcadis November 2022

In the academic year 2019/2020, in a total of 2069 curricular units at the whole university level, 590 were coded according to the SDGs. Specifically, at the Iscte Business School, out of 549 curricular units, 176 have been coded with SDGs, resulting in a total of 361 codes (each curricular unit can be coded into a maximum of 3 SDGs). This means that about a third of the curricular units taught by the various departments at Iscte Business School were self-reported to be linked to at least one SDG. Graph 1 shows a positive trend between the 2019/2020 and 2021/2022 academic years in most SDGs, as well as the dominant goals: SDG8 – Decent Work and Economic Growth; SDG4 – Quality education; SDG 9 – Industry, innovation and infrastructure; and SDG 12 – Responsible consumption and production.

Graph 1: Number of Curricular units coded by SDG



Besides curricular units, the work developed by Master students under the supervision of Iscte Business School faculty is also included in Teaching. The SDGs most commonly attributed are SDG 8 - Decent work and economic growth, SDG 4 – Quality education, SDG 3 – Good health and well-being, and SDG 9 - Industry, innovation, and infrastructure. Capsule 2 highlights a sample of Master theses addressing topics related to sustainability. The full list can be consulted in the institutional database (Fénix).

This reflects the nature of the dominant topics within a business school, complemented by several curricular units that cover other SDGs, allowing for a more holistic view of sustainability for the students.

To conclude, the SDG approach allows for a more systemic view of sustainability, revealing that education for sustainability is embedded in much of the School's teaching. The integration of the SDGs into curricular units is present across the various cycles of studies, with a predominance in second-cycle studies, i.e., post-graduate and Master programs.

Examples of Master's theses related to sustainability (2020-2022)

- Circular economy in firm's strategies: What are the determinants of eco-innovation for companies in a circular economy context?, MSc in Economics
- How corporate marketing strategy can leverage the UN 2030 Sustainable Development Goals (SDGs), MSc in Management
- Circular economy: What is the level of knowledge in the Portuguese ornament stone industry sector?, MSc in Management of Services and Technology
- Sustainability on the craft beer sector: Management improvements towards sustainable business and supply chain transparency: A case study on BARONA Brewing Company, MSc in Management of Services and Technology
- Workers' well-being and the influence of resilience in a context of global crisis, MSc in Human Resources Management and Organizational Consulting
- Integration of CSR and sustainability into strategic management: The Microsoft case, MSc in Business Administration
- Corporate sustainability reporting in Portugal: an analysis of PSI-20 companies, MSc in Finance
- Management of social and environmental responsibility policies in sports organizations: a case study of Sport Lisboa e Benfica, MSc in Management of Services and Technology
- Valuation of EDP Renováveis, S.A, S.A, MSc in Management
- Sustainable practices impacting employee engagement and well-being, MSc in International Management
- Value chain analysis as a support for sustainable management: An application to Villa Oeiras Project by CMO, MSc in Management of Services and Technology
- The advantages of implementing CSR strategies within technology firms, MSc in Management
- How to integrate sustainability into strategy: The XYZ case, MSc in International Management
- Integrating sustainability into business strategy with a view to reducing food waste: an educational case study by Auchan Retail Portugal, MSc in Management
- How does sustainability affect consumer choices in the fashion industry? MSc in Business Administration
- Sustainability as a key driver of innovation: a pedagogical case study of Fidelidade Group. MSc in Management
- Circular economy: the pedagogical case study of Corticeira Amorim's business model, MSc in Management
- The influence of green marketing on the Worten customer, MSc in Management

2.3 Research



Scientific research is a critical component of Iscte in general and of Iscte Business School in particular. One of the institution's core strategies is to be a research university with high-quality, international scientific performance, capable of contributing to advancing knowledge and applying it to institutions, the economy, and society. BRU is a multidisciplinary research center covering management, accounting, marketing, data analysis, economics, finance, as well as human resources and organizational behavior.

Research activities undertaken by members of each department in the business school are primarily centered in the Business Research Unit, while most of the BRU researchers are School's faculty. Even if there is no total overlap between the School and BRU researchers, it is a good illustration of Iscte Business School's research activities.

bru _iscte
Business Research Unit

The Portuguese national funding agency for science, research, and technology (FCT) regularly evaluates national R&D institutions. During the reporting period, BRU was under an excellent grade from the 2019 evaluation, where BRU obtained the most funding from its peer group of 12 Portuguese research centers in management.

The main objective of BRU is to promote research following high international standards, namely through the following three pillars: Research - excellence in research through solid research methods grounded in the international scientific literature; Teaching - excellence in teaching, with high-quality PhD programs; Knowledge Transfer - excellence in knowledge transfer, with the development of specific solutions to concrete challenges.

Figure 4 shows the system of alignment of publications with the SDGs in the Iscte platform for science – CIÊNCIA-IUL (<https://ciencia.iscte-iul.pt/>). As a self-reported toll, researchers are asked to choose, whenever applicable, up to three SDGs to which their research is related and where it potentially contributes to goal achievement.

Figure 4: Publications and projects by SDG



Source: <https://ciencia.iscte-iul.pt/sustainable-development-goals>, accessed on 16.03.2023

The information is open, enhancing the potential for future collaborations among researchers internally and worldwide. For instance, when clicking on each SDG, the publications and projects are listed (Figure 5).

Figure 5: Publications and projects related to SDG 8 (example)

Source: <https://ciencia.iscte-iul.pt/sustainable-development-goals>, accessed on 19.07.2022

