



SCIENCE AND EDUCATION
FOR SUSTAINABLE LIFE

Sharing Information on Progress Report for PRME Swedish University of Agricultural Sciences 2023

PRME Principles for Responsible
Management Education

an initiative of the United Nations Global Compact

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Confirming our commitment to PRME



As an agricultural university, SLU has a strong and longstanding focus on knowledge development for a green future, as captured in our vision: SLU plays a key role in the development for sustainable life, based on science and education. Across our campuses and research facilities, sustainable development is at the core, and we continuously strive to improve our research, education and environmental monitoring and assessment to contribute to society.

We view our participation in PRME as valuable as it helps us strengthen the sustainability and responsibility aspects of our degree programmes in management and economics. PRME offers a structure for continuous

improvement that guides us in the revision of curricula and teaching methods, as well as in the teaching of competencies such as critical thinking, ideation and decision-making. Our students are given the opportunity to prepare themselves to better address the planetary boundaries and the balance between ecological, social and economic interests in their future careers.

With this declaration, I am pleased to confirm SLU's continued commitment to the Principles for Responsible Management Education. Our fourth Sharing Information on Progress report sets out the progress we have made in integrating the SDGs and the six PRME principles in our Master's level business management programmes so far, and how we plan to continue these efforts in 2023–2024.

Maria Knutson Wedel

Vice-Chancellor

Swedish University of Agricultural Sciences

SLU Progress

The Swedish University of Agricultural Sciences (SLU) is frequently acknowledged as a leading academic institution in the field of sustainable development. The university has a number of initiatives and programmes in place to stimulate sustainable practices and solutions in the areas of biodiversity conservation, food production and land use, inter alia.

The Principles for Responsible Management Education (PRME) certification is important for SLU's daily work with integrating sustainability and responsibility into its focus areas, and its strive for continuous development. In 2021–2022, the university made a number of improvements in terms of education, research and academic outreach. This report summarises this progress. It gives examples of initiatives implemented with regards to the six PRME principle and how academic staff has engaged in PRME related practice. Furthermore, it outlines the goals for how SLU will work with PRME and continue advancing the integration of sustainable and responsible principles in 2023–2024.





We are a **world-class international university**.
We take on **fundamental issues** that affect all of us.
We **make the world a better place**.

Swedish University of Agricultural Sciences (SLU)

SLU in Sweden

SLU is located at three principal locations in Sweden. We also conduct research, education, environmental assessment and collaborative activities at many research stations, experimental parks and campuses throughout Sweden.

Vision

SLU plays a key role in development for sustainable life, based on science and education.

Mission statement

SLU conducts education, research and environmental monitoring and assessment in collaboration with society at large. Through our focus on the interaction between humans, animals and ecosystems and the responsible use of natural resources, we contribute to sustainable societal development and good living conditions on our planet.

SLU in figures

4 400 FULL-TIME STUDENTS

530 DOCTORAL STUDENTS

50 DEGREE PROGRAMMES

4 000 MILLION IN TURNOVER 2021 (Sek)

3 200 FULL-TIME EMPLOYEES

225 PROFESSORS¹



SCIENCE AND
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SUSTAINABLE
LIFE

¹<https://www.slu.se/en/about-slu/facts-visions-och-values/mission-vision-objectives/>

What is PRME?

In 2007 the UN Global Compact Leaders' Summit launched the Principles for Responsible Management Education (PRME). The mission was to transform management education and research towards sustainable development in line with the United Nations' Sustainable Development Goals. PRME's six principles are based on the United Nations' Global Compact's principles for advancing social responsibility through incorporating universal values into curricula and research.

The continuous improvements among academic institutions of management education is manifested in the PRME certification which is communicated in this report (SIP, Sharing Information on Progress). It is structured in accordance with the six principles below, as a declaration of the current status and the commitment to continued sustainable development efforts.

PRME's Vision and Mission

Business and management schools as well as management and leadership development institutions are among the most influential actors in the world, as they shape the skills and mindset of future leaders.

PRME's vision is to create a global movement and drive thought leadership on responsible management education. PRME's mission is to transform management education and develop the responsible decision-makers of tomorrow to advance sustainable development.

PRME works closely with UN Global Compact to have management schools and business collaborate on common aspirations and create collective impact.

