

Kristianstad University
**UN Global Compact and
PRME Communication
on Engagement Report**
February 2016–May 2018



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Kristianstad University in numbers

	2017	2016	2015
Number of students in under-graduate and graduate programmes	14,591	13,704	13,826
Student completion/performance indicator	79	79	80
Number of degrees awarded	1,290	1,180	1,279
Number of professors (Full-time equivalent)	25	26	21
share women (%)	29	27	33
Number of academic refereed publications	136	114	123
Revenue education (m sek)	432	420	430
Revenue research (m sek)	69	67	63
Share of external research funding (%)	23	21	25
Revenue (m sek)	501	487	496

Renewal of commitment

To our stakeholders:

I am pleased to confirm that Kristianstad University (Högskolan Kristianstad) reaffirms its support to the United Nations Global Compact and its Ten Principles in the areas of Human Rights, Labour, Environment and Anti-corruption. This is our Communication on Engagement with the United Nations Global Compact. We welcome feedback on its contents.

Kristianstad University, Sweden, was founded in 1977 and has about 14 000 students and 500 employees. The university is oriented towards professional education with the goal to be a leading university in its field. Kristianstad University provides undergraduate and graduate education in a range of academic

professional areas, preparing students for a future work life as teachers, nurses, accountants, HR specialists, computer engineers and so on. Shorter internet based courses complement the longer campus based programmes and provide outside professionals with opportunities for life-long learning. On-going research and external collaborations are integrated with academic activities and provide a basis for a dynamic learning environment.

Our responsibility is to provide the hundreds of graduates who each year leave Kristianstad University with the high quality skills and knowledge needed for shaping the future of our society. In this context, knowledge of sustainable development is crucial. Our students especially need to develop an understanding on how sustainable development is relevant for their specific professional field of studies. Therefore, our academic programmes and courses need to be continuously developed and innovated. Both faculty and students initiatives that build on specific research-based knowledge, in various academic and professional contexts, are urgently needed.

Kristianstad University has developed new methods for encouraging such initiatives the last few years. We are glad to be able to share some of our experiences in this Communication of Engagement, which describes actions that our organisation has taken to support the UN Global Compact and its Principles, as suggested for an academic organisation. We also look forward to achieving new sustainability objectives over the next two years.

Sincerely yours,



Dr. Håkan Pihl
Vice Chancellor
Högskolan Kristianstad



Preface

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

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

The early interest in sustainable development also resulted in that the university became accredited with the ISO14001 standardisation system. However, in 2015, after evaluating the outcome, the university management decided to leave the ISO-system. The aim was to develop an alternative approach in which sustainable development was more directly integrated in the overall planning system. Funding mechanisms related to development of teaching activities were introduced in order to encourage "bottom up" initiatives and development in the different disciplines and academic programmes. Furthermore, the university made sustainable development a part of its new general strategy, and also emphasised learning and collaboration with other participants.

Therefore, in February 2016, Kristianstad University signed up as member of the UN Global Compact (GC). This is in line with the sustainable development issues on global as well as at local levels. UN Global Compact and the UN Sustainable Development Goals (SDGs) have an important and central role as a fundament for further concepts and actions in achieving Agenda 2030. Furthermore, Kristianstad University works actively within the

voluntary UN based initiative The Principles for Responsible Management Education, PRME and has signed up as PRME Champions 2018/2019. It has also recently joined the SDSN (Sustainable Development Solutions Network). All three initiatives (GC, PRME & SDSN) are based on Agenda 2030 and the UN SDGs.

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

The overall aim of this report is to reflect on the actions taken at Kristianstad University regarding sustainable development and the UN SDGs.

New initiatives for sustainable development

In 2016, the university management of Kristianstad University introduced a new system for development planning, with annual operational plans and dialogues between university management, programme directors and faculty deans. One particular focus is how the programmes integrate sustainable development in the curricula. Each study programme submits an Operational Development Plan (ODP) which describes new initiatives within four areas:

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

The directors of each academic programme and administrative units define sustainability in relation to the UN Sustainability Goals and suggest new initiatives in the specific context of their specific professional areas and academic disciplines. Common themes include, for example, human rights, anti-corruption, labour issues, social responsibility, environmental issues and gender equality. The plans are discussed in different collegial groups and with the university management, and thus become an integral part of the overall planning and budgeting process of the university. Some examples of such on-going development projects are presented in the next chapter.

Another initiative, introduced already in 2015, is a new system for special funding of quality projects. Each year, SEK 3 million are earmarked for quality-enhancing projects. These projects are presented at a yearly internal quality conference. Sustainable development is one of the prioritised areas for quality projects. The application guidelines emphasise that sustainable development

includes the dimensions ethics, social responsibility, environment and gender equality. Furthermore, in autumn 2016, an internal carbon tax, that is, an internal fee on the mileage on all flights paid by the university, was introduced. The revenue from the internal carbon tax provides additional funding for the university quality projects.

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

Finally, a faculty development project called "A sustainable Kristianstad University" was introduced in 2017. The aim was to reach out to faculty on how to work with sustainable development. Outcomes from that project include:

- Workshops for programme directors on how to introduce sustainability issues in education programmes regarding four issue areas: human rights, labour, environment and anti-corruption.
- A new pedagogical development course for teaching staff on how to integrate sustainable development in course work/ course syllabi.
- Proposals on how to further define the quality systems and processes of Kristianstad University in order to meet sustainable development goals.

Sustainable development initiatives in the academic programmes

Since the introduction of the new system for development planning, several academic programmes have integrated sustainable development in different ways. All the academic programmes address sustainability in the wider sense, that is, address all four sustainability issues to a varying degree. For example, the Business programme focuses more on labour and anti-corruption issues than does the Biology programme, where environmental issues are at heart of the programme. For the Teacher Education and Pre-school Education programmes sustainable learning and sustainability in the curriculum are important issues. However, the overarching aim of Kristianstad University is to address all issues in all academic programmes. Below are some examples of our progress.

The Biology programme

Sustainable development is already an obvious and well integrated part of the biology programme with the specialisation Biodiversity, Communication and Society. The ODP of the Biology programme targets sustainability goals that are examined in a large part of the courses of the programme. First of all, the plan stipulates that students should understand the full scope of the sustainability concept. To date ten of 27 courses have learning objectives that directly describe sustainable development. However, if you include learning objectives which refer to sustainable development in a broader sense, then all courses have content referring to sustainable development in some form. Despite this, the programme continuously works to further integrate sustainability aspects in the courses, in order to ensure students meet not only environmental and climate issues but also for example gender equality and labour issues.

The Computer Science programme

According to the UN¹, "ICTs are vital in driving progress towards achieving each and every one of the 17 Sustainable Development Goals." That fact has served as an inspirational source in the development of a new unique master programme in Computer Science emphasising sustainable development, especially from the point of Agenda 2030, and the SDGs, comprising all four

issue areas. The study programme will deal with techniques such as Big Data, Cloud Computing, and Internet of Things. Courses are mainly project based and will elaborate on sustainability in broad, multidisciplinary contexts. The master's programme is an international study programme, attracting students worldwide, and it will start for the first time in autumn 2018.

The Pre-school teacher education programme

An overarching goal of the pre-school teacher education programme (PTE) at Kristianstad University is to focus on learning for sustainable development. The definition of sustainable development used by the programme is based on the Brundtland Commission definition, which is also the definition used in the Swedish Higher Education Act.² All courses within the PTE programme covers sustainability aspects. Already in the first term new students are familiarised with the concept in a course where sustainable preschool is compared to sustainability in relation to the Kristianstad Man Biosphere reserve. Term four involves a course in *Sustainable development in the preschool* (30 credits). The aim is to continue work to integrate sustainability in the PTE curriculum. A further development is to employ a coordinator who is responsible for sustainability related content and progression in the programme, but also staff development.

The Nursing programme

According to the ODP of the Nursing Programme, the goal of the programme is to begin the work on implementing the 17 global goals for sustainable development by making them visible in the programme syllabus and course syllabi during 2018. The question of how to include sustainability issues in the syllabus is currently discussed, as are questions such as how to integrate sustainability in nursing practice but also how to include environment issues, gender equality, climate change, labour issues and social responsibility. It is also specified that special consideration should be given to how sustainability issues can be specifically reflected in the practical training of students in the nursing programme.