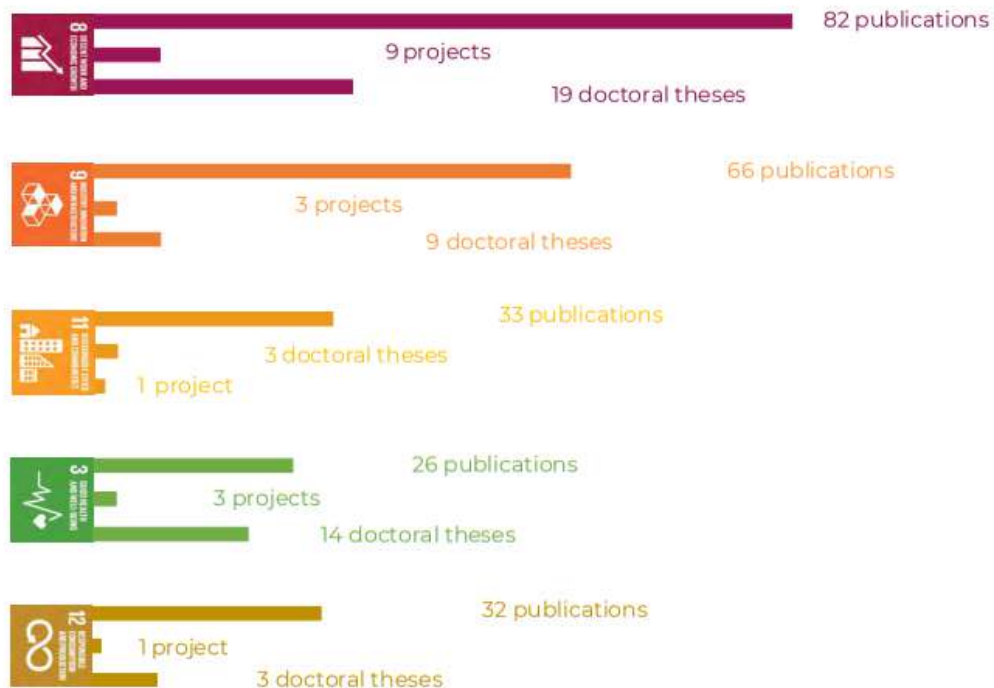
The research carried out by Iscte Business School faculty covers the various dimensions of sustainability. Using the lens of the SDGs and considering the nature of the School, the main areas covered by researchers and with the most significant potential for impact on politics, business, and society are: i) SDG 9 - Industry, innovation, and infrastructure; ii) SDG 8 - Decent work and economic growth; iii) SDG 12 - Responsible consumption and production, and iv) SDG 3 - Health and well-being. In addition to these four, two other SDGs are worth noting: SDG 17 - Partnerships for the goals and SDG 4 - Quality education (Figure 6).

Figure 6: Dominant SDGs addressed in research



As an illustration, by the end of 2020, BRU researchers listed 484 publications and 22 projects as contributing to specific SDGs, primarily those identified above. The same applied to PhD theses (Figure 7).

Figure 7: Research impact and alignment with the SDGs (2021)



Source: BRU-Iscte 2021 Report

Another critical aspect of promoting SDG-related publications is the communication and awareness raising among faculty and other key stakeholders. Hence, the School developed some one-pagers with examples of research related to the SDGs. Examples of one-pagers are displayed in Figure 8 and Figure 9.

Figure 8: One-Pagers to communicate publications aligned with the SDGs

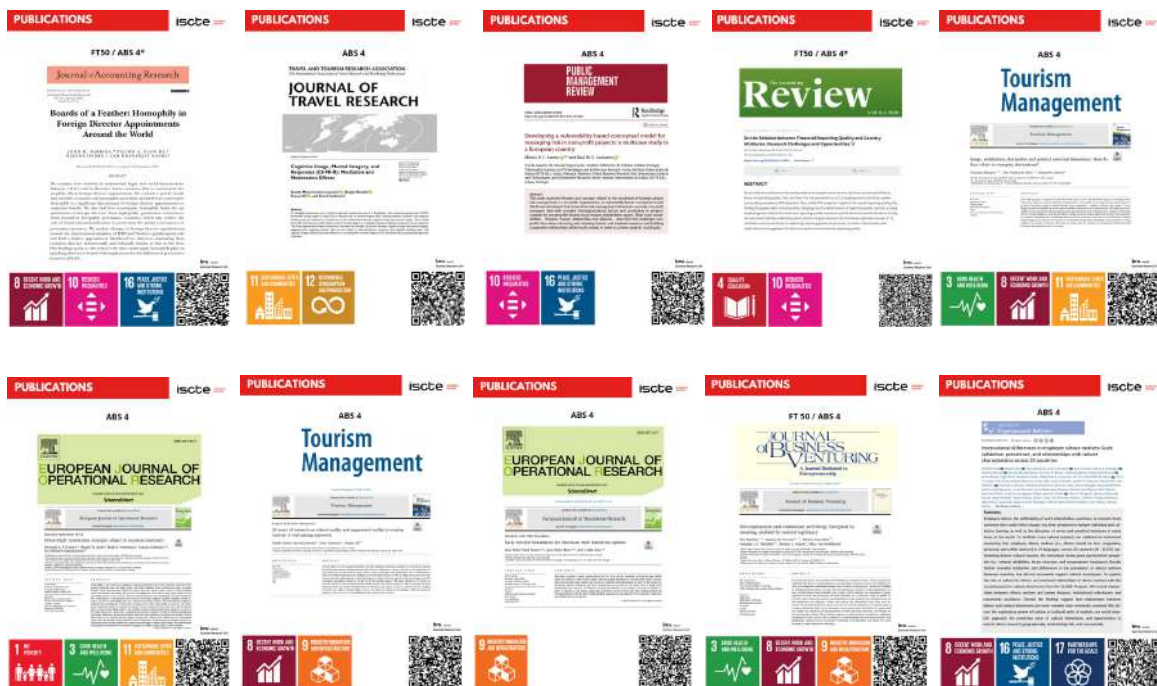


Figure 9: One-Pagers to communicate projects aligned with the SDGs

The figure displays 12 project one-pagers arranged in a 4x3 grid. Each one-pager includes the following information:

- PROJECTS** (Header)
- PROJECT TITLE**
- Researchers:** List of names and affiliations.
- Partners:** List of partner organizations.
- Logos:** Includes logos for Interreg Sudoe, Lisbe2020, COMPETE 2020, Erasmus+, and various project-specific logos.
- SDG Icons:** Small icons representing the Sustainable Development Goals aligned with the project.
- QR Code:** A QR code for more information.

The projects shown are:

- Innovec'EAU** (SDGs 3, 6, 11)
- DTE - Digital Talent Ecosystem** (SDG 9)
- REMOVA Remote working management skills for HR professionals** (SDG 8)
- WELLY: Work Well-being to prevent and combat work-related stress** (SDGs 3, 8)
- QUALENV - Change the Climate** (SDGs 4, 11, 13)
- BeComE: Be Competent in Entrepreneurship** (SDG 9)
- INOVSTONE 4.0 - Advanced Technologies and Software for Natural Stone** (SDGs 9, 8)
- DeSTRESS - Developing Competencies for Stress Resilience @SMEs** (SDGs 3, 8)
- SUS/BLIGHT - Strengthening Urban Sustainability in Portugal** (SDGs 3, 10)
- HUMACT - Humanitarian Action: Climate Change and Displacements** (SDGs 4, 13)
- INSPIRE Innovation for Social Entrepreneurship** (SDGs 4, 8, 9)
- ATHENA: University Goes Digital for a Sustainable Global Education** (SDGs 1, 4, 8)

Capsules 3 and 4 provide examples of research articles and projects, respectively, aligned with the SDGs. These are not exhaustive lists but an illustration of the continuing effort to align the research with the SDGs as part of the mission.



