



# EDUCATING RESPONSIBLE LEADERS WHO CARE

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**SHARING INFORMATION ON PROGRESS REPORT 2016–2018**

REYKJAVIK UNIVERSITY



## CONTACT INFORMATION



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## A WORD FROM THE PRESIDENT

Universities play a key role in the development of our world. On the one hand, they help to shape individuals, as the education and experience they provide not only impart knowledge and skills but also influence how students will comport themselves following graduation in their future roles as leaders and experts. Simultaneously, they shape societies as a whole, on the local and global levels, by developing new knowledge through research and innovation. Today, the world is changing faster than ever before. In fact, these changes are occurring so rapidly and are so profound that many refer to them as the fourth industrial revolution or the second machine age. With this come amazing opportunities for individuals and societies, but also dangers and pitfalls. Universities have the duty to help guide individuals and societies through these changes so as to maximize the opportunities and mitigate the risks. Thus, the role that universities play comes with great responsibility.

These duties serve as the foundation of Reykjavik University. The University was established in 1998 to respond to industrial and societal needs for education, research, and innovation, which increase competitiveness and improve quality of life. Since then, the University has grown to become one of the 350 best universities in the world according to *Times Higher Education*. More importantly, however, it has significantly impacted Icelandic society through education and innovation.

The principles of responsibility in education has led Reykjavik University to emphasize high standards and collaboration, both locally and internationally. It was, therefore, a natural step for the School of Business to become a member of PRME some years ago. In 2017, the decision was made to expand PRME to the entire University so as to further emphasize responsibility, high standards, and collaboration.

**Dr. Ari Kristinn Jonsson,**  
**President of Reykjavik University**

**PRME**



# MISSION & BELIEFS

## REYKJAVIK UNIVERSITY

### ROLE:

The role of Reykjavik University is to create and disseminate knowledge to enhance the competitiveness and quality of life for individuals and society guided by good ethics, sustainability and responsibility.

### MISSION:

The mission of Reykjavik University is to be a strong teaching and research university with emphasis on technology, business, and law.

### CORE ACTIVITIES:

The core activities of Reykjavik University are teaching and research with strong ties to industry and society, emphasizing interdisciplinary work, international context, innovation, and service excellences. The RU culture is crafted by personal relations and respect for society and the environment.

## REYKJAVIK UNIVERSITY AT A GLANCE

**Reykjavik University (RU)** is a community of around 3,800 registered students, 250 full-time and over 300 part-time employees. The University is committed to academic excellence and is known for its outstanding teaching and for its excellent relations with Icelandic industries and public institutions. RU has also been successful in building relationships with universities and research institutions outside of Iceland.

**Reykjavik University consists of four academic Schools:** The School of Business, the School of Law, the School of Computer Science, and the School of Science and Engineering. In addition, it operates the Open University, the platform which RU reaches out to industry and promotes executive and continuing education and Preliminary Studies. The latter offers a one-year preparatory programme. Reykjavik University graduates two thirds of all technology graduates and over half of all business graduates in Iceland. It presently offers 20 master's degree programmes, several PhD programmes, and a number of undergraduate modules taught in English.



# THE IMPORTANCE OF PRME

**PRME is the leading global platform** for open dialogue related to and collaborative learning on responsible management and leadership education. Participating institutions of higher education commit to working towards PRME's Six Principles, which are listed below.

The Principles for Responsible Management Education (PRME) initiative was launched at the 2007 UN Global Compact Leaders' Summit in Geneva. PRME, as a community for curriculum development and student engagement, was formulated to enhance and develop faculty knowledge and to increase and build awareness among faculty about social responsibility and sustainability. The main goal was to transform management education, research, and thought leadership globally by providing the PRME framework, developing learning communities, and promoting awareness of the United Nations' Sustainable Development Goals.

The Six Principles of PRME are inspired by internationally accepted values, such as the United Nations Global Compact's Ten Principles. The PRME vision is that the UN Sustainable Development Goals are

realized through responsible management education, the mission of transforming business management education, research and thought leadership for the better good of the society for the 21st century.

**RU's commitment to PRME** supports the University's broader mission to create and disseminate knowledge to enhance competitiveness and quality of life for individuals and society, guided by good ethics, sustainability, and responsibility. Thus, the PRME framework provides an internationally supported structure for developing responsible leaders who will have a positive influence on business and society. The global network of PRME signatories provides valuable benchmarking for implementation efforts at RU as well as access to a myriad of shared ideas for creating the next generation of responsible leaders. We live in a fast-changing world that is economically and environmentally fragile, such that the well-being of many individuals is at stake. As an institute of higher education, Reykjavik University is committed to take on these responsibilities and to educate future leaders and specialists who care.

## PRME'S SIX PRINCIPLES

### 1 Purpose

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

### 2 Value

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

### 3 Method

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

### 4 Research

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

### 5 Partnership

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

### 6 Dialogue

We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global responsibility and sustainability.

# A WORD FROM THE EXECUTIVE DIRECTOR OF HUMAN RESOURCES & QUALITY



**Sigridur Elin Gudlaugsdottir**  
Executive Director of Human Resources & Quality

## EQUALITY IN RU

Reykjavik University instituted an equality-program in 2013. The aim of this program was to ensure equal conditions and opportunities for employees and students at RU, irrespective of gender, age, religion, nationality, race, disability, sexual orientation, or political viewpoint and to prevent discrimination or harassment.

In early 2016, RU formalized the role of an equal rights representative to facilitate the action plan items in the equality program in cooperation with the Director of Human Resources. In 2017, steps were taken to transfer the role of the equal right representative to an equality committee made up of representatives from all four academic Schools and from support services. This committee's role is to supervise a regular revision of the equality program, organize events and equality training and education, and supply RU's representative to the joint forum for equality along with other Icelandic universities. This was an important step towards equality and equal rights at RU.

The first major task of the equality committee was to revise the equality program formalized in 2013. The RU equality program for 2018-2020 was approved in September 2018 by the RU Executive Committee and then introduced during Equality Week, which was held in October 2018. The new and improved equality program stipulates that all employees and students should be respected and valued on their own terms and that RU utilize all talent and human resources as effectively as possible. The program aims to counteract stereotypes concerning the roles of men and women; to achieve, to the greatest extent possible, an equitable gender balance in comparable positions, committees, and councils; and to achieve as much gender diversity as possible among students within individual study programs without compromising the focus on qualifications.

## Main improvements and changes

In accordance to Icelandic law, the equality programs must be revised every three years

Every item in the equality program is listed with:

- 1** An Aim
- 2** A Responsibility
- 3** An Action
- 4** A Follow-up.\*

## #Metoo

2017 was the year of the #metoo movement, which affected both RU and society as a whole. Thus, it was important to ensure that RU's processes and procedures were up to date and useful to both students and university employees. Because of #metoo and its effect on society, revising the response procedure so that everyone has access to our human resource team and relevant experts took on added importance. In January 2018, RU began offering courses for staff members and managers about sexual harassment, and 190 out of 245 permanent employees attended the courses. For its students, RU also offered an open lecture on the subjects of sexual harassment and appropriate response procedures.

## Equal pay in RU

Over the past several years, one of the main projects towards which RU has worked diligently is equal pay. As a consequence of this project, the University has gathered and systematically registered all relevant background information for all RU permanent employees, including, for example, up-to-date educational information, job titles, and job families, or categories. The University has had two independent equal-pay analyses conducted by PriceWaterhouse-Coopers. The 2016 and 2016 results have shown improvement; the University is moving in the right direction regarding equal pay.

## Next steps

Althingi, the Icelandic parliament, passed legislation requiring organizations with 25 employees or more to obtain an equal pay certification. Therefore, a certified equal pay system must be implemented, and its execution must comply with the requirements of IST 85 on equal pay certification. RU has been working diligently to achieve certification, and the first audit is planned in January 2019.

The methodology for setting up an equal pay salary system that would fulfill all legal requirements differs significantly from the equal pay analysis that RU has undertaken twice. One of the conditions for equal pay certification is that the organization has executed an equal pay analysis of this nature at least once. Moreover, a job analysis and an evaluation have to be performed for all RU job titles, and all jobs must be categorized into job groups, or job families. Written job descriptions for all positions need to be in place, and jobs of equal worth should be grouped together. All salary decisions need to be justified, traceable, and documented. The RU Human Resource Department has been leading this work, and the effort has already brought about positive changes and better processes within RU with respect to salary settings and annual salary reviews. One part of the certification process is to formalize a salary strategy\*\* for RU and an equal pay strategy.\*\*\*

\* <https://en.ru.is/the-university/strategies/equality-programme>

\*\* <https://en.ru.is/the-university/strategies/salary-strategy-of-reykjavik-university>

\*\*\* <https://en.ru.is/the-university/strategies/equal-pay-strategy>



# PROLOGUE TO REYKJAVIK UNIVERSITY

## THIRD SHARING INFORMATION ON PROGRESS REPORT

The first Sharing Information on Progress Report in 2012 created an excellent opportunity to reflect on what the School of Business of Reykjavik University had been doing up to the time of the reporting. Initially, the School looked at evidence of values that are important to responsible management education in all activities within the School's strategy, teaching, research, and other undertakings. Subsequent to this first benchmarking, it developed goals and objectives related to responsible management education.

The second Sharing Information on Progress Report, which was published in 2016, indicated that the School of Business had made significant progress in fulfilling expectations. New goals and objectives are always in the forefront, with efforts made to show progress on these and calls for new ones. Since publication of the last report, research productivity has grown enormously at RU, measured by both peer-reviewed publications and competition for research funding across all Schools. Strong ties with industry have led to more emphasis on combining a strong theoretical foundation with a practical approach based on real-world problem-solving. The latter includes students working on real projects in collaboration with industry experts to solve real-world problems, thereby preparing them for their future workplaces.

In this third Sharing Information on Progress Report, Reykjavik University is happy to announce that the PRME Six Principles was implemented across all Schools. A decision was made in 2017 to begin this effort, thus taking PRME to a new level at RU. The extended emphasis on PRME at a university level represents a big

step and resulted from a recognition of the difficulty associated with launching PRME initiatives and projects that only address one specific PRME principle at a time. Most of the actions and projects affect two or more of the Six Principles, and so reporting regarding each one would have been repetitive. Moreover, it is firmly believed that implementing PRME across all Schools of the university will create new challenges and opportunities that will inspire and enable Reykjavik University to become more advanced in communication and action, particularly since PRME will guide the steps in the implementation process through the six principles.

Reykjavik University's key to success consists of its core activities—education, teaching, research, and innovation. RU publishes more research articles (i.e., journal and conference papers) per faculty member than any other university in Iceland. In 2018, RU ranked third to sixth regarding scientific citations, along with Stanford University, MIT, and Brandeis University, in *Times Higher Education's* (*THE's*) ranking of the best universities in the world. This citations indicator estimates the frequency with which other scientists cite the findings of Reykjavik University scientists in peer-reviewed outlets. RU also has moved up *THE's* list of the best universities in the world overall and now ranks in the top 350.

According to the latest *THE* listing, Reykjavik University is also one of the top 100 young universities in the world, a major international recognition. The *Times Higher Education* list is based on an evaluation of thirteen factors of university operations and includes quality of teaching, number of citations from scientific material by



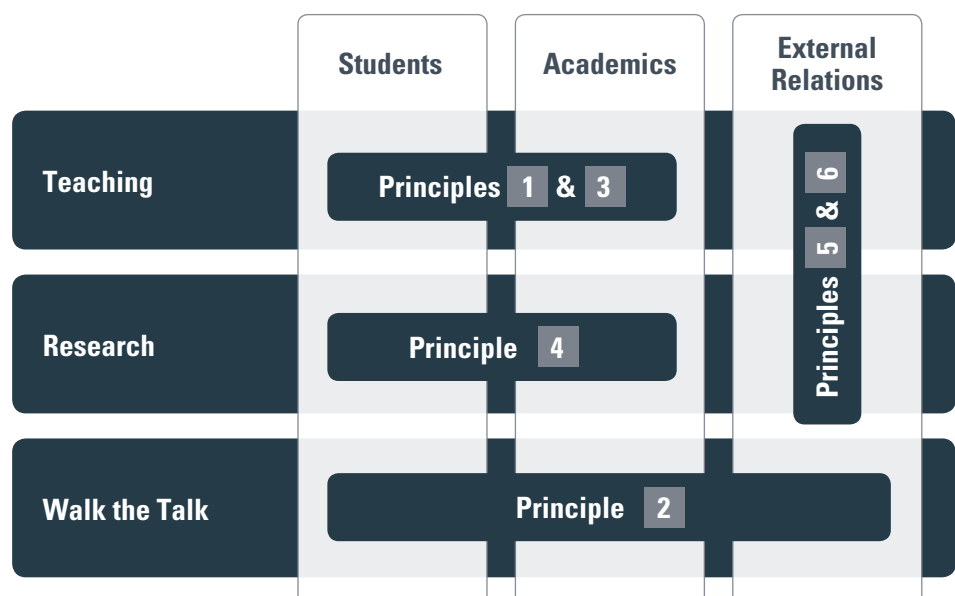


university staff, international collaboration, and industry relations. The international reputation is weighted less for inclusion in the young universities list than other *THE* ranking lists.

Reykjavik University's mission is to be an active teaching and research university with an emphasis on technology, business, and law. Our primary stakeholders are our students, their parents, and the businesses and organizations that benefit from the education of our students. This includes research and development conducted in collaboration with industry and various stakeholder groups within the society as a whole.

The resources and processes employed to establish and create value across the University's Schools are well established and place a high emphasis on collaboration in teaching and research across Schools. RU is comprised of faculty, researchers, teachers, and support services staff to ensure that RU designs and applies processes to accomplish its primary goals and objectives. To develop new targets and measures and to guide the work in upcoming years, RU took a close look at the goals set in the

last Sharing Information on Progress report. RU's central focus is to reflect the PRME Six Principles through teaching, research, and relations to industry and society, whose basis is social responsibility and sustainability. The following chart shows how the PRME principles connect to RU's core activities. In the third Sharing Information on Progress Report, RU looks at whether its mission, vision, and values are in line with the first two principles, which then affect Method, Research, Partnerships, and Dialogue. The report concludes with an overview of the new goals, objectives, and core activities.



# PRINCIPLE PURPOSE

1



**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.**

In 2017, the Executive Committee of Reykjavik University decided to commit to PRME in all academic Schools and support services and to begin the PRME implementation process, including adoption of responsibility as a strategic theme and reporting on sustainability as an integral part at university level. The first steps included “Walk the Talk,” which was incorporated in our communication in the last PRME report, as an approach to introduce PRME to our academic Schools, support services, and students. This included short lectures at faculty meetings and conversations with teachers and support services employees.

A part of the implementation process employs the “bottom-up approach,” where the PRME project coordinator works closely with the Students’ Association Birta, a non-political forum for students interested in social responsibility and sustainability. The association is open to all University students and represents an excellent opportunity for students who are interested in making a difference. Central to Birta’s commitment to PRME is involving students in various events and activities that are geared to developing responsible leadership and entrepreneurialism and that embody such issues fundamental to PRME as human rights and equality, social responsibility, and sustainability.

The overarching goal of incorporating PRME at a university level should be that all academic Schools answer to the critical worldwide call for increased attention to sustainability and social responsibility. These ‘answers’ include taking decisive steps toward limiting climate change and environmental damage, adopting a holistic approach, and committing to integrate these in research, teaching, and daily operations.\*

This report differs from the last two reports, because all academic Schools and support services now are a part of the PRME implementation process.

## ACADEMIC SCHOOLS

Reykjavik University is comprised of four academic Schools that focus on critical areas for strengthening both industry and society. RU also offers programmes that are not at a university level but are socially important and provide support for young people, businesses, and future students: Preliminary Studies, a preparation programme for university studies; Open University, which focuses on programmes tailor-made for businesses; and Skema, which focuses on teaching children and young adults computer programming. The core of these RU programmes defines the subjects offered and the approach used to provide a strong foundation for education in technology, business, and law. Implementing PRME across all Schools will create a more nuanced approach, a formal commitment between departments as a priority to track how we encourage increased focus on social responsibility and sustainability in our economy. The core focus in the coming years will therefore be to develop our commitment and our relationships with internal and external stakeholders, meaning that RU will work towards further developing its code of ethics, environmental strategy, and human resource strategy.

RU hired Kjartan Sigurdsson as a new coordinator to oversee the implementation of PRME in November 2017. Since the RU School of Business had been the initiator of the PRME project within the University since 2012, it offered to work closely with the new coordinator and initiated a dialogue with the other Schools at RU to work towards implementing the Principles.

\* RU social responsibility - <https://www.ru.is/skipulag/samfelagsabyrgd/>

A portrait of Dr. Pall Melsted Rikhardsson, a bald man with a friendly smile, wearing a dark suit jacket over a light-colored checkered shirt. The background is a blurred outdoor setting.

# WORDS FROM THE DEANS

## SCHOOL OF BUSINESS

### Dr. Pall Melsted Rikhardsson

The School of Business\* published its first PRME report in 2014. Prior to that, the School, with its 37 full-time employees, had embarked on a journey to address the PRME Principles in both education and research activities. In the first report – which was awarded a prize for an outstanding first-time report – the School decided on several ambitious goals, which the second report followed up on in 2016. That report – which was also awarded a prize for its setup and presentation – described the progress made in addressing responsible management education issues in all courses, offering business ethics as a core course at all program levels, and increasing the dialogue with society regarding responsible management education issues. Furthermore, it described student initiatives and academic research projects with social responsibility elements.

One of the objectives of the 2016 report focused on promoting social responsibility, business ethics, and sustainability as relevant themes across all Schools comprising Reykjavik University. This objective became the most important one in the PRME work subsequent to 2016. In early 2017, the School of Business submitted a proposal to the Reykjavik University Executive Committee that PRME should

no longer be anchored in the School of Business but should be a central function addressing the entire University. This proposal was approved, and so the responsibility for PRME now rests with a central PRME coordinator, who works with all the RU Schools.

Although the anchoring for PRME has moved from the School of Business, the School of Business's support of and participation in RU implementation of PRME have not diminished. The benefits of pursuing PRME principles have never been greater. Implementation of the PRME Principles links directly to the School of Business EPAS and AMBA accreditations, where social responsibility is an important criterion for accreditation. In recent student surveys, the importance of social responsibility is increasing, and the work with the PRME Principles enables the School of Business to greet those students at the outset with a focus on responsible management education. Furthermore, participating in PRME has led to even more opportunities in social engagements, with the School of Business now being present in, e.g., discussions and public committees focusing on sustainable tourism, social innovation, and gender equality. Thus, working with PRME has created substantial value for the School of Business as well as for its students. This work will continue, not just in the School of Business, but also across Reykjavik University as a whole.

\* <https://en.ru.is/rusb/>



## SCHOOL OF SCIENCE AND ENGINEERING

### Dr. Agust Valfells

Sustainability and social responsibility are strongly represented in the activities of the School of Science and Engineering.\* The school offers undergraduate and graduate degrees in a number of fields pertaining to engineering, sustainable energy, project management, and sports science.

The engineering program offered in the School of Science and Engineering is part of the CDIO initiative, a multi-university framework for engineering education. The CDIO standards involve professional ethics and social responsibility, which have been incorporated in the curriculum for engineering students. Beyond such standards, these are inherent in the problem types that modern engineers attempt to solve: To improve efficiency, limit environmental impact, and improve the lives of people.

Each year a number of research projects, student thesis projects, and activities are devoted to sustainable energy. In 2018, all first-year students at the School took part in a three-week course on improving sustainability in the transport sector in Iceland. The

School of Science and Engineering also offers a comprehensive graduate program in energy engineering and sustainable energy science in the Iceland School of Energy.

The school offers undergraduate and graduate degrees in sports science with a strong focus on public health, pedagogy, and coaching. As in the engineering program, there is an inherent aspect of social responsibility and focus on improving people's lives in the topics of teaching and research. Professional ethics are an integral part of the program's methodology courses.

Formal participation in PRME is new to the School of Science and Engineering, but it is a natural fit and is very much in accordance with the activities and spirit of the School of Science and Engineering. It is the hope of the School of Science and Engineering that this will be an opportunity to enhance and emphasize all of the efforts that have traditionally been made by it in the areas of social responsibility and sustainability

\* <https://en.ru.is/sse/>





## SCHOOL OF COMPUTER SCIENCE

### Dr. Gisli Hjalmtýsson

For the School of Computer Science, there is an active interaction between the school and the industry. The aim is to increase understanding of the needs of businesses and to help align teaching and student competencies with these needs. The School of Computer Science has worked at including elements of social responsibility and sustainability since RU signed the Principles of Responsible Management Education. Companies acknowledge the need to respond to growing societal expectations, become more open and accountable, and establish stronger ties with key stakeholders. The School of Computer Science acknowledges the responsibility concerning the Sustainable Development Goals (SDG) and its role in shaping future leaders.

The School of Computer Science has undertaken various new initiatives to ensure that the students are better able to address local and global challenges now and in the future. One such action has been to increase the number of women in computer science. The School of Computer Science has used various methods to achieve this goal by actively working on recruiting women into

the program, as students at all levels, and as faculty. Two (out of three) new faculty in last year's hiring cycle were women, and the school has already made an offer to another woman in this year's recurring period.

For recruiting women students, the School has made good progress. One initiative taken to hire women is the creation of /sys/tur, an active student union for women as role models. The School of Computer Science also started new emphasis lines in cooperation with the School of Law and School of Business that was intended to appeal more to the women students. The numbers confirm that the work is well underway. In the year 2015 women were 18% of the student body. In comparison, in the year 2018 women were 28% of the student body. Thus, the goal is to provide role models for the upcoming female students, teach them the skills they will need, encourage them, and show them that tech careers will help change the world for the better. Given the changes being brought on by the Fourth Industrial Revolution, society can't afford not to have women in these roles.



## SCHOOL OF LAW

### Dr. Ragnhildur Helgadóttir

In accordance with the role of Reykjavík University, the School of Law aims to educate lawyers who will improve the quality of life for individuals and society, enhance the competitiveness of individuals and society, and do so guided by good ethics, sustainability, and responsibility. Lawyers do this in a multiplicity of ways: by direct legislation or litigation but also by increasing trust in institutions and dispute-resolution mechanisms.

In its research strategy, the School of Law states that it will focus on “legal research which benefits legal education and society as a whole” while respecting the academic freedom to choose research topics.

In the broadest sense, the School of Law views its role as educating students so that they become responsible, ethical, critical, and analytical professionals and leaders within their communities. In a slightly narrower sense, the School of Law also perceives its role as introducing students to sustainability, responsibility, quality-of-life issues, and other key topics. A final role that the School of Law views itself as playing is to offer programmes, courses, and events in which students gain a deeper understanding of issues concerning sustainability and responsible and ethical behavior. These consist of seminars; courses in environmental law and human rights; research seminars in natural resource law, legal ethics, taxes, and corporations; and programmes such as a law degree with a minor in business administration, a master’s degree offered in cooperation with the Iceland School of Energy, and doctoral programmes.

In some sense, the courses and programmes are the easiest in which to incorporate PRME. Their subject matter complements PRME well. More complicated, but no less important, is the integration of PRME ideas, ethics, and professional responsibility into the School of Law’s whole curriculum. A few years ago, it was decided that, instead of adding a mandatory legal ethics course (two courses in jurisprudence are mandatory, and these cover the basics of legal ethics, but legal ethics *per se* is not mandatory), an ethical aspect should be incorporated into all courses, and, although the faculty is ambitious with respect to doing so, implementation has, in some instances, proven difficult. However, this remains the goal, and the commitment to do so is clear and is still much discussed within the School. The main issue now is ensuring that the syllabi of all courses reflect this focus.

Finally, the School of Law finds it important to run its day-to-day business in a manner that emphasizes personal responsibility, the responsibility (ethical and otherwise) of professionals, leaders, and privileged groups; fairness; equality; and sustainability. Consequently, the School aims to teach critical thinking, ethical, and responsible behavior and emphasizes responsibility to classmates, society, and subsequent generations. Although how to achieve this – and sometimes the importance of each particular value – is debated within the faculty and within the student group, the debate itself has real value.

# PRINCIPLE **2**

## VALUES



**We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the UN Global Compact.**

RU is committed to implement PRME in all academic Schools with the aim of integrating the six principles of social responsibility and sustainability into research, teaching, and daily operations. This joint effort of the United Nations and universities around the world calls for increased attention to and implementation of social responsibility and sustainability in research, teaching, and daily operations, a process in which the RU Human Resource Department is leading the way.

### **ETHICS AND RESPONSIBLE MANAGEMENT AS A SUBJECT OF CRITICAL THINKING**

Although teaching ethics at Reykjavik University is an important task, ethics and responsible management are not stand-alone subjects. Rather, an efficient way of teaching an ethical approach to social responsibility and sustainability is to integrate it within the syllabi of mandatory courses. In addition, such an integration cannot be limited to some sub-chapters but must be incorporated into ongoing class discussions and projects.

Most organizations aim to maximize profits. However, the role of universities and business schools is to teach future managers and leaders how to maximize these profits while employing an ethical and responsible approach. Such discussions figure among the most frequently discussed topics concerning Iceland's most recent economic boom, which is tourism. For instance, how can companies

maximize their profits while at the same time maintaining the country's natural beauty, minimizing the negative effects to Iceland's natural resources that frequently accompany mass-tourism?

It is the responsibility of Reykjavik University to make students aware of the different situations they might face in daily decision-making and strategizing. Moreover, teaching matters that relate to personal values is also important and requires educators to relate much of the material in textbooks to current situations within Iceland's economy.

Discussing these values with students is essential so that they can better understand the impact these values have on others and so assume the responsibility of practicing them. Today, ten years after the 2008 financial crisis, many ask whether anything has been learned from the crash. While the answer to that question is not certain, universities must strive to integrate information about past mistakes into their teachings



**Catherine Elisabeth Batt**  
Part time lecturer and PhD  
student, School of Business



**Dr. Mar Wolfgang Mixa**  
Assistant Professor,  
School of Business

## WALK THE TALK

RU reports on social responsibility and sustainability strategies in different forums. New Icelandic regulations require organizations of a certain size to report nonfinancial information, including sustainability strategies and goals. Although exempt from these requirements, RU aims to comply with them nonetheless, and doing so requires supplementing the biannual PRME reports and maintaining a focus on the sustainability goals of RU as a whole.

The UN Global Compact is a strategic policy initiative for businesses that are committed to aligning their operations and strategies with ten universally accepted principles in the areas of human rights, labor, environmentalism, and anti-corruption. By doing so, businesses, as a primary driver of globalization, can help ensure that markets, commerce, technology, and finance advance in ways that benefit economies and societies everywhere. By committing to work towards implementing these ten principles and to achieve breakthrough innovations with respect to sustainability, businesses are also working towards attaining the UN Sustainable Development Goals by 2030. RU is currently emphasizing collaboration with firms that are committed to these goals, a subject that is highlighted in Principle 6 – Dialogue.

Currently, Reykjavik University is participating in a new *THE* university ranking, specifically *THE* University Impact Ranking of 2019, which is based on the United Nations Sustainable Development Goals (SDGs),\* i.e., the SDGs are used as a framework to explore the real impact that higher education has on society. For the first iteration of these rankings, *THE* is focusing on the following eleven of the seventeen SDGs, with SDG17 mandatory:

**SDG3: Good Health and Wellbeing**

**SDG4: Quality Education**

**SDG5: Gender Equality**

**SDG8: Decent Work and Economic Growth**

**SDG9: Industry, Innovation and Infrastructure**

**SDG10: Reduced Inequalities**

**SDG11: Sustainable Cities and Communities**

**SDG12: Responsible Consumption and production**

**SDG13: Climate Action**

**SDG16: Peace, Justice and Strong Institutions**

**SDG17: Partnership for the Goals**

To be eligible to participate in the ranking process, participants must submit data for at least three SDGs + data for SDG17. The University has submitted data for SDG3, SDG4, SDG5, SDG8, SDG9, and SDG17. At the Innovation and Impact Summit 2019 to be held on April 2-4 in Daejeon, South Korea, *THE*'s new global impact ranking will be launched.



\* <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>



## LEADING BY EXAMPLE

Reykjavik University, the City of Reykjavik, and other Icelandic organizations signed a declaration regarding climate issues in 2015, i.e., a commitment to reduce greenhouse gas emissions and to minimize negative environmental targeted measures.\*

In 2016, RU formed an environmental group to initiate and promote activities that would enable RU to lead by example with respect to environmental issues in day-to-day operations and teaching.

### No Plastic

The first step was to tackle waste and recycling within RU by developing better instructions and guidelines on waste manage and ensuring that RU recycles to the greatest extent possible. Training and education were offered on waste reduction, waste disposal, recyclables, and food waste. Furthermore, RU committed to “no plastic” by removing all plastic coffee and water cups from all areas within RU’s buildings. This process was implemented in two stages beginning in 2017, first in staff areas and then in student ones. RU then followed through by committing increased resources, hiring additional staff, and investing in new materials and equipment, including hundreds of coffee mugs and dishwashers, to enable the service staff and kitchenettes to manage the increased pressure that resulted from the ban on plastic. To raise awareness, all employees were given Retap bottles, and, additionally, all employees received a reusable grocery bag in early 2017 to further state RU’s commitment to reduced use of disposable plastic.

In 2017, all waste bins were removed from employee work areas and offices, and employees were encouraged to stand up, stretch, and use the nearest waste bins in the common and in open areas, which have bins labelled for recycling and sorting. RU has furthermore added a bin for organic waste in kitchenettes and in RU’s canteen; here, organic waste is collected for composting.

### Emissions

In 2016, RU introduced a transportation policy and employee transport agreements that committed employees to using environmentally friendly transportation approximately three times per week. Participation among eligible employees was 30% in 2017 and 37% in 2018. Those employees committed to using environmentally friendly transportation approximately three times per week.

Additionally, RU participates in and promotes the “bike to work” initiative and offers employees professional assistance from an expert to overhaul their bicycles each spring.

In September 2018, Reykjavik University launched Zipcar car share services for staff and students. This initiative is designed to simplify student and RU staff use of environmentally friendly modes of travel, such as biking, walking, or using the bus, by making a Zipcar available for use when a car is needed for travel to a meeting outside the University.

To further RU’s commitment to environmental challenges, RU has set up a company account with Zipcar, to which it pays a monthly fee for all RU employees needing to utilize Zipcar services for work-related matters. In addition, employees can set up personal Zipcar accounts for their non-work-related trips.

### Exciting times ahead

From February 2019 onward, both students and staff of RU can charge their electric cars in one of 12 charging stations that have been installed at the University. RU offers both staff and students a free charge for up to two hours. This initiative is one of the many action items from the environmental group and is a part of the University’s general focus on environmental issues and constant efforts to increase the sustainability of its operations.

Transportation agreements and transportation grants, i.e., financial incentives, will increase by 55% early in 2019, further demonstrating RU’s commitment and determination to tackle climate issues.

Next on the agenda for the summer of 2019 is a construction of new bicycle-storage facility on university premises.



\* <http://reykjavik.is/loftslagsmal-reykjavikuryfirlysing>



## BIRTA – SUSTAINABLE AND SOCIALLY RESPONSIBLE SOCIETY

Founded in 2015, Birta is a student association for sustainability and social responsibility at Reykjavík University. Birta has been successful in developing and implementing events that focus on social responsibility: for example, celebrating European Mobility week, organizing lectures by representatives of companies whose social and environmental efforts are working well, and organizing Birta's own environment week. Birta also connects with companies working within the RU facilities to advise them on becoming environmentally conscious. For instance, some pieces of advice have concerned removing free plastic cups from the water machines, understanding the importance of proper waste disposal, and recommending new possibilities to reduce their carbon footprints.

Birta has been active in introducing and celebrating steps taken by the University and its students during the period dedicated to reporting such progress. For example, two members of Birta announced Sustainability Week on K100, a popular national radio station, where they talked about RU's actions to meet climate-

related goals and PRME. In addition, they introduced key speakers from industry during Sustainability Week. Lastly, Birta has already outlined next year's sustainability-related events.

Currently, many students are not recycling correctly—throwing waste into the wrong bins, etc., leading to a large proportion of the recycled waste ending up in landfills. Birta has focused on this problem by making a short video on correct recycling and plans to publish it on social media. Moreover, Birta plans to host another environmental week in the spring term of 2019. Among other things, its members will continue the work learned during Sustainability Week 2018 and organize a swap event where people can bring clothes or books they no longer use and take anything they would like in exchange, free of charge. The organization also plans to invite speakers from industry to discuss their sustainability and corporate social responsibility commitments and to emphasize the importance of changing our attitudes toward social responsibility and sustainability.



## LEGAL AID FOR THE PUBLIC

Logretta, the law student association, offers free legal aid for the public once a week during the semester, excluding the exam period. Logretta ensures full confidentiality by requiring all their volunteers to sign a non-disclosure agreement. The service is provided by 3rd, 4th and 5th year law students at the University of Reykjavík under supervision by an attorney. A staff member of the School of Law works with Logretta to organise the legal aid.

## Tax return day 2018

Each year Logretta organises, in collaboration with a financial institution or audit office (KPMG), the tax return day. On that day individuals are assisted by law students free of charge under the supervision of tax lawyers with their tax return forms of 2018. A Polish interpreter is at hand for Polish nationals, the largest group of immigrants in Iceland.



## /SYS/TUR

The School of Computer Science has developed /sys/tur as an important step to increase female interest and participation in technology education. In collaboration with students, the RU School of Computer Science has created a woman's student organization called /sys/tur, whose goal is to empower women students and to attract more girls to the computer science field. /sys/tur hosts regular events to introduce its members to different job opportunities in computer science and have women from industry discuss their experiences. Demonstrating diversity in computer science is essential, and /sys/tur has played an active role in representing the RU School of Computer Science outside the University, for example, in the annual event Girls in Technology.



## GIRLS IN TECHNOLOGY

The Girls in Technology (Stelpur og tækni) day is held every year in cooperation with the Federation of Icelandic Industries (SI) and The Icelandic Digital Society (Ský). In 2017, the project received grants from the Ministry of Education, Science, and Culture and from the equal rights project fund within the Ministry of Welfare. Around 500 girls from ninth grade participated in the Girls in Technology day in Reykjavik. The girls attended workshops at Reykjavik University, where they were presented with challenges in web design,

programming, and artificial intelligence. Following the workshops, the girls visited companies in the tech industry where they met female role models and saw what working in the computer science industry is like. For the first time Girls in Technology was also held outside of Reykjavik University, with the event making its way to Akureyri, Ísafjörður, and Egilsstaðir. Around 700 girls from all around Iceland participated in the event held in 2017.\*

\* <https://www.ru.is/media/hr/skjol/annual.report.hr.2017.pdf>





## SKEMA

Skema offer several technical courses on programming that focus on Iceland's primary and secondary schools. Skema plays an important role in Reykjavik University and collaborates with the various University departments, for example, the Psychology Department, whose goal is to study the effects of teaching programming on various aspects of child development and learning ability. Research performed in psychology, pedagogy and computer science support Skema's approach and methodology. Since the establishment of Skema, efforts have been made to teach children and adolescents programming, by holding Skema courses in collaboration with both primary and secondary schools. Skema has also figured prominently in UTmessan, an annual information technology festival where children can try programming, free of charge. In particular, attempts have been made to encourage girls to study programming, through, among other things, special technical support courses and in cooperation with the RU School of Computer Science initiative dedicated to increasing women in computer science – /sys/tur.

## EQUALITY PROGRAMME

The core of the equality programme is ensuring that individuals of all genders have equal access to education, advancement opportunities, research, and funding. Reykjavik University is open to divergent individuals and embraces equality and mutual respect among employees and students, who will be treated fairly and enjoy equal opportunities. RU emphasises on creating a work environment where respect, integrity, fairness, and equality characterize communication and work methods.

### The strategy of RU states the following on human resources:

Reykjavik University's success depends on the talent and diversity of its people. RU offers its faculty and staff a working environment that is supportive, encouraging, and challenging, giving them professional feedback and the opportunity to be creative and to have an impact. The University offers fair and competitive salaries, flexibility, and the opportunity to balance work with private life, family obligations, and a healthy lifestyle. RU emphasizes equal opportunity. Reykjavik University's staff and faculty are professional and responsible in all aspects of their work, with a positive attitude and complete commitment.\*

\* Equality programme 2018–2020. <https://en.ru.is/the-university/strategies/equality-programme>

## KEY OBJECTIVES AND GOALS FOR PRINCIPLE 1 AND 2: PURPOSE AND VALUES

for the 2016–2018 reporting period and evaluation of the progress.

Key objectives and goals	Evaluation	Progress and achievements
Continue to increase teachers' awareness and knowledge of socially responsible and sustainability education and measure their willingness and commitment	Limited progress	<p>The decision in 2017 to implement PRME across all Schools and support services is a large project that needs time to develop.</p> <p>A number of meetings to introduce PRME have been held with teachers and staff during department meetings across all Schools.</p> <p>A guest speaker from BI introduced best practices in implementing PRME. This was organized and introduced by emails across all Schools.</p>
Develop tools to measure whether RU students and future graduates know and believe that RU places great emphasis on social responsibility and sustainability education	Some progress	<p>Implementation of PRME at school level started formally in November 2017.</p> <p>The focus is on introducing PRME to all Schools and to develop a framework to measure student attitudes toward social responsibility and sustainability.</p> <p>Some progress on measuring whether students have gained knowledge on social responsibility and sustainability has been made, but RU will place greater emphasis on measuring students' attitude toward social responsibility and sustainability in 2019.</p>
Measure students' knowledge on the topic of social responsibility and sustainability education	Some progress	Measures of students' knowledge of social responsibility and sustainability education will be assessed in mandatory courses with high relevance to social responsibility and sustainability.
Reach out to alumni	Some progress	<p>RU's annual magazine is sent to all RU alumni. The focus on RU's social responsibility and sustainability is introduced in the magazine.</p> <p>A brochure from RU Open University, depicting opportunities for continuous and executive education, is also sent to all alumni.</p>
Strengthen Nordic collaboration	Some progress	<p>The changes in PRME management in 2017 led to less emphasis on attending the Nordic chapter meetings. However, the new PRME coordinator only managed to attend the last chapter meeting in Oslo 2018 on Skype.</p> <p>More emphasis will be placed on attending PRME meetings in coming years.</p>
Take further steps in fulfilling the environmental strategy	Positive progress	<p>A group was established on environmental issues with members drawn from across the whole University, including one from the RU student association.</p> <p>The task force is to discuss, plan, and suggest steps toward decreasing RU's environmental footprint.</p> <p>This is in line with the RU climate action agreement with Festa and the City of Reykjavik, in which RU pledged to set measurable climate targets and publish the results on a regular basis.</p>

# PRINCIPLE METHOD

## 3



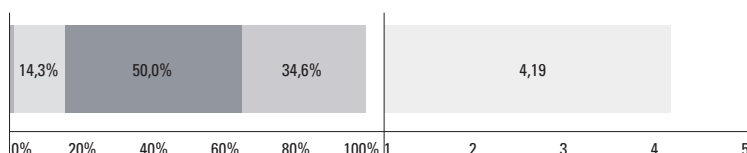
**We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.**

Reykjavik University has taken important steps toward the implementation of PRME across all Schools by creating educational frameworks, materials, processes, and environments to enforce social responsibility and sustainability. The implementation of PRME across all Schools is ongoing and is developing in the right direction. RU will continue work toward institutionalizing those processes and increasing awareness of PRME among students and teachers.

To guide our PRME-related activities, a representative from each school, the project coordinator, and members of the Human Resource Department will work closely together. This group communicates the crucial steps in meetings and coordinates the implementation of PRME aims and goals.

In addition to tracking the creation of social responsibility and sustainability education, the aim is to create future leaders, managers, and specialists that care. The University is interested in measuring the effect that RU's social responsibility and sustainability focus has on students over time. Steps have been taken to measure student's view of social responsibility and sustainability in a comprehensive annual survey for all first-year RU students.

### Should organizations put high or low emphasis on corporate social responsibility?



Results from the student's survey indicate that students think that organisations should put high emphasis on corporate social responsibility.



## THE SCHOOL OF BUSINESS

### BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY

Reykjavik University undergraduate students of business administration have been taught the basics of ethical decision-making since 2000. The course entitled “Business Ethics and CSR” is a mandatory course taken in the program’s second year. Initially, students are familiarized with traditional ethical theories and ethical and sustainability issues in business. Next, they are assigned a practical application of ethical decision-making so as to see the long-term value it can create for companies and individuals. Ethical dialogue, critical thinking, the stakeholder approach, and shared-value creation are essential learning tools within this course.

### ORGANIZATIONAL ETHICS

Master students with focus on finance, marketing, human resource management, or tourism attend a course entitled “Organizational Ethics.” Students taking this course typically have a variety of backgrounds and come from different parts of the world. Its emphasis is a critical examination of real ethical issues in organizations, and students use comprehensive tools and concepts to work with a mixture of individual and possibly personal reflections, exercises, and group projects addressing international and local subjects. The course covers various issues related to business ethics, CSR, and sustainability aligned to both large and small- and medium-sized enterprises (SMEs). One example includes ethical codes of conduct, agency issues, and ethical problems associated with fish farming in ocean net pens. In both the business ethics and CSR and the organizational ethics course, students gain insight into how to analyze and reflect upon current business news and engage in dialogues concerning ethical dilemmas in an organizational setting.

### BUSINESS STRATEGIES FOR SUSTAINABLE DEVELOPMENT

The bachelor’s programme offered by the RU School of Business includes a course entitled “Business Strategies for Sustainable Development,” which forms a part of the Nordbiz network of seven universities located in Iceland, Denmark, Sweden, Finland, Norway, Estonia, and Lithuania. The purpose of the course is to introduce the Nordic perspective on sustainable development, provide students with opportunities to work on real-life cases in a multicultural environment, and create and extend the Nordic business network. The number of students taking the course at one time is limited, and competition among students for a seat in the course great.

The course content changes slightly from year to year and is continually being updated to focus on current issues with emphasis was on a sharing economy, the smart city, and building a sustainable future. The focus on the smart city addresses issues concerned with technology, urban development, connectivity, and various other factors that influence the environment and sustainability.





## ENTREPRENEURSHIP AND STARTING NEW VENTURES

All first-year students in the School of Business, School of Law, and School of Science and Engineering, and second-year students in the School of Computer Science take a mandatory three-week course entitled “Entrepreneurship and Starting New Ventures” as part of their bachelor studies. The course’s goal is to teach students how to develop new business ideas into viable business opportunities and how to create a business plan. In 2018, the course enrolled over 480 students, split into 96 teams (5 students per group). Each team was composed of students from each RU school.

A recent change of action for the course is the current emphasis on a social responsibility and sustainability report. The PRME coordinator, as part of the course’s professional team, spends time with students to recommend and help them to identify potential opportunities to report on social responsibility and sustainability. All groups are required to report on social responsibility and sustainability in their business plans. Thus, the new-venture report must include the following: How will the new venture form solutions that prevent the innovation/idea (or product/service) from causing harm to the society and the environment in general? What aspect of social innovation does the innovation/idea incorporate, that is, how will the innovation/idea promote better living standards in society?

Since 2014, an award has been given to the group that best incorporates social responsibility and sustainability in its business plan. Below is some information on the winning team and its project, followed by information on other projects that have emphasized social responsibility and sustainability in 2018.



### The Icelandic sea-stock

#### *Received the award for social responsibility and sustainability*

**Team:** Bui Vilhjálmur Guðmundsson, Kristján Guðmundsson, and Hjalti Johannson.

The idea is to produce high-quality fish stock in an environmentally friendly way, by utilizing by-products derived from raw fish and excess production of vegetables. The idea is to employ waste water from a geothermal power plant to produce high-quality fish stock and then to sell this residual byproduct as a base for the production of animal feed. Sustainability is at the core of the idea, because it improves energy efficiency, reduces food waste, and increases the value of unprocessed raw materials with no waste.

### KidPoint

#### *Seen in the dark and easy to mark*

**Team:** Berglind Eiríksdóttir, Björg Hulda Hinriksdóttir, Erna Lind Teitsdóttir, Maciej Stanislaw Baginski, and Thordur Orn Helgason.

In a dangerous world, KidPoint technology can play a significant role in providing parents with safety information about their children during the day.

KidPoint allows parents and guardians of children to monitor them when they are outside the home via a GPS positioning device, in the form of reflector tags. All packaging is designed to be recyclable.

### Ennovation

**Team:** Anna Lara Sigurdardóttir, Björn Ólafur Björnsson, Dagur Jonasson, Frosti Bjarnason, and Johann Einar Isaksson.

Garbage picking is a fast-growing avocation in Iceland. Those who pursue garbage picking call themselves Plokkarar (gatherers). Gatherers in Iceland is a Facebook group founded in February 2018 and today includes more than 5000 members. The group views the need for a centralized system to be great, because it would allow Plokkarar to systematically trace garbage and find the right places for it to be recycled.



**Hrefna Sigríður Briem**  
**Director of BSc School of Business**  
**Programme in Business and Economics**

*"Students are encouraged to seek out ideas which they can turn into sound business plans. Their business plans should include values that reflect corporate social responsibility, sustainability, and ethics. This is important because ensuring progress in the business society in terms of constructive values and practices is believed to be a substantial driver for competitive advantage."*



## THE MBA PROGRAMME'S CONTINUOUS FOCUS ON PRME VALUES – CURRENT ACHIEVEMENTS AND NEXT STEPS

From the establishment of the AMBA<sup>\*</sup> accredited MBA<sup>\*\*</sup> programme at Reykjavik University a decade ago, it has been understood and emphasized that the program plays an active role in shaping strong and responsible future leaders, ones who are capable of addressing local and global challenges of today and the future and who are willing to do so in a responsible, sustainable, and innovative manner. This overarching goal is explicit in the MBA program's objective that declares:

*"Our goal is to develop responsible leaders who will have a positive influence on business and society."*

This core objective of the MBA program is supported by several existing and new initiatives that all consider the six main guiding Principles of PRME. The MBA program takes each of the PRME's Six Principles seriously and integrates them into the courses (see table 1).

### Purpose

The MBA program reflects constant improvements made to the program's intended learning outcomes (ILOs) and MBA curriculum development. These improvements aim to assure that RU's MBA students gain the knowledge, competencies, and capabilities needed for responsible leadership. In doing so, it echoes the voices of several stakeholders, not least that of companies regarding their future needs. ILOs and their strength in supporting the overall program objectives are evaluated and supported by the external AMBA accreditation process and by alignment with PRME commitments.

### Values

The MBA programme's strength is its core values, which include the high relevance social responsibility and sustainability have to its mission as an integral part of the programme's overall approach to teaching. By creating a diverse cohort of around 40 students

\* <https://www.mbaeworld.com>

\*\* <https://en.ru.is/mba/>



having varied educational and professional backgrounds and of varying nationalities, genders, ages, values, and personalities, the MBA programme has successfully ensured the inclusion of diverse perspectives in the classroom, thereby deepening students' understanding of the issues at hand, improving their decision-making abilities, and strengthening their commitment to responsible leadership. The various professional backgrounds and future goals of the MBA alumni have therefore ensured that the language and understanding of social responsibility and accountable management have spread across society and strengthened the dialogs and approaches of businesses.

### **Responsible Leadership**

The MBA classes play a crucial role in increasing knowledge and shaping the mindsets and skills of MBA students, who, as future

leaders, can become powerful drivers of corporate sustainability. In recent years, the emphasis on responsible leadership has grown and strengthened within the MBA program. The cornerstone has been the core course—"Responsible Leadership"—that focuses on sustainability, corporate social responsibility, and business ethics. Courses such as "Innovation and Entrepreneurship" emphasize sharing knowledge and guiding start-ups, which frequently seek consultations. The course entitled "Human Resource Management" covers human rights, diversity, and gender equality.

Finally, throughout the two-year learning process, MBA students can engage in fruitful dialogs and sometimes partnerships with managers and businesses in Iceland through various class projects and discussions with guest lecturers from industry or through final projects conducted in collaboration with companies.





**THE EMPHASIS ON PRME AT RU OVER THE YEARS HAS HELPED TO STRENGTHEN THE MBA PROGRAMME** and has provided an excellent guiding light with which to move forward.

PRME Key objectives and goals	MBA goals	Examples of MBA current emphasis/initiatives
1 Purpose	We will develop the capabilities of students to be future generators of sustainable value for business and society and to work for an inclusive and sustainable global economy	<p>MBA programme objective – Aligned with the RU mission related to PRME and AMBA.</p> <p>ILO restructured – Aligned with our stakeholder perspectives, programme objectives, and RU mission.</p>
2 Values	We will incorporate into our academic activities, curricula, and organizational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact	<p>The attention and action taken are in line with our goals concerning ethics, sustainability, and social responsibility.</p> <p>“We care” - We sincerely care about the well-being of our students and staff, about our role in promoting responsible leadership, and about our positive impact on the economy.</p> <p>Diverse student intake - Aims at achieve equal gender representation in each cohort in addition to varied educational and professional backgrounds.</p> <p>A diverse group of teachers - Aims at equal gender representation, a global perspective, and a full commitment to teaching responsible leadership in all courses throughout the programme.</p> <p>Curriculum development - We actively seek to deepen our understanding of the future needs of business and to align teaching and student competencies so as to preserve the necessary knowledge and capabilities for today's and the future's leadership.</p> <p>Longitudinal data collection - Measures MBA students' attitudes towards responsible management education throughout their study.</p> <p>MBA oath - Upon graduation, all students sign a declaration of future behavior wherein the student acknowledges his/her role in society with respect to adoption of responsible leadership as the guiding light.</p> <p>Exit surveys/interviews and RU alumni questionnaire - Actively monitoring and assessing the progress towards the stated objectives.</p>
3 Methods	We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership	<p>Responsible Leadership - Core course that introduces methods of business ethics, CSR, and sustainability, with an emphasis on the United Nations' Sustainability Development Goals and an analysis of CSR strategy of a company.</p> <p>Innovation and Entrepreneurship - New core course where MBA students adopt a consultant role to external start-up teams.</p> <p>Human Resource Management - Core course that emphasizes, among other things, human rights, diversity, &amp; gender equality.</p> <p>Strategic Decision Making - Core course with a robust applied approach to “peeling the onion” that develops and strengthens the student ability to think and solve complex real-world business problems.</p>

PRME Key objectives and goals	MBA goals	Examples of MBA current emphasis/initiatives
4 Research	We will engage in conceptual and empirical research that advances our understanding of the role, dynamics, and impact of businesses in the creation of sustainable social, environmental, and economic value	Applied MBA final projects that advance economic understanding regarding the following <ul style="list-style-type: none"> <li>· <i>Growing good will</i></li> <li>· <i>Waste in the food value-chain and ways to improve</i></li> <li>· <i>Hydrogen as a future power source</i></li> </ul>
5 Partnership	We will interact with managers to extend our knowledge of their challenges in meeting social and environmental responsibilities and explore the practical approaches to meeting these challenges jointly	Applied final projects requested by companies. Guest lectures on various topics – focus on current stress points and future needs. Applied company assessments & assignments in various courses. Discussions with industry – Assessment of future need.
6 Dialog	We will facilitate and support dialog and debate among educators, students, the economic and public environment, consumers, media, NGOs and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability	Festa, BI and MBA <ul style="list-style-type: none"> <li>· <i>Responsible Leadership</i></li> </ul> RUMBA short lectures for Alumni <ul style="list-style-type: none"> <li>· <i>Sharing Economy – where are we heading?</i></li> <li>· <i>New thought in a changing world</i></li> </ul> Alumni <ul style="list-style-type: none"> <li>· <i>Start-ups after MBA graduation: Lessons learned</i></li> </ul> Open lectures <ul style="list-style-type: none"> <li>· <i>Common pitfalls managers need to avoid for improved decision-making</i></li> </ul>



## THE SCHOOL OF COMPUTER SCIENCE

The School of Computer Science is seeing increased student interest in subjects related to social responsibility in final BSc projects where students cooperate with companies to focus on a wide range of subjects. The following are few examples of such projects:

- **A system designed for interface from publicly accessible Internet services that increases security in computer systems**
- **A salary analysis intended as a tool for equal-pay analysis within organizations**
- **A blockchain E-voting system using Blockchain technology to make E-voting more secure**
- **“HAM/ingja,” an app called Happiness Is a Smartphone that can deliver CBT (Cognitive Behavioural Therapy) to students suffering from ADD or ADHD**

The director of undergraduate studies in the School reviewed all the courses within the curriculum to identify those where PRME could be emphasized and where progress had been made to date.

The primary goal is to ensure that all students are systematically taught economic, ethical, and legal issues and that their level of mastery of these is adequately assessed, thus emphasizing social responsibility and sustainability. Furthermore, the core courses have been verified as successfully addressing social responsibility and sustainability, e.g., privacy issues in databases, the economics of software development, and the code of ethics of software developers in the course “Software Engineering.”

Finally, to ensure that students that are about to graduate are exposed to some of those topics, two new lectures offer knowledge on ethics in computing to our last-in-line students taking the mandatory course entitled “Computer Networks.

### EQANIE

The European Quality Assurance Network for Informatics Education (EQANIE) accredited the bachelor’s and master’s programmes in RU’s School of Computer Science in 2017. The EQANIE label is awarded to degree programmes at the bachelor’s and master’s levels when they comply with EQANIE Framework Standards and Accreditation Criteria. The objectives of the EQANIE label are the following: to enhance quality and transparency of educational programmes in informatics; to provide information on study programmes across Europe through an appropriate label for accredited educational programmes in informatics; to facilitate mutual transnational recognition of qualifications; and to increase mobility of students between programmes offered by different Schools.





## THE SCHOOL OF SCIENCE AND ENGINEERING

The School of Science and Engineering offers a three-week elective course on product development. The focus of the course is on how global production companies can promote a sustainable lifestyle with better products, better services, and increased knowledge. The course contributes to social responsibility and sustainability and the direct impact and effect these can have on products and processes. Furthermore, it offers insights into situations that involve risks and threats that companies will face in the near future. The course is open to BSc students in all Schools – Computer Science, Law, Science and Engineering and Computer Science, and thus students connect with the subject from differing perspectives.

### Sustainability

A three-week intense course on sustainability for undergraduate students is taught in engineering management at the school. The course covers various topics such as climate change, the circular economy, consumption, and corporate social responsibility (CSR). Multiple contracts and standards for organizations to guide and report on CSR are introduced—such as the UN Global Compact, the UN Development Goals, and Global Reporting Index. Icelandic standards are also introduced, such as The Festa and Reykjavik City's Climate Declaration, The Environmental Agency's Green Steps

(ic. Græn skref í ríkisrekstri), Vakinn, the quality and environmental system for Icelandic tourism, and more. Students are invited to Festa's January convention on CSR, and they visit three different companies and organizations to see what these are doing regarding CSR and sustainability.

The main group project includes students' ideas about sustainability and CSR. The students develop a sustainability day during which they introduce their ideas to fellow RU students. The students present their projects at a kickoff event on environmental issues, sustainability, and CSR, during the Sustainability Week held by Birta (the RU student association). Here are a few examples that students worked on in the spring semester 2018: An app that awards points for behaving sustainably within the University; a reusable coffee cup; a 730-kg compressed plastic cube made from recycled household plastics that was placed on University premises with information about plastic recycling in Reykjavik; and a video about recycling at Reykjavik University. Alongside the projects' introduction was a clothing swap during which students could bring their old clothes to donate and take "new" one's home free of charge.





## THE ICELAND SCHOOL OF ENERGY

Iceland is the perfect place to acquire an education in renewable energy. The Iceland School of Energy\* within the RU School of Science and Engineering is the outcome of a collaboration between Reykjavik University, Reykjavik Energy, and Iceland GeoSurvey. Its aim is to provide education and research in a broad range of topics relating to renewable energy systems and sustainability. Students enrolled in ISE are made up primarily of international students who have come for the express purpose of learning from Iceland's long history of clean energy development. These students therefore bring the energy perspectives, problems, and solutions from their home countries to Iceland, thereby forming a group having interesting and intellectually rewarding cultural and professional contrasts.

Gender equity is of particular interest within the energy industry, in which ISE recognizes that there are still gender equity issues. ISE has instituted a Women in Energy grant aimed at enabling scholarship of talented female candidates. This scholarship equals one third of the total tuition fees for a master's programme. ISE also supports female students so as to develop their leadership potential where opportunities arise.

The Iceland School of Energy embraces a multi-disciplinary approach that welcomes graduates from all disciplines. In addition to a summer school, it offers five degrees offered—four master's programmes and a doctoral programme.

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\* <https://en.ru.is/ise/>



**Veronica Martin – MSc student at Iceland School of Energy**

### **Early stage MSc 60 ECTS thesis in the Iceland School of Energy**

My current educational interests include merging urban planning with sustainable living. I had been following the tiny home movement and the use of shipping containers as a residential and commercial building material. While attending a funded thesis information session, I learned that Eimskip (Iceland's shipping transport company) had a project concerning shipping containers and how they could be used sustainably. I thought I was one of the luckiest people in the room! How fortunate I felt that I could work on a project that was in my area of interest.

One of the questions I hope to answer through my thesis is if corporate social responsibility (CSR) can be demonstrated by identifying alternate uses for shipping containers. Through the resources of RU, I was connected to the project manager for PRME – Principles for Responsible Management Education, Kjartan Sigurdsson, who agreed to be my project supervisor. I hope that working with Kjartan, Eimskip, and RU will provide a wonderful opportunity to complete a thesis that will educate and provide options that can be implemented into the company's CSR practices.



### **Training a generation of experts for a sustainable world**

The Iceland School of Energy harnesses the expertise gained from understanding and utilizing the geothermal energy, hydropower, and wind energy that powers the Icelandic community. The School's mission is to offer a high-quality learning experience. Offering opportunities for the research, design, and management of systems for sustainable energy, it strives to produce experts in the field for the global community.

### **A wealth of knowledge**

As part of the Iceland School of Energy experience, its curriculum includes renewable energy site visits around the country, thus offering unprecedented insight into the development of the Icelandic energy sector and giving students a unique opportunity to study the entire value chain derived from Iceland's renewable energy resources.\*

\* <https://en.ru.is/ise/why-ise/iceland-a-geothermal-nation/>



## Project Ethics Tool

What (ethical) challenges / opportunities might my projects impose on **future generations**?

What (ethical) challenges / opportunities might my projects impose on **society**?

What (ethical) challenges / opportunities might my projects impose on the **organisation**?

What (ethical) challenges / opportunities might my projects impose on the **team**?

What (ethical) challenges / opportunities might my projects impose on the **leader (me)**?

## THE MASTER OF PROJECT MANAGEMENT (MPM) PROGRAMME AT REYKJAVIK UNIVERSITY REFLECTING THE PRME SIX PRINCIPLES

The Master of Project Management (MPM) programme, hosted within the RU School of Science and Engineering, provides a state-of-the-art executive management education. Its integrated method combines insights drawn from the humanities, social sciences, engineering, and natural sciences to prepare future managers to excel in executing strategies through project, programme, and portfolio management. The programme develops well-defined managerial and leadership competencies, provides students with sound theory and practical application thereof, and makes them keen advocates of sustainable development wherever they will practice their professions. MPM is proud to be part of the PRME initiative!

## Purpose

A core goal of the MPM program is to enable its students to develop a clear sense of both personal and professional purpose. This is accomplished through various educational means and measures that challenge students to both self-reflect and to consider the local and global state of affairs. Its curriculum is rigorously benchmarked with international professional codes of ethics and professional codes of conduct, which demand that managerial leaders honor and strive towards sustainable business and engineering practices. Throughout their educational journey, MPM students are challenged to contemplate the meaning of their work with respect to value creation for businesses, industries, and society at large. The students thus become deeply committed to an inclusive and sustainable global economy.

## Values

The MPM programme has systematically incorporated into its educational activities the values of global social responsibility, as set forth in the United Nations Global Compact and the CDIO Initiative and by the International Project Management Association (IPMA) and the Association for Project Management (APM). Management and leadership are seen as an ethical undertaking that considers not only the interests of shareholders but of all stakeholders and interested parties. As professionals, the students are therefore encouraged to commit themselves to a worldview that looks out for the common good, fosters cosmopolitan civil society, and values natural and cultural treasures. Throughout the educational journey, the students are challenged to reflect on their values, attitudes, and behaviors in the context of their potential contribution to adding various kinds of value – economic, cultural, and political – to the future. One way this is done is through the deployment of the Project Ethics Tool (PET) shown in the figure below.

## Method

The educational method of the MPM program is tailored to align all learning processes into an exciting, didactic environment that is well suited to mature, responsible leaders and future leaders. The MPM programme is an integral part of RU's School of Science and Engineering and is therefore committed to the CDIO initiative. CDIO education means that our students learn to "Conceive, Design, Implement and Operate" complex value-adding systems (through projects and programmes) in "modern team-based environments" and as "mature and thoughtful individuals."<sup>\*</sup> The MPM curriculum is loaded with classical, contemporary, and highly innovative educational frameworks and materials that enrich our students' educational journey.

## Research

The directors of the MPM program at Reykjavik University are deeply committed to research in fields related to project, programme, and portfolio leadership and management. The programme has been a fertile ground for scholarly research in managerial theory and its applications. The research is both qualitative and quantitative, conceptual and empirical. The directors of the program are probably best known for their research in project management education and project ethics, both of which aim to advance understanding about the role, dynamics, and impact of managers and leaders in the creation of values that are psychologically, socially, economically, and environmentally sustainable. The IPMA Code of Ethics and Professional Conduct declared by IMPA as its manifesto in 2015 was created within the MPM program at RU. Part of its creation was extensive research into what IPMA members and member associations globally would want to see in the Code. Research conducted within the MPM program has further evolved around the project-driven approach to society, the impact of altruism on motivation, the future of project management education, the use of creative methods to develop future management leaders, transparent leadership and team and organizational dynamics and development.

## Partnership

The MPM program is deeply committed to giving its students a practical experience that meets the needs of individuals, businesses, industries, and civil society for future managers and leaders, meaning that the program actively engages in informal partnerships with various professionals, organizations, and institutes that relate well to the MPM's educational mission. The MPM program thus works in close cooperation with professional associations, both locally and globally. All of its instructors are academics, professionals, and consultants with strong connections to managers of business corporations, institutions, and non-governmental organizations (NGOs). These connections enable the MPM to continually extend the knowledge of what constitutes the challenges and the social and environmental responsibilities that managers and leaders currently face and to jointly explore effective approaches to meeting these challenges.

The MPM education takes place in mutually supporting courses, wherein students engage in working on actual projects, through the deployment of professional project leadership and management. The program is robust when it comes to training students in teamwork and open communication. Its CDIO focus also means that the program features active and experiential learning and constant improvement through a quality assurance process that aims far higher than demanded by accreditations. The MPM program is accredited by the Association for Project Management (APM) based in the UK.

\* <http://www.cdio.org>





## THE SCHOOL OF LAW

The research group on gender equality in sports is hosted in the school of law and the department of sports science. It conducts multidisciplinary research on gender equality in sports in Iceland. Currently the group is focusing on gender equality in basketball, football and handball in Iceland. The group has been interviewed multiple times in the Icelandic media and its events have received great attention. Last autumn the group hosted the meeting of the Transnational Working Group for the Study of Gender and Sport that focused on sexism, discrimination, sexual harassment and violence studies in the field of Physical Education and sport, LGBTQ+ as well as leadership and coaches' perspectives.



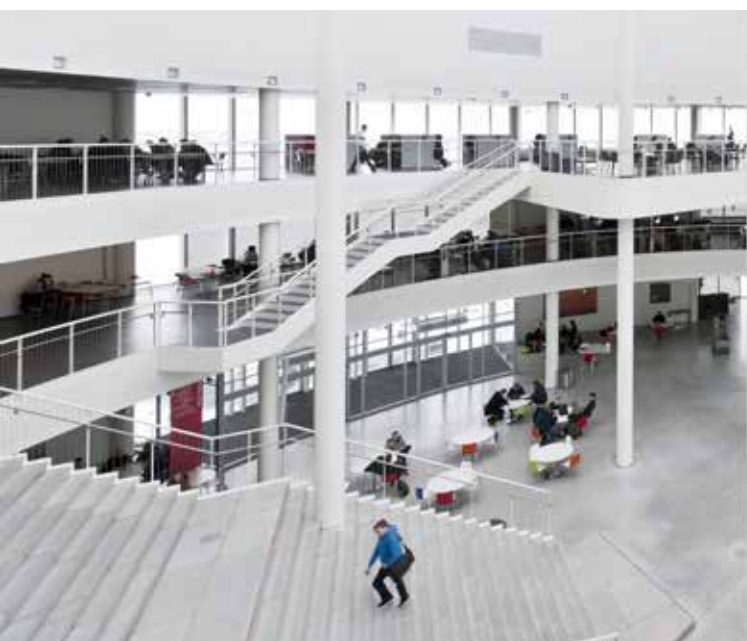
## THE OPEN UNIVERSITY

Reykjavik University operates the Open University Executive education, which offers over 400 courses each year to directors and specialists wanting to improve their performance at work or enhance their professional skills. In addition to responsible management education, the Open University is highly committed to maintain and improve executive education and continuous learning opportunities. The courses are based on a solid theoretical foundation and practical industry knowledge. The instructors' backgrounds are as Reykjavik University professors, industry experts, professionals, and various guest speakers from industry and universities in Iceland and from abroad. The Open University covers multiple areas of education and specialization, such as sustainability, human resources and personal development, strategy, and leadership, that are directed so as to serve an individual's ongoing need for personal growth and an industry's need to prosper.

## KEY OBJECTIVES AND GOALS FOR PRINCIPLE 3: METHOD

for the 2016-2018 reporting period and evaluation of the progress.

Key objectives and goals	Evaluation	Progress and achievements
Integrate social responsibility and responsible management education in teaching throughout all programmes	Some progress	<p>There has been positive progress in RU since the last report.</p> <p>The new focus on PRME across all Schools has received a favorable view.</p> <p>Not all teachers and staff across the Schools has been reached, but an effort has been made to introduce PRME to the most relevant teachers, i.e, those who focus on social responsibility and sustainability. The idea is to work closely with the targeted teacher and help him/her to include PRME goals in teaching methods and learning outcomes.</p>
<p>Create internal measures of:</p> <ul style="list-style-type: none"> <li>– Teachers' reports on their efforts</li> <li>– Students' perception of the prevalence of the topic</li> </ul>	Limited progress	<p>The progress is similar to what was reported in the last report. Full-time faculty are asked in their annual performance interviews, but no means has yet been created to query teachers from outside of RU about their efforts.</p> <p>Graduating students are asked about their perceptions of the topic's prevalence.</p>
Encourage internships and thesis projects on social responsibility	Positive progress	<p>RU's emphasis on social responsibility and sustainability and collaboration with industry are believed to increase thesis projects in line with RU's focus on PRME. An emphasis will be put on measuring social responsibility and sustainability during the next reporting period.</p> <p>It is now mandatory in the three-week course „Entrepreneurship and Starting New Ventures“ to write a section on social responsibility and sustainability.</p>
Continue to be open to effective learning pedagogy through the PRME network	Positive progress	<p>We had a member from BI in to talk about business ethics aligned with CSR and sustainability. The lecture was introduced to all Schools and services at RU.</p> <p>Two PRME coordinators visited RU 2018 to talk about PRME and exchange ideas on the subject, one from Queen's Management School in Belfast 2018 and the other from Kristianstad University in Sweden.</p>



# PRINCIPLE **4** RESEARCH




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**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.**

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## REYKJAVIK UNIVERSITY AND INDUSTRY COLLABORATION

Research, development, and innovation play a crucial role at Reykjavik University. These factors influence our students, research collaborations with industry, universities, and other stakeholders, and help engage our work and interests such that these have social responsibility and sustainability at the core. Since 2006, research productivity at RU has grown many times over in terms of peer-reviewed publications. Today, RU generates more research articles per faculty member – considering both journals and conferences – than any other university in Iceland. Moreover, research on social responsibility and sustainability has increased since the last PRME reporting period. An increased emphasis on collaboration with industry is the key to progress on PRME initiatives, focusing on innovation that has a socially responsible and sustainable agenda.

### FUNDED PROJECTS

Every spring, graduate students at RU can apply for research projects funded by Icelandic companies such as Eimskip, Isavia, Marel, Siminn, Icelandair, and Fisheries Iceland. By completing the projects, students create knowledge and gain valuable industry experience. In May 2018, students were invited to an introductory meeting where these companies introduced potential research projects.



**Dr. Eyjolfur Ingi Asgeirsson  
and Dr. Hlynur Stefansson,  
RU School of Science and Engineering**



## **A REPORT ON THE ECONOMIC IMPACT OF ELECTRIC CAR ADOPTION IN ICELAND**

The impact of electric cars on Icelandic society is positive, but the changes take too long to achieve the government's climate goals. The government has set a deadline for the change from fossil fuel until a restriction on the purchase of vehicles fueled by fossil fuels takes effect. The electric cars form an essential part of Iceland's action to reduce greenhouse gas emissions, but, in addition, public transport and travel behavior must be improved.

These are the main results of a report by Dr. Eyjolfur Ingi Asgeirsson and Dr. Hlynur Stefansson of the RU School of Science and Engineering on the impact of energy exchange of Icelandic cars. In their research they considered circumstances, or scenarios and predicted vehicle fleet composition, power consumption, and emissions from 2018 to 2050. Although the electric vehicle alone would not make it possible for Iceland to achieve its emission targets, the total impact is unambiguously positive, both regarding macroeconomic dimensions in a broad context and financial interests of consumers. The report only considered economical effect of switching to electric cars while other domestic energy sources are present, such as hydrogen, methane, and biodiesel.

## **COMMON GOOD FIRST**

The Reykjavik University Research Center for Innovation and Entrepreneurship participates in a project funded by the European Union's Erasmus Plus Capacity Building program. The project's goal is to enhance social innovation in South Africa, and is a collaboration between European and South African universities. Detailed information about the project can be found on the website: <https://www.commongoodfirst.com/outputs/photos/>. The purpose of the project is to create and share stories of innovative projects in South Africa that also have social value. The term 'social innovation' is used when projects have a positive impact on the community and when performance is not measured solely in financial gain. This positive effect can be increased security, increased equality, and more jobs. These are short documentaries about innovation projects, i.e., about what people are actually doing, and their purpose is to attract resources and reinforcements for the projects and to inspire others. The innovation projects are all about social innovation. Creating a platform to showcase the projects will enable them to be modeled and promoted, thus increasing social innovation in South Africa and elsewhere.

**Dr. Marina Candi and Dr. Hallur Thor Sigurdarson, RU School of Business.**



**Saga Yr Kjartansdottir**  
MSc thesis in Marketing



## **CORPORATE SOCIAL RESPONSIBILITY ON SOCIAL MEDIA: USING SOCIAL MEDIA TO PROMOTE CSR COMMUNICATION**

The rapid growth of social media as a platform for communications has enabled people and businesses to communicate across the world, and these communications now happen faster than the blink of an eye. Social media platforms such as Facebook, Instagram, Twitter, and YouTube have millions of users that interact, and these interactions constitute new possibilities for CSR communication.

Icelandic businesses promote their brands, products, and services with their CSR involvement at the core as a strategic tool through which they communicate their values and commitments on social media. Research indicates that companies that use social media as a tool to inform their consumers about how they approach sustainability and social responsibility as a right way of doing business can expect increased attention from stakeholders. One message on social media can influence others to think about their actions with respect to sustainability, social responsibility, and our future and thereby make a difference, while at the same time helping businesses to build trustworthiness and competitive advantage. Those businesses that actively promote their sustainability and social responsibility activities using social media as one of the tools to reach out are engaging consumers with opportunities to connect with a company that cares about future generations.

**Anna M. Johannesen**  
MSc thesis in  
Human Resource Management



## **LOOKING AT UNDERREPRESENTATION OF WOMEN IN HIGH-PROFILE JOBS IN ICELAND FROM A SOCIAL THEORY PERSPECTIVE - IS GENDER A LIABILITY?**

All over the world, women are underrepresented with respect to attaining high-profile jobs, and women in Iceland are no exception. The goal of the MSc thesis was to research the roots of the problem where gender seems to be part of the cause. Women today no longer experience the glass ceiling as it was previously defined, where it was impossible for them to climb the corporate ladder after reaching a certain level. Instead, women experience multiple obstacles that they have to overcome to reach the leadership level of their organizations. The cracks in the glass ceiling can partly be explained by social changes and regulations such as the Act that was legislated in Iceland in 2008 on Equal Status and Equal Rights for Women and Men, which states that individuals regardless of their gender should have equal opportunities within the job market and equal opportunities in attaining leadership roles.

When I was researching the topic for my master's thesis in Human Resource Management and Organizational Psychology at RU, I experienced encouragement and leeway on behalf of the University and my instructor to decide what I wanted to study. In Iceland, gender equality is prevailing; however, when looking at the statistics for women in high-profile, leadership jobs, something is still missing. We can always do better, and this thesis is my contribution to understanding of the cause of gender equality in the workplace.

## KEY OBJECTIVES AND GOALS FOR PRINCIPLE 4: RESEARCH

for the 2016-2018 reporting period and evaluation of the progress made.

Key objectives and goals	Evaluation	Progress and achievements
To encourage further research in the field of social responsibility and sustainability	Positive progress	Reykjavik University respects academic freedom and supports faculty members' focus on topics that are of interest to them. RU has increasingly emphasized social responsibility and sustainability, which is expected to have impact across all Schools. Therefore, it is likely that aligning goals on social responsibility and sustainability may lead to a rise in interest on research in the field.
To actively disseminate research in the field to industry and the public	Positive progress	Much of the research performed in the field has some component of dissemination to relevant stakeholders.
To track development of publications in the field	Limited progress	There is still limited tracking of publications across all Schools.  One of the main goals for the next reporting-on-progress period is to measure the development of publications across all Schools in the field of social responsibility and sustainability.



# PRINCIPLE 5 PARTNERSHIP

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# PRINCIPLE 6 DIALOGUE




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

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**We will facilitate and support dialogue and debate among educators, students, businesses, government, consumers, media, civil society organizations, and other interested groups and stakeholders on critical issues related to global responsibility and sustainability**

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**Since the first and second Sharing Information on Progress reports, RU has reported on the two interlinked Principles under one section. In this report, these two Principles will again be reported on jointly.**

## TIES WITH INDUSTRY

Reykjavik University is concerned with fostering a good relationship with national and international industry, based on integrity and mutual respect for the benefits of the entire society. RU takes an active part in the shaping and development of industry and society and works to meet the needs of society for specialized knowledge. To attain these goals, RU emphasizes education that focuses on research, innovation development, and participation in discussions on prominent issues. RU also emphasizes good relations with its alumni and the lifelong learning needs of all.

The focus has always been on collaboration that builds pathways between industry and academia. They allow for new opportunities and provide students with high-quality education and services concurrent with the needs of the business community and Icelandic society. This is important to RU to fulfill student needs within the University. In the coming years, emphasis will be on changes in society and responses to the latest demands of students and industry in times of technological change and globalization. At the same time, RU will be strengthened as it acts as the center of knowledge and innovation for Icelandic society. RU focuses on diverse education, research, and innovation that serves students, industry, and society in the best ways possible.

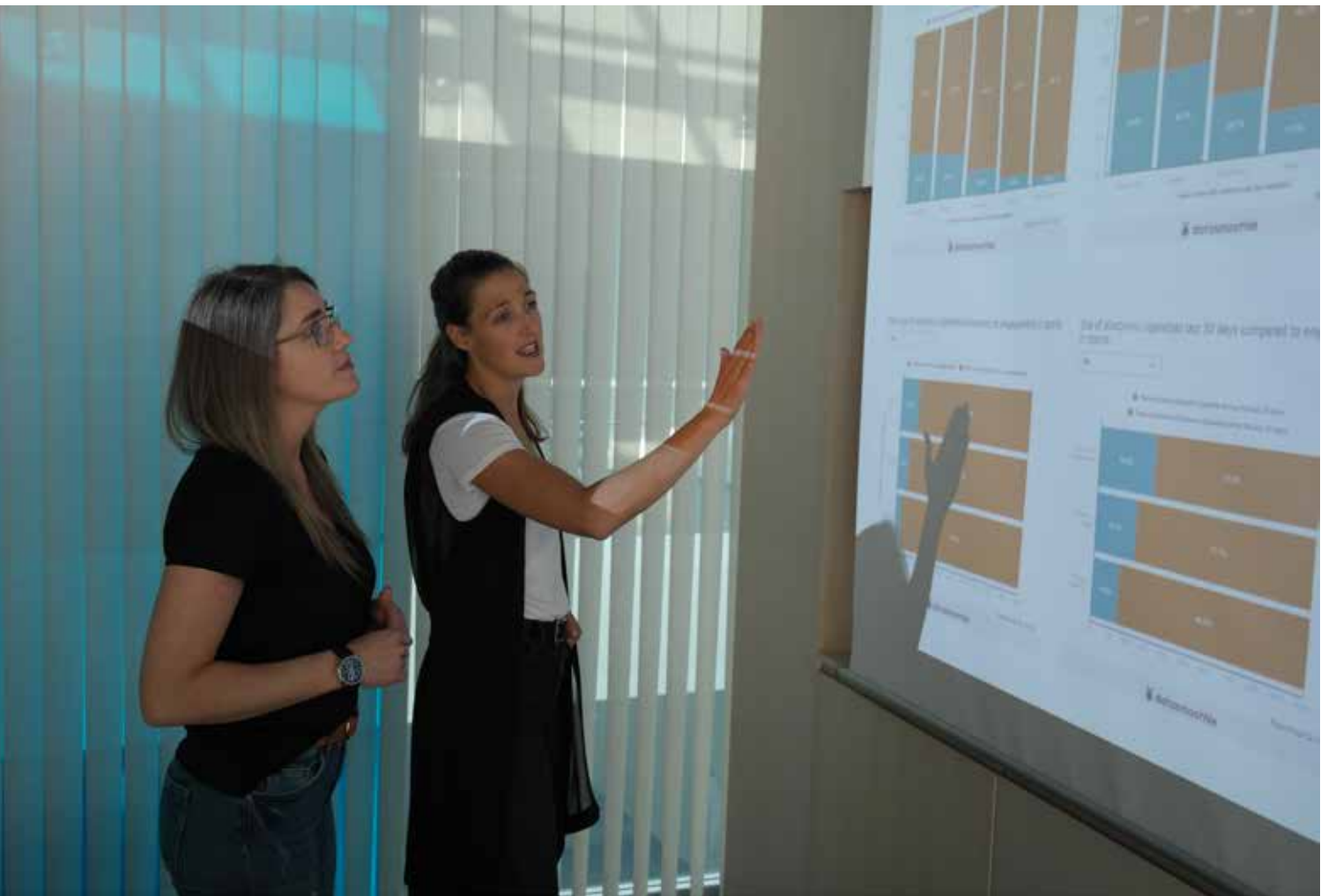




## **FESTA, ICELANDIC CENTRE FOR CORPORATE SOCIAL RESPONSIBILITY**

Festa organizes events and uses different media platforms to provide information and knowledge on corporate social responsibility for companies. It also attempts to spark a dialogue on the issue and has built a network for companies to share CSR best practices. Festa acts as a change agent by initiating activities and ideas on CSR in different sectors of society. Corporations and the public are Festa's key constituents, but other actors on which Festa focuses include the Icelandic authorities, NGOs, the media, trade associations, universities, and business consultants.

Reykjavik University has a close partnership with Festa. RU provides Festa with facilities within the University; Festa helps RU to integrate CSR into its teaching and operations and to strengthen RU's dialogue on responsibility and sustainability with industry actors. Festa is a membership association that aims to raise awareness of CSR among companies as well as to support companies that seek to implement CSR into their business practices.



## COLLABORATION WITH PLANET YOUTH: THE EVIDENCE-BASED PREVENTION

During the 1990s and the first years of the 21st century, substance use among 15- and 16-year-old adolescents increased in many European countries and in the USA, and Iceland was no exception to this development. Along with the Nordic countries, the substance-abuse problem seemed to be even more severe. A comparative study of 30 European countries conducted by the ESPAD\* showed that adolescents in Iceland and other Nordic countries were more likely to become drunk than other European teenagers. Alcohol and substance use is a major cost factor for societies around the world, and in Europe alcohol is the third most common cause of premature death.

In the context of increasing substance use among youth in Iceland, a group of Icelandic social scientists at the Icelandic Centre for Social Research and Analysis (ICSRA), a non-profit research institute affiliated with Reykjavik University, along with policy makers and practitioners in the field, began collaborating in an effort to better understand the societal factors influencing substance use among adolescents and potential approaches to prevention. ICSRA developed an evidence-based approach to adolescent substance-use prevention that involved a broad range of relevant stakeholders who worked together on this community-based, socially embedded effort. The method is composed of four steps, which extend from research to action on a local level and which has been used in the majority of municipalities in Iceland since 1998.

The ICSRA approach differs from the traditional methods often applied in prevention work. Instead

\* European School Survey Project on Alcohol and other Drugs

of talking directly to adolescents in an attempt to convince them of facts and faults of drug use, smoking, and alcohol use, ICSRA has been working with municipalities, school authorities, and various NGOs, sports clubs, and youth institutions to modify the life-style environment of our children so that they are in lesser risk of substance use. The result has been noticeable, as the substance use of Icelandic adolescents has decreased from being among the highest in Europe in 1998 to among the lowest in Europe in 2016. The research output of the Centre continues to be at the forefront of international research efforts and is providing expert and logistical support for youth research and intervention projects in many countries in Europe, in North and South America, and in Africa. ICSRA has partnered with a total of 58 communities in 23 countries, and over 100,000 adolescents have participated in their surveys to date.

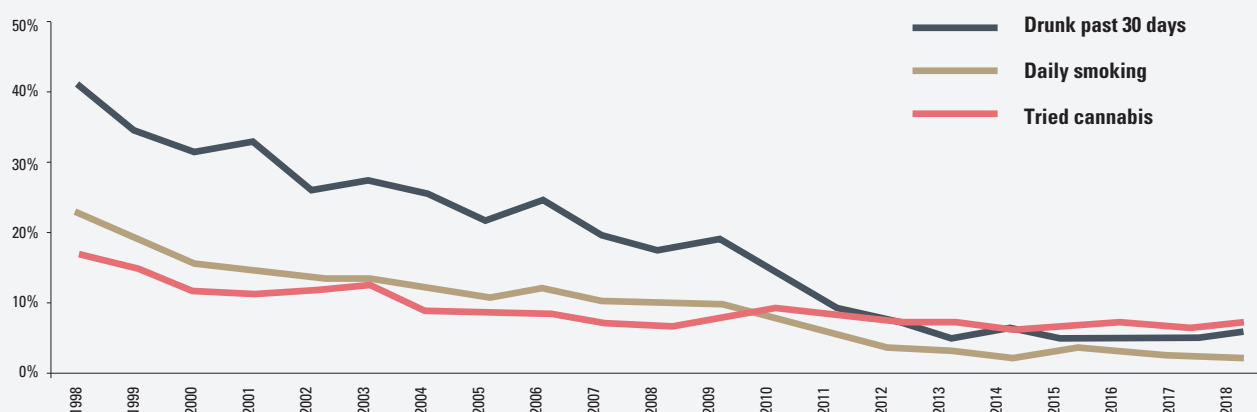
Since its establishment, ICSRA has established active collaborations with international research groups at Columbia University and Teachers College, New York; the University of California, Irvine; Northwestern University, Chicago; Mount Sinai Medical Center, New York; King's College, London; the Karolinska Institute, Sweden; and the National University of Ireland, Galway.

The scientific contribution of ICSRA is evident by a flow of publications in peer-reviewed journals, covering a wide spectrum of important health and social issues concerning adolescents, including smoking and alcohol use, school satisfaction, health behavior, and academic achievement, physical activity and participation in sports, adolescent emotional well-being, suicidal behavior, and studies of custodial care of adolescents. ICSRA works closely with governmental and non-governmental organizations in Iceland and abroad to provide expert and logistical support for youth research and intervention projects.

Since 1998, the research on public health has had and will have a tremendous effect in Iceland, enhancing quality of life within the society as a whole. However, there is also an awareness that this success is a constant challenge to maintain. It is essential to be continually aware of how important allowing risk factors to increase and the protective factors to fade because the substance use numbers could again rise, with dreadful consequences and at a high cost for society. The future vision of Planet Youth is to be on constant guard for new trends and challenges in the field of prevention in Iceland and globally, and to work on the local level so as to be ready to act when the need arises, employing the tools of mapping and the accumulated evidence-based knowledge.

## Positive development over 20 years (10<sup>th</sup> grade students)

### Substance use in Iceland 1997–2018





## ICELANDIC FISHERIES, A BACKBONE OF INNOVATION

Fisheries and linked sectors constitute one of Iceland's innovation backbones. The industry has invested in innovation at an increasing pace over recent years, and Icelandic universities and Mátis (the Icelandic Food and Biotech R&D Centre) have walked that path alongside industry.

### Marine Bio-Innovation

Since the fall of 2016, RU has offered a one-year diploma program called Marine Bio-Innovation. This program, which is centered in the town of Westman Islands, was organized in collaboration with the University of Akureyri (UNAK). RU focuses on the business and innovation aspect of the program whereas UNAK contributes its expertise in fisheries. The result is a diverse diploma, in which students have the opportunity to work on a real project with the industry as well as developing their own ideas and entrepreneurial skills. Students can also use the ECTS credits toward a bachelor's degree.

A group of students from the first class of Marine Bio-Innovation were awarded the main awards for their work in the three-week sprint course "Entrepreneurship and Starting New Ventures" in the spring of 2017. The group, Volcano Seafood, developed and produced a dried- fish beer snack that added value and fully utilized the whitefish tusk. Volcano Seafood went on to compete in Venture Cup – University Startup World Cup in Denmark. The group received an award for the best brand in the competition.



## COLLABORATION WITH FISHERIES ICELAND

Fisheries Iceland, an association of companies within Iceland's fishing industry, aims to increase value from a scarce resource. The fishing industry is a competitive industry with high demand for professionals having diverse backgrounds, educations, and experience. Since 2014, Reykjavik University and Fisheries Iceland have collaborated in several fields regarding Icelandic fisheries.

### Fisheries Iceland – Hnakkapön 2018

In partnership with Fisheries Iceland, RU organized an event called Hnakkapön for the fourth year in a row. Hnakkapön is a three-day event where undergraduate and graduate students from various RU Schools team up and compete to demonstrate their skills in developing and implementing ideas and solutions for businesses in the fishing industry.

The 2018 project, in cooperation with the fishing company Brim in Reykjavik, focused on increasing the value of frozen saithe (coalfish) exported to the US. The winning team convinced the judging panel that Brim should launch its own brand „Say Iceland” and sell fully prepared production from saithe in new markets on the East Coast of the US. In the winning team were Tinna Bra Sigurdardottir, Soley Saevarsdottir Meyer, Serge Nengali Kumakamba, and Yvonne Homoncik, students from the School of Business, the School of Law, and the School of Science and Engineering. The winning team earned a trip to Boston, courtesy of Icelandair Group and the American Embassy in Iceland, where they, among other activities, visited the Seafood Expo North America, the largest expo of it's kind in North America.

### Research Fund

Every year Fisheries Iceland funds a number of research projects at the master's level at Reykjavik University. Some examples include the following:

*Fish consumption and distribution in Iceland: An investigation using choice-based conjoint analysis.*

*A linear optimization model for fish processing production planning.*

*Consumer preferences for fresh fish consumption using in-store and online experimentation.*



## THE ARCTIC CIRCLE – THE LARGEST INTERNATIONAL GATHERING ON THE ARCTIC

The Arctic Circle is the largest network of international dialogue and cooperation on the future of the Arctic. It is an open democratic platform with participation from governments, organizations, corporations, universities, think tanks, environmental associations, indigenous communities, concerned citizens, and others interested in the development of the Arctic Circle and its consequences for the future of the globe.

The Secretariat of the Arctic Circle has been located at Reykjavík University since 2014. The Secretariat is responsible for the planning and organization of the annual Arctic Circle Assembly held each October in Reykjavík, as well as the smaller Arctic Circle Forums held in other countries. One of the key objectives of the Arctic Circle is to engage with university leaders, professors, and students to increase research collaboration and awareness of the Arctic and to promote interdisciplinary dialogue.

Universities in Iceland and abroad offer various courses and programs that involve student attendance and participation in the Arctic Circle Assembly. For the past few years, for example, Reykjavík University's School of Law has offered the course "International Law and the Arctic," for which participation in the Assembly is a course requirement. Through the Assembly, students are able to expand their knowledge of the Arctic and network with prospective future employers.

Professors and university administrators attend the Assembly to discuss the current state of Arctic research from a holistic perspective and explore opportunities for international and interdisciplinary collaboration. The Assembly also offers them the opportunity to network with government and private sector representatives involved in Arctic research funding and logistics, as well as with local and indigenous stakeholders.

### Assemblies

The annual Arctic Circle Assembly is attended by more than 2000 participants from 60 countries: heads of states and governments, ministers, parliamentarians, officials, experts, scientists, entrepreneurs, business leaders, indigenous representatives, environmentalists, students, activists, and others from the growing international community interested in the future of the Arctic.

### Forums

In addition to the annual Assemblies, the Arctic Circle organizes Forums on specific areas of Arctic cooperation. Past Forums have been held in Alaska, Singapore, Greenland, Québec, Washington, Edinburgh, and the Faroe Islands. Future Forums will be held in the Republic of Korea and in China.







## INTERNATIONAL ASSOCIATION OF STUDENTS IN ECONOMIC AND COMMERCIAL SCIENCE (AIESEC) – DEVELOPING YOUNG LEADERS

AIESEC is one of the world's largest youth-run organizations, and its vision is to create peace and fulfillment of humankind's potential. Therefore, AIESEC seeks to create and develop young, sustainable leaders that care about the environment and possess a cultural understanding.

Every year, AIESEC arranges "Framadagar" at Reykjavik University. "Framadagar" is a career fair that aims to connect youth to the job market and to promote job opportunities that AIESEC offers abroad. The mission of "Framadagar" is to empower youth in Iceland to build the future to which they aspire by providing them a platform for the optimal start of their professional careers. AIESEC does so by connecting them to organizations offering job opportunities relevant to their fields of interest. This platform thus contributes to the leadership development of youth by giving them a chance to explore their passion (self-awareness) and engage with others to achieve a larger purpose (i.e., empowering others), hence assuming ownership of improving their futures. To accomplish AIESEC's mission, "Framadagar" also provides a platform for Icelandic organizations to showcase their employer branding and connect with potential future young talents.

As sustainability is an important factor in the operation of AIESEC and, in fact, constitutes one of its core missions, workshops on the Sustainable Development Goals of the United Nations are continually being offered at "Framadagar."



#### **COLLABORATION WITH EIMSKIP – TRANSPORTATION COMPANY**

In a fast-moving and ever-changing world, the collaboration between academia and the labor market continues to gain importance, and the prerequisite of such a collaboration is a mutual understanding of the societal benefits associated with such a collaboration and the opportunities it can create.

Eimskip has over 100 years of transportation history. Today's operation is diverse and includes the vessels, trucks, warehouses, terminals, and offices in 20 countries on four continents. Based on Eimskip's long history and the extensive knowledge of the industry among its employees, the company employs innovative thinking so as to be forward looking and focuses on its impact on the environment and society. The collaboration with Reykjavik University gives the company the opportunity to tap into fresh knowledge, researches, and even new perspectives that support the company in achieving its CSR goals.

**Elin Hjalmsdottir**  
**Vice President – Human Resources**





**Bjorn Oli Hauksson**  
**Managing Director of Isavia**

#### **COLLABORATION WITH ISAVIA – AIRPORT ASSOCIATES**

Knowledge is a key to success in all industry, including airport operations and air navigation services. Isavia operates within a highly technical field, and its need for well-trained people in various technological disciplines is continually increasing. Isavia is responsible for the operation and development of all public airports in Iceland, including Keflavik International Airport, the largest in Iceland. The company also manages air traffic in the Iceland Air Traffic Control Area consisting of 5.4 million square kilometers, one of the largest in the world, and so is responsible for the safe travel of 30 million airline passengers each year. Just over 2 million passengers traveled through the airport in 2010, but the number was around 10 million in 2018, a fourfold increase in eight years and almost a double since 2015.

The last few decades have seen a considerable increase in research partnerships between industry and academia globally. In addition, long-term cooperation has replaced short-term or one-off projects, and Isavia was the first company to enter into a formal research cooperation agreement of this kind with Reykjavik University. The focus is on air traffic, especially air navigation and airport operations. The agreement has borne many fruits over the years, including 32 master's and PhD grants totaling 46 million ISK.

The workforce remains one of ISAVIA's most important assets. There is always a need for people, be it specialists such as engineers, IT specialists, or business managers, lawyers, marketing specialists, air traffic controllers or airport managers, and ground staff. ISAVIA defines itself as a company based on knowledge and service, and this has entailed a continuous search for well-educated and motivated young people to join its ever-growing pool of talent. Isavia's success is based on Icelandic universities, and good cooperation remains vital for the company's advancement. It will enable us to create a better future and continue to facilitate a pleasant journey for everyone.

## KEY OBJECTIVES AND GOALS FOR PRINCIPLE 5: PARTNERSHIP AND PRINCIPLE 6: DIALOGUE

for the 2016–2018 reporting period and evaluation of the progress made.

Key objectives and goals	Evaluation	Progress and achievements
Be active in the dialogue and debate global social responsibility and sustainability	Positive progress	<p>A dialogue for intervention projects in several European, North and South American, and African nations on how to combat youth problems linked to alcohol and substance abuse.</p> <p>Dialogue on gender equality, women's rights, wage differences, and possible consequences of achieving the aforementioned.</p> <p>Dialogue on the #metoo movement led to new processes and procedures.</p>
Continue to foster the sense of importance of social responsibility and sustainability among corporations	Some progress	Festa measures the public view on the importance of CSR in Icelandic industry. It is however hard to contribute any changes in this measure to RU or Festa alone.
Increase offering of courses and seminars on social responsibility and sustainability for industry and organizations	Positive progress	An emphasis on social responsibility and sustainability in courses across all Schools is an ongoing process.
Encourage cooperation between students and companies on social responsibility- and sustainability-related projects	Some progress	An agreement on collaboration with industry is supposed to encourage increased cooperation. This has led to an increase in final thesis work on social responsibility and sustainability.



# OBJECTIVES AND MEASURES FOR 2019-2020

	Objectives	Measures	Targets	Initiatives
Teaching	Continue to increase teachers' awareness and knowledge of education on social responsibility and sustainability.	Number of teachers that attend PRME events. Percentage of teachers contacted individually to follow up on PRME focus on social responsibility and sustainability.	All full-time employees will attend biannual events.  Every two years, group and/or individual contact with teachers to follow up on PRME focus.	PRME event every two years in collaboration with Schools and Services. Consultation with teachers about how they intend to discuss/address social responsibility and sustainability in their subjects/course.
	Integrate social responsibility and sustainability in targeted set of courses that are the most relevant with respect to topics of PRME social responsibility and sustainability goals.	Presence of learning outcomes in the targeted courses that include social responsibility and sustainability.	All the targeted courses include social responsibility, business, and sustainability in their learning outcomes.	Define what courses to target, consult with the teachers of those courses to ensure prevalence of social responsibility and sustainability as an integral part of learning outcomes.
	Promote student projects such as internships and bachelor's/ master's thesis projects on social responsibility.	Number of student projects every year focusing on social responsibility and sustainability.	At least eight student projects focusing on social responsibility, business, and sustainability every year.	Organize event for students who are writing their theses. Find ground for students to collaborate with companies interested in work related to social responsibility and sustainability.
	Ensure that students that graduate from Reykjavik University have and can share knowledge about and competencies in social responsibility and sustainability.	Percentage of graduating students agreeing annually that they are prepared to address challenges related to social responsibility and sustainability.	Target for future measures: At least 85% of surveyed students agree or strongly agree that they are prepared to address challenges related to social responsibility and sustainability.	Ensure that teaching objectives are in line with social responsibility and sustainability are fulfilled.  Survey graduating students annually.
Research	Encourage research in social responsibility and sustainability by RU academics.	Number of research projects focusing on social responsibility and sustainability per year.	At least five research projects focusing on social responsibility and sustainability is ongoing every year.	Develop social responsibility and sustainability capabilities in all Schools through research collaborations and emphasizing such competencies in future employees.
	Apply for grants for research projects focusing on social responsibility and sustainability.	Number of grant applications per year focusing on social responsibility and sustainability.	Increase number of grant applications within the next two years.	Disseminate knowledge about grant opportunities focusing on social responsibility and sustainability. Promote application support options for such grants.
Relations to industry and society	Be active in the dialogue and debate about global and local social responsibility and sustainability issues.	Number of events, seminars, and media coverage instances.	At least two events focusing on social responsibility and sustainability are open to the public in each semester every year.	Work with external partners such as Festa in planning and promoting events.
Walk the Talk	Voluntary reporting of nonfinancial information (including sustainability and social responsibility) in accordance with new Icelandic annual reporting requirements.	Voluntary compliance with the new Icelandic annual reporting requirements from 2019.	Non-financial information including sustainability and social responsibility are included in the annual report for 2019.	PRME coordinator contributes to this reporting process from beginning of 2019.
	Actively promote social responsibility and sustainability as relevant themes across all Schools and services.	Existence of relevant themes for all Reykjavik University Schools and services.	School-relevant theme developed by yearend 2019.	PRME coordinator supports this process from beginning of 2019.



**MARCH 2019**