The Business administration programmes

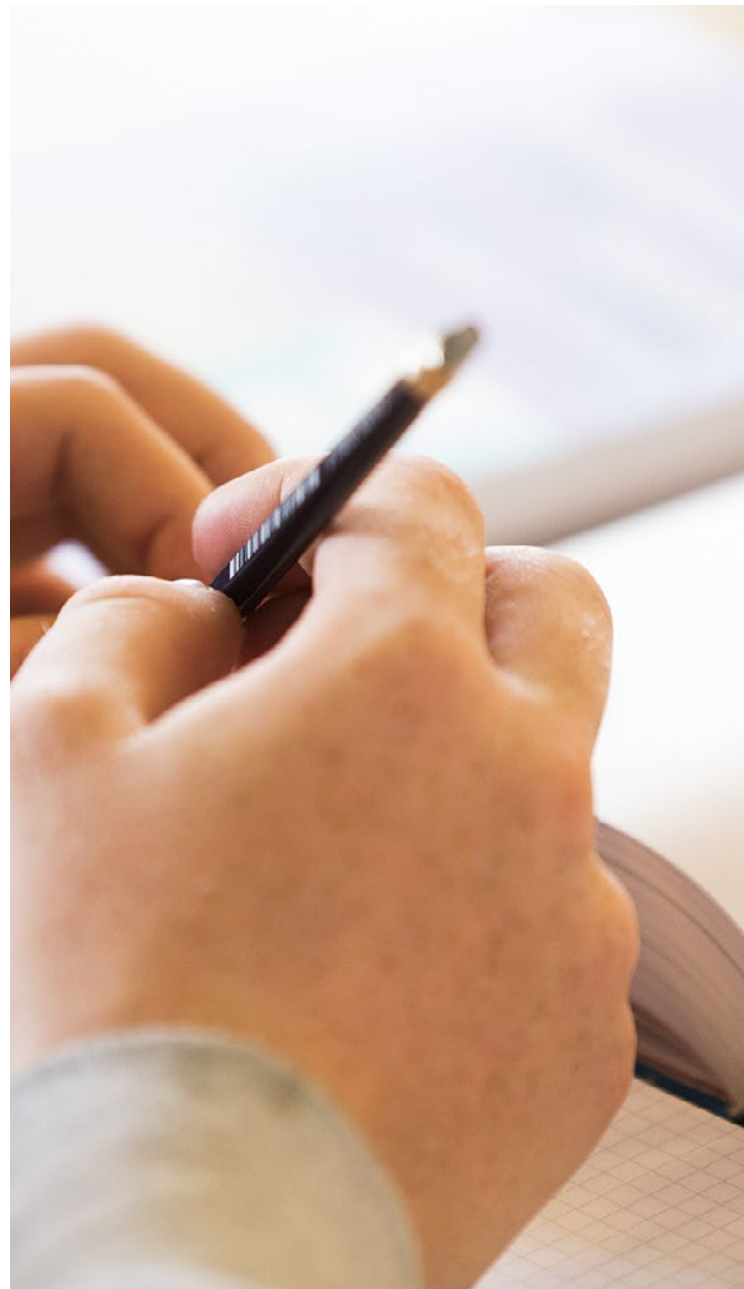
The business administration programme works with sustainability in different ways. Overarching goals are to develop the business students' ability to critically relate to sustainability aspects in organisations and society, and to develop their ability for ethical reasoning. The curriculum addresses all four issue areas (human rights, labour and environmental issues and anti-corruption) at different points of time in the programme. The work of the Business administration programme is described in more detail in the PRME-section below.

The Sociology programme

The Sociology programme has also developed its programme syllabus to ensure that the programme covers several sustainability aspects such as, for example, social sustainability, global justice, global and local relations, urbanisation, segregation, gender issues, digital media and migration. The aim of the programme is also to integrate currently important issues such as for example cybercrime, hooliganism, criminal policy implication and anti-corruption. The programme also covers both developmental sociology and environmental sociology.

1 UN (n.d). ICTs as a catalyst for sustainable development. Available at the UN Sustainable Development Knowledge Platform: <https://sustainabledevelopment.un.org/>

2 The Swedish council for higher education (2015). The Swedish Higher Education Act Available at <https://www.uhr.se/en/start/laws-and-regulations/Laws-and-regulations/The-Swedish-Higher-Education-Act/>, (Chapter 1, Section 5).



Sustainability and research

There are several examples of research on sustainability in various forms at Kristianstad University. Research areas cover all four GC issue areas human rights, labour, environment and anti-corruption. The researchers are also teachers, thus ensuring that sustainability issues researched are also discussed in the academic programmes and courses. Examples are:

- Research group *Man-Health-Society* does research on how to make future work-life more sustainable. The group work on research projects on what aspects are important for social sustainability, projects related to patient safety, and promotion of health and prevention of disease.
- Research group *Pro-Care* studies resource allocation in for example health economics, e-health and sustainable care.
- Research group *Governance, Regulation, Internationalisation and Performance (GRIP)* explores sustainability aspects related to different disciplines within the fields of business and work science.
- Research groups *Learning in Science and Mathematics and Research Relational Pedagogics* studies sustainable learning.
- Research group *Man & Biosphere Health* studies the relationship between the ecosystem and man/society, especially in water environments.
- *Children's and Young People's Health in Social Context (CYPHiSCO)* does research on physical and psychological well-being, health and inclusion, of children, teenagers and young adults.
- *The Research platform for molecular analysis (MoLab)* does advanced research on how to clear drinking water from pharmaceutical residue.
- *The research seminar in sociology/criminology* explores questions related to working conditions, social responsibility and anti-corruption.