Exhibition of examples of projects and PhD theses aligned with the SDGs
Iscte Business School Gathering, June 2022

Examples of academic papers related to the SDGs (2020-2022)

- Chua, B. L., Al-Ansi, A., Han, H., Loureiro, S. M. C. & Guerreiro, J. (2021). An Examination of the Influence of Emotional Solidarity on Value Cocreation with International Muslim Travelers. *Journal of Travel Research*. 31(7), 1573-1598
- Isidro, H., Nanda, D. & Wysock, P. D. (2020). On the Relation between Financial Reporting Quality and Country Attributes: Research Challenges and Opportunities. *The Accounting Review*. 95(3), 279-314
- Keswani, A., Medhat, M., Miguel, A. F. & Ramos, S. B. (2020). Uncertainty avoidance and mutual funds. *Journal of Corporate Finance*. 65, 1-22
- Knoll, M., Gotz, M., Adriasola, E., Al-Atwi, A. A., Arenas, A., Atitsogbe, K. A., et al. (2021). International differences in employee silence motives: Scale validation, prevalence, and relationships with culture characteristics across 33 countries. *Journal of Organizational Behavior*. 42(5), 619-648
- Loureiro, S. M. C., Guerreiro, J. & Ali, F. (2020). 20 years of research on virtual reality and augmented reality in tourism context: a text-mining approach. *Tourism Management*. 77, 1-21
- Marques, C., da Silva, R.V. & Antova, S. (2021). Image, satisfaction, destination and product post-visit behaviours: How do they relate in emerging destinations?. *Tourism Management*. 85, 1-12
- Nunes, J. P., Ruas, J. P. & Dias, J. C. (2020). Early exercise boundaries for American-style knock-out options. *European Journal of Operational Research*. 285, 753-766
- Santos, M. R. C. & Laureano R. M. S. (2021). Developing a vulnerability-based conceptual model for managing risk in non-profit projects: a multicase study in a European country. *Public Management Review*. 25(2), 313-339
- Stephan, U., Tavares, S. M., Carvalho, H., Ramalho, J. J. S., Santos, S. C. & Veldhoven, M. V. (2020). Self-employment and eudaimonic well-being: Energized by meaning, enabled by societal legitimacy. *Journal of Business Venturing*. 35(6), 1-24





Capsule 4:

Examples of funded projects related to the SDGs (2020-2022)

DTE - Digital Talent Ecosystem

Researchers: Aristides Ferreira, Ana Passos, Jorge Sinval

Partner: Novabase Neotalent, SA

Start date: 2019

End date: 2021



“The DTE PROJECT will provide a set of innovative features, which will use technologies in the areas of artificial intelligence and blockchain, specifically allowing the selection and evaluation of candidates with very specific and differentiated engines and tools.”

Online Conference
Project Digital Talent Ecosystem
June 2021



BeComE:

Be Competent in Entrepreneurship

Researchers: Henrique Duarte; Paulo Bento; Renato Pereira; Susana Tavares; Álvaro Dias (...)

Partners: TALTECH; TAU; LO; UNISANNIO; VINCIT; Ramboll Finland Oy; SHUMEE; Jack the Maker; Indie Campers; BE PACKAGING; GEOLUMEN; Harju Elekter Elektroonika; Kaubamaja AS; EVEA

Start date: 2020

End date: 2022



“International project (involving 5 countries: Estonia, Portugal, Finland, Poland, and Italy), “Be Competent in Entrepreneurship: Knowledge Alliances for Developing Entrepreneurship Competencies for the Benefit of Higher Education and Business(BeComE)” (612582-EPP-1-2019-1-EE-EPPKA2-KA), within the scope of Call Erasmus+, KA - Knowledge Alliances, 2019 - EAC-A03-2018 - Cooperation for innovation and the exchange of good practices, funded by the European Commission and coordinated by Urve Venesaar (Tallinn) University of Technology, Estonia).”

Final Symposium
Project BeComE
December 2022



Capsule 4 (cont.): Examples of funded projects related to the SDGs (2020-2022)

REMOVA - Remote working management skills for HR professionals

Researchers: Aristides Ferreira, Ana Passos, Filomena Almeida

Partners: PAIZ Consulting; Inovela; EXELIA; Centar HR; Univerza V Mariboru

Start date: 2020

End date: 2022

“The project aims to document the emerging skills gap for managing a remote workforce & to develop corresponding Open Educational Resources (OERs) and a training course for the continuous professional development of HR professionals, trainers, supervisors, consultants and managers of organisations and teams. “



Presentation session of the Erasmus+ ReMOWA Project
October 2022

DeSTRESS - Developing Competencies for Stress Resilience @SMEs

Researchers: Sílvia Silva, Ana Patrícia Duarte, Henrique Duarte

Partners: CCS Digital Education Limited; Fundacja “Malopolska Izba Samorządowa”;

Universidad de Sevilla; Università degli Studi di Verona; Virtual Campus; Creative Thinking

Development

Start date: 2019

End date: 2022



“Developing Competences for Stress Resilience @SMEs (DeSTRESS) aims to provide an innovative VET-based solution to this problem. Building on existing research, partners will develop a VET curriculum supported by an innovative VET Digital Training Platform using the latest techniques in game-based training and gamification, complemented by a set of practical tools and resources to facilitate the transfer of learning into the workplace. This environment will expose the main psychosocial health risks and their real impact on the individuals’ life and on the companies’ productivity. Players will assume roles, enabling them to think back on their experiences and their real impact on the individuals’ life and on the companies’ productivity. As such, the project will contribute to strengthening key digital competences in initial VET while preventing the inherent hazards.”

Newsletter Project DeSTRESS
May 2022





Capsule 4 (cont.):

Examples of funded projects related to the SDGs (2020-2022)



QVALENV - Change the Climate

Researchers: Catarina Roseta Palma; Ana Simaens (...)

