



# SUSTAINABILITY STRATEGY 2030

2021-2022 Biennium



Lisbon School  
of Economics  
& Management  
Universidade de Lisboa

Sustainability



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of Economics  
& Management  
Universidade de Lisboa

Sustainability

ISEG's Sustainability Strategy 2030 expresses the School's ambition to contribute to the construction of a fairer and more developed society, within global geographic-specific limits. This contribution is focussed on the inclusion of the topic of sustainability in teaching, research, the day-to-day management of the campus, and also in the relationship with partners and society.

This Sustainability Strategy is in line with the Sustainable Development Goals and aims to be both an inspiration and an action guide for departments, research centres, partners, other universities and entities related with ISEG, and all the members of the ISEG community: students, faculty, and staff.

# SUMMARY

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# THE HISTORY OF SUSTAINABILITY AT ISEG

**1911**

The official year of ISEG foundation

**1993**

The creation of IDEFE, ISEG's executive training institute

ISEG launches the Masters in International Development and Cooperation

**2011**

ISEG launches the first Postgraduation in Sustainability Management

**2013**

ISEG is integrated into Universidade de Lisboa

**2013**

The creation of CSG (Centre for Research in Social Sciences and Management), a consortium which comprises 4 Research Centres, which counts with a Group for the topics of Sustainability and Politics

**2019**

Together with the other Schools of ULisboa, ISEG launches the PhD in Sustainability Sciences

**2020**

ISEG became a member of the SDG Portugal Alliance, an initiative created by the Global Compact Network to explore cooperation as part of Agenda 2030 and the Sustainable Development Goals

The Dean of ISEG, Clara Raposo, is nominated the SDG 4 Ambassador – for Quality Education

The Master in Management is launched, aligned with the SDGs

ISEG launches an online course on Ecosystems, Economics, and Finance Services

ISEG launches the Master in Design for Sustainability, in partnership with FBAL and the Faculty of Sciences, ICSe

ISEG launches an executive course in Sustainable Finance:Green and ClimateFinance

Creation of the SDG@ISEG Task Force, composed of 7 faculty and 1 SDG Project Officer, which is responsible for ISEG's sustainability activities and actions

The launch of the SDG Champions Programme for ISEG's students, faculty, and staff

**2021**

ISEG launches its Sustainability Strategy 2030 and its Sustainability Policy

The ISEG Sustainable Finance Knowledge Centre is created

# ISEG COMMUNITY

**244**

Faculty and  
Researchers

**+4000**

Students

**+60**

Staff

**2**

Research  
Consortia

**+ 30**

Degrees in different  
study cycles

**115**

SDG Champions

**20%**

International students,  
from more than 70  
different countries

# THE FUTURE THAT WE WOULD LIKE TO BUILD



## By Clara Raposo, Dean of ISEG

Nowadays we know today how fragile economies are, as well as their businesses and other organisations when faced with truly disruptive events. This became evident during the current pandemic crisis that has shaken and continues to shake the world. In addition, we also know that the climate emergency is no less important.

The education of responsible economists and managers in the 21st century demands a depth of thought and maturity, first and foremost in understanding our role – both as professionals and good citizens – in a world which is so interconnected, yet with limited resources. Our commitment is even stronger as we belong to the well-regarded and highly rated Universidade de Lisboa, which is public and is the largest university in the country.

The knowledge and education that we offer at ISEG Lisbon accordingly aims to develop managers and economists with an open analytical mind, and with a unique combination of solid quantitative and technological bases which are associated with a humanistic approach where the social context of any decision is borne in mind.

Our vision and the day-to-day practice of our dedicated community composed of faculty, students, and staff are fully aligned with the SDGs (Sustainable Development Goals) and the United Nations Principles for Responsible Management Education.

The international calibre of our degrees has recently been recognised in the Financial Times rankings and also by the AACSB and AMBA international accrediting agencies, whilst in Portugal, our MAEG degree is the #1 choice for Economics and Management, and it ranks among the Top 10 of all Bachelor's degrees in all scientific areas.

As we celebrate our 110th anniversary, we take pride in our diverse Alumni and for ISEG being best known for its multi- and interdisciplinary approach to teaching and action. Pluralism is a key word in our ecosystem, and it is the correct “-ism” as we search for solutions.

We believe that next-generation economists and managers need to be quantitatively strong, technologically agile, and concerned about the impact that their decisions have on others. We aspire that the new generation of managers and economists will be genuinely interesting people, with their own likes and talents, resulting in each one being unique and creative. The world of economics and management needs not only your intellect, but just as much your heart, as well as your dreams and imagination – the big little things that make life worth living.

It is with pleasure that I share this vision, just as we share knowledge, time, and ambition for a prosperous future with anyone who wants to join us. Welcom@ to ISEG. Open Minds. Grab the Future.

A handwritten signature in black ink that reads "Clara Raposo".

The Dean, Clara Raposo  
Lisbon, 2021



# 1. INTRODUCTION

## PREPARING ISEG FOR A SUSTAINABLE FUTURE

ISEG is the oldest School of Economics and Management in Portugal and belongs to a small group (5%) of business schools that are accredited by AACSB and AMBA. Counting on an experienced and well-prepared faculty, it hosts students from over 70 countries, who contribute to an international and multicultural academic environment.

As the School of Economics and Management of Universidade de Lisboa, we have the capacity and the duty to ensure that all students and potential leaders of the future possess the necessary knowledge regarding the meaning and the duty of working to build a sustainable society.

To bring about the necessary change, ISEG's immediate goal is to identify, anticipate, and respond to society's expectations and establish partnerships with companies, members of society, local and national governments, and universities.

In this context, it is important for ISEG to have a Sustainability Strategy for 2030 that is defined and based on biennial action plans. This Strategy identifies the areas of action and the short, medium, and long term objectives, whilst being flexible enough to be updated over the next decade, which thus enables its constant adaptation to new challenges.

This is a Strategy that is the product of various processes, including consulting faculty, the involvement of students, faculty and staff alike, the carrying out of a benchmarking analysis of the practices adopted by other schools of economics and management, the work of the SDG@ISEG project team, and also the support of an expert in the area.

The Strategy is a first step towards putting into practice our desire to ensure that sustainability is implemented at ISEG, in a structured way.





## 2.THE POSSIBLE FUTURES FOR OUR STUDENTS

The topics included in global agendas which are capable of bringing about significant challenges to society as a whole, and in particular to schools of economics and management, are undoubtedly those related with sustainability, in particular the environmental and social components of business management, the economy, and public policy.

- The Sustainability Strategy 2030 accordingly aims to contribute to preparing our students to:
- Understand systemic concepts and complex, controversial, and opposing topics which are multi-layered, such as those related to economic and business sustainability
- Value the professional skills of sustainability managers and/or economists who work in the area of sustainable development
- Be humanistic and environmental entrepreneurs, whose objective is to help resolve the problems facing society and the planet
- Know how to value the social and environmental performance of a country, a company, or an organisation beyond simply analysing the traditional financial ratios
- Be able to incorporate environmental and social components for the analysis of business risk and for the identification of sustainable business opportunities
- Use data, principles, tools, and artificial intelligence to achieve SDGs
- Create sustainable, environmental, and/or circular business models that are useful for society
- Promote the alignment of financial markets with sustainability
- Value the carbon neutrality which must be achieved by 2050
- Think about public policy in an integrated way which unites the environment with the various areas of the economy and society
- Understand that scientific research on sustainability and its interdisciplinary disciplines can contribute to solving systemic problems
- Learn that creativity and a spirit of initiative both within and outside academia must be reconciled with the desire to create a better world for all, and for the planet.

# 3. THE PROCESS FOR THE CO-CREATION OF ISEG'S SUSTAINABILITY STRATEGY 2030

The co-creation process enables a larger number of people to participate in the creation of a strategy [1], with the aim to enhance the quality and scope of its implementation. This process was used for the creation of ISEG's Sustainability Strategy 2030 and enabled the participation of all those who constitute the ISEG community: students, faculty, and staff, and has promoted the identification of those who value and work with issues regarding sustainability.

This co-creation was conceived in 2019 by the team of the SDG@ISEG initiative, with the objective to integrate the SDGs into ISEG through a participative process. To this end, the specific objectives defined by this group were the following:

- Map the contributions of students, faculty, and staff
- Localize potential ISEG partners for future joint projects
- Stimulate research on the SDGs
- Produce materials to be communicated and made available to the academic and business community
- Mobilise and involve students, faculty, and staff to participate in the activities developed
- Establish partnerships with other universities
- Align governance and administrative operations
- Create a digital tool to provide support, visibility, and the guarantee of transparency for the activities

The initiative began with inviting all members of the ISEG community to volunteer to be a SDG Champion. The idea was that there would be at least one member of faculty, one student, and one member of staff per SDG, who would be able to identify and defend new ideas, as well as to propose improvements within the scope of their SDG, both within and outside the School. This call was made in 2019 and resulted in 110 volunteers. The plan now is to extend it to the Alumni.

A workshop was held in late 2019 to further integrate the Champions, to provide clarification regarding the SDG matrix, and also to define the role of each Champion in this SDG@ISEG project, as well as gather ideas about what ISEG could accomplish. The workshop was designed to be a time for reflection, learning, and action.



[1] Venkat Ramaswamy and Francis J. Gouillart, "Building the co-creative enterprise". Harvard Business Review 10 n.88(2010).

[2] Accordingly, the number of people per SDG and the similarity with the SDGs suggested by the United Nations for the 5 Ps was taken into account.

[3] All details regarding the participation and co-creation process and the 16 actions carried out can be found in the Task Force's "Action Plans for the SDG@ISEG workshop" report.

As a result, 8 teams were formed [2], which presented 16 Action/Activity Plans [3]. Each member's personal experience of the campus and of the community was key for identifying these actions.

In 2020, the Covid-19 pandemic context meant that it was impossible to convene face-to-face meetings impossible to plan and carry out the planned activities. Despite the suspension of the implementation of the action plans, other activities were carried out which were part of the process of designing this strategy.

One of these was the survey which was sent to all ISEG faculty, with the main objective of evaluating the level of general knowledge about the SDGs, the mapping of the activities perceived by faculty to be a contribution to the SDGs, and also the collection of opinions regarding what needs to be implemented in the School to achieve them.

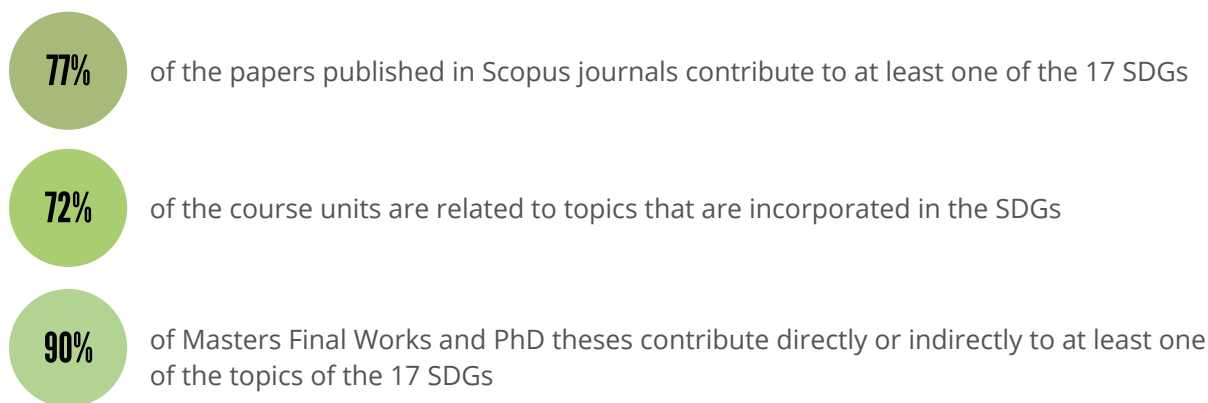
The survey was sent to all 244 professors at ISEG, with a 60% response rate. A group of members of faculty was identified who were already working directly with some of the SDG topics, and thus a second survey was sent to them with the objective to better understand this work. In addition, 27 interviews were carried out in June and July 2020 with those members of faculty who are part of the Champions programme [4].

The use of these various methods of gathering information enabled the understanding, among others issues, of the expectations of the members of the ISEG community, and thus contributed to designing the Sustainability Strategy 2030 and the choice of the lines of action for 2021-2030, as well as an action plan for the first biennium of 2021/2022.

### 3.1 ISEG'S CONTRIBUTION TO THE SDGS

Qualifying and quantifying ISEG's academic and scientific contribution to the SDGs was one of the objectives of the mapping which was carried out during 2020, within the scope of a Master's thesis [5] which was supervised by a member of the SDG@ISEG team. This mapping analysed ISEG's contributions to the SDGs over the last decade, dividing them into three distinct areas: academic papers published in Scopus journals which were registered on the Aquila system, syllabi of the subjects taught at ISEG, and Masters Final Works and related PhDs [6].

This mapping helped reach the following conclusions:



This classification also made it possible to understand which of the SDGs ISEG has contributed the most to, as well as the areas where ISEG needs to work on to respond to the most prevalent current problems of society and sustainable development.

In Figure 1 it can be seen that the research published over the last 10 years by ISEG researchers and faculty is mainly related to the Prosperity SDGs, that is to say, to SDGs 7, 8, 9, and 10. This result is in alignment with the key subjects and work areas of a school of economics and management.

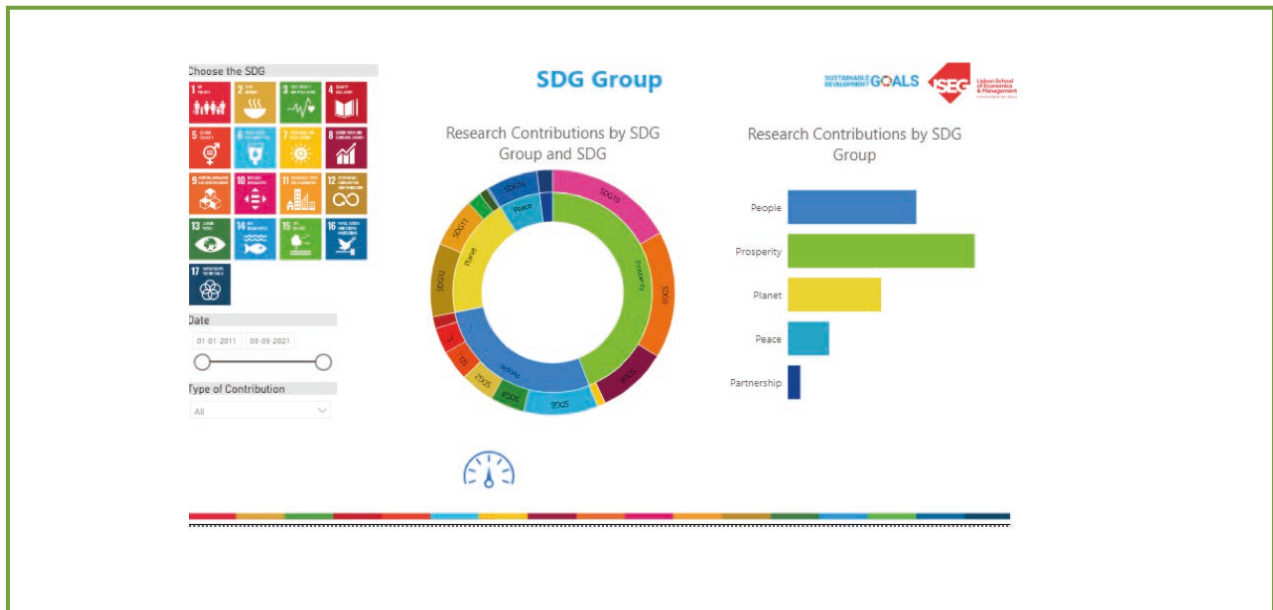


Figure 1 – ISEG's contribution by Groups of SDGs

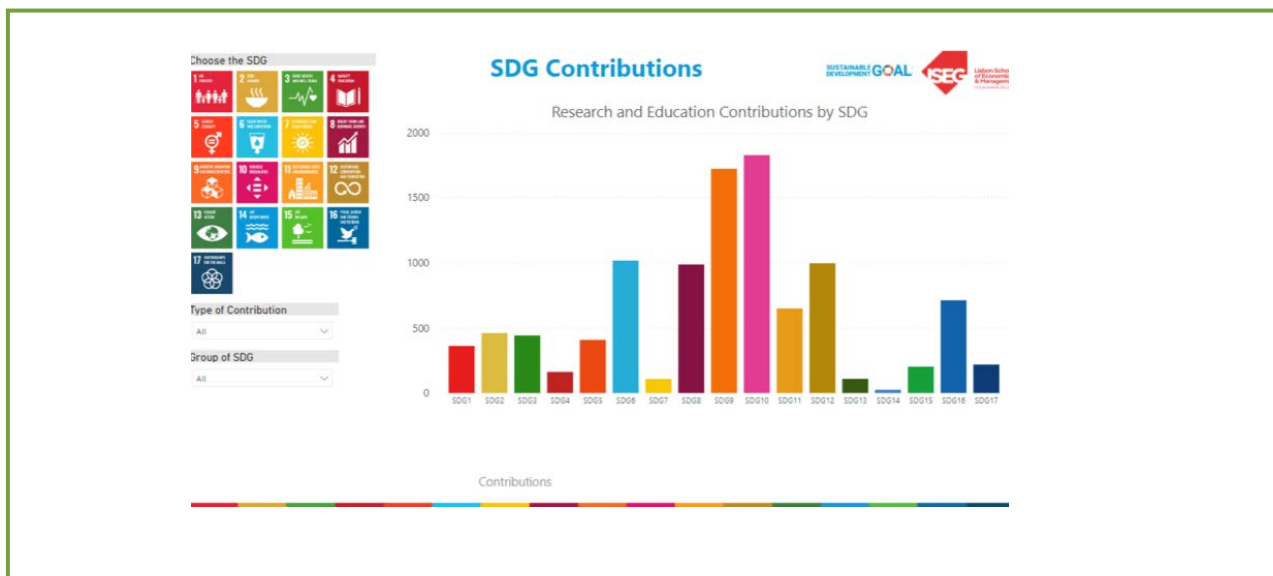


Figure 2- ISEG's contribution by SDG

Based on the results of the mapping presented in Figures 1 and 2, it was possible to verify that the research carried out at ISEG is based on the various topics of SDGs 6, 8, 9, 10, and 12. However, due to the interdisciplinary nature and the vast amount of research carried out, it can be seen that both the papers published and the course work fall within the scope of other SDGs, due to the transversal nature of the topics of Agenda 2030.

The challenge to increase the contribution to these specific SDGs is also contemplated in ISEG's sustainability strategy.

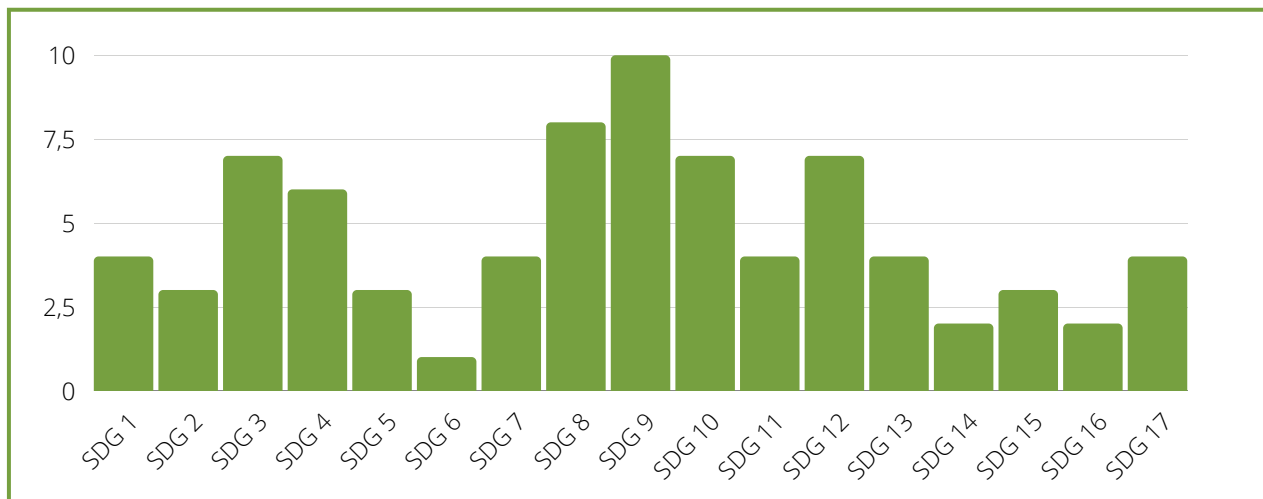
[4] The complete details and outputs of this research can be seen in the SDG@ISEG Task Force's report of August/2020.

[5] The Masters Final Work of student Ana Catarina Lourenço Marcelino on "Mapping those activities that contribute to the SDGs as Business Intelligence support – practical application in a Higher Education institution", which was presented in November, 2020. The research was carried out using information extracted from ISEG's repository of scientific publications (Aquila and Scopus) and from the content of the course units. The mapping was carried out using a set of keywords from Monash University and the Python programming language was used, with Anaconda software. Microsoft Power BI was used for the visual presentation. Further information about the MPW is available at: <<https://www.repository.utl.pt/handle/10400.5/20977>>

[6] This mapping was carried using data from the last 10 years and will be available interactively on a landing page (under construction).

## 3.2 INTERVIEWS WITH SDG CHAMPIONS FACULTY

To better understand the work carried out by the 44 faculty who responded to the call to be SDG Champions, individual interviews were carried out online in June and July, 2020. Overall, 27 interviews were carried out [7], which enabled the identification of the projects already carried out within and outside ISEG and the localization [8] of each project, by SDG.



From the data collected, it was found that the research carried out by these Champions faculty contribute especially to the following SDGs [10]:



### SOME OF THE PROJECTS CURRENTLY BEING CARRIED OUT BY THE SDG CHAMPIONS FACULTY AT ISEG

Prima E-Ground  
 Finanças além de fatos e ficção - An Online Platform for Economics and Finance  
 EUROMODE  
 EducLocalFOOD  
 SUSTINAFRICA - A research project designed to empower small farmers and small and medium enterprises in West and North Africa  
 eGROUNDWATER - a project designed to support sustainable and participatory groundwater management in the Mediterranean region  
 PLOTINA - Promoting gender balance and inclusion in research, innovation, and education  
 RELOCAL - Resituating the Local in Cohesion and Territorial Development  
 INTREPID - Interdisciplinary research and collaboration  
 SOILTAKECARE - Management of soils polluted by hydrocarbons and metals in the SUDOE countries  
 Oficina Global - An online platform for global development topics  
 Business4Development - An online platform with content regarding the private sector and sustainable development  
 Aid2growth - A research project on the role of development finance institutions and their contribution to sustainable private investment in developing countries

It should be mentioned that other projects are being carried out at ISEG which may also contribute to the SDGs, although these are not identified in this list.

[7] The interviews were carried out in accordance with the availability and possibility of faculty. Those faculty who were not available to be interviewed in person participated in the survey

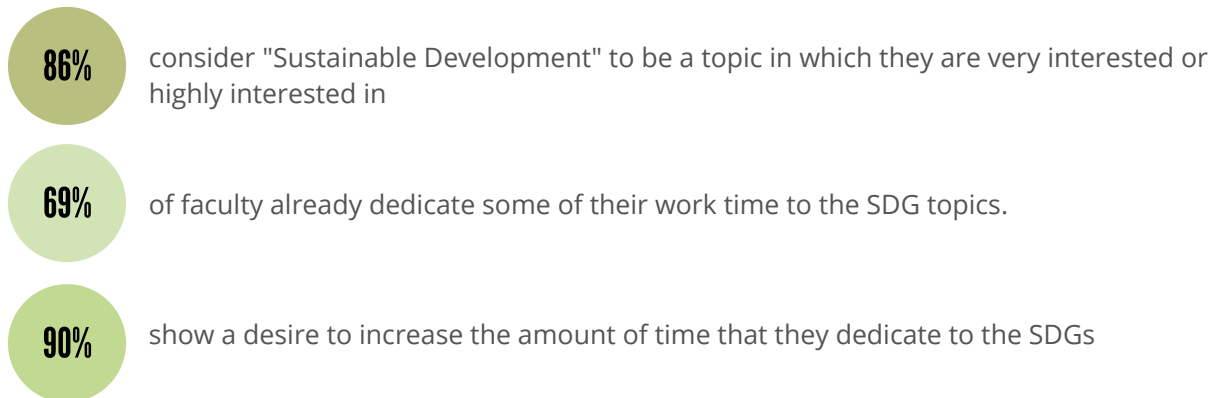
[8] This association of the activities carried out within ISEG was made by using the SDG classification methodology called Localizing SDGs. These results can be found in the Task Force's "Research on SDGs at ISEG" report of November 2020.

[9] In descending order of contribution, respectively.

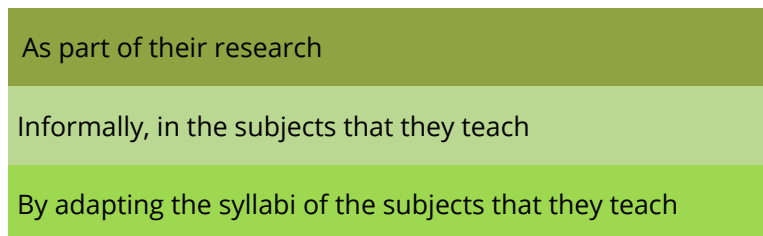
### 3.3 SURVEY FOR ALL ISEG'S FACULTY

A survey was sent out to all of ISEG's 244 faculty in September, 2020, with the objective to identify the expectations of ISEG's faculty with respect the SDGs, their importance in teaching and research, and also the potential actions that ISEG could implement over the subsequent years for sustainability. Over 60% participated, which demonstrated a significant interest in the topic and a desire to develop, actions that promote the SDGs at different levels in a more systematic way, especially with regards the management of the Campus.

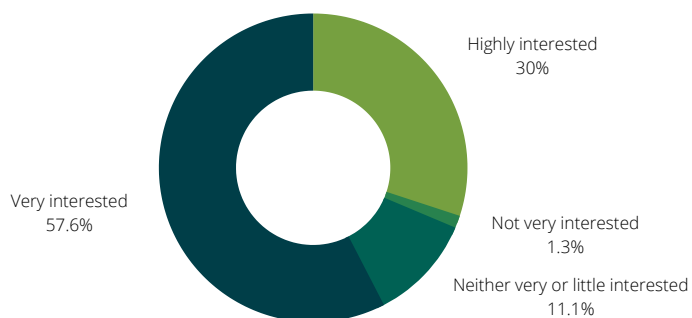
Some of conclusions of the analysis of the survey are highlighted below:



Those faculty who desire to allocate more time to the SDGs would like to do so:

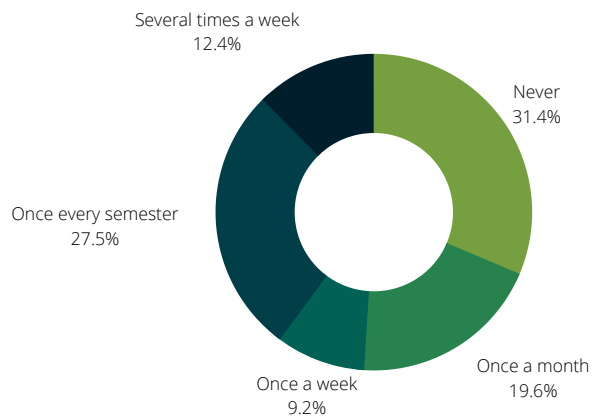


How do you rate your level of interest in topics related to sustainability or sustainable development?



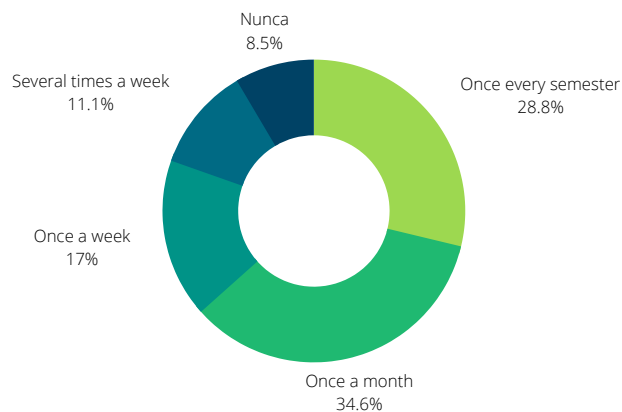
86% consider "Sustainable Development" to be a topic in which they are very interested or highly interested

How much time do you currently dedicate to SDG topics during your work at ISEG?



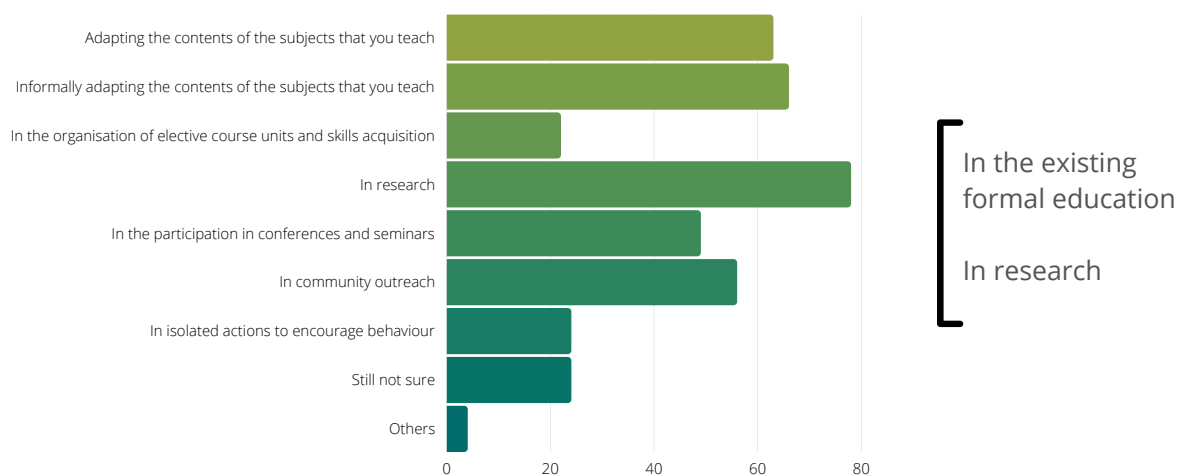
69% of faculty have already been working with SDG topics for some time now

How much time would you like to devote to SDG topics during your work at ISEG?



At least 90% of faculty desire to increase the amount of time that they dedicate to the SDGs.

Please indicate in which of the following areas you would like to spend more time on SDGs



In the existing formal education

In research

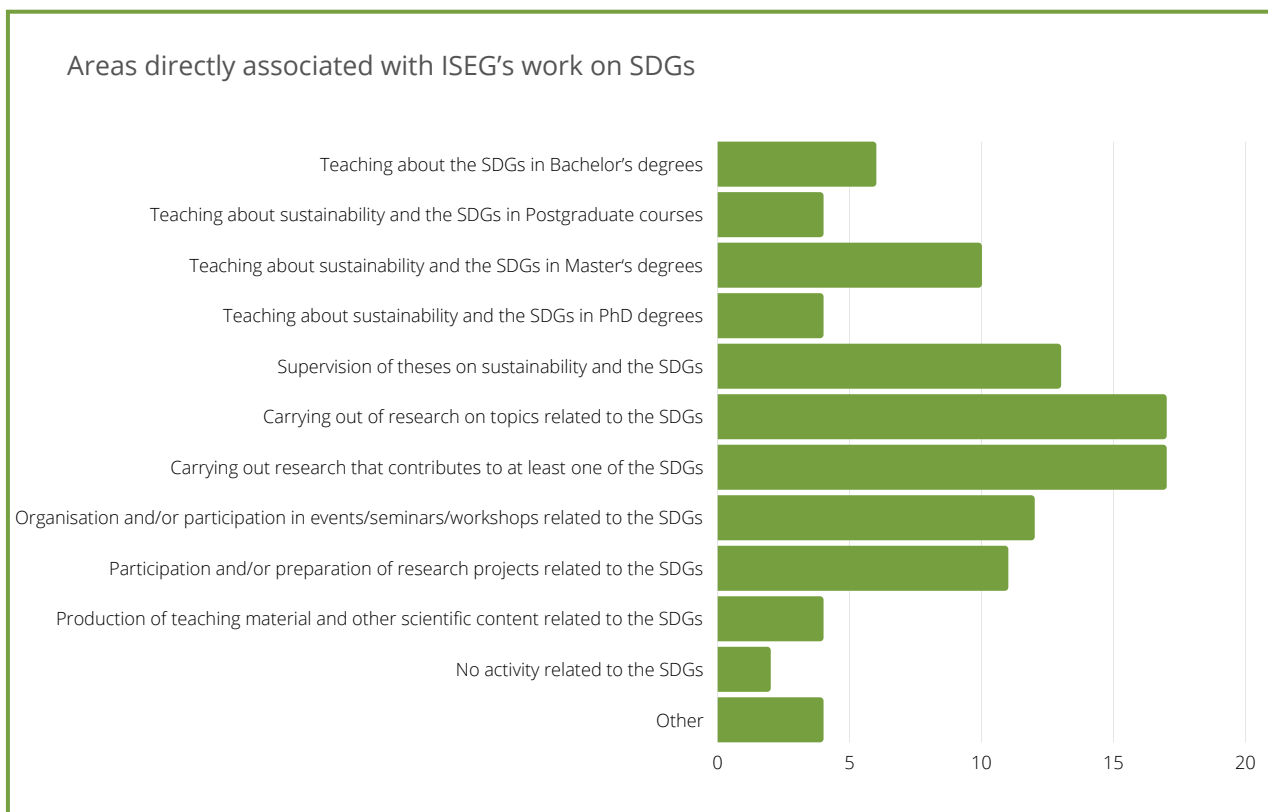
Results extrapolated from the report of the survey carried out in September, 2020.



### 3.4 ADDITIONAL SURVEY FOR FACULTY WHO HAVE ALREADY WORKED WITH THE SDGs

From the analysis of the first survey that was sent to all 244 faculty, it was shown that 80 of them had already worked on the topic of SDGs in a systematic way. To better understand the work that had been carried out by this group, another survey was sent out, which obtained a response rate of 50%.

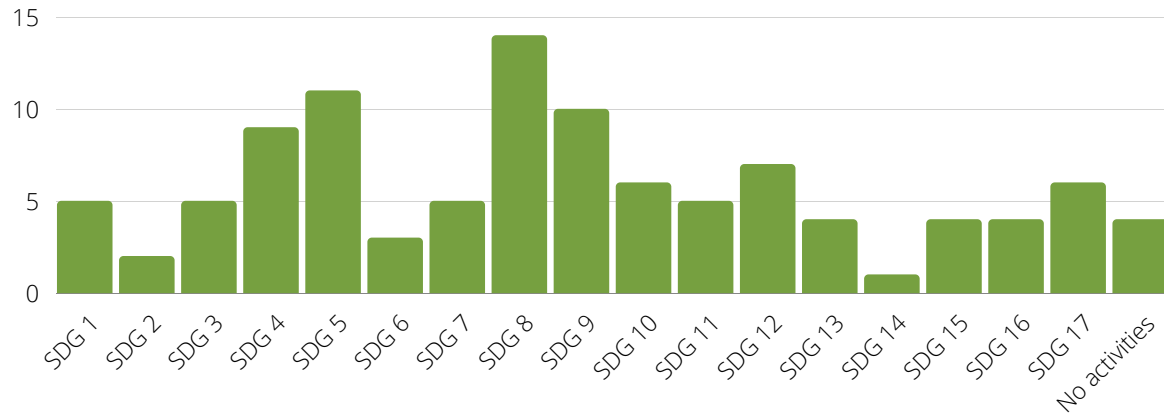
From the analysis of this second survey, it was found that the connection between the work of these faculty and the SDGs is mainly in the form of research, thesis supervision, participation in projects or seminars on the subject, and teaching the respective Master's degree.



Faculty recognise that their work related to the SDGs contributes more significantly to the following SDGs:



The SDGs where the work carried out at ISEG makes the most contribution



It was also found that the level of involvement in activities related to the SDGs outside ISEG is low, which accordingly identifies that opportunities exist for significant improvement in this area.

Are you involved in any activity related to the SDGs outside ISEG?



## 3.5 SUGGESTIONS FOR IMPLEMENTING SUSTAINABLE PRACTICES AT ISEG

Over the period of time, the ISEG community has actively contributed with ideas for concrete actions to implement sustainability at the School, as described above. All these processes have been taken into account in the drafting of ISEG's Sustainability Strategy 2030.

### THE 16 ACTIONS/ACTION PLANS PROPOSED BY THE ISEG COMMUNITY DURING THE 2019 WORKSHOP



Actions Plans produced by the SDG Champions at the Workshop in December, 2019.

### IDEAS PUT FORWARD IN FACULTY'S ANSWERS TO THE 2020 SURVEY

- Carbon neutrality
- Recycling system and zero plastic
- Ethical behaviour
- Healthy eating and sustainable consumption
- Sustainable public procurement
- Sustainable construction and renovation
- Reduce the energy consumption of existing buildings
- Renewable energy structures - solar panels
- Sustainable mobility
- New green areas
- Waste and water management
- Communication of good practices



## 4. SUSTAINABILITY PROJECTS IMPLEMENTED AT ISEG IN 2020

### MASTER IN MANAGEMENT (MiM), A MASTER ALIGNED WITH THE SDGS

The Masters in Management (MiM) is based on the understanding and discussion of innovative topics which are strongly oriented towards sustainability, with the aim to contribute with answers to today's challenges for society. By focussing on combining the subject of management with the topics of sustainability, technology, and geopolitics, MiM has the potential to contribute to the personal growth of our students, enabling them to become leaders, with the ability to manage for a greater purpose, where environmental, social, and ethical issues are constantly present in their decisions. The first edition of this Masters started on the 14th of September, with 78 students enrolled.

### COURSE ON "SUSTAINABLE FINANCE: GREEN AND CLIMATE FINANCE"

The first edition of the course on Sustainable Finance counted on the contribution of Portuguese and international experts on various topics, such as biodiversity, energy and carbon, the circular economy, green financial products, regulation, and ESG risks, among many others. The Minister of the Environment, João Pedro Matos Fernandes, visited ISEG on the 24th of September, owing to the fact that this course has the institutional support of the Ministry of Environment and Climate Action. Reinforcing the importance of joining environmental issues with economics and finance, this course began on the 17th of September, with 32 participants.

### ONLINE COURSE ON "ECOSYSTEM SERVICES, BUSINESS, AND FINANCE", CO-FINANCED BY THE ENVIRONMENTAL FUND

As part of the appeal by the Environmental Fund for Environmental Training and Awareness to "Protect Life on Earth", ISEG submitted an application for a free online 30-hour training course (hybrid online/face-to-face study) entitled "Ecosystem Services, Business and Finance". With 70% co-financing of this project provided by the Environmental Fund, ISEG will launch this free online course in November, which brings together nature and biodiversity with economics and finance. This represents a fantastic opportunity to understand how businesses and countries impact ecosystem services, as well as their level of dependence on them.

The 2nd and 3rd editions of the course are planned for 2021.

## THE EGROUNDWATER PLATFORM FOR PARTICIPATORY AND SUSTAINABLE GROUNDWATER MANAGEMENT

The ultimate goal of this project is to support the sustainable management of groundwater through the use of the eGROUNDWATER platform. The team from ISEG will be responsible for the participatory process of involving water users and managers in the collaborative construction of the eGROUNDWATER platform. Interviews, workshops and training sessions, and knowledge sharing will be carried out to search for new ways of use, with the aim to thus improve the current governance in order to achieve greater sustainable development. At a later stage, the team from ISEG will promote a discussion on the objective to scale up the groundwater management strategies tested in this study at a national level. The challenges involved in institutional transitions during the change process for sustainable management practices will be discussed.

The new technologies for monitoring and self-monitoring which directly involve users in the collection of information and water management will result in new knowledge, and will enhance the studies that the team from Universidade do Algarve has been developing.

## SUSTINAFRICA – SUSTAINABLE INTENSIFICATION OF FOOD PRODUCTION THROUGH RESILIENT FARMING SYSTEMS IN WEST & NORTH AFRICA

The objective of SustInAfrica is to enable small farmers and SME (small and medium) agricultural enterprises in West and North Africa to practice intensive and sustainable agriculture in these regions. The fieldwork will be carried out in five African countries – Ghana, Burkina Faso, Niger, Egypt, and Tunisia – and will adopt a systemic approach to intensify self-sustainable and resilient primary production. In particular, the project aims to develop technological solutions to support production which will be implemented in pilot communities.

The team from ISEG will lead the first tranche of work, which will carry out a basic analysis of the agricultural systems in the regions and the planned pilot projects, as well as the design and follow-up of the monitoring. It will also participate in the development of training and capacity-building methods for those communities involved in the project.





# SUSTAINABILITY STRATEGY 2030

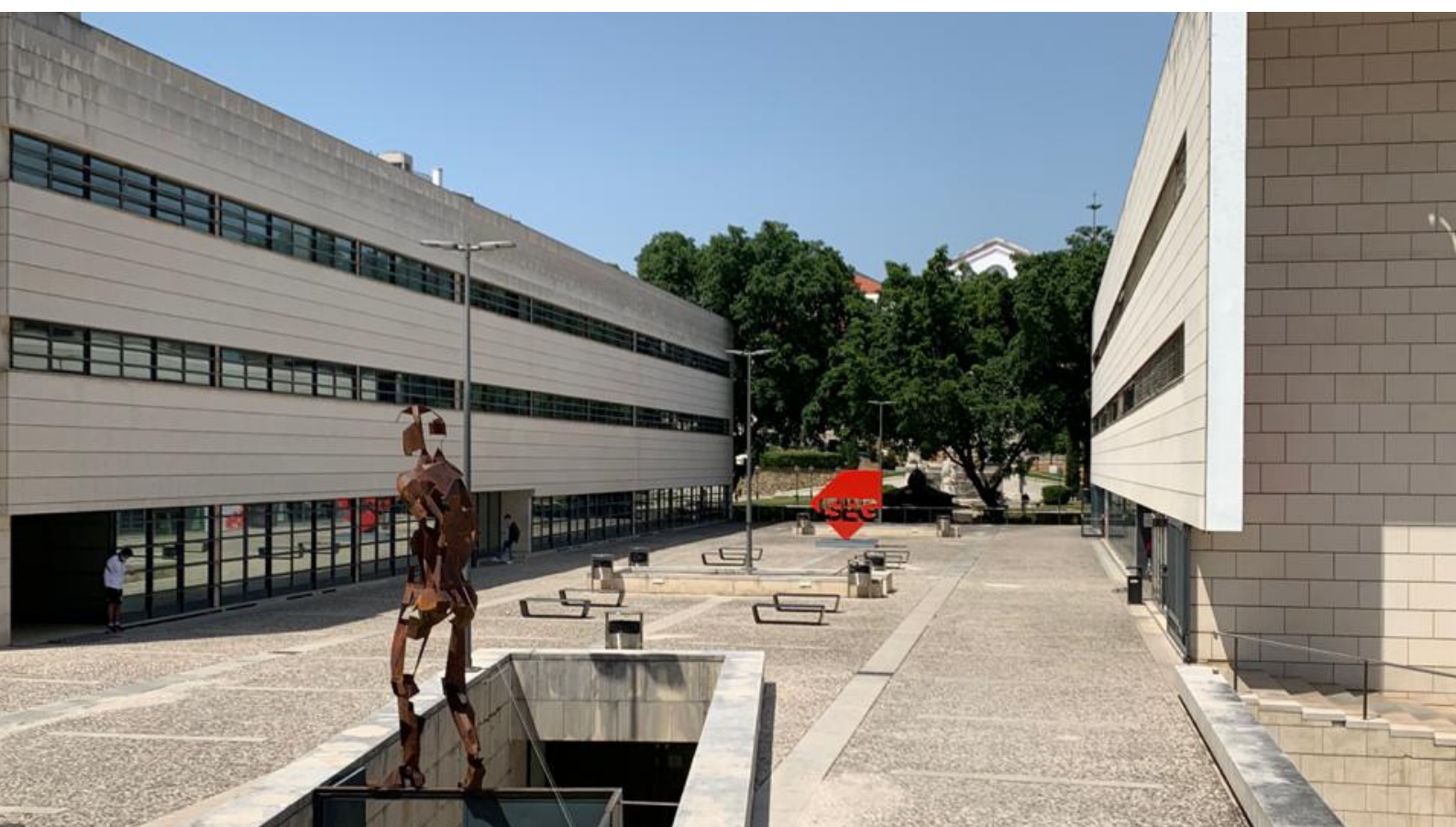
A path towards a sustainable future both within and outside ISEG

# 5. ISEG'S SUSTAINABILITY STRATEGY 2030

ISEG's 2030 Sustainability Strategy was duly defined by taking into account the European Ecological Pact Agenda, the Paris Agreement, as well as the 2030 Agenda and its 17 Sustainable Development Goals, together with the aspirations of the ISEG community which were collected by means of the various consultative processes that were carried out. This strategy contains the Vision, Mission, and Strategic Axes of action, as well as a more detailed Action Plan for the first 2021/2022 biennium.

ISEG defined this strategy based on 3 aspirations, which are ambitious in the knowledge that part of the solution is the likely creation of innovation for society and the putting to use of the knowledge which enables us to respond to the challenges:

- Improve the economic model, to ensure that it serves society and guarantees equality and justice. The aim is that students should develop critical skills and understand economic and social models related to ethical markets and finance, and should also be able to implement economic-financial approaches which respond to societal problems through research and/or actions beyond the sphere of academia.
- Improve business management by deconstructing the current subject-based models and rebuilding integration processes that create social and financial value to promote sustainable businesses, products, and services. Students will be conduits for the creation of business models and/or sustainable organisations.
- Contribute to environmental sustainability by evolving in various scientific areas, such as the environmental and ecological economy, the circular economy, and/or the collaborative regional and local economy that provides a response to global environmental problems. The aim is for students to know how to think about complex and sometimes antagonistic systems and to be equipped with the necessary tools to maintain the quality of the environment.

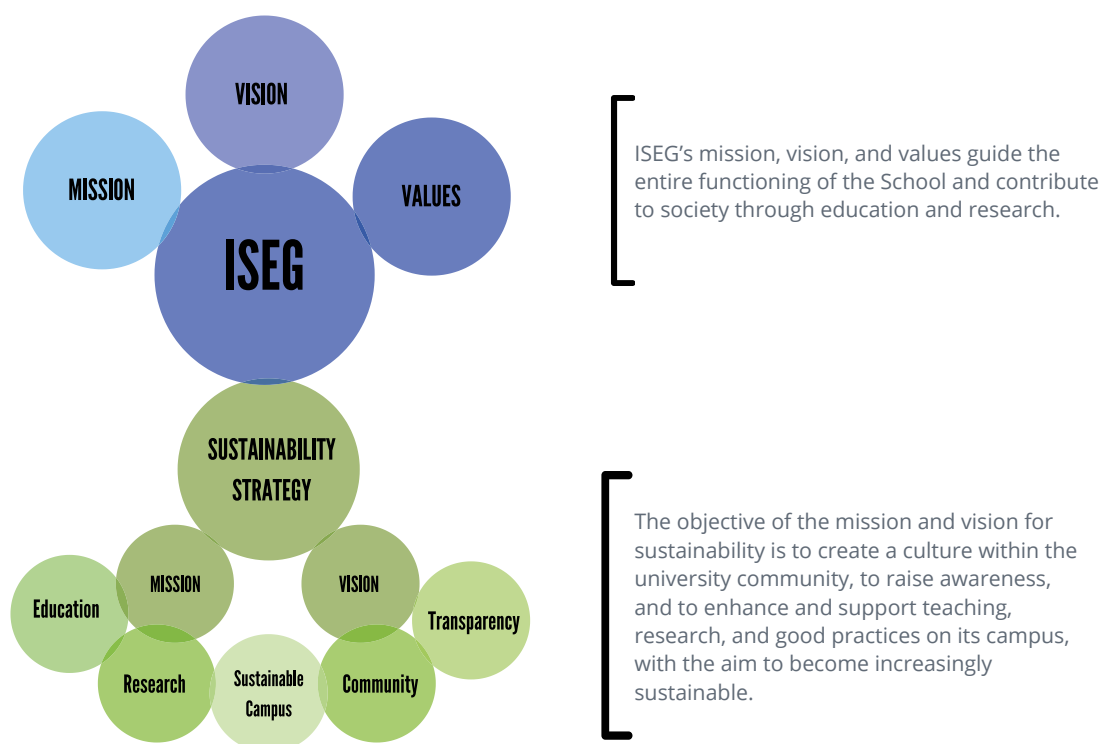




## 5.1 THE VISION, MISSION, AND THE 5 AXES OF THE SUSTAINABILITY STRATEGY 2030

The mission and the vision of the Sustainability Strategy presented refer to ISEG's effort to create an agenda for sustainability, with both being associated with the manifesto of ISEG's 2030 Sustainability Strategy. By no means do they represent an attempt to replace ISEG's existing Mission, Vision, and Values, but rather they are designed to complement them.

This mission and vision, together with the 5 axes of the strategy, are complementary and demonstrate ISEG's commitment to confront and adapt to new topics.



### VISION FOR 2030

ISEG 2030 is aligned with the teaching of a green, regenerative, and inclusive economy, where the topics of decarbonisation, the preservation of biodiversity, diversity, and equality are all integrated into the School's activities. It has a positive impact on society by educating and promoting a culture of cooperation and solidarity which contributes to the implementation of sustainable and humanistic management practices, whilst enhancing sustainable development not only in Europe, but also in developing economies.

### MISSION FOR 2030

Encourage a culture of sustainability in education, economic research, and business models, whilst respecting the values of equality, integrity, and respect for differences. To possess a green campus, which complies with the principles and practices of the circular economy and environmental standards and also promotes healthy eating and sports habits, in cooperation with the community and partners, respecting a high level of responsibility and transparency. Commitment and leading by example are key.

## THE 5 STRATEGIC AXES



**Education:** Academic education regarding the sustainability of businesses and the economy based on sustainable development is essential in the education of new managers and economists. Higher education has traditionally practiced so-called formal education, whereas it has become increasingly relevant to adapt lifelong learning with new methods and alternative formats that include sustainability issues. In this context, interdisciplinary and transdisciplinary approaches are essential.



**Research:** Research in the area of sustainability is gaining scientific and practical space. It is important that ISEG carries out research and publishes in journals in this new scientific area. In addition, there is a need to integrate and broaden the debate on sustainability and the SDGs in the traditional scientific subjects of social sciences and humanities.



**Sustainable campus:** The campus is the space where some of the education process takes place. It is therefore perfectly reasonable that the campus should equally be sustainable, serving as an example of the good behavioural, technological, and logistical practices of a sustainable campus. It is essential that the ISEG Campus is an example of green and carbon neutral innovation by 2050.



**Community:** Contributing to the identification of solutions that can help solve societal problems can only be brought about through partnerships and a profound involvement with society as a whole. ISEG has a significant role to play in engaging with its stakeholders, and needs to identify more precisely the "for what", "why", and "with whom", in order to be able to identify priority partners and determine how these can contribute as transformation agents for society.



**Transparency:** Transparency is a necessary value for the good functioning of society, and of an organisation in particular. To make commitments to sustainability, to invest in it, and to involve and captivate people to be agents of this transformation. It implies changing decision criteria, as well as the incorporation of environmental, social, and ethical determinants. ISEG will increasingly report its contribution to sustainability in a more clear and transparent manner.

ISEG's Sustainability Strategy comprises 5 strategic axes and 5 further commitments which reinforce its commitment to change. These commitments define the path to be followed over the subsequent years.





## THE STRATEGY FOR 2030 IS BASED ON A SERIES OF 5 COMMITMENTS:

It is consensual that climate change and a worsening environment represent a serious threat to the future of both the planet and human beings. ISEG recognises the need for everyone to contribute to a more sustainable future, and, by means of this Sustainability Strategy, to reaffirm its responsibility to integrate these principles into education, research, the campus, and community relations, whilst assuming the following commitments:

- Include many more topics related to sustainability in course units and expand the scope of all our degrees and courses to include the dimensions of sustainability
- Encourage the development of research and projects that have a direct link to the SDGs and sustainability
- Possess a green and healthy campus
- Be a strategic partner for our priority stakeholders
- Lead by example and be accountable for our commitments and performance

To satisfy these commitments, biennial action plans will be proposed, starting with the 2021/2022 Action Plan.



## 5.2 ACTION PLAN FOR 2021-2022

The main areas of actions that will have to be carried out in 2021 and 2022 in each of the 5 strategic axes are detailed below.



### EDUCATION

In terms of education, two distinct but complementary areas of action were identified: formal education, based on the incorporation of sustainability into existing course units, and non-formal education, which aims to provide new forms of life-long education, through the use of technologies and innovation based on the identification of specific needs.

#### FORMAL EDUCATION

Incorporate a more structured approach to sustainability issues in the teaching of Bachelors, Postgraduations, Masters, and PhDs

Attribute more emphasis to sustainability issues in the teaching of some of the Bachelor's and Master's degrees

Incorporate sustainability into the syllabi of the various executive courses

Increase the academic offer of the departments and PhD programmes that teaches sustainability topics

#### NON-FORMAL EDUCATION

Develop awareness campaigns about the SDGs with the students and alumni community

Understand the various inequality gaps in existence at ISEG, and develop an action plan for closing that gap, to include a strong interaction with the entire ISEG community

Raise awareness regarding the issue of poverty, its various forms and impacts, and identify possible solutions that ISEG can implement locally

Increase the level of knowledge of families regarding financial matters

Increase awareness regarding the level of knowledge regarding healthy eating habits among families



## RESEARCH

Bearing in mind the content of the scientific production of ISEG over the last 10 years, it can be seen that an enormous contribution has been made with respect SDGs 6, 8, 9, 10, and 12. To ensure the achievement of the commitments of the Agenda 2030, there is a need to invest in studies related to the other topics in the area of sustainable development.

### RESEARCH

Increase the production of Masters Final Work and PhD theses on issues related to sustainability

Increase the production and publication of academic papers that are specifically related to the SDGs and sustainability

Increase the number of projects in which the ISEG community participates and that are directly related to the ambitions and spirit of the SDGs



## A GREEN AND SUSTAINABLE CAMPUS

ISEG's campus is a living ecosystem inserted in an urban context, comprising 6 buildings and some green areas where very diverse groups of people circulate, such as students, faculty, staff, and members of the local community. ISEG's sustainability strategy proposes the transformation of ISEG's campus into a more sustainable physical space through the following:

### A GREEN AND SUSTAINABLE CAMPUS

Publish the first diagnostic report regarding the current situation of ISEG's Campus in terms of energy consumption, waste, and healthy food, which can act as the reference for proposals to improve the Campus

Carry out an inventory of greenhouse gas emissions

Produce an action plan for carbon offset (a cost/benefit analysis for the use of green /more efficient energy and green mobility)

Establish a target for carbon neutrality and another on being "Carbon negative"

Create a Circular Economy Strategy and an action plan for the campus (water, waste, energy)

Establish partnerships with food and integrated food suppliers, be they organic, biological, or local, in such a way as to provide the ISEG community with a weekly "organic and local" food basket. Develop initiatives that promote the physical and spiritual health of the ISEG Community



## THE COMMUNITY

Contributing to the identification of solutions that can help solve societal problems is only possible by means of partnerships and a profound involvement with society.

### THE COMMUNITY

Elaborate a community outreach strategy and identify key stakeholders (local stakeholders, political stakeholders, NGOs, and local associations) and key material issues; produce an action plan

Commence the implementation of the action plan



## TRANSPARENCY

ISEG is committed to reporting its contribution to sustainability in a more and more transparent and comprehensive way.

### TRANSPARENCY

Create and implement a Sustainable Procurement Policy

Implement an annual data collection system to enable the calculation and communication of the annual carbon footprint (Scope 1, 2, and 3)

Produce ISEG's Annual Sustainability Report

Maintain updated the information updated on ISEG's website (the principle communication channel)

Communicate the efforts made in terms of commitments and actions to educate, raise awareness, and motivate the ISEG community within the principles of sustainability.



## 5.3 GOVERNANCE OF THE ACTION PLAN 2021-2022

The Dean's Office of ISEG is ultimately responsible for the implementation of this strategy for 2030, which is encapsulated in biennial Action Plans.

The "Chief Sustainability Officer" reports directly to the Dean's Office and is responsible for the implementation and coordination of the implementation of the actions of each strategic axis.

Each strategic axis will be nominated a person responsible for coordinating the necessary work for ensuring the effective implementation of the actions.

A Multi-stakeholder Board also exists, which is composed of citizens with different backgrounds, experiences, and ages, who represent the following: Alumni, current students from Portugal and current international students, and also NGOs.



## FORMAL MEETINGS AND RESPONSIBILITIES

The Chief Sustainability Officer (CSO) meets formally with the Dean's Office on a monthly basis to review the situation and to present those issues that require decisions for the efficient functioning running of the action plan.

All decisions are the responsibility of the Dean's Office of ISEG.

The Multi-stakeholder Board meets once a year together with the Dean's Office, the CSO, and those responsible for each of the strategic axes. The objective of these meetings is to present the work already carried out and to agree further ideas to be incorporated into the activity plan for the following year.

The CSO is responsible for preparing the budget and the detailed action plan for the following year for subsequent presentation to the Dean's Office of ISEG.

Those responsible for each of the strategic axes meet at least once a month with the CSO, or whenever necessary.

The CSO convenes a meeting at least twice a year with all those responsible for the 5 strategic axes .

## UPDATING OF THE BIENNIAL ACTION PLAN

The first action plan focusses just on 2021 and 2022

The action plan for 2023 and 2024 should begin to be developed during 2022 and should be presented to the Dean's Office by December, 2022; this process will be repeated in the same way during subsequent years.

## 5.4 CALENDAR

For this first biennium, the main actions will be collecting information, identifying priorities, and structuring the action plan for subsequent years.

Below is the calendar of activities to be carried out during the first 2021/2022 biennium.

### PERSON RESPONSIBLE:

FORMAL EDUCATION	ANNUAL KPIS	OBJECTIVES FOR 2021	OBJECTIVES FOR 2022
Adopt a more structured approach to sustainability issues in the teaching of Bachelor's degrees	% of Bachelor's lectures at ISEG which teach sustainability topics	1st Semester: carry out an analysis of the 2020 base year, and set annual targets for each of these KPIs for the next decade	Monitor and report on the progress of those goals achieved during the year.  Review the objectives for the subsequent years.
Prioritise and include sustainability topics in the teaching of Master's and PhD degrees	% of Master's and PhD lectures at ISEG in which more than 50% of the content is specifically related to sustainability	2nd Semester: involvement of all faculty in defining the goals of the KPIs for the next decade	
Include sustainability in the various existent executive and postgraduate courses, as well in those yet to be created.	% of courses (executive and postgraduate) which include sustainability topics  % of courses (executive and postgraduate) that specifically focus on sustainability topics (> 80% of the content).	Identification of all the specific actions that need to be carried out in 2022.	

## PERSON RESPONSIBLE:

NON-FORMAL EDUCATION	ANNUAL KPIS	OBJECTIVES FOR 2021	OBJECTIVES FOR 2022
Carry out awareness campaigns regarding the SDGs with the student community and the alumni	<p>No. of students involved in each campaign</p> <p>No. of students impacted by each campaign</p>	1st Semester:define the annual goals for each of these KPIs for the next decade.	<p>Monitor and report on the progress of those goals achieved during the year.</p> <p>Review the objectives for the subsequent years.</p>
Understand the various inequality gaps that exist at ISEG, and develop an action plan for closing this gap, to include a strong interaction with the entire ISEG community	<p>No. of inequality gaps identified at ISEG</p> <p>No. of gaps for which actions were carried out with the aim to eliminate them</p>	2nd Semester:identify the specific actions that need to be carried out in 2022.	
Increase awareness about poverty and its various forms, and identify possible solutions that ISEG can implement	<p>No. of poverty issues identified</p> <p>No. of poverty issues for which projects were carried out</p>		
Increase awareness regarding healthy eating habits among ISEG's families and community	<p>No. of projects on healthy eating habits</p> <p>No. of families impacted by the projects carried out</p>		

## PERSON RESPONSIBLE:

RESEARCH	ANNUAL KPIS	OBJECTIVES FOR 2021	OBJECTIVES FOR 2022
Increase the volume of production of Masters Final Works and PhD theses on sustainability issues	<p>No. of Masters Final Works on sustainability issues</p> <p>No. of PhD theses on sustainability issues</p>	<p>1st Semester: define the annual goals for each of these KPIs for the next decade</p> <p>2st Semester: identify the specific actions that need to be carried out in 2022.</p>	<p>Monitor and report on the progress of those goals achieved during the year.</p> <p>Review the objectives for the subsequent years.</p>
Increase the volume of production of academic papers specifically related to the SDGs and sustainability	No. of papers related to the SDGs and sustainability		
Increase the number of projects which the ISEG community participates in that have a direct relation with the ambitions and spirit of the SDGs.	N° of projects which ISEG participates in that have a direct relationship with sustainability		

## PERSON RESPONSIBLE:

GREEN AND HEALTHY CAMPUS	ANNUAL KPIS	OBJECTIVES FOR 2021	OBJECTIVES FOR 2022
<p>Diagnosis of the ISEG Campus in its 6 buildings:</p> <p>Quelhas 6 and Novo Quelhas, Francesinhas 1 and 2, Library, the "Old Radio", Rua Miguel Lupi, 20</p>	<p>The first survey of information and data on the current situation of the ISEG Campus for the production of the first ISEG Sustainability Report</p>	<p>Data collection and analysis</p>	<p>Propose goals to be implemented during the next biennials</p>
<p>Carry out an inventory of greenhouse gas emissions</p>	<p>ISEG's annual CO2 emissions (Scope 1, 2, and 3)</p>	<p>Carry out a study and discover/divulge the emissions for 2018, 2019, and 2020</p>	<p>Monitor and report the levels of the emissions for 2021</p>
<p>Produce an action plan for carbon offset (cost/benefit analysis for the use of green/more efficient energy; green mobility)</p>	<p>1 Action Plan to offset CO2 emissions</p>	<p>Complete the plan and the cost/benefit analysis</p>	<p>Commence the implementation of the actions identified</p>
<p>Establish a goal for carbon neutrality and a goal for becoming "Carbon negative"</p>	<p>A "Carbon Neutral" goal A "Carbon Negative" goal</p>	<p>Establish the goals</p>	<p>Monitor and report the Plan for the goals for the next decade of 2021-2031</p>
<p>Define a Circular Economy Strategy and an action plan for the campus (water, waste, energy)</p>	<p>1 Circular Economy Strategy 1 Action Plan</p>	<p>Implement the strategy and the Action Plan</p>	<p>Commence the implementation of the actions identified</p>
<p>Establish partnerships with food and integrated food suppliers, and/or organic or biological food suppliers to provide the ISEG community with a weekly "basic local organic food basket"</p>	<p>No. of students, faculty, and staff who purchase goods designated as the "weekly basic local organic food basket"</p>	<p>Identify what could be the contents of a "weekly basic local organic food basket"; identify potential suppliers; establish partnerships with the most suitable suppliers"; ensure that some goods will be available in 2021</p>	<p>Make available the maximum number of goods possible</p>

GREEN AND HEALTHY CAMPUS	ANNUAL KPIS	OBJECTIVES FOR 2021	OBJECTIVES FOR 2022
Undertake initiatives to promote the physical and mental health of the ISEG Community	No. of initiatives that promote physical health  No. of initiatives that promote mental health	Carry out 2 activities for each initiative  Define a more detailed plan for 2022	Implementation of the actions identified

### PERSON RESPONSIBLE:

COMMUNITY	ANNUAL KPIS	OBJECTIVES FOR 2021	OBJECTIVES FOR 2022
Define a community outreach strategy and identify the key stakeholders (local entities, political stakeholders, NGOs, and local associations) that can provide support with the main material issues and the action plan	No. of strategic topics identified  No. of strategic stakeholders identified  No. of stakeholders with whom ISEG has established a partnership	Define a community outreach strategy and produce an action plan for 2022	Implementation of the identified actions

### PERSON RESPONSIBLE:

TRANSPARENCY	ANNUAL KPIS	OBJECTIVES FOR 2021	OBJECTIVES FOR 2022
Create and implement a Sustainable Procurement Policy	One Sustainable Procurement Policy  % of purchases where the sustainability criteria were taken into consideration positively	Create a Sustainable Procurement Policy and define the best KPIs; Identify necessary actions for the successful implementation of the Policy	Implementation of the actions identified
Implement an annual data collection system to divulge non-financial/sustainability information	Information collection system to calculate CO2 emissions	Define and implement the collection of information	Maintain and improve the system



TRANSPARENCY	ANNUAL KPIS	OBJECTIVES FOR 2021	OBJECTIVES FOR 2022
Produce an Annual Sustainability Report	1 annual sustainability report	Define the contents, set up the information collection system, and divulge the first report	Continuous improvement in terms of the quality of the report
Maintain the information updates on ISEG's website	Create a microsite that is dedicated to sustainability	A website with useful information about ISEG's sustainability practices	Continuous improvement in the quality of the data and reports
Governance The way in which the research centres and ISEG itself are organised.	1 Diagnosis of ISEG governance	Review and refinement of ISEG's research structure and of the departments	Continuous improvement in the quality of the report

## 6. FINAL CONSIDERATIONS

The strategy presented represents the effort that ISEG has made in recent years to build a more sustainable school in every way. ISEG believes that the best way to accelerate this process is to act in an active and coordinated way to ensure that the necessary change really occurs. Progress in teaching, research, on campus, and with regards community relations all depends on the collaboration of all members of our School and the ability to understand that sustainability is the best way to release the shackles of economic development, by means of argumentation and scientific studies that collaborate to resolving the challenges imposed.

ISEG is committed to providing an education of excellence, which equips its students with solid, high-quality, entrepreneurial skills, in order to prepare them to confront the demanding professional challenges of the constantly evolving societies of today; it is committed to inclusive and sustainable education through cooperation in education with developing countries.

ISEG promotes quality research in all its scientific areas, seeking to ensure that its researchers have the most up-to-date means at their disposition, as well as the very best conditions possible for the production of knowledge of international relevance, in particular by encouraging research which supports the sustainable development goals.

ISEG remains open to new ideas, thinking, and research that contribute to reducing the negative effects of climate change and the growth model that we have become accustomed to in the past. Knowledge, creativity, and innovation are all required to confront the challenges that face us today and to achieve the goals of the Agenda 2030.

There is no doubt that the goals that have been set are demanding. Financial investment, time, and commitment to overcome the obstacles are needed. It is all of our duty to ensure that nobody is left behind. ISEG's mission is to lead by example.

Lisbon, April, 2021.

## 7. APPENDICES

Many people contributed to producing ISEG's Sustainability Strategy 2030.

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The **Champions SDG**, who contributed to the 2019 workshop Action Plans that were incorporated in this strategy:

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