PRME Principles for Responsible
Management Education

an initiative of the United Nations Global Compact



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 organisational 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 organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.'¹

¹Source: PRME web page: <https://www.unprme.org/about> (accessed February 22, 2003)

SLU Implementation of PRME

At SLU, the Department of Economics is responsible for PRME certification and the implementation of other PRME related activities. Located within the Faculty of Natural Resources and Agricultural Sciences, SLU's economics department prepares students to become economists and business administrators with specific expertise in natural resources and agriculture. In addition to more than 70 courses offered on various educational levels, the economics department offers two undergraduate programmes: a bachelor's in economics or the agronomist programme, that are provided in Swedish. Two master's programmes are also offered: Agricultural Economics and Management and Environmental Economics and Management.

Our research focuses on Economics and Business studies, more specifically in relation to the management of natural resources and the agricultural sector. PRME is not only supported by the Economics Department, but also by the SLU community.



Faculty Perspective on PRME

Richard Ferguson
Head of Department
Department of Economics



"As Head of Department and a teacher in our Agricultural Economics and Management and Environmental Economics and Management MSc programs, I value our participation in PRME. PRME has supported our efforts to bring education in sustainable development not just into individual courses, but across the whole of our programs. PRME certification has offered a structure and additional motivation to discuss the progression of education of sustainable development in our management courses, ensuring that we help students develop deeper understanding of business management is an integral part of sustainable development".



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.'

SLU is a world-class international university with research, education and environmental assessment within the sciences for sustainable life both in Sweden and globally.

Sustainable development are to be included in all SLUs courses, as explicitly stated in the university's strategy for 2021–2025. The Department of Economics, responsible for the business and management courses at SLU, has been evaluating to what degree students perceive its courses cover sustainable development. The results have been ranging from 1.0 to 5.0 on a 5-grade scale for 2021 and 2022, with the average increasing with 0.4 points since the last report in 2021, from 3.6 to 4.0.

Based on the course evaluations and course discussions with students, the Department of Economics has continued its work with revising and developing its MA courses, notably Leadership and Sustainability; Marketing, Responsibility and Ethics; Sustainability and Financial reporting; Innovation and Sustainability; and the Value Chains and Networks in the Bio-Economy. Below the report elaborates more specifically on the changes made, and the methods implemented.

The output of business and management theses dealing with sustainable development remains strong. Out of the 49 theses published in the 2021-2022 time period 29 theses have touched upon sustainable development, a 12% increase compared to 2019–2020.



Faculty Perspective on Purpose

Cecilia Mark-Herbert
Senior Lecturer and Excellent Teacher
Department of Forest Economics

"As a teacher, I am committed to be part of educational programs where students that will serve as our future leaders develop capabilities and confidence to work for inclusiveness and sustainable development on national, international and global markets."