Partners: PUCRS; Universidad del Norte; UNISABANA; UCS; UNA; ULima; UP; UDG; BUAP; UFSC; UNISUL; Politecnico di Torino; University of Gothenburg; Sulitest Literacy Test

Start date: 2020

End date: 2023

“Population growth, increased prosperity and rapid urbanization are bringing global demand for natural resources to a point increasingly beyond the Earth’s carrying capacity. Together with climate change, those pressures are causing significant environmental degradation in many parts of the planet. Latin America is particularly vulnerable. The United Nations Sustainable Development Goals (SDGs) constitute urgent calls and drivers for higher education to be part of future generations of engaged citizens aware of their role in creating fair and healthy societies.

The Change the Climate project addresses three main needs: environmental management at all levels of higher education activities, integration of environmental management with sustainability strategies and institutional quality management, and customized strategies for sustainability in education. The project’s main goal is to increase Latin-American University’s contribution to Sustainable Development, through the implementation of environmental systematic practices and quality processes in alignment with the UN SDGs, improving the management and operations of higher education institutions.

The project will deliver tools and guides for environmental impact analysis and SDGs mapping in campus operations and educational activities. An environmental management system will be implemented in each partner university decreasing their environmental impact; sustainability awareness will be assessed throughout the academic communities; strategies for sustainability in higher education will be developed for curricula improvement; and a common open online course on sustainability will be created in English, Spanish and Portuguese.

The project’s impact will reach stakeholders beyond the project partnership at local, regional and national levels contributing to behavioural change for sustainable futures.”

QualEnv Kick off at Iscte
February 2020



Visit by QVALENV project coordinators to the University of Lima
August 2022

Capsule 4 (cont.):

Examples of funded projects related to the SDGs (2020-2022)



WELLY: Work Well-being to prevent and combat work-related stress

Researchers: Sílvia Silva, Patrícia Costa (...)

Partners: Sinergie Società Consortile a Responsabilità Limitata; Društvo za razvijanje prostovoljnega dela Novo mesto; Psychometrics; EPRALIMA; Institute of Entrepreneurship Development; Instalofi Levante; Fakulteta za organizacijske študije v Novem mestu

Start date: 2019

End date: 2022

“Work-related stress is now widely recognized as a significant problem as its costs can involve high levels of sickness absence, accidents, errors, low morale and poor performance. Work-related stress is conditioned by, and contributes to, major environmental, economic and health problems. It has a significant impact on the well-being of staff, their productivity and effectiveness, and much of it is likely to be

Given the exponential increase of work-related stress issues and the diffusion of depression among the European citizens, the WELLY project aims to set the role of Work Well-being Manager (WWM) in charge of making sure that daily working conditions are fair and as healthy as reasonably possible for every employee so that the overall quality of life at work improves within the organization and across economies.

Specific Objectives: The proposal aims to encourage a proactive approach and highlight the major role managers can play in reducing the problems of stress. For this reason, the profile of Work Well-being Manager will be introduced: he/she has a cross-functional role which leverages psychological skills including diversity management, particularly when it comes to disabled persons as they often require specific adjustments of their work environment. On top of this, the Work Well-being Manager cooperates with other departments to analyse the issues caused or that could cause work-related stress, and to reduce psychosocial risks and improve employees' commitment and engagement.”



Conference: Well-being at work: advantages and ways of implementing it"
WELLY Project
June 2021

During the reporting period, the total number of books, book chapters, and editions was 71, 64, and 79. Among these, some focused explicitly on some SDGs. Capsule 5 illustrates some examples.

Capsule 5:

Examples of books related to the SDGs (2020-2022)



"Reporting Non-GAAP Financial Measures" (2020)

Chapter authors: Helena Isidro (Iscte Business School); Ana Marques and Encarna Guillamon Saorin

Publisher: Cambridge Scholars Publishing



"Augmented Reality and Virtual Reality New trends in immersive technology" (2021)

Authors: M. Claudia tom Dieck; Timothy Jung and Sandra Loureiro (Iscte Business School)

Publisher: Springer



"Handbook of Research on Developing a Post-Pandemic Paradigm for Virtual Technologies in Higher Education" (2021)

Authors: Sandra Loureiro and João Guerreiro (Both from Iscte Business School)

Publisher: IGI Global



"Multiple Criteria Decision Making for Sustainable Development: Pursuing Economic Growth, Environmental Protection and Social Cohesion" (2021)

Author: Michalis Doumpos, Fernando A. F. Ferreira (Iscte Business School), Constantin Zopounidis

Publisher: Springer Science and Business Media LLC



"Remote Working Management Skills for HR Professionals" (2022)

Author: Nuno Crespo and Nádia Simões (Both from Iscte Business School)

Publisher: IGI Global

BRU coordinates 3 Ph.D. Programs in Management (with six specializations), Finance, and Economics, the latter in collaboration with Iscte's research center DINÂMIA'CET. BRU also runs a Doctor of Business Administration (DBA) program in collaboration with Chinese universities accredited by the Chinese Ministry of Education.

The number of candidates who graduated from one of the above doctoral programs has increased over the reporting period: 36 candidates graduated in 2020, 43 in 2021, and 55 in 2022. Of these, most were from the DBA program (27, 25, and 37, respectively). Capsule 7 highlights some doctoral theses related to sustainability.



Capsule 7: Examples of PhD theses related to the SDGs (2020-2022)

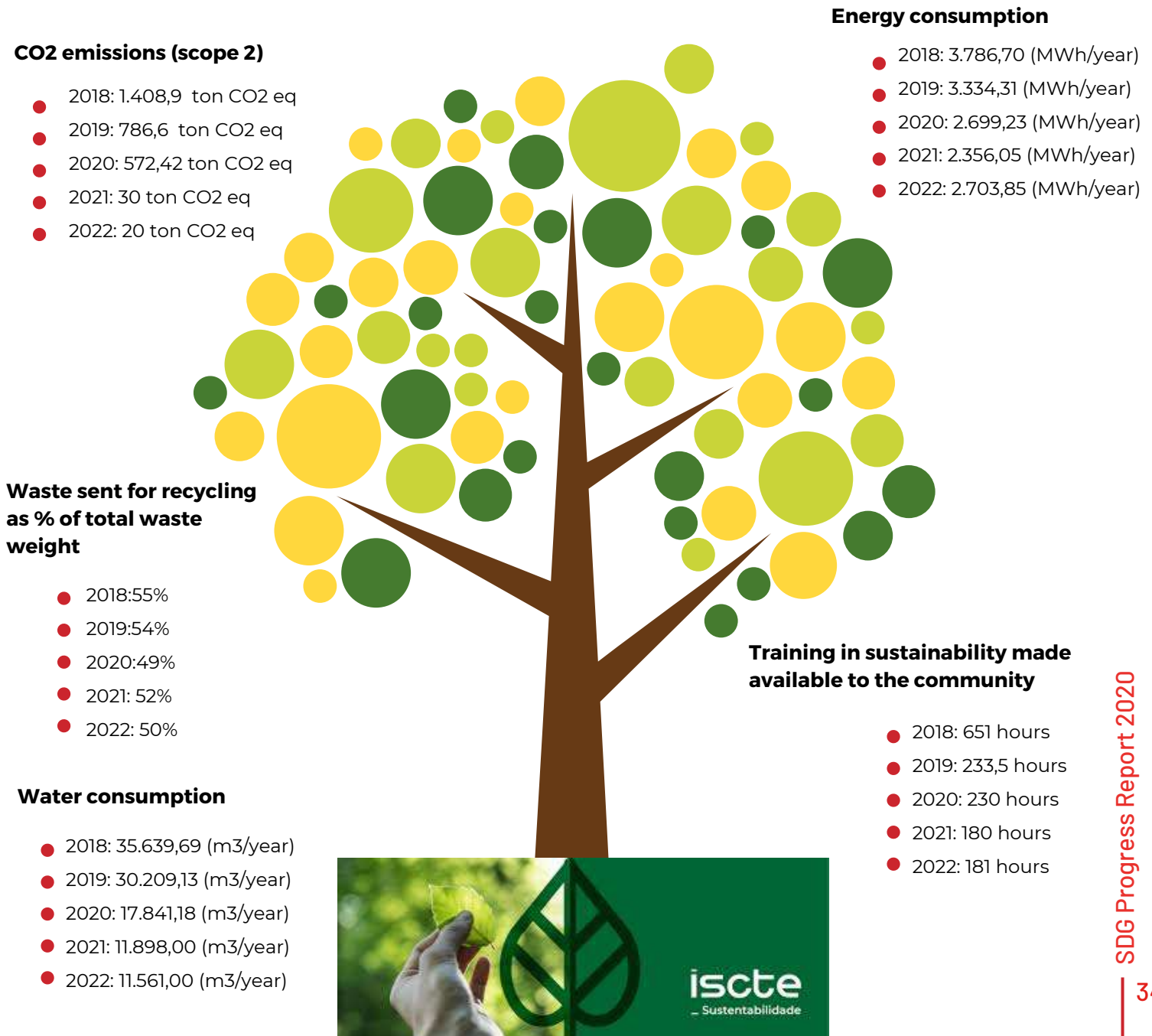
- Relationships Among Work-Family Conflict, Organizational Silence, Peer Support, and Turnover Intention of Second Child Nurses in China, DBA
- Professional management competence and role pressure of Chinese Hospital executives: Influencing factors and outcomes, DBA
- Essays on Sustainable Development research: The contribution of latent variable modeling, PhD in Management.
- Leveraging an aging workforce - contributions to longer and better working lives, PhD in Management.
- Technological Change, Efficiency and Energy, PhD in Economics.
- Corporate Social Responsibility - toward a generic implementation framework for firms, PhD in Management.
- Making sense of the sharing economy: how and why stakeholders grant legitimation, PhD in Management
- O gestor externo como um dos determinantes para o sucesso do processo de sucessão nas empresas familiares, PhD in Management
- Dynamic team leadership coaching towards business results, PhD in Management
- An institutional perspective of hospital accreditation – A case study of a Portuguese hospital, PhD in Management
- Essays on Sustainable Development research: The contribution of latent variable modeling, PhD in Management
- Exploring university students' engagement in learning through gamification, transmedia and virtual reality, PhD in Management
- Leveraging an aging workforce - contributions to longer and better working lives, PhD in Management

2.4 Campus Operations



Iscte Business School is located at the Lisbon campus of the Iscte – Instituto Universitário de Lisboa, which four schools share. Campus operations are run centrally, and the data presented in Figure 10 refers to the whole campus (not only the Business School). One must acknowledge that, on the one hand, the COVID-19 pandemic influenced the data since the operations were reduced for several months due to safety isolation measures. On the other hand, several measures successfully implemented in the past – such as the ban on single-use plastic, had to be discontinued due to health safety issues. Even so, environmental monitoring results show a decrease in consumption per person compared to 2019.

Figure 10: Evolution of environmental indicators in the Lisbon campus of Iscte



Awareness and sensibilization of the various stakeholders is key to the success of the sustainability strategy at the campus operations level since this is everyone's job. Capsule 8 sheds light on some examples of such activities organized by Iscte Sustentabilidade.



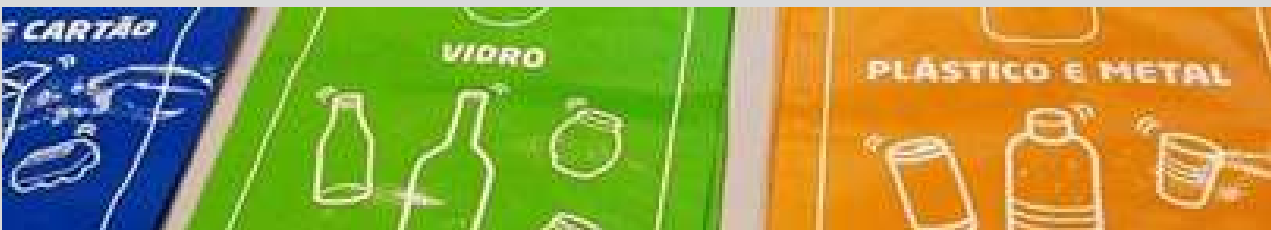
Capsule 8:

Examples of training and awareness activities in sustainability at Iscte (2020-2022)

Awareness action - selective separation of waste

In November 2021, within the scope of the European Week for Waste Prevention and along with other activities carried out by Iscte's Sustainability, the Buildings and Resources Unit (UER) invited the Municipal Direction Urban Hygiene of the Municipality of Lisbon (CML) to promote an awareness-raising action on the Selective Separation of Waste.

More than 16 people involved in the provision of services by Iscte (cleaning, maintenance and surveillance), concessionaires, partners and the management of AEISCTE were present in this awareness-raising action. At the end of the work, the CML technical team was awarded the Iscte Sustainability "trophy" as a way of thanking them for their involvement and availability to participate in the numerous activities developed by Iscte on these topics.



Training-Action on Marine Litter

With Sónia Sousa Ell, promoter of the project "When + 1 = -1", a Training-Action on Marine Waste took place in October 2021 at Iscte as part of the welcome week for new Welcome Week students.



In 2021 and 2022, and with life getting back on campus, there were several investments in the sustainability of the campus. There were more parking spaces for bicycles (inside and outside the car park) and charging stations for electric vehicles, and several events were held to promote sustainable mobility, such as the community survey and workshops to encourage cycling. It was also the year in which concerted work between services resulted in an application for funding for the campus's energy transition (ECO.AP2030 program).



*Bicycles on campus Iscte
During European Mobility Week with 'Cicloficina dos Anjos'.
September 2021*

Inserted in the commemoration of the 50th anniversary of Iscte, the sustainability office has also organized the Iscte Sustainability Week. Among an extensive array of activities organized, a couple of them involved directly the participation of Iscte Business School faculty.



*Conference
Universities in the age of digital and climate transformation
Speakers: Viriato Soromenho-Marques, Ricardo Paes Mamede e
Catarina Roseta Palma
May 2022*



*Workshop: Creatively build a sustainable future with LEGO® SERIOUS PLAY®
Facilitation: Ana Simaens
May 2022*

2.5 Outreach



Iscte Business School benefits from the valuable contributions of some of the most influential and successful managers, entrepreneurs, and business leaders in Portugal and many others with ties to the country, whether domestic or foreign. The School also boasts a national and international faculty of renowned academics and practitioners with solid links to prestigious businesses. These individuals are part of the School's Advisory Board, where they can establish or strengthen their connections with Iscte Business School and provide credible, relevant, and updated inputs that help the School achieve its mission and vision coherently and effectively. The board's composition also reflects a growing effort towards balanced attributes (gender equilibrium, business area diversity, and international exposure).

Iscte Business School Career Services works proactively with students and companies to provide candidates with tools that will enable them to enhance their professional opportunities and develop their career goals. Iscte Business School students and alumni are encouraged to take advantage of the numerous career-related activities that the School offers.

Iscte Business School Career Forum is an annual job fair that features information booths run by employers who conduct presentations and training workshops for students. To accomplish Iscte Business School Career Services' mission, building relationships with companies by creating sponsorship agreements and developing activities to attract major corporate institutions is essential.

In 2020, Iscte Business School organized the 17th edition of the Iscte Business School Career Forum, with 84 of the largest recruiting companies in Portugal. The event's opening had guest speaker José Gomes Mendes, Secretary of State for Planning. There were 34 CEOs and Chairpersons of the largest companies operating in Portugal in a breakfast debate on the inaugural day of the forum. In 2021, Iscte Business School organized the 18th edition and first Online Edition of the Iscte Business School Career Forum, with the presence of 60 of the largest recruiting companies in Portugal. Finally, in 2022, Iscte Business School organized the 19th edition of the Iscte Business School Career Forum, where students could interact with more than 60 companies using live video interviews and chat features available at the virtual stands.

In addition, Iscte Business School Career Services organizes Company Open Days that are accessible to the students. In both events, prestigious companies in the Portuguese energy and natural resources sectors, such as EDP and REN, have participated. The event format includes talks by professional speakers and interactive workshops led by expert academics. Participants' feedback has been very positive, with special appreciation for the opportunity to interact with other stakeholders in exchanging ideas, not only about career prospects and personal development but also about ethics, responsibility, and sustainability at the university and corporate levels.



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The Career Services of Iscte Business School also participated in the 2020, 2021, and 2022 editions of the "Inclusive Recruitment Forum". This event occurs every November, an initiative of Iscte Social Services with the four schools. This event has the following objectives: (1) to promote equal opportunities in the area of employment and professional integration aimed at students with special educational needs; (2) to make current students of the institution, potential employers of the future, aware of the issues; and (3) to assess the main difficulties experienced by employers in the process of recruitment, selection, and integration of students with specific needs. This event involved different agents, such as the Secretary of State for the Inclusion of People with Disabilities, public institutions, NGOs, companies, and people with disabilities. The format of the forum in 2020 and 2021 was entirely online as a result of the pandemic situation caused by SARS-CoV-2, which causes the COVID-19 disease. The agenda included a debate organized in round tables on the themes of professional integration of people with disabilities and a networking event between companies and students with disabilities (with speed interviews), given their possible employability and the strengthening of students' work interview skills.

The image displays three posters for the Inclusive Recruitment Forum, each with a unique color scheme and layout. The 2020 poster (left) features a purple and blue theme and lists a program from 10:00 to 15:30. The 2021 poster (middle) has a blue and green theme and lists a program from 09:30 to 15:00. The 2022 poster (right) has a green and blue theme and lists a program from 09:15 to 16:30. Each poster includes the Iscte logo, the event title, the date, and a QR code for registration. Logos of partner organizations like Accenture, Capilaris, and Nokia are visible at the bottom of each poster.



Finally, Capsule 9 showcases examples of outreach activities related to sustainability performed by Iscte Business School with its partners in the reporting period.

Examples of outreach activities related to sustainability (2020-2022)

Sustainable Talks | Iscte Junior Consulting

In December 2020, Iscte Junior Consulting, to celebrate Solidarity Week, organized an event called "Sustainable Talks". This event brought us a conversation between several speakers, who came to share the reality and mission of their companies regarding Sustainability and Corporate Social Responsibility.



Round Table on Sustainable Development Goals in Companies

In February 2021, a roundtable was organized in a virtual format within the scope of the Career Forum 2021 edition, focusing on the theme "Sustainable Development Goals in Companies". Moderated by Catarina Roseta Palma, this event was attended by the companies Too Good To Go, Inditex, Navigator Company, and Jerónimo Martins.



4D Sustainability Workshop

In March 2021, Iscte Business School and Iscte Junior Consulting organized the 4D Sustainability Workshop. The event aimed to expand the knowledge of Iscte Business School students in the area of Sustainability, teaching them a new working method that incorporates this theme. Students who were interested in learning more about this methodology had the opportunity to apply it, as a group, in a case study organized by the 4D Sustainability Canvas.



Examples of outreach activities related to sustainability (2020-2022)

Digital transformation as a driver for sustainability - Why, How, What?

Iscte Executive Education and Iscte Business School, together with their partners that share the same purpose of the MBA in Sustainable Management program, organized a webinar series: 'MBA in Sustainable Management Webinar series – Why, How and What?' which aims at raising the debate around different topics of management that are critical for professionals that are willing to drive change for a better future.

The webinar series was composed of 3 episodes namely:

- “Digital transformation as a driver for sustainability - Why, How, What?”
 - - Luis Neves, Global Enabling Sustainability Initiative (GeSI)
 - - Maria João Carrapato, NOS SGPS
 - - Fernando Reino da Costa, UNIPARTNER IT Services
 - - Veerle Vandeweerd, P4TT

- “Sustainable Finance and the ESG - Why, How, What?”
 - Georg Kell, Chairman of the Board, Arabesque

- “Creating Societal Impact - Why, How, What?”
 - Michael Baum, Executive Board Member, FLAD
 - Luis Amado, B-Corp Portugal
 - John Vasconcellos, President and CEO, SouthCoast Community Foundation



Winter School on Corporate Social Responsibility

Corporate Social Responsibility at Iscte Business School, with the Rennes School of Business students from the Winter School 2020 and 2022 editions. This initiative involves collaborative teaching with Iscte Business School and Rennes School of Business faculty and a startup incubator visit.



Examples of outreach activities related to sustainability (2020-2022)

Welcome Weeks Tree Planting

Tree planting at Quinta das Conchas, in November 2021 was an activity organized by the Iscte Sustainability group in partnership with the Lisbon City Council. This initiative is part of Iscte's Welcome Weeks. In this activity open to the community, Iscte Business School was also represented.



Iscte Career Services Workshop

The workshop took place in September 2021 as part of the implementation of the Prosperity Dimension Action Plan, intending to share experiences from the different Career Services of Iscte Schools. The participants from the four Schools included the Directors, UATA coordinators, Quality and Sustainability Interlocutors, and School Career Services. The key theme discussed was the role of career services in their relationship with key stakeholders: the students and the employers.



11 and 12 Management Hours & Rock Business Challenge

Iscte Business School organized once again the 11 and 12 Management Hours for secondary schools in the country, mainly in Greater Lisbon, aimed at 11th and 12th grade students in the Socio-Economic Sciences and Natural Sciences areas. Another initiative for this target is the Rock Business Challenge, an Iscte Business School international initiative with 100% digital management training and competition that simulates real business situations, challenging participating teams to find solutions to various challenges. Both initiatives address sustainability-related challenges. Then, secondary school students and teachers, winners of the Rock Business Challenge and the 11 and 12 Management Hours, and Iscte Business School undergraduate students, winners of the international Rock Your Career challenge, had the opportunity to tour the Festival site and have backstage access.



Examples of outreach activities related to sustainability (2020-2022)

Conference Cycle - The Emergence of Sustainability

Conference Cycle - The Emergence of Sustainability had five editions between May 18 and June 15, 2021, at Iscte - Instituto Universitário de Lisboa. All editions had the participation of important organizations for the Portuguese economic context, among them Banco de Portugal, Instituto Marquês de Valle Flôr, Corticeira Amorim, EDP, Lidl Portugal, and KPMG. The Iscte Alumni Club organized the event in partnership with Iscte Sustainability, and faculty members of Iscte Business School participated in the panels.



Participation in the European Ethics Bowl

Iscte Business School was invited to participate in the European Ethics Bowl in 2021 and 2022. This is a collaborative and competitive event, launched by three European universities and the European Investment Bank Institute, which offers participating teams the opportunity to debate ethical dilemmas related to the economy, businesses, and society. In the 2022 edition, there students of the MSc in Economics won the international finals.



Participation in the L'Oréal Brandstorm 2022

L'Oréal Portugal and Spain chose Iscte Business School to go to the Paris semi-finals. Every year, the company organizes the L'Oréal Brandstorm. An innovation event that brings together 61,000 students from 65 countries. The event starts with a national pre-selection. Then there are the national finals, in which we qualified for three groups, and the Iberian finals, where we came out as the only qualified school. The Equal Future team won with their inclusive beauty project.



Examples of outreach activities related to sustainability (2020-2022)

6th International AR VR Conference: Immersive Tech and the Future of Smart Cities (2020)

This conference was held virtually in June 2020. The Organizing Committee included the researchers Sandra Loureiro (Host Chair), João Guerreiro (Industry Programme Chair), and Ricardo Bilro (PhD Programme Chair) from the Accounting, Marketing & Management Group at BRU-Iscte. Speakers from the industry were present, namely from Siemens, Portuguese start-ups, BBC, PwC, Barts Health NHS Trust, Immerse UK, HTC Vive, and ESL. Academic speakers joined from Metropolitan Manchester University, University of Cambridge, UniBW Munich, Technological University Dublin, Villanova University USA, De Montfort University, and University of Leeds. This conference brought academics and practitioners together to discuss hot topics on VR and AR connected to marketing, retailing, tourism, sport, healthcare, smart cities, architecture, media, and education.



International Association People-Environment Studies (IAPS) Meeting 2022

This conference occurred at Iscte from the 4th to the 8th of July, 2022. BRU-Iscte researchers Catarina Roseta-Palma and Ana Patrícia Duarte were part of the organizing committee, while Ana Simaens and Isabel Duarte de Almeida were part of the Review Committee.

IAPS 2022 focused on climate change, especially its challenges and impacts as a major societal issue. It assumes that the increasingly visible and unavoidable impacts of a changing climate are already recasting several dimensions of our way of living and that additional knowledge is needed of in-motion transitions and innovative arrangements to tackle this central issue. The conference brought some of the most important and heated current debates concerning people-environment studies, namely regarding gentrification and touristification, the low carbon transition, and adaptation to climate change (e.g., sea level rise; loss of biodiversity).

Participation in the book '101 Vozes pela Sustentabilidade'

In the ISCTE Executive Education book, published by LeYa/Oficina do Livro in 2022, the voices of 101 Portuguese personalities are heard as they share their visions of sustainability for the future of Portugal. Faculty from the Iscte Business School are among those voices.



2.6 Cross-sector Dialogue



We believe that our organizational practices should reflect the values and attitudes we teach our students. Hence, we collaborate with national and international organizations that foster cross-sector dialogue to integrate sustainability into the strategy of Iscte as a whole, and Iscte Business School in particular.

Principles of Responsible Management Education (PRME)

PRME Principles for Responsible Management Education

an initiative of the 

Iscte Business School has continuously engaged in the dialogue about responsible management education with academic executives, faculty, business leaders, students, and United Nations officials in various events in the PRME community. This cross-sector dialogue has involved presenting the results of the progress in incorporating sustainability into the activities. Iscte Business School has been represented in various events and engages in activities promoted by the PRME Community:

- 7th Responsible Management Education Research Conference

The promise of digitalization and artificial intelligence: Implications for responsible management education and moving forward with the SDGs, 19-21 October 2019, Chur, Switzerland (virtual)

- 9th Responsible Management Education Research Conference

"Societal Impact through Entrepreneurship & Innovation: Responsible Leadership Education for the Changemakers of tomorrow", 27-29 September 2022, Innsbruck, Austria

- Member of PRME Working Group Anti-poverty
- Member of PRME Working Group Sustainability Mindset (LEAP!)
- Member of the Steering Committee of PRME Chapter Iberia - Head of Programmatic Work
- The Impactful Five (i5): Learning in Leadership Education - as part of the Assessment Task Force and later, as part of the Expert Pedagogy Group (ExPeG) in representation of Chapter Iberia

MEET THE
PROVISIONAL
COMMITTEE

i5 PRME



9th RMER, Innsbruck, Austria
September 2022



Globally Responsible Leadership Initiative (GRLI)



The Globally Responsible Leadership Initiative is a deeply engaged international, multi-sector community focused on catalyzing the development of globally responsible leadership and practice.

Iscte Business School has increasingly engaged with GRLI in multiple ways. In addition to collaboration in the discussion about the strategic orientation of the initiative, in the Guardians role, the School has represented in the "All Gathering Momentum" (AGM) and other events online promoted by GRLI. Also, the School participated in the Dean's Cohort in Antwerp in September 2022.



GRLI Deans & Directors Cohort, Antwerp, Belgium, September 2022

Global Business School Network (GBSN)



Iscte Business School was invited to adhere to the GBSN in 2021. GBSN membership allows us to build relationships with like-minded colleagues worldwide, train and mentor international colleagues, and find new opportunities for growth and development individually and for the school. The GBSN is a platform for innovation, collaboration, networking, partnership and research. Iscte Business School has been represented in multiple network activities, namely the webinars, annual GBSN Beyond 2021 and 2022, and competitions.



GBSN & Beyond, Amsterdam, The Netherlands November 2022



GRACE - Empresas Responsáveis



Iscte has a solid relationship with GRACE, and one of the projects that links them is the GRACE Academy. In 2022, the Iscte Business School formally adhered as a member with multiple benefits for our internal community in terms of access to knowledge, enriching events and access to partners.

Columbus Association



Within the scope of the Sustainability project at Iscte, a partnership was established in 2017 with the Association of European and Latin American Universities (COLUMBUS Association), the University of Gothenburg, and the University of Aveiro (Portugal). This partnership collaborated for the creation, implementation, and certification of the Environmental Management System. Also, Columbus is a partner of the European ERASMUS + project QVALENV.

Rede Campus Sustentável



Iscte is a partner of Rede Campus Sustentável - Portugal (RCS-PT), a sustainable campus cooperation network between people from national higher education institutions to implement the principles and practice of sustainable development in environmental, social, and economic aspects. The network's mission is to promote and support academic and scientific cooperation and coordinate actions for sustainable development. Iscte Business School faculty have participated in multiple editions of the annual conference.

Aliança ODS Portugal



Iscte adhered to the Aliança ODS Portugal, an initiative of the Global Compact Network Portugal. This is an alliance whose mission is to raise awareness, inform, implement, monitor, and evaluate the business sector's contribution to the Sustainable Development Goals. Iscte has, as ambassadors for the promotion of Agenda 2030, and SDG in particular, Ana Patrícia Duarte, an invited professor at Iscte Business School.

Carta Portuguesa para a Diversidade



The 'Carta Portuguesa para a Diversidade', i.e., the Charter for Diversity, consists of a short document signed voluntarily by employers from various sectors (public, private, for-profit, and non-profit). Iscte is among the founders of this initiative. It describes concrete measures that can be taken to promote diversity and equal opportunities at work regardless of cultural, ethnic, and social background, sexual orientation, gender, age, physical characteristics, personal style, and religion.

03

THE FUTURE: OUR COMMITMENT

3. The future: Our commitment

The primary purpose of this SIP Report has been to reaffirm our commitment to implementing the Principles for Responsible Management Education and advancing the UN Sustainable Development Goals at Iscte Business School. In addition, it serves as an essential accountability and transparency mechanism, critically reflecting upon our efforts.

Iscte Business School will maintain its ethics, responsibility, and sustainability efforts. It will continue to foster and support any beneficial sustainability initiatives offered or suggested by students, faculty, other stakeholders, or the wider Iscte Business School community. ERS guides the definition of objectives across teaching, research, and university extension areas. Therefore, following the six principles of PRME: Purpose, Values Method, Research, Partnership, and Dialogue are core to our future commitment.

We commit to a continuous engagement in PRME-related activities, namely the participation in the PRME events and working groups and projects such as the i5, the Steering Committee of Chapter Iberia, the participation in the Champions Cycle 2023, and the organization of the 10th Responsible Management Education Research conference in 2023.



Hand-over of the RMER Conference at the 9th edition at MCI
The Entrepreneurial School® in Innsbruck, Austria
September, 2022

Our future commitment is:



Principle 1: Purpose

- We shall continue to create a sustainability mindset in our students;
- We shall strengthen the School's national and international position regarding sustainability supported by our mission.



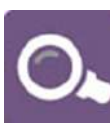
Principle 2: Value

- We shall reinforce the monitoring and active participation in the activities of the PRME and other international organizations, setting trends in sustainability in higher education.



Principle 3: Method

- We shall propose new programs and new curricular units and integrate sustainability topics in existing curricular units in a coherent manner by program;
- We shall intensify internal communication to reinforce everyone's involvement in the role of the school for a more sustainable future;
- We shall intensify external communication to strengthen the school's position as a sustainability champion.



Principle 4: Research

- Iscte Business School aims to increase its contribution to teaching and researching sustainability-related topics across the various programs and educational cycles;
- We shall continue to engage in research that exposes the danger of business practices that only emphasize profit;
- We shall reinforce the incorporation of the United Nations SDG in the teaching, research, and university extension activities of Iscte Business School;
- We shall provide incentives for fundamental and applied research on sustainability topics.



Principle 5: Partnership

- We shall continue to work with partner organizations to implement ethics in business practices that benefit employees, customers, and the community as a whole;
- We will also continue to promote the attraction of major companies and improve opportunities for our students, incrementing the number of partnerships and developing new ways of bringing students and corporations together;
- We shall develop sustainability-enhancing initiatives with the local community, companies, and other stakeholders;
- We shall participate in events, sharing experiences, and promoting the school's activities;
- We shall participate in the governance of partner organizations;
- We shall organize and participate in events related to sustainability.



Principle 6: Dialogue

- The School will continue to conduct, host, and promote events such as conferences on ethics, responsibility, and sustainability throughout the years to come.



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