Number of academic refereed publications

Research area	2017	2016	2015
Humanities/Social science/ Business administration	29	16	22
Natural science	19	23	29
Engineering/Computer science	12	3	5
Medicin/Health science	56	53	44
Educational science	20	19	23
In total	136	114	123

Examples of sustainability related research articles published in 2017:

- Outdoor recreation and place attachment: exploring the potential of outdoor recreation within a UNESCO Biosphere Reserve.
- State Of The Art report: insects as food and feed, 2017.
- Cross-Curricular Goals and Raising the Relevance of Science Education.
- Implementation of the ecosystem services approach in Swedish municipal planning.
- On the road to 'research municipalities': analysing transdisciplinarity in municipal ecosystem services and adaptation planning.

Examples of sustainability related student theses 2017:

- There is a need for physical activity on prescription but... District nurses' perceptions of PaP.
- "A great place to work": A study of how potential employees' perception of CSR affect the attractiveness of the employer brand.
- Health communication in Swedish weblogs: with focus on food, health and nutrition.
- A survey of meat consumers' choice of meat - considering environmental aspects.
- Demographic characteristics of the board - how do they effect the quality of sustainability reporting.

The Principles of Responsible Management Education – PRME

Since March 2016, Kristianstad University is also a PRME signatory. PRME, or the Principles of Responsible Management Education aims to transform business and management education, research, and leadership globally to achieve the United Nations Sustainable Development Goals. As a signatory the Faculty of Business is specifically engaged in and voluntarily committed to integrating the UN initiative PRME into its academic programmes. The Faculty of Business is a PRME Champion for 2018/2019. The business programme at Kristianstad University offers three specialisations on a bachelor level, Accounting and auditing, Bank and finance and International business and marketing.

At the start of the process the business programme agreed to base the education on a multi-dimensional sustainability conceptualisation. Presently, approximately one third of the courses in the business programme cover sustainability themes, such as corporate social responsibility, corporate sustainability reporting, ethical funds and green bonds, business ethics, anti-corruption and diversity. The way the sustainability modules are taught and examined vary depending on specialisation and place in the programme. The course in *Micro-economics* (15 credits), for example, involves a module on environmental economics. This course is mandatory for all business students. Furthermore, the International business and marketing programme involves a C-level course on *Global Business Social Responsibility* (7.5 credits).

The business programme also works on a wider level, with two on-line, 7.5 credits, a-level courses, *CSR and Business Ethics* and *Environmental Economics and Sustainable Development*. Kristianstad University has a long tradition of on-line courses which means we reach many student from all strands of society and from all over Sweden, thus contributing to life-long learning. These two sustainability courses have been part of the on-line course offerings for more than ten years, and have been continuously updated to suit contemporary goals of the university regarding sustainability work.

Kristianstad University also offers a Master's programme in Accounting and International business. Due to the PRME membership, the Master's programme has been completely reworked and will be relaunched in autumn 2018. The programme is based on the six PRME principles and the programme has a *Work-integrated Learning (WIL) Business Ethics and Sustainability track*. The track runs through all courses in the autumn term, and activities are all part of the different course syllabi and examined by specific assignments. Furthermore, during spring term 2018, a new master's course in *Corporate Ethics and Sustainability from a Global Perspective* (7.5 credits) was introduced.

In order to graduate, students on both bachelor's and master's levels carry out research projects and report the project in a bachelor's or master's thesis. Sustainability, and CSR are suggested themes on both levels. On both bachelor and master levels, students are encouraged to explore issues related to their specialisations, that is International business and marketing, Accounting and auditing and Bank and finance. The spring term 2018 student thesis projects address for example CSR activities and sustainability in retailing. Another interesting example of a SDG theme in a bachelor thesis project spring 2017 was: *Do sustainable personalities exist? A study examining the link between recruiters' personalities and the communication of sustainability*.



Research activities in the field of corporate social responsibility and sustainability

There are currently several on-going research projects in the following subject areas:

- Sustainability and diversity in co-operations with listed Swedish corporations.
- Green marketing and sustainability in retail.
- Sustainability management in the public sector.
- Environmental disclosure by listed Swedish corporations.

Work is also done to reach out to the surrounding community to achieve closer co-operation with:

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

Further progress

In line with the PRME platform, the business program plans to further evaluate how the four GCs issues are incorporated in the curriculum and proposes the following activities:

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

Outcomes

In sum commitment to UN Global Compact has led to several positive outcomes:

- All programmes at Kristianstad University continuously work on incorporating UN Global principles into their curricula. Their progress is reported yearly in the new development planning system.
- The introduction of an internal carbon tax scheme that provides funding for quality projects.
- Funding of quality enhancing projects, where one focus area is sustainability.
- The development of a faculty development programme with a special focus on sustainability. It includes a pedagogical development course specifically addressing how to incorporate sustainability issues in the curriculum, thus ensuring continuous development of courses and programmes.
- The Business programme has committed to be a PRME champion 2018/2019.
- Research in all four faculties address sustainability issues, as do student research projects on both bachelor's and master's levels.



