



UMEÅ SCHOOL OF BUSINESS,
ECONOMICS AND STATISTICS
UMEÅ UNIVERSITY

RESPONSIBLE MANAGEMENT EDUCATION

USBE 2024

PRME

This is our Sharing Information on Progress (SIP)
Report on how USBE implements the Principles
for Responsible Management Education (PRME)



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WORDS FROM THE DEAN

Umeå School of Business, Economics, and Statistics (USBE) has been a signatory of PRME since 2013 and has remained committed to sustainable development and societal development through education and research of a high international standard. According to our mission, we seek to enhance our students' understanding, ability, and responsibility in relation to societal challenges and the importance of sustainable development.

Sustainability and responsibility are integrated into our daily activities and the key strategic focus for our educational portfolio as well as for our research. Since 2015 we have been certified according to the international environmental management system ISO14001. We incorporate all three dimensions of sustainable development – the social, ecological and environmental dimension – into the system. We have successfully passed nine external audits and upgraded to the ISO14001 standards.

The most recent external audit report, from 2023, finds that "The management system is adapted to and integrated into the core activities, has the ability to handle relevant requirements and achieve the intended results. This is reflected in the fact that sustainability and the global SDGs are natural parts of the planning and follow-up of the core activities with competence-building efforts that strengthen both the own organization and partners and other organizations. [...] During the recent three-year period, the system for integrating and evaluating a sustainability perspective has been developed, which is clearly reflected in the development of courses and programs."

We have built a platform that ties our mission and strategic focus to effectively promoting our students' capacity to act responsibly when facing private, corporate and societal challenges and with a grounded understanding of the importance of sustainable development.

USBE is proud to be recognized as an institution that have integrated sustainable development and at the same time demonstrated a focus on excellence in all areas, notably teaching and research, with significant societal impact.



As an institution of higher education involved in the training of current and future managers and policy makers, USBE is voluntarily committed to engage in a continuous process of improvement based on the PRME principles, reporting on the progress of our work to our stakeholders and exchanging the progress of our sustainability and responsibility practices with other academic institutions.

This is our fourth report on USBE's engagement in PRME. We look forward to continuing being an active PRME partner in developing responsible leaders. Our education is geared towards analytical, critical, and independent thinking while giving our students the competences needed to help build a more sustainable world.

*Dean Mats Bergman
Umeå, August 28, 2024*

IT ALL MUST TIE TOGETHER

Umeå School of Business, Economics and Statistics
- Principles for Responsible Management Education

Umeå School of Business, Economics and Statistics (USBE) is a university- integrated business school located at Umeå University Campus with close to 150 employees. In 2023 close to 3,900 students were registered to our programs and courses. Due to an expansion of our on-line educational offer, we expect a significant increase this year. Umeå University, one of Sweden's largest research universities, has about 38,000 students and 4,500 employees.

USBE offers three bachelor programs, one in statistics and data science and two in business administration and economics, one of which is offered in English. In the program portfolio there are also three professional degree programs. At the advanced level, seven master programs are provided, of which five in Business and one each in Economics and Statistics. (A new double-degree master program is expected to start in 2025; see below.) There are three doctoral programs, one in each main discipline. All master and doctoral programs are offered in English.

OUR VISION

"As an internationally respected, nationally influential, and regionally rooted part of Umeå University, Umeå School of Business, Economics, and Statistics contributes to societal development through education and research of a high international standard".

OUR MISSION

"Through interplay with surrounding society, we provide education and research that contributes to the understanding, ability, and responsibility of individuals in relation to societal challenges and the importance of sustainable development".

For all our educational programs we aim for an excellent relationship between students and staff, highly engaged students and close interaction with faculty and other stakeholders such as the industry. A well-developed system for ensuring the students' learning processes helps safeguarding these ambitions.

WE FULFIL OUR MISSION BY:

- offering a high-quality learning environment that encourages analytical, critical, and independent thinking
- providing a dynamic research environment of a high international standard within USBE's academic disciplines
- functioning as an attractive partner at the international, national, and regional level where we develop and disseminate knowledge in collaboration with other academic institutions, industry, and other actors in society.

IT ALL MUST TIE TOGETHER

Our ambition for excellence extends beyond education; our research and collaboration must meet exacting standards of quality and social relevance. This is achieved through close integration between our strategic plan, the operational plan, and all our activities. All of these must have a solid scientific foundation, maintain academic integrity, apply an international and dynamic perspective while yet having a regional and a national anchoring. Our education builds on our research and our research is stimulated by education and interaction with industry, government and other organizations. From words to action – it all must tie together!

Education, ranging from first-cycle to doctoral studies, research and collaboration are conducted within our disciplines Accounting, Economics, Finance, Entrepreneurship, Management, Marketing, and Statistics. All activities are supported by the USBE Office. We recognize that USBE's most important resources are our staff and our stakeholders, including students, partners, and faculty financiers. Together we are USBE!



ISO 14001 CERTIFIED SINCE 2015

USBE is a sustainability-oriented business school. We have chosen to prove this by certifying our environmental-management system and by making it a well-integrated part of the management of the school. It is designed to meet the expectations of our stakeholders, including AACSB, the sector's supervisory authority (UKÄ), and others.

Our environmental-management system is evaluated on a yearly basis, both in an external and an internal auditing process.

AACSB-ACCREDITED SINCE 2018

Being accredited by one of the leading global organizations for business schools verifies that our education, research, and collaboration meet high international standards and that our activities are mission driven.

Our quality-management system, the basis for our accreditation, ensures that we systematically strive for continuous improvements in all areas of our mission and that we aim towards our long-term vision.

In the following sections we describe our progress and effectiveness related to the six principles for responsible management education.



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.

In line with our strategy for the 2019 – 2025 period we are convinced that it is crucial that all our academic work – education, research, and collaboration – meets high standards for quality and social relevance. According to our strategy we seek to achieve this by ensuring that our activities stand on a solid scientific foundation, are independent and dynamic, apply an international perspective while having strong regional and national anchoring. As an international business school with a clear sustainability profile, we have the capacity to contribute to improvements in many fields related to societal challenges while we also have a responsibility to act when those challenges require urgent action.

According to our strategy, our ambition is to maintain and develop an environment where engagement comes naturally, by encouraging new initiatives and developments within education, research, collaboration, and support functions. We believe this increases our chances of having an impact – whether at the international, national, or regional level. Our vision and mission reflect a global perspective, our responsibility concerning societal challenges and how we, as a key actor in the region, contribute to regional development and skills provision.

Our mission states that our students should become responsible individuals with good insights into societal challenges who, regardless of their future professional roles, can make a difference on a local as well as a global level. The strategy is to do this by integrating sustainable development in the content of our courses and programs – an embedded model complemented with specific courses related to sustainable development. This work is supported by research and collaboration linked to sustainable development.

SUSTAINABILITY POLICY


The school's sustainability policy states that our ambition to train students to become responsible leaders is facilitated by a high-quality learning environment that encourages independent thinking and proactive approaches to issues related to sustainable development. It is also important that the research environment enables conceptual and empirical research on sustainable development and sustainable-value outcomes. Finally, our students' awareness of sustainable development can be enhanced through interaction with industry, government, and other sectors – and vice versa. The first three goals refer to our indirect- and knowledge-based impact on sustainable development. The fourth goal concerns our direct impact related to, e.g., energy consumption, waste management, and purchases. Our sustainability policy is based both on the Brundtland Commission's definition of sustainable development and on the UN's 17 Sustainable Development Goals. According to the Brundtland Commission,


THE DETAILED GOALS FOR OUR WORK ON SUSTAINABLE DEVELOPMENT ARE:

- USBE shall broaden the scope and clarify the progression of sustainable development in education.
- USBE shall strengthen and clarify research and doctoral education on sustainable development.
- USBE shall strengthen cooperation with stakeholders by increasing the number of collaborative activities on sustainable development.

PRINCIPLE 1 - PURPOSE

there are three dimensions of sustainability: environmental, social, and economic.

 **Environmental sustainability** is related to Earth's ecosystems and natural conditions and how these are affected by human economic activity. It also includes environmental policies and financial and societal aspects, as well as tools and instruments for environmental sustainability.

 **Social and economic sustainability** are related to structures created by humans as we organize our societies. Social and economic sustainability include issues concerning allocation policies, ethics, and social responsibility at the individual, organizational, and societal levels. These sustainability dimensions also include the stability of our society's economic and financial foundations, as well as questions related to demographics, health, and prosperity. Here we also find social responsibility in business and society, human rights and fair working conditions from a global and local perspective.

We act for sustainable development by creating and spreading knowledge through education, research, and in collaboration with others. Here the 17 sustainable development goals provide a useful framework in our effort to encourage individuals and organizations to take responsibility for the future. While our work on sustainability is coordinated in our Council for Sustainable Development it involves all parts of the school.

Through active participation in national and international organizations and networks, USBE's sustainable development work is honed for greater impact. USBE has adopted the six principles for responsible education set out in PRME and we organize our activities accordingly. Our active membership in the three organizations AACSB, SDSN, and GBSN, with connections to the UN, further deepens our commitment. We strengthen our capacity and hence our ability to support other organizations in their sustainability efforts.

As a part of Umeå University, we have supported and contributed to the university's environmental sustainability work. This work, in turn, is part of the global effort to achieve the sustainable development goals of the 2030 Agenda.

The university's strategy and ambitions are detailed in its Environmental Policy, its Action Plan for Climate and Sustainability, and in the Regulation for Environmental and Sustainability Work. At the national level, the Higher Education Act, the Climate Framework for Higher Education Institutions and the Environmental Management Ordinance guide the university's work. Faculty and staff at Umeå University are required to adhere to the professional ethical ground rules common to all state employees in Sweden. The university's performance is evaluated by supervisory and auditing bodies, such as the Swedish Higher Education Authority (UKÄ).

The Council for Sustainable Development develops and proposes three-year action plans for activities related to sustainable development to the Dean. During the drafting of the plan, faculty are invited to engage, and the student perspective is given voice via the student representative. The plan specifies activities related to education, research, and collaboration with the surrounding society. It details who is responsible for each activity and lays out the timetable.

Activities related to responsible management education are reported in the school's annual report, where we also provide our assessment of their impact. Our environmental management system safeguards the quality of our work. Our ISO 14001 certification





During their first semester at USBE, students are informed about our ambitions related to sustainable development and encouraged to be engaged in courses and extracurricular activities. Students are represented in USBE's board and our Council for Sustainable Development. The student perspective is important as it facilitates our engagement and societal impact.

PRINCIPLE 1 - PURPOSE

provides guidance for systematic internal and external follow-up, ensuring that our work is effective. The certification also makes it possible to identify areas for improvement related to sustainable development, in education, research, and collaboration.

As stated in our strategic plan, integrating sustainable development into our programs is continuously ongoing. During the first semester at USBE, all new students are introduced to our sustainability work, how they can be involved, and issues relating to societal challenges. During 2024, a number of videos with discipline representatives, alumni and current students have been recorded. These are used to show the diversity of sustainability and to motivate students to engage.

To meet our goals for excellence in business education, our faculty monitors societal developments. Only by being informed can we achieve our purpose as stated in our mission. Only if we have the capacity can we help students develop their ability to responsibly handle societal challenges using relevant knowledge.



STRATEGIC FOCUS AREAS

According to our strategic plan, enhancing our capacities related to sustainable development is a focus area for the 2019 to 2025 period. This applies to education, research, and collaboration. As a means to this end, we will develop our engagement within PRME, SDSN, and GBSN and we prioritize remaining ISO 14001-certified. The direct environmental impact of our activities must also be sustainable.

By working with sustainable development and the UN's 17 Sustainable Development Goals, USBE contributes to Umeå University's ambitions in this field.

VALUES

The values of global social responsibility, as stated in international initiatives such as the United Nations' Global Compact, are incorporated into our academic activities and curricula.

The professional ethical ground rules for all state employees reflect and summarize the fundamental values of Swedish society, our constitution, and other legislation. These core values apply to all government agencies and thus also to USBE. For our activities, we interpret them as follows:

DEMOCRACY

Our work is pursued on behalf of the citizens and adheres to and respects democratic principles.

LEGALITY

As an institution engaged in education, research, and collaboration, we have a special responsibility to comply with laws and regulations.

OBJECTIVITY

We are objective, fair, and impartial in our actions. We act responsibly, both in speech and action, so as to maintain our stakeholders' confidence.

FREE FORMATION OF OPINION

We respect and promote the right to freedom of expression, freedom of opinion, and the other personal rights of freedom by a strong focus on academic freedom. We are open and transparent in education, research, and collaboration. This includes, for example, effective procedures for compliance with the principle of public access, informing students of expected learning outcomes, and ensuring that research results are verifiable.

RESPECT

We respect each other's integrity, privacy, rights, and differences, and combat all forms of discrimination as defined in the legislated grounds for discrimination: (1) sex, (2) trans- gender identity or expression, (3) ethnicity, (4) religion or other belief, (5) disability, (6) sexual orientation, and (7) age.

EFFICIENCY AND SERVICE

Our work is conducted as efficiently as possible, with consideration given to the resources of the school and the society. We are available to students and other stakeholders and maintain a quality standard that meets or exceeds their reasonable expectations. Our work generates societal benefits.

The ethical ground rules characterize our actions in all aspects of school activities, in relation to each other, our students, partners, and society as a whole. In this, we want to be viewed as an open-minded organization that encourages development and a critical and responsible approach, in concept and action. We are committed to collaboration with others.

The ethical ground rules establish the foundation for our strategy and go hand-in-hand with our sustainability policy and plan of operations. Our research, education, and collaboration, learning objectives and expected learning outcomes, program and course design, and daily work are hence tied together. USBE strives to be an attractive workplace in an international environment where our core values can be seen in our attitudes and actions.



THESIS AWARD - DIVERSITY AND INCLUSION

Since 2022 USBE together with Nordea, a major bank, has awarded a prize to the best student thesis in Business Administration, Economics or Statistics on diversity and inclusion. The purpose of the award is to increase student awareness and insights into issues related to diversity and inclusion. The two concepts are interconnected. Diversity is about representation, or the make-up of an entity, while inclusion is about how different groups within a population are valued and integrated into a context. The context could be the business community or income and health more generally.



In 2024 the prize was awarded to Evelina Berg and Simon Laukka, Umeå School of Business, Economics and Statistics (USBE). Their thesis, *“Work environment and motivation to lead. A qualitative study on the effect of the work environment on women leaders’ motivation to lead in the Swedish IT industry”* was awarded with 15 000 SEK.

FOOD WASTE SORTING

A new legal requirement regarding mandatory food waste sorting was introduced in January 2024 and the University is now introducing better opportunities to sort different kinds of waste. As a part of this food waste sorting has started in USBE’s kitchenettes. The goal is to be able to offer the possibility to sort food waste, plastic packaging, paper packaging, metal packaging and residual waste in all kitchenettes.

As a part of this project, the rubbish bins previously found in individual offices will be removed and will be replaced with recycling bins in the kitchenettes.



METHOD

Our educational framework enables effective learning experiences for responsible leadership, with teaching materials and processes, and the student environment designed to fit the framework.

The overall goal of USBE's education is to offer a high-quality learning environment that promotes analytical, critical, and independent thinking that prepares our students for societal challenges. Our education rests on a scientific foundation and includes programs and courses from first-cycle level up to doctoral studies within Business Administration, Economics, and Statistics. We want to attract students both nationally and internationally.

USBE's courses and programs are characterized by student-centered learning, based on the mission for Higher Education Institutions in Sweden and on the USBE's mission. Our courses are designed to encourage students to be active and to take responsibility in the learning process; stimulate the students' curiosity and capacity for innovation; and allow for reflection and a critical approach. We have systematically incorporated course learning goals on sustainability and ethics into our curricula.

In accordance with our mission, our courses and programs encourage students to develop into responsible individuals with an awareness of societal challenges, as formulated in the 17 Sustainable Development Goals, but also in terms of digitalization, artificial intelligence, and automation.

The educational system at USBE consists of five central themes, as shown in the figure, that characterize our courses and programs. Our competent faculty members have the responsibility to implement and develop the themes.



Student-centered learning



Organization and management of programs and pedagogical work



Employee competence and continuing professional development



Resources and support in learning environments



Evaluation of student learning and of program design and content

The themes are linked to Umeå University's educational system and to international quality standards for business schools. The quality management system also enables systematic follow-up and development work where synergies and complementary competencies across USBE's academic areas are utilized in the best possible way.

PRINCIPLE 3 - METHOD

TEACHING & LEARNING

Our educational portfolio has been wetted by different stakeholder groups, including program councils with student representation and by our advisory boards with representation from business and government. The overall structure and content are well alignment with USBE's the mission. According to Umeå University's policy, local programs goals will successively be replaced with the national goals. The alignment with USBE's mission will be assured by adjustments to the individual courses' goals.

We have routines in place to ensure that responsibility, sustainability and ethics are addressed in course syllabi within each program curricula so that student learning is supported within these areas. The number of courses including one or more aspects of responsibility, sustainability and ethics has increased considerably during the recent decade.

Since 2019, our Committee for Teaching and Learning (KUL) has held the overall responsibility for teaching and learning at the school level and coordinates the

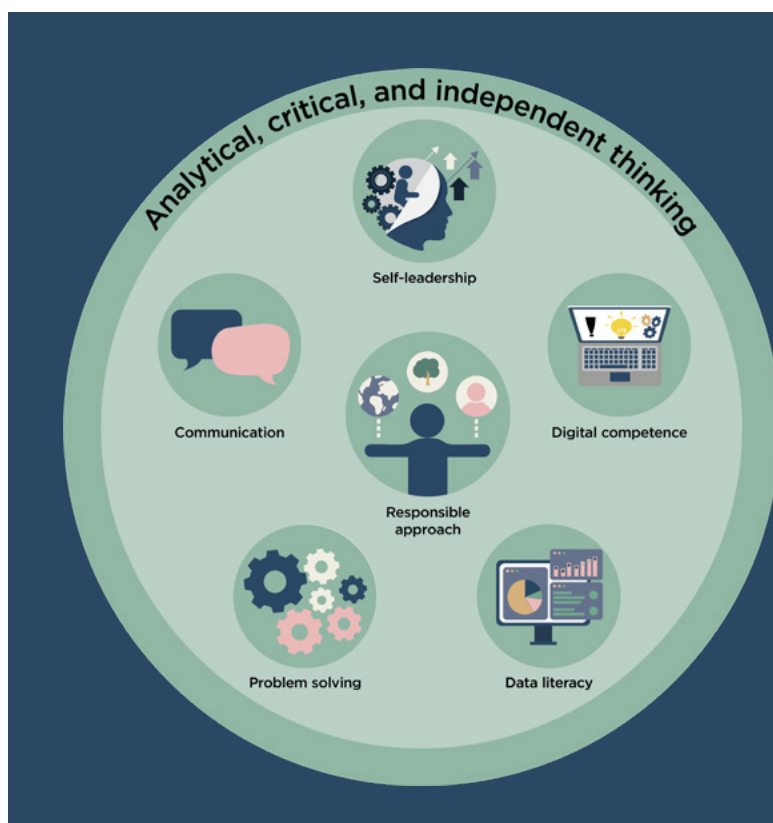
hands-on operational work in the education committees at the department level. The assessment of the goals for our educations is integrated with the assessment of expected learning outcomes and competencies defined according to AACSB standards.



Associate professor Sofia Isberg is the Head of Education at USBE.

Through learning goals, sustainability was and is increasingly integrated into existing courses. Specializations in environmental and resource economics at the master level in Economics is an option. Our firm understanding is that the ISO 14001-based efforts have helped speed up integration of values of

sustainability and responsibility into our educational programs and facilitate continuous improvement. Sustainability is now on the USBE agenda when planning and evaluating progress on program and course levels.



DEGREE COMPETENCES

We manage our curriculum through assessment and other systematic review processes to ensure currency, relevancy, and competency. As part of our continuous improvement work and to meet AACSB's standards, the board has established the following core competencies that express the educational expectations for degree program at USBE:

1. Communication
2. Problem solving skills
3. Responsible approach
4. Data literacy
5. Digital competence
6. Self-leadership



ASSURANCE OF LEARNING

Assessments are made at the program level to identify potential shortcomings and possibilities for improvements. Such findings trigger efforts to develop or change program structure or course content to better support student learning. The assurance-of-learning process does not amount to an examination of the students following the course or an assessment of the course's examination. Rather, it is a freestanding assessment of how program goals are met at a collective level.

The assurance-of-learning system evaluates, i.e., degree projects (typically conducted in pairs) and individual written thesis reviews. The degree-project course is a core course in the programs' final semester. It involves undertaking a complex and independent assignment.

Assurance-of-learning measures are operationalized through an assessment key. The key includes specific learning objectives together with one or several indicators for each learning objective.

The rubrics used for assessments are based on indicators that, on a detailed level, specify what we want the students to know. Several indicators can correspond to one learning objective; one or more learning objectives constitute the program goal. Our key metric is the percentage of students who meet or exceed expectations on the respective indicator.

Upon finding shortcomings, we revise one or several courses to implement improvements we believe will redress the weaknesses. Some actions will mainly have an indirect impact; examples include support to faculty and raised ambitions in relation to sustainable developments.

PRINCIPLE 3 - METHOD

SPECIFIC PROGRAMS & COURSES

Sustainable development is integrated into all programs, but some courses specifically focus on sustainable development and closely related issues. One example is the 7.5 ECT course in Social and Environmental Entrepreneurship. During the course, the students make an exhibition on campus where they present business ideas related to global challenges.

The recently launched International Business and Economics Program focuses on global challenges and on promoting sustainable development. In the first semester, students are introduced to the foundational concepts and frameworks of international business and microeconomics, alongside the global challenges associated with these fields. In particular, the course *International Business Administration and Global Challenges* addresses contemporary global issues—political, economic, social, technological, and environmental. Meanwhile, *Markets, Trade, and Global Challenges* covers how market failures contribute to these global challenges. Additionally, the course *Meeting Challenges in the International Business Environment* given during the last semester, enhances students' understanding of international business frameworks, discussing them in the context of environmental, technological (including AI), and geopolitical challenges that impact international business. The course offers various strategies and tools for addressing these issues. The program further emphasizes the progression of knowledge related to

sustainable development. Students' sustainability competencies are developed throughout the program since sustainability aspects are integrated into the program's courses.

The master's program in Economics offers a specialization in Environmental and Resource Economics. The program builds on USBE's long tradition of excellent research within environmental economics and on the management of limited resources. Environmental economics aims at promoting the best use of our ecosystem's goods and services.

In cooperation with Epidemiology and Global Health at the Faculty of Medicine, USBE offers a master's program in Health Economics. Health economics studies the connection between health and the resources needed to promote it, where resources are not only monetary but also human resources, R&D, time etc.

The course Energy Economics gives students a comprehensive understanding of the energy markets and tools to analyze these markets and their interaction with the rest of the economy.

Service Marketing, Marketing Ethics and Sustainability raises the awareness of ethical and sustainability issues in the context of marketing.

Social and Environmental Entrepreneurship gives students the tools for entrepreneurial activities that can address environmental and other societal challenges. Students learn from past and existing practices and explore, problematize, and analyze theoretical, practical, and political perspectives. Students develop and present ideas for sustainable solutions within social and environmental entrepreneurship.

Within the master's program in accounting, the concept of Circular Economy was introduced in 2021. Departing from existing literature, students were asked to write research proposals about management accounting evolution within circular business models. Problems, such as the cost of recycled raw materials or the profitability of new products at their early stage of development, are discussed. Paradigms for annuity and materiality in accounting are challenged and expertise from practitioners in the field is introduced.





BUSINESS INNOVATION CAMP

Making changes that move organizations toward a sustainable future requires innovative solutions to both new and old problems. This is explored in USBE's course Innovation Management D and comes to a head with the intensive two-day Innovation Camp. During the Camp, students work together with our industry partners to develop innovative solutions to real-world challenges facing the companies. Over the years, students have worked with, among other things, value-chain sustainability problems, product- and service innovation and sustainable consumption. For the past three editions, USBE has had the opportunity to collaborate with MacGregor, Umeå Energi, Olofsfors AB, and Umeå Kommunföretag.

EXAMPLES OF ONLINE COURSES, SUSTAINABLE DEVELOPMENT

- Economic Challenges, 7.5 ECT
- The Firm, the Environment and Society, 7.5 ECT
- The Consumer, the Environment and Society
- Public Procurement and Environmental Policy, 7.5 ECT

RESEARCH

We engage in conceptual and empirical research that advances our understanding of sustainability transformation and corporations' impact on social, environmental, and economic values.

According to our strategy, USBE aims to establish and maintain a dynamic research environment that meets high international standards. Our research is conducted within our three main disciplines: Business Administration, Economics, and Statistics. We expect that our researchers establish cooperation within USBE, with other researchers at Umeå University, as well as with other Swedish and international scholars. We also expect staff and faculty to cooperate with the surrounding society. An international outlook improves our ability to contribute nationally and regionally and to work according to our stated mission and vision.

Our research should align with our core values and with the principles of academic freedom as enunciated in the Higher Education Act:

THE FOLLOWING GENERAL PRINCIPLES SHALL APPLY TO RESEARCH:

1. research issues may be freely selected
2. research methodologies may be freely developed
3. research results may be freely published

Our strategy is to support research ranging from basic research to policy research. We believe this will enhance our attractiveness, increase the impact of our research, and give us a better ability to adapt to a dynamic global context. Hence our research portfolio includes theoretical and empirical approaches, draws its strength from quantitative as well as qualitative methods, and often results in the development of new methods. The strength and breadth of our research al-

low USBE's broad educational portfolio to rest on solid scientific foundations. To maintain our capacity, our faculty is encouraged to be active in research.

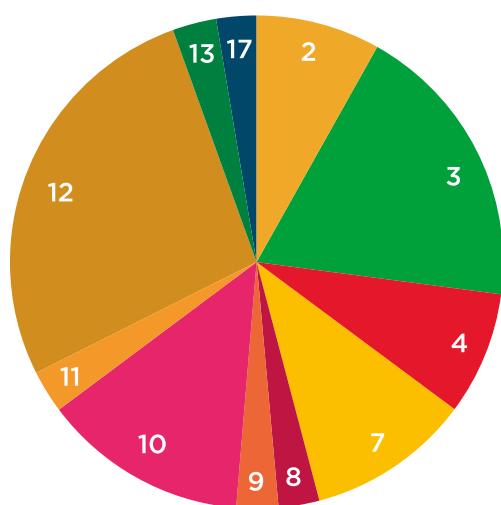
MISSION DRIVEN

USBE aims to be internationally respected, nationally influential, and regionally relevant. This makes it necessary to establish conditions that allow faculty and doctoral students to conduct good or excellent research. Research is typically a bottom-up process that individual faculty members are best suited to lead. If prioritization at the management level is required in some situations, priority is given to research that meets high international standards while contributing to societal challenges. Besides the 17 Sustainable Development Goals, examples of such challenges include digitalization, artificial intelligence, and automation.

USBE research covers a variety of aspects related to sustainability, responsibility, and ethics. Examples include codes of ethics, sustainable investments, social innovation, cooptation, sustainable consumption, health, equity, economic policy issues such as green public procurement, energy use and climate change and other topics within environmental and resource economics.

PRINCIPLE 4 - RESEARCH

The diagram illustrates the distribution of research publications between the 17 SDGs. The size of each pie reflects the proportion of publications within each goal, relative to all publications that have a bearing on at least one of the goals. The classification is based on the UN's description (see <https://sdgs.un.org/goals>). If a publication addresses several targets, an assessment has been made of which SDG is most central in the publication.



1. No poverty / 2. Zero hunger / 3. Good health and well-being / 4. Quality education / 5. Gender equality / 6. Clean water and sanitation / 7. Affordable and clean energy / 8. Decent work and economic growth / 9. Industry, innovation and infrastructure / 10. Reduced inequalities / 11. Sustainable cities and communities / 12. Responsible consumption and production / 13. Climate action / 14. Life below water / 15. Life on land / 16. Peace, justice, and strong institutions / 17. Partnerships for the goals

Just as in previous years (see the PRME report for 2022), the percentage of scientific publications is highest for SDG 3 and 12, good health and well-being, and responsible (sustainable) consumption and production, respectively. Most of the publications focusing on SDG 12 are in marketing or economics, while the Department of Statistics has the most active research related to SDG 3.

As in previous years, many publications are related to SDG 10 (reducing inequality), SDG 7 (affordable and clean energy) and SDG 4 (quality education). The publications within SDG 10 are found mainly in entrepreneurship, SDG 7 economics and SDG 4 in all three main disciplines (business administration, economics, and statistics).

IMPACT

A key strategic goal is that our faculty are internationally respected and that they participate in the public debate. This is achieved through high-quality international publications and participation in international collaborations, and through participation in conferences and related activities. USBE encourages that our faculty serve as experts and members of councils, boards, and committees.

Researchers from USBE participate in the public debate and are referred to as experts in newspapers, social media, TV, and radio. Often their expertise is called for in matters relating to sustainable development or global challenges. Examples include environmental taxes, the forest as a resource, electric vehicles, energy consumption, effects of the ongoing war on the economy, organic farming and how cooperation can transform businesses and make them more sustainable.

USBE hosts conferences and international and national doctoral courses and organize other academic meetings and networks. Regular higher seminars in USBE's three departments give opportunities to present and discuss ongoing research. The Department of Statistics organizes its seminar series together with the Department of Mathematical Statistics (in the Faculty for Technology and Natural Sciences).

The Department of Economics has three distinct forms for seminars; the economics department seminar, the Centre for Environmental Economics seminar series, and The Economics Policy Network workshop (an internal seminar series where faculty members present their work in progress.) The sections within the Department of Business Administration arranges seminars with external and internal speakers. The research center ROBUST similarly arranges seminars with internal and external speakers.

Cross-disciplinary work within USBE is encouraged through joint strategy and planning days, joint meetings for USBE's professors and associate professors, joint doctoral student days, and through strategic initiatives. New fields of research and new networks and collaborations are encouraged so that knowledge can be disseminated. This, in turn, contributes to societal development in general and regional development in particular.

PRINCIPLE 4 - RESEARCH

RESEARCH ENVIRONMENTS

USBE has three research environments that focus on sustainable development and ethics, CERE, (www.cere.se), ROBUST (www.umu.se/forskning/grupper/robust), and Stat4Reg (www.stat4reg.se).

CERE

The Center for Environmental and Natural Resource Economics, CERE, is a research center with members from USBE's economics department, the Department of Forest Economics at the Swedish University of Agricultural Sciences (SLU), and the Department of Economic History, Umeå University.

CERE aims to contribute to a rapid transition to a sustainable society through rigorous economic research. CERE's activities support decision-making and help build a foundation for education related to sustainability. The research at CERE is broad and deep since it covers many different environmental and natural resource aspects, and there is also an engagement in conceptual and empirical research that advances our understanding of the world. The main task of CERE is to promote research within environmental and natural resource economics.

CERE coordinates research applications, including applications for post-docs and doctoral positions. It organizes a higher seminar series, often with international speakers, as well as an annual environmental and natural resource economics conference. The conference is held on the island Ulvön; in the summer of 2024 for the 30th time. A particular emphasis is to allow young researchers to present their work and to interact with prominent researchers in the field.

Management

The day-to-day operations are managed by a director and a deputy director, responsible for planning, managing, and coordinating CERE's activities. This includes externally funded research projects and collaboration within academia and with the surrounding community.

Since 2020, professor Tommy Lundgren (SLU) has been the director and since 2021 professor Göran Bostedt (USBE) has been the deputy director. Scientific secretaries are dr. Hanna Lindström (USBE) and dr. Adan L. Martinez-Cruz (SLU).



CERE was created in 2009 at the initiative of professors Runar Brännlund (to the left in the photo) and Bengt Kriström (to the right).

Operation

Besides the bi-weekly higher seminars and the Ulvön conference, CERE organizes an annual research workshop together with the environmental economics group at Luleå University of Technology.

Occasionally, CERE hosts international guest researchers with the aim of creating international collaborations. Keynote speakers at the 2024 Ulvö conference were Christa Brunnschweiler (NTNU), Maximilian Auffhammer (UC Berkeley), and Charles Kolstad (Stanford).

PRINCIPLE 4 - RESEARCH

ROBUST

Sustainability and ethics-related research is one of the major research profiles within Business Administration, involving all its disciplines. The Research Institute for Organization and Business in Sustainable Transitions (ROBUST) strives to be a force for change in a sustainable and ethical direction. This is achieved by developing and communicating research, and by training for business-related decision-making and interacting with business.



Associate professor Maxim Vlasov, responsible for the Research Institute for Organization and Business in Sustainable Transitions (ROBUST).

ROBUST engages with sustainability at the individual as well as the organizational level. A diversity of perspectives and methods are brought to bear on globally recognized social and environmental problems. Activities at the institute involve researchers from all research areas at USBE, but also researchers and networks within and outside of Umeå University. Internal research seminars and external collaborations help build the research milieu.

ROBUST kick-off event

Earlier known as RiseB, ROBUST was re-named in 2023 to signal a more interdisciplinary and systemic approach to sustainability issues. The initiative was launched with a workshop where 20 researchers from 6 different departments from the Faculties of Social Sciences and Humanities presented research and discussed collaborations.

New guest professor in sustainability

Sally Russell is guest professor at USBE and otherwise the Chair of Sustainability and Organisational Behaviour at the School of Earth and Environment, University of Leeds. Her research focuses broadly on behaviour change and examines factors that affect individual, group, and organisational responses to environmental issues. She is particularly interested in the role of emotion in decision-making in relation to environmental



Professor Sally Russell.

issues. Her recent work centered on food waste interventions.

In all areas of her research, professor Russell works closely with industrial partners to ensure that her research contributes scientifically and practically to the development of more sustainable ways of doing business. During her time at USBE and ROBUST, Sally will help develop new research collaborations and projects, share her expertise, and support PhD students and young researchers. The guest professorship is for three years on a 10% basis, with one physical visit to Umeå planned every year.



Zsuzsanna Vincze, Associate professor.

Support to PhD education in Rwanda

In cooperation with JIBS, USBE participates in PhD training at the School of Business, CBE, University of Rwanda. The cooperation has involved coursework in Philosophy of science and

research ethics. Two PhD candidates are currently jointly supervised by USBE and University of Rwanda researchers.

Team leader: Etienne Ruvebana, University of Rwanda

USBE coordinator: Karl Johan Bonnedahl, Business Administration

Project partner at USBE: Zsuzsanna Vincze, Business Administration

Project partners: JIBS & University of Rwanda

Funding by: SIDA.

PRME PhD Course – Sustainability and CSR in the Nordic context

Together with five other business schools within the PRME network, USBE through ROBUST gives a PhD course on Sustainability and CSR in the Nordic context. The course, first given in 2022-2023, is planned

PRINCIPLE 4 - RESEARCH

for about 25 PhD students from different Nordic universities. Students from Hanken School of Economics, Jönköping International Business School (JIBS), University of Oulu, Copenhagen Business School, Luleå University of Technology, Karlstad University, University of Vaasa, Örebro University – and USBE – have participated. ROBUST’s researchers were responsible for a digital module on critical perspectives on sustainability in business and organization studies, together with Hanken School of Economics.



Karl Johan Bonnedahl,
Associate professor.

2023-2026 Impact management

[Effektstyrning]

In a project supported by the Kamprad Foundation, the environmental and social impact of various types of ventures are studied. Here, impact is not reduced to a simple monetary measure but is given direct assess-

ments. A consulting program is developed that will be included in the activities of partner organization Coompanion. The program targets small and new ventures as well as idea-based organizations. The assessments and the impact reporting support the management of the participating enterprises and organizations.

Project leader: Karl Johan Bonnedahl, Business Administration

Project partner at USBE: Oscar Stålnacke, Business Administration

External partner: Coompanion Västerbotten

Research Funder: The Kamprad Family Foundation

2024-2027 Support system for social innovation in Northern Sweden

This collaboration aims to strengthen the institutional support system for social innovation in Northern Sweden, and thereby contribute to sustainable development. The academic basis is in the regional nodes of Forum for Social Innovation Sweden (MSI) at the universities in Luleå and Umeå whereas practise is represented by Samforma, which gathers idea-based organisations, and the cooperative and entrepreneurship counselling organisation Coompanion in the two northernmost regions.

Project coordinator: Maria Jansson, Luleå University of Technology

ROBUST participant: Karl Johan Bonnedahl, Business Administration

Project partners: MSI Luleå University of Technology, MSI Umeå University, Coompanion Västerbotten County, Coompanion Norrbotten County, Samforma.

Research funders: European Regional Development Fund, Region Norrbotten County & Region Västerbotten County.

Green transformation in northern Sweden: How and when are entrepreneurs recognized as “eco”?

This research project will shed light on why some interests are prioritized over others in the “green transition” and what ecologically oriented entrepreneurs do and can do to be heard and to get the resources they need. The project will contribute knowledge that can help eco-entrepreneurs succeed in attracting resources. It will also provide a deeper understanding of legitimacy processes employed by municipalities, regulators, and other decision-makers and about the strategies different actors use to navigate these processes.

ROBUST participants: Norbert Steigenberger, Quang Evansluong, Zsuzsanna Vincze, USBE, SEK 3,000,000.

In collaboration with: Skellefteå Municipality and Almi Nord.

Webinar series on energy transitions in the Bothnia region

With seed funding from Umeå Transformation Research Initiative (UTRI), ROBUST will run a webinar series throughout 2024-2025 on energy transitions in the Bothnia region. The series aims to be a platform for critical reflection and dialogue about the impact of energy transitions on society, the ecology, and the economy. It will focus on politically contentious issues of green economy, sustainable development, and social responsibility, drawing on historical and global perspectives. The webinar is a collaboration with Hanken School of Economics, Finland.

PRINCIPLE 4 - RESEARCH

RESEARCH TO SERVE SOCIETY & STAT4REG

Two research environments within the Department of Statistics have a strong focus on research related to social sustainability: Research to Serve Society and STAT4Reg. The researchers at the Department of Statistics collaborate with various government authorities in evaluation studies based on registry data. The competence the department provides is vital for USBE's faculty and students to meet future challenges relating to digitalization and big data.

Among the research projects, those evaluating labor-market employment policy programs, quality of medical care, large scale proficiency tests, and international knowledge assessments can be mentioned.



Professor Xavier de Luna, the editor of the Scandinavian Journal of Statistics, is the head of research in Statistics.

Research to Serve Society focuses on developing statistical methods and software for the analysis of large and complex collections of data. A special focus is machine learning methods to improve analyses for various health outcomes (e.g., stroke, memory impairments) and large-scale proficiency test such as PISA and

TIMSS. Understanding AI and machine learning will be key for understanding the transformative changes our society will have to undergo to meet the 17 SDGs.

The other research environment – Stat4Reg, Statistical research laboratory for the analysis of Register data – is run in collaboration with partners from other university units. Among them are CEDAR (Centre for Demographic and Aging Research) and Umeå University's SIMSAM Laboratory which offers a unique and world-class research infrastructure for registries including health data.

Increasingly, faculty in other research areas within USBE conduct research on register data or larger databases. The competence within this research profile has the potential to significantly impact the USBE degree

programs. Enhancing our faculty's capacity for quantitative analysis will make it easier to give students data literacy.

The SIMSAM Lab has a unique infrastructure for micro-data research by linking data from several register sources. Read more about STAT4Reg here:

www.stat4reg.se/

The Department of Statistics is also participating in one of Umeå University's three prioritized research areas, "Learning and brain plasticity throughout the life span", funded with approximately 17MSEK over a six-year period.

Biannually the Department of Statistics arranges the Winter Conference in Statistics. It is organized together with the Department of Mathematics and Mathematical Statistics. The conference has been arranged since 1968. As an important platform and meeting place, it contributes to students' analytical skills, whether for business analytics or academic research. The most recent Winter Conference took place in 2024, with the theme: Mathematical Foundations of AI & Statistical Learning.

PRINCIPLE 4 - RESEARCH

ECONOMICS RESEARCH

External funding from Handelsbanken for PhD students

In 2022, the Department of Economics received funding from Handelsbanken's research funds for the project Economic implications of the green transition. The purpose of this project is to study the transition to a sustainable society featuring a larger reliance on renewable energy sources. The main objectives are: (i) To examine the effects that new industrial investments have on local labor market outcomes, migration patterns, and the distribution of human capital. (ii) To analyze the role of geography and housing in the search process for new jobs and employees. (iii) To analyze the interaction between local labor and housing markets. (iv) Examine what drives house owners to invest in solar panels. Three doctoral students have been recruited within this project

Funding from Umeå University's Företagsforskarskolan and Umeå Energi for PhD students



Assistant professor Mattias Vesterberg.

In 2022, Mattias Vesterberg received funding from the Industrial Doctoral School at Umeå University and from Umeå Energi to finance one doctoral student. The purpose of this doctoral project is to explore how demand flexibility at the electricity-distribution level

can be designed to reduce grid congestion and improve grid efficiency.

Funding from Umeå Center for Gender Studies and the Gender Research School for a PhD student



Assistant professor Hanna Lindström.

In 2023, Göran Bostedt and Hanna Lindström received funding from Umeå Centre for Gender Studies (UCGS) to recruit a doctoral student in collaboration with UCGS. This doctoral project sets out to analyze economic behaviors within environmental, climate and

energy domains, from a gender perspective. It further aims to investigate if and to what extent policies in these domains can be deemed economically unfair from a gender perspective, and whether the effectiveness of the policies can be increased while striving for inequalities not being perpetuated.

External evaluation of the Department of Economics' graduate education

In 2023, the PhD education at the department of economics was examined by an external reviewer. The overall assessment is that the PhD education functions well, but the reviewer had several suggestions for further improvement. One is to reduce the mandatory course requirement in the PhD education, and another is to strengthen the career support early in the PhD education. Work is ongoing to address these recommendations.

PRINCIPLE 4 - RESEARCH

New professor of economics, especially sustainable development 2024



Göran Bostedt, USBE's most recent full professor

In 2024, the department of economics recruited Göran Bostedt as a professor of Economics with a focus on sustainable development. The purpose of this position is to maintain and strengthen the department's research related to the SDG set up by the

United Nations. The position is supported by strategic funds provided by the Vice-Chancellor at Umeå University and by funds provided by the Faculty of Social Sciences. Göran has a PhD in forest economics and has an extensive research background, mainly in the fields of environmental and resource economics. He has received several research grants and has a long teaching experience, mainly in the fields of natural resource economics and economic evaluations.

The electrification of private transports: prices, policies and distributional effect

Associate professor Mattias Vesterberg at the Department of Economics received funding from Formas for a two-year project (2024-2026). The main objective of the project is to address the following questions: (i) How do high electricity and fuel prices affect the demand for electric cars? (ii) How does the abolition of the Swedish electric car subsidy affect the demand for electric cars? (iii) How do individuals use their electric cars and how does this relate to electricity and fuel prices?

USBE IN KEY ROLES IN TWO OF UMEÅ UNIVERSITY'S THREE PRIORITISED RESEARCH AREAS

Learning and brain plasticity throughout the life span, Associate professor Maria Josefsson, Statistik, is one of the research area's two coordinators.



"I'm looking forward to intensifying and setting up new, rewarding collaborations. For instance, recent technical advances through AI and machine learning have opened up

for new research ideas linked to these new analyse methods. I believe we have lots to gain from collaborating across research fields," says Maria Josefsson.

Plant science for a sustainable green transformation of the Subarctic, professor Sofia Lundberg is one of the research area's two coordinators.



"The field spans across several disciplines and the common denominator for everyone, including my economics discipline, is food. This new interdisciplinary research field can

be described as a life-cycle analysis following a food item from plant to being consumed. It'll be very exciting to see what we can achieve together," says Sofia Lundberg.

PARTNERSHIP

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

Strategic partners are involved in the life of the school to expand our activities within education, research, and doctoral studies. We are also continuously working to strengthen the relationship with our alumni, both for the benefit of our current students and to contribute to life-long learning among those already holding professional positions. We also want to be an attractive collaboration partner in contexts where our employees are enrolled as experts.

USBE has well-developed forms of international, national, and regional collaboration with the industrial sector, the public sector, and selected partner universities. The collaboration utilizes our own and our partners' strengths and improves the quality of both education and research. A strong environment for research and education coupled with an environment that supports innovation contribute to the society's development. We are constantly working with corporate and community relations (CCR) as we consider this core activities for the business school and hence a key element in USBE's mission.

The School has well-developed forms of cooperation regionally and internationally with business, public sector and 73 partner universities worldwide. Therefore, it is clear that also our partners are included in our sustainability efforts. Several activities have been organized to exchange information and knowledge and, above all, to initiate dynamic discussions on issues related to sustainability, responsibility and ethics.

NETWORKS

As described under Principle 1, USBE's sustainable development work is honed and given greater potential for impact through active participation in national and international organizations and networks.

In addition to being a member of the Nordic Chapter, PRME and the Nordic Chapter and the affinity group for responsible management education, AACSB, we are also members of the Sustainable Development Solutions Network (SDSN) and the Global Business School Network (GBSN). USBE was one of the partners in writing the Nordic Chapter in the recently published PRME book "Responsible Management Education The PRME Global Movement" (Routledge, 2021).

USBE is a longtime member of GBSN. This is a network of business schools with the ambition to support management education for the developing world. The network provides us with opportunities to be inspired by, and work with, leading business schools around the world on issues related to sustainable development.

In 2020 we joined an at that time new SIDA project in Rwanda coordinated by Jönköping International Business School. The program, still ongoing, is described elsewhere in this report.



PRINCIPLE 5 - PARTNERSHIP

Through collaboration, USBE aims to strengthen its productive dialogue with the surrounding society and the school's partners. Many of the collaborative activities are related to the 17 SDGs. Industry and the public sector can collaborate with our students in many ways including visiting lectures, theses, internships, and case studies. Mutual exchanges between actors in industry, the public sector, and our students benefit all parties. This type of collaboration integrated into our education gives students the opportunity to familiarize themselves with and prepare for the job market.

Industry and the public sector can similarly collaborate with our staff in several ways, including shorter and longer joint research projects and assignments, consultations, advisory assignments, or for us as experts to be involved in investigations, boards of directors and committees. Industry-employed doctoral students and donations are other ways of collaborating on research.

Our research is disseminated via articles, publications, seminars, workshops, lectures, books, and reports. We can offer bespoke educational initiatives to external partners that need continuing professional development for their employees. Collaborative activities, whether centered on research or education, allow us to contribute to the development of society, especially in our local region.

Our regional connection and national perspective gives us a position of strength that allows us to be active and visible in different contexts linked to the development of our society. Our commitment can take various forms and include participation in regional events, dialogues and development initiatives. It also means that industry and public sector representatives are continually invited to activities organized by USBE.

THE ADVISORY BOARD

Together with the members of our Board and our Advisory Board, we plan our activities and ensure their relevance. The regional dimension will be given special emphasis. The members of the Advisory Board come from the private and public sectors, with diversity and balance in terms of activities, gender, geographical location and seniority. Members based outside of Sweden strengthens USBE's international contacts and allows us to maintain a continuous dialogue with representatives from international industries and academic milieus.

AWARD WINNERS BEST THESIS IN SUSTAINABILITY AND BUSINESS ETHICS

Since 2014, ROBUST in collaboration with Umeå Energy AB has annually awarded a thesis scholarship. The award is nationwide, and the purpose is to encourage business students to take an interest in and immerse themselves in sustainability and business ethics.

Eligible to apply for the prize are students in business administration who have written a thesis at the bachelor or master's levels with a focus on sustainability.

Winners:

2022/2023 – **Simon Sandahl**, Electrification choices of heavy road transporters – An exploratory study of the connections between the technology choices and the transporters' business models, Halmstad University.



2023/2024 – **Niklas Bäcklund** and **Björn Tomas Minde**, Unlocking the Potential of AI-driven Circular Business Model Innovation: A case study of an industrial symbiosis, Luleå University of Technology.

DIALOGUE

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

Interaction with business and the community at large combines our own and all our partners' strengths and gives rise to important synergies. It enhances the quality of our teaching and research but also contributes to social development as an ongoing dialogue can contribute to a professional innovation support system. Since many decades, USBE has worked to develop engagement activities, for example, by bringing real-life businesses and organizations into the classroom and utilizing their business ideas, strategic considerations, and marketing challenges for intensive analysis. Sustainability has been gradually integrated not only into the curricula but also into other activities in which students are involved. The ongoing dialogue has been instrumental when USBE has developed its research and educational programs so that they can benefit our community.

STRATEGY DAYS

A joint strategy day for the USBE board and the Advisory board is organized annually to support the strategic work at USBE and to safeguard our continuous improvement.

ALUMNI

Annually, USBE arranges an alumnus meeting in Stockholm. The program is normally a mix of academic and practice and focuses on some current topic with a sustainability perspective.

The 2022 Alumni meeting in Stockholm focused on change management, with the green transition as a leading example for where change is indispensable. The 2023 meeting's theme was social transformation and leadership for sustainability, with a special emphasis on energy and industrial transformation in North-

ern Sweden. The most recent Alumni meeting's leading theme was CSR and the new regulatory landscape, with new EU directives that require sustainability reporting, sustainable sourcing and transition toward a circular economy.

The event typically attracts 50 – 70 participants and the alumni range from recently graduated to those that studied during the late 1970s. The networking opportunity and the possibility to stay updated with Umeå and USBE is another value of the event. For the school, staying in contact with our alumni gives invaluable feedback and development opportunities. It strengthens our network, contributes with guest lectures, internships, and mentoring among other things. To further build and maintain our ties with alumni, our USBE Alumni newsletter is published twice per year.

Our alumni are found in positions working as responsibility leaders. We are proud to have two of them in the AACSB class of influential leaders. Kerstin Cooley is an honoree of the 2022 class of influential leaders. Helena Helmersson, former CEO of H&M, is USBE alumni and honoree of the 2019 influential leaders. From the AACSB's presentation of the honorees: "Kerstin Cooley, a pioneer among female investors in Sweden, has championed gender equality on the investor side, but has proven her influence on the entrepreneurial side as well. Thirty percent of the companies in the Brightly portfolio have female founders—a significant increase from the global average of 1-10 percent. Brightly Ventures measures gender balance, reports back to all investors involved, and also raises active dialogue on the issue." Read more at: <https://www.aacsb.edu/about-us/advocacy/member-spotlight/influential-leaders/2022/kerstin-cooley>

PRINCIPLE 6 - DIALOGUE

RECENT GRADUATES' VIEW ON SUSTAINABILITY WITHIN EDUCATION AT USBE

88/170 Respondents answered the question: To what extent do you think the issue of sustainability has been addressed in education? (Scale 1-5 where 1 = Far too little, 3 = Just right and 5 = Far too much)

Result: Average value 3.5, up from 3.15 in the previous year. The survey was conducted in 2021 on 2020 graduates.



“In my opinion, sustainability has been in focus in every course. For me, this was an eye-opener. I chose to write my two theses within that field.”

“[Sustainability] is the most important question since it’s so much on the agenda. We who study business development will benefit a lot from knowledge about sustainability.”

“[Sustainability] has been a theme one way or another in all courses and [teaching on sustainability] has been good throughout. For me, that was really important, it strengthened my profile when I was looking for a job.”

”[Sustainability] has been a recurrent topic in the courses I’ve taken – and that’s good.”

GUEST LECTURES

USBE frequently invites alumni and other business representatives to give guest lectures. Two examples:

“**Sustainability for real! New requirements for companies as of 2024**” - a guest lecture on EU’s Corporate Social Responsibility Directive by alumni Håkan Jonsson, PWC. Spring 2024.

“What’s it like to make a career in finance?”

What’s it like to make a career in finance as a woman? How gender neutral is the finance industry? Urban Funered, CEO, Swedish Securities Markets Association; Gabrielle Hagman, Director of Mutual Funds and Board Member, Nordnet Funds and Lisa Åkerman, Portfolio Manager at Nordnet Funds discussed these and related issues with USBE students. Spring, 2024.

APPENDIX

TRAVELS, TRAVEL-RELATED EMISSIONS AND PURCHASES OF PAPER

During the period 2019–2023, Umeå University has had three different suppliers of travel services. In 2023, data for air and train journeys came from two different suppliers. For train journeys in 2023, the current supplier cannot calculate CO₂ emissions. Due to data coming from different sources and due to some trips being for visiting guests, definitions are not fully consistent across years and modes of travel.

TRAVELS AND TRAVEL-RELATED EMISSIONS

	2019	2020	2021	2022	2023
Air travel					
No. of trips, <500 km	353	51	x	241	258
No. of trips, >500 km	249	34	x	188	210
No. of trips/employee, <500 km	2,56	0,40	x	1,68	1,8
No. of trips/employee, >500 km	1,8	0,26	x	1,31	1,47
Total CO ₂ -emissions (kg) air travel <500 km	18 554	1 926	x	24 613	18 697
Total CO ₂ -emissions (kg) air travel >500 km	64 074	1 880	x	80 122	84 840
Total CO ₂ -emissions/employee (kg) air travel <500 km	134	14,9	x	172	131
Total CO ₂ -emissions/employee (kg) air travel >500 km	464	14,96	x	560	593
Train					
No of trips	x	x	x	70	130
CO ₂ -emission/employee (kg) train travels	x	x	x	0,66	x

PAPER PURCHASES, NO OF PACKAGES (KG), IN TOTAL AND PER EMPLOYEE*

	2019	2020	2021	2022	2023
USBE	945 (2 363)	432 (1 080)	225 (563)	610 (1 525)	306 (765)
Business Administration	490 (1 225)	247 (618)	120 (300)	204 (510)	120 (300)
Economics	250 (625)	105 (263)	65 (163)	238 (595)	66 (165)
Statistics	205 (513)	80 (200)	40 (100)	168 (420)	120 (300)
USBE, per employee	6,9 (23,4)	3,3 (8,4)	1,6 (4,0)	4,2 (10,6)	2,1 (5,3)
Business Administration, per employee	8,8 (21,9)	4,1 (10,3)	1,9 (4,8)	2,6 (6,6)	1,5 (3,75)
Economics, per employee	8,6 (21,6)	4,3 (10,9)	2,7 (7,3)	7,2 (18,0)	2,1 (5,15)
Statistics, per employee	6,4 (16,0)	3,1 (7,7)	1,2 (3,0)	5,1 (12,8)	3,87 (9,7)

*Kg 2019–2023, adjusted under the assumption of the same weight per paper



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