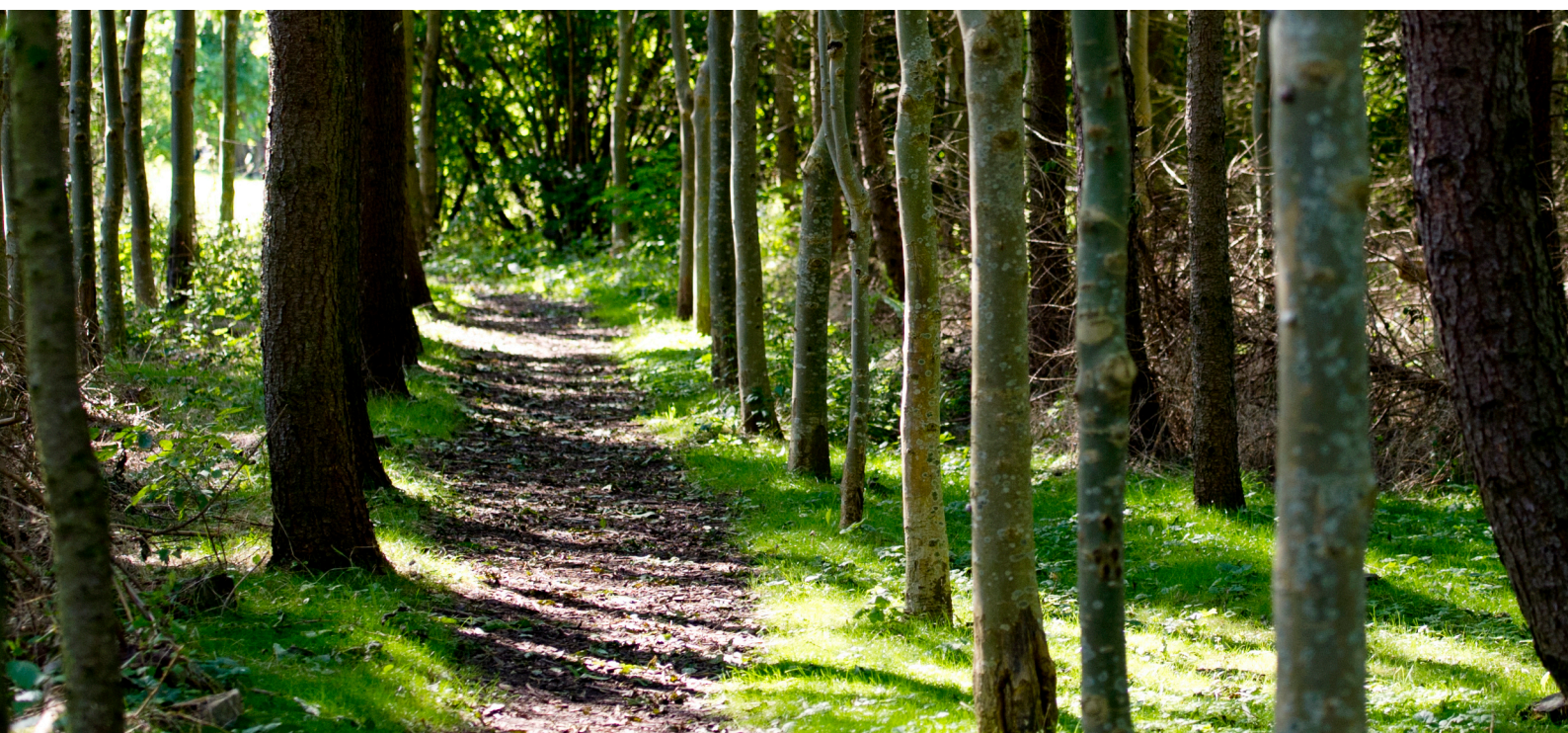
Principle 2 | Values

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

SLU has continued its work for equal opportunities and against discrimination amongst students and employees. In 2022, a new action plan for gender equality and against discrimination was approved for 2022–2025. Two main orientations regarding equality work was agreed upon: Gender-equal career pathways and gender-equal courses and study programmes. In line with this, a gender-equality perspective has been integrated into the quality assurance system for SLUs courses and study programmes.

The Department of Economics has been evaluating to what degree students perceive its PRME relevant courses cover gender and provide an inclusive social learning environment. The results have been ranging from 3.0 to 5.0 on a 5-grade scale for 2021 and 2022, with the average increasing with 0.3 points since the last report in 2021, from 4.0 to 4.3.

Teachers have continued participating in the university's Educational Development Unit (EPU) courses in the time period to strengthen pedagogical practice. One teacher at the Department of Economics, heavily involved in education on sustainable business and management, has been appointed Excellent Teacher. In 2021, two teachers at the department, together with SLU Future Food and colleagues at SLU Alnarp, organised a workshop at SLUs education conference to initiate a discussion regarding how the university better can include entrepreneurship and innovation in its courses, helping students turning knowledge into sustainable value creation in their



Principle 3 | Method

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

The work with flipped classroom, e-learning and other alternative teaching methods of relevance for responsible leadership education has continued in the time period; and the experiences from teaching remotely during the pandemic has continuously been discussed and disseminated in meetings, workshops, seminars and conferences inside and outside SLU. In 2021, Marketing and Organisation Teaching Track (MOTT), the teaching track responsible for giving PRME relevant courses at SLU, was awarded SLUs pedagogical team prize for exemplary efforts in pedagogy and teaching, e.g. for its work with the above mentioned pedagogical methods.

