

**PRINCIPLES OF
RESPONSIBLE
MANAGEMENT
EDUCATION**

Sharing Information on Progress
First SIP report April 2022



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Colophon

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MESSAGE FROM THE DEAN



Prof. dr. Patrick Van Kenhove,
Dean of the Faculty of Economics
and Business Administration

The Faculty of Economics and Business Administration of Ghent University thinks it is crucial to integrate sustainability in its education, research, services, and management. It has been a spearhead in recent years, but will also be an absolute priority in the years to come. That is why we also call upon the advice and support of Ghent University and the Centre for Sustainable Development.

By weaving sustainability into the course material and propagating a sustainable mindset in the areas of education, research, and management, we prepare students for their future role. This way, graduates become the driving force in society that ensures a healthy and livable future in (sustainable) companies, organizations, or the academic world.

During their education, students are introduced to the challenges of the future, which take into account social justice and the limits of our planet. In this way, they learn to deal with complex situations for which there are no ready-made answers, whereby choices must be made that take sustainable aspects into account. In this way we live up to the credo of Ghent University "Dare to think" and students get to work actively on sustainable issues and the SDGs in all their diversity.

In recent years, "sustainability" has been an active policy choice for the Faculty. All study programs within the Faculty have been working on this. Working groups and program committees joined forces and undertook actions to embed sustainability even more strongly in the programs. Students were confronted with sustainability issues during the various phases of their study program.

Sustainability in research also continues to receive the necessary attention. As a Faculty, we want to make an active contribution to the important transition to carbon neutrality in 2050, from various perspectives.

INTRODUCTION

This is the first PRME report of the Faculty of Economics and Business Administration (FEB) of Ghent University. The Faculty's objective, when subscribing to PRME in April 2020, was to further embed sustainability in education and research.

Prior to subscribing to PRME, the Faculty was already engaged in the University's ambitions to integrate sustainability into education. Its Business Administration program participated in 2015 as a pilot program in an educational innovation project "Sustainable development as a central thread in education at Ghent University". The project investigated the extent to which sustainability issues were addressed in the program and explored different options to systematically embed these topics in education. This action research resulted, among other things, in the development of a vision and action plan for the Business Administration program that has gradually been implemented since academic year 2017-2018.

In 2018, the Faculty of Economics and Business Administration decided to extend this exercise to its four other core programs: Economic Sciences, Business Engineering, Business Economics, and Public Administration and Management. Working groups for each of these programs started out with an extensive analysis of the state-of-the-art of sustainability education by organizing a survey among teaching staff. These efforts led to the development of a program-specific vision on sustainability education in each of the core programs at the Faculty and overviews of sustainability-related topics addressed by different lecturers.

In January 2019, the Board of Governors of the University approved six university-wide policy choices for the period of 2019-2022: (1) active learning, (2) diversity, (3) talent man-

agement, (4) sustainability, (5) enhanced alumni work, and (6) improving the societal identity of Ghent University. Each faculty had to put forward three policy choices on which it wanted to invest during this policy cycle. The Faculty of Economics and Business Administration decided to focus on sustainability (both in education and in behavior of Faculty staff) within this framework.

In April 2020, the Faculty subscribed to PRME and set out the following goals in alignment with its operational objectives set forth within the abovementioned framework.

For education, this implies:

- Creating a steering committee to support study program committees to integrate sustainability in education and to make sustained efforts to ensure that sustainability is tackled as a transversal theme in each program;
- Developing - for each program - a vision on integrating sustainability into the curriculum and an action plan to turn this vision into reality;
- Making an inventory of the different initiatives in each program and share experiences and 'best practices' on sustainability education; and
- Integrating sustainability-related topics in business cases, internships, master's dissertations, ... in cooperation with third parties.

As for academic research and knowledge development with companies and public organizations in the field of corporate responsibility and sustainability, the goals outlined in the PRME application include:

- Making an inventory of all sustainability-related research

carried out in its 5 departments, including additional information about all parties involved;

- Facilitating sustainability research over different domains (corporate social responsibility, ecological economics, non-financial reporting, sustainable finance, social marketing, ...);
- Organizing events or creating an online platform to share research interests and output.
- Researchers from several departments already perform research related to sustainability, often in collaboration with external stakeholders, such as (local) governments, non-profits, NGOs and for-profit companies. A detailed overview of the research topics and the researchers and stakeholders involved would be a valuable next step in the promotion of sustainability research.

As the Faculty of Economics and Business Administration is one of the 11 faculties of Ghent University, we refer in this report to Ghent University-wide policies on numerous occasions as the choices and developments within PRME signatory of the Faculty are aligned with the vision and developments at the University level.

This report is structured as follows. First, we elaborate on the sustainability vision, principles and policies of Ghent University, followed by some key information about the Faculty of Economics and Business Administration. In the following sections, we systematically discuss our efforts and results with regard to the PRME principles: Purpose and Values, Method, Research, Partnerships and Dialogue. We conclude this report with a reflection on the progress made and on future actions and challenges.



GHENT UNIVERSITY



Founded in 1817 in the city of Ghent
11 faculties spread over 19 campuses in the region of Ghent
and 1 campus in South-Korea

Over 49,000 students and 15,000 staff members



71st place in the Shanghai Ranking 2021



96th place Times Higher Education
World Universities Ranking 2021

The university offers more than 200 programs and conducts in-depth research within a wide range of scientific domains. Several of the university's research groups, centers and institutes are renowned worldwide, in disciplines such as biotechnology, aquaculture, microelectronics, history, ...



DARE TO THINK

It is Ghent University's ambition to achieve international excellence and to be recognized as a world player in innovative research and education. Ghent university intends to be at the forefront of scientific and social debates, and to dare people today to think about the challenges of tomorrow. The University's credo "Dare to think" is meant to encourage Faculty and students alike to think out of the box, to take intellectual risks and to refer to the latest research results in trying to solve complex problems.

SUSTAINABILITY @ GHENT UNIVERSITY

In this section we introduce the sustainability vision and guiding sustainability principles of Ghent University, and the roles of sustainability education and sustainability research at the University. All of these create the university-wide setting in which faculties operate: the central administration of Ghent University facilitates sustainability-related choices at the Faculty level, for instance, by picking sustainability as one of the main focal points for faculties in the policy cycle 2019-2022.

GHENT UNIVERSITY'S SUSTAINABILITY VISION AND GUIDING SUSTAINABILITY PRINCIPLES

In 2013, Ghent University set forth an ambitious **sustainability vision**: Ghent University wants to be a leading knowledge institute for a future that is ecologically, socially, and economically sustainable within a local and global context.

To this end:

- Ghent University creates a substantial foundation for sustainable development.
- Ghent University integrates sustainability in its education, research, and services.
- Ghent University implements sustainability in its general management and organization.

This vision was translated into three core **sustainability prin-**

cles for Ghent University. These principles are listed below, together with the implications they have on the University:

1. Towards a substantial foundation for sustainable development:

- Creating major involvement through sensibilization and communication and by offering the opportunity of participating in the UGent sustainability policy.
- Combining the sustainability policy with numerous other strategic projects from the Strategic Plan, which are focused, directly or indirectly, on sustainable development.
- Collating expertise and interest in sustainable development, in terms of education, research and business management and by realizing and reinforcing learning networks.
- Entering alliances with commercial companies, social and political parties involved in the sustainability agenda.
- Annual reporting of a sustainability report.

2. Integration of sustainability in education, research, and services:

- Making students sufficiently familiar with social, ecological, and economic sustainability issues and with viable solutions. A university-wide elective course 'Sustainable Development' can be an important first step in this.
- Integrating sustainable development in the entire range of education.
- Further stimulating research with a view to a socially just, ecologically, and economically feasible sustainable future.
- Offering local and global scientifically supported services in terms of sustainability to wider society.

3. Implementing sustainability in the business management and organization:

- Committing to sustainable energy management, sustainable mobility, sustainable food, sustainable purchasing and resource management, and ecological greenery management within general management.
- Developing tools to make the general management structurally sustainable and effective in the long term.
- Committing to trial projects demonstrable in the short term and with the aim of making the university community more aware of the importance of sustainable development.

Every year the realizations of Ghent University are described in a sustainability report. All information about sustainability at the University can be found on the website 'Sustainability at Ghent University'. <https://www.ugent.be/en/ghentuniv/principles/sustainability/overview.htm>

SUSTAINABILITY IN EDUCATION AT GHENT UNIVERSITY

Through its education, the University wants to "contribute to a more sustainable society and make its students sufficiently familiar with social, ecological and economic sustainability problems and with viable solutions". In its pursuit of "education with high social relevance, linked to and inspired by the challenges of today and tomorrow", Ghent University wants to integrate sustainable development into its entire educational framework, both in terms of content and process.

Ghent University wants to familiarize its students with sustainability problems and viable solutions throughout the entire range of programs it has on offer to students. Sustainability problems are broad societal challenges that every student must understand, and every research field can make a substantive contribution.

As is the case with many other societal challenges, the vital role of education in realizing a sustainability transition is often put forward. A university that strives to provide education with high social relevance cannot ignore the profound sustainability chal-

lenges we (will) face today and tomorrow. On the other hand, of course, educational institutions cannot solve these sustainability problems on their own. Moreover, due to the specific characteristics of sustainability challenges, sustainable development also brings new, pedagogical challenges for education.

Even in education one can rarely approach sustainability issues by offering objective answers or ready-made strategies and tools. Rather, it is about familiarizing students with the complexity, uncertainty, and normativity that sustainability challenges inevitably entail so that they can assume a role in the necessary social and political debate.

The central administration of Ghent University, and especially its Department of Education Policy (DOWA), provides teaching staff with different tools to advance their skills and knowledge on sustainability education. For example, DOWA included a module on sustainability education in the basic training sessions it has on offer for all educational staff (professors and teaching assistants). DOWA also organizes a learning network for practitioners in sustainability education, during which they can informally meet and exchange ideas and best practices, and be updated on the latest developments at the University level. The Center for Sustainable Development (CDO), a research unit at the Faculty of Social and Political Sciences, also supports sustainability education at Ghent University. The CDO team includes staff that helps programs and faculties with implementing sustainability and sustainability topics in the curricula.

SUSTAINABILITY IN RESEARCH AT GHENT UNIVERSITY

Ghent University wants to further stimulate opportunities for research into a more socially just and ecologically sustainable future, without losing sight of the efficient economic system that can be reconciled with this. Such research applies a wide variety of scientific approaches, often using multi-, interdisciplinary, and transdisciplinary approaches and envisioning a high societal impact.

Such research must fit in the prevailing evaluation and career context. Academics must be given the freedom and confidence to conduct excellent research on a variety of subjects. At the same time, they must be given opportunities for talent development. Thanks to the new perspective on research evaluation and the new career and promotion policy adopted in 2018, a predominantly quantitative and output-oriented interpretation model made way for a qualitative approach that creates space for social impact and Open Science. Open Science states that scientific research is transparent, reproducible, and, as far as possible, reusable. Sustainable access to scientific output (not only publications, but also other components such as research data) is crucial. This requires respect and an open mind, as well as flexible and coordinated collaboration between many disciplines. It also requires professional sharing and exchange of information, not only within the research world, but where possible also with the general public.

In the coming years, Ghent University will continue to invest in stimulating and supporting interdisciplinary and transdisciplinary research collaboration and societal value creation. A fertile breeding ground is necessary to allow bottom-up research initiatives to grow. The fact that this context is present is shown by the presence of and support from Ghent University in new promising research networks, such as:

- Interdisciplinary consortia 'Urban Academy' and 'Human Rights Research Network of Ghent University'
- the Centre for the Social Study of Migration and Refugees (CESSMIR)
- the International Thematic Networks 'Sustainability Education' (SEDwise), 'Green-Chem' and 'Bioresource recovery from organo-biological residues and wastes' (Infinity)
- the strategic investment of 3 professorships involving 'Urban waste and circular economy'
- Business Development Centers 'Cleantech for sustainable chemical production' (CleanChem), 'Biobased production systems' (Biomolecules), 'Innovative technologies for sustainable building materials and structures' (DuraBUILD-materials), 'Energy research and innovation community' (EnerGhentIC), Innovations for sustainable aquaculture production' (Aquaculture) and 'Valorisation of industrial by-products' (End-of-Waste)

- the International center of excellence for the African Great Lakes' Natural Capital (CAFRINAT)
- the Centre for Advanced Process Technology for Urban Resource Recovery (CAPTURE)

SUSTAINABILITY IN GHENT

UNIVERSITY'S POLICY

CYCLE 2019-2022

Ghent University has set key strategies for education and one of the operational objectives described is "The study program sees to the integration of sustainability issues into the (service) education it offers."

To support the faculties to realize the key strategies and the operational objectives described, the Board of Governors of the University approved university-wide policy choices for the period of 2019-2022, including sustainability among other topics such as active learning, diversity, talent management, enhanced alumni work, and improving the societal identity of Ghent University. Each Faculty selected three university-wide policy choices on which it wanted to focus strongly by committing to specific operational goals.

FACULTY OF ECONOMICS AND BUSINESS ADMINISTRATION

The current Faculty of Economics and Business Administration was established on 1 October 1998. Economic education at Ghent University, however, has a much longer history. From 1896 on the Faculty of Law awarded the degree of Licentiate in Business and Consulate Sciences. In 1906, a special business school (École Spéciale de Commerce) was founded.

With over **6.400 students** and **500 employees**, the Faculty is the **second largest faculty** of Ghent University

The business administration and public administration domains score a place between **51 and 75** in the Shanghai Ranking.

The management domain scores a place between **76 and 100** in the Shanghai Ranking.



The Faculty offers the following programs:

5 core programs → bachelor and master in Business Administration | bachelor and master in Business Economics | bachelor and master in Business Engineering | bachelor and master in Economics | bachelor and master in Public Administration and Management

3 complementary master programs → master in complementary studies in Business Economics: business economics | master in complementary studies in Business Economics: taxation | master in complementary studies in Economics

2 advanced master programs → master of Data Science for Business | master of Banking and Finance

In addition the faculty also offers 5 masters in teaching in Economics that are consistent with the core programs, 5 double degree programs and one joint master



The faculty's present **mission statement** is:

The Faculty of Economics and Business Administration is a collegiate student-centric school, that dares to think today about the challenges of tomorrow, welcoming all students to participate in high quality, research-based study programs and conducting rigorous multi-perspective scientific research, starting from relevant real-life business problems and societal challenges.



PURPOSE AND VALUES

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.

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.

The Faculty's mission statement is "The Faculty of Economics and Business Administration is a collegiate student-centric school, **that dares to think today about the challenges of tomorrow**, welcoming all students to participate in high quality, research-based study programs and conducting rigorous multi-perspective scientific research, starting from **relevant real-life business problems and societal challenges.**"

As a collegiate school for our students and an intelligence service for the business world, governments at all levels, and society at large, the mission of the Faculty of Economics and Business Administration is to:

- Educate graduates in the fields of economics, business economics, business engineering, business administration, public administration and public management and provide a wide variety of high-quality academic programs which, apart from the economic analysis, pay attention to the wider societal dimensions of economic life.
- Deliver highly employable students with strong analytical skills, creative intelligence, entrepreneurial and organizational skills needed for solving complex business-, management-, policy- and organizational problems in a global and frequently changing environment. Our educational programs are open to all students regardless of their cultural or social origin.
- Strongly embed our academic programs in a research context and give priority to fundamental and applied scientific research which can contribute to stimulating the economic and managerial performance of organizations.
- Significantly contribute to international scientific fora, as a leading partner.

- Pay attention to the relevance of our education and research to the practice of business, government, and the social profit sector.
- Strongly embed in the local and regional society in which the Faculty operates by maintaining relations with the local and regional socio-economic stakeholders.
- Be an internationally oriented Faculty with respect for the specificity of the language and culture of the Flemish Community. By consequence, the Faculty pursues an active international policy and cooperates with other universities for research, education, and services.
- Be a partner for its alumni, offering them to follow up on developments in the fields of economics, business economics, business administration, business engineering, public administration and management.
- Significantly participate in the societal debate and, to that end, facilitate the provision of scientific services by its Faculty to the wider community.
- Create a dynamic and stimulating environment for students and employees to fully develop their potential. By consequence it attaches particular importance to the participation of all stakeholders in the Faculty's decision making.

The mission and vision are aligned with the Ghent University's credo "Dare-to-Think" which lists as its **key values**: Integrity, Independence, Critical Approach, Creativity, Multi-perspectivism, Pluralism, Democratic, Respect, Open and Social Minded, Sustainability.

With its educational, international and research activities, the Faculty aims to make a positive impact on the betterment of society, at a local, regional, national, and international level. We want to be the critical revelation for business leaders and policy makers by creating awareness in business practice and society about contemporary and emerging business and societal challenges and by providing them with new insights about how to cope with them.

By educating students to be critical economic thinkers and by supporting Faculty members in publishing high quality intellectual contributions and being involved in different external boards and committees, the Faculty is committed in targeting societal challenges and having an impact on political and economic decisions.

These values project the university as a creative community of engaged academics, students, employees, and alumni, exemplifying the values of openness, pluralism, and continuous promotion of "out-of-the box" thinking. These values also serve as a compass for the Faculty's actions and interactions between Faculty, students, and staff.

As the Faculty of Economics and Business Administration had already started a quite successful process of including sustainability in the Business Administration program in 2015, it wanted to build on these efforts to systematically embed sustainability in its core programs. Therefore, the Faculty of Economics and Business Administration chose "**Sustainability**" as one of its focal points in the Ghent University policy cycle 2019-2022.

METHOD

WE WILL CREATE EDUCATIONAL FRAMEWORKS, MATERIALS, PROCESSES AND ENVIRONMENTS THAT ENABLE EFFECTIVE LEARNING EXPERIENCES FOR RESPONSIBLE LEADERSHIP.

The Faculty defined two operational objectives and indicators that were evaluated at the end of January 2022:

- 1 The Faculty commits to embed sustainability in its five core programs: Economics, Business Economics, Business Engineering, Business Administration, Public Administration and Management.
- 2 The Faculty wants to integrate sustainability into behavior of Faculty staff through developing specific "nudges". Over the 2019-2022 academic years, several behavioral interventions will be initiated among Faculty employees to increase sustainability in the areas of mobility, materials management, and nutrition.

In this section, we focus on sustainability education at the Faculty of Economics and Business Administration (FEB). Sustainability education is central in the first operational goal in the Sustainability focal point of the 2019-2022 policy cycle.

Here, the Faculty defined the following five indicators:

- 1 For each program, an overview of the current range of sustainability topics, a vision for further integration within the program, and a roadmap to implement this vision is developed.
- 2 All students of the Faculty of Economics and Business Administration are introduced to sustainable development/sustainability in the first bachelor within one or more courses.
- 3 Efforts in the various programs are listed and shared among colleagues, within and across programs.
- 4 The Faculty has an action plan to structurally embed efforts in integrating sustainability across programs.
- 5 The Faculty endorses the Principles of Responsible Management Education (PRME) and joins the France-Benelux PRME Chapter.

To support the process different working groups were established. For each of the core programs at the Faculty, a working group was installed consisting of a work group leader (professor), additional members of the teaching staff involved in the program (e.g. other professors, teaching assistants) and students. Lessons were drawn from previous experiences within Ghent University, and scale effects were sought after. On top of these program groups, a core group 'Sustainability in FEB education' was initiated at the Faculty level. In this core group the different program leaders, the Faculty's head of education, a representative of the education quality assurance team, some alumni and a staff member from the

Center for Sustainable Development were brought together to embed the individual efforts in each of the programs in the Faculty's educational policies and evaluations. In this way, the Faculty was able to achieve the goals it had set related to sustainability education.

Below we will report on how the different indicators under the sustainability education goal were met and what actions were taken within the Faculty to systematically embed sustainability education. We also list examples of FEB courses, master's dissertations and internships that focus on sustainability.

REALIZATION OF THE INDICATORS OF THE UNIVERSITY WIDE POLICY CHOICE 'SUSTAINABILITY'

Indicator 1 → Sustainability in each program of the Faculty of Economics and Business Administration.

Within each core program a working group was established to first evaluate the degree of integration of sustainability (based on the analysis of their learning objectives, program, feedback on study program by students, etc.) in consultation with the relevant study program committees. Subsequently, these working groups formulated a **vision on sustainability** for the respective program and developed an action plan to bring sustainability more visible and coherent in the program. To make sure that the vision of the Faculty and more specific visions on sustainability developed by the programs are integrated and clearly stated in the **learning objectives**, the learning objectives were revised. The renewed learning objectives for the bachelor's programs are now being presented to the teachers to check if these new objectives are aligned with the course objectives and to the Alumni Committee to check if the objectives are in line with the expectations of the professional field. To bring sustainability more visibly and coherently in the program, the study program committees have chosen to outline a **learning path on "Sustainability" within each pro-**

gram. This implies that from the first bachelor year on students gradually learn about sustainability and are challenged to think about sustainability issues such as distributional impacts and respecting planetary boundaries. In each year in the program, one or two courses are carefully chosen to deal extensively with sustainability or sustainability topics. This prevents that sustainability is only discussed at the margins of courses. Aside from these one or two courses with a core focus on sustainability, other courses can also shed light on various aspects of sustainability, where relevant within the focus of those courses.

Business Administration program

Leading professors:
Prof. Brent Bleys and Prof. Saskia Crucke

The Business Administration program is one of the first programs at Ghent University that wanted to embed sustainability into the program. In 2015, the program participated in a pilot project supported by an associate of the Center for Sustainable Development. Based on workshops within a core working group and a self-analysis framework, a mapping of the range of sustainability issues within the program was carried out. Subsequently, a vision, objectives and an implementation plan to realize these objectives were developed. The essence of the implementation plan was to create a learning pathway on sustainability in the bachelor Business Administration. In each year of the bachelor, one or two courses were chosen to gradually embed sustainability (going from knowledge of SDG's, the different theoretical frameworks, examples on how sustainability is addressed in business to insight into specific topics such as circular economy, corporate social responsibility, and others). Two parallel tracks on sustainability in economics and business economics end in courses in the third year specifically designed around sustainability – Sustainable Development by Prof. Bart Defloor (elective) and Corporate Social Responsibility by Prof. Saskia Crucke (mandatory). Feedback on the process was provided to the study program committee Business Administration in October 2016, followed by the rollout of the action plan. The efforts within this program inspired the Faculty to scale up the exercise to all other core programs.

The challenge for the nearby future of the study program committee Business Administration is to expand the 'sustainable' learning pathway to the various majors in the Master of Science in Business Administration.

Illustration of the learning pathway on sustainability in the bachelor Business Administration ↓

Bachelor in Business Administration: strong focus on sustainability issues

	1st Ba	2nd Ba	3rd Ba
Economics	Economics A Economics B	Macroeconomics	
Business economics	Introduction to Accountancy Corporate Accountancy	Analytical Cost Calculation Financial Statement Analysis Marketing management	Financial management Financial Institutions Retail management
Quantitative and Research methods	Mathematics for Business I-A Mathematics for Business I-B Statistics for Business I	Mathematics for Business II Statistics for Business II Research Methods for Business I	Financial Mathematics Research Methods for Business Bachelor Project
Management and Entrepreneurship	People and Society Business Administration and Management Commercial and Financial Transactions	Human Resource Management Organizational Behaviour	International Business Class Logistics and Supply Chain Management Corporate Social Responsibility Entrepreneurship
Communication and Languages	2 languages level 1: English, French, German, Spanish	2 languages level 2 English, French, German, Spanish	2 languages level 3 English, French, German, Spanish
Legal framework	Introduction to Law	Private Law Commercial and Economic Law	Corporate and Business Taxation Social Law
IT	Informatics for Business	Information Management	Business Intelligence
Elective		3 courses – selection focus sustainability Sustainable Development, International and Cross-Cultural Marketing, Environmental Economics and Management, Human Rights: Multidisciplinary Perspectives, Coaching and Diversity, Sustainability Thinking, Integrity Management in the Public and Private Sector,...	

Business Economics program

Leading professor: Prof. Sophie Hoozée

In a first phase (autumn 2018), the working group on sustainability of the Business Economics program listed the range of sustainability issues using the self-analysis framework provided by the Center for Sustainable Development. This involved screening of the various courses of the bachelor Business Economics and listing the topics in line with the SDG's. These were found in many courses, but especially the courses Corporate Social Responsibility (Prof. Saskia Crucke) and Management Control (Prof. Sophie Hoozée) often have links to the SDGs. The program specific learning outcomes were also subjected to a sustainability check. Finally, a list of opportunities and strengths was drawn up - including making sustainability explicit in the current courses (linking to SDGs in the courses, on slides, etc.), strengthening the focus on sustainability in business economics, responding to the strong student interest in sustainability - as well as difficulties and obstacles - including the size of the group, which makes activating learning more difficult, and limited content related links within several courses (e.g., mathematics). This exercise translated into (a) the development of a mission and vision on sustainability of the Business Economics program and (b) the listing of concrete actions. In the following academic years, these actions were rolled out and followed up, which makes that within the Bachelor Business Economics program today, a strong and coherent sustainability learning pathway is offered to students. Furthermore, other programs at the Faculty could also benefit from the efforts within this working group, as a joint first year is organized for the students Business Economics, Business Engineering and Economics, and in the second year of the bachelor there are courses that belong to the different programs.

Illustration →

Vision on sustainability in the bachelor Business Economics

VISION ON SUSTAINABILITY

"We want to make students aware of the social responsibility of business economists and the organizations in which they work".

"Our goal is to educate business economists who are not only focused on the pursuit of short-term profits. We aim to ensure that they also adopt a long-term perspective, recognize the environmental and social impacts of organizations on society, and consider social implications when making business decisions. We also want to help to ensure that our business economists act with integrity as professionals and think of themselves of being able to act as accelerators in promoting sustainability and solving current social problems."

Business Engineering program

Leading professor: Prof. Véronique Limère

The working group within this program started in 2018 with an SDG (Sustainable Development Goals) screening of the final competences of the different courses in the Business Engineering program and the general program competences. The general conclusion was that Bachelor students had little contact with sustainability issues, and that in the different master programs (e.g., in "Technology for the Circular Economy" by Prof. Tom Van de Wiele and Prof. Ramon Ganigué) more sustainability topics are provided. The working group further concluded that the Business Engineering program is ideally suited to integrate sustainability due to its interdisciplinary nature: the engineering side can explain environmental aspects, while the management side can embrace ethics. This translates into a strong sustainability mission for the Business Engineering program that focuses on social and practical relevance of sustainability, integration of sustainability topics in different courses and learning pathways in the bachelor and a multi-perspectivist framework that will be imparted. The program identifies several course sections across the academic years that can carry this mission forward - Business Administration, Macroeconomics, Manufacturing Policy, Technology for a Circular Economy, and Innovation Management. In addition, the possibility of establishing a new elective (Portfolio) that allows students to acquire knowledge and skills around sustainability through active forms of work is being studied.

Economics program

Leading professor: Prof. Johan Albrecht

In its self-analysis, the Economics program states that the themes underlying the SDGs are familiar to its students, but that the focus on the global nature of sustainable development is (too) often missing. The goal of an economics program is to confront students with trade-offs, opportunity costs, the complexity, and the lack of so-called 'silver bullets'. The program wants to offer critical reflection around sustainability and the SDGs to achieve real progress and formulate better policies. To this end, the program wants to focus on the SDGs in depth in some courses and strives to explicitly include SDGs topics in at least one (compulsory) course in each bach-

elor year. To this end, a series of courses was identified in which this will be realized. Specific steps include the launch of a new elective course in the Master Economics that will explore the concept of sustainability in a broader way (Ecological Economics by Prof. Brent Bleys) and a reassessment of the course Contemporary Economic Challenges (Prof. Gert Peersman) in the second bachelor year.

Public Administration and Management program

Leading professors:

Prof. Ellen Wayenberg and Prof. Claire Dupont

The Public Administration and Management program started its sustainability trajectory with a kick-off meeting attended by almost all lecturers. This resulted in a mapping, after which a small working group started to formulate a sustainability vision for the program. This working group states that it is important that students Public Administration and Management acquire a good understanding of the (broad) interpretation of sustainable development and this on numerous policy areas and levels of government. Practical knowledge is also crucial: What makes a policy solution sustainable? In what way(s) are governments preparing for this? And what are the long-term implications? Knowledge about sustainability and sustainability issues helps the student not only to build a society that recognizes sustainability, but also to take responsibility and make more sustainable decisions. To achieve these goals, the Public Administration and Management program embraces a sustainability learning pathway along other more specific actions and initiatives. After an introductory session in the first bachelor year, the knowledge about sustainability in the bachelor is further built up in Public Economics (Ba2, Prof. Bart Defloor), EU Politics and Policy (Ba2, Prof. Claire Dupont), Policy Analysis (BA2, Prof. Wayenberg), Socio-Economic Policy (Ba3, Prof. Luc Van Ootegem), European Integration (Ba3, Prof. Claire Dupont) and Research Methods (Ba3, Prof. Katrien Verleye). In the Master Public Administration and Management, the course Public Governance (Prof. Joris Voets) introduces students to transition management and governance issues in the context of sustainability transitions. Furthermore, within the program there is a

wide range of master's theses around sustainability themes, and guest speakers are also often invited around these themes (academics, policy makers, business leaders).

Indicator 2 → Introduction to sustainability issues in the 1st Bachelor.

The first-year students in all core programs receive during the first academic year an introductory session on sustainability issues and their importance towards the professional field. These sessions introduce sustainability as a thematic learning pathway throughout the different programs and create links to different courses throughout the bachelor and master programs. The students get a first encounter with the Sustainable Development Goals (SDGs) and get an overview of how sustainability as a program-wide topic will be addressed in their curriculum.

Below is an overview of the different introductions to sustainability:

- Business Administration program: since the academic year 2016-2017, first-year students receive an introductory session "The Bigger Picture" organized by Prof. Brent Bleys and Prof. Saskia Crucke. This session is integrated within the course unit "Introduction to Business and Management" (first semester) by Prof. Sebastian Desmidt who hereby links to Corporate Social Responsibility in his next class. The session introduces some important current sustainability issues such as long-term stagnation, the aging population, increasing inequality, and the transgression of planetary boundaries. Afterwards, the basic ideas of sustainable development are introduced using the Brundtland definition, the SDGs, and an analysis of different possible interpretations of sustainability. Subsequently, sustainability is linked to concrete issues that create links to the different learning pathways further on in the program (e.g., product-service combinations and price premiums for sustainably produced products) and 2 guest speakers explain the importance of sustainability for their company, either from a specific business model (impact company) or from a broader business context. In previous years, speakers from O2O, Robinetto and Colruyt Group were invited. Finally, the learning pathway on sustainability within the Business Administration program is

introduced, and students also get information on how they can work on sustainability issues outside of their curricula (e.g., Transition UGent, D'Urgent, Rethinking Economics).

- Economics, Business Economics and Business Engineering programs: in the joint first bachelor year, an introductory session is given by Prof. Brent Bleys within the course of Business Administration by Prof. Mirjam Knockaert and Prof. Sebastian Desmidt (second semester), and this since the academic year 2018-2019. The approach of this session is largely the same as for first-year students in Business Administration, but without guest speakers. Furthermore, the link with the course unit is made here via the focus of companies on their mission and vision, taking the sustainability vision of Ghent University and the mission of the Faculty outlined above as starting points.
- Public Administration and Management: since the academic year 2021-2022, Prof. Claire Dupont gives an introductory lecture "Policy in/and Sustainable Development" to first-year students within the course "Public Policy" by Prof. Ellen Wayenberg. This lecture includes a brief introduction to sustainability, sustainability within the Public Administration and Management program and the SDGs. In this way, students get the necessary basic knowledge about sustainable development at the start of their program, and they will recognize sustainability as a common thread throughout the program.

Indicator 3 → Inventory and exchange of information and actions on sustainability in the different programs

To support the incorporation of sustainability topics and SDGs into the programs of the Faculty of Economics and Business Administration, a Sharepoint site "Sustainable Development in Education FEB" was developed where the efforts of both individual lecturers and programs are inventoried. All FEB colleagues have access to this page so that everyone has insight into the visions and action plans of the different programs and which aspects of sustainability are addressed within which courses. The inventory is shared across courses so that best practices can be exchanged. Finally, the Sharepoint page also

serves as inspiration on how sustainability can be addressed in education, for example by sharing interesting websites, course slides, presentations and seminars.

The leaders from the various core programs also met regularly to keep each other informed on the work of the respective working groups (see also Indicator 1). In addition, a consultation was organized with the lecturers of the first-year courses "Economics" and "Business Administration and Management" within the Economics, Business Economics, Business Engineering and Business Administration programs to align the introductory lectures of sustainability across the different courses involved. Finally, new working group leaders were appointed for the various complementary and broadening Masters' programs at the Faculty, with whom a first meeting was held early 2020. These are Prof. Katrien Verleye for the Master in complementary studies of Business Economics (main subject Business Economics), Prof. Isabelle Verleyen for the Master in complementary studies of Business Economics (main subject Taxation), Prof. Koen Inghelbrecht for the Master of Banking and Finance, Prof. Mathias Bogaert for the Master in Data Science for Business, and Prof. Brent Bleys for the Master in complementary studies of Economics.

The inventory of the different courses still needs to be aligned. For the time being, different systems exist side by side - for example, the Business Economics program works with an overview document in which all courses with sustainability links were listed, while the Business Administration program works with a template for each course that was filled in by the responsible lecturer. The harmonization of these systems is on the agenda for early 2022. Furthermore, the Faculty is working on how to organize regular updates so that the Sharepoint page always reflects the latest state of the art. Today, a lot of the efforts of colleagues at the Faculty on making FEB education more sustainable are on the page, but the page is not quite complete.

Indicator 4 → Action plan of the Faculty for structural anchoring

A structural embedding of the efforts to make FEB education more sustainable is necessary to ensure its continuity. To achieve this, a core group at Faculty level was established

consisting of the program leaders, a representative of the education quality assurance team, some alumni, a staff member from the Center for Sustainable Development and the director of education. The purpose of this group was to consider how the Faculty education policy should look like and what support should be provided to support the study program committees and the lecturers in making sustained efforts to integrate sustainability into their programs. The work was led by a staff member from the Center for Sustainable Development (Ellen Vandenplas) whose input was highly valuable for the process at hand.

The shared diagnosis of this Faculty working group was:

- that the positive dynamics generated by the efforts in the core programs needed to be supported by the Faculty to obtain lasting continuity and anchoring of efforts related to sustainability education;
- that sustainable development was often (unconsciously) presented to students as a theme in the margins of the program or courses;
- that it is necessary to give all students, from the beginning of the program, some essential notions about the concept and thinking of sustainable development; and
- that it is particularly necessary to give students a nuanced view of economic theories and models by, for example, paying attention to and reflecting on the social consequences of theories and models.

Furthermore, several possibilities and opportunities were listed that the core group believed should be maximized, along with a series of difficulties and obstacles that needed to be addressed.

The shared diagnosis led to a search for answers to the following questions:

- Where do we want to be in integrating sustainability into the Faculty's education in 2025?
- How can we (better) organize our Faculty in such a way that programs are maximally supported to integrate sustainability in their curricula?

In the end, 3 domains for action were listed that should ideally enable the Faculty to systematically embed sustainability education:

- 1 Full integration of sustainability as a guiding principle in the

Faculty's policies and policy decisions.

2 Full integration of sustainability as a guiding principle in the Faculty's organizational and educational processes.

3 Full support for study program committees and teachers in the processes of integrating sustainability into their programs and courses. The implications for Faculty policies and its educational were further elaborated in an action plan that was presented to and unanimously approved by the Faculty Council on September 18, 2019. The Head of Education indicated his intention to address the various commitments resulting from the action plan in phases. A number of staff members of the education quality assurance unit and the Dean's office were charged with the follow-up of various elements: support and follow-up of the study program committees regarding sustainability, creating the Sharepoint page 'Sustainable development in Education FEB' to share information, support of the working groups on sustainability, follow-up of the objectives with regard to sustainability in the programs, stimulating the integration of sustainability in cross-program educational processes and the endorsement of the Principles of Responsible Management Education (PRME - see also Indicator 5). Other elements of the action plan, such as making agreements around service learning and integrating sustainability elements into the incorporation texts and HR discussions, will be worked out later.

Indicator 5 → principles of responsible management education (PRME)

The Faculty of Economics and Business recognizes the importance of embedding sustainability in its courses - including in the context of the ongoing AACSB accreditation and developed an application file to endorse the Principles of Responsible Management Education. Given the strong overlap in duration with the university-wide policy choices of the policy cycle 2019-2022, the education component of this file corresponds strongly to the commitments that the Faculty took as part of the university wide choice 'Sustainability', while the research component focuses primarily on mapping sustainability research within the various departments at the Faculty. The application file was submitted to the Faculty Council on April 22, 2020, and after approval submitted to PRME on April 29, 2020.

Approval from the PRME Secretariat followed on May 6, 2020, and the first 2-year cycle began.

Conclusion

The goals set for Sustainability Education were evaluated in January 2022. For this operational objective, the Faculty of Economics and Business Administration obtained a score of 2/2 from the Ghent University's central administration.

The efforts mentioned above already seem to have impacted on the programs and students' perceptions. In the annual program evaluations, FEB students indicated that their respective programs encouraged them to think about environmentally sustainable and/or socially fair solutions to problems more in 2021 than in previous years. In 2021, 67.4% of respondents within all FEB bachelor's programs indicated that they (totally) agreed with the statement in comparison to 60.7% in 2020. This positive evolution can be found for all core programs at the Faculty except for Public Administration and Management where a slight decrease was observed. The Faculty hopes that this general trend will continue and wants to continue to work on making its education more sustainable.

STRUCTURAL SUPPORT FOR SUSTAINABILITY EDUCATION AT THE FEB

Faculty level → Core group on Sustainability in FEB education

A work group on Faculty level supports programs to integrate sustainable development into the various programs and develops new actions at the Faculty level. This work group was originally (at the end 2018) composed of the leading professors of the core programs of Economics, Business Economics, Business Engineering, Business Administration and Public Administration and Management, the director of education, and a staff member of the education quality assurance team. In the academic year 2020-2021 the core group was extended with professors from other programs at the Faculty: Master in Complementary

Studies in Business Economics mail subject Business Economics and mail subject Taxation, Master in Complementary Studies in Economics and the subsequent Master programs Data Science for Business and Banking and finance.

The leading professors were appointed by the study program committees and have the task to discuss new proposals or decisions of the work group in the meetings of the study program committee, passing on the feedback of the study program committees to the Faculty work group, consult and support teachers to integrate sustainability in their courses and master's dissertations topics, develop other initiatives to stimulate teachers and students to think about sustainability in general and specific sustainability topics relevant for students in each of the individual programs.

Program level → study program committees

The study program committees (SPCs) have a key role in setting policy and ensuring quality in education. Our Faculty has ten SPCs, one for each study program. The committees are responsible for the program's overall curriculum design and typically use four steps to evaluate the programs: planning, implementation, evaluation, and adjustment. The SPCs monitor the definition of learning objectives, the design and practical implementation of education, the process and guidance of the educational learning process and its results, and the continuous optimization of the quality of education, both in terms of content as in terms of learning processes.

At least every 2 months the SPCs meet to discuss several education-related topics. Most of the topics are initiated by the education quality assurance unit - e.g., results of course or program feedback, program changes, revision or approval of the learning objectives or course sheets, specific topics such as internationalization and sustainability in education. Each SPC has a quality management and assurance system we call an 'education monitor' in which the plans, do's, checks and acts (PDCA) on education are included. These monitors all have the same general structure and goals following the key strategies and the operational goals of Ghent University, yet each program can set its own priorities and nuances. In each monitor the fol-

lowing goal is evaluated: "The Faculty stimulates multi-, inter- and transdisciplinarity". It also encourages (service) education in the study programs, either sourced from other faculties, or from other study programs within the same Faculty: "The Faculty sees to the integration of sustainability issues into the (service) education it offers." To monitor progress towards this goal each year new data is collected in the study program feedback by students, the lecturer survey, and the alumni survey to enable the committee to monitor trends over time. In the study program survey, Faculty students indicated that their respective programs encouraged them more to think about environmentally sustainable and/or socially fair solutions to problems.

FEB COURSES ON SUSTAINABILITY: SOME EXAMPLES

To illustrate how sustainability is integrated in the different courses at the Faculty of Economics and Business Administration, a brief description of some of the courses is given below.

Corporate social responsibility

(course in both the Bachelor's in Business Administration and the Bachelor's in Business Economics, Prof. Saskia Crucke and Prof. Eveline Schollaert)

This course aims at stimulating students to think of the implications with respect to organizations operating as an open system in a "stakeholder" context. Corporate social responsibility is approached in this context from managerial and economic perspectives, in which organizations interact with their stakeholders and the natural environment. In this context, also employees are approached as stakeholders and insights are provided about sustainable HRM, with a focus on achieving a balance between interests of human capital (people), the organization (profit) and society (planet). The course contributes primarily to the better understanding of the organizational operations in a wider (social) context. Moreover, theories, models and concepts are proposed to stimulate scientifically grounded analyses on corporate social responsibility problems.

The topics in this course include: corporate social responsibility and related concepts, strategic CSR, CSR in the supply chain, CSR performance and reporting, social entrepreneurship, Sustainable HRM. For some of these topics guest lecturers are invited to the class to introduce and discuss them.

Technology for the Circular Economy

(course in the Master's in Business Engineering, Prof. Tom Van de Wiele and Prof. Ramon Ganigué)

This course focuses on the transition of a linear to a circular economy. This requires novel technologies, novel ideas to cope with resources, products, and waste streams and, importantly, energy. A new mindset is required for both the producer and consumer, where the application of renewable energy and renewable resources are maximized if costs from environmental damage, climate change and other disadvantages from a linear economy are considered. Striving for novel sustainable technologies also accelerates economic growth and job creation. The objective of the course is to gain insight into the application of technology to make this transition to a circular economy. From the perspective that "waste does not exist", a paradigm shift is applied in which contaminated water, air, soil, or solid waste as such are regarded as resources of water, carbon, nutrients, and energy. This course will prepare the student for employment in industrial sectors that are active in this domain.

The topics in this course include wastewater (parameters, auto-purification by surface waters, activated sludge process and reactor technology), new technologies of activated sludge (membrane bioreactors, aerobic granulation), drinking water (production from groundwater, surface water), resource recovery (anaerobic digestion and water reuse), air contamination (parameters, technology, combustion technology and energy recovery), solid waste (composting, anaerobic composting and material and energy recovery), soil contamination (regulatory aspects, remediation techniques), urban mining (biometallurgy) and life cycle analysis. In this class several learning methods are used: lectures, guest lectures from policy and industry, guided calculation exercises (industrial cases), company visits and an assignment in which the students describe a case study on circular technology within a company of interest.

Innovation management

(course in the Master's in Business Engineering, Prof. Katrien Verleye)

This course aims to emphasize that innovation leads to more than enduring competitive advantage. Innovation also allows entrepreneurs and companies along with a wide range of other actors - such as social-profit organizations and governments - to tackle social and/or environmental issues. However, these economic, social, and/or environmental benefits can only be achieved when individuals and organizations are able to manage the innovation process in a thoughtful way. Following the growing importance of innovation at the national and international level, scholars from different disciplines - such as management, economics, sociology, engineering, etc. - have tried to better understand the innovation process and provide insight into how individuals, organizations, and complex ecosystems can successfully manage innovation. This interdisciplinary nature of innovation as a subject, however, makes it an exceptionally attractive albeit complex subject to teach and understand. This course encourages students to balance and/or integrate different theoretical perspectives and practical tools, thereby evaluating their own potential as innovation managers.

This course looks at innovation management at different levels:

- 1 the system level with specific attention for systemic problems such as economic recessions, climate change, and social inequality - and systemic instruments for managing transformative change such as the shift towards a circular economy;
- 2 the industry/sector level with specific attention for the emergence of technological, green, and social innovations, patterns of innovation, standard battles, modularity and platform competition and timing of entry;
- 3 the company/organizational level with specific attention for choosing innovation projects, innovation protection, collaborative strategies, and business model innovation (including circular business models);
- 4 the project level with specific attention for diverse ways of managing new product and service development processes

(including design thinking) along with managing new product and service development teams and embedding these teams in the organization and implementing a deployment strategy.

In disciplinary teams (also students from various programs of the Faculty of Engineering and Architecture and the Faculty of Bioscience Engineering are involved) the students reflect upon innovation management challenges at the different system levels. Regarding innovation management at the systems level, teams are invited to reflect upon (1) systemic problems that hinder the transition from a linear to a circular economy and (2) systemic instruments to deal with these problems. For innovation management at the project level, student teams are invited to engage in a design thinking exercise to develop sustainable solutions that generate better user experiences, thereby incorporating the design thinking principles. During interactive sessions, students engage in conversations with one another. The interactions between students from different disciplines enhances multi- and interdisciplinary thinking.

Ecological Economics

(elective course in the Master Economics, Master Business Economics, master Business Engineering, Prof. Brent Bleys)

Since the 1970s, economists, social and natural scientists have been developing integrated methods to explore (wicked) issues at the economy-society-environment intersection. Within these developments, a new paradigm emerged: ecological economics. At the core of ecological economics lies the idea that the economic system is embedded in a larger societal system that, in turn, is embedded in a global ecosystem. In that regard, ecological economics deviates from conventional economics, in which the economic system is often regarded as a stand-alone system. Ecological economics seeks to gain a better understanding of the complex relations between all three systems to increase the well-being of humans and nature. This course will familiarize students with the key concepts and ideas within the field of ecological economics based on the three main (policy) goals of efficient allocation, fair distribution, and sustainable scale. We will explore the values and insights behind the pre-analytic vision of ecological economics and compare these to the ones in more traditional economic fields. We will also explore topics such as safe environmental boundaries, decoupling and re-

bound effects, alternatives to economic growth (post-growth, degrowth), ecological macroeconomics and principal research methods within the field (IPAT analysis, system dynamics). The course will compare insights from ecological economics to more conventional insights from, for instance, environmental economics and macroeconomics.

The topics addressed in this course include key concepts in ecological economics; social metabolism and sustainable scale; inequality and fair distribution; the market and efficient allocation; resource use, environmental degradation, and economic growth; degrowth, post-growth and steady-state economics; measuring and modelling environment-economy-society linkages; system dynamics and ecological macroeconomics. Because this is an elective course an interactive approach is used. After having an introductory lecture to each topic, the students will read 3 to 5 papers for the next class and try to collectively find answers to questions raised during group discussions. The students also write a group assignment in which they critically analyse a policy change that has been proposed to help achieve a sustainable economy focussing on (a) policy instruments, (b) their potential to contribute to sustainability goals, (c) barriers and obstacles that can be anticipated when introducing the policy and (d) potential cases or examples of implementations.

Intensive international seminars

(Bachelor Business Administration and bachelor Public Administration and Management)



FEB students can also participate in an intensive international seminar on social issues. Students work for 1 or 2 weeks together with students from universities in other countries on different social themes such as inclusive growth, youth challenges, sustainable production and consumption, people on the move, well-being, inequality and poverty. Bringing together students from other countries to compare and evaluate countries concerning several indicators and policies related to the topic enables students to integrate an international learning experience in their study program and to broaden their perspective on socio-economic topics.


Other examples of courses in the programs of the Faculty of Economics and Business Administration where sustainability

topics are addressed are 'Integrity Management in the Public and Private Sector', 'Coaching ad diversity', 'Human Rights: Multidisciplinary Perspectives', 'Economics of migration', 'Sustainable Development', 'International and cross-cultural marketing', 'Environmental economics and management'.


MASTER'S DISSERTATIONS


Ever since the adoption of Sustainability as one of the key objectives of the Faculty, an increasing number of professors encourage students to do research on sustainability issues in their master's dissertation. At the Faculty, students can choose a master's dissertation topic from a large subject list that presents suggested topics from the professors across the various departments of the Faculty. Students can also propose their own research topics. The number of master's dissertation with a focus on sustainability has increased significantly over the past few years. In the academic year 2021-2022, 15% of the master's dissertations have a focus on a sustainability topic. The topics are diverse and can be categorized under the various SDGs as can be seen from the Table →. Some of the master's thesis topics in the academic year 2021-2022:


SDG	Master's dissertation title
	→ What is the impact of local policies on poverty rates in Flemish municipalities? In search of success and failure factors → Poverty reduction through technological ecosystems
	→ Ecological innovation in agriculture and the food processing industry → A study on AI-based applications to increase sustainability in agriculture: capabilities and limitations → Rethinking food waste reduction strategies

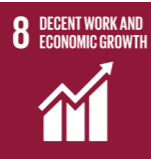
 **3 GOOD HEALTH AND WELL-BEING**
→ Setting intersectoral capacity-building priorities in primary care to reduce health inequities of climate-related migration in Africa: an Engagement Mapping and Prioritization-exercise

 **4 QUALITY EDUCATION**
→ How are Belgian Universities integrating sustainability into Accountancy and Taxation courses?
→ Attention for CSR in tax education: Evidence from Flanders
→ Diversity in education


 **5 GENDER EQUALITY**
→ Reconciling feminist and ecological macroeconomics
→ Gender and variability of M&A outcomes: A quantile regression approach
→ Gender Effects in Equity Crowdfunding


 **6 CLEAN WATER AND SANITATION**
→ Techno-economic assessment of decentralized water reuse systems
→ The fight against water stress: Flemish local governments and increasing water scarcity


 **7 AFFORDABLE AND CLEAN ENERGY**
→ Analysing the implementation of the transition to clean energy in Europe
→ Comparing the acceptability of conventional vs renewable energy systems: waste-to-energy plants
→ Implantation of onshore wind turbines and insights from the perspective of behavioral economics.

 **8 DECENT WORK AND ECONOMIC GROWTH**
→ The importance of ethical leadership to the internal organization and its image
→ Sustainable entrepreneurship:

what barriers keep SMEs from acting in a sustainable way?
→ Managerial perspectives on Circular Economy business ecosystems
→ The Index of Sustainable Economic Prosperity 2.0 for Flanders


 **9 INDUSTRY, INNOVATION AND INFRASTRUCTURE**
→ CSR and the impact on financial performance: the JBC-case
→ Sharing economy: a prototype for storage units
→ Quality management and sustainability in the hospitality industry
→ The impact of climate change on the performance of industry indices
→ Evaluation of the VAT reduction in demolition and renewal

 **10 REDUCED INEQUALITIES**
→ Board diversity and its effect on board performance
→ The electoral success of candidates with a migration background
→ Compensating losers of globalisation: the impact of regionalisation on redistribution and inequality.

 **11 SUSTAINABLE CITIES AND COMMUNITIES**
→ Climate-neutral urban renewal. An exploration of the optimal project dimension
→ Sustainable cities and communities
→ Tax incentives for electric bicycles
→ Sustainable cities

 **12 RESPONSIBLE CONSUMPTION AND PRODUCTION**
→ The potential of sustainable digital solutions for consumer energy consumption in Flanders
→ Natural beauty: the effect of social media influencers on the purchase of sustainable cosmetics
→ Subtle CSR Cues: The Influence of Recycled

Plastic Packaging on Perceived Naturalness
→ Garbage collection optimization: Environmental impact of flexible routes and timetables

 **13 CLIMATE ACTION**
→ Decarbonizing agricultural energy use
→ Detecting Trends in Tweets: A case study using the ClimateChange/Sustainability Hashtags
→ The European Fund for Strategic Investment and Climate Change
→ Macroeconomic and welfare effects of alternative policies to reduce CO2 emissions in a quantitative macro model

 **14 LIFE BELOW WATER**
 **15 LIFE ON LAND**
→ Air quality governance in the city of Ghent: Barriers and challenges

 **16 PEACE, JUSTICE AND STRONG INSTITUTIONS**
 **17 PARTNERSHIPS FOR THE GOALS**
→ Impact of climate change reporting on stock prices: a Euronext investigation
→ EU climate leadership and the European Green Deal
→ Tackling the E-Waste Problem: Political Commitment at the EU Level
→ NGOs and microfinance: the offer and role perception of Belgian Dutch-speaking development cooperation NGOs with respect to their target groups in the global South
→ Ecosystem Partner Experience: An Empirical Framework of Partner Satisfaction in Digital B2B Ecosystems

Next, the Faculty recently adapted the evaluation framework of the master's dissertation to encourage every student to reflect on the impact of their master's dissertation on businesses and society at large. The student is asked to reflect in his or her master's dissertation not only on how the research outcomes can contribute to new insights in the research domain, but also on its implications for business practices and different stakeholders in society.

Finally, FEB students who do a master's thesis on a sustainability topic are in contention for a prize in recognition of their research. Each year the Business Economics program rewards young graduates who wrote a high-quality master's dissertation on a sustainability topic with a special prize sponsored by Boelaert Kredieten. In the academic year 2019-2020, An-Sophie Lambrecht, master in Business Economics (main subject: Marketing) won with her master's dissertation entitled "Research on the impact of the shape, transparency and type of beverage on perceptions and willingness to pay of consumers for reusable cups". In the academic year 2020-2021, the prize was awarded to Jorg Boeykens, master in Business Economics (main subject: Corporate Finance) for his master's dissertation with the title "Venture capital and private equity, is it really all about the money? The development of social investing within the private equity industry". The program of Business Administration also hands out an annual prize for the best master's dissertation on a sustainability topic, this time sponsored by Colruyt Group. In 2018-2019, Anna De Bruycker, master in Business Administration (main subject: Commercial Management) won the award with her master's dissertation entitled "Does visual similarity between meat and a vegetarian alternative determine consumers' purchase intention? The moderating role of similarity messages". Last academic year the award went to Margot Papijn, master in Business Administration (main subject: Commercial Management) for her master's dissertation on "Research on Flemish eating habits: The influence of vegophobia on intention to eat less meat".

Ghent University organizes each year the Future proof award to put master's dissertations that address sustainability issues from across its faculties in the spotlight. In the academic year 2020-2021, Lies Hens, master Business Engineering (main subject: Operations Management) was nominated and obtained

the third place for her master's dissertation entitled "The Social distribution platforms against food waste: win-win between social and circular economy". On top of that Lies won the audience award.

INTERNSHIPS

The Faculty emphasizes that it is important that students can go on an internship so that they can learn to tackle real-life problems and situations in their field of study. During their internships students work – from an academic perspective – on a real-life case as an assignment. Students are evaluated on their contribution and cooperation (professional competences) as well as on an internship report they must write (academic competences).

The FEB Internship Service organizes the internships by helping students to find a suitable internship position, by visiting the students during their internship, by contacting the internship providers concerning the evaluation, by evaluating the report made by the students, and by giving support in case of problems.

The internship is mandatory in the Master of Science in Business Administration and in the Bachelor of Science in Public Administration and Management, while in the other core programs the internship can be selected by students as an elective course.

Over the past few years, the offer of internships that address sustainability issues and internships in sustainable companies or policy organizations has gradually increased. A selection of such internships is listed below.

- **Volvo Cars Ghent**, that wants to be a climate neutral company in 2040: the project of the student was about developing strategies to convince more girls of primary and secondary education into STEM (Science, Technology, Engineering, Mathematics) disciplines in education.
- **CO2logic**, a certified B Corporation and the first organization in Belgium (and one of the first in Europe) to lead its clients towards CO2 neutrality (calculation, reduction and offsetting) and developed as such quality certified climate

projects: the internship included an analysis of CO2-reducing actions per sector/customer to optimize the advice to clients. The student also performed a benchmark of companies on CO2 performance.

- **Too good to go**, a certified B corporation that fights food waste by inspiring and empowering everyone (families, businesses, schools and politics): the internship included research of the current and planned legislation around food waste measurements and research on best practices and examples around food waste mapping. The student wrote a project proposal for long-term food waste mapping and various measurement methods for food waste in food companies.
- **Management consulting company** (unnamed for reasons of confidentiality): the internship took place at the Department 'Sustainability & Circular Economy' of a management consulting company that supports organizations by designing and implementing sustainable business solutions at strategic points during their life cycle. The aim of the internship was to investigate how the consultancy company could objectively evaluate the circular economy situation in cities and towns and map their circular potential. The student developed a circular CPI (critical performance indicators) – dashboard to execute circular scans of cities and towns.
- **Brightwolves**, a consultancy company that helps companies in bringing new perspectives into the decision-making processes to strengthen and accelerate sustainable transformation: the internship student analyzed the internal sustainability of the company itself by focusing on Brightwolves' carbon emissions and setting emission targets for the company. The student also developed sustainable initiatives and organized a sustainability competition for start-ups.
- **Baker Tilly**, a company that provides auditing services, services on digital accounting and business reporting, legal and tax consultancy serving Belgian and international clients, especially SMEs, on a local, regional and international basis: during this internship, the student analyzed if a mobility budget is a desirable alternative to a company car.
- **Fedasil**, the Federal agency for the reception of asylum seekers: the student did research on how to implement a sustainable human resource policy. The student developed a human resource cockpit, analyzing and reforming data of the company.
- **The United Nations University Institute on Compara-**

tive Regional Integration Studies (UNU-CRIS), a research and training institute of the United Nations University: the internship deals with mapping the implementation of SDG Monitoring Systems by Cities in Various World Regions. An SDG Monitor was developed in collaboration between UNU-CRIS, IDEA Consult, Belfius, and UNITAR. This monitor enables Flemish municipalities to monitor their progress regarding the Sustainable Development Goals (SDGs) and allow each municipality, and Flanders as a whole, to evaluate which policies built around the SDGs are working well, which areas need improvement, and to share best practices amongst themselves to ensure the attainment of the goals by 2030. The student explored and mapped other similar monitoring systems on the local level in other global localities, with the goal of comparing and learning from other similar initiatives.

- **Cabinet of the Governor of Antwerp**: this internship had two dimensions namely mass evacuation and management of waste flows. In response to the floods in summer 2021 the tasks of the students (duo) included investigating what models exist to deal with large-scale evacuations (benchmark, pro/contra, boundary conditions, etc.) and exploring the possibilities and/or limits and private and/or public actors exist to collect, store, and process unforeseen, voluminous waste streams and to limit nuisance (transport, odor, vermin, soil contamination, etc.) as much as possible.

Covid-19 impact

The different working groups on sustainability education worked in close collaboration with the study program committees. The latter have had other focal points in the past two years, such as distance learning in the context of the corona measures. The time and energy that went into this was partly at the expense of other efforts, such as those related to expanding the sustainability topics in the education on offer. Consequently, we can state that without the pandemic, efforts around the integration of sustainability would have carried further than they do today. Nevertheless, the targets within both the operational objective of the policy cycle 2019-2022 and within the PRME application were met.

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.

A key element in the Faculty's mission is to conduct rigorous multi-perspective scientific research. We pursue a research strategy with a strong focus on high-quality research, that is recognized and validated by meeting high international quality standards, and that is contributing to theory, practice, and teaching.

The Faculty's scientific output is evaluated in five-year periods, with a focus on the number of doctoral degrees granted and of peer-reviewed scientific publications, the quality of academic research, and the number of externally funded research projects and grants. Data on research output reveal that publications of Faculty staff are on the rise: annual output per FTE professor increased from around 1 in 2010 to 2.4 in 2020. At the same time, the number of publications in top 5% and top 20% journals remained almost stable at around 10% and 30% of all publications. We also observe increased attention to relevant real-life business problems and governmental and societal challenges, which is reflected in 15% of the intellectual contributions of the Faculty staff being based on interdisciplinary research. More information on the Faculty's research policies and output can be found on <https://www.ugent.be/eb/en/research>.

The remainder of this chapter focuses on sustainability research at the Faculty of Economics and Business Administration. In doing so, we report on the contributions for the years 2020 and 2021. We start with providing an overview of the different departments at the Faculty and the sustainability-related topics they mostly work on. We complement this overview with a non-exhaustive list of publications coming out of this research in which we highlight the wide range of topics

being researched. Next, we present a few interdisciplinary research consortia that are headed by FEB researchers and that address topics related to sustainability – e.g., climate change and migration, decent work and discrimination in the labor market, and the promotion of pro-environmental behaviors. Finally, we report a series of PhDs, successfully defended at the Faculty in 2020 and 2021, in which topics related to sustainability were central. In this section, we also report some doctoral papers on sustainability issues, that were rewarded at scientific conferences.

DEPARTMENTS, SUSTAINABILITY-RELATED RESEARCH TOPICS AND PUBLICATIONS

Since October 2018, the Faculty is organized into five, theme-focused and multidisciplinary departments to stimulate (interdisciplinary) research: Economics; Accounting, Corporate Finance and Taxation; Marketing, Innovation and Organization; Business Informatics and Operations Management; and Public Governance and Management. In each of these departments, there is an increasing interest in and output of sustainability-oriented research. In the following paragraph, the different departments are briefly introduced alongside some of the research topics related to sustainability on which they focus and a non-exhaustive list of publications in 2020 and 2021 on these topics.

EB21 – Department of Economics

The research of the Department of Economics covers a broad span in micro, macro, econometrics, labor, banking, finance, international and environmental economics as well as several interdisciplinary topics.

Sustainability-related research topics include:

- Environmental and energy economics
- Climate policy
- Energy transition
- Welfare and wellbeing indicators
- Causes and consequences of migration
- (Wage) inequality
- Labour market discrimination

A non-exhaustive list of EB21-publications related to these topics:

- Buchmayr, A., Verhofstadt, E., Van Ootegem, L., Sanjuan Delmas, D., Thomassen, G., & Dewulf, J. (2021). The path to sustainable energy supply systems: proposal of an integrative sustainability assessment framework. *RENEWABLE & SUSTAINABLE ENERGY REVIEWS*, 138. <https://doi.org/10.1016/j.rser.2020.110666>
- De Winne, J., & Peersman, G. (2021). The adverse consequences of global harvest and weather disruptions on economic activity. *NATURE CLIMATE CHANGE*, 11(8), 665–672. <https://doi.org/10.1038/s41558-021-01102-w>
- Figueroa, J. L., & Van de gaer, D. (2021). Did progress reduce inequality of opportunity for school reenrollment? *ECONOMIC DEVELOPMENT AND CULTURAL CHANGE*, 69(2), 541–567. <https://doi.org/10.1086/703234>
- Albrecht, J., & Hamels, S. (2021). The financial barrier for renovation investments towards a carbon neutral building stock: an assessment for the Flemish region in Belgium. *ENERGY AND BUILDINGS*, 248. <https://doi.org/10.1016/j.enbuild.2021.111177>
- Bekaert, E., Ruysen, I., & Salomone, S. (2021). Domestic and international migration intentions in response to environmental stress: a global cross-country analysis. *JOURNAL OF DEMOGRAPHIC ECONOMICS*, 87(3), 383–436. <https://doi.org/10.1017/dem.2020.28>
- Van der Slycken, J., & Bleys, B. (2020). A conceptual exploration and critical inquiry into the theoretical foundation(s)

of economic welfare measures. *ECOLOGICAL ECONOMICS*, 176. <https://doi.org/10.1016/j.ecolecon.2020.106753>

- Bruninx, K., Ovaere, M., & Delarue, E. (2020). The long-term impact of the market stability reserve on the EU emission trading system. *ENERGY ECONOMICS*, 89. <https://doi.org/10.1016/j.eneco.2020.104746>

EB22 – Department of Accounting, Corporate Finance and Taxation

The research of the Department covers three research domains. The first, "Corporate reporting and performance evaluation", combines research on financial accounting and reporting, management accounting and management control. The second research domain, "SME financing and performance", deals with corporate finance and performance evaluation, emphasizing entrepreneurial enterprises. Finally, a "Taxation" research group was recently installed and is currently in full development.

A sample of sustainability-related research topics addressed in EB22:

- Corporate Social Responsibility (CSR) and tax avoidance
- Sustainability reporting
- Certified B corps and sustainable enterprises

The research on these topics is, amongst others, reflected in the following scientific articles (non-exhaustive list):

- Paelman, V., Van Cauwenberge, P., & Vander Bauwhede, H. (2021). The impact of B corp certification on growth. *SUSTAINABILITY*, 13(13). <https://doi.org/10.3390/su13137191>
- Aernoudt, R., & De San José, A. (2020). A gender financing gap: fake news or evidence? *VENTURE CAPITAL*, 22(2), 127–134. <https://doi.org/10.1080/13691066.2020.1747692>

EB23 – Department of Marketing, Innovation and Organization

The Department consists of five research groups, covering the following research domains: consumer behavior, data analytics, entrepreneurship and innovation, service innovation and design, and HRM and organizational behavior.

Sustainability-related research topics include:

- Sustainable consumption
- Social entrepreneurship
- Sustainable HRM
- Circular business models

A non-exhaustive list of EB23-publications related to these topics:

- Pearce, H., Hudders, L., Van de Sompel, D., & Cauberghe, V. (2021). Motivating children to become green kids: the role of victim framing, moral emotions, and responsibility on children's pro-environmental behavioral intent. *ENVIRONMENTAL COMMUNICATION-A JOURNAL OF NATURE AND CULTURE*, 15(7), 969–985. <https://doi.org/10.1080/17524032.2021.1934056>
- Handrito, R. P., Slabbinck, H., & Vanderstraeten, J. (2021). Being pro-environmentally oriented SMEs: understanding the entrepreneur's explicit and implicit power motives. *BUSINESS STRATEGY AND THE ENVIRONMENT*, 30(5), 2241–2254. <https://doi.org/10.1002/bse.2741>
- Choueiki, Z., Geuens, M., & Vermeir, I. (2021). Animals like us: leveraging the negativity bias in anthropomorphism to reduce beef consumption. *FOODS*, 10(9). <https://doi.org/10.3390/foods10092147>
- Vandenbroele, J., Slabbinck, H., Van Kerckhove, A., & Vermeir, I. (2021). Mock meat in the butchery: nudging consumers toward meat substitutes. *ORGANIZATIONAL BEHAVIOR AND HUMAN DECISION PROCESSES*, 163, 105–116. <https://doi.org/10.1016/j.obhdp.2019.09.004>
- Crucke, S., & Slabbinck, H. (2021). An experimental vignette study on the attractiveness of ownership-based carsharing communities: a social capital theory perspective. *ENVIRONMENT AND BEHAVIOR*, 53(4), 379–408. <https://doi.org/10.1177/0013916519888969>
- Munoz, C. A., Davila, A. M., Mosey, S., & Radrikan, M. (2021). Exploring participatory management in social enterprise practice: evidence from Chile. *VOLUNTAS*, 32(5), 1096–1112. <https://doi.org/10.1007/s11266-021-00367-1>
- Vermeir, I., Weijters, B., De Houwer, J., Geuens, M., Slabbinck, H., Spruyt, A., ... Verbeke, W. (2020). Environmentally sustainable food consumption: a review and research agenda from a goal-directed perspective. *FRONTIERS IN PSYCHOLOGY*, 11. <https://doi.org/10.3389/fpsyg.2020.01603>
- Vos, M., Romeo-Velilla, M., Stegeman, I., Bell, R., van der Vliet,

- N., & Van Lippevelde, W. (2020). Qualitative evaluation of the STOEMP network in Ghent: an intersectoral approach to make healthy and sustainable food available to all. *INTERNATIONAL JOURNAL OF ENVIRONMENTAL RESEARCH AND PUBLIC HEALTH*, 17(9). <https://doi.org/10.3390/ijerph17093073>
- Cocquyt, A., Crucke, S., & Slabbinck, H. (2020). Organizational characteristics explaining participation in sustainable business models in the sharing economy: evidence from the fashion industry using conjoint analysis. *BUSINESS STRATEGY AND THE ENVIRONMENT*, 29(6), 2603–2613. <https://doi.org/10.1002/bse.2523>

EB24 – Department of Business Informatics and Operations Management

The research topics of the Department include information technology management, information science, data mining and business intelligence, supply chain management and project management.

Some examples of research topics related to sustainability:

- Green business process management
- Green IT

The research on these topics is, amongst others, reflected in the following scientific articles (non-exhaustive list for EB24):

- Couckuyt, D., & Van Looy, A. (2021). An empirical study on Green BPM adoption: contextual factors and performance. *JOURNAL OF SOFTWARE-EVOLUTION AND PROCESS*, 33(3). <https://doi.org/10.1002/smr.2299>
- Couckuyt, D., & Van Looy, A. (2021). An exploration of green business process maturity based on ecolabels. *BUSINESS PROCESS MANAGEMENT JOURNAL*, 27(7), 1999–2020. <https://doi.org/10.1108/BPMJ-05-2021-029>
- Zohrehvandi, S., Vanhoucke, M., Soltani, R., & Javadi, M. (2020). A reconfigurable model for implementation in the closing phase of a wind turbines project construction. *ENGINEERING CONSTRUCTION AND ARCHITECTURAL MANAGEMENT*, 27(2), 502–524. <https://doi.org/10.1108/ECAM-01-2019-0065>
- Couckuyt, D., & Van Looy, A. (2020). A systematic review of Green Business Process Management. *BUSINESS PROCESS MANAGEMENT JOURNAL*, 26(2), 421–446. <https://doi.org/10.1108/bpmj-03-2019-0106>

EB25 – Department of Public Governance and Management

In this Department, research is conducted about and for government(s) and the public sector. Research focuses on governmental policy-making and the organization and management of public and non-profit organizations, on various levels (local, national, international), and in different domains (e.g., welfare and well-being, security, integration, climate, and energy).

Sustainability-related research topics include:

- Efficiency, effectiveness, and fairness of governance choices to resolve societal challenges
- Examining the EU-governance strategy to achieve the Green Deal
- The role of different stakeholders in dealing with societal challenges such as biodiversity, poverty, sustainable economic development

A non-exhaustive list of publications from EB25 related to these topics:

- Rosamond, J., & Dupont, C. (2021). The European Council, the Council, and the European Green Deal. *POLITICS AND GOVERNANCE*, 9(3), 348–359. <https://doi.org/10.17645/pag.v9i3.4326>
- Oberthür, S., & Dupont, C. (2021). The European Union's international climate leadership: towards a grand climate strategy. *JOURNAL OF EUROPEAN PUBLIC POLICY*, 28(7), 1095–1114. <https://doi.org/10.1080/13501763.2021.1918218>
- Benoot, T., Dursin, W., Verschuere, B., & Roose, R. (2021). A visual report on what is of value for people with intellectual disabilities in a Flemish care organisation. *JOURNAL OF INTELLECTUAL & DEVELOPMENTAL DISABILITY*, 46(4), 375–387. <https://doi.org/10.3109/13668250.2020.1847977>

INTERDISCIPLINARY RESEARCH

GROUPS WITH A FOCUS

ON SUSTAINABILITY

Next to the five main departments, several, often multidisciplinary research centers have been (jointly) set up by members of the Faculty of Economics and Business Administration. Some of these research centers have a specific focus on sustainability-related topics, others address sustainability topics more at the margins of their research efforts. Below you can find a selection of examples of such interdisciplinary research groups that were recently installed at the Faculty.

BE4LIFE (SDGs 12, 3 and 13)



Research on the transition towards a sustainable society is the cornerstone of the consumers research group of the Faculty. The research group established the knowledge center 'Behavioral Economics For Life' (BE4LIFE) to formalize and instigate this perspective. BE4LIFE focuses on both academic and practice-oriented research. Its mission is to encourage behavior that increases the well-being of the individual and society and focuses on three pillars: sustainable, healthy, and ethical consumption.

UGent @ Work (SDGs 8, 5 and 3)



UGent @ Work wants to (i) make the Ghent University research on work and the labor market more accessible and communicate it better, (ii) get more structured input from society, (iii) achieve more social impact with it and make better use of the opportunities for interdisciplinary (iv) research cooperation and (v) research funding. This should result in more and better inter-

disciplinary research and evidence-based policy on topics such as burnout, labor market discrimination, work, and digitization.

CLiMigHealth (SDGs 10, 13 and 3)



CLiMigHealth is an international interdisciplinary thematic network hosted at the Department of Economics, Ghent University, which aims to explore the climate-migration-health nexus. To this end, CLiMigHealth integrates diverse expertise on the various dimensions of and interactions in the nexus, cutting across disciplines. The network guides more comprehensive and sustainable responses to address the complex migration and health(care) issues arising from climate change. CLiMigHealth also strengthens interdisciplinary educational, research and knowledge translation capacity in low- and middle-income countries. CLiMigHealth primarily forms a collaborative platform between academics in the North and academics in the South. The network is composed in such a way that involvement from and ownership by the South is secured, thereby integrating a human right based and equity-focused socially accountable multi-perspective approach.

GOVTRAN (SDGs 13, 7 and 17)



GOVTRAN aims to spearhead a new, multidisciplinary academic network on climate and energy governance in Europe by providing a platform that brings together the European and global community of scholars, and that actively fosters this community's engagement with policymakers and the broader public.

Network activities focus on two key aspects of recent EU climate and energy policy:

- 1 the EU climate and energy policy framework for 2030;
- 2 the impact of the European Union's climate and energy policy/governance on, and contribution to, the longer-term

future of Europe, European integration, and the EU.

To achieve GOVTRAN's objectives, the network partners mobilize and coordinate academic research through a range of measures. They initiate special issues of major academic journals dealing with GOVTRAN's core themes stated above, hold international workshops, and organize panels at major academic conferences.

PHDS ADDRESSING SUSTAINABILITY

TOPICS AND AWARDS

In this paragraph we list recently defended PhDs that address topics related to sustainability.

Successfully defended in 2020:

- Sarmad Zaman Rajper (2020): "Essays on prospects of electric vehicles in Pakistan" (promotor: Prof. Johan Albrecht)
- Désirée Vandenberghe (2020): "The economics of preventive health care" (promotor: Prof. Johan Albrecht)
- Jolien Vandenbroele (2020): "Food-tastic choice!: nudging to get our food choices on a healthy and sustainable track" (promotors: Prof. Anneleen Van Kerckhove and Prof. Maggie Geuens)
- Thi Xuan Linh Nguyen (2020): "Corporate sustainability performance in the emerging East Asian markets" (promotors: Prof. Michael Frömmel and Prof. Ngoc Phi Anhh Doan)
- Fatima Khitous (2020): "Engaging customers and other actors in business model innovation for the transition to a circular economy" (Prof. Raffaella Manzini and Prof. Katrien Verleye)
- Daphne Vanleene (2020): "(VULNER)ABILITY: engaging with citizen co-producers in community development" (promotors: Prof. Bram Verschuere and Prof. Joris Voets)

Successfully defended in 2021:

- Jonas Van der Slycken (2021): "Beyond GDP: alternative measures of economic welfare for the EU-15" (promotor: Prof. Brent Bleys)
- Linh Nguyen Thi Dieu (2021): "Climate change adaptation and sustainable agriculture: the case of saltwater intrusion and rice production in central coastal region of Vietnam" (promotor: Prof. Brent Bleys)
- Hannah Van Borm (2021): "An Arab, a woman, and an old guy walk into a job interview : examining explanations for

discrimination in hiring" (promotor: Prof. Stijn Baert)

- Sam Hamels (2021): "Realising a carbon-neutral European electricity system and building stock : technoeconomic and financial challenges" (promotor: Prof. Johan Albrecht)
- Anouk Decuyper (2021): "Unraveling the black box of how leaders affect employee well-being: the role of leadership, leader well-being and leader attentive communication" (promotors: Prof. Adelen Decramer and Prof. Mieke Audenaert)
- Dries Couckuyt (2021): "Green business process management" (promotor: Prof. Amy Van Looy)
- Tom Benoot (2021): "Autonomy in social work : a search for social justice : the case of personal budgets in the care for people with intellectual disabilities" (promotors: Prof. Rudi Roose and Prof. Bram Verschuere)

The doctoral research was also presented at several international research conferences. Some of the papers were awarded:

- European Academy of Management (Euram), 2020; nominated as best paper by de Innovation Strategic interest group: Khitous, F., Urbinati, A., Verleye, K. 'Product-service systems in the transition to a circular economy in the fashion industry: a customer engagement perspective'.
- Academy of Management (AOM), 2020, best doctoral student research conference paper of the Public and Nonprofit division: Crucke, S., Kluijtmans, T., Meyfrootd, K., Desmidt, S. 'How do organizational sustainable practices foster public service motivation and job satisfaction?'

Covid-19 impact

The ongoing efforts at the Faculty to bring together researchers from different fields working on sustainability topics have been strongly impacted by Covid-19 as the lockdowns in Belgium also implied that all FEB staff was working from home. Organizing in-person workshops and meet-and-greet events was impossible, and many colleagues at the Faculty had other priorities than to explore potential new research avenues and collaborations. Some of the plans we had when applying for PRME have thus been delayed, especially the ones involving in-person interaction between researchers.

This academic year is slightly different – although we had another lockdown in December-January. But we can see events being organized again in-person – e.g., the FEB Research Day on May 23, 2022 and the fifteenth Belgian Environmental Economics Day hosted at the department of Economics on May 30, 2022. Also new initiatives are popping up: the Department of Economics, for instance, hired a post-doc to focus on policy-oriented research in line with the EU Green Deal, with a kick-start event for the Department scheduled for June 1, 2022. Tom van Ierland of DG Clima (European Commission) is the keynote speaker for the event during which he will introduce the EU Green Deal and the Fit-for-55 package and highlight their implications for research in economics. We are thus hopeful that in the near future we can truly start to accelerate the roll-out of sustainability research over different domains at the Faculty.



PARTNERSHIP AND DIALOGUE

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.

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.

With the aim of integrating sustainability in education and research at our Faculty, we collaborate and engage in dialogue with many stakeholders. In this chapter we provide a non-exhaustive list of examples of FEB-partnerships and its involvement in (stakeholder) dialogues.

We first look at partnerships and dialogue within the Faculty of Economics and Business Administration and Ghent University before providing examples of external collaborations with other universities, public authorities, profit and non-profit organizations. In the final paragraph, we present outreach activities undertaken by Faculty members on different levels: towards policymakers and politicians, towards businesses and non-governmental organisations and towards the general public.

PARTNERSHIPS AND DIALOGUE WITHIN THE FACULTY AND GHEENT UNIVERSITY

First, several committees that address sustainability related issues, have been set up at the Faculty. These **Faculty committees** are composed of representatives of staff (with diverse positions in the Faculty) and students.

- **Committee Safety and Sustainability:** in this committee environmental issues at the Faculty (e.g., waste policy) and the integration of sustainability in education and research is discussed. The members of this committee decided to establish a specific committee 'Sustainability in education', as earlier explained. The committee works closely together with

the Green Office of Ghent University and with the Centre for Sustainable Development of Ghent University.

- Committee on well-being at work: this committee monitors the well-being of employees and takes initiatives to enhance the well-being of employees.
- Faculty Diversity Team: takes initiatives to make our Faculty more diverse and inclusive in close collaboration with the University Diversity Team. More attention for diversity and inclusion in both education and research is one of the goals of the Diversity Team.

At the Faculty, we have one student organization that invests heavily in sustainability in research and education, namely Rethinking Economics. **Rethinking Economics** organizes lectures and debates outside of the regular curricula at the Faculty with a strong focus on heterodox approaches in economics. Faculty members often take part in the events – e.g., by giving a lecture themselves, or by acting as discussants to external speakers. Rethinking Economics also emphasizes the need to focus more on heterodox approaches in the curricula at the Faculty – two master's dissertations have focused on this recently: one investigated the dominance of neoclassical economics and quantitative research methods in the curricula, whereas the other explored narratives in the textbooks used in introductory courses on economics.

In line with its vision on sustainability, **Ghent University** also develops many sustainability-related initiatives and policies. At the core of these is UGent's Green Community: the Green Office, an Environmental Coordinator and a Sustainability Coordinator, a think-and-do tank "Transitie UGent" and the central Sustainability Commission. Faculty members are involved in many of these initiatives – e.g., taking part in many of the roundtables at Transitie UGent meetings, or developing a university-wide survey for students on sustainability education and analyzing its results. The Education Department of Ghent University also organizes a **network on sustainability education** to which several FEB staff members have contributed using insights from the efforts to integrate sustainability into FEB curricula outlined above. The Faculty is regarded as a frontrunner on this topic, and the scaling up of experiences within one program to others was a first at Ghent University. More information on the sustainability initiatives at Ghent University can be found in its

Sustainability Report (in Dutch).
<https://www.ugent.be/nl/univgent/waarvoor-staat-ugent/duurzaamheidsbeleid/verslag/duurzaamheidsrapport2020>

EXTERNAL COLLABORATIONS

Next, the Faculty and its members **collaborate with other universities, public authorities, profit and non-profit organizations** on sustainability related topics. In what follows, we give some examples of these collaborations.

Considering the collaboration with other universities, we specifically want to mention the university network ENLIGHT. The ENLIGHT network was created in July 2020 and is the successor of the university network U4. The ENLIGHT consortium of nine European universities, under coordination of Ghent University, was selected in the framework of the call for "European Universities", the European Commission's pilot program for new multilateral networks. ENLIGHT stands for "European University Network to promote quality of life, sustainability & global engagement through Higher Education Transformation". It unites the universities of the Basque Country (ES), Bordeaux (FR), Bratislava (SK), Galway (IE), Göttingen (DE), Groningen (NL), Tartu (EE), Uppsala (SE) and Ghent (BE). In December 2021, the rector of Ghent University signed a **sustainability engagement** during the ENLIGHT General Meeting. It engages the signatories to contribute to sustainable development and to lead by example in the areas of management, education, and research. It emphasizes the importance of education to empower learners to tackle major societal transitions and to promote equitable quality of life and sustainability. Over the coming years ENLIGHT will focus on five themes to pilot new learning formats: climate change, health and well-being, inequality, digital revolution, energy, and circularity. In the long term ENLIGHT wants to create an open space between the nine universities without barriers for learning, teaching, and working together. One Faculty member is joint Ghent University lead in the ENLIGHT core group in climate change.

Several Faculty members collaborate with public authorities. Forms of collaboration are conducting policy-supporting research, organizing workshops or presentations for or together with public authorities, and membership of different committees. Some examples include:

- City of Ghent: involvement in the project 'Stoemp'. The STOEMP network brings different sectors together in a municipality to increase accessibility to healthy and sustainable foods for all, with particular attention for the disadvantaged population. UGent takes an active role in this network.
- Province of East Flanders: Study on how local authorities can support social entrepreneurship.
- Economic Council of the Province of East-Flanders (EROV): development of a workshop on the sharing economy.
- Policy Center for Economic Development and Entrepreneurship (Flemish Government): a study on sustainable entrepreneurship among SMEs in Flanders.
- Policy Center for Well-being, Public Health and Family (Flemish Government): a study on the actors involved in 'mental health' in Flanders and how collaboration in the sector can be optimised.
- Department of Agriculture and Fisheries (Flemish Government): Partner of the Food Coalition: an initiative of the Flemish Government to bring all stakeholders in Flanders together with the aim to define a new and sustainable food strategy and policy for the future.
- Department of Environment (Flemish government): Member of the Steering Committee of the "Green Deal Protein Transition on your Plate" (2021 - 2025). The goal is to instigate initiatives among all committed organizations. To date, more than 70 organizations already take part, including stakeholders in all stages from farm-to-fork (agricultural organizations, producers, retailers, consumer organizations, educational partners, ...). Activities of Faculty members include research (e.g., monitoring diets), education (e.g., master thesis projects in which students cooperate with other partners), and communication (e.g., presenting research findings on conferences for practitioners and/or academics).
- European Institute for Innovation and Technology Food & Health (European Union): involvement in several research projects of EIT Food and Health. EIT is Europe's leading food innovation initiative, working to make the food system more sustainable, healthy and trusted.
- Federal Council for Sustainable Development: a Faculty member is acting as a representative of the scientific communities in this Council that brings together all stakeholders in sustainable development (employers, employees, consumers, environmental and North-South NGOs, youth and women

organisations). The Faculty member is co-chairing the Working Groups on Strategy and on Financing the Transition.

- Federal Holding and Investment Company: a Faculty member was recently appointed as the vice-president of the Federal Holding, the vehicle of the Belgian federal government that is responsible for the implementation of the recovery and resilience plan – amongst others through its Transformation Fund.
- European Environment Agency (EEA): since 2021, one of the members of the Faculty is acting as the vice-chair of the scientific committee of the EEA.

Some examples of collaborations with non-profit and non-governmental organizations:

- Rikolto Belgium: development of a workshop on sustainable consumption and partner in several research projects on sustainable consumption.
- WWF: literature review on the effectiveness of behavioral interventions to reduce the consumption of meat.
- Circular Flanders (partnership of governments, companies, civil society, and the knowledge community to take action regarding the circular economy): development of 'Living labs circular economy' on the sharing economy'.
- Join For Water: socio-economic analysis of a drinking water intervention in Kitagwenda District, Uganda.

Some examples of collaborations with commercial organizations include:

- Joint research projects on the transition towards sustainable consumptions with, among others, Colruyt Group (retailer), KBC (banking), Ahold Delhaize (Retailer), and PepsiCo (beverages).
- Joint research projects on corporate volunteering with Engage4, Janssen Belgium and P&G-verzekeringen.

OUTREACH

The focus on research and collaborations with a high relevance to business practice and policy making also results in the dissemination of FEB research findings to a wider public of non-expert audiences in the print media, broadcast media and on-line periodicals, to policymakers, and through in-company seminars and professional magazines to private companies and non-governmental organizations.

Faculty members are regularly invited to share their insights in the federal and regional Parliaments of our country through public hearings in different committees. Insights are also shared more informally with the cabinets of different ministers and the research departments of political parties. Finally, Faculty members also give lectures and keynote speeches at different policy events.

In addition, Faculty staff often receive invitations to present their research results to executive boards of organizations, deliver specialized consulting reports to private companies and financial institutions, and conduct policy evaluation studies for governmental agencies, provide recommendations to managers, entrepreneurs, investors, entrepreneurship-support organizations, politicians, governments, and governmental organizations, etc.

Next, many FEB researchers take part in the public debate through giving public lectures and translating research results into press releases and newspaper or online articles. Several

Faculty members have biweekly or monthly columns in national newspapers (De Tijd, De Standaard, Het Laatste Nieuws) and many more write opinion pieces related to their expertise. Faculty members also appear regularly on television programs debating trends in business economics (e.g., promoting pro-environmental behavior) or in the Belgian economy (e.g., discussing employment, inflation and GDP numbers). Occasionally, Faculty members also take part in television and radio shows that address (sustainability) topics more substantially. Finally, Faculty members are reaching out to the general public through giving lectures (e.g., Universiteit van Vlaanderen) and online outreach activities (e.g. the outreach activities of the UGent @ Work group, or the "GOE uitgelegd" podcast that discusses research within the EB21 Department). Any time a FEB colleague appears in the media (interviewed, opinion piece, etc.), the Faculty highlights this on its social media (e.g., via www.facebook.com/UGentFEB).

FUTURE ACTIONS

Over the last couple of years, efforts at the Faculty have intensified to include sustainability in FEB curricula and to reorient research activities towards sustainability-related topics.

Progress has been made across educational programs (Bachelor level) at the Faculty to include additional sustainability topics in line with the Faculty's decision to include sustainability education in its policy cycle 2019-2022. This has mostly been done by developing a "sustainability track" in each program that transcends existing learning pathways. At the same time, a core group at the Faculty level has discussed ways of systematically embedding these efforts in the policy instruments at the disposal of every Study Program Committee. Many of the recommendations made by this core group have been put in place – e.g., supporting Study Program Committees by communicating about actions in the different programs, creating a Sharepoint page to share information across teaching staff and programs, integrating sustainability in cross-program educational processes such as master's dissertations and internships, etc. The Faculty appointed a member of the education quality assurance unit to oversee these activities.

In terms of sustainability research, many of the Faculty members engage in research activities related to sustainability, often in collaboration with external stakeholders, such as (local) governments, non-profits, NGOs, and for-profit companies. An overview of the research topics and the researchers and stakeholders involved was presented in this report together with non-exhaustive lists of examples to illustrate these activities. Faculty members are also increasingly engaging in interdisciplinary research efforts, as illustrated by the different research consortia focusing on work, climate governance, sustainable consumption and climate change and migration presented in this report.

CHALLENGES FOR THE FUTURE

As explained in the report, Covid-19 hampered some of the efforts to advance sustainability education and research at the Faculty. For instance, the Study Program Committees have had other focal points in the past two years, such as distance learning in the context of the corona measures, and the time and energy that went into this was partly at the expense of other efforts, such as those related to expanding the sustainability topics in the education on offer. Also, some of the plans related to sustainability research that were included in the PRME application got delayed as organizing in-person workshops and meet-and-greet events was impossible due to the lockdowns we had in Belgium. Below we list plans to further integrate sustainability in both education and research at the Faculty of Economics and Business Administration. The commitments made by the Faculty through AACSB and PRME ensure that including sustainability in education and research will be an ongoing priority.

In the next two years, the Faculty's action plan for sustainability education will be rolled out further, and programs are encouraged to deepen their self-reflection and to further implement and expand their action plans to also target the different programs at the Master's level. At the same time, the recommendations of the core Faculty group on sustainability education will be further implemented. This includes, amongst others, better communicating about sustainability education to prospective students, promoting sustainability education (e.g., elective courses, master's dissertations, internships, extracurricular activities) to students currently enrolled at the Faculty and facilitating additional exchanges on best practices across teaching staff and programs.

In terms of sustainability research, the aim is to further complete the inventory of sustainability-related research across all departments at the Faculty. To date, this information remains scattered and as a result, potentially interesting research opportunities to jointly explore sustainability-related real-life business problems and governmental and societal challenges are missed. In order to overcome this, we also plan to organize events and research seminars to bring together researchers with a focus on sustainability topics from different departments.





PRINCIPLES FOR RESPONSIBLE
MANAGEMENT EDUCATION
SHARING INFORMATION ON
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