



UMEÅ SCHOOL OF BUSINESS,
ECONOMICS AND STATISTICS
UMEÅ UNIVERSITY

RESPONSIBLE MANAGEMENT EDUCATION

USBE 2022

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

The past two years have brought many joys, while at the same time the pandemic continues to test us both as an organization and as individuals. As illustrated in this report we have, despite this, continued to develop our platform for integration of sustainable development into our research, education, and collaborative activities. We signed PRME at December 2, 2013 and initiated at the same time a school wide process to integrate sustainability and responsibility into our activities. What started out as a project is now a fully integrated part of our daily activities. It is rewarding to see how the engagement in sustainable development increases in the sector for higher education, in Sweden and internationally.

A rewarding process of sustainability policy development across disciplines, planning, and designing an evaluation system led in March 2015 to successful certification of USBE according to the international environmental management system ISO14001. Within the system we have chosen to incorporate all three dimensions of sustainable development. That is, the social, ecological and environmental dimension.

This has challenged us as well as the external auditor and the certification institute to think outside the box. Since the implementation, we have had six external audits, upgraded to the new ISO14001 standards, and passed all times - the four most recent ones without any remarks - only recommendations on how to better communicate how we engage and make impact. The most recent external audit report concludes that "In the work of developing the management system, the USBE has in an innovative and effective way integrated the requirements of ISO 14001 with AACSB principles and standards."

We conclude that we have now built a solid platform based on USBE's mission to *contribute to the understanding, ability, and responsibility of individuals in relation to societal challenges and the importance of sustainable development* for continuing efforts to strengthen our work on sustainability and responsibility and that our integrated approach is working well. It all ties together as it must for the strategic to plan to lead from ambitions to action.



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, including teaching, research and curricula development.

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 continue be an active PRME partner in developing responsible leaders with a sustainability orientation!

Dean Sofia Lundberg
Umeå April 30, 2022

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 and have about 150 employees and about 3800 students, study in our courses per year. Umeå university is a full broad university with about 34,000 students and 4,000 employees.

USBE offers one bachelor program in statistics, four professional degree programs in Business and Economics, one of which is offered in English, seven masters programs, five in Business and one each in Economics and Statistics, and three doctoral programs, one in each main discipline. All master and doctoral programs are offered in English. Our other hallmarks as a business school includes a good relationship between students and staff, the engagement of students and other stakeholders in our ongoing activities, and a well-developed system for ensuring the students' learning processes.

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".

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

It is crucial that academic work such as ours enables education, research, and collaboration that are of a high quality and socially relevant. This is achieved through ensuring that our activities builds on the strategic plan, follow from the operational plan, have a solid scientific foundation, are independent and dynamic, apply an international perspective, and have regional and national anchoring. From words to action – it all must tie together!

The activities pursued at USBE comprise education, ranging from first-cycle to doctoral studies, research and collaboration within our disciplines Accounting, Economics, Finance, Entrepreneurship, Management, Marketing, and Statistics. All activities are supported by the USBE office. USBE's most important resource is our staff, and our stakeholders including students, partners, and financiers. Together we are USBE, we make it what it is and we create its identity. We are strong in all our areas of activity and are propelled by our purpose as outlined in our mission statement.



ISO 14001 CERTIFIED SINCE 2015

USBE is a sustainability-oriented business school and we have chosen to prove this by certifying our environmental management system. Our environmental management system is a well-integrated part of the management of the school and adopted to the expectations from stakeholders as The Swedish Higher Education Authority (UKÄ), AACSB, and others.

Our environmental management system is yearly evaluated by an external as well as an internal auditing process. Below follows a presentation of our progress and effectiveness related to the six principles for responsible management education.



AACSB-ACCREDITED SINCE 2018

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

Our quality management system that are the basis for our accreditation assures that we, in a systematic way are working for continuous improvement in all areas of our mission and that we are striving towards our long-term vision.



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.

It follows from our strategy for the period 2019–2025 that we believe it to be crucial that academic work such as ours enables education, research, and collaboration that are of a high quality and socially relevant. Our strategy is to achieve this through ensuring that our activities have a solid scientific foundation, are independent and dynamic, apply an international perspective, and have regional and national anchoring. As an international business school with a clear sustainability profile, we are both able to and responsible for contributing to improvements within societal challenges.

Further, as expressed in the strategy: It is our ambition to maintain and develop such an environment and to ensure that conditions are established for engagement and the encouragement of new initiatives and avenues of development within education, research, collaboration, and support functions. This will increase our chances of making an impact internationally, nationally, and regionally. Our vision and mission reflect an international perspective, our responsibility in relation to societal challenges and how we, as a pivotal actor in the region, contribute to regional development and skills provision.

Our mission states that our education shall produce 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 imbedded 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 learning environment of high quality that encourages independent thinking and proactive approaches on 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 increased through interaction with industry and community and vice versa.

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

The first three goals refer to our indirect- and knowledge-based impact on sustainable development whereas the fourth goal is about our direct impact related to for example energy consumption, waste management, and purchases.

Initially, our sustainability policy was based on the definition of sustainable development as provided by the Brundtland Commission and the three dimensions that are environmental, social, and economic sustainability:

🌿 Environmental sustainability is related to the 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 such structures that we humans have created to organize our societies. Social and economic sustainability includes issues concerning allocation policies, ethics and social responsibility at the individual, organizational and societal levels. It also includes the stability of the basic structures of society such as economic and financial systems, and questions about demographics, health and prosperity, yet also social responsibility in business and society, human rights and fair working conditions from a global and local perspective.

With the above as our foundation, we are now working according to the 17 Sustainable Development Goals adopted by the United Nations (UN).

We act for sustainable development by creating and spreading knowledge through education, research, and in collaboration with others. We are promoting knowledge about, and for, sustainable development and are using the 17 sustainable development goals as a framework when we are creating responsible individuals for the future. Our work on sustainability is coordinated in the Council for Sustainable Development and involves all parts of the school including a student representative.

Through active participation in national and international organizations and networks, USBE's sustainable development work is honed and given greater potential for impact.

USBE has adopted the six principles for responsible education set out in PRME and we organize our activities accordingly; we are also active members of the Sustainable Development Solutions Network (SDSN) and the Global Business School Network (GBSN). All in all, these three international organizations, with connections to the UN, contribute to the development of our activities and our ability to support other organizations in their sustainability efforts.

As a part of Umeå University we have contributed to and support the university's environmental sustainability work that aims to help achieve the sustainable development goals of the 2030 Agenda.

The work is concretized in the university's Environmental Policy, the Action Plan for Climate and Sustainability as well as Regulation for Environmental and Sustainability Work. The Higher Education Act, the Climate Framework for Higher Education Institutions and the Environmental Management Ordinance are fundamental in the university's work. As a governmental organization Umeå university follow the professional ethical foundations that are to govern the actions of all state employees in Sweden and our performance are evaluated by government authorities like the Swedish Higher Education Authority (UKÄ).





During their first semester at USBE, students are informed about our ambitions related to sustainable development and that they can be involved and asked to be engaged in courses and extra curriculum activities. Students are represented in the USBE board and our council for sustainable development.

The council sets the three year action plan for sustainable development and has regular meetings for follow-up and continuous improvement. The student perspective is important and a facilitator of our engagement and societal impact.

PRINCIPLE 1 - PURPOSE

The Council for Sustainable Development sets up a three year action plan for activities related to sustainable development. Faculty and staff are invited to take initiatives and the student perspective is via the student representative considered. The plan is decided by the Dean of the school. The plan specifies activities related to education, research, and collaboration with the surrounding society, who is responsible for the implementation of each activity, tracking points for all activities and the resources allocated to them.

Activities and impact related to responsible management education are reported in the annual report of the school. Our work with sustainable development is quality assured through our environmental management system. Systematic internal and external follow-up via our ISO 14001 certification ensures that our work is effective and allows us to identify areas for improvement within education, research, and collaboration related to sustainable development.

As stated in our strategic plan in the coming years, work on integrating sustainable development into our programs will continue. All new students at USBE are to be introduced to our sustainability work, how they can be involved, and issues relating to societal challenges. It is very important that we monitor societal developments in order to fulfil our teaching assignment, to achieve our purpose as stated in our mission and, through our programs, develop students so that they leave us with an ability to deal with challenges based on relevant knowledge.

STRATEGIC FOCUS AREAS

The strategic focus areas for sustainable development 2019 to 2025 says that our focus on sustainable development will be developed and be further strengthened within education, research, and collaboration. The direct environmental impact of our activities must be sustainable. In the period up to 2025, our involvement in PRME, SDSN, and GBSN will be developed, and we will work in a way which allows us to remain ISO 14001-certified. By working with sustainable development and the UN's 17 Sustainable Development Goals, USBE contributes to Umeå University's ambitions in this field.



A campaign on social media to tell about our initiatives, impact, and engagement related to the 17 SDG:s and at the same time inform about the goals and what they stand for. The campaign was initiated in 2018 and repeated with new content in 2021.

www.umu.se/17goals17weeks/

The fall semester is 17 weeks long and week by week each goal was presented followed by one or two presenting examples from USBE education, research, or collaborative activities.

The campaign was initiated in 2018 and repeated with new examples of engagement, innovation and impact during the fall semester of 2021.



VALUES

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.

The common professional ethical foundations 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 they represent the following:

DEMOCRACY

Our work generates societal benefits, is characterized by academic freedom, is pursued on behalf of the citizens, and adheres to democratic principles.

LEGALITY

As an institution engaged in education, research, and collaboration, we have a great responsibility and our work must therefore comply with laws and regulations.

OBJECTIVITY

In our work, we strive to ensure a high degree of confidence among our stakeholders. This means that we must act responsibly, both in speech and action, which in turn requires that we respect the democratic principles and that we are objective and impartial in our actions.

TRANSPARENCY

We are open about what we do within the scope of 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, rights, and differences, and combat all forms of discrimination as defined in the legislated grounds for discrimination: (1) sex, (2) transgender identity or expression, (3) ethnicity, (4) religion or other belief, (5) disability, (6) sexual orientation, and (7) age.

EFFICIENCY AND SERVICE

The work is to be conducted as efficiently as possible, with consideration given to the resources of the school and the society.

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

That the ethical foundations are to characterize our actions in all aspects of our activities relates to that everything we do needs to tie together, from the strategy, sustainability policy, to the plan of operations, actions related to research, education and collaboration, learning objectives and expected learning outcomes, program and course design and finally to our daily work.

PRINCIPLE 2 - VALUES



RED LOCKER – A STUDENT DRIVEN INITIATIVE FOR GENDER EQUALITY, HEALTH AND WELL-BEING THAT CHALLENGES SHAME AND STIGMA

In 2021 the student acted via the USBE sustainability council and suggested an investment in Red Locker – a system for free menstrual care products on campus. USBE management welcomed and supported the initiative and extended it to include faculty and staff.

Today the system is found in restrooms close to the cafeteria, in the student pub, and the personnel area. This is an investment in the education facilities and work environment that are gender sensitive so that students, co-workers and guests can manage their every-day life in an efficient and safe way. At the same time the initiative challenges the shame and stigma related to menstruation. According to the supplier the dispenser is built in a durable and environmentally friendly sheet metal.

NEW THESIS AWARD – DIVERSITY AND INCLUSION

In 2022 the first thesis award to the best student paper in Business Administration, Economics or Statistics on diversity and inclusion will be distributed. The award is an initiative together with Nordea AB, Umeå.

The purpose of the award is to increase student awareness and insights in issues related to diversity and inclusion. The two concepts are interconnected. Diversity is about representation or the make-up of an entity and inclusion is about how different groups of a population are valued and integrated into a context such as the business community, income, and health.

METHOD

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

The overall goal of USBE's education is to offer a high-quality learning environment that promotes analytical, critical, and independent thinking in order to prepare our students for societal challenges. Our education shall rest upon a scientific foundation and shall include 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. We strive to design courses that encourage students to take on responsibility and an active role in the learning process, stimulate the students' curiosity and capacity for innovation, and allow for reflection and a critical approach. We have systematically incorporated learning goals on sustainability and ethics into our curricula.

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

The quality management system for education at USBE consists of five central themes that are to permeate our courses and programs, and which are implemented and developed by competent staff members. See the themes listed in the figure to the right.



The themes clearly relate to Umeå University's quality management system for education 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

To create a better alignment between the educational programs and USBE mission, a revision of all program degree goals was initiated in 2014. Two project groups were formed, one for the professional degree programs and one for the master programs. Both groups consisted of program coordinators, with responsibility for program development and curriculum, and the directors of studies.

The new program degree goals were discussed in different stakeholder groups; program councils and business advisory boards and they were implemented in autumn semester 2015. All programs at USBE now have national and local program degree goals with clear alignment to the mission.

In parallel with the revision of program degree goals, we conducted an inventory of where and how responsibility, sustainability and ethics were addressed in course syllabi. The aim was to analyze whether our courses, content and design, support student learning within these areas. The review resulted in several suggestions for revisions in course syllabi and the implementation in courses started in autumn semester 2015 and continued during 2016 to be fully implemented by spring semester 2017. The number of courses including one or more aspects of responsibility, sustainability and ethics has increased considerably since 2015.

In 2019 the AACSB decided about updated standards and competencies replaced the programs goals. Interactive exercises at work-place meetings and involvement of the representatives from the business community preceded the decision of the competencies in December 2021.

Through learning goals, sustainability was and is increasingly integrated into existing courses and specializations on environmental and resource economics on the master level in Economics is an option. It is our firm understanding that the ISO14001 based efforts initially speeded up the process of integrating values of sustainability and responsibility into our educational programs and facilitates 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, and relevancy. As part of our continuous improvement work and transfer to the 2020 AACSB standards the board has decided upon the following competencies to express the educational expectations for each degree program at USBE:

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

ADVANCING EDUCATION FOR SUSTAINABILITY

In a recent project focusing on advancing education for sustainability, two of our faculty members, Alice Annelin and Gert-Olof Boström develop an assessment tool that measures the students' key sustainability competencies. Second, the aim of the project is to provide an online support platform where faculty can contribute to discussions about teaching for and about sustainable development. Faculty will also be able to share pedagogical experiences, activities, create and organise new events for continued development. Third, an integration of the assessment and instruction platform across disciplines will be applied alongside the curriculum, which will support the students' learning of disciplinary and general competencies already applied at universities. The tool will be replicable in all departments and faculties at any university.

PRINCIPLE 3 - METHOD

ASSURANCE OF LEARNING

Assurance of learning and assessment of program goals and competences are made on program level with the purpose of identifying potential shortcomings in order to develop or change program structure or course content to better support student learning. The process assurance of student learning does not entail a review of the examination on the course and the assessments made there, instead it is a freestanding assessment of how program goals are met on a collective level.

The first assessments in 2015 assessment were done before implementation of sustainable development into our courses and programs. The assessments made illustrates the progress made and that we are on track and fulfill our objectives.

Even though the results from the first benchmark round of assessments were good, further, areas of improvement were also identified. Actions were taken as a consequence. While some programs had slightly better results than others, we chose, due to the nature of the program goals, to revise all programs on identified areas of improvements. In addition, some actions have an indirect impact such as support to faculty and how our ambitions within sustainable development are introduced to the students. These are areas where we have improved during the past years.

The responsibility for assessment of program degree goals was organized in specific assessment committees on a school level between 2015 and 2018. In 2019, a committee for education and learning (CEL) was formed with the overall responsibility for teaching and learning at the school level. The assessment work is now coordinated by CEL but operationalized by the education committees at the department level. The aim is to make the assessment of the program level goals an integrated part of program development.



PRINCIPLE 3 - METHOD

SPECIFIC PROGRAMS & COURSES

Sustainable development is integrated into our four professional degree programs and six master programs, but there are also courses with a specific focus on issues related to sustainable development. One example is the 7.5 ECT course in Social and Environmental Entrepreneurship. The course includes an exhibition on campus where students, working in groups, present business ideas related to the global challenges.

The master level in Economics provides since the fall semester 2015 a specialization in Environmental and Resource Economics as a natural extension of the strong research orientation at USBE. Environmental economics deals with economics and the environment, and the management of limited resources. The aim of environmental economics is to encourage us to make the best use of our ecosystem's goods and services.

A specialization in Health Economics is provided in cooperation with Epidemiology and Global Health at the faculty of Medicine. Health economics is concerned with the connection between health and the resources needed to promote it. Resources here involve not just money, but also people, materials and time, which could have been used in other ways. The underlying issue is that while the needs may be indefinite – for health, food, shelter, etc. – the resources to satisfy them are finite.

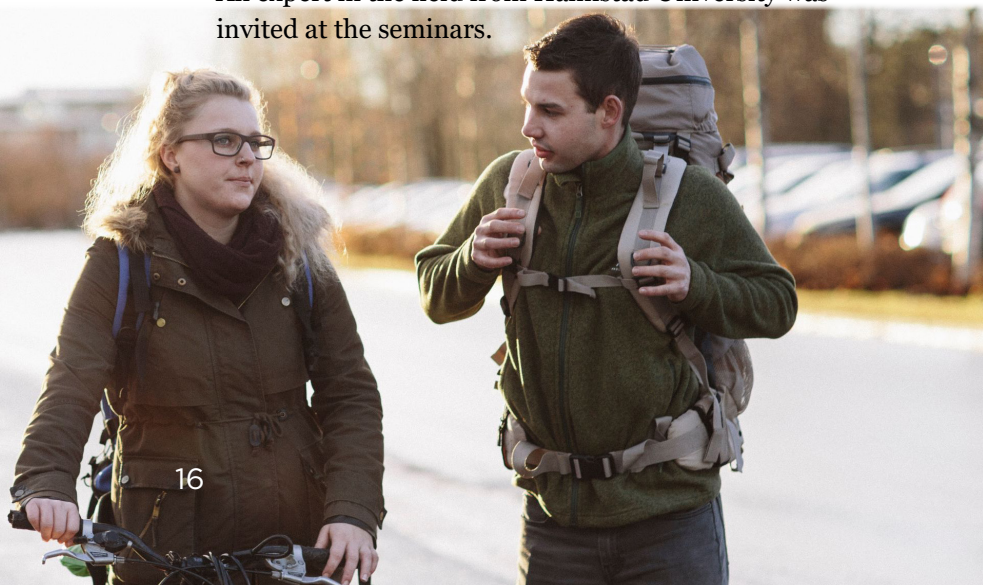
Specific courses, such as in Energy Economics, aims to provide a comprehensive understanding of energy markets, as well as knowledge of how to analyze them and how they interact with the rest of the economy. A further aim is to give students advanced tools to analyze how energy and environmental policies affect the demand and supply of different types of energy.

A Marketing course in Business Administration is offered on Service Marketing, Marketing Ethics and Sustainability and in Entrepreneurship on Social and Environmental Entrepreneurship. The Business courses aim at raising the awareness of ethical and sustainability issues in the context of the subjects.

ILLUSTRATION, COURSE ACTIVITIES AND DEVELOPMENT

Social and environmental entrepreneurship have become frequently used concepts, both in Sweden and internationally. But what do these forms of entrepreneurship really stand for? How does such prevailing practice appear? And what is the importance of this practice for societal developments? Within the course in Societal and environmental entrepreneurship these questions are addressed based upon contemporary societal challenges and the students explore, problematize and analyze theoretical, practical and political perspectives. Normally, the students present their ideas on how to contribute to sustainable solutions within social and environmental entrepreneurship on campus. During the pandemic the presentations were instead delivered via films and digital meetings.

It is time for specialized modules to advance student knowledge in sustainability. Within the Master in Accounting, the concept of Circular Economy was introduced in 2021, and from existing literature, students were asked to write research proposals about management accounting evolution within circular business models. Problems such as cost of recycled raw materials or profitability of new products at their early stage of development were discussed, along with the need of changing paradigm about annuity and materiality of accounting. An expert in the field from Halmstad University was invited at the seminars.





BUSINESS INNOVATION CAMP 2020 & 2021

Together with the industry, this intense 2,5-day Innovation Camp aims to provide students taking the Innovation Management course at USBE with real world experience working with leading companies in their industries where they will be challenged to develop innovative solutions for tomorrow's problems. This is a joint venture with MacGregor Group AB and Umeå Energi AB. In 2020 we just managed to kick-off the camp prior to the closedown of the campus. Everyone involved contributed to the success despite the quick and unexpected change of format. In 2021 the camp was from start to ending online.

NEW ONLINE COURSES, SUSTAINABLE DEVELOPMENT

- Economic Challenges, 7.5 ECT
- The firm, the environment and society, 7.5 ECT
- The consumer, the environment and society, 7.5 ECT

RESEARCH

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

It follows from our strategy that the overall goal of USBE's research is to have a dynamic research environment where research of a high international standard is conducted within our three main disciplines: Business Administration, Economics, and Statistics. To achieve this goal, our staff must cooperate within USBE, within Umeå University, with other Swedish and international universities, and 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.

As with our other activities, our research is to follow the basic principles stated in the core values, while at the same time complying with the general research principles provided in the Higher Education Act. See below.

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

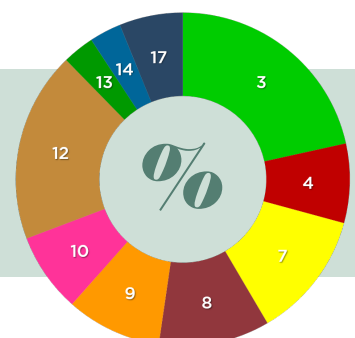
In terms of our attractiveness, the impact of our research, and our ability to adapt to a dynamic global context, it is vital that our research ranges from basic research to policy-oriented research, from theoretical to empirical approaches, from quantitative to qualitative methods, and includes the development of new methods. USBE has a broad education portfolio. The goal of our courses and programs having a solid scientific foundation requires both breadth and depth in research as well as the encouragement of our staff to be active in research.

MISSION DRIVEN

Furthermore, establishing the conditions required for the staff to conduct research and doctoral education is essential for us to be internationally respected, nationally influential and regionally relevant. The initiation of research is, considering the conditions of its funding, a bottom-up process where individual staff members are best suited and assume primary responsibility for assessing which areas they should be active in. If some form of prioritization is performed at the management level, this must consider the following criteria in addition to ensuring that the research is of a high international quality; how the project or position contributes to societal challenges relating to the 17 Sustainable Development Goals, but also digitalization, artificial intelligence, and automation.

USBE research explicitly focusing on sustainability, responsibility, and ethics covers a variety of aspects including, but not limited to, codes of ethics, sustainable investments, social innovation, coopetition, sustainable consumption, health, equity, economic policy issues such as green public procurement and topics within environmental and resource economics, for instance relating to energy and climate change. A list of publications from 2020 and 2021 and the main SDG to which the aim of the article, book or book chapter is related, is found at the end of this report.

Share of publications for the main SDG to which the publication is related. Period 2020-2021.



PRINCIPLE 4 - RESEARCH

IMPACT

Strategically and a part of our research ambitions, it is important that our staff are internationally respected and participate in public debate on various levels, as experts, members of councils, boards, and committees. This is achieved through high-quality international publications and participation in international collaborations, appointments as experts, participation in conferences and other such activities.

During the past two years researchers from USBE have debated or been referred to as experts in different media such as newspaper, social media, TV, or radio. The focus has often been on different issues related to sustainable development or global challenges. Examples of topics are plastic bag tax, the forest as a resource for example bio fuels, electric vehicles, energy consumption, effects of the ongoing war on the economy, organic farming and competition as a facilitator of transforming businesses to become more sustainable.

It is also important that we host conferences and international and national doctoral courses, and organize other academic meetings and are active in networks. There are seminars on research and on the writing process, and departmental seminars are important arenas for discussing ongoing research at all three departments. In the Department of Statistics, a joint seminar series with the Department of Mathematical Statistics (in the Faculty for Technology and Natural Sciences) is much appreciated by faculty members.

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 arrange seminars with external and internal speakers. The Research Institute for Sustainability and Ethics in Business arranges seminars with internal and external speakers.

The harnessing of our combined strengths and complementary competencies within USBE is stimulated by, for example, joint strategy and planning days,

joint meetings for USBE's professors and associate professors, joint doctoral student days, and by encouraging this through strategic initiatives.

Overall, these activities help identify new research areas, establish networks and collaborations, and disseminate knowledge about our research, creating the conditions for contributing to societal development in general and regional development in particular.

FRANK FIGGE, NEW GUEST PROFESSOR

In his research Frank Figge, Per- and Eivor Wikström Guest Professor at USBE, tackles crucial issues for the future of mankind: How do we use the earth's resources in the most efficient way? How do we create sustainable societies? Frank Figge is Professor of Sustainability at the ESCP Business School in Paris. He became interested in sustainability early in his career. As a student, he worked for banks to fund his PhD studies. That environment became a major influence, and made him reflect on ways to integrate theories and methods from business and banking in academic settings. He wanted to conduct research that made sense to practitioners, and by that also could be put into use. Today, Professor Figge studies ways to create a more sustainable economy – and a more sustainable society.



"I like the metaphor of earth as a spaceship. All resources are limited to what we have available at the start of our journey, except sunshine. Hence, we must use, recycle, and reuse those resources in the best and most efficient way. That is what we aim for when we investigate how to create a more sustainable and circular economy."

- Professor Frank Figge

Read more about Frank and his research here:

www.umu.se/en/feature/all-life-is-problem-solving/

PRINCIPLE 4 - RESEARCH

RESEARCH ENVIRONMENTS

USBE has three research environments that focuses on sustainable development and ethics, the Centre of Environmental and Resource Economics, CERE, (www.cere.se), Stat4Reg – Statistical Research laboratory for the Analysis of Register data (www.stat4reg.se) and the Research Institute for Sustainability and Ethics in Business, RiseB (www.umu.se/forskning/grupper/riseb).

CERE

CERE is centra that includes researches from Department of Forestry at the Swedish Agricultural University (SLU) and researcher from Umeå University (UmU). The Department of Economics at USBE hosts CERE. In the Department of Economics there is strong research on environmental and resource economics within and outside CERE. During the last decades both departments have developed into a national and international center for research and education in environmental and natural resource economics. Now, it is time for the next generation to form CERE. The new directors are Professor Tommy Lundgren (SLU) and Associate Professor Göran Bostedt (USBE).

Natural resource economics is a diverse research field, spanning from the economics of reindeer husbandry management in Sweden to management of forest in China. An additional strand of research that cut through other research areas deals with public procurement as an environmental policy instrument. It has become increasingly common to add environmental requirements to public procurements. But in order for it to have any impact on reduced emissions the environmental requirements need to be tougher than the existing production technology. The idea is that the public sector, as a major procurer, can affect production and consumption so environmental targets are achieved. Overall 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

Annually CERE hosts and arranges the Ulvön conference. The main purpose is to provide a forum for the dissemination of high-quality research in environmental economics. Due to the pandemic the conferences were postponed in 2020 and offered digitally in 2021. In addition to the Ulvön conference, Once a year CERE arranges a PhD workshop in Ammarnäs. This is a great opportunity for doctoral students to present, give and get feedback from each other and senior researchers.

FEARLESS AND GROUND-BREAKING ENVIRONMENTAL ECONOMIST RETIRES - WILL CONTINUE TO IMPACT

33 years after completing his doctoral studies in forest economics at the Swedish University of Agricultural Sciences, **Runar Brännlund, Professor of economics** at USBE and founder of CERE, is now preparing to retire and entering into the role of professor emeritus.

-”I notice that much of what is said in the media is quite simply incorrect – there is a lack of facts in current public debate. In many cases, researchers actually hold relevant facts, and in those cases, I think we have an obligation to speak out. That is the researcher’s role. Society has paid for our studies and pays our salaries, so we can’t keep our knowledge to ourselves. But few researchers get involved in debate today, and I can understand that. It takes time and effort, and in terms of career development, it doesn’t count. The focus on publications and bibliometrics is out of proportion in academia, I find. The incentives for researchers to do anything beyond their funding and publication strategy are incredibly small. This has certainly changed during my career. The publication frenzy was not at all as noticeable twenty years ago”.



Read more about Runar and his research here: www.umu.se/en/feature/oradd-och-banbrytande-miljoekonom/

PRINCIPLE 4 - RESEARCH

RESEARCH TO SERVE SOCIETY & STAT4REG

At the department of statistics there are two research environments with strong focus on research related to social sustainability: Research to serve society and STAT4Reg. The research at the Department of Statistics is of great importance to society, and the researchers collaborate with various government authorities which perform evaluation studies based on registry data. Among interesting research projects can be mentioned those evaluating labor market employment policy programs, quality of medical care, largescale proficiency tests and international knowledge assessments.



Professor Xavier de Luna is the head of research in Statistics and the chair of the steering group.

Research to serve society focuses on developing statistical methods and software for the analysis of large and complex collections of data. A more recently focus is on machine learning. Understanding AI and in particular machine learning is related to sustainable development. The ongoing digital transformation will most likely transform all parts of society – how is a question that relates to 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, for example, CEDAR (Centre for Demographic and Aging Research) and Umea's SIMSAM Laboratory which offers the world's most unique research infrastructure for registries including health data.

Increasingly, faculty in other research areas of USBE conduct research on register data or larger databases, for example, research on financial decision-making. The competence within this research profile has the potential to significantly impact the USBE degree programs and The SIMSAM Lab has a unique infrastructure for micro-data research on childhood for lifelong health and welfare.

Linking data from several register sources enables analyses that, in a unique way, will elucidate the importance of childhood for the health and welfare of individuals in a life-course, and multi-generation perspective and the development of modern statistical methods for micro-data research.

Biannually the Department of Statistics arranges the Winter Conference in Statistics is organized together with the Department of Mathematics and Mathematical Statistics. The conference has been arranged since 1968 and acts as an important platform and meeting place contribute to preparing students with analytical skills for business analytics and meet future challenges relating to digitalization and big data. Unfortunately, due to the pandemic the 2021 Winter conference is postponed and planned to take place in 2023.

Read more about STAT4Reg here: www.stat4reg.se/



Associate Professor Ann-Kristin Bergquist, Economic History, presenting at the workshop in honor of Runar Brännlund: *"Beyond limits to growth: Collaboration between the international business and United Nations in shaping global environmental governance"*.

Ann-Kristin was also one of the speakers at our international partner week (see page 27).

PRINCIPLE 4 - RESEARCH

RISEB

In Business Administration, the sustainability and ethics related research is one of the major research profiles and encompass all business subjects. The Research Institute for Sustainability and Ethics in Business (RiseB) strives to be a force for change in a sustainable and ethical direction. This is achieved by developing and communicate research, and by training and interacting in relation to business-related decision making.

RiseB serves as an umbrella for business research in the field. RiseB strives to be a force for change in a sustainable and ethical direction. Questions on the individual and organizational levels are on focus and a diversity of perspectives and methods is seen as necessary to analyze globally recognized social and environmental problems. Different types of organizational forms are studied and activities at the institute involve researchers from all research areas at USBE and also researchers and networks within and outside the Umeå University.



Maxim Vlasov, Senior lecturer in Business Administration, Entrepreneurship is the Director of RiseB. Since 2014, RiseB in collaboration with Umeå Energy AB has annually awarded a thesis scholarship. The award is national and the purpose is to encourage business students to take an interest in and immerse

themselves in sustainability and business ethics. The essays are reviewed by a jury consisting of researchers from all business economics disciplines and representatives from CSR Sweden and Umeå Energy AB. To be relevant to the award, the essay must be written to obtain a degree in business administration as a major and focus on some aspect of sustainability or business ethics.

Read more at: www.umu.se/riseb



MEET SOME OF OUR RISEB RESEARCHERS



ALICE ANNELIN
Senior lecturer, Accounting

-My goal is to inspire teachers to advance sustainability in their education and develop new courses on sustainability in business.

Alice research focuses on the role of equality and well-being for audit teams as a new measurement for audit quality.



KARL JOHAN BONNEDAHL
Senior lecturer, Entrepreneurship

-What remains of our discipline is to be seen, but it would be challenged to its core.

In a more applied way, Karl Johan has several projects on social innovation.



JOHAN JANSSON
Professor, Marketing

-If circularity is to become a factor in sustainability transition to be reckoned with, we must remain aware about all problems that need to be solved.

Johan's research includes how digitalization can stimulate increased travel by public transport and in turn reduce emissions from car traffic.



LUCAS HASKELL
Doctoral student, Entrepreneurship

-It is important to create an agenda for new generation of social innovation that prioritizes nature rather than economic and social aspects.

Lucas thesis work focuses on understanding how social innovation addresses ecological crises.



ELIN NILSSON
Senior lecturer, Marketing

-I find the psychological aspect fascinating – what is it that drives people, what happens in their minds, and how can we use existing knowledge on consumer behaviour and marketing to help people make better decisions.

Elin's research revolves around consumer behavior with focus on retail.



QUANG EVANSLUONG
Senior lecturer, Entrepreneurship

-That multicultural triangle makes me see a problem not from one, but from three different perspectives. Many theories, such as those used in CSR, are developed based solely on European context.

Quangs research include environmental sustainability in the agricultural sector and food production in Vietnam and migrant entrepreneurship.



SIARHEI MAZHYNISKI
Senior lecturer, Marketing

-One company alone cannot be sustainable when the business environment and society as a whole is unsustainable.

Siarhei analyzes coopetition for sustainability and what makes firms collaborate and how they organize the collaboration.

PRME RELATED RESEARCH ACTIVITIES 2020 & 2021

WORKSHOP ON CIRCULAR ECONOMY IN THE BUILDING INDUSTRY FEBRUARY 18, 2020

Workshop on circular economy in the wood building industry at Sliperiet with key-note from Professor Frank Figge. The event was arranged within a Botnica Atlantica project on circular economy coordinated by Professor Thomas Olofsson (Physics) and Senior lecturer Lars Lindbergh (USBE). The program also included speakers from the industry: Tyréns, Peab, Rise, and White Architects and the School of Architecture at Umeå University.

EU ATTENTION TO THESIS ON GREEN PUBLIC PROCUREMENT, 2021

Hanna Lindströms' thesis in Economics is about public procurement as a means to create incentives for farmers to switch to organic farming. The thesis gained a lot of attention in media and was also reviewed by the EU Commission in their Science for Environmental policy.

ATTENTION TO THESIS ON COOPETITION FOR SUSTAINABILITY, 2021

Siarhei Manzhynskis' thesis in Business Administration is about how businesses can and must cooperate to contribute to a sustainable society. The thesis gained a lot of attention in media.

AIM DAY ON SUSTAINABILITY, UMU 2021

AIMday stands for Academic Industry Meeting day. The purpose is to match academic expertise with organizational needs. The latter forms the questions and the former the insights. In 2021 Robin Herbert (Business Administration), Hanna Lindström (Economics), Johan Lundberg (Economics), Elin Nilsson (Business Administration), Mattias Vesterberg (Economics), took part in the AIM day on sustainability held in May 2021.

THE SÖREN WIBE AWARD 2020

Award recipients 2020: Shyamani D. Siriwardena, Kelly

M. Cobourn, Gregory S. Amacher and Robert G. Haight, for the paper Cooperative bargaining to manage invasive species in jurisdictions with public and private lands published in Journal of Forest Economics, 32 (2018): 72-83.

NEW PROJECT - SUSTAINABLE MOBILITY, GRANTED BY FORMAS, 2021

This 3 year project aims to study development and implementation of business models for residential mobility hub. Car reduction has many benefits, but the substantial reduction of parking spaces it entails needs to be compensated by alternative mobility services, such as vehicle pools. Residential planners are increasingly planning mobility hubs, physical facilities that combine services for sustainable mobility. For hubs to work, it is not merely a matter of planners deciding on business model design; models need to be cost-effective, accepted by developers, service providers and, not least, residents. Main applicant: Maria Bengtsson, Business Administration. Co-applicants: Siarhei Manzhynski, Business Administration, Herman Stål, Gothenburg University.

NEW PROJECT - INEQUALITY IN LIFETIME RESOURCES GRANTED BY HANDELSBANKENS RESEARCH FUNDS

The extent and driving forces of the inequality of lifetime resources are of considerable importance. Two major driving forces of this inequality are the labor income and the returns to wealth, both of which have become more unequal in industrialized countries in recent decades. We plan to describe their joint dynamics by relating the heterogeneity in rates of return to the overall inequality in both human capital and financial wealth. Our results will allow for policy simulations and welfare analyses. As such, the project bridges knowledge gaps in the economics of inequality, financial economics, public economics, labor economics, and macroeconomics. Main applicant: Katharina Jenderny, Department of Economics. Co-applicants: Thomas Aronsson, Department of Economics and Johannes Koenig, Freie Universität, Berlin.

PARTNERSHIP

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

Strategic partners are involved in the life of the school to expand our activities within education, research, and doctoral studies. Furthermore, we aim to strengthen the relationship with our alumni and 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 development of society. We are constantly working with corporate and community relations (CCR), that is part of the school's core activities and also included as a key element in USBE's mission.

The School has well-developed forms of cooperation regionally and internationally with business, public sector and around 70 partner universities worldwide. Therefore, it is clear that also our partners are included in our sustainability efforts. Several activities have been organized to inform and above all, initiate dynamic discussions on issues related to sustainability, responsibility and ethics.

NETWORKS

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

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).

The membership in GBSN is since long back. This is a network of business schools with the ambition of supporting 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. During 2020 we joined a new SIDA project in Rwanda coordinated by Jönköping International Business School. Our contribution is doctoral student supervision and offering of a master course.



PRINCIPLE 5 - PARTNERSHIP

Through collaboration, USBE aims to strengthen its productive dialogue with surrounding society and the school's partners. The collaborative activities are to include and relate to the 17 Sustainable Development Goals. Industry and the public sector can collaborate with our students in a number of ways. Through, for example, visiting lectures, theses, internships, and case studies, we create the conditions for mutual exchanges between actors in industry, the public sector, and our students, which benefit all parties. The collaboration and the meeting between students and external actors are adapted to the external actor's operational area and size. While larger organizations have special university contacts with their own budget for such matters, others may have significantly less resources at their disposal. Some collaborations entail longer assignments while others are shorter, but are still valuable additions to the student's education. Through collaboration in education, students are allowed to familiarize themselves with and prepare for the job market.

Industry and the public sector can collaborate with our staff in a number of ways. These can include shorter and longer joint research projects and assignments, consultation, advisory assignments, or for us as experts to be involved in investigations, boards of directors and committees, etc. Industrial doctoral students and donations are other ways of collaborating on research. Research impact is fed back via, for example, articles, publications, seminars, workshops, lectures, books, and reports. In continuing professional development, we can offer custom educational initiatives to external partners. These kinds of collaborative activities allow us to contribute to the development of society and other opportunities, especially in our local region.

SUSTAINABILITY DAY 2020: VALUE CHAIN IN RETAILING

Responsible consumption and vertical integration of green requirements – supplier response to buyer demands.

Speakers from: Norrmejerier and ICA.

SUSTAINABILITY DAY 2021: SUSTAINABLE FINANCES

Looking back and ahead – how has the financial sector developed and how will it emerge into the future?

Speakers from: PwC, Swedbank, WWF.

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

USBE CELEBRATES SUSTAINABLE SOLUTIONS IN RETAILING

USBE is partner and host of the award for most sustainable solution at the 2020 Umeå gala celebrating the business community in retailing, trade in perishables and hair salons. The award winner 2020 was Returbutiken – a store that sells recycled items at a low price.



ADVISORY BOARDS

Together with the members of our Board, the Business Advisory Board (BAB), we develop our activities and ensure their relevance with a special emphasis on the regional dimension. The members of the BAB are industrial sector and public sector actors. In the composition of the BAB, we strive for diversity in terms of activities, gender distribution, and a broad regional connection in the geographical dimension. The International Advisory Board (IAB) is a council which strengthens USBE's international contacts and allows us to maintain a continuous dialogue with representatives from international industry and academic representatives from different countries.

AWARD WINNERS BEST THESIS IN SUSTAINABILITY AND BUSINESS ETHICS

The recipients of the 2021 RiseB and Umeå Energy AB thesis award in Business and ethics are Olivia Johnson and Annique Snel from Lund University for “The Incompatibility of two systems. A qualitative study on incumbent firms and small entrepreneurial companies”. In 2020 the winning thesis was also from Lund University: The recipients were Jana Tigges and Djenane Liasse for their thesis “Branding Public Transportation in Sweden An Experimental Study of Three different Branding Concepts: Green, Love and Technology”.

SUSTAINABILITY WEEK

In January 2022 USBE organized for the first time a partner week. Students and faculty at our international partner universities and international students at USBE were invited to a digital sustainability week with the theme “The future of business through you”.

The aim was to increase awareness, share knowledge and have dialogue about different issues related to sustainable development.

The program was a mix of research, education and student organization interaction. Each day had a specific theme.

At the kick-off on Monday, participants were welcomed by the Dean of USBE, offered a digital campus tour, met international students and could listen to a research seminar on the invention of sustainable development.

A Student union session on how student organizations can work on sustainable development closed the day. Tuesday was devoted to sustainable consumption and production. The day included research presentations, information from career center and a panel discussion. Wednesday offered a mix of research and business presentations on sustainable investments. A meet and mingle session concluded the day. The final day theme was innovative solutions for sustainable business. The presentations included coopetition, AI, and circular business models.

During the week we had 13 speakers from various scientific disciplines, 4 different universities and 3 countries. In total 10 out of the 17 SDGs were covered at least once during the week. The participants represented 19 universities in 14 countries around the world. The feedback from them was overall good – above 4 on a 5-digital scale.

A digital poster for USBE Sustainability Week. The top half features a colorful, abstract background with silhouettes of people and the text "USBE Sustainability Week Presents". The bottom half has a white background with the title "The Future of Business Through You!" in bold. Below the title is a paragraph of text: "Sustainability week invites You to learn about the future of business, gaining valuable insight of the possibilities and challenges of your future profession. Join us, and many other international students to further understand the UN Sustainable Development Goals and the future of business, starting with You!". The date "January 24-27, 2022" is written in bold, and at the bottom, it says "Lectures, Workshops, Panel discussions and Networking opportunities".

USBE
Sustainability Week
Presents

The Future of Business Through You!

Sustainability week invites You to learn about the future of business, gaining valuable insight of the possibilities and challenges of your future profession. Join us, and many other international students to further understand the UN Sustainable Development Goals and the future of business, starting with You!

January 24-27, 2022

Lectures, Workshops, Panel discussions and Networking opportunities

DIALOGUE

We will 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 community takes the advantage of our own and all our partners' strengths and enhances the quality of both teaching and research. A strong research and education environment with professional innovation support systems contribute to social development.

USBE has developed joint research and educational programs with, and in response to, the community. Furthermore, USBE has for many decades worked to develop engagement activities, for example, by bringing in 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 in CCR activities and students are actively involved.

STRATEGY DAYS

Annually a joint strategy day for the USBE board, the International advisory board and the Business advisory board is organized to support the continuous improvement and strategic work at USBE.

SUSTAINABILITY DAY

One of the activities aiming for a dialogue on PRME related topics is the annual Sustainability Day organized by the career center at USBE. The seminar brings together invited leading Swedish companies on sustainability to USBE and the event targets business community partners, faculty, staff, and students. Among companies participating have been NCC, Nordea, Söderberg and Partners, IKEA, Gina Tricot, Houdini Sportswear, Polarbröd, Max Burgers, Brand Insight, and Pondus Communications. Feedback from students and the local business community has been very positive.

ALUMNI

Annually, USBE arranges an alumnus meeting in Stockholm and also for the first time in 2019 in Gothenburg. The program is normally a mix of academic and practice and focuses on some current topic with a sustainability perspective. The 2020 alumni meeting in Stockholm focused on AI and ethical considerations. Due to the pandemic the 2021 event was postponed. The event attracts 50-70 participants and the alumni ranges from recently graduated to late 1970s. The networking opportunity and staying updated with Umeå and USBE is another value of the event and of course for the school to stay in contact with our alumni. A network that contributes with guest lectures, internships, and mentoring among other things. The 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 a honoree of the 2022 class of influential leaders. She has thereby joined Helena Helmersson CEO of H&M – 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: www.aacsb.edu/about-us/advocacy/member-spotlight/influential-leaders/2022/kerstin-cooley

Recent graduates view on sustainability within education at USBE

"I really think that the issue of sustainability is extremely visible and appears every now and then in the education. I can however feel that it is extremely integrated in some courses but not at all in others. I sense that the labor market today finds it attractive if it can be emphasized that sustainability is something that is always in the back of my mind."

"I appreciate that it has been part of the education, but it can sometimes become a little too theoretical and it would help to get a clearer picture of what it means to work with sustainability in practice. An incredibly positive experience is that I had the opportunity to work with these issues non-profit on the side of the studies via the student oriented organisation sustainergies."

"I am overwhelmed at how well the education has managed to integrate sustainability in all contexts and this is something I brag about to friends and acquaintances."

"Many workplaces are open to development in sustainability but have not really taken the step due to ignorance of how and what, you clearly have an advantage in being able to feel reasonably well-educated in all areas directly and indirectly regardless of work role."

What is your view on how the issue of sustainability was handled during the education and how do you look at the value of it in your working life?

"There has been a good focus on sustainability, I had to work very creatively to come up with sustainable solutions and I learned to always have that aspect in all issues, which is good for the future."

"Sustainability issues were present but they did not feel integrated enough, often marked more as an extra chapter."

"In general, I think that the sustainability issue worked out well during all parts of the education. However, I think there was a bit too much focus on sustainability from a financial/economic perspective, ie how to work with sustainability to profit from it. I think you can talk more about how sustainability can look very different in different companies/organizations and how it benefits society as a whole."

"I believe that sustainability work can be mixed even more into education. It is of great importance for our future workplaces and tasks. My work includes reviewing sustainability reports, which I think can be touched on more already during the training."

126/182 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 3,15

*Survey performed May 2020 on 2019 graduates.

PUBLICATIONS 2020-2021

The purpose of the article, book, or book chapter is clearly linked at the targets and indicators of least one SDG as they are defined at sdgs.un.org. You can find all publications at USBE here:

www.umu.se/en/usbe/research/publications/

PUBLICATIONS 2020

MAIN SDG

BOSTEDT, G., C. BERKSTRÖM, R. BRÄNNLUND, O. CARLÉN, A-B FLORIN, PERSSON, U. BERGSTRÖM, Benefits and costs of two temporary no-take zones, Marine Policy



CORNELIUSSON, L., A. SKÖLDUNGER, K. SJÖGREN, H. LÖVHEIM, M. LINDKVIST, A. WIMO, B. WIN-BLAD, P-O SANDMAN, D. EDVARDSSON, Well-being and Thriving in Sheltered Housing versus Ageing in Place : Results from the U-Age Sheltered Housing Study, Journal of Advanced Nursing



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DEGHANPOUR F. A., T. BLOMQUIST, Exploring employer attitude towards migrant workers : evidence from managers across Europe, Evidence-based HRM: A Global Forum for Empirical Scholarship



EK, K., L. PERSSON, Priorities and preferences in water quality management – a case study of the Åsterån river basin, Water resources management



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APPENDIX 1

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LESTARI, S. K, X. DE LUNA, M. ERIKSSON, G. MALMBERG, N. NG, Changes in the provision of instrumental support by older adults in nine European countries during 2004-2015 : a panel data analysis, *BMC Geriatrics*



LINDMARK, A. B. NORRVING, M. ERIKSSON, Socioeconomic status and survival after stroke : using mediation and sensitivity analyses to assess the effect of stroke severity and unmeasured confounding, *BMC Public Health*



LINDSTRÖM, H., S. LUNDBERG, P-O, MARKLUND, How Green Public Procurement can drive conversion of farmland : An empirical analysis of an organic food policy, *Ecological Economics*



PULKKI-BRÄNNSTRÖM A-M., M. LINDKVIST, E. EURENIUS, J. HÄGGSTRÖM, A. IVARSSON, F. SAMPAIO, I. FELDMAN, The equity impact of a universal child health promotion programme, *Journal of Epidemiology and Community Health*



WESTERLIND, E., H. C. PERSSON, M. ERIKSSON, B. NORRVING, K. S. SUNNERHAGEN, Return to work after stroke: a Swedish nationwide registry-based study, *Acta Neurologica Scandinavica*



WIKSTRÖM, C., M. WIKSTRÖM, Merit-Based Admissions in Higher Education, *Higher Education Admissions Practices: An International Perspective* / [ed] Maria Elena Oliveri & Cathy Wendler, Cambridge: Cambridge University Press



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MAIN SDG

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BOSTEDT, G., L. MUKOYA, D. MURICHO, G. NYBERG, Saving and borrowing behaviour among agropastoralists in West Pokot County, Kenya, *Journal of International Development*



BOSTRÖM, G.-O., K. WINKA, K. WOLANIK BOSTRÖM, Extra-curricular activities as a way of teaching sustainability, Edward Elgar Publishing, Cheltenham, UK and Northampton, MA, USA



BRÄNNLUND, R., M. VESTERBERG, Peak and off-peak demand for electricity, *Energy Economics*



APPENDIX 1

- CARLÉN, O., G. BOSTEDT, R. BRÄNNLUND, L. PERSSON, The value of recreational fishing in Sweden, Fisheries Management and Ecology
- DAHLQVIST, A., T. LUNDGREN, P.-O. MARKLUND, The Rebound Effect in Energy-Intensive Industries, Energy Journal
- DEGHANPOUR FARASHAH, A., T. BLOMQUIST, Organizational culture and cultural diversity, Journal of Global Mobility
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