In January 2022, the Department of Economics examined the progression and pedagogical methods used when teaching marketing, organisation, sustainable development and critical thinking in its MA programmes in business and management. Insights from these discussions were thereafter used on the MA courses Marketing, responsibility and ethics and Leadership and sustainability, with satisfactory course evaluation results (the courses received 4.5 and 4.6 in overall impression, respectively, an increase of 0.9 and 0.4 from the previous year).



Courses	Description	Description
Case work	Leadership and Sustainability; Marketing, Responsibility and Ethics; Innovation and Sustainability; Value Chains and Networks in the Bio-Economy	Case studies as a means for learning and connecting theory and practice
Faculty outreach	Marketing, Responsibility and Ethics	Outreach as a means for coping with sustainability issues from transdisciplinary perspectives
Group project work	Leadership and Sustainability; Marketing, Responsibility and Ethics; Innovation and Sustainability; Value Chains and Networks in the Bio-Economy	Group projects as a means for developing intra-organisational skills
Guest lecturers	Marketing, Responsibility and Ethics; Production Economics; Innovation and Sustainability	Guest lecturers as a means for connecting theory and practice
Jigsaw seminars and exercises	Leadership and Sustainability; Marketing, Responsibility and Ethics	Jigsaw as a means for facilitating peer learning

Faculty Perspective on Method

Hanna Astner
Lecturer and Excellent teacher
Department of Economics

"The Flipped classroom through its focus on higher cognitive skills is a very useful method for education regarding the many complex sustainability issues society is facing"





Faculty Perspective on Method

Erik Melin
Lecturer in Business Administration
Department of Economics

"At SLU, we frequently work with teaching cases in several of our courses in business administration, using them as a vehicle for sustainable and responsible management education. Sustainable development includes both environmental, social and economic dimensions. As these interests often contradict or exist in conflict with each other, it is a field marked by great complexity. The teaching case, through its emphasis on analysis, evaluation, synthesis and critical discussion and reflection, is therefore a suitable pedagogical method for untangling this complexity.

In recent years we have, for instance, worked with cases based on TNCs, rural and urban SMEs, contemporary sustainability debates, supply chains, and bottlenecks in local food systems. A cornerstone to our work is continuous revision – on the basis of course evaluations and discussions with our students, but also the ever-changing conditions, structures and practices in society and the environment at large.

With this, our aim is to facilitate subject-specific knowledge development, for instance regarding leadership, strategic decision-making and business models; but also to develop future leaders that master critical thinking, systems thinking and ideation, and other generic skills of relevance for the daily work with sustainable development."

A photograph of an outdoor cafe area. In the foreground, several people are seated at white tables with metal chairs on a cobblestone-paved area. The background features a large, leafy green tree and a building with a red facade and a stone wall. The sky is clear and blue.

**“Our knowledge forms the
foundation of a sustainable,
thriving and better world”**
Swedish University of Agricultural Sciences

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.'

SLU has a longstanding engagement in research that has a bearing on sustainable development. The strength that lies in our research, combining production, the environment, health and quality of life, must be safeguarded. In order to develop the knowledge needed in both the short and long term, SLU needs to have a full range of projects, from specialized and subject-oriented to system-oriented and applied research. SLU's research also plays an important role in areas such as ecosystem management and ecosystem services, food security, animal husbandry, rural development, as well as the design and management of urban environments. SLU has the ambition to contribute the knowledge that society needs to use natural resources in a way that is sustainable in all respects – ecologically, economically, socially and ethically. For a better understanding of the interaction between human and natural resources in the broad sense, a greater element of humanities and social sciences is needed. SLU therefore strives to increase the integration between the humanities, social sciences and natural sciences, i.e. to promote multidisciplinary and interdisciplinary science. All the Department of Economics' research applications have touched upon sustainability issues in the time period.

Faculty Perspective on Research

Helena Hansson
Professor of Agricultural and Food Economics
Vice-dean responsible for multi- and interdisciplinary research

"Working together, across traditional disciplinary borders is necessary to develop knowledge that is needed for sustainable development. This is something I feel strongly about. We need holistic approaches: to take whole systems into consideration, how systems and parts of systems are interlinked and how they integrate with each other. Multi- and interdisciplinary is also needed to ensure quality and relevance by having experts from different fields working together and pooling their expertise".



Activity	Description
Completed PhD	One PhD candidate has completed her PhD on entrepreneurship and sustainable food systems
Rubizmo	A European initiative for developing entrepreneurship and successful business models in rural areas
SLU Future Food	SLU Future Food is a research platform aiming for making the food system more sustainable
Seminar series	An open seminar series on business and economics research related to sustainable development has been running in the time period

Mistra Future Food - Research for a sustainable future

Mistra Food Futures is a research program that take a systemic perspective in developing pathways for a future Swedish food system that is economically, socially and environmentally sustainable and resilient. This includes both short-term adaption (by 2030) and long-term transformation (by 2045) of the current system. While the work focuses on Sweden, the proposed pathways will be analysed in a global context to ensure that national solutions also contribute to global sustainable development goals.

The work is carried out through a transdisciplinary consortium where key scientific perspectives are combined and integrated, and where the scientific process of systematic inquiry is developed in close collaboration with non-academic partners from all parts of the food system. Mistra Food Futures will also initiate the transformation through applied activities together with food system actors and by supporting on-going activities, e.g. pilot projects in supply chains, through dissemination and curation of cutting-edge science to relevant industry and policy actors.¹

¹<https://mistrafoodfutures.se/our-research/>

Principle 5 | Partnership

'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.'

Society is facing major challenges linked to globalization, urbanization, migration, sustainability and climate change. These challenges mean new requirements and expectations on universities as knowledge developers and collaboration partners.

At SLU we have extensive experience of doing research in collaboration with business managers, which has value to our management education. The research project, Mistra Food Futures at SLU, we focus on sustainable transformations of the Swedish food and farming sector in collaboration with industrial and public partners (see <https://mistrafoodfutures.se/>). As part of this project we conduct collaborative forms of research that add value to the quality of our research as well as creating basis for actions to steer industrial transformation in more sustainable directions. This partnership between academia and industry presents opportunities for our teachers and students to engage in case- and problem-based enquiries associated with social and environmental responsibilities. For example, our MSc students are offered the opportunity to undertake MSc projects that are supervised by academic staff and are conducted in collaboration with industrial partners to investigate key challenges in meeting social and environmental responsibilities in the food and farming sector or other related sectors. An example this is a recent MSc project focusing on the implementation of Scope 3 in green-house-gas management and accounting in corporate context.

At SLU we have extensive experience to initiate and facilitate dialogue and debate on critical issues related to global social responsibility and sustainability. For example, at a recent event, SLU in collaboration with RISE, facilitated a dialogue series where senior management representatives of the Swedish food sector engaged in dialogue on sustainable food transformations (see <https://mistrafoodfutures.se/blog/vardet-av-dialog-i-systemomstallning/>). The dialogue series engaged 40 participants from academia and industry to explore future sustainability scenarios and ways to achieve these. At these dialogue meetings, students as well as more established academics played an active role to facilitate dialogue and to open up debate about opportunities and challenges for sustainability transition pathways. Building on the success of this

dialogue-model, we will conduct more dialogue events focusing on specific challenges, e.g. mitigating green-house-gas emissions in food production. The aim of these dialogue-sessions with academia and industry is to shed light on possible solutions to mitigate environmental impacts of food and farming sectors, and open up dialogue and debate on the implementation of these in user practices. The expected outcome of these dialogue-events is to trigger both research and student led projects that are pursued in collaboration with industrial partner.

Faculty Perspective on Partnership

Per-Anders Langendahl
Senior Lecturer in Innovation and the Bioeconomy
Department of Economics

"We believe that collaborating with partners add value to the quality of research and our management education. It will also give synergy effect where industrial collaborators can create a basis for actions in relation to social responsibility and sustainability issues"



Principle 6 | Dialogue

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

Communication plays an important role in the facilitation of sustainable management of natural resources. One of the important roles of any university is to serve as a platform for dialogue in various forms. For external dialogue, SLU has a principle of making research findings available in open source journals or through parallel publishing. All thesis projects are communicated in an open source database (Epsilon) where researchers also are encouraged to post their research reports, feature articles and course materials such as case studies.

To be open and inclusive, students are represented in all relevant bodies at SLU. Their activities are organized through the student union, which fills a large number of roles related to quality assurance, of programme and curriculum development and festive celebrations of achievements (graduation, scholarship awards etc.).

The Department of Economics has deepened its work with the alumni network in the time period, and encouraged alumni to join the network. The network has primarily communicated through student mails and social media.

SLU has engaged in stakeholder collaboration and dialogue in Gävle municipality. Three workshops with local politicians, municipal representatives, and entrepreneurs were organised in the time period.



Assessment of Progress

In the following table, SLU's major objectives related to sustainable development in responsible management education are expressed in terms of PRME principles and what the expected actions and outcomes will be.

Overall objective 2021-2022	Performance 2021-2022
1. Organise a bi-annual PRME workshop.	Sustainable development course content was discussed at the Department of Economics' department conference in 2021.
2. Continue developing and revising teaching cases.	Teaching cases have been developed and revised annually, e.g. on Leadership and sustainability and Marketing, responsibility and ethics.
3. Include a PRME introduction in MA courses.	A PRME introduction was included in Marketing, responsibility and ethics to make students aware of the concept, and how SLU strives towards the PRME targets.
4. Continue collaborating with invited guests.	Guest lecturers have made contributions to Leadership and sustainability and Marketing, responsibility and ethics.
5. Deepen the collaboration with Green Innovation Park, both in terms of research and education.	In the time period 2021-2022, the department of Economics has interacted and increased the collaboration with the following key stakeholders CEMUS, Drivhuset, Foodhills, Green Innovation Park and Nordiska ministerrådet among others.
6. Continue working with the alumni network.	One teacher at the Department of economics is responsible for updating the alumni website, and to send newsletters to the alumni twice per semester.
7. Encourage students to participate in seminar series organised by external stakeholders.	Students has been encouraged on the student platform to take part of the departmental seminar series, invited guest lectures

New Objectives 2023-2024

PRME Principle 1: Purpose		
Overall objective 2023-2024		Follow-up
Communicate the PRME certification to students and increase the awareness	Introduce PRME on the MA programme introductions to inform new students on how SLU works with PRME in its MA courses.	Inventory of how PRME has been included in e.g. PowerPoint and other course material.

PRME Principle 2: Values		
Overall objective 2023-2024		Follow-up
Communicate the PRME certification to teachers and researchers and increase the awareness	<p>Ensure that 80% of course leaders and examiners have taken the pedagogical course Education for sustainable development.</p> <p>Encourage teachers to take pedagogical courses, seminars and conferences to strengthen knowledge regarding PRME values and methods.</p> <p>Organise a workshop on SLUs annual university conference on PRME methods and values.</p>	<p>Inventory on courser certificates for teachers and examiners</p> <p>Discussion of attendance on courses, seminars and conferences. dissemination on PRME relevant knowledge</p> <p>Dissemination of knowledge and experience from using PRME methods</p>

PRME Principle 3: Method		
Overall objective 2023-2024		Follow-up
Continue developing and revising teaching cases.	Develop four PRME relevant teaching cases, to be used in SLUs MA courses.	For student perspective, inventory regarding how the teaching cases has been received using course evaluations. For teachers, discussion in teacher teams regarding the cases.



PRME Principle 4: Research

Overall objective 2023-2024		Follow-up
Clarify the link between MA theses and SDGs	Encourage SLU University Library to tag MA theses that contribute to the 17 SDGs in the student project archive.	Initiate a dialogue with the University library regarding archiving

PRME Principle 5: Partnership

Overall objective 2023-2024		Follow-up
Extend the collaboration between faculties and dialogue with key stakeholders in our research and education	<p>Increase the collaboration between our MA courses/ programs.</p> <p>Extend the dialogue with Drivhuset, SLU Holding, Future Food, Green Innovation Park and other key stakeholders by including them when suitable in our courses and activities.</p>	<p>Inventory on how this has been included and worked with in our courses.</p> <p>Initiate a dialogue with stakeholders regarding participation in our courses and activities.</p>

PRME Principle 6: Dialogue

Overall objective 2023-2024		Follow-up
Accessible information on PRME	The web pages of SLU and the Department of Economics will provide easily accessible updates on PRME and PRME related questions	Discussion with students on how they find information on PRME at SLU and how PRME is incorporated in their education





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