

HANKEN SCHOOL OF ECONOMICS

SUSTAINABILITY REPORT 2020–2022



HANKEN



SHARING INFORMATION ON PROGRESS REPORT AS PART OF THE UN PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION



Editors:

Martin Fougère
Nikodemus Solitander
Elise Wegelius
Enni Nokkosmäki

Photographs:

Hanken archives, Stock images and creative commons images

Layout:

Heikki Sallinen, Logopolis

Contact:

Hanken's social responsibility office
prme@hanken.fi

Published:

December 2022
Hanken School of Economics
Arkadiankatu 22
00100 Helsinki, Finland
www.hanken.fi

ISBN (printed version) 978-952-232-484-9
ISBN (online version) 978-952-232-485-6

HANKEN SCHOOL OF ECONOMICS

SUSTAINABILITY REPORT 2020–2022

SHARING INFORMATION ON PROGRESS
REPORT AS PART OF UN PRME



Contents

6 Introduction

- 6 What is PRME?
- 7 Hanken in a nutshell
- 10 Sustainability highlights
- 13 PRME at Hanken with rector Ingmar Björklund

14 Purpose and Values

- 14 Data collection for the evaluation of progress
- 17 Hanken 2030
- 17 Strategy and policies
- 22 Achievements
- 23 Challenges and looking forward
- 24 Goals, progress and targets

26 Method

- 26 Teaching and learning in strategy and policies
- 29 Achievements
- 36 Challenges and looking forward
- 37 Goals, progress and targets

39 Research

- 39 Research in strategy and policies
- 41 Competence centres with sustainability focus
- 42 Achievements
- 49 Challenges and looking forward
- 51 Goals, progress and targets

53 Partnerships and Dialogue

- 53 Dialogue and partnership in strategy and policies
- 54 Achievements
- 62 Challenges and looking forward
- 63 Goals, progress and targets

64 Organisational Sustainability

- 64 Strategy and policies for social aspects
 - 65 Health, well-being and safety governance
 - 68 Equality and diversity governance
- 73 Environmental sustainability
- 77 Goals, progress and targets

What is PRME?

The Principles for Responsible Management Education (PRME) is a United Nations supported initiative founded at the 2007 UN Global Compact Leaders' Summit in Geneva. PRME is a global platform and network designed to raise the profile of sustainability amongst business schools globally and to encourage and inspire responsible management education through dialogue and collaboration. PRME helps to realise the UN Sustainable Development Goals (SDGs) through responsible management education. Its mission is to transform management education and develop the responsible decision-makers of tomorrow to advance sustainable development.

PRME works through six principles, plus one addendum principle (represented in Figure 1), to ensure that business schools adequately equip future leaders with the skills needed to

balance economic and sustainability goals. Signatory institutions commit to operationalising the PRME principles in their work and to report on their progress.


As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organised relationship between the United Nations and management-related institutions of higher education.

Hanken was the first university in Finland to be accepted as a member to and to sign the principles of responsible management education and we have been a member since 2008. We have also been a PRME Champions institution since the initiative launched in 2013. Hanken also held the position of the secretariat for the PRME Nordic Regional Chapter for a couple of years until October 2016.

Principles for Responsible Management Education

- 

Principle 1 | Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.
- 

Principle 2 | Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.
- 

Principle 3 | Methods: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.
- 

Principle 4 | 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.
- 

Principle 5 | Partnerships: 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.
- 

Principle 6 | Dialogue: We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.
- 

Principle 7 | Organisational sustainability: We understand that our own organisational practices should serve as an example of the values and attitudes we convey to our students.

Hanken in a nutshell

About Hanken

Founded in 1909, Hanken is one of the oldest business schools in the Nordic countries and it received the university status in 1927. Today, Hanken is the only stand-alone business school in Finland, operating in Helsinki and in Vaasa. Hanken has around 110 years of experience in research and education in economics and business administration.

Our research is of an international high standard and is the foundation for all education. Hanken has close ties to the business community and an active alumni network.

Hanken is internationally accredited by EQUIS, AACSB, and AMBA and is internationally ranked by FT Rankings and U-Multirank. Most of the school's funding comes from the Ministry of Education and Culture in Finland.


Hanken consists of four departments, one language centre, nine competence centres and four areas of strength in research.



Hanken in figures

ORGANISATIONAL SUSTAINABILITY

Hanken's calculated carbon footprint 2021 **556 tCO₂**
Employee environmental score 2021 **78,9/100**



292 Full-time equivalent employees (2021)

Table 1: Proportion of women employed at Hanken.

	Proportion women (%)
Academic staff	46 %
Administrative staff	79 %
Total employees	58 %

Figure 1: Organisational Sustainability at Hanken.

RESEARCH AND OUTREACH

Competence centres **9**

Table 2: Research output at Hanken.

Year	Reported publications	Peer reviewed scientific publications
2021	367	258

Active research projects 2021
(over 30 000€ external funding) **36**



Research collaborations 2017-2022
Hanken researchers collaborated with **2307** international actors from **70** countries.



CORPORATE OUTREACH

Members of partner programme 2022 **20**
Members of Hanken Business Lab 2022 **64**
Events with sustainability focus 2020-2022 **21**

Figure 2: Research and Corporate outreach at Hanken.

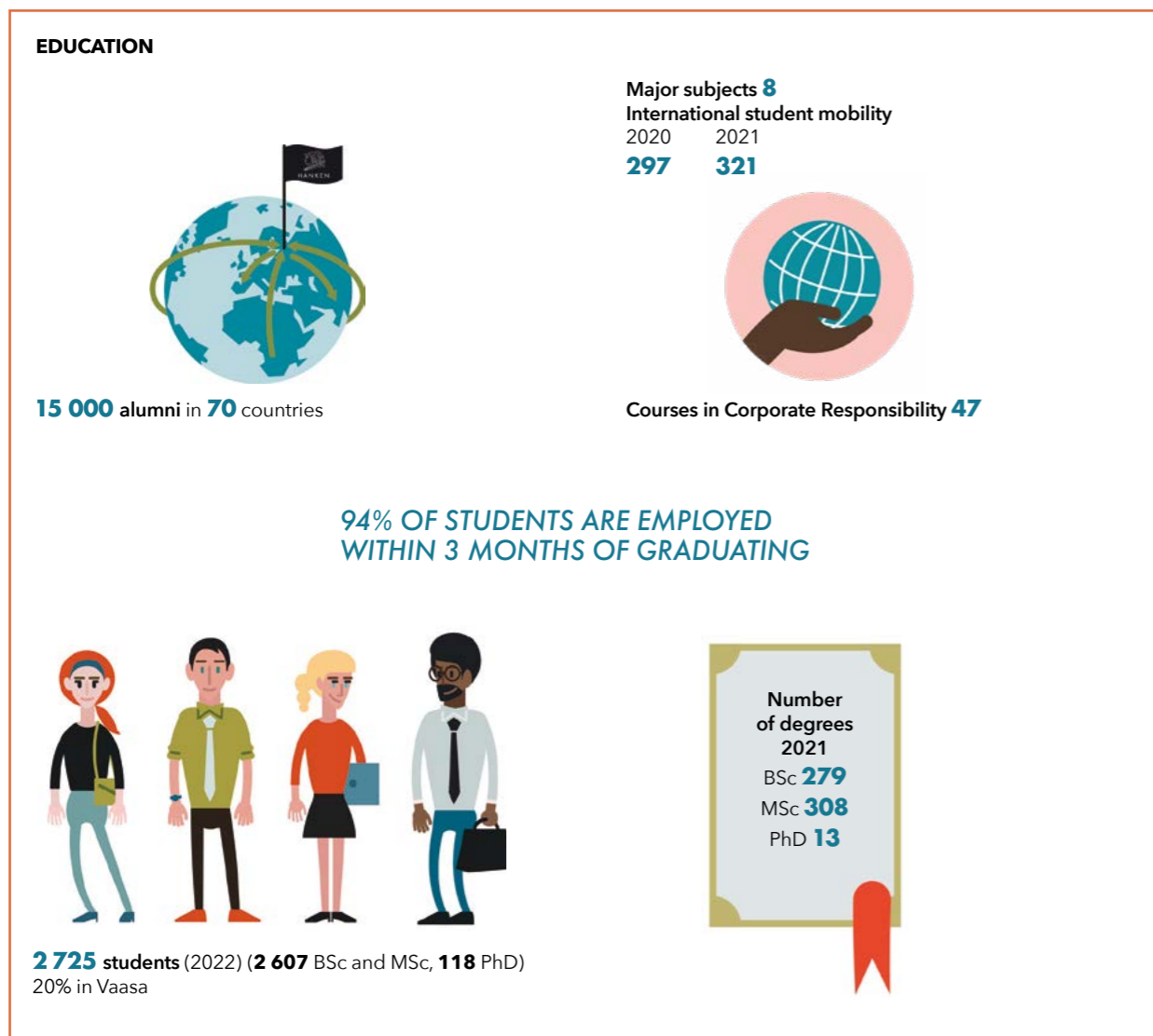


Figure 3: Education at Hanken.

Organisational structure

Hanken is governed by the University Collegium, the Board, the Rector and the Academic Council which consists of two sections: the Research Council and the Education Council.

The Board is the highest decision-making body of the School. The board consists of 10 members, four of whom are employed by Hanken, four are external members and two represent the student body. The Board appoints the Rector for a period of maximum five years at a time. The Rector exercises general authority as stated

in the Universities Act (558/2009), i.e. she or he heads the school, is responsible for preparing and carrying out the decisions of the Board and takes decisions on all matters that are not expressly the business of some other body. The Board appoints Deans proposed by the Rector.

Hanken's four departments are run by the respective heads of each department and a Department Council. Both are appointed by the Rector and proposed by the teachers and researchers of the department.

Subjects and competence centres

Table 3: Listed subjects and competence centers by department.

Department of Finance and Economics	Department of Management and Organisation	Department of Marketing	Department of Accounting and Commercial Law
Finance Economics Statistics	Management and Organisation Entrepreneurship, Management and Organisation Information Systems Science	Marketing Supply Chain Management and Social Responsibility	Accounting Commercial Law
Helsinki GSE - Helsinki Graduate School of Economics WCEFIR - Wallenberg Centre for Financial Research	CCR - Centre for Corporate Responsibility EPCE - Erling-Persson Centre for Entrepreneurship GODESS - Gender, Organization, Diversity, Equality and Social Sustainability	CERS - Centre for Relationship Marketing and Service Management HUMLOG - The Humanitarian Logistics and Supply Chain Research Institute	Centre for Accounting, Finance, and Governance IPR University Center

INTEGRATED BACHELOR'S AND MASTER'S DEGREE PROGRAMME (3+2 YEARS)

- Swedish main language of tuition
- Approximately 60% of the master-level courses in English
- Enrolment approximately 300 new students/year

MASTER'S PROGRAMME (2 YEARS)

- Tuition in Swedish and English
- Enrolment approximately 140 students/year
- Tracks in the master's programme (English):
 - o Business and Management
 - International Strategy and Sustainability
 - Humanitarian Logistics
 - Marketing
 - Marketing and Management (Vaasa)
 - o Economics
 - o Intellectual Property Law
 - o Financial Analysis and Business Development
 - Finance
 - Accounting
 - Governance and Commercial Law

PHD PROGRAMME (4 YEARS)

- Tuition mainly in English
- Goal: 14 PhD degrees awarded per year



Sustainability highlights

Societal Impact added to the responsibilities of Dean of Research

October 2020

The Board appointed Professor David B. Grant as new Dean of Research and Social Impact at Hanken. In conjunction, the duty of Societal Impact was added to the responsibilities of the Dean of Research.



40 Years of Hanken in Vaasa

November 2020

Hanken opened its Vaasa branch in 1980 and has thus had 40 years of activity in the region. At Hanken in Vaasa you can study the same subjects as in Helsinki, and the departments are the same.



Sustainability group was appointed

March 2021

Rector Karen Spens appointed a sustainability group to lead Hanken's ambition towards carbon neutrality.

Read more on pages 73-74.



Positive Impact Rating

June 2021

Hanken was recognised for its social impact and sustainability achievements when the Positive Impact Rating (PIR) results were launched at the UN PRME Global Forum. Hanken received progressing school (level 3 out of 5) status within the PIR.

Hanken rose to best Finnish university in the Financial Times' Masters in Management ranking

September 2021

Hanken's master's programme was ranked 55th in the 2021 edition of the Financial Times' Masters in Management ranking. This is a significant rise in comparison to our ranking in 2020 (ranked 70th).



4th Responsible Organising Stakeholder Conference

November 2021

The 4th Responsible Organising stakeholder conference asked how we can achieve a sustainable Finnish society in three particular ways: re-imagining science, re-organising access and re-building together.

Read more on page 60.



Student initiative – Sustainable Venture Creation pilot course kicks-off for the first time

October 2021

The course enables students to develop ventures that work towards the SDGs. The course was ideated, planned and taught by students, and is the first of its kind at Hanken.

Read more on page 31.



Hanken joins multiple networks with sustainable development focus

September 2020 - July 2022

During the reporting period, Hanken has joined four new networks for sustainability: Climate Leadership Coalition, Engage.EU, Finsif and SDG Academy.

Read more on page 54.



Hanken studies commercialisation of green hydrogen in Ostrobothnia

Green hydrogen (H2) is a potential solution to store power from renewable sources, but it requires new business models. Hanken is working with Novia University of Applied Sciences and Vaasa University of Applied Sciences VAMK, on establishing wide-ranging cooperation involving green hydrogen in Ostrobothnia.



Hanken compensated for CO₂ emissions

2020 & 2021

Hanken has compensated for its calculated CO₂ emissions for 2019 and 2020, using Gold Standard certified projects, in a step towards our 2030 carbon neutrality commitment.

Read more on pages 75-76.



PRME Recognition of Excellence in reporting over time

June 2021

Hanken's Sharing Information on Progress (SIP) reports were recognised for Excellence in reporting over time during the 2021 Virtual PRME Global Forum. This is the fourth time Hanken has received the award for excellence in reporting.



Launch of the Sustainability Unwrapped podcast

November 2020

Hanken launched the Sustainability Unwrapped. In the podcast, Hanken researchers explore the latest thinking and doing from a unique perspective on several sustainable development challenges and goals together with experts and practitioners.

24.-25. November 2021

EURO HOPE MINI-CONFERENCE 2021

Financial, Cash and Voucher Assistance in Humanitarian Supply Chains



EURO-HOPE mini-conference 2021

November 2021

The HUMLOG Institute at Hanken organised the fifth EURO HOPE mini conference in Helsinki, Finland together with The European Working Group on Humanitarian Operations (EURO HOPE). The main theme was financial, cash and voucher assistance in humanitarian supply chains.



Several books on sustainability published by Hanken researchers

September 2020 - July 2022

Read more on pages 46-48.

Annual Research Day, Teaching Day and Alumni event all centered around sustainability topics

2022

Hanken's Research Day 2022 centered around "Impacting society through collaboration", Teaching Day 2022 focused on "Meeting student special needs in your teaching" and the alumni event discussed "What is required for social sustainability in working life?".

Read more about the events on page 59.



Climate University courses open

January 2022

The Climate University network, which Hanken is a member of, formed a teaching cooperation contract between 18 universities. With these new contracts, a majority of Finnish university students can take the network's climate and sustainability-themed courses.

Read more on page 34.



Response to the war in Ukraine

March 2022

Hanken researchers and experts in humanitarian logistics organised a seminar on why monetary support rather than sending goods is preferred. Persons from Ukraine who have been granted temporary protection in Finland can also take courses at Hanken free of charge.

Read more on page 34.

Hanken launches video series to support newcomers in Finland

April 2022

Unwrapping Finland with Hanken School of Economics is a five-part video series created to support newcomers in Finland.

Read more on page 71.



PRME at Hanken with rector Ingmar Björklund



Hanken became a PRME signatory in 2008, the first university in Finland to sign the principles. From the outset, Hanken has been strongly engaged with the principles of PRME and the School has also been selected to be part of the group of PRME Champion Schools.

Hanken is committed to playing a key role in educating business leaders of the future to take on the challenges addressed in the Sustainable De-

velopment Goals (SDGs). In addition, through our dedicated research and continued work and cooperation with the surrounding society; rest assured that we as a business school can make a difference, now and in the future.

In conclusion, I hereby, confirm that Hanken School of Economics is deeply committed to the Principles of Responsible Management Education and that we are proud to submit this report.



PURPOSE AND VALUES



Principle 1 | Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.



Principle 2 | Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

In this chapter, Hanken's Strategy and policies that give meaning to the values of responsible management education (RME) within Hanken's institutional context, are introduced. Here, focus lies on the institu-

tional strategy, policies and methods that shape the integration of the RME and sustainable development in Hanken's four main functions as a higher education institution (HEI):

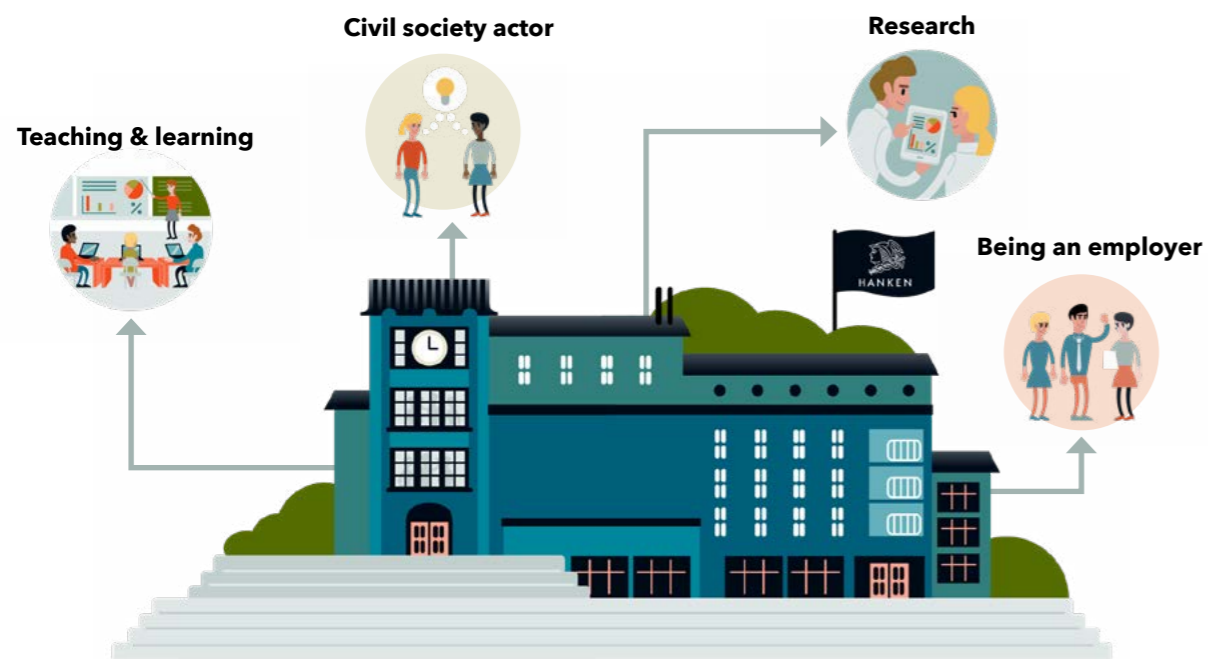


Figure 4: Hanken's four main functions as a higher education institution (HEI).

We will begin by introducing the data collection process for this report and Hanken's work with sustainability. Then, we will take a closer look at the strategic framework and commitments that are guiding Hanken's institutional

efforts. Lastly, we provide an assessment of achievements and challenges in implementing principles one and two during the last two years, followed by the goals for the next two years.

DATA COLLECTION FOR THE EVALUATION OF PROGRESS

In line with our internal processes for the reporting, the PRME office collects data continuously throughout the reporting period,

with interviews and surveys for the PRME report conducted at the end of the reporting period.

Building on the tradition from Hanken's previous PRME reports, we have conducted several interviews with leadership, faculty and administrative staff, as well as asked students and staff to fill out surveys concerning inte-

gration of RME and sustainable development themes at Hanken. Below is a summary of some of the central data collection tools in use to receive insight from our internal stakeholders.

STAKEHOLDER INTERVIEWS

As sustainability and responsibility needs to be integrated in all parts of an institution, the interviews serve as a way for us to continue the dialogue surrounding RME themes throughout different departments and units within Hanken, and it helps in upholding a continuous communication surrounding sustainability within

the institution. Since we have been working in an online environment for almost two years, these interviews have been extra valuable. The interviews were conducted in spring 2022. Each interview was between 45-60 min. All Hanken employees and doctoral students were invited to voice their opinions in one-on-one interviews.



Figure 5: Interviewees affiliation with Hanken and proportion of total responses (source: Stakeholder interviews, 2022).

EMPLOYEE SUSTAINABILITY SURVEY

In spring 2022, Hanken employees and doctoral students were asked to respond to a survey regarding sustainability integration at Hanken in purpose and value, teaching, research, partner-

ships and dialogue and organisational sustainability. The survey was structured around statements based on the HANKEN 2030 Strategy and our policies.



Figure 6: Respondents affiliation with Hanken and proportion of total responses (source: Employee sustainability survey, 2022).

EMPLOYEE WELL-BEING SURVEY

The well-being survey for employees and doctoral students was devised jointly by universities, Varma Mutual Pension Insurance Company and the consultation firm Eezy Ltd, making it

possible to compare our results with other Finnish universities. The well-being survey has been conducted biannually and the latest well-being survey was conducted in fall 2021.



Figure 7: Respondents affiliation with Hanken and proportion of total responses (source: Employee well-being survey, 2021)

ENVIRONMENTAL AWARENESS AT WORK

When it comes to the environmental sustainability of our facilities, a key data collection tool is the WWF Green Office Consumer Habit Questionnaire, that is sent out to all Hanken employ-

ees annually. The questionnaire has recently been updated and gives us a more thorough overview of the habits of employees and their effect on our environment.

STUDENT SUSTAINABILITY SURVEY

For the PRME report, we conducted a student survey that was sent out during spring 2022. The survey consisted of 5 statements on a Likert scale, and one statement answered on a scale of 0–5 days. Students were also able to give open comments.

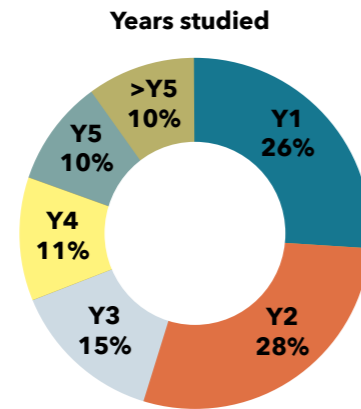


Figure 8: Respondents years studied at Hanken and proportion of total responses (source: Student sustainability survey, 2022).

Table 4: Percentage of total responses categorized by major (source: Student sustainability survey, 2022).

Major	% of responses
Finance	39%
Management and Organisation	16%
Commercial Law	4%
SCM and Social Responsibility	2%
Marketing	14%
Economics	7%
Accounting	14%
Entrepreneurship, Management and Organisation	4%

Total of 596 responses (27.2% response rate)

STUDENT WELL-BEING SURVEY

Hanken has biannually surveyed the well-being of students since the beginning of the Covid-19 pandemic when remote teaching first began. The last two surveys have been sent out to bachelor, master, doctoral and EMBA students. Students were asked to assess five statements about their studies and well-being on a Likert scale.

In addition to the surveys mentioned, there are several other evaluation tools in use at Hanken

that are relevant to assessing our PRME progress during 2020–2022. As a central theme for the PRME reporting is the assessment of progress and setting of objectives for the next reporting period, and Hanken has several well-established comprehensive data collection processes in place. A focus has been on developing and synergizing existing data sources that have been in place, in order to accurately be able to assess progress throughout the years and make comparisons with previous reporting periods.

HANKEN 2030

STRATEGIC POSITIONING

Research-driven business school.

Full-range business school also offering executive education.

Internationally oriented business school.

Business school **promoting ethics, social responsibility and sustainability throughout its activities.**

Business school with **strong and diverse connections with practice.**

Business school engaging in **national and international collaboration.**

VISION

The vision of Hanken is to be an internationally highly regarded research-driven, stand-alone business school responding to global business and societal challenges innovatively and responsibly.

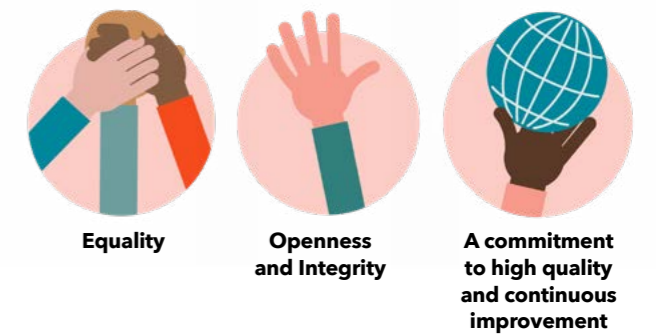
MISSION

To create new knowledge and educate responsible professionals for the global economy and changing society through

- Research characterised by high academic quality and corporate-world relevance
- Research-based education providing graduates and executive education participants with an ability to think analytically and critically in order to act in the continually changing global environment

- Both embracing the national responsibility for educating business graduates fluent in Swedish and offering programmes for international students
- Integrating ethics, responsibility, and sustainability in all its activities
- A high degree of internationalisation in spirit, content, and actions

CENTRAL NORDIC VALUES



STRATEGIC GOALS

The strategic goals set to fulfil our vision for 2030 are to

1. Strengthen academic excellence
2. Strengthen corporate world connections
3. Strengthen internationalisation
4. Advocate responsibility and sustainability
5. Increase funding from diverse sources

The strategic goals are further specified in each sub-strategy and a separate table including the main development objectives is included in each sub-strategy. A separate short-term strategic action plan operationalises the long-term strategy and includes Key Performance Indicators (KPIs) by which development is measured.

STRATEGY AND POLICIES

Hanken has since 2019 had its HANKEN 2030 strategy in place. The strategy is structured around the strategic framework shown below. As with the HANKEN 2020 (2014) and HANKEN 2025 (2017), social responsibility is a central theme in HANKEN 2030. However, unlike previous strategies, the strategic sub-goal focusing on responsibility includes a focus on advocacy and sustainability – expanding the scope of what being a responsible business school means for us.

What I do think is that changing the wording in the strategy – now we're not talking about increasing – we are actually talking about

advocating, has been a huge change in the thinking here at Hanken.

- Karen Spens (Rector 2015-2022)

Hanken's mission is "to create new knowledge and educate responsible professionals for the global economy and changing society through integrating ethics, responsibility, and sustainability in all its activities". To succeed in its mission, the sub-goal "Advocate responsibility and sustainability" underpins all three sub-strategies. The sub-goal also makes PRME themes an integral element of Hanken's strategic framework. Responsibility and sustainability touch Hanken's operations across all functions.

1. Hanken 2030 is the long-term strategy and defines directions for decision-making. The mission defines Hanken's core purpose and the vision defines Hanken's long-term goals. The long-term strategy also defines the key long-term strategic goals (SGs) for Hanken, which need to be pursued in order to reach the vision by 2030.
2. The sub-strategies define the long-term strategy and the strategic goals more explicitly in the selected areas of Research, Teaching and Learning, and Human Resources.
3. The short-term strategic action plan operationalises the long-term strategy and includes Key Performance Indicators (KPIs) by which development is measured.



Figure 9: Three main elements in Hanken's strategic framework.

In Hanken's strategy, the values and purpose of responsible management education are clearly visible across elements, as can be seen on the previous page.

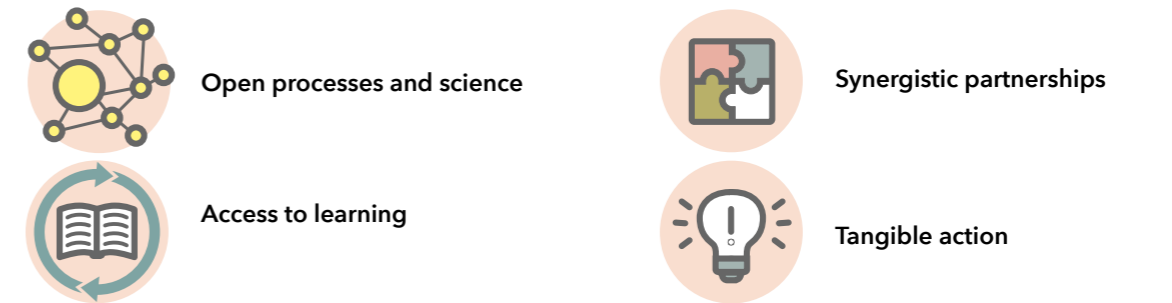
Hanken's strategy is further supported by key policy documents such as the **Language Policy**, the **Assurance of Learning Policy**, the **Data security policy** and the **Digital Learning Policy**. The **Quality Policy** sets the objectives and describes the responsibilities and the

operating principles of quality management and continuous improvement at Hanken. The **Code of Conduct** emphasises everyone's responsibility to maintain healthy relationships both in their work and in their studies.

What responsible management education means for Hanken will be further elaborated on in the beginning of each subsequent chapter, in relation to the presentation of the strategic framework and policies that relate to each RME Principle.

INSTITUTIONAL PRINCIPLES AND VALUES STEERING OUR PRME ENGAGEMENT

The following principles and values are integral to PRME work at Hanken. To summarise, the values of our sustainability work are centered around **openness and inclusiveness**.



In the sustainability survey, employees and doctoral students were asked to indicate how well Hanken is progressing in the RME principles (1 = Very poorly, 3 = Average, 5 = Very well).

Figure 10: Employee perceptions of RME principle progress within Hanken.

The average score across all seven principles was 3,80 out of five. As the graph above shows, surveyed Hanken employees and doctoral students perceive the institution to be strongest when it comes to Principle 4: Research, while the weakest links are Principle 5: Partnerships and Principle 6: Dialogue.

THE UN SUSTAINABLE DEVELOPMENT GOALS

Hanken is committed to promoting the United Nation's Sustainability Development Goals through all our functions and engagements. In



order to fulfil the mission, a necessity is that Hanken's research, teaching, engagements and institutional operations support and advance the SDGs. As can be seen in the SDG dashboard, Hanken's activities support all 17 SDGs, and how we do this will be further elaborated on under each RME principle in the report. However, in relation to HANKEN 2030 and Hanken's role as a research-driven educational institution, there are certain SDGs that have been identified as most relevant.

As mentioned in our strategy, a focus is on providing research-based education, thus SDG 4: Quality Education is the most important SDG for us, as this is the key to conducting research

and providing knowledge on all 17 SDGs. While ensuring SDG 4: Quality Education and conducting teaching and research for all SDGs, it is important for our values and vision that our functions are in line with and supporting SDG 3: Good Health and Well-being, SDG 5: Gender

Equality, SDG 17: Partnerships for the Goals, SDG 13: Climate Action, SDG 8: Decent Work and Economic Growth, SDG 12: Responsible Consumption and Production, SDG 9: Innovation and Infrastructure, SDG 10: Reduced Inequalities.



Figure 11: The SDGs at Hanken.

The SDGs mentioned above are also clearly highlighted in our SDG Dashboard as our areas of highest impact. It is worth noting that our SDG Dashboard does not provide a comprehensive overview of all our activities and the results

might potentially unfairly over or underemphasise a certain SDG. The activities added to the SDG Dashboard have been quite selective, and we have mainly focused on including the most readily accessible and impactful activities.

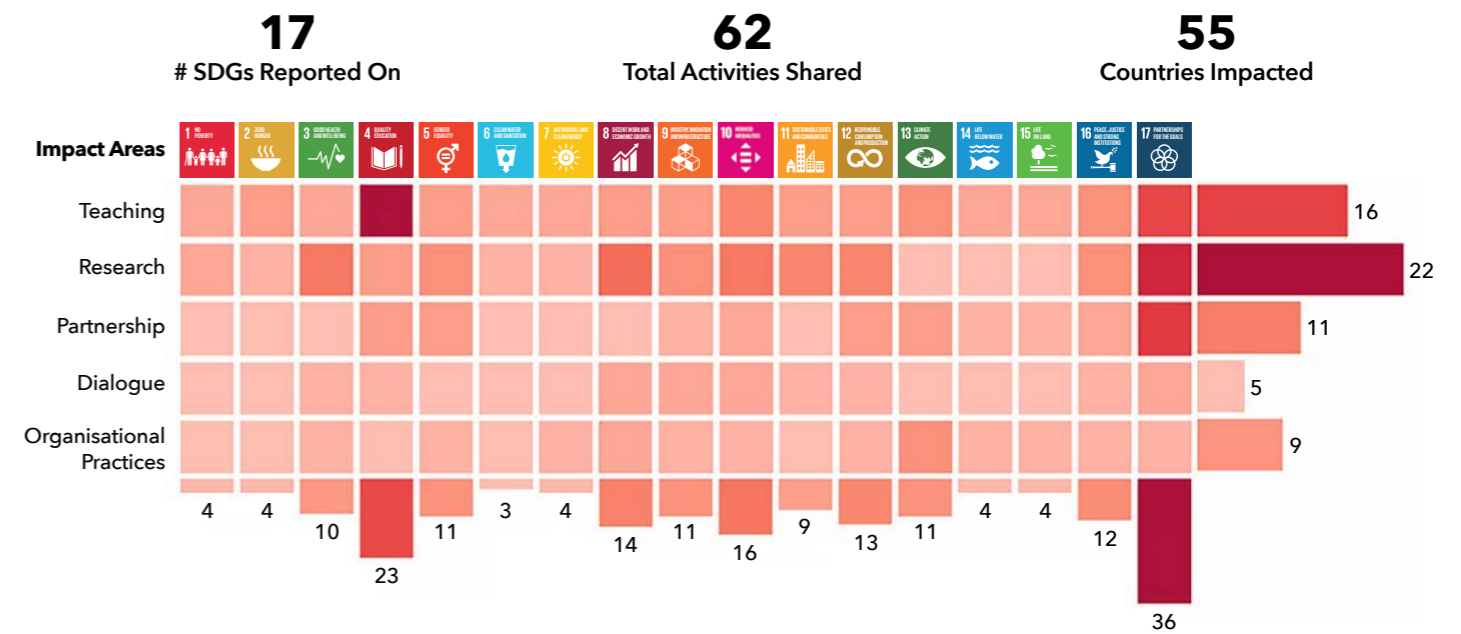


Figure 12: Hanken's SDG Heatmap.

PERSONNEL AND RESOURCES DEDICATED TO PRME

Hanken has dedicated both budgetary and human capital to carry out PRME at Hanken. During the autumn 2020 – summer 2022 reporting period, there have been several changes in the personnel dedicated to the sustainability and responsibility of Hanken. First off, the Dean of Research and Societal impact was during autumn 2020 given formal responsibility for societal impact and Hanken's sustainability work.

The PRME team was in the beginning of the reporting period comprised of Dr. Martin Fougère (Professor in Management and Organisation), Dr. Nikodemus Solitander (Director of Centre for Corporate Responsibility), Sanchi Maheshwari (Social Responsibility Coordinator)

as well as Elise Wegelius (Sustainability Assistant). During the reporting period, Dr. Martin Fougère was on an eight month research sabbatical from September 2021 to April 2022 and Sanchi Maheshwari role as Social Responsibility Coordinator was substituted by Elise Wegelius and Enni Nokkosmäki from December 2021 until the end of the reporting period.

The PRME team manages key sustainability networks, stakeholder relationships, reporting, driving internal engagement and strategic changes, as well as campus sustainability, and organising events.

Furthermore, there are also several cross-unit working groups focused on societal impact, sustainability, equality, data protection, well-being and the estate that meet regularly.



From the left: Martin Fougère, Nikodemus Solitander, Sanchi Maheshwari, Elise Wegelius and Enni Nokkosmäki

ACHIEVEMENTS

In autumn 2020, the Dean of Research received added responsibility of societal impact, this has led to clearer hierarchy and improved leadership level follow-up on sustainability matters. During spring 2021, the Rector also appointed a Sustainability group that is chaired by the Dean of Research and Societal Impact, which focuses on achieving Hanken's 2030 carbon neutrality pledge, and a Societal impact working group, which focuses on devising a work plan for Hanken's societal impact. With these two working groups, the scope of sustainability responsibilities has also expanded to include more employees than before, and from a vaster area of the institution.

Highlighted from the interviews conducted with employees, many indicated that they felt that their work at Hanken was valuable and felt a positive ambition within Hanken to strive towards excellence. A highlighted strength in institutional sustainability progress was the perception of the rector genuinely valuing sustainability.

Hanken's rector during 2015–2022, Karen Spens, also emphasised how sustainability has been supported by the top management of Hanken:

“I don't believe that this can be done without having the support of not only top management but also, the whole board buying into it. Those discussions need to be taken

on the highest level because that then means they get into your strategy and, I do think that's where it all starts. I think that we've had the top management's support, and having people who think that this is important, is definitely the strength that has made us.”

During the reporting period, it is not only top management that has supported sustainability integration within the institution. Hanken has also joined several new networks and commitments for being a sustainable institution, for example the Climate Leadership Coalition, Finsif and Engage.EU. More about our networks and commitments can be found on page pages 54–57).

In November 2020, the Rectors' Council for Finnish universities (UNIFI) released twelve theses for sustainable development. The theses have been developed together by all Finnish universities and Hanken has committed to following them. The thesis package contains recommendations for measures to be taken in teaching, research, administration, societal impact and the funding model of universities.

Also, as exemplified in the figure below, employees in general felt that sustainability was quite well integrated at Hanken, but that there is some room for improvement in incorporating it into decision-making and more explicitly incorporating it into institutional policies.

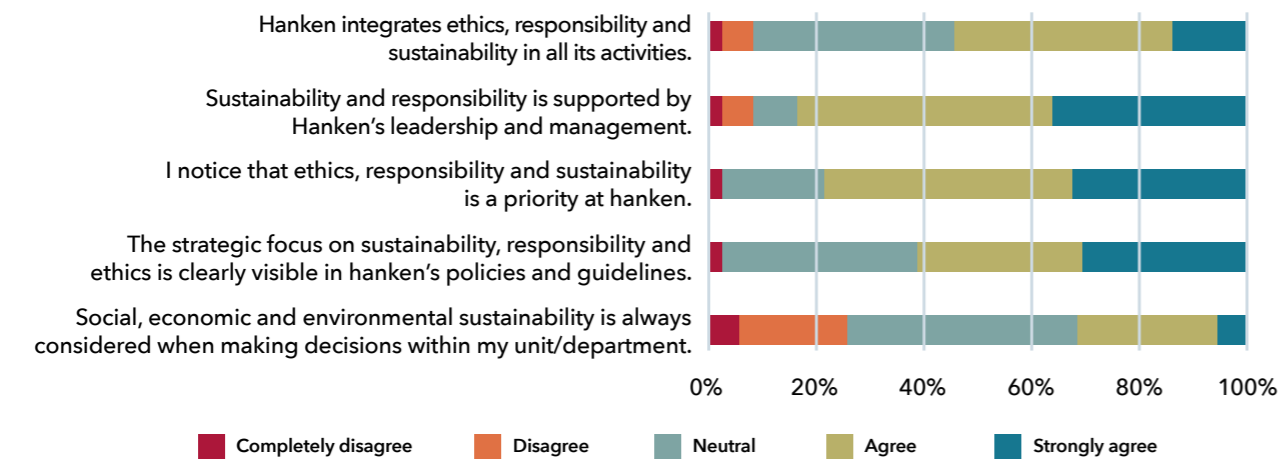


Figure 13: Employee sustainability survey views on the integration of Hanken's purpose and values.

CHALLENGES AND LOOKING FORWARD

A challenge that was highlighted during the employee interviews is the aspect of cross-disciplinarity. Several interviewees urged for more collaboration within Hanken across departments and subjects and with external parties across disciplines. However, the large time commitment combined with other practical issues, such as budgetary divisions, were referenced when discussing challenges in the operationalisation of such initiatives.

Also, there are many people within different departments and units at Hanken who contribute towards further integrating PRME at Hanken; however, these efforts are sometimes not communicated or shared effectively with other departments or personnel at Hanken, and this has especially been made more difficult through

the remote working during the pandemic. Even though most of the PRME work at Hanken involves getting an overview of the sustainability across Hanken, there currently does not exist a systemic institutional process for knowledge-sharing in these topics. In some ways, the remote working has facilitated communication through lowering the threshold, but the pandemic has simultaneously increased the workload of many employees, making engagement more difficult.

A challenge highlighted mainly by administrative staff is a lack of clarity regarding decision-making within the institution. As can be seen from the graph below, there has been a significant decrease in the input employee perceive that they can have in the university's decision-making.

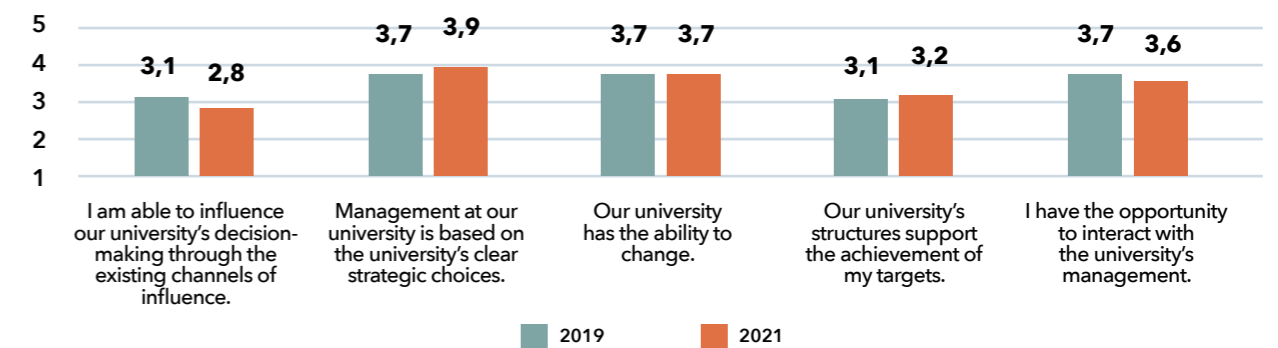


Figure 14: Employee perception of institutional change based on well-being survey (score: 1=low to 5=high).

In an aim for staff to gain a greater insight into what is happening at Hanken, Hanken's new rector, Ingmar Björkman, has introduced monthly staff meetings where all employees can receive updates about the latest developments within Hanken and get to voice their opinions.

Hanken's Areas of Strength in research has also provided space for collaboration across subjects. The current Areas of Strength are in place until 2023. Three out of four areas of strength are focused in their entirety or partly on themes related to sustainability and/or sustainable development goals. During spring 2022 a working group was appointed to propose new Areas of Strength for 2024-2028, which will influence

the cross-disciplinarity and research collaborations within Hanken.

In the sustainability survey conducted with employees and doctoral students, several respondents highlighted that even though we have effectively incorporated sustainability values on a strategic level, there is a disconnect between the strategy and actual operationalisation of the values. The comments suggested that instead of solely placing the responsibility to the individual faculty member or "understaffed" administrative units, that Hanken's leadership should place more focus on supporting the execution of sustainability and responsibility on unit and/or department level.

"Although Hanken mentions sustainability, environmentally consciousness etc. in all documents, I see very little of it really in day-to-day life. Many mundane choices are unsustainable and Hanken does not seem too eager to really put their money where their mouth is."

- anonymous comment from a doctoral student in sustainability survey

"I think there is much talk but limited focus on putting this in practice from Hanken."

- anonymous comment from an assistant professor in sustainability survey

These comments connect back to the challenge of incorporating sustainability indicators more thoroughly in the short-term action plan, that operationalises the long-term strategy. Currently, there are a few indicators, but their scope does not operationalise large scale sustainability changes across the institution. As has been

highlighted in previous reports, there has been a lack of formal responsibility for sustainability at the leadership and management level. This, coupled with the lack of sustainability indicators in the short-term action plan means that the operationalisation of sustainability and responsibility is a challenge. However, as the Dean of Research and Societal impact has got the formal responsibility for Hanken's sustainability, this has already improved the communication on PRME topics between the sustainability office and Hanken's leadership.

In August 2022, the mandate of Hanken's new rector, Ingmar Björkman began. With leadership changes, there will automatically be changes to the level of leadership prioritisation, as each rector has different areas of focus that they value. With these changes within Hanken and the new rector looking over the existing strategy, this will also be an opportunity to develop the quality process for sustainability on the strategic level and formalising the strategic sustainability responsibility.

GOALS, PROGRESS AND TARGETS

Principles 1 and 2: Values and Purpose

This page highlights what Hanken's goals and actions in relation to responsible management education are in the next reporting period. This reporting framework is followed in the other Principles as well.

Some of the goals are taken from Hanken's strategy, while others are from policies or developed by the PRME office. If the goal is from Hanken's strategy, an (S) can be found at the end of the goal. The table below describes our goals and actions for the next reporting period.

Table 5: Goals and actions for principles 1 and 2, 2022-2024.

STRATEGIC GOALS	ACTION 2022-2024	PROGRESS AND CHALLENGES	KEY PERFORMANCE INDICATOR AND TARGETS
Improve internal information sharing about sustainability	Have sustainability onboarding for new students and employees	Employees at Hanken can voluntarily participate in an introductory session sharing relevant information about working at Hanken. Currently, there is no introduction to campus environmental sustainability or how to behave sustainably at work for new employees. The plan is to incorporate this in the introductory session for new employees.	KPI % of new employees and students receive sustainability onboarding
		For new students, they will receive a similar introduction at the orientation sessions.	Target 50% of new employees receive sustainability onboarding. 100% of new students receive sustainability onboarding.
Increase absolute and proportionate reading rate of the sustainability newsletter	Increase absolute and proportionate reading rate of the sustainability newsletter	Progress During 2021, the average readership was 42%.	KPI Readership rate %
		Currently all employees at faculties receive the newsletter, however, the administrative units are underrepresented. The newsletter coordination team will also focus on improving the readability of the newsletter and explore changing platforms for the newsletter to make it more engaging.	Target 60% < average readership of newsletter
		Challenge During remote working that has lasted over 2 years during the pandemic, reaching employees with information has been challenging, and many of our typically high impact activities have not been possible, e.g., events.	100% staff, faculty and doctoral student population receiving the newsletter

Engage students more actively in sustainability and responsibility themes

Progress

The student union of Hanken in Helsinki has since 2020 had a board member with sustainability as a part of their responsibility, and the sustainability team at Hanken is in regular contact with the member. The student union member is also a part of the sustainability working group at Hanken, and thus has direct input in the environmental sustainability of Hanken.

Further develop the sustainability collaboration with the student union, as this is still in its early stages.

Target
Organise 2 student events/campaigns together with the student union.



Challenge

Engagement in events and other initiatives organised by the sustainability team at Hanken from the majority student population have often been quite low, we need to find a concept that works.

Improve external information sharing about sustainability

Improve transparency surrounding sustainability by increasing news published on the sustainability webpages

Progress

Sustainability webpages were re-worked 2021.

The webpages are regularly updated with the most important sustainability news.

KPI

Yearly # of news posted on Hanken's sustainability webpages.

Target
30 news posted on Hanken's sustainability webpages annually.

Challenge

However, updating the webpages is time intensive making it difficult to do as frequently as needed for 100% transparency.



Hanken's webpages are not very user-friendly, making it difficult for to find relevant information, by using the tag for the sustainability webpages, it would make it easier for stakeholders to find Hanken's sustainability updates.

Other employees do not know that they can share news on the sustainability webpages by tagging the news, which means that getting an overview of the sustainability updates at Hanken in a transparent way is very challenging.

Improve readability of Hanken's PRME SIP report by providing executive summary.

Our SIP Progress report, while internationally recognized and useful, is an underutilised communication tool. The PRME Office will create an executive summary with hyperlinks which can be disseminated across stakeholders.

KPI

Clicks on executive summary link

Target
Target will be set based on the baseline of the 2022 report.



Improve accountability of sustainability progress and non-progress across the institution

Engage more employees across Hanken in sustainability progress.

Progress

The Dean of Research and Societal Impact is responsible for Hanken's sustainability work and a Hanken level sustainability working group has been formed.

Target

Identify key units and persons at Hanken for sustainability and add as official responsibility

Challenge

Currently most institutional systemic efforts for sustainability are organised through the Dean of Research and Societal impact, the sustainability group and the PRME team. However, the mandate of these groups does not encompass all areas needed to Integrate ethics, responsibility, and sustainability in all Hanken's activities.

Most employees already have very intense work schedules, making it difficult to incorporate new responsibilities in existing roles.

Introduce an annual sustainability quality cycle with leadership level follow-up.

Progress

With the new rector, the strategic framework at Hanken is being reviewed with the aim of improving the usability of the framework.

Target

Introduce KPI's for sustainability in all strategic goals

New KPI's in relation to sustainability are also being considered.



5% = not started/new goal, One Quarter = 25% complete, Half = 50% complete, Three Quarters = 75% complete, Full = completed

METHOD

Principle 3 | Methods: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Our mission as a higher education institution is to create new knowledge and **educate responsible professionals for the global economy and changing society**. In this section of the report, we will highlight how our strategic framework facilitates responsibility and sustain-

able development in our teaching, learning and curriculum on bachelor, master, doctoral and EMBA level. This is followed by the achievements during the reporting period, challenges we have identified in the area and what goals we have for the next couple of years.

TEACHING AND LEARNING IN STRATEGY AND POLICIES

Sustainability and responsibility are visible in our Teaching and Learning sub-strategy through the strategic goal of *Advocating Responsibility and Sustainability*.

Table 6: Objectives for Hanken's strategic goal.

Strategic goal	Objectives
ADVOCATE RESPONSIBILITY AND SUSTAINABILITY	Educate students in all programmes to become ethical and responsible decision makers
	Create and communicate routines in responsible and sustainable conduct
	Integrate responsibility and sustainability in our education
	Promote ethical conduct in teaching and learning

Sustainability and responsibility in teaching and learning is also supported by the strategic goals of strengthening internationalisation and strengthening academic excellence. The aim is to provide students with internationally relevant business knowledge, intercultural experiences and understanding, skills to operate in an increasingly digital environment and up-to-date skills needed in society. The strategic goals are further supported by different initiatives and policies at Hanken, such as:

Hanken's digital learning policy, that was first introduced in 2017 and has had its lat-

est update during spring 2022. The policy connects with goals and targets in the Teaching and Learning sub strategy. It prepares Hanken for future demands of flexible learning opportunities and integrated processes on the national level as well as to meet our vision, utilise digital possibilities, meet expectations on future skills, support teaching development and students' learning experience and to support graduate employability and graduation.

Hanken also promotes good scientific practice in research as well as studies and works against cheating and academic dishonesty inter alia through the **Action Plan against Academic Dishonesty**.

ASSURANCE OF LEARNING PROCESS

The Assurance of Learning (AoL) is a tool Hanken uses in order to assure that our students have the knowledge and skills that are required and expected of a graduate from Hanken. Central to this is a focus on what students learn, and not what is being taught. The aim of the AoL policy is to provide a framework which helps to ensure that students can demonstrate achievement against stated learning outcomes at a specific level.

The AoL-process applies to the bachelor's, master's, PhD and Executive MBA programme. The competency goals and learning outcomes in the



Figure 15: Integration of competency goals into educational programs, to reach Hanken's mission statement.

AoL process are based on our mission and strategy.

Each programme has four competency goals that are based on the general knowledge and competence areas and aim to create *responsible professionals for the global economy*. In the BSc, MSc and EMBA programme, there are clear explicit connections to Corporate Social Responsibility (CSR) and sustainable development in the learning goals. In the doctoral programme, the connection is not as visible, but students are still expected to follow principles in research ethics.

SUPPORTING DEVELOPMENT IN TEACHING

Since 2015, Hanken has had a **Teaching Award**, which is designed to encourage, reward, and publicly acknowledge sustained excellence in teaching at Hanken. The tool is a three-tier structure, and merits development of methods that support Hanken's teaching strategies, international learning experiences and cooperation, relevance, and cooperation with the corporate world and cross-disciplinarity.

The highest level of merit requires that teachers systematically share their educational knowl-

edge to improve the quality of teaching in general at Hanken. During the reporting period, two out of the three teachers that have been awarded excellent teachers teach sustainability courses.

Teachers can also apply for additional funds to encourage and enable development and digitalisation of teaching from the Hanken Support Foundation twice a year.

Hanken also has an annual **Teacher Mentor program**, which provides a safe space for newer and more experienced teachers to come together and develop and reflect on their teaching.

SUSTAINABILITY IN OUR STUDY PROGRAMMES

BACHELOR PROGRAMME

Hanken has since 2015 had a mandatory 6 ECTS course *Introduction to Corporate Social Responsibility*, that all bachelor students should complete during their first semester at Hanken. The course serves as a tool for assessing bachelor students' learning against the AOL Global Competency Goals.



After the course, students should have the knowledge to:

1. define and apply key concepts and perspectives regarding corporate social responsibility (CSR)
2. identify issues relevant to the UN's global goals for sustainable development (Agenda 2030)
3. identify relevant issues and analyse challenges related to Finnish corporate social responsibility in selected industries

Bachelor students that are interested in learning more about CSR and sustainable development topics can complete a minor in Corporate Responsibility (CR) or in Supply Chain Management and Social Responsibility. They can also take CR courses as elective courses or as a part of their major.

MASTER PROGRAMME

Since 2019, all master's students at Hanken need to complete a 5 ECTS mandatory Global Competence module. The module consists of a 3 ECTS *Social Responsibility Across Business Studies* and a 2 ECTS course in *Data Analytics*. The Social Responsibility Across Business Studies also serves as a tool for assessing master students learning against the AOL Global Competency Goals.

After the course, students should have the knowledge to:

1. define and apply key concepts and perspectives regarding social responsibility (SR) and Corporate Social Responsibility (CSR/CR)
2. connect SR challenges and opportunities to different business school disciplines
3. connect SR challenges and opportunities to your own discipline (major or programme track)
4. explain how the United Nations SDGs connect to SR challenges and opportunities



“We have the External Stakeholder Committee represented by alumni from different fields and one of these meetings was the foundation to this Global Competence module. Those who represented marketing and related subjects said that there is a much stronger need for data analytics in their field and those who were working with finance said that responsibility topics in relation to investments etc. was needed. So, then we created this mandatory Global Competence module in the master's studies to guarantee that at least one course of responsibility reaches all students in the quantitative subjects, and one course of data analytics reaches all students in the qualitative subjects.”

Susanna Taimitarha, Education Planning Officer on the conception of the Global Competence module

Almost half of Hanken's master's degree tracks focus on sustainability topics:

- Humanitarian Logistics
- International Strategy and Sustainability
- Accounting – International accounting and business sustainability
- Governance and Commercial Law – Supporting business development

Several of the other tracks also offer courses in sustainability. Master students that are interested in learning more about CSR and sustainable development topics can complete a minor in Corporate Responsibility or in Supply Chain Management and Social Responsibility. They can also take CR courses as elective courses or as a part of their major.

Students in the Swedish-language master's programme can also choose Supply Chain Management and Social Responsibility as their major.

DOCTORAL PROGRAMME

All doctoral students must complete a 1 ECTS course in Research Ethics, in line with the AOL Global Competency Goals.



After the course, students should:

1. recognise and analyse key research ethical questions
2. formulate ethical research plans and responses to ethical challenges by applying key ethical theories and approaches
3. recognise and follow key ethical principles guiding research and apply them to research work
4. identify rights and responsibilities as a researcher

Doctoral students can also choose the Supply Chain Management and Social Responsibility major. Hanken also provides access to a wide range of doctoral courses, seminars, and workshops on topics related to sustainability that can be taken by different majors.

ACHIEVEMENTS

Currently, the bachelor's, master's and EMBA programme all require students to partake in courses or modules that are focused on sustainability and CSR themes. In the PhD programme,



EXECUTIVE MBA

One of four focus areas of Hanken's triple crown accredited MBA programme is *Sustainable Business in a Global Context*. The programme modules include:

1. corporate social responsibility,
2. business analytics,
3. strategic foresight & scenario planning,
4. digitalisation of business,
5. supply chain management,
6. strategic corporate branding,
7. intellectual property rights and
8. micro- and macroeconomics.

The Hanken Executive MBA programme is taught by Hanken faculty top-level corporate and academic experts.

there is a strong focus on research ethics. From the employee interviews, it also became clear that discussing sustainability within courses has become increasingly normalised amongst facul-





ty and that there are expectations from students to raise topics related to sustainable development, regardless of major.

IN FOCUS: SUSTAINABILITY COURSES IN OUR STUDY PROGRAMMES

At Hanken, several subjects started to integrate sustainability and responsibility topics more rigorously in their course offerings a few years ago, and faculty from many subjects indicate that sustainability is integrated holistically into existing courses, and not treated as a separate subject with stand-alone courses. Still, there are some courses that aim to develop student cross-disciplinary thinking and knowledge regarding sustainability, the sustainable development goals, wicked problems, and innovation. We want to specifically highlight these courses due to their strong connection to what responsible management education means for us at Hanken.

INTRODUCTION TO CORPORATE RESPONSIBILITY

Mandatory course in CR study module, 1 ECTS

The course introduces CR as a field of business research. It covers core business and responsi-

bility concepts, as well as connects these concepts to the courses in the Study Module of Corporate Responsibility. In the course, students complete a group assignment focused on imagining a real sustainable corporation.

In the assignment students are tasked with creating a scenario for a fully sustainable corporation in an industry of their choice by combining insights from Erik Olin Wright's "Real Utopias" project (2007, 2010) and scenario building.

Focus is on imagination and "real utopias" – building on the idea that *"the path to sustainability is obstructed by our own inability ...as a collective to imagine what a sustainable future may look like. We are facing a crisis of the imagination, or more accurately, crises of our social, economic, and political imaginaries"* (Bendor 2018, 132).

The assignment assumes that radical transformation is possible, and even desirable/needed – and that we need to push ourselves over the boundaries of what is constructed as impossible within the frame of capitalist logics and students should transgress the individualizing logics of CSR by concentrating on organisations and their organising.

PILOT: SUSTAINABLE VENTURE CREATION BSc course, 5 ECTS

The course builds on students' desire to drive positive change. The seven-week course, which was first piloted in 2021, was built by students, for students, to innovate new entrepreneurial solutions and drive positive change where students felt that it is most needed. During the course, students chose which SDGs they are most passionate about and formed teams of 3-5 students with similar interests.

The course programme supported the student group in ideating sustainable venture ideas, to conceptualising sustainable (business) ideas and validating their solutions. The student group had weekly meetings with mentors and masterclasses with experts. At the end of the course, the student group pitched their concept in front of a prominent jury. This course was the first of its kind at Hanken. The course is currently being re-developed based on the identified challenges and areas of improvement found in the pilot version.

STRATEGY AND SUSTAINABILITY MSc course, 5 ECTS

The course provides an overview of the track in international strategy and sustainability by exploring current research on global and local challenges of strategic management that emphasise and prioritise sustainability. Within the



course, students in groups of four develop aim2flourish stories (aim2flourish.com) about inspirational sustainability-oriented innovations.

The course follows the exact aim2flourish instructions for this assignment, and all student groups also create videos about their stories. The videos are presented in four different sessions, each with five different videos. After each session, the most inspirational of the five featured innovations is selected by the audience. An additional assignment is then added for all student teams, as follows: the four teams per session whose innovation was NOT selected as most inspirational each scrutinise the various aspects of the most inspirational innovation of their session (from the economic, environmental, social, and SDGs perspectives, respectively) and prepare for a debate with the 'winning team' of their session as to possible weaknesses, blind spots or unintended consequences of the selected innovation.

The four 'winning teams' (one per session) also prepare their own arguments to show why their innovation is the best in class. In the final session of the course, the debates take place and in the very end the most inspirational innovation of the whole course is selected.

SUSTAINABLE ORGANISING IN TIMES OF CRISIS

MSc course, 5 ECTS

The course focuses on the organisational aspects of sustainable change, encouraging students to create alternative scenarios of future business worlds. The focus lies on how businesses, states and other societal actors respond to the most urgent ecological and climate challenges of our time. During the course, the following questions are addressed: How do businesses and key societal actors organise to respond to complex and multi-scalar problems associated with the ecological and climate crises? How do different societal actors organise to build more sustainable lifeworlds in different parts of the world?

The course includes perspectives on different forms of organising sustainable change through

for example global governance, sustainable innovations, grassroots movements, social mobilisations, and regenerative designs. During the course, the effects of different forms of organising sustainable change at the local, regional, and global level are assessed.

"In the course I used learning diaries after every week's lectures. The lectures combined my own introduction and guest lectures surrounding topics of how to organize for a more sustainable world. As a final assignment, student groups interviewed someone who works or lives in an organizational form that had been theoretically covered during the course. Students really seemed to like the course format, they wrote in their course diaries that the guest lectures were very educational and that creating podcast episodes was a great way of learning."

- Maria Ehrnström-Fuentes, course examiner and Assistant Professor in Management and Organization

The student interviews/podcasts and guest lectures are available in the Library of Open Educational Resources.

RESPONSIBLE ORGANISING: NEW PERSPECTIVES ON SOCIAL INEQUALITIES (KATAJA)

Doctoral course, 6 ECTS

The aim of the course is to give an in-depth overview of the current state and contribution of responsible organising research on social inequalities. Responsible Organising (RO) is one of Hanken's four Areas of Strength, which has been evaluated as reaching highest international standard. At the core of RO is research on how different actors are organising for transformative action towards sustainability, as expressed in the SDGs. The course brings together faculty from different subjects to explore the intersections between social responsibility and social inequalities.

SUSTAINABLE FINANCE

Executive education, 1 month

Through the sustainable finance programme, participants understand what kind of changes in business management and reporting their company needs to prepare for to build a strategic competitive advantage from a sustainability perspective. The programme focuses on the economic aspect of sustainability and discusses the fundamental concepts of sustainable development and responsible enterprise, the measurement of the different perspectives of Environmental, Social, and Governance (ESG) factors, and the critical reporting reference frameworks (GRI, SASB, TCFD) and sustainability ratings. In addition, the programme will focus on future EU sustainable finance legislation and its expected impact on business.

ACCESS TO EDUCATION

In line with the values of openness and equality that are central to Hanken, we have in the last few years increased the availability of our courses and teaching material, for example through MOOCs and open study modules, while our Open University continues to provide anyone residing in Finland with access to a significant number of courses, many of them in sustainability. Our open access teaching material has also been shared in the Library of Open Educational Resources and in the SDG Academy Library.

Also, as a part of our PRME Champions engagement, we have been working on creating open access teaching material on sustainability grand challenges, together with other PRME Champion schools. More about the project can be found on page pages 55–56

Below are some additional examples of how we are supporting access and equality in education.

LITO

Hanken continues to provide the Introduction to CSR course in LITO (Liiketoimintaosaamisen verkko-opintokokonaisuus), an online business module for non-business students. The module

is a collaboration between ten Finnish universities offering business education. The module is constructed of 8 courses worth 5 ECTS each.

MOOCs

As of August 2022, Hanken had four MOOCs available on the FutureLearn platform:

- Principles of Service Management (9 950 enrolled)
- Introduction to Humanitarian Logistics (3 870 enrolled)
- Organising for Sustainable Development Goals (SDGs) (6 607 enrolled)
- Principles of Wealth Management (12 864 enrolled)

In September 2022, our fifth MOOC *Energy Transition and Sustainable Economies* opened. The course focuses on how the global energy systems can be made sustainable and is a collaboration between Hanken and four other universities in the Vaasa region.

COURSES FOR NON-FINNISH CITIZENS

Hanken continues to offer a course titled Finnish Business Culture. The aim of the course is to provide non-Finnish citizens a general overview of factors influencing business operations in Finland (history, political, legal, and economic systems, culture), and in particular the operations of companies. Also, Hanken & SSE Executive Education offers a Business Lead pro-

gramme, which focuses on integrating and introducing academically educated refugees and immigrants to Finnish working life.

STUDY MODULE IN CORPORATE RESPONSIBILITY

Hanken has offered a study module in corporate responsibility for almost twelve years. The study module is available both for degree students as a minor and for anyone residing in Finland.

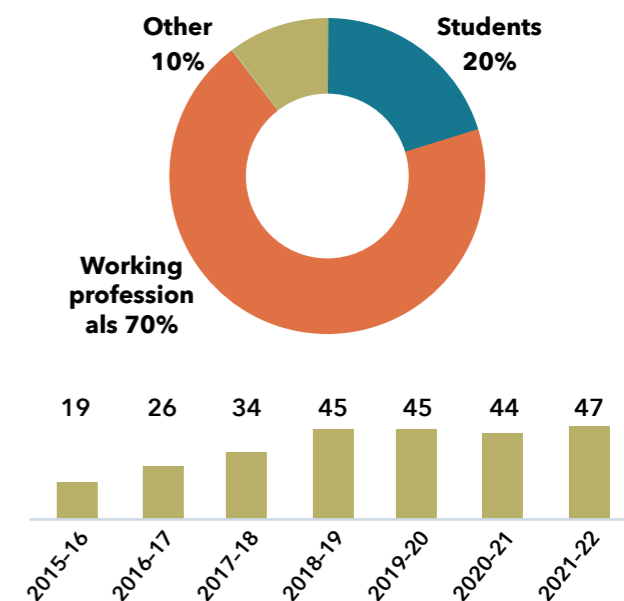


Figure 16: Proportion of participants background 2020-2022 and amount of accepted students each application round.

The aim of the module is to provide students with an opportunity to learn about CR regard-



Figure 17: MOOCs provided by Hanken.

less of their major subject and educational background. The study module takes a cross-disciplinary approach combining courses from different subjects. In 2021, the study module has courses represented from all subjects at Hanken except for finance. The subjects of Management and Organisation and Supply Chain Management and Social Responsibility were most well represented in the module.

Throughout the years, the module has significantly increased in popularity. In 2021 there were a total of 155 applications, compared to 58 applications in 2018. Each year, 40 applicants are accepted to the module. In the last few years, a growing number of applications to the study module have been from working professionals, looking to expand their expertise in sustainability and CSR topics – indicating that there is a real need for life-long learning opportunities in such topics.

However, out of the applicants to the module, there is an underrepresentation of male candidates. Out of all applicants, only 12.3% (2020) and 15.5% (2021) were male.

PHD COURSE IN NORDIC SUSTAINABILITY

Hanken is currently developing a PhD course in sustainability and CSR in the Nordic context together with five other PRME Nordic regional chapter schools. The course takes place during October 2022–May 2023 and brings together PhD students from different PRME Nordic regional chapter schools to discuss and collaborate on sustainability research topics. Read more on page 55.

SUSTAINABILITY INNOVATION STORIES

Hanken has since 2018 participated in the Aim2Flourish initiative through the course Strategy and Sustainability. AIM2Flourish is a United Nations-supported global learning initiative where students use appreciative inquiry and the 17 global goals as a lens to discover and celebrate untold stories about business innovations for good. There are 73 stories by Hanken students currently available on the Aim2Flour-

ish website. Innovation stories by Hanken students have received 12 nominations throughout the years, and in 2021, a Hanken student group received the 2021 Flourish Prize for Sustainable Development Goal (SDG) 2: Zero Hunger for their story on SolFoil-Solar Heated Packaging. The story was selected amongst 585 innovation stories.

FINNISH HIGHER EDUCATION INSTITUTIONS' INITIATIVES

STUDENTS FROM UKRAINE

Hanken, in joint initiative by Finnish universities, showed support for those affected by the war in Ukraine by offering students who have fled the war an opportunity to continue studying Hanken. Persons who have been granted temporary protection in Finland can take courses at Hanken free of charge. Hanken's study counselling services and open university support students in finding suitable courses.

CLIMATE UNIVERSITY

Hanken is also a part of the Climate University network of Finnish higher education institutions. The network gives a majority of Finnish university students access to take the network's 13 climate and sustainability-themed courses. The Climate University courses have been open to all students at the network universities since January 2022. Two courses from the Climate University are included in Hanken's curriculum, 'Leadership for Sustainable Change' and 'Circular.now'.

DIGIVISIO 2030

In 2021, Hanken and all 37 higher education institutions in Finland, entered a joint agreement to create a learning ecosystem. The goal of the new digital service is to make it easier for learners to combine continuous learning offerings of different Finnish higher education institutions, to make life-long learning easier and more accessible, thus supporting developing cross-disciplinary knowledge needed for the changing world.

STUDENT PERSPECTIVES

As presented by our AOL process, in which a central element is not what is taught but what students learn, we find especially valuable to highlight what students think about their education. Also, when developing the teaching curriculum, the AOL process includes inviting students and alumni to express the needs of students both in their degree and in working life. The feedback from students and alumni is considered when updating the curriculum and has for example lead to the development of a mandatory course in sustainability for master students.

In the sustainability survey conducted in Spring 2022, when asked about sustainable development education in their studies, students had the following opinions (1 = Completely disagree, 5 = Completely agree).

At the end of their bachelor's and master's degree, students are asked how well their studies have equipped them with certain skills, among them competencies in sustainability development. The average findings show a small but clear yearly increase in students perceived sustainability competencies gained through their education, but in 2021 the average decreased from 3,82 (2020) to 3,69. However, the overall score of gained skills in 2021 was lower than in 2020, indicating that remote teaching might have had a negative effect on bachelor students perceived learning. Interestingly, there was also an observable decrease in average score master's degree students gave overall, but the average in sustainable development skills increased. Master's degree students scored skills in sustainable development lower compared to bachelor students, with an average score of 3,61 in 2020 and 3,65 in 2021, indicating that we have room for improvement in this area.



Statement	Average Score
I'm interested in learning more about inclusive classroom conduct.	4,00
Hanken provides information and support for inclusive classroom conduct.	3,07
I know how to ensure inclusive conduct in my teaching.	3,38
I know what inclusive conduct in teaching entails.	3,35

Figure 18: Average inclusive teaching conduct results from teaching faculty (scale 1 = Strongly disagree - 5 = Strongly agree)

INCLUSIVE TEACHING CONDUCT

Diversity at Hanken means accepting and understanding individual differences and providing a safe and respectful studying environment for everyone. Emphasis has been placed on providing information and resources regarding inclusive teaching conduct to faculty. For example, Hanken's Teaching day 2022 focused on meeting stu-

dent special needs and there were also info sessions on inclusive teaching in fall 2022.

In the sustainability survey, Hanken faculty were asked about inclusive teaching conduct (1 = Strongly disagree, 3 = Neutral, 5 = Strongly agree). The results indicate that there is an interest and perceived need amongst faculty to learn more about inclusive teaching conduct.

CHALLENGES AND LOOKING FORWARD

As mentioned, the faculty interviews indicated that sustainability topics had been integrated holistically throughout the subjects at Hanken. However, some of the student comments received in the survey and in the Positive Impact Rating in 2021, indicated that we could do more in integrating sustainability in the curriculum.

"Sustainability is neither integrated in the other courses, and not even mentioned that much, and just having one mandatory CSR course is not enough. When looking at how many write about sustainability in their bachelor's theses, it's clear that the interest is big, but currently many students find their knowledge about sustainability from other places than Hanken and that could, and should, be changed."

- anonymous student comment

This indicates a gap in perceptions regarding how well sustainability is integrated in the curriculum in different subjects at Hanken and that emphasis needs to be placed on communicating more clearly how sustainability is and is not integrated in the curriculum. In an effort to improve communication regarding sustainability development in courses, we are currently working on adding the SDGs to the description of all courses, so that students know how their learning will support sustainable development. But this is not enough. One challenge that remains is that, when the explicit aim of the school is to publish world-class research, the relative absence of sustainability topics in the highest-

ranked journals within certain fields of business research might act as a strong disincentive for faculty members to start working on sustainability-related topics and for their departments to recruit sustainability-oriented profiles, thereby contributing to a lack of interest in sustainability in teaching too. These issues are structural and go beyond the business school itself – they relate to both strongly established principles of academic freedom and sometimes very conservative dynamics in publishing in the highest-ranked journals in some business disciplines. Therefore, it is not easy to implement significant changes, but a dialogue on these questions involving some of the Deans has begun.

Based on the student survey and in the employee interviews one area which needs improvement is the integration of international students into the community at Hanken. Since internationalisation is an important strategic objective for Hanken and the Finnish government expects universities to increase intake of international students, building processes to improve international student integration and well-being will be an important area of focus for Hanken in the coming years.

Other challenges expressed by faculty interviewees and in the employee sustainability survey was finding time to focus on teaching since the faculty career structure at Hanken is very research focused. However, this has been recognised as an issue and steps have been taken to modify the faculty career path to accommodate more teaching focused positions. Still, many pedagogical approaches that innovate and

help develop skills in support of sustainability, such as cross-disciplinary teaching and project-based courses, place additional time demands and challenges on faculty that already need to balance research, teaching, and administrative expectations, which limits these initiatives.

Hanken joined the Engage.EU university alliance in spring 2022. A tangible opportunity that this will offer is the chance for students to combine studies at several of the member universities from different EU countries, supporting the internationalisation of Hanken. Through Engage.EU we will also be able to collaborate with other member universities to solve challenges

such as climate change, ageing societies, migration, and digitalisation.

In autumn 2022 there was an official decision to restructure Hanken's master's degree system from subject tracks to programmes. In the next couple of years, a substantial update to Hanken's curriculum will take place, the first one since 2018. As such, this will be a crucial time to make sure that Hanken continues to offer sustainability courses, and an opportunity to further develop our curriculum, towards incorporating topics related to sustainable development, CSR, and ethics holistically and in an innovating way.

GOALS, PROGRESS AND TARGETS

Principle 3 The source for the strategic goals is written at the end of the goal. Some of the goals are taken from Hanken's strategy, while others are from policies or developed by the PRME office. If the goal is from Hanken's strategy, an (S) is at the end of the goal.

(PRME) means that it is a goal developed by the PRME office. Other goals are from policies or guidelines at Hanken.

The table below describes our goals and actions for the next reporting period.

Table 7: Goals and actions for principle 3, 2022-2024.

STRATEGIC OBJECTIVE	ACTION 2022-2024	PROGRESS AND CHALLENGES	KEY PERFORMANCE INDICATOR AND TARGET
Educate students in all programmes to become ethical and responsible decision makers (s)	Ensure that the objectives pertaining to sustainability knowledge in the Assurance of Learning (AoL) are met.	<p>Progress In 2018-2019 the score on BSc level was 89% and on MSc level 77%. The next AoL measurement on BSc level will take place autumn 2022.</p> <p>Challenge In the AoL measurement on MSc level there has been challenges with teachers interpreting whether failed/retaken course performances should be included in the evaluation differently. This has been recognized and rectified.</p>	<p>KPI AoL score in %</p> <p>Target The target score for each objective category, including learning on sustainability, of AoL is 80%</p>
	Make the Project course in CSR and Humanitarian Logistics available to more majors	<p>Progress The number of students taking the course has grown in recent years and students are interested in project courses where they get cross-disciplinary experience and experience working with real organisations.</p> <p>Challenge The course is very time intensive to organise and there are still internal structures that create barriers for this kind of collaboration.</p>	<p>KPI # of enrolled students from different majors</p> <p>Target In the future, making it possible for students to include the course in the major studies regardless of major.</p>
Create and communicate routines in responsible and sustainable conduct (s)	Create guidelines for Anti Racist classroom conduct for teaching faculty and students.	<p>Progress Hanken signed the I am anti racist campaign by the Ministry of Justice in spring 2022. 10% of accepted students are international and, data shows that more needs to be done to make international students feel welcome and accepted at Hanken.</p>	<p>KPI and target Approved guidelines for Anti racist classroom conduct that all employees and students at Hanken need to follow.</p>

Integrate responsibility and sustainability in our education (s)

Support and develop courses that include CSR and sustainability



Progress

The faculty career path is being redeveloped with the purpose of providing more weight to development in teaching.

The whole curriculum at Hanken is being looked at and updated during 2023, which gives opportunity to greater inclusion of sustainability.

Challenge

Many of the pedagogical approaches that support sustainability and RME themes require more resources from the individual teacher, and currently the limited incentives to innovate in teaching makes change limited.

KPI

of courses in Corporate Responsibility module from each major

Target

Have at least two courses from each major represented in the CR module

Include ethics, sustainability, and responsibility in learning objectives of courses.



Progress

Most teaching faculty in interviews state that they teach sustainability themes in their courses.

Challenge

There is currently no overview on the institutional level of how many courses include sustainability, ethics and responsibility themes in the learning objectives.

KPI

of mandatory major courses that include ethics, sustainability, and responsibility in their learning objectives.

of doctoral courses with that include ethics, sustainability and responsibility in their learning objectives

Targets

Each major and the doctoral programme should have 2 mandatory courses that include elements of ethics, sustainability, and responsibility in their learning objectives.

55 courses including elements of responsibility and/or sustainability in the learning objectives by 2024.

Ensure that Hanken's course curriculum on BSc and MSc represents all 17 SDGs



Progress

An SDG mapping of Hanken's curriculum in planned.

KPI

% of courses marked with specific SDG

Target

60% of course descriptions in the study planning system should include SDGs by the end of 2024.

Promote ethical conduct in teaching and learning (s)

Increase faculty knowledge surrounding inclusive teaching conduct



Progress

Hanken has organised previous information sessions on the topic and more sessions are planned. There is also an interest amongst faculty to learn more about these topics.

Challenge

Online teaching has provided a new teaching environment which requires additional consideration to student diversity.

KPI

% of teaching faculty know how to ensure inclusive conduct in their teaching

Target

80% of teaching faculty know how to ensure inclusive conduct in their teaching

5% = not started/new goal, One Quarter = 25% complete, Half = 50% complete, Three Quarters = 75% complete, Full = completed

RESEARCH



Principle 4 | 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.

Our mission as a higher education institution is “to **create new knowledge** and educate responsible professionals **for the global economy and changing society**”. In this section of the report, we will highlight how our strategic framework facilitates responsibility and sus-

tainable development in our research. This is followed by the achievements during the reporting period, challenges we have identified in the area and what goals we have for the next couple of years.

RESEARCH IN STRATEGY AND POLICIES

Sustainability and responsibility are visible in our research sub-strategy through the strategic goal of advocating responsibility and sustainability. Sustainability in research is further sup-

ported by the strategic goals of strengthening internationalisation and strengthening corporate world connections through three objectives.

Table 8: Objectives for Hanken's strategic goals.

Strategic goal	Objectives
ADVOCATE RESPONSIBILITY AND SUSTAINABILITY	<p>Strongly encourage researchers' efforts towards open science and open access of publications.</p> <p>Expect all researchers to link their research projects and outputs to Sustainable Development Goals of the UN</p>
STRENGTHEN CORPORATE WORLD CONNECTIONS	<p>Encouraging researchers to actively seek research topics and designs that address new challenges of the corporate world</p> <p>Encouraging faculty to engage in public policy and corporate decision making</p>
STRENGTHEN INTERNATIONALISATION	<p>Expect researchers to engage in international research co-operation, co-authored publications with researchers from abroad, and international expert assignments and commissions of trust in highly respected international organisations and networks.</p>

The policies and document in research activities are shaped based on Hanken's strategy, mission and vision. Hanken's strategic mission statement specifies that “all of Hanken's activities are characterised by the Nordic values of **equality, openness and integrity**, and a commitment to high quality and continuous improvement.”

Key policies are focused on ethical research conduct, open science and research, and responsible and transparent research assessment, all of which that support RME themes. Central to our policies in research is also our Areas of Strength.

RESEARCH ETHICS

Hanken is committed to complying with the Finnish National Board on Research Integrity TENK's general ethical guidelines **Responsible conduct of research and procedures for handling allegations of misconduct in Finland**, as well as its **ethical principles of research with human participants in human and behavioural sciences**. Upholding these commitments at Hanken is supported by a Research Ethics committee.

OPEN SCIENCE AND RESEARCH

Hanken is committed to actively promoting open science and research. We were among the first research institutions to sign the **Declaration for Open Science and Research (Finland) 2020–2025**. Hanken-affiliated researchers are encouraged to consider open access publishing throughout Hanken's research data management process. The main objectives of Hanken's open science are to advance open access to research outputs – scientific publications, research data and methods, and to support transparent and responsible assessment of research. To reach these objectives, Hanken has introduced **Guidelines for open research** in 2016. The guidelines were updated in 2021 due to the many developments in open science since 2016. The 2021 guidelines were updated to emphasise immediate open access, that research data should be open and available to use, and responsible research assessment.

TRANSPARENT AND RESPONSIBLE RESEARCH ASSESSMENT

Hanken follows the international initiatives and

development in responsible metrics including **San Francisco Declaration on Research Assessment (DORA)** and the national recommendation **Good practice in research evaluation. Recommendation for the responsible evaluation of a researcher in Finland**. Researchers' activities to promote open access to research outputs as well as engagement in societal interaction and science communication, are considered as academic merits and are a part of research evaluation at Hanken.

AREAS OF STRENGTH

Every five years, an evaluation of research (EoR) is carried out. The EoR process is an assessment of Hanken's research by an external committee of distinguished international academics. The committee evaluates and recognises research areas at Hanken of highest international standard. Based on the evaluation, the Board of Hanken selects Areas of Strength (AoS) and Areas of High Potential. The AoS are prioritised in research investment decisions.

Hanken has four Areas of Strength and three areas of high potential in place 2019–2023. The AoS for 2024–2028 will be selected in autumn 2023. Out of the current areas, three AoS and two areas of high potential are directly focused on sustainability topics: (1) Financial Management, Accounting and Governance, (2) Responsible Organising, (3) Leading People for Growth and Well-being, (4) Digitisation and Sustainability in Intellectual Property and (5) Humanitarian and Societal Logistics.

Table 9: Listed Hanken's Areas of Strengths and Areas of High Potential

Areas of Strength 2019-2023			
Competition Economics and Service Strategy	Financial Management, Accounting and Governance	Responsible Organising	Leading People for Growth and Well-being
Company strategies, consumer and customer behaviour in new markets which involve digitalisation and servitisation	Corporate governance mechanisms affect on firms' investment and financing policies, and long-term profitability	Focus on how different actors, such as firms and other organisations and networks, organise for transformative action towards sustainable outcomes.	People management and entrepreneurship; the researchers share an interest in well-being at work as a route to better performance on the individual, team, and organisational level.
Areas of High Potential 2019-2023			
Digitisation and Sustainability in Intellectual Property	Humanitarian and Societal Logistics	Strategic and Entrepreneurial Praxis	

COMPETENCE CENTRES WITH SUSTAINABILITY FOCUS

Hanken has nine competence centres, five of which have a direct focus on research in sustainability and responsibility topics. These five competence centres are introduced below.

CENTRE FOR CORPORATE RESPONSIBILITY (CCR)

Established 2016

Director: Nikodemus Solitander

Highlighted project: SIHTI

CCR is a cross disciplinary research and development institute hosted by Hanken, focusing on the societal impacts and responsibilities of business. The centre was established as a collaboration between Hanken and the University of Helsinki. CCR aims at enhancing the understanding of the interactions between business, politics, and society – particularly in relation to the societal impacts and responsibilities of business. Two central values to CCR are **cross-disciplinarity and close engagement with stakeholders**.

CENTRE FOR INTELLECTUAL PROPERTY RIGHTS (IPL UNIVERSITY CENTRE)

Established 2002

Director from Hanken: Nari Lee

IPR University Center is a joint institute of six Finnish universities: Hanken, University of Helsinki, Aalto University, University of Turku, University of Eastern Finland and University of Lapland. The centre coordinates and promotes research and education in intellectual property rights. IPL University Center strives to create collaboration between researchers and institutions representing different disciplines as well as to encourage links between universities and the business world. The centre also publishes and online magazine – IPLinfo, maintains a case law database, provides information services, and publishes printed and electronic publishing series.

GENDER, ORGANISATION, DIVERSITY, EQUALITY AND SOCIAL SUSTAINABILITY IN TRANSNATIONAL TIMES (GODESS INSTITUTE)

Established 2016

Director: Charlotta Niemistö & Jeff Hearn

Highlighted project: EQualCare

GODESS Institute builds on and brings together strong international research areas at Hanken along with key partners, nationally and internationally. GODESS is run by Hanken together with School of Business and Economics, University of Jyväskylä, and School of Industrial Economics and Management, KTH Royal Institute of Technology. The main research areas of GODESS are: all areas of gender, diversity, intersectionality, equality, and social sustainability. The institute seeks to be outward- and forward-looking, and to act as a base for raising collaborative research funding from national and international sources.

HANKEN CENTRE FOR ACCOUNTING, FINANCE AND GOVERNANCE (HANKEN AFG CENTRE)

Established 2016

Director: Othmar M Lehner

Highlighted project: The connection between corporate responsibility and economic value creation: Measuring and analysing responsible business using ESG information

The Hanken AFG Centre is a forum for robust and theoretically substantiated research that aims to solve practical accounting, finance and commercial law related problems in organisations and the society at large. The Hanken AFG Centre is a setting to share and discuss latest research in the field, network of scholars and industry to co-create solutions and a link to policymakers, people and society. The current focus areas of the AFG Centre are: Sustainability Accounting and Impact Investing, Financial Lead-

ership and Good Governance and Data-Driven Decision Making in Finance and Accounting.

THE HUMANITARIAN LOGISTICS AND SUPPLY CHAIN RESEARCH INSTITUTE (HUMLOG INSTITUTE)

Established 2008

Director: Diego Vega

Highlighted project: sScience & human factOr for Resilient sociEty (CORE)

ACHIEVEMENTS

In this section of the report, we will focus on our sustainability and responsibility achievements in research during the report period. As mentioned, Hanken is committed to academic freedom. The freedom of research means each researcher's freedom to choose what shall be researched and how it shall be researched. With that said, research in sustainability themes has increased significantly in the last few reporting periods, showing the high value sustainable development and responsibility solutions hold amongst the Hanken community. Below, we describe research with a sustainability focus conducted at Hanken during the last reporting period.

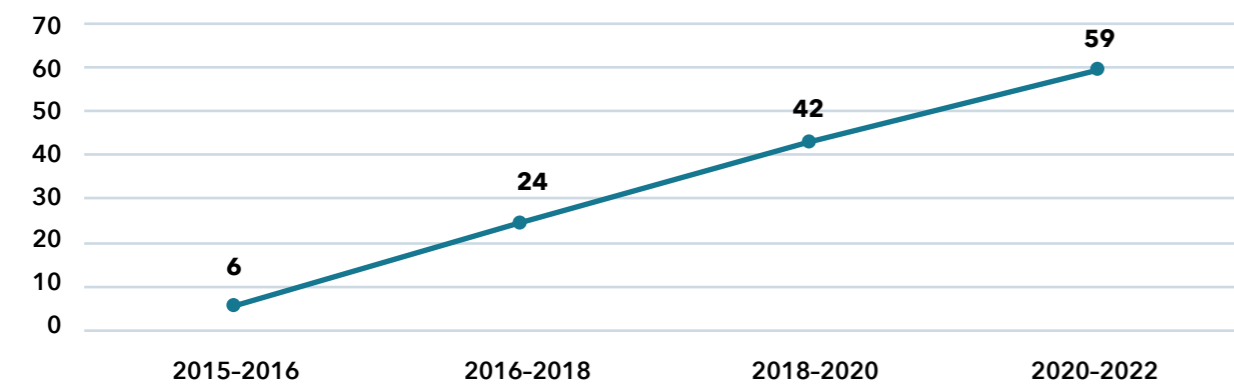


Figure 19: Publicly available master's theses in sustainability topics

For a complete list of publicly available master's theses please see appendix 3. The theses have been selected based on their titles containing

HUMLOG Institute is a joint institute between Hanken and the National Defence University in Finland and is hosted by Hanken. The primary aim of the institute is to conduct research in humanitarian logistics and supply chain management. The institute also serves as a platform and physical place for researchers and practitioners to share and disseminate ideas and knowledge in the field of humanitarian logistics and supply chain management. The institute's main principles of operation are **openness** and **transparency**.

BACHELOR'S AND MASTER'S THESES

During the reporting period (autumn 2020 – summer 2022), there were 98 bachelor's theses (out of 481) and 149 master's theses (out of 782) conducted which explicitly focused on sustainability topics, such as equality, ESG investing, CSR reporting, humanitarian logistics etc. During the reporting period, 20% of bachelor's theses and 19% of all master's theses focused on sustainability and responsibility topics.

The number of publicly available master's theses on sustainability topics has steadily increased for several reporting periods.

key words, meaning that some theses that might fit the scope have been left out because their title did not contain a key word.

DOCTORAL THESES

During the reporting period, there were twelve doctoral theses defended in sustainability

and/or RME topics. In other words, 60% of the doctoral theses defended during the reporting period focused on sustainability/RME themes.

Table 10: Doctoral theses at Hanken in sustainability and RME topics, 2020-2022.

Title	Author	Subject
Neoliberalism in Everyday Governmentality: The Conduct of Rural Drinking Water and Rainwater Practices	Tesfaye, Yewondwossen	Supply Chain Management and Social Responsibility
Global Thirst for Governing Water: Technologies, Innovations and Drinking Water Governance in India and Ethiopia	Annala Tesfaye, Linda	Supply Chain Management and Social Responsibility
Supply Chain Structures Promoting Development of Sustainable Supply Chains: The Case of Surplus Food Recovery	Sundgren, Caroline	Supply Chain Management and Social Responsibility
Cross-sector Partnerships between Companies and Not-for-profit Organizations within Corporate Social Responsibility: Aspects of Legitimacy	Herlin, Heidi	Supply Chain Management and Social Responsibility
Mediated business sustainability communication for a better world	Frig, Meri-Maaria	Department of Marketing
Whence the well-being of individuals?: Organizational roles of a transformative service provider in a healthcare setting	Rahman, Arafat	Department of Marketing
Urban food security at the intersection of retail supply chain management and development studies	Tuomala, Virva	Supply Chain Management and Social Responsibility
Supply chains for societal outcomes	Storsjö, Isabell	Supply Chain Management and Social Responsibility
Breaking free of the binary: Gender habitus, heteronormative domination, and classificatory struggles	Kunwar, Jagat Bahadur	Management and Organisation
Jämställdhetsplanen - ett redskap för att främja jämställdheten? : En jämförande rättslig analys av jämställdhetsplanering i arbetslivet som medel för att uppnå jämställdhetslagens mål	Wessman, Canelia	Commercial Law
Sufficiency Transitions : Realizing Consumption Changes for Environmental Sustainability	Sandberg, Maria	Department of Marketing
Social Change and Well-Being: Perspectives of Women Entrepreneurs in a Social Entrepreneurship Program	Chatterjee, Ira	Entrepreneurship and Management

HIGHLIGHTED PROJECTS ON SUSTAINABILITY THEMES

Below, we highlight some of the externally funded research projects where researchers at Hanken have been active and that deal with RME themes from autumn 2020 until summer 2022: sustainability, gender, corporate responsibility, humanitarian logistics etc. Under each project we have also emphasised how the project supports the SDGs.

Out of the 47 externally funded research projects, 22 (47%) are focused on sustainability themes. During the reporting period eleven new

projects with a sustainability focus were initiated.

A list of the 47 research projects can be found in appendix 3 at the end of the report. Below, we highlight a few examples.

Status of Human Rights Performance of Finnish Companies (SIHTI)

Funder: Prime Minister's Office, Government of Finland

May 2020 - Dec 2020

Partners: The Human Rights Centre, FIAN Consulting Oy, 3bility Consulting.

The purpose of SIHTI is to obtain a comprehensive and in-depth overview of how Finnish companies are fulfilling their human rights responsibility, i.e., how they have implemented the UN Guiding Principles on Business and Human Rights.

The project aims to find the best ways to support Finnish companies in communicating about how they are fulfilling their human rights responsibilities. Other stakeholders, such as investors and non-governmental organisations, can utilise the results and knowledge produced in the project in their own actions which promote responsible business. Nikodemus Solitander, postdoctoral researcher and the director of Centre for Corporate Responsibility (CCR) served as principal investigator.

Alone but connected? Digital (in) equalities in care work and generational relationships among older people living alone (EQualCare)

Funder: Academy of Finland

Apr 2021 - Mar 2024

Partners: Goethe-University Frankfurt, Linnaeus University & University of Latvia

EQualCare aims to further understanding of, and policy development on, the intersections of digitalisation with intergenerational care work and care relationships of older people living alone, and to contribute to reducing inequalities through collaboration and co-design. The project is a part of a EU's research program on demographic change. The whole consortium is led by Dr Miranda Leontowitsch and Professor Frank Oswald at the Goethe University in Frankfurt. Charlotta Niemistö, director of the GODESS institute serves as principal investigator at Hanken for the project.

"Inequalities in digital skills and how this is related to health care is one major question in the project. At the moment it is for instance central to ask what consequences a lack of digital skills among older people has for getting the corona vaccine"

- Charlotta Niemistö

The connection between corporate responsibility and economic value creation: Measuring and analyzing responsible business using ESG information

Funder: Liikesivistysrahasto/Foundation of Economic Education

Jan 2020 - Dec 2022

In companies, responsibility is often seen as an immediate cost, as the benefits often only materialise over a longer period. In this study, the researchers examine how accounting can help business organisations to run sustainable business and make profits in line with each other, not against each other. They study how to measure and analyse ESG information to support sustainable business. The principal investigator of the project is Hanna Silvola, associate professor in accounting at Hanken. The research group consists of eight researchers, which all are affiliated with Hanken.

"Sustainability is a great possibility for Finnish companies to build competitive advantage, but our businesses indeed need more information on how to do it. Therefore, this research project will produce results that have – in addition to the academic contribution – high practical relevance for Finnish companies" – Hanna Silvola

sScience & human factOr for Resilient sociEty (CORE)

Funder: Horizon2020

Sep 2021 - Aug 2024

Key partners: University of Salerno (UNISA), Institute for Sustainable Society and Innovation (ISSNOVA), Eidgenössische Technische Hochschule Zurich (ETHZ), International Institute for Applied Systems Analysis (IIASA), University of Huddersfield (HUD)

The overall objective of the CORE will be to develop a harmonised vision of crisis management awareness and capability. There is indeed a need to strengthen disaster resilience at the level of municipalities, Member States and EU

agencies, which must take into account the diversity of European society, and the variability of human factors. This can only be achieved through transdisciplinary collaboration involving the environmental science and social science communities. In this way, human factors, social, societal, and organisational aspects can be supported by the scientific results obtained in research on environmental and anthropogenic risks. The meeting of two communities: social sciences and the results obtained in research on environmental risks is essential for the coherence and effectiveness of the project to be carried out.

THE SUSTAINABLE DEVELOPMENT GOALS IN RESEARCH

Since April 2019, it has been possible to manually link research inputs towards the SDGs in Hanken's research database. Hanken has in its sub strategy for research expressed that all researchers are expected to link their research projects and outputs to sustainable development goals. By 2021, all researchers have been aware that they should tag their publications with UN Sustainable Development Goals. The amount of research outputs in the research database tagged with SDGs has steadily increased, as can be seen in the table below.

Table 11: Peer reviewed scientific publications tagged with SDGs in Haris 2018-2021.

Year	# Reported publications	# Peer reviewed scientific publications	# Peer reviewed scientific publications tagged with SDGs	% Peer reviewed scientific publications tagged with SDGs	% of total reported publications tagged with SDGs
2018	276	193	22	11 %	9 %
2019	263	197	40	20 %	20 %
2020	305	203	68	33 %	29 %
2021	367	258	116	45 %	37 %

Through the years (not just for 2020-2021), the three most tagged SDGs in Hanken's research portal are SDG 9: Industry, Innovation and Infrastructure, SDG 8: Decent Work and Economics Growth and SDG 12: Responsible Consumption and Production – indicating that these are the SDGs that research at Hanken has the most aggregated research impact in. These SDGs are also what most would traditionally associate with business research. However, the SDG tagging is done manually, meaning that it is not a fully reliable routine. In the procedure, it is entirely up to the researchers' own assessment of

their publication's relevance for the SDGs.

The three most tagged SDGs are followed by SDG 3: Good-Health and Well-being, SDG 10: Reduced Inequalities, SDG 5: Gender Equality and SDG 16: Peace, Justice and Strong Institutions.

Interestingly, when observing the tagged SDGs for the reporting period, the most tagged SDGs varied compared to the aggregate results for all years, but the same seven SDGs were in the top 7. The graph below shows the most often tagged SDGs during the reporting period.

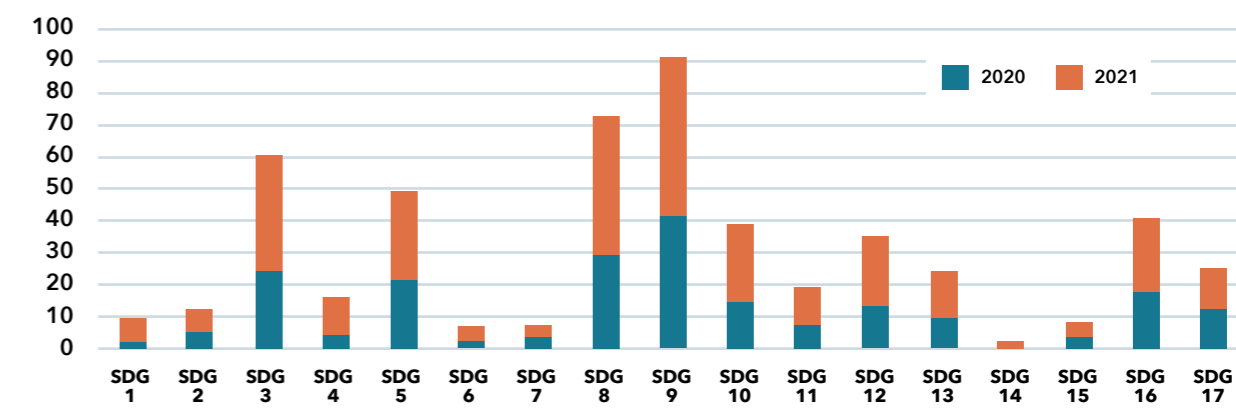


Figure 20: SDG tags in Hanken's research portal HARIS 2020-2021.

SUSTAINABILITY IMPACT OF PUBLICATIONS

In 2020, there were 145 scientific peer-reviewed publications on sustainability themes authored by Hanken researchers, in 2021 there were 184 publications. Out of these 329 publications – there were:



Figure 21: Hanken's sustainability impact in figures.

The amount of journal articles on sustainability themes is a substantial increase compared to previous reporting periods. The analysis is done based on key-word searches in Hanken's research portal. The words used in the search were equivalent to previous reporting periods. In 2016-2018 there were 148 journal articles and in 2018-2020 there were 172. For a list of the publications, see appendix 4.

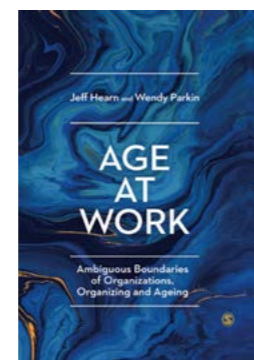
During the reporting period, Hanken signed the **San Francisco Declaration on Research Assessment (DORA)** which further strives to move research assessment away from traditional journal metrics to include more holistic assessment of the impact of research. To implement the principles at Hanken, there will be a working group mandated with creating an action plan for implementation. At Hanken, in decisions requiring the evaluation of scientific quality, the evaluation is primarily carried out by examining the scientific content of research outputs. These can be supported by research metrics but does not replace the evaluation based on scientific content. As such, these achievements further support the soci-

etal impact of Hanken's research as it incorporates social impact in research assessment.

BOOK RECOMMENDATIONS

Below, we highlight some of the recently published books on RME themes in English by Hanken researchers.

Age at Work: Ambiguous Boundaries of Organizations, Organizing and Ageing



Age at Work by **Jeff Hearn** and Wendy Parkin, with **Charlotta Niemistö** and Richard Howson, explores the myriad ways in which 'age' is at 'work' across society, organisations and workplaces, with special focus on organisations, their boundaries, and marginalising processes around age and ageism in and across these spaces. Enriched with insights from the authors' lived experiences, Age at Work is a major and timely intervention in studies of age, work, care and organisations.

ISBN (Electronic): 978-1-5264-5408-9, 978-1-5264-5411-9, 978-1-5264-5410-2



Sustainable Investing – Beating the Market with ESG



This book by **Hanna Silvola** and Tiina Landau explains why sustainable investments are profitable and can even beat the market. It provides both academic findings and practical models for assessing the sustainability of investees and includes practical tools to make ESG analysis a part of investment analysis alongside case studies and expert interviews. The book shows how investors can support companies in achieving positive impact through active engagement.

ISBN (Electronic): 978-3-030-71489-5



Managing Social Responsibility in Universities: Organisational Responses to Sustainability

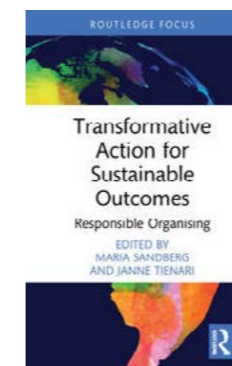


This book explores the concept of university social responsibility, drawing on a wide range of geographical perspectives, such as China and Germany. It also examines the diverse aspirations of universities, from preserving authenticity and safeguarding Catholic values, to embedding sustainability into the community. It provides a storytelling framework for teaching sustainability in management education as an approach to strengthening the social role of universities and showcases how a service-learning approach could promote the engagement of universities within the community. The book is edited by **Loreta Tauginienė** and Raminta Pučėkaitė.

ISBN (Electronic): 978-3-030-70013-3



Transformative Action for Sustainable Outcomes: Responsible Organising



This book explores how different actors can responsibly organise to address the sustainability challenges that humankind is facing, as expressed in the U N Sustainable Development Goals. It offers topical examples from across the world and from organising of companies and other organisations, supply chains, networks, ecosystems, and markets. The book is edited by **Maria Sandberg** and **Janne Tienari** and contains contributions from 35 researchers affiliated with Hanken's Area of Strength Responsible Organising.

ISBN (Electronic): 978-1-003-22972-8



A Research Agenda for Social Finance



The book Research Agenda for Social Finance explores social finance and impact investing, surveying the latest research in this area. It considers a range of actors from across the social finance ecosystem, from investors and social banks to the entrepreneurs who propose sustainable solutions and seek finance. The book is edited by **Othmar M. Lehner**.

ISBN (Electronic): 978-1-78990-796-4



The Oxford Handbook of Animal Organization Studies



This volume brings together interdisciplinary work on human-animal relationships within business, management, and organisation for the first time. It maps the contours of an emerging new discipline, here termed 'Animal Organization Studies', touching on the politics, theory, and empirical experience of multispecies life-worlds. The book is edited by **Linda Tallberg** and Lindsay Hamilton.

ISBN (Print): 978-0-19-284818-5



Sustainable Logistics and Supply Chain Management



This third edition of Sustainable Logistics and Supply Chain Management, connects the principles with the practice of sustainability in logistics and supply chain with this textbook based on extensive research and supported by detailed online resources.

Co-authored by **David B. Grant** and **Alexander Trautrim**.

ISBN 9781398604438



OPEN ACCESS PUBLICATIONS

Open science is an important strategic focus at Hanken. To support increased societal impact of research and research-based decision-making in politics and business, Hanken encourages open access publication amongst researchers. The updated Finnish university funding model for 2021–2024 also increased the funding indicator for open access publications – incentivising open access publication amongst universities. Also, the Finnish national strategy for open science in the Declaration for Open Science and Research 2020–2025 and its Policy for Open Access to Scholarly Publications, which Hanken follows, state that all new research publications be immediately openly accessible without any embargo period from 2022 onwards. The table below shows our open access figures for 2018–2021, and as can be seen, in 2021 three in every four scientific publications at Hanken are open access.

Table 12: Hanken’s open access figures 2018–2021.

Year	# Reported publications	# Peer reviewed scientific publications	# Open Access	Open access % of Peer reviewed scientific publications
2018	276	193	135	70 %
2019	263	197	132	67 %
2020	305	203	141	69 %
2021	367	258	197	76 %

INTERNATIONAL RESEARCH COLLABORATIONS

In the last five years, Hanken researchers have partnered and collaborated with organisations from 70 different countries in research publications and projects. There are a total of 2307 collaborations, but the same collaborator can be listed several times for different projects and publications. Out of the 2307 collaborations 277 (12%) were collaborations with actors from the Global South.

The map below shows the origin countries of the universities and organisations that Hanken researchers most often collaborate with. The darker the color of the country, the more research collaborations, the lightest blue color signifies between one and 15 projects or publications. Hanken researchers most often have research partners in Sweden, followed by the United States and the United Kingdom. As is visible from the map, Hanken’s researchers have global reach and have collaborated with partners from six continents.

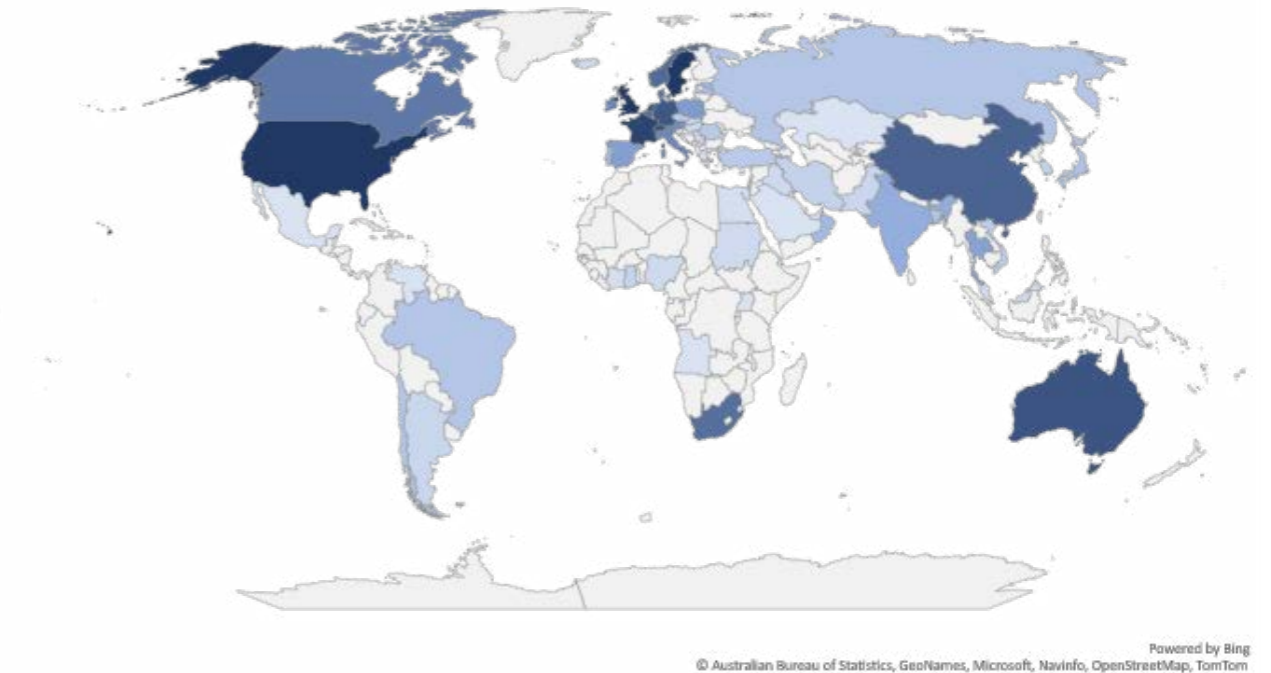


Figure 22: Amount of research collaboration per country, 2017-2022 from Haris research portal.

CHALLENGES AND LOOKING FORWARD

According to the Hanken employees’ responses in the conducted sustainability survey, incorporating sustainability/RME themes in our research is the area where we are progressing most. The positive RME impact of our research is also further corroborated by our achievements during the latest reporting period, showing that there has been an increase in sustainability focused research outputs for several reporting periods. Still, there are several challenges and/or tensions in research for sustainability.

Central to research conducted at Hanken is academic freedom, which makes it possible for researchers to freely choose what they want to conduct research on. This makes institutional strategic intervention and efforts to encourage research on sustainability topics limited and instead places a lot of the responsibility on the researcher. Because of this and the long-term employment of tenured faculty, it makes the recruitment process of researchers especially important in hiring researchers with appropriate profiles that align with the institutional ambitions.

So far, based on the employee interviews, almost all the faculty interviewees felt that they personally had an interest in conducting research that supports improving society, and that their colleagues also overall shared these perceptions. Out of the sustainability survey respondents conducting research, 83% also answered that sustainability is a part of their research interest.

However, several interviewees also highlighted a couple of specific researchers or institutes as being “champions” when it comes to driving sustainability topics in research and teaching, and especially one department was viewed with skepticism regarding the level of sustainability integration in their outputs. This suggests that while research in topics that support sustainability has become much more common in the Hanken faculty population at large, efforts should still be focused on supporting integration in the subjects that have so far been less inclined to accept RME themes in research – since Hanken provides research-based education, such integration also supports responsible management education.

Though there has been progress in the area, interviewees raised how improvement still needs to be made in how research outputs are assessed. Here a tension between social impact and traditional research assessment exists. During 2021–2024, 14% of the funding universities receive from the Finnish Ministry of Education and Culture is based on research publications and JUFO metrics. The Publication Forum System (JUFO) assesses peer-reviewed publications based on a four-tier system according to the level of quality of the publication channel. As such, traditional research metrics of academic journals and publishers very tangibly shape the Finnish university operating environment as well as have a direct, substantial funding impact on universities.

Employees expressed how the current academic and career structures at Hanken and universities at large work so that traditional high-ranking journals are still over-prioritised compared to societal impact. In several interviews it was

also mentioned how societal impact as a concept is very vague, making measuring such impacts difficult. To improve this, Hanken has had a working group on societal impact in place since spring 2021. The group focuses on defining and building a system for societal impact at Hanken, to encourage and incentivise focusing on societal impact of research.

As previously mentioned, the new Areas of Strength will be selected during autumn 2023. The current AoS have a very strong emphasis on RME/sustainability themes and for example the Responsible Organising AoS has led to significant collaboration on sustainability topics amongst researchers at Hanken (see for example the Responsible Organising conference on page 60 or the book Transformative Action for Sustainable Outcomes: Responsible Organising on page 47). The selected AoS for 2024–2028 will have a tangible impact on the collaboration and sustainability contributions in research at Hanken.

GOALS, PROGRESS AND TARGETS

Principle 4 The source for the strategic goals is written at the end of the goal. Some of the goals are taken from Hanken’s strategy, while others are from policies or developed by the PRME office. If the goal is from Hanken’s strategy, an (S) is at the end of the

goal. (PRME) means that it is a goal developed by the PRME office. Other goals are from policies or guidelines at Hanken. The table below describes our goals and actions for the next reporting period.

Table 13: Goals and actions for principle 4, 2022-2024.

STRATEGIC OBJECTIVE	ACTION 2022-2024	PROGRESS AND CHALLENGES	KEY PERFORMANCE INDICATOR AND TARGET
Strongly encourage researchers’ efforts towards open science and open access of publications (s)	Library gives workshops annually for faculty members on open access publishing and continuously supports them.	<p>Progress In 2021, the guidelines for open access publication were updated and 76% of peer-reviewed scholarly publications were open access.</p> <p>Challenge The process of open access publication is not always straight forward and clear for researchers.</p>	<p>KPI % of peer-reviewed scholarly publications (types A and C) on an open access or a hybrid publication channel</p> <p>Target 100% of peer-reviewed scholarly publications (types A and C) on an open access or a hybrid publication channel.</p>
Expect all researchers to link their research projects and outputs to Sustainable Development Goals of the UN (s)	All researchers are aware that they should tag their publications with UN Sustainable Development Goals.	<p>Progress Hanken has communicated that all outputs in the Haris research portal should be tagged with the SDGs. The share of tagged publications has increased to 45% in the last few years.</p> <p>Challenge The tagging is done based on researchers own view of which SDGs are relevant.</p>	<p>KPI % of peer-reviewed scholarly publications (types A and C) tagged with SDGs</p> <p>Target 70% of peer-reviewed scholarly publications (types A and C) tagged with SDGs</p>
	Communicate how researchers should tag their research outputs with the SDGs.	<p>Progress The SDG analysis done in August 2022 showed that the SDG tagging is not a standardized practice and that more needs to be done to standardize use of SDGs to make the tags useful as a tool to indicate which SDGs research outputs focus on</p> <p>Challenge Creating standardized guidelines might not be possible due to the wide arrange of research done.</p>	<p>Target Look into how the SDG tagging system could be improved to show actual impact.</p>
Strongly encourage cross-disciplinarity in research	Utilise existing networks and partnerships to create platform for cross-disciplinary contact.	<p>Progress Hanken is a part of many international and national networks with contacts from different academic disciplines and corporations.</p> <p>Challenge Establishing such collaborations in time intensive and starting work with new partners is always risky.</p>	<p>KPI Percentage of research projects having co-partners from other academic fields than business subject.</p>
	Organize trainings and classes on how to conduct research with cross-disciplinary partners.		<p>KPI # of participants in sessions on how to conduct cross-disciplinary research.</p>
	Continue developing collaboration between disciplines within Hanken	<p>Progress The Areas of Strength has in many way supported cross-disciplinarity between subjects at Hanken and within the AoS Responsible Organising it has led to several cross-subject collaborations.</p> <p>Target The AoS are reselected every five years based on an external evaluation of Hanken’s research. The next AoS are selected in autumn 2023. The selected AoS will have a large impact on the coss-subject collaborations within Hanken.</p>	<p>Target Develop mechanisms for internal cross-subject collaboration that is not dependent on AoS.</p>

Continue developing collaboration between disciplines within Hanken



Progress
The Areas of Strength has in many way supported cross-disciplinarity between subjects at Hanken and within the AoS Responsible Organising it has led to several cross-subject collaborations.

Target
Develop mechanisms for internal cross-subject collaboration that is not dependent on AoS.

The AoS are reselected every five years based on an external evaluation of Hanken's research. The next AoS are selected in autumn 2023. The selected AoS will have a large impact on the cross-subject collaborations within Hanken.

Encouraging researchers to actively seek research topics and designs that address new challenges of the corporate world (s)



Promote societal impact of research

Progress
A societal impact position paper is being developed that focuses on how Hanken will engage in societal impact and how societal impact can be measured. Hanken has also taken measures to holistically assessing research outputs for their impact by signing the DORA Principles.

Target
Finalize Societal Impact position paper and based on the results incorporate it into the assessment of Hanken's strategic KPIs.

Challenge
Employees raised how societal impact is still as a concept very vague, making the usefulness and impact limited. In university funding, assessment of research is still focused on traditional assessment principles such as quality of journal.

Encouraging faculty to engage in public policy and corporate decision making (s)

Support development of research results' communication and dissemination.



Progress
In autumn 2021, there were seven online classes focused on giving researchers the tools to effectively communicate their research in society.

KPI
hits in international and national media referring to Hanken's researchers or research results

There are several blogs and podcasts at Hanken that focus on sharing research done at Hanken.

hits in national media referring to Hanken's researchers or research results

Challenge
Comments were raised by employees how the publication race and pressure leave the dissemination of results in society and the corporate context lacking.

Target
100 hits in international media referring to Hanken's researchers or research results

200 hits in national media referring to Hanken's researchers or research results

Introduce awards for most popular media recognition amongst faculty.



Progress
In 2021, research by Hanken researchers was mentioned in 100 international media articles. The results vary between years, in 2020 there were 135 global media articles, 45 in 2019 and 137 in 2018.

KPI
hits in media of winner and nominees in awards

Challenge
Hanken is a small school with a strong international focus, competing with other universities for media attention.

Expect researchers to engage in international research co-operation, co-authored publications with researchers from abroad, and international expert assignments and commissions of trust in highly respected international organizations and networks (s)



Encourage collaboration in research with researchers from different geographical and cultural context and from the global south.

Progress
The award system for scholarly peer-reviewed publications will be updated to provide incentives for internationally co-authored publications.

KPIs
of peer-reviewed scholarly publications (types A and C) having co-authors with international affiliations.

Challenge
Out of the international collaborations listed in the research portal for the last five years, only 12% are with partners from the global south and a majority of the research collaborations were within Europe

of peer-reviewed scholarly publications (types A and C) that have co-authors with international affiliations are from universities in the global south.

Target
Peer-reviewed scholarly publications (types A and C) having co-authors with international affiliations.

Peer-reviewed scholarly publications (types A and C) that have co-authors with international affiliations are partners outside Europe.

5% = not started/new goal, One Quarter = 25% complete, Half = 50% complete, Three Quarters = 75% complete, Full = completed

PARTNERSHIPS & DIALOGUE



Principle 5 | Partnerships: 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.



Principle 6 | Dialogue: We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

As mentioned in chapter 1, Hanken's PRME work is driven by the values of synergistic partnerships and knowledge sharing and cooperation. These values are further supported by Hanken's strategic goals of corporate connection and internationalisation.

In other words, Hanken's sustainability and responsible management education implementation work goes hand in hand with partnership building and engaging in dialogue at the global, national, and regional level.

DIALOGUE AND PARTNERSHIP IN STRATEGY AND POLICIES

Similar to the strategic goal of advocating sustainability and responsibility across the sub-strategies of teaching, research and HR; Hanken's strategy has a goal of strengthening corporate world connections.

The goal has the following objectives across the sub-strategies that support sustainability and RME:

Table 14: Objectives for Hanken's sub-strategies.

Sub-strategy	Objectives
RESEARCH	Encourage researchers to actively seek research topics and designs that address new challenges of the corporate world.
	Encourage faculty to engage in public policy and corporate decision making.
TEACHING AND LEARNING	Offer attractive continuous learning possibilities to the corporate world and alumni
	Continuously improve courses and curricula in all programmes based on input from the corporate world and trends in the globalised world.
HUMAN RESOURCES	Increase the integration of international students into the corporate world.
	Encourage faculty to engage with the corporate world.
	Encourage societal engagement.

The PRME values and our strategic emphasis on societal and corporate outreach have also supported the forging of many international and national partnerships, networks and commitments on an institutional level. In addition, faculty members and research institutes collaborate with corporate and non-corporate actors in different research and development projects (for examples, see research projects in appendix 3), conferences, research seminars and other events as well as in teaching, for example

through course collaborations, guest lectures and project cases.

Below, we highlight some of our achievements in partnerships and dialogue for responsible management education during the reporting period.

This is followed by challenges and looking forward to the next reporting period. Lastly, our goals for the next couple of years are listed.

ACHIEVEMENTS

Hanken has partnerships with corporate and non-corporate actors and networks, both on the institutional level but also through departments, research centers and individual employees forging collaborations in project courses, guest lectures, research seminars, research projects, academic conferences, stakeholder events and conferences.

HANKEN'S INSTITUTIONAL COMMITMENT TO SUSTAINABILITY NETWORKS

An integral part of making Hanken's PRME values a reality is the partnerships and dialogue created by our engagement in RME and sustainability related networks. At the end of the reporting period, Hanken was a member of 16 networks that support active cooperation, knowledge-sharing, collaboration, and dialogue on sustainability both nationally and internationally.

Hanken joined four new networks for collaboration and dialogue surrounding sustainability development and societal sustainability during the reporting period. Below, we briefly introduce the networks.

Climate Leadership Coalition

Hanken joined the Climate Leadership Coalition (CLC) in March 2021. CLC is the largest non-profit network in Europe focused on the climate impact of businesses. CLC was founded in 2014 by Finnish companies Fortum, Kone, Neste, St1, Outotec, Caverion, and the Finnish Innovation Fund, Sitra. The aim of the network is to create positive climate impact through business solutions and active participation in climate questions and policy-making.

Finland's Sustainable Investment Forum

Finland's Sustainable Investment Forum (Fin-sif) is a member-based organisation, that promotes responsible investment and taking into account factors related to environment, society, and corporate governance when considering investment decisions. Hanken has been a member since 2021.

The SDG Academy Community of Practice

The SDG Academy Community of Practice is a diverse network of educators dedicated to advancing education for sustainable development through peer learning and the sharing of best practices, customised resource development, and opportunities for research and thought leadership. The network is a SDSN initiative. Hanken has been a member since the end of 2021 and has contributed with material to the open access library on the SDGs.

Engage.EU

Hanken became a member of the Engage.EU alliance in May 2022. The Engage.EU alliance consists of leading European universities in business, economics, and the social sciences and aims to provide European citizens with the set of skills and competences needed to tackle major societal challenges. As a member, Hanken will be involved in educational and university development projects together with the other alliance members.

PRME ACTIVITIES AND PROJECTS

Hanken has actively engaged in PRME activities through the PRME Champions and at the regional level through the PRME Nordic Chapter.

During the reporting period, Hanken's PRME team has contributed to several sub-project groups and projects, for example helping in the development of the updated PRME principles, the book written by the PRME community titled 'Responsible Management Education: The PRME Global Movement' and the PRME Champions sub-project developing KPI's for measuring sustainability impact of business schools.

In addition, Hanken has led two PRME projects during the reporting period, these are introduced below.

Learning material on Sustainable Development grand challenges



During the latest PRME Champions cycle (2020–2022) Hanken has led a sub-project focused on developing open access learning material on sustainability challenges. The project builds on the existing video-based learning materials that have been developed by Hanken in collaboration with ISAE/FGV (Brazil), Audencia Business School (France) and La Trobe Business School (Australia) in the previous PRME Champions cycle.










The project aim was to create learning modules starting from a particular sustainability problem (rather than particular SDGs) as they manifest themselves in different geographical contexts by drawing on more geographical diversity and expertise.

Hanken and six other PRME Champions schools: Audencia Business School (France), Copenhagen Business School (Denmark), IÉSEG School of Management (France), IBS (Russia), INCAE Business School (Costa Rica) and T.A. Pai Management Institute (India) have been developing seven open access modules on sustainability grand challenges. Each grand challenge is relevant to the geographical context of the contributing school. The modules touch upon topics such as social inclusion, political polarisation of sustainability, sustainable infrastructure: smart cities, design thinking for sustainability in agriculture and reinforcing the social and environmental resilience of cities.

The material is available on the PRME website and can be used as open-source teaching material by anyone in the world.

PhD course on Sustainability and CSR in the Nordic context

In autumn 2021, Hanken started developing a PhD level course, "Sustainability and CSR in the Nordic context", together with five other PRME Nordic chapter schools: Jönköping International Business School, Stockholm School of Economics, Copenhagen Business School, Oulu Business School and Umeå School of Business, Economics and Statistics. The course planning has taken place during spring 2022 and the course takes place during the academic year 2022–2023. The

 PRME <small>an initiative of the United Nations Global Compact</small> PRME Actively integrating the principles and reporting on them since 2008.	 Keke Forum The Forum for the Promotion of Sustainable Development of Finnish Higher Education Institutions (Keke Forum) has been established in co-operation between two projects funded by the ministry of Education.	 Finnish Business and Society (FIBS) FIBS is the leading non-profit corporate responsibility network in Finland. The network works to promote financially, socially and ecologically sustainable business in Finland.	 WWF Green Office The WWF Green Office serves as a tool for the environmental management of a company or organisation.	 CR3+ Network Together with Audencia Business School, ISAE/FGV, and La Trobe Business School	 Nordic Sustainability Campus Network (NSCN) NSCN is a network for employees and teachers working on sustainable development in Nordic universities.	 PRME Champions Renewed in 2020 for another two-year cycle.	 PRME Chapter Nordic Hanken held the Secretariat from September 2014 to October 2016 and is now an active member.	 Scholars at Risk (SAR) Hanken held the Secretariat from September 2014 to October 2016 and is now an active member.
2008	2009	2010	2010	2011	2012	2013	2013	2017

course is structured in three modules, with two schools responsible for each module.

The first module was co-hosted by Stockholm School of Economics and Jönköping International Business School, in Stockholm, October 2022. The second module is an online module hosted by Hanken School of Economics and Umeå School of Business, Economics and Statistics. The online module is organised over four half-days in January 2023. The third module is hosted by Oulu Business School and Copenhagen Business School in Oulu, April 2023.

There will be 26 students participating from 12 different PRME Nordic chapter schools, representing Finland, Sweden Denmark and Norway. As a final deliverable of the course, students will write a book chapter in pairs. A key objective of the course is to bring together junior researchers from different Nordic context and business fields to exchange ideas, network and develop their understanding of CSR in Nordic research.

This project builds on a PhD course project has been organised within the PRME Nordic Chapter two previous times. The first time the course was organised by Hanken, Stockholm School of Economics and BI Norwegian Business School in 2016–17 followed by Aalto University, Copenhagen Business School and Stockholm University in 2018–19.

CORPORATE AND NON-CORPORATE COLLABORATION

Hanken Partner Programme

The **Hanken Partner Programme** is a platform for long-term partnerships between the

corporate world and Hanken. The programme connects knowledge and research from Hanken with the potential and energy of our students and the experience and expertise of the corporate world. Organisations can join as partners or branding partners. At the end of the reporting period the partner programme had 20 partner organisations.

Branding partners



Partners



gbsn Global Business School Network
A network of around seventy business schools that works on improving access to quality, locally relevant management education for the developing world.

unifi UNIFI Sustainable development and responsibility working group
UNIFI is a co-operational organisation for Finnish universities.

CLIMATE UNIVERSITY
Climate University is a network of higher education institutions and other stakeholders to foster climate and sustainability education in higher education and in the society.

Sustainable Development Solutions Network (SDSN)
SDSN mobilises global scientific and technological expertise to promote practical solutions for sustainable development.

SDSN Northern Europe
SDSN mobilises global scientific and technological expertise to promote practical solutions for sustainable development.

CLC
Climate Leadership Coalition (CLC)

FINSIF
Finland's Sustainable Investment Forum (Finsif)

SDG Academy
Community of Practice

ENGAGE-EU
Engage.EU

Member since	2019	2019	2020	2020	2020	2021	2021	2021	2022
--------------	------	------	------	------	------	------	------	------	------

Hanken Business Lab

Hanken Business Lab is a form of incubator aiming to help start-ups, scale-ups, non-profit organisations and individuals to achieve significant growth.

The Hanken Business Lab provides students with the support and resources to develop their business ideas already during their studies. The Hanken Business Lab is also open for external organisations and individuals that want to benefit from being a part of the incubator.

Being a part of the Hanken Business Lab community gives member organisations and individuals access to an inspiring community and culture, first class Nordic angel network, a mixed community of start-ups, scale-ups and non-profit organisations and outstanding co-working facilities in Hanken's buildings in the center of Helsinki and Vaasa. The co-working facilities are spaces where Hanken students, alumni, faculty and staff, as well as other collaboration partners can meet up any time of day.



At the end of the reporting period, the Hanken Business Lab had 64 members compared to 51 members in the last reporting period. To accommodate members and improve facilities even further, the Hanken Business Lab space in Helsinki is also expanding to larger facilities to give even more space to collaboration, knowledge exchange and business development.

Several of the Hanken Business Lab member organisations are focused on supporting sustainable development in different ways. Below, we highlight some of these member organisations that have been founded by current or former students at Hanken.

BOLD PROJECTS

Bold Projects is a non-profit organisation started in 2018 by Hanken students and friends. The organisation raises awareness and funds to charities by engaging in 'bold' endeavors such as rowing across the Baltic Sea, running 100km from Helsinki to Tammisaari and roller-skating the length of Finland. Bold Projects has raised money for breast cancer research, marginalised youth in Finland and to improve the condition of the Baltic Sea. In 2022 the Bold Project team climbed the highest peak of three countries: Finland, Sweden and Norway in a week to raise funds for children in Ukraine affected by the war.

FEMALE FOUNDERS BY HANKENES

Female Founders is an initiative that started in spring 2022 under Hanken Entrepreneurship Society. HankenES aims to support, inspire and encourage entrepreneurship at Hanken. Female Founders was started to encourage entrepre-

neurship amongst female students at Hanken as women are underrepresented in entrepreneurship.

MJUK

Mjuk is an end-to-end marketplace for second-hand furniture founded in 2019 by two Hanken students. The company focuses on making the purchasing and selling of secondhand furniture as easy as possible to encourage purchasing furniture second hand and to counteract quality furniture ending up at the landfill.

In addition to the partner programme and Business Lab, it is common for company contacts to be involved through project courses, guest lectures etc. Many research endeavors are also done in collaboration with companies.

The research projects during the reporting period listed a total of 55 partners (including both companies, NGO's, universities and so on, for more information about research projects see pages 40–45).

Table 15: Corporate contacts in teaching and research based on corporate outreach survey responses.

	2020-2021	2021-2022
Education	218	171
International headquarters	76	59
Finnish headquarters	142	112
Research	31	44
International headquarters	10	14
Finnish headquarters	21	30

While there are many sustainability and CSR courses at Hanken where organisations are engaged through guest lectures, cases and individual assignment, a project course focused on providing solutions to sustainability and humanitarian logistics projects has been organised for over ten years at Hanken. The course actively engages corporate and non-corporate collaborators in issues related to sustainability, to the point that the partnership is a core pedagogical approach in the course.

Project Course in CSR and Humanitarian Logistics



In this course, students work in project groups throughout a semester – with the aim of solving a sustainability problem for a case organisation through tangible and creative ideas. The course has been organised for over ten years. The course engages a vast range of societal actors – case organisations range from small NGOs to some of the largest multi-national corporations active in Finland.

In 2018, 34 students participated in the course and 11 case organisations. Since then, student interest in the course has grown – in 2022, 56 students participated in the course and there was a total of 15 case organisations. The course has been a way for students to combine their theoretical knowledge with practical issues, and to gain experience in working with a variety of stakeholder needs.

In 2021 and 2022 there were a combined 29 projects and 24 unique organisations involved.

The following organisations were a part of the course:

Credit Agricole Corporate and Investment Bank (CACIB), Elo, Helsinki Capital Partners, KIOS Foundation, Orkla Suomi, UPM, Heureka, U-landshjälp från Folk till Folk i Finland (UFF), Finn Church Aid, Vanhamäki Welfare Center, IMPACCT, Squadron, Stara, Forum Virium, Ilmarinen, Meltlake, Finnish Red Cross, Solvoz, Vaisala, Spinnova, Metsä Group, S-Group, Outokumpu, CoReorient

EVENTS

Restrictions and special arrangements due to the covid-19 pandemic governed essentially for the whole of the reporting period, making it difficult to plan and organise events. Still, Hanken organised a total of 21 events with sustainability

and RME themes. Most of the events were either arranged online or in a hybrid format. In autumn 2022 it is also clear that there has been an upswing in the number of events organised since the restrictions have lifted.

Below we list some of the events with sustainability as a focus that were organised by Hanken during the reporting period. In addition to these events faculty members and researchers actively contribute to dialogue externally by providing academic consultations, seminars, workshops, keynote speeches and so on. Unless otherwise stated, the events listed below were open to external stakeholders.

Webinar: Sustainability reporting

November 5th, 2020

The price ceremony for the Finnish Sustainability Reporting Competition.

Sustainable Strategy in Turbulent Times

November 11th, 2020

Panel discussion series organised by Hanken Alumni.

SIHTI seminar

January 26th, 2021

Publication seminar for the SIHTI project (Status of Human Rights Performance of Finnish Companies).

Hanken Research Day

November 27th, 2020

Hanken Research Day introduces the research conducted at Hanken. This year the topic was “Issues and responses related to the coronavirus Covid-19 pandemic”.

Grassroots Innovations as a form of organising sustainability locally

February 4th, 2021

Course guest lecture open to all students and staff at Hanken. The lecture was the first of three guest lectures hosted under the “Sustainable Organising in Times of Crisis” course.

The role of companies in solving environmental problems – measures to a more co-operative Finland!

March 11th, 2021

Event as a part of the CORE research project on how companies, in cooperation with public administration and civil society actors, can accelerate the resolution of environmental problems.

Hanken Finance Day 2021

March 17th, 2021

The theme for the annual event was “Sustainability in the banking industry”.

Responsible Organising conference #4

April 28th, 2021

The 4th annual Responsible Organising Stakeholders Conference. The theme was Re-imagine!/Re-organise!/Re-build!

Private investors sustainability in Finland

May 11th, 2021

Publication seminar for a study mapping the sustainability of private investors in Finland.

Envision Hanken’s Sustainable Future

May 27th, 2021

Internal event for the Hanken staff to brainstorm a sustainable future for Hanken.

Sustainable Investing – Financing the Future?

June 1st, 2021

Future avenues of sustainable and impact investing were discussed in the new Hanken webinar series A cup of Hanken.

8th CR3+ Conference

October 28th-29th, 2021

Hosted by ISAE Business School. The theme of the conference was “Innovation shaping a sustainable future”.

EURO-HOpe mini-conference 2021

November 24th, 2021

The main theme of the 2021 conference is Cash and Voucher Assistance in Humanitarian Supply Chains.

Ukraine – why help with cash instead of goods?

March 3rd, 2022

HUMLOG's experts and researchers commented on the situation in Ukraine and why it is more effective if aid to Ukraine is monetary rather than sending goods.

Alumni-meet

March 30th, 2022

Hanken and four other universities organised a virtual alumni event with the theme “Social sustainability in the working life”.

Hanken Teaching Day

May 18th, 2022

Aimed at teaching faculty at Hanken but all employees are welcome. The focus was on “Meeting student special needs in your teaching”.

Hanken Research Day

May 24th, 2022

Hanken Research Day introduces the research conducted at Hanken. This year the topic was “Impacting society through collaboration”.

Fulbright seminar with Professor Irene Calboli

May 30th, 2022

Professor Calboli addressed the topic of certifications and their ability to increase transparency along the supply chain and promote sustainable development.

Events and campaigns in focus

Responsible Organizing Stakeholder Conference

During the reporting period, the fourth Responsible Organising Stakeholder Conference was organised. The annual conference has been organised since 2017 and has gathered around 70+ experts and 700+ participants representing all stakeholder groups ranging from business actors, representatives of civil society, students, and alumni, to the general public in order to bring science closer to the public? the society?.

Responsible Organising is one of Hanken's Areas of Strengths and corresponds to a field of transformative research for a sustainable future – as expressed in the U N Sustainable Development Goals (SDGs) – and with multi-disciplinarity and collaboration at its core.

The fourth RO conference was held in April 2021 and focused on re-imagining science, re-imagining access and organising, and lastly rebuilding by creating a constant flow of ideas between practitioners and academia.

The conference had two keynote dialogues that focused on ‘Reimagining the Futures of Work’ and ‘Reorganising Access and Voice in Curricula and Business’, four workshops and four panels.

Panel discussions: Sustainable Strategy in Turbulent Times

In 2020 when the Covid-19 pandemic required large scale change to how our day to day was organised and to societal responses, Hanken Alumni organised two online panel discussions surrounding the topic “Sustainable Strategy in Turbulent Times”.

The first session was held in May 2020 and focused on key factors to economic recovery from Covid-19 and included six panelists. Pirkko Harrela (Executive Vice President, Stakeholder Relations, Member of Group Executive Team at UPM), Roger Holm (President Marine Power &



Executive Vice President at Wärtsilä), Topi Miettinen (Economics Professor at Hanken School of Economics), Heidi Schauman (Chief Economist at Swedbank), Penna Urrila (Chief Economist at Confederation of Finnish Industries-EK) and Hanna Westman (Chief Economist at Financial Stability Authority). The session had 700 participants signing up from 21 countries.

The second panel discussion was held in November 2020 and focused on the pandemic's economic and social consequences and what could be identified as key factors for renewal. Panelists were Kristina Heinonen (Professor of Service and Relationship Marketing at Hanken School of Economics), Sebastian Nyström (EVP & Chief Transformation Officer at SOK Corporation), Heidi Schauman (Chief Economist at Swedbank) and Fredrik Wildtgrube (Vice President at Finnair Cargo).

Both sessions were moderated by Marc Hinnenberg (CEO at Hanken&SSE Executive Education).

The HUMLOG Challenge 2021

The HUMLOG Institute arranged, in collaboration with GBSN – Global Business School Network, an international virtual competition focusing on developing local solutions to problems related to humanitarian logistics. The winning team was offered a 5,000 USD prize to be used towards continuing education or training. The theme for the 2021 challenge was community disaster resilience, and 130 students participated from 16 countries.

The winner of the challenge was Team CSU from Colorado State University Business School for their solution addressing local community involvement on mitigation and response for climate-induced natural disasters in Mozambique via a resilience kit.

CHALLENGES AND LOOKING FORWARD

Hanken is involved in many national and international partnerships, as well as engages in dialogue through research, education and societal outreach.

During the last reporting period, societal, institutional and travel restrictions due to covid-19 have been in place for almost the whole time. This has required re-organising many of our ways of engaging in partnerships and dialogue, for example network activities and projects have been fully online and events have been organised online, in hybrid form or not at all. This has given positive opportunities such as engaging more frequently when network meeting is online, not requiring time for travelling, and forging new partnerships in the online sphere. For example, in the PhD course in sustainability and CSR in the Nordic context that is organised within the PRME Nordic Chapter, the project has been planned fully online and the project team has been able to meet monthly.

However, the online format does not come without challenges. While it works well for existing partnerships if the participants are motivated and have resources to collaborate, it also makes engagement and forging new substantial contacts more challenging. For online events, a challenge has been to gain the same engagement and dialogue as for regular events, and overall, after the first move over to online, the participation in online events has been lower. Since restrictions have lifted there have been more on site? events planned, and for example Hanken will in autumn 2022 bring back the SDG week that was organised twice before the pandemic. Hanken has also taken the lead on organising the UNIFI Keva (Sustainability and Responsibility seminar) in 2023.

A challenge in developing partnerships and engaging in networks is the available resources. In recent years, focus has been placed on having one main contact person for each network Hanken is involved in. This has been somewhat successful, but still, many of the sustainability network responsibilities lie on the same couple of people, making resources and time allocation especially important and limits the internal engagement.

In the employee interviews, comments were made concerning unclarity around the legitimacy of the number of sustainability networks that Hanken is involved in, and overall, it has been difficult to garner internal participation in the networks. The reason for this is unclear, whether it is time constraints, faculty already having personal partnerships or lack of information, but because of this, certain networks that have been joined to give collaboration opportunities to Hanken have had limited success at engaging faculty and instead run the risk of draining resources without positive, motivated partnerships.

Many of Hanken's sustainability partnerships and dialogues are also organised through the competence centers that exist at Hanken and are introduced on pages 41–42. Hanken also has an active and broad alumni network, with alumni in many of Finland's largest organisations, and numerous alumni also work in sustainability and CSR. In the future, we are looking at engaging Hanken's alumni network more actively in sustainability partnerships, events and collaborations, as this is a great opportunity to forge high impact partnerships as well as to have an active dialogue with managers in Finnish business corporations.

Lastly, an identified challenge is visibility in media. In 2021 Hanken was mentioned in 488 articles in the domestic news media and 207 times in the global news media. Hanken's media visibility decreased from year 2020 by 8 % domestically and by 57 % globally. Hanken's media visibility decreased in the Finnish landscape due to Hanken appearing less in different topics related to COVID-19. The global decrease was mainly due to removing all wire and nomination news from the global data set.

Still, a challenge as a small, stand-alone, business school that does not provide education in the majority speaking language of the country, is to be visible in Finnish media and competing for attention. Being visible is an important factor for extending the impact of research and education to larger society. To improve our visibility, the communication guidelines at Hanken has been updated in autumn

2022 and Hanken regularly provides classes in research communication, and also a monthly meeting with everybody responsible for communica-

tions in the different units. In the future, there will be an internal annual communication clock that supports the coordination of communication.

GOALS, PROGRESS AND TARGETS

Principle 5 & 6: Partnership and Dialogue The source for the strategic goals is written at the end of the goal. Some of the goals are taken from Hanken's strategy, while others are from policies or developed by the PRME office. If the goal is from Hanken's strat-

egy, an (S) is at the end of the goal. (PRME) means that it is a goal developed by the PRME office. Other goals are from policies or guidelines at Hanken.

The table below describes our goals and actions for the next reporting period.

Table 16: Goals and actions for principles 5 and 6, 2022-2024.

STRATEGIC OBJECTIVE	ACTION 2022-2024	PROGRESS AND CHALLENGES	KEY PERFORMANCE INDICATOR AND TARGET
Offer attractive continuous learning possibilities to the corporate world and alumni (S)	Expand the Corporate Responsibility module for non-degree students	<p>Progress The corporate responsibility module is popular with over 110 applications annually. By far most applicants are working professionals that have recognized that they need to learn more about sustainable business.</p> <p>Challenge 40 students are accepted to the module annually, and they can only take courses on Helsinki campus, restricting the reach of the module.</p>	<p>KPI ECTS taken by CR non-degree students annually.</p> <p>Target 1000 ECTS taken by non-degree students annually.</p>
	Continue offering both remote courses and in-class courses on sustainability and CSR	<p>Progress Out of the CR module courses, there are 13 courses that can be taken as remote courses or self-study courses.</p> <p>Many CR module nondegree students express a strong need for online courses as they work full-time and have difficulty attending lectures.</p>	<p>KPI % of study points taken by CR non-degree students that are online/remote courses</p>
Continuously improve courses and curricula in all programmes based on input from the corporate world and trends in the globalised world (S)	Develop a MOOC on ESG reporting	<p>Progress In the applicants for the CR module, we receive a large number of applications from working professionals in the field of finance/financial services that need more knowledge in sustainability related to their field.</p> <p>Challenge Currently, there is only one course from the accounting subject represented in the module, and zero courses from the finance subjects - making it challenging to fulfil the needs of the corporate world and alumni. The one course in accounting is incredibly popular and cannot accommodate the demand for the course.</p>	<p>Target Create a MOOC on ESG reporting to fulfil the needs of the corporate world.</p>
Increase the integration of international students into the corporate world	Inform international students about the HankenHIT-module.	<p>Progress Starting the 2022-23 academic year, international students can receive study points for participating in the HankenHIT-module activities, e.g., internships, career events and the mentorship program.</p> <p>Challenge Hanken alone cannot make international students feel welcome or integrate them into the corporate world, instead it requires engagement from larger society and integration through informal initiatives.</p>	<p>KPI # of international students participating in the HankenHIT study module.</p>
Encourage faculty members to engage in public policy and corporate world decision making, and encourage societal engagement (S)	Continue developing partnerships for sustainability through national and international networks.	<p>Progress Hanken is part of 13 sustainability related networks many of which require active engagement and commitment. Hanken has been active participant of some tangible projects, e.g., the PRME Nordic PhD course.</p> <p>Challenge Often employees outside of the PRME Office have limited awareness regarding how they can engage in the sustainability networks that Hanken is member of.</p>	<p>KPI # of projects in sustainability networks that Hanken engages in.</p> <p>Target Four collaborative projects within networks.</p>
Continue offering events on sustainability targeted towards students, academia, corporate world, alumni and/or employees	Continue with the SDG week.	<p>Progress The SDG week is a weeklong happening with different workshops, conferences, seminars, flea markets, campaign etc. that has been organised twice at Hanken. The week have a two-year break due to Covid-19 restrictions but will be organised again in autumn 2022 and be brought back with the aim of continuing it annually.</p> <p>Challenge In the last few years less, events have been organised due to restrictions and with the move over to online for many events it has been difficult to have the same level of engagement form participants.</p>	<p>Target Organise the SDG week annually.</p>

5% = not started/new goal, One Quarter = 25% complete, Half = 50% complete, Three Quarters = 75% complete, Full = completed

ORGANISATIONAL SUSTAINABILITY



Addendum principle 7 | Organisational sustainability: We understand that our own organisational practices should serve as an example of the values and attitudes we convey to our students.

A part of Hanken’s mission statement read as the following:

“The mission of Hanken is to create new knowledge and educate responsible professionals for the global economy and changing society **through integrating ethics, responsibility, and sustainability in all its activities**”

At Hanken, this means that we not only focus on supporting sustainability in our teach-

ing, research and societal outreach, but that a foundation for all of our outputs is operating in a responsible and sustainable way. It also means that we have a responsibility to lead by example since students are shaped by their experiences at Hanken and can through their own working life make society more equal and equitable.

Organizational sustainability at Hanken is divided into:



Figure 23: Division of organisational sustainability at Hanken.

As such, this chapter of the report is structured slightly differently compared to the other chapters. For each category (well-being, equality and environmental impact), we describe the strategies, action plans and gov-

ernance processes at Hanken that support being a sustainable and responsible institution. This is directly followed by the progress, challenges and next steps identified for that category.

STRATEGY AND POLICIES FOR SOCIAL ASPECTS

In Hanken’s strategy, one of the sub-strategies is Human Resources, and in this sub-strategy a goal is to advocate responsibility and sustainability. There are five development objectives that support social sustainability amongst employees.

Table 17: Objectives for Hanken’s strategic goal.

Strategic goal	Objectives
ADVOCATE RESPONSIBILITY AND SUSTAINABILITY	Have transparent and open recruitment processes
	Improve employee satisfaction
	Focus on well-being and be a responsible and attractive employer who offers balanced worklife
	Provide leadership training and support for managers on all levels
	Follow international codes of conduct

Employee and student well-being is also supported by Hanken’s Code of Conduct. The Code of Conduct states that Hanken should be a safe workplace where: The university’s staff and students must be able to work in conditions that are not harmful to the physical and mental health, Hanken’s work environment is

pleasant, and the workplace consciously aims to prevent and deal with conflicts.

Other policies and governance processes that support employee and student well-being and equality is described below.

HEALTH, WELL-BEING AND SAFETY GOVERNANCE AT HANKEN

Hanken has an action plan for occupational safety in use. The plan for occupational safety specifies how Hanken works with occupational safety and what measures will be taken to maintain and improve well-being at Hanken. The plan is overseen by an occupational safety committee and Hanken has an occupational safety representative that is elected by employees.

In May 2021, when working completely remotely it was recognised how taking breaks from working were easy to forget and the management team at Hanken recommended that all employees would book 45-minute meetings instead of one hour, to give employees the opportunity to take a break and prepare for the next meeting and to ensure well-being at work.

The main tasks of the Occupational safety committee include making proposals for development regarding occupational safety and health to the employer, monitoring the implementation of the occupational safety and health policy and occupational health care, and making proposals regarding them. In addition to the occupational safety committee, Hanken has had a well-being group in place for 2021-2022 that has focused on monitoring and improving the well-being of employees and doctoral students based on Hanken’s strategy and action plan with focus on well-being in remote work through the covid-19 pandemic.

Hanken also offers Break Pro, a program that reminds employees to take a break while working. Break Pro is a professional break exercise program that provide break exercise guidance based on the latest exercise recommendations. The program includes short, invigorating break exercise videos with custom timing for people doing a lot of sedentary work.

Employees also received a discounted gym membership at UniSport and recreational vouchers worth 100€. The vouchers can be used to pay for admission to venues such as concerts, theatres, museums, sports events, cinemas, as well as for exercise. Staff can also get subsidised massages every week.

Student Well-Being

Hanken regularly follows up student well-being. During Covid-19, well-being surveys have been sent out to students biannually. Students are also asked questions about well-being during their bachelor’s and master’s graduate survey.

The Alcohol policy outlines how misuse of alcohol amongst staff should be dealt with and gives guidance about available treatments. Hanken uses Guidelines for Early Support, that focus on early support with the purpose of helping managers and employees to identify problems that affect the ability to work at an early stage.

Company healthcare is available to all employee that work more than 14 hours/week. Hanken also organises First Aid training for staff on a regular basis. Hanken provides flexibility in work and employees can also choose to work from home three days of the work week if the tasks allow for it.

During the first year of remote teaching due to Covid-19, it became clear that students increasingly felt lonely. In the well-being survey conducted with bachelor’s, master’s, EMBA and PhD students in February 2021, half of the 977

respondents indicated that they felt lonely. Especially first year students and students who do not speak Swedish or Finnish as their native language, felt lonely.

Hanken has put much effort into developing services to prevent loneliness and to promote study progress. Additional study counselling re-

sources, a study coach, study circles and training of students to participate in the student union's SupportStudent initiative are examples of new or extended services. Due to the effects of the corona pandemic on students' well-being, Hanken has offered the possibility of psychotherapy sessions for Hanken's degree students, doctoral students and incoming exchange students.

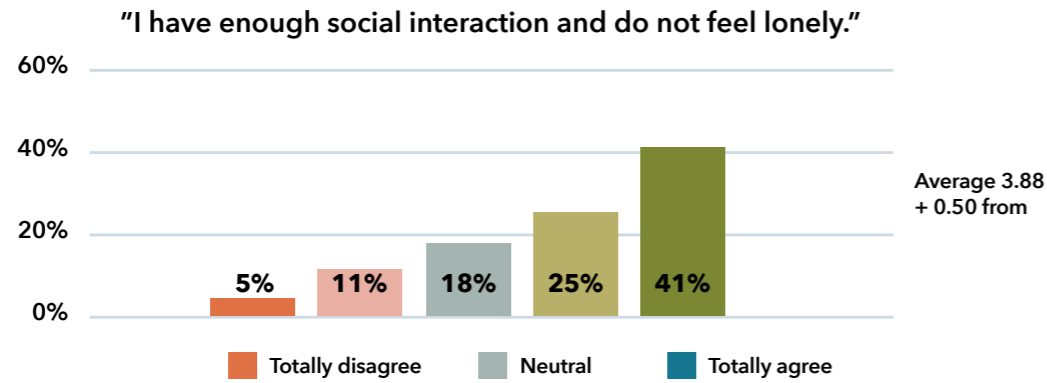


Figure 24: Student loneliness November 2021.

The well-being survey conducted November 2021 indicated that less students were feeling lonely compared to the February 2021 survey.

Even so, both regular support services and support services established due to the corona pandemic continue.

SupportStudents – a Student Union initiative

SupportStudent is a Student Union initiative, where students support students. Students in need of support can contact voluntary Student Union members, who have participated in a Mental Health First Aid 2 course.

The SupportStudents are Hanken students with different backgrounds and with different qualities. Students can freely choose which SupportStudent to contact and the SupportStudents can be contacted directly by mail, WhatsApp or in person.

Employee well-being

Every other year, a well-being survey is conducted among Hanken employees and doctoral students. The survey is a joint effort by Finnish universities, Varma Mutual Pension Insurance Company and the consultation firm Eezy Lt.

The survey focuses on social interaction, working conditions, work content, working with immediate supervisors, and strategic leadership.

In the 2021 survey, Hanken received a mean score of 3,8, compared to 3,7 in 2019 and 3,8 in 2017.

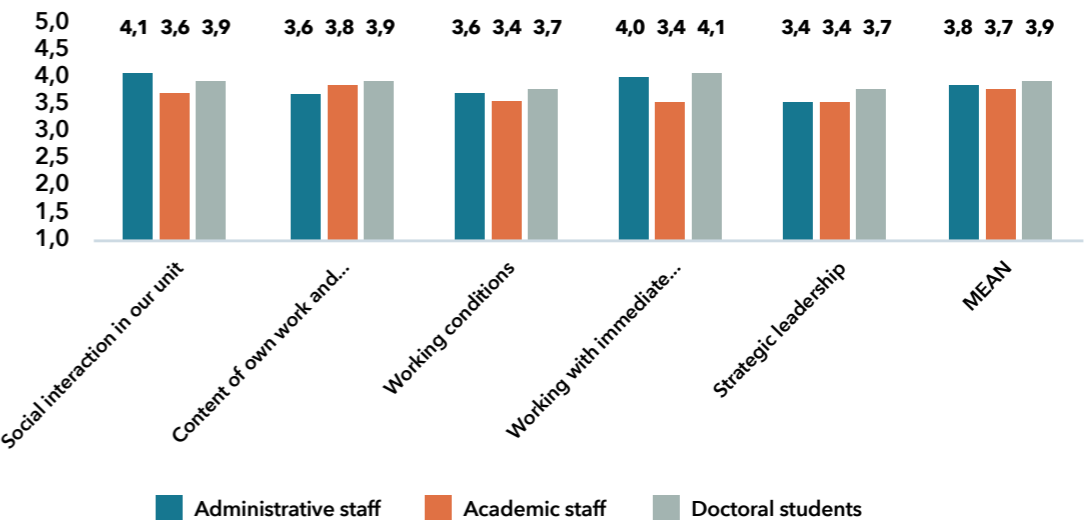


Figure 25: Overall mean 2021 per theme and personnel category.

While most of the results closely resembled the findings in the 2019 survey, there were some differences across themes, the most significant being a 0.3 decrease in *working with immediate supervisor* amongst academic staff, while there was a 0.3 decrease in *working conditions*

of administrative staff. On a positive note, administrative staff showed a 0.2 increase in *social interaction in our unit*.

There were especially a few statements, where there was a 0.2 < change between 2019 and 2021, these are highlighted below.

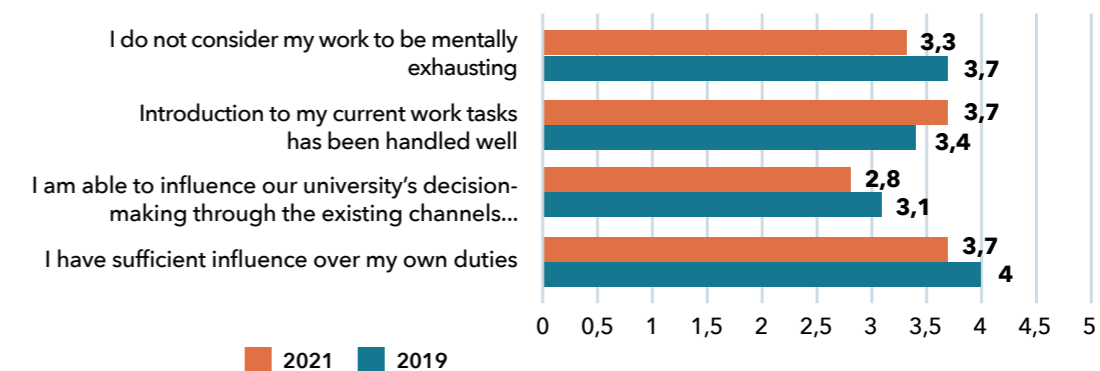


Figure 26: Statements in employee well-being survey with largest changes between 2019 and 2021.

An interesting observation from the above survey is that academic staff scored lower in almost all themes compared to their administrative and student counterparts, with the exception of *Content of own work and competence* where they had a higher score by 0.2. This is aligned with comments from the employee interviews, where employees, and especially academic staff, expressed dealing with a heavy workload and that there are increasing demands placed on them regarding research, teaching and administrative responsibilities. However, interview-

ees also highlighted that this was not a problem solely at Hanken, but in academia overall. In a measure to improve work-life balance amongst academic staff, the tenure track system at Hanken will be evaluated and revised based on the evaluation, in the coming years, to support high quality research and place less pressure on academic staff.

Also raised in the interviews, especially by the administrative staff, was unclarity in the decision-making processes within the university,

and how it can cause extra work and uncertainty in their work tasks. As mentioned previously, the rector has implemented monthly rector's updates for the whole staff, where all are welcome to express their views. The rector's updates also support transparency in decision-making. The responsibilities of staff, working groups and units at Hanken is also being clarified which will make processes clearer.

EQUALITY AND DIVERSITY GOVERNANCE AT HANKEN

Hanken has strongly committed to promoting equality, diversity, inclusion, and accessibility.

To do this, Hanken has a Gender Equality and Equal Treatment Policy that is updated every couple of years. The current plan has been in place 2020–2022 both for Hanken workplace and as a study environment. The updated plan will be in place for 2023–2025. The purpose of the equality plan is to inform about the gender equality situation at the university and to encourage the integration of the gender equality principles and thinking in all activities within the university. The Equality plan is prepared and monitored by Hanken's gender equality committee that currently consists of Hanken's Equality representative, Employer representative, the Dean of Programmes and Quality Assurance, a student representative and two staff members.

Hanken has zero tolerance for harassment of all kinds. This applies to both the preventive work as Hanken actively opposes creation of structures and conditions that maintain inequality and exclusion, and the intervention in cases of harassment.

Hanken's work for equality, diversity, inclusion, and accessibility is further complemented by an anti-harassment policy. The anti-harassment policy outlines how everyone at Hanken can support building an inclusive community, what can be considered harassment and the steps that need to be taken by the employer and/or supervisor in cases when harassment is reported.

Hanken's HR unit is also currently exploring the opportunity for Hanken to adopt a model for preserving work ability by Varma Mutual Pension Insurance Company. Well-being was also declared an area of focus for 2022–2023 and funds have been made available for staff to actualise well-being initiatives within their team, unit, department or whole organisation.

Hanken is a safe place to study and work for everyone, regardless of gender, ethnicity, age, religion, or sexual identity. If employees or students notice any signs of discrimination or harassment, whether observed explicitly or indirectly as part of structures and processes, they are encouraged to contact Hanken's Equality Representative.

Hanken's student union SHS has also committed to foster equality and stop harassment. SHS has an equality and harassment policy, an equality plan and two SHS Executive board members serve as equality representatives that students can contact in case they feel they are being mistreated.

The Student Union also has trainings for its active members. For instance, all committees undergo an equality and anti-harassment training, and all tutors undergo a student advocacy training prior to SHS's business year. The members of the sub committees connected to the Executive Board are also trained to make sure they advocate students' interests as well as possible.

In the last couple of years, collaboration with the student union on matters related to equality and diversity has increased considerably and the positive collaboration is something which Hanken will focus on continuing.

In late spring 2022 Hanken also joined the "I am Anti Racist" campaign by the Ministry of Justice. Since then, first steps have been taken to integrate the commitments of the campaign within Hanken, but this requires significant re-

sources for actual change. First steps are for the equality committee to develop an action plan and get support for the campaign by the new rector.

Student Gender equality

At Hanken, the gender balance between both applicants and accepted students is very close to equal representation.

Table 18: Gender proportion of total applications and accepted students 2017-2021.

	Total applied	% women	% men	Total accepted	% women	% men
2017	1419	39 %	61 %	435	45 %	55 %
2018	2064	42 %	58 %	447	44 %	56 %
2019	2097	43 %	57 %	450	47 %	53 %
2020	2397	45 %	55 %	546	48 %	52 %
2021	2397	46 %	54 %	501	48 %	52 %

As the figure above shows, the number of female applicants has increased with 7% between 2017-2021. However, what is also visible is that the number of accepted students

has already back in 2017 had an almost 50% gender balance (+/- 5%), indicating that the female applicant population overall has had stronger applications.

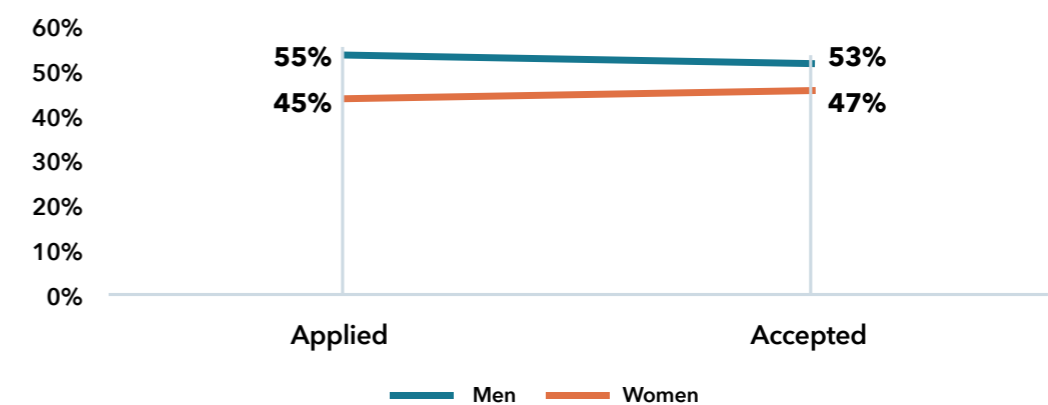


Figure 27: Average gender proportion of total applicants and accepted students at Hanken 2017-2021.

At Hanken, the gender balance between majors is not as equal. Based on the survey that bachelor's students need to fill out when applying to graduate, women are especially underrepresented in Finance, while men are underrepresented in management and organisation and commercial law.

On master's level, the same trend is visible for finance, and management and organisation.

In 2021 women were underrepresented in the major supply chain management and social responsibility while men were underrepresented in marketing. However, it is important to note that the master's degree tracks of economics and supply chain management and social responsibility have under 20 graduating students per year, meaning that there can be quite significant changes in the gender representation from year to year.

Major	Men	Women	% women
Entrepreneurship, management and organisation	18	24	57%
Finance	231	59	20%
Management and organisation	32	61	66%
Commercial law	11	20	65%
Marketing	49	47	49%
Economics	11	10	48%
Accounting	65	72	53%

Figure 29: Major of graduating bachelor students 2019-2021.

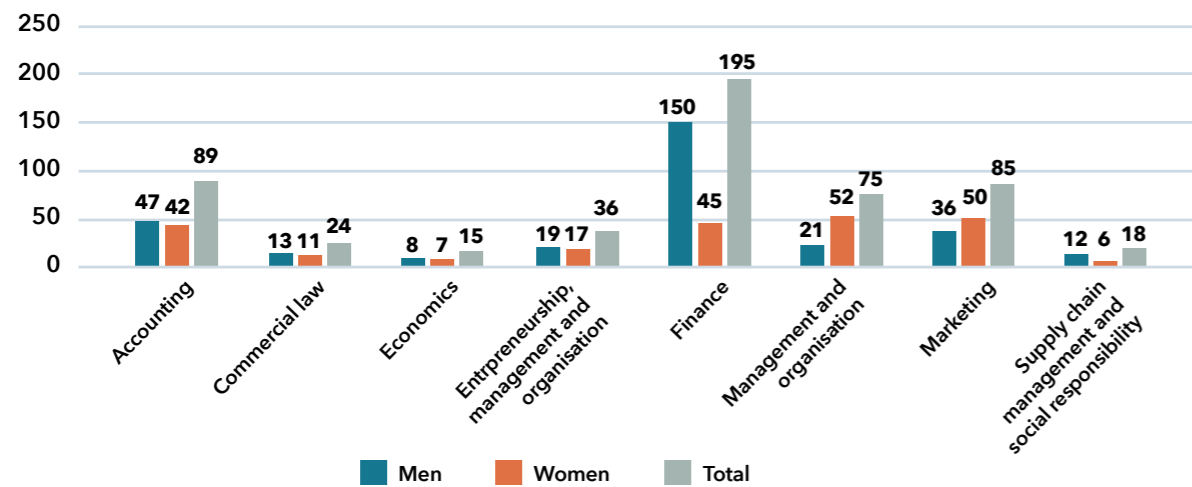


Figure 30: Gender and major of master's students graduating 2021.

Student inclusion and diversity

A second aspect of equality and diversity at Hanken is the inclusion of international students. In 2021, 10% of new students accepted to Hanken were international.

A concern raised in the employee interviews, open comments of the Positive Impact Survey and the sustainability survey conducted with students was the integration of international students. The comments raised how more needs to be done to integrate foreign students in the community at Hanken, as these students most of the time do not have a safety net in Finland. This was especially visible during the pandemic years, when much of the activities that otherwise help provide a network within the school, such as events, in-class teaching, informal gathering, were organised online or not at all.

The Student Union plays a large role in the integration of international students in the Hanken community, especially degree students. The Student Union organizes several events a week, and increasingly more are held in English. To support new students, the Student Union has a group of 26 bachelor's degree tutors and 13 master's degree tutors whose task is to help the new students adapt to Hanken and help them integrate. The Student Union also has 24 tutors assisting the incoming exchange students. These people all take part in an education before starting in these roles to secure quality.

These tutors form the so-called Freshman Committee, Masters Committee and Exchange Committee and by organizing events and bringing both national and international students together to create friendships and learn about the Finnish culture, this function of the Student

Union has a large impact in making international students feel welcome and have the chance to integrate in the community on a social level too. Tutors also offer support to international students on an individual level as well.

The Student Union is increasingly working towards facilitating more settings where both national and international students meet and is increasingly incorporating international students in its Finnish traditions.

To support the integration of international students at Hanken but also in Finnish society at large, effort has been placed on sharing knowledge and accessibility of information. For example, starting the 2022-2023 academic year, international students can complete a Hanken-HIT-module, receiving study credits for their participation in courses/activities.

HIT TALENT PROGRAMME

In an effort to support the integration of international Hanken students in Finnish society, Hanken started Hanken International Talent™ (Hanken HIT™) in 2017. Hanken HIT™ is a talent management programme which helps international students build their network in Finland and supports them in making meaningful connections to potential employers during their master's studies, through internships and internship grants, project courses, career events, a mentorship programme and courses in working life skills.

In Vaasa, there is a similar program that is a collaboration between Hanken and five other higher education institutions in the region, called Vaasa International Talent.

UNWRAPPING FINLAND

Hanken has also produced a five-part video-series titled Unwrapping Finland that supports international students in integrating in Finland. The series was released in spring 2022 and covers topics such as Finnish lifestyle and culture, working culture and communication, the Finnish job market, the importance of networking and how to approach it in a new country, cultur-

al shock and adjustment to a new country and the importance of social capital.

Employee gender equality

Gender equality and the prevention of all forms of discrimination is of considerable importance for a business school. Hanken strives for a gender balance (goal 40-60%) in all groups of employees by 2023, particularly in the academic staff. When looking at employee gender proportions on an aggregate level for the whole organisation, in 2021 and 2020, 58% of employees were women.

However, the results vary when taking in consideration seniority and different employee categories. Women are overrepresented in administrative roles but underrepresented in several other categories.

Table 19: Gender proportions across administrative and academic staff 2020-2021.

	2021	Proportion women (%)	2020	Proportion women (%)
Academic staff	165	46 %	179	45 %
Administrative staff	129	79 %	120	78 %
Total employees	294	58 %	299	58 %

Table 20: Average monthly salary of administrative and faculty staff 2021.

	Women	Men
Academic staff	4 351 €	5 118 €
Administrative staff	3 608 €	3 575 €
Total employees	3 953 €	4 737 €

At the end of the reporting period, women were underrepresented when it comes to top management positions in the school as can be seen in the table below.

Table 21: Gender representation in top management august 2022.

	Women	Men
The board	3	7
Rector and Deans	1	4
Head of Departments & Directors of administrative units	3	4
Total % in top management	29%	71%

While there is almost equal representation of men and women entering academic positions in career stage 1 (doctoral students) women are overrepresented in career stage 2 (e.g., lecturer/assistant professor) while men are overrepresented in career stage 3 (e.g., associate professor/university lecturer) and the gender ratio grows even more unequal in career stage 4 (professors). During the reporting period, only 26% of professors were female.

represented in career stage 3 (e.g., associate professor/university lecturer) and the gender ratio grows even more unequal in career stage 4 (professors). During the reporting period, only 26% of professors were female.

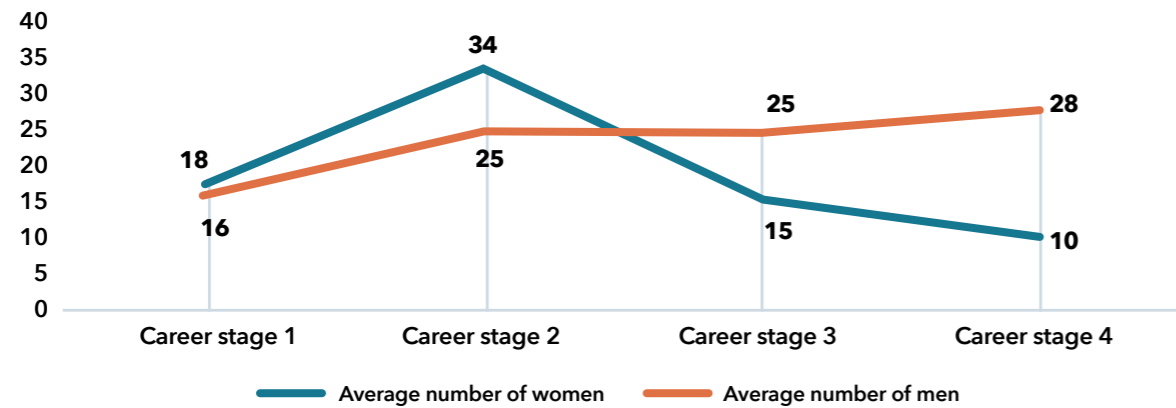


Figure 31: Mean gender of academic positions 2020 & 2021.

Achieving gender equality has been recognised as something that Hanken needs to place efforts towards. The action plan for gender equality engages not only the equality representative and committee, but heads of departments and decision-making bodies across Hanken in tangible tasks to improve the unequal gender balance.

representative and committee, but heads of departments and decision-making bodies across Hanken in tangible tasks to improve the unequal gender balance.

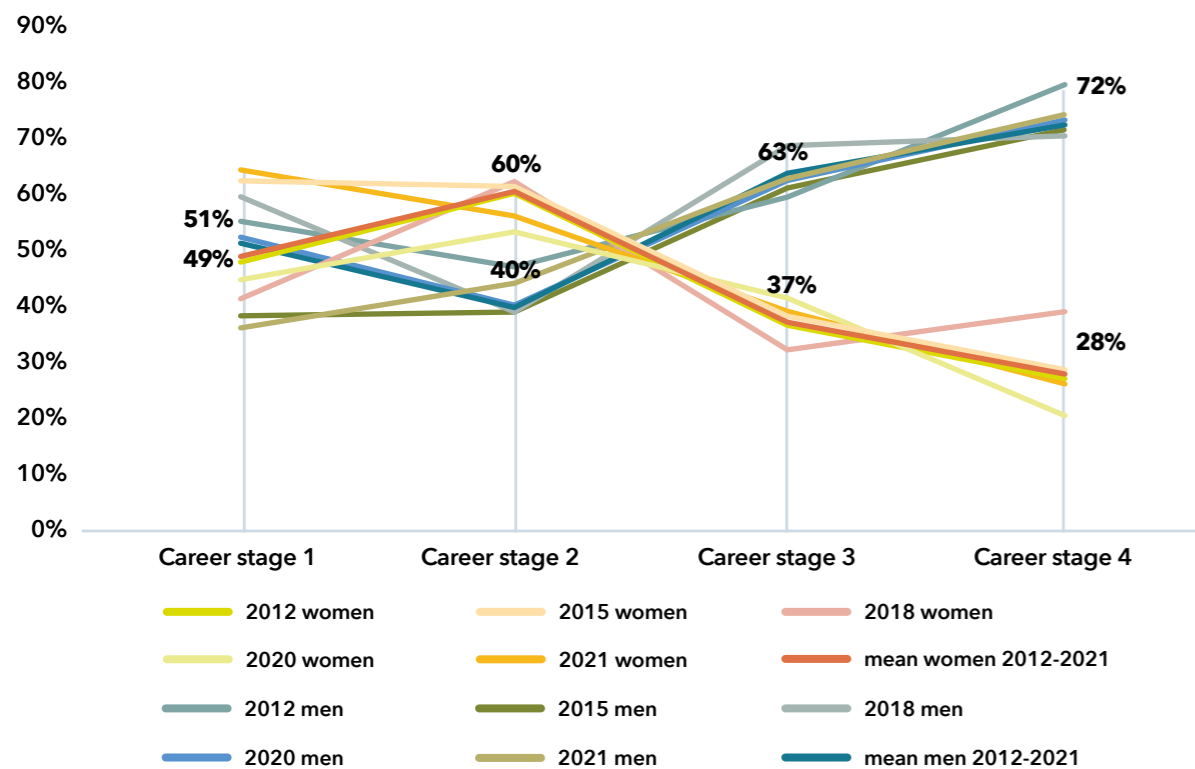


Figure 32: Gender representation across academic positions 2012-2021 (the % labels show average representation).

However, since the largest unequal gender representation is visible in the most advanced career stage of tenured employees, changes in the gender proportions are slow to manifest, as these positions are limited and held for a long time. At the same time, these are the positions that make most of the strategic decisions within the School when it comes to teaching, research, societal outreach etc., so

achieving a gender balance (40/60) in these employee categories and in top management is especially important for leading by example. Also, the work for equality and diversity requires a more active approach on leadership level – to show support for equality initiatives, the Equality representative and the Gender equality committee for actual change and improvement.

ENVIRONMENTAL SUSTAINABILITY

Central to Hanken's work to be an environmentally sustainable institution is the WWF Green Office environmental management system, the sustainability working group and our commitment to carbon neutrality by 2030.

Resources dedicated to environmental sustainability

Since 2019, institutional financial and human resources have been allocated to the environmental sustainability of Hanken. Then the PRME/sustainability office at Hanken was given responsibility of Hanken's environmental impact together with a Green Office group consisting of employee and student representatives. The Green Office group had been in place for several years and began as an informal initiative by employees.

Hanken has been a Green Office organisation since 2010 and our right to use the Green Office logo was renewed in 2020 when we passed the environmental audit. The next audit will be held in the beginning of 2023. As a Green Office, Hanken has committed to compliance with the Green Office criteria:

- Communicate about the Green Office practices within the work community.
- Promote the energy efficiency of the premises.
- Prefer electricity generated using renewable energy sources.
- Reduce electricity consumption.
- Take environmental aspects into consideration in procurement.
- Prefer non-disposable products.
- Recycle and sort efficiently.
- Prefer plant-based products and sustainable fish in catering.
- Take the principles of sustainable travel into consideration.
- Commit to the continuous improvement of environmental issues.

In 2021, the Green Office group was replaced with a sustainability working group. The Dean of Research and Societal Impact was also given the responsibility of Hanken's carbon neutrality work. The sustainability working group is responsible for driving and monitoring Hanken's environmental sustainability initiatives, with special focus on making sure we are on track to reach our 2030 carbon neutrality target. Unlike the Green Office group which had seven representatives from Helsinki and four from Vaasa, the sustainability group only has one representative from Vaasa. The sustainability group is chaired by the Dean of Research and Societal impact, which creates leadership level follow-up on the environmental sustainability progress of Hanken. At the end of the reporting period, the sustainability group consisted of:

- David Grant, Dean of Research and Societal Impact (chair)
- Elina Stadigh, HR Director
- Elise Wegelius, Social Responsibility Coordinator
- Helena Strandell, Planning and Development Manager
- Jennifer Holmberg, Student union sustainability representative
- Johanna Lilius, International Affairs Manager
- Judith Buddingh', Event Manager
- Kristina Wallin, Manager of Administration in Vaasa
- Enni Nokkosmäki, Social Responsibility Coordinator (secretary)

The sustainability team at Haken annually conducts an employee survey to gain insights into

the green behavior and habits of employees. The survey is done using WWF Green Office consumer habit questionnaire, which makes the results comparable to other organisations.

Table 22: Results of green employee survey 2018-2022.

Year	Mean score [max 100]	Response rate [%]	Number of respondents
2019	75,3	28,4	71
2020	78,0	26,4	66
2021	78,9	22,8	57
2022	77,2	21,17	58

Other Green Office organisations received an average response rate of 39% and an average score of 76.5/100 in 2022. In other words, Hanken's results are just above average, but we had almost half the proportion of responses compared to other organisations.

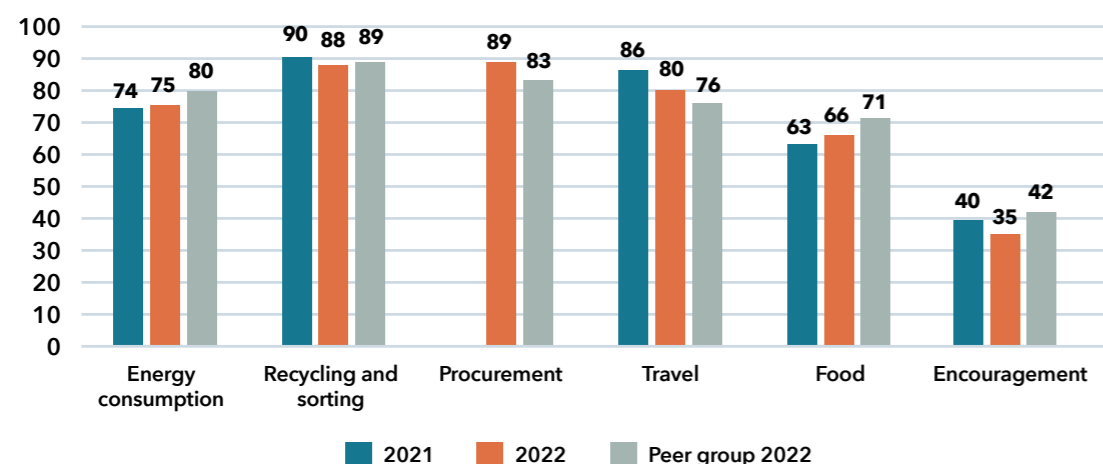


Figure 33: WWF Green Office survey average score 2021 and 2022 (out of 100).

As the results show, especially the category of encouragement, which focuses on the individual employee encouraging colleagues to behave environmentally friendly and the employer supporting environmentally friendly behavior, has a lower average score compared to our peer organisations. We also scored lower in the food category which focuses on eating plant-based, minimising food-waste and avoiding single-use packaging.

In other words, as we are now starting to get back to regular office work compared to the last couple of years' remote working, efforts will

need to be focused on increasing the support and encouragement of environmentally sustainable behavior.

Responsible investments

Our asset management aims to reflect Hanken's leading position as a higher education institution focusing on responsible management education. In the investment activities, environmental impact, social responsibility and good administrative practice are taken into account. Hanken requires that asset managers and other partners have committed themselves to consider responsibil-

ity aspects by, for example, signing the UN Principles for Responsible Investment (UNPRI). The responsibility of our investment activities is regularly monitored through an ESG-reporting twice a year from our appointed asset managers.

Carbon footprint and carbon neutrality

Hanken is a Race to Zero signatory and has committed to being net zero by 2030. The Race to Zero campaign replaces the Global Climate Letter for Universities and Colleges that Hanken signed in November 2019 – ahead of the COP25 Meeting in Madrid in December 2019. The Global Climate Letter is an initiative by SDG Accord – the university and college sector's collective response to the global goals. Hanken has by signing the letter committed to being carbon neutral by 2030. Since 2020 the Ministry of Education and Culture in Finland has also expected that all higher education institutions in Finland will be carbon neutral by 2030.

The sustainability group at Hanken was appointed in March 2021 to systematically engage personnel from many different administrative units in planning and actualising our commitment to carbon neutrality.

“While sustainability and social responsibility are already part of Hanken's ethos and strategy 2030, we are delighted to initiate this group to bring together research knowledge and sustainability expertise from across Hanken into one forum to better achieve our sustainability ambitions”

- David Grant, Dean of Research and Societal impact at Hanken and chair of the group.

Hanken's goal is an annual 6% reduction of our carbon footprint, calculated based on the science-based target initiative and with 873 tCO₂ as our baseline (2018 baseline year). Hanken uses the WWF Climate Calculator to annually calculate our carbon footprint. To achieve carbon neutrality and make high impact progress in lowering our emission, a focus is also on including more categories when calculating our

emissions in the future. The main challenge in this is availability and accuracy of data as well as the high time intensiveness of processing the data.

In an effort towards carbon neutrality, Hanken has compensated for its 2019 and 2020 calculated carbon footprint using Gold Standard certified offsetting projects. In 2022, there have been worrying reports of lack of transparency and additionality in some Gold Standard schemes. While such reports have not been made specifically regarding Gold Standard projects used by Hanken, it does raise concern for the reliability of Gold Standard projects – and at the same time the reliability of national Finnish schemes has been critiqued. Because of this, at this stage the continuation of offsetting our calculated carbon footprint using external compensation schemes is unclear. On the other hand, internationalisation is an important focus for Hanken, and if travel starts to resemble pre-pandemic figures, we will not be able to reach carbon neutrality without external compensation schemes unless significant alternative mechanisms are implemented, for example internal carbon pricing, internal offsetting schemes or other net-positive activities. For such activities, more resources and organisation-wide engagement will be needed.

Environmental impact

Below we highlight the environmental impact of Hanken across different categories such as waste, procurement, energy, and travel. Hanken's calculated carbon footprint for 2021 was 556 tCO₂.

Hanken's electricity is carbon neutral. During the reporting period, the renewable sources used for Hanken's purchased electricity were biomass, wind power and hydropower. Hanken also has solar panels installed on the roof of buildings both in Helsinki and Vaasa. The solar panels have been operational in Helsinki since the February 2021 and in Vaasa since March 2022. So far, the solar panels in Helsinki have produced around 5,6% of Hanken's main buildings electricity needs during 2021, while the solar panels in Vaasa will have produced around 13% of the total electricity needs of the Vaasa building in 2022.

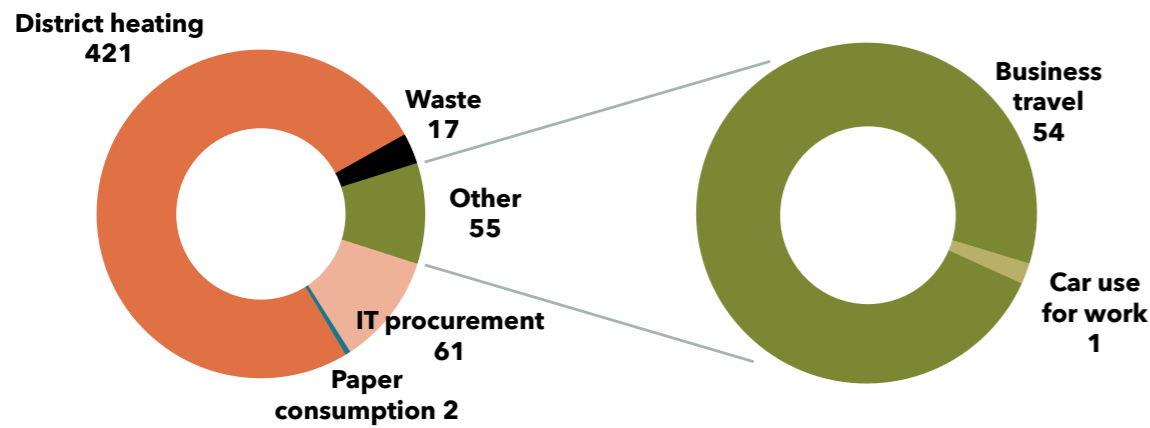


Figure 34: Hanken's calculated carbon footprint 2021 (tCO₂).

During the reporting period Hanken has also switched over to carbon neutral district heating, which decreases our calculated carbon footprint by around 400 metric tons CO₂ annually.

Another significant source of our carbon footprint is procurement of IT products. In 2021, 230 pieces of new IT products were procured causing around 61 tCO₂: 89 mobile phones, 100 laptops, 40 displays and 1 stationary computer. In other words, this means that 79% of employees during 2021 received one new piece electronic equipment. This does not account for other equipment such as headphones, keyboards, computer mice, meaning that in reality the figure is even higher. Looking into the turnover rate of electronic equipment amongst staff and raising awareness of the environmental impact of electronics will be a focus for the sustainability group.

A noteworthy impact of the covid-19 pandemic was the decreased business travel of employees, which led to a 91% reduction in the carbon footprint of employee travel. In 2019, employee travel resulted in 593 tCO₂ while it in 2021 caused 54 tCO₂. Interestingly, the amount of passenger kilometers travelled by train doubled between 2020 and 2021, signifying that employees focused on national endeavors when international travel was restricted. In 2021 train travel contributed 0,04 tCO₂ of Hanken's carbon footprint.

Before the pandemic, business travel was the biggest contributor to Hanken's CO₂ footprint.

The lower CO₂ emissions from travel during the pandemic shows that less flying is possible, but it still remains to be seen whether this will have long term effects on the travel behaviour at Hanken. In an effort to decrease the environmental impact caused by business travel, Hanken has introduced updated travel guidelines in the beginning of 2022. The travel guidelines specify how employees and others travelling on behalf of Hanken should always choose the most sustainable option available.

Hanken owns no vehicles, except for four bikes. The bikes are available at the Vaasa and Helsinki campus and can be used by employees during the workday.

Hanken has waste sorting of bio, cardboard, paper, metal and glass waste in owned buildings. However, what can be sorted varies depending on the building and/or floor and we have been striving to improve the waste sorting system by standardising the bins and increasing awareness surrounding recycling. As an example, in 2021, plastic sorting was also added to the waste system in Hanken's main building in Helsinki and new bins have been ordered to give more sorting options.

Sustainability and responsibility have been considered by the investment committee at Hanken for a longer time, but it has explicitly been incorporated in Hanken's policy for financial investments since the beginning of 2021. Hanken's asset management aims to reflect Hanken's

leading position as a higher education institution for management education. In the investment business, factors related to environmental impact, social responsibility and good administrative practice are taken into account. Hanken also presumes that asset managers and other partners have committed themselves to take responsibility aspects into account by, for example, signing the UN Principles for Responsible Investment (UNPRI).

The sustainability group is also auditing the environmental impact of Hanken's rented building in Helsinki, Arkadiankatu 28. Based on the findings of the audit, steps for improved environmental impact will be taken. Also, since remote work has become more common, Hanken is currently mapping the use of space in buildings to make sure that the physical space Hanken possess is used efficiently and to minimise wasted space that increases Hanken's negative environmental impact.

GOALS, PROGRESS AND TARGETS




Principle 7: Organisational Sustainability

The source for the strategic goals is written at the end of the goal. Some of the goals are taken from Hanken's strategy, while others are from policies or developed by the PRME office. If the goal is from Hanken's strat-

egy, an (S) is at the end of the goal. (PRME) means that it is a goal developed by the PRME office. Other goals are from policies or guidelines at Hanken. The table below describes our goals and actions for the next reporting period.

Table 23: Goals and actions for principle 7, 2022-2024.

STRATEGIC OBJECTIVE	ACTION 2022-2024	PROGRESS AND CHALLENGES	KEY PERFORMANCE INDICATOR AND TARGET
Have transparent and open recruitment processes (s)	Implement the HRS4R Action Plan.	Progress Hanken was awarded the HR Excellence in Research by the European Commission in 2015 as a part of this, Hanken has an Action Plan focused on ethical and professional aspects, recruitment, and selection, working conditions and social security and training and development.	KPI Whether Hanken continues to be awarded the HRS4R Label.
Follow international codes of conduct (s)			
Focus on wellbeing and be a responsible and attractive employer who offers balanced work life (s)	Develop wellbeing actions by using the results from the national university work health survey.	Progress Hanken has made several efforts for well-being, and this has especially been in focus both for students and employees during the Covid-19 pandemic. Challenge These efforts are not enough on their own, as any number of positive resources and activities cannot outweigh an unrealistic workload which exist not only at Hanken but in academia at large. Tangible efforts to change processes at Hanken needs to be made to improve the core processes that allow this issue to persist.	KPI Net Promotor Score NPS Target Score 20 NPS in well-being survey
Improve employee satisfaction (s)			
Provide leadership training and support for managers on all levels (s)	Offer HankLed leadership training starting every year.		KPI Offer HankLed leadership training starting every year, number of participants Target 20 participants

<p>Hanken will intensify and systematise gender equality and equal treatment efforts at all levels in order to improve gender equality treatment as well as prevent and deter discrimination and harassment</p>	<p>Create leadership level accountability for the progression of the gender equality equal treatment</p> 	<p>Progress Hanken will update the equality plan within the next year. Currently, the plan is approved by the rector, and each task for equality is the responsibility of several different bodies to collectively</p> <p>Challenge The gender data shows that there is quite a long way to go before achieving gender balance particularly within research and teaching staff. More support from the leadership of Hanken is needed for tangible change.</p>	<p>Target Add completing the tasks in the plan to the responsibility of at least one person in the leadership group.</p> <p>Restructure the equality committee to more actively work for equality.</p>
	<p>Focus on gender equality and zero tolerance of discrimination amongst students.</p> 	<p>Progress As part of its zero-tolerance policy, Hanken conducted an audit of how various study achievements are assessed. In addition to gender factors, the audit looked at the treatment of foreign students to ensure that there are no hidden patterns of discrimination. There have also been discussions between the admissions office, Heads of Departments, Heads of Subject, and the Equality representative about how to make gender distribution across majors more even.</p> <p>Challenge The gender distribution of choices of study majors is not even. In the surveys and interviews conducted as a part of the report, views were expressed that more focus should be placed on making sure international students are treated equally and are welcomed into the community.</p>	<p>Target Add SHS representative to the equality committee to include students' perspectives in the discussion on gender equality and diversity.</p>
<p>Be carbon neutral by 2030</p>	<p>Continue including more calculation categories in our carbon footprint.</p> <p>Complete actions in Hanken's environmental programme.</p> 	<p>Progress The sustainability group was appointed, the Dean of Research and Societal Impact is responsible for carbon neutrality at Hanken and currently we are on track in accordance with our 6% annual reduction.</p> <p>Challenge Receiving accurate and reliable data for carbon footprint calculations can be challenging. Worrying reports about carbon offsetting schemes makes the future of compensation at Hanken uncertain.</p>	<p>KPI Carbon footprint</p> <p>Target Carbon neutral 2030.</p> <p>6% annual carbon emissions reduction.</p>

5% = not started/new goal, One Quarter = 25% complete, Half = 50% complete, Three Quarters = 75% complete, Full = completed

CORPORATE RESPONSIBILITY MODULE AND MINOR COURSES 2021-2022

- Introduction to Corporate Responsibility
- Introduction to Corporate Social Responsibility
- Corporate Sustainability
- International Business
- Digital Economy and Society
- Cultural Sustainability and communication
- Organising Business Creativity
- Circular.Now
- Climate Change and Electricity Trade
- Responsible Marketing
- Microeconomics - Competition Welfare and Market Failures
- Leadership for Sustainable Change
- Sustainable Venture Creation
- Organising for the Sustainable Development Goals & Business Ethics
- Global Competence: Social Responsibility across Business Studies
- Literature Course in Management and Organisation
- The Corporation and its Employees
- Strategy Work
- Strategy and Sustainability
- Supply Chain Risk and Resilience
- Gender Management and Organisation
- Literature course in Marketing
- Supply Chain Strategy for Sustainability
- Corporate Governance and Innovation
- Financial Reporting and ESG analysis
- Humanitarian Logistics Part 1 (MOOC)
- Humanitarian Logistics Part 2
- Project Course in Corporate Social Responsibility and Humanitarian Logistics
- World in the Making: Tackling World Challenges
- Consumer Psychology
- Nordic Corporate Governance
- Sustainable Organising in Times of Crisis
- Innovation and Creativity
- Styrelse och ledningsgruppsarbete
- Intermediate microeconomics

Appendix 2

PUBLICLY AVAILABLE MASTER'S THESES ON SUSTAINABILITY THEMES ACADEMIC YEARS 2020–2022

Betydelsen av ESG värdering under COVID-19 : Ett europeiskt perspektiv Johansson, Mattias (Svenska handelshögskolan, 2022-08-31)	Human rights due diligence as a concept in business and human rights legislative texts Ovall, Daniel (Hanken School of Economics, 2022-04-29)	Effekten av målföretagets ESG-prestanda på köparens marknadsvärde Kumlin, Nicole (Svenska handelshögskolan, 2022-01-21)	Nordic green bond issuers' views on the upcoming EU Green Bond Standard Björkholm, Linn (Hanken School of Economics, 2021-06-07)
Gender lens investing och hur det påverkar portföljvaktning Dondych, Fanny (Svenska handelshögskolan, 2022-08-31)	A Multistakeholder View on Materiality in Sustainability Reporting Jensen, Karolina (Hanken School of Economics, 2022-04-29)	The Imposter experience among high-achieving young women Holm, Ingrid (Hanken School of Economics, 2022-01-21)	Do creditors reward better CSR performance? : Evidence from Europe Vähäpassi, Jaakko (Hanken School of Economics, 2021-05-03)
Gender bias in AI-enabled recruitment Svahn, Rosa (Hanken School of Economics, 2022-05-27)	Impact of ESG disclosure on Credit Ratings in the Nordics Hentilä, Daniel (Hanken School of Economics, 2022-04-29)	An Analysis of Finnish Companies TCFD reporting Dyakova, Jekaterina (Hanken School of Economics, 2021-11-01)	Kvinnliga vd-byten och deras effekt på aktiepriset Storsved, Emil (Svenska handelshögskolan, 2021-05-03)
Med- och motvind för etablering av vindkraft i österbottniska kommuner Sundqvist, Sofie (Svenska handelshögskolan, 2022-05-27)	Creating a Circular Economy Focused Digital Business Platform Burggraf, Stefan (Hanken School of Economics, 2022-04-29)	The Effect of the German Gender Board Quota on the Firms' Performance Vishwanath, Reetuparna (Hanken School of Economics, 2021-09-06)	The importance of ESG factors for company performance during Covid-19 pandemic Reijonen, Jaana (Hanken School of Economics, 2021-05-03)
Benefits of gender diversity in top management Sohlström, Anna (Hanken School of Economics, 2022-05-27)	Hållbarhet inom zoobranschen : en studie bland nordiska zoon Andersen, Ida (Svenska handelshögskolan, 2022-04-29)	Determining the profile of sustainable investors : A survey study based on Finnish private investors Salokanto, Justina (Hanken School of Economics, 2021-09-06)	The impact of green bond issuance on the stock price Nylén, Charlotta (Hanken School of Economics, 2021-05-03)
Den psykosociala arbetsmiljön : en jämförelse mellan kontorsarbete och distansarbete Skåtar, Hanna (Svenska handelshögskolan, 2022-05-27)	For Profit and For Benefit : comparing how legal attitudes towards corporate purpose impact legislation on benefit corporations Åkers, Rebecca (Hanken School of Economics, 2022-04-29)	Green or Yield? : Green Bonds in the Public and Corporate Sector in the Nordic Market Murto, Oskar (Hanken School of Economics, 2021-09-06)	Doing well while doing good - sounds too good? Ihamäki, Miika (Hanken School of Economics, 2021-05-03)
Career Interruptions and The Glass Ceiling : How Parenthood and Organisational Policies Impact a Woman's Career Advancement in the Financial Sector in Finland Nystén, Lydia (Hanken School of Economics, 2022-05-27)	Global warming crosses the line: exploring sports events as a communication tool to address climate change : The case of Russian motorsport fans Zdobina, Ekaterina (Hanken School of Economics, 2022-04-29)	Sustainable Supplier Selection and Evaluation in a Preparedness Humanitarian Supply Chain Kern, Matthew (Hanken School of Economics, 2021-09-06)	För ung, för gammal, för erfaren... : en studie om anonym rekrytering Braskén, Sara (Svenska handelshögskolan, 2021-04-05)
En analys av sambandet mellan ESG-betyg och överavkastningar Mattbäck, Angelina (Svenska handelshögskolan, 2022-05-27)	The Interplay between ESG Risk and Financial Performance Westerholm, Marianne (Hanken School of Economics, 2022-04-29)	Extended Producer Responsibility Solution of Plastic Packaging in the EU Kainulainen, Kevin (Hanken School of Economics, 2021-09-06)	Drivers and barriers of purchasing meat replacement products Mäkelä, Noora (Hanken School of Economics, 2021-03-08)
Auditiva varumärkeselementens effekt på konsumentens varumärkesbild Lönqvist, Linus (Svenska handelshögskolan, 2022-05-27)	Vad gör du med kläder du inte längre vill ha? : Klädåteranvändning och klädåtervinning hos följare till hållbarhetsinfluerare på Instagram Rönblad, Annika (Svenska handelshögskolan, 2022-04-04)	ESG och förvärvspremiet Lind, Sofia (Svenska handelshögskolan, 2021-09-06)	Social sustainability within organisations : A study of top sustainable companies in Finland and Sweden Björkestam, Sofia (Hanken School of Economics, 2021-03-08)
How do the new trends in humanitarian aid affect the skills needed from humanitarian logisticians Lindroos, Annika (Hanken School of Economics, 2022-05-27)	ESG Revisited: Is the Grass Greener? : A Comparison of Risk and Return between Europe and the United States Sviberg, William (Hanken School of Economics, 2022-04-04)	Impact of Model Type on Advertisement Effectiveness and Body Image : Male Consumer Perspective Erkamo, Linnea (Hanken School of Economics, 2021-09-06)	Markowitz Revisited : Is there trade-off between return and responsibility? Kaurissaari, Meeri (Hanken School of Economics, 2021-03-08)
Hållbar utveckling i finländska hamnar : en studie av ekosystem och innovationer Kneck, Hampus (Svenska handelshögskolan, 2022-05-27)	Can climate sentiment predict stock returns? : An investigation of the UK stock market Hildinger, Maija (Hanken School of Economics, 2022-04-04)	En kunddriven syn på affärsmöjligheterna inom Tiny House : livsstilsrörelsen i Finland Blomqvist, Isabel (Svenska handelshögskolan, 2021-09-06)	Revisiting Women's Political Representation and Son Preference : Evidence from India Stenberg, Majken (Hanken School of Economics, 2021-02-08)
Kvinnliga styrelsemedlemmar och bolagsprestation : ESG som främjande faktor Jokinen, Kia (Svenska handelshögskolan, 2022-05-27)	Hållbara företag : en studie om strategiprocesser inom livsmedelsbranschen Forsberg, Sara (Svenska handelshögskolan, 2022-03-04)	Maritime transportation in humanitarian logistics : the case of Yemen crisis Blank, Margarita (Hanken School of Economics, 2021-09-06)	What Is Sustainability? : A Discourse Analysis of Oil Companies' Sustainability Reports Seilonen, Josi (Hanken School of Economics, 2021-02-08)
Strategic and sustainability motives for Nordic food companies to develop plant-based products Joergensen, Gabriel (Hanken School of Economics, 2022-05-27)	Sambandet mellan verkställande direktörens kön och resultatmanipulering Nordlund, Jesper (Svenska handelshögskolan, 2022-01-21)	Repositioning to plant-based meat. Understanding the decision-making process of Finnish meat processors Sundström, Axel (Hanken School of Economics, 2021-06-07)	Role of Local Community in Natural Disaster Response : A Case Study: Nepal Earthquake, 2015 Thapa, Suman (Hanken School of Economics, 2020-12-02)
Mänskliga rättigheter i transport- och logistikbranschen Gädda, Emilia (Svenska handelshögskolan, 2022-05-27)		Finns det ett behov för obligatorisk extern verifikation av företagsansvarsrapportering? Nylund, Annina (Svenska handelshögskolan, 2021-06-07)	Identify constraints of vaccine supply chain : A Case study of Finnish Red Cross Rashid, Mohammad Mamun-Ur (Hanken School of Economics, 2020-12-02)
Kan hållbarhet och lojalitetsprogram kombineras? : En studie med fokuset på bränsleindustrin Holmberg, Oskar (Svenska handelshögskolan, 2022-05-27)		Hållbarhetsrelaterade narrativ som förmedlare av medvetande, inspiration och framtidstro bland unga vuxna konsument Lindstedt, Alexandrine (Svenska handelshögskolan, 2021-06-07)	Sambandet mellan CSR och lönsamhet bland finska börsnoterade bolag Lobbas, Charlotta (Svenska handelshögskolan, 2020-12-02)
			Macroeconomic Impacts of the 2010 Earthquake in Haiti : A Replication and Sensitivity Analysis of Synthetic Control Results Hesse, Jannika (Hanken School of Economics, 2020-12-02)

EXTERNALLY FUNDED RESEARCH AND DEVELOPMENT PROJECTS ON SUSTAINABILITY THEMES

Below we list the research projects in sustainability topics that were active between autumn 2020 and summer 2022.

Actions for Sustainable Business Renewal

Funder: Business Finland

Sep 2021 – Aug 2023

Partner: VTT Technical Research Centre of Finland

This project focuses on the micro foundations of company decision-making on measures affecting sustainability performance, ultimately offering means to design policy interventions that support broad based sustainability transition of economy.

SDG 8, 11, 12

Alone but connected? Digital (in)equalities in care work and generational relationships among older people living alone (EQualCare)

Funder: Academy of Finland

Apr 2021 – Mar 2024

Partners: Goethe-University Frankfurt, Linnaeus University & University of Latvia

EQualCare aims to further understanding of, and policy development on, the intersections of digitalisation with intergenerational care work and care relationships of older people living alone, and to contribute to reducing inequalities through collaboration and co-design.

SDG 3, 10, 16, 17

Cash and/or carry: The challenges and modalities of delivering aid in conflict zones

Funder: Academy of Finland

Sep 2019 – Aug 2023

The project focuses on the delivery of humanitarian aid in conflict zones and complex emergencies. The overall aim of the project is to develop a conceptual framework for selecting effective delivery modalities for humanitarian aid in conflict zones.

SDG 3, 9, 11

Cash and/or Carry: The challenges and modalities of delivery in Covid-19 crisis

Funder: Academy of Finland

June 2020 – Dec 2021

The aim is to analyse the aid delivery mechanisms in complex emergencies, especially in responding to the global Covid-19 pandemic. This project complements HERoS project. While HERoS focuses on disruptions in medical supply chains, this project focuses on retail.

SDG 3, 9, 11

Collaborative remedies for fragmented societies - facilitating the collaborative turn in environmental decision-making (CORE)

Funder: Strategic Research Funding at Academy of Finland

Sep 2017 – Feb 2022

Partners: University of Eastern Finland, University of Jyväskylä, Tampere University of Technology

The CORE Project explores how well the Finnish political system copes with complex environmental planning and policy problems in fragmented 'posttruth' societies

SDG 11, 12, 13, 17

FAirness, Morality and Equality in international and European Intellectual Property Law (FAME-IP)

Funder: Academy of Finland

Sep 2019 – Feb 2023

FAME-IP is a project exploring the emerging concept of fairness, morality and equality at the interface of international and European intellectual property (IP) law, with particular regard to new business opportunities created by disruptive innovation.

SDG 9, 10, 16, 17

Health Emergency Response in Interconnected Systems (HERoS)

Funder: Horizon 2020

Mar 2020 – Mar 2023

Partners: TU Delft, VU Amsterdam, The Open University, NHG Consulting Oy, CBK, Squadron, Polish Center for International Aid, Arttic, Italian Red Cross, Project HOPE.

The overall objective of HERoS is to improve the effectiveness and efficiency of the response to the Covid-19 outbreak.

SDG 3, 9, 11, 17

H2 Ecosystem Roadmap

Funder: The European Regional Development Fund

Sep 2021 – Aug 2022

Partners: University of Applied Sciences and Novia University of Applied Sciences

This project aims to build the regional network of actors with an interest in green hydrogen, create a knowledge base for the role of green hydrogen technology as part of system level energy solutions, support the development of new business opportunities related to green hydrogen, and promote the regional transition to CO2 neutral society.

SDG 7, 9, 11, 12, 17

Innovative sustainable urban last mile: small vehicles and business models (i-SMILE)

Funder: Nordic Innovation

Sep 2020 – Aug 2023

Partners: Copenhagen Business School, The Swedish National Road and Transport Research Institute, The Institute of Transport Economics.

The project purpose is to increase sustainability in urban last mile deliveries by understanding how innovations in urban last-mile may reduce the negative effects of e-commerce and at the same time create world-class delivery services for consumers.

SDG 9, 11, 12, 17

Last mile logistics innovation (LOGIN)

Funder: Norwegian Research Council

Nov 2021 – Oct 2024

Partners: TØI, VTI, and the four municipalities Bærum, Asker, Drammen and Oslo, Viken region, the National Public Roads Administration and StartupLab.

LOGIN aims to provide municipalities with methods of governance to enable and steer the development and testing of last mile logistics solutions.

SDG 9, 11, 12, 17

Political Action of Corporate Social Responsibility (PAROL)

Funder: Academy of Finland

Sep 2019 – Aug 2023

PAROL advances knowledge of how disparate actors organize collectively in multi-stakeholder networks that seek to induce regulatory change for sustainability.

SDG 8, 10, 12, 17

Responsible Use of Digital Cash-Based Assistance in Refugee Crises (DigCBA)

Funder: Norwegian Research Council

Nov 2021 – Oct 2023

Partners: University of Agder, Norges Teknisk Naturvitenskapelige Universitet (NTNU), Westfälische Wilhelms-Universität (WWU) Münster, Makere University.

DigCBA contributes to the responsible use of digital cash-based assistance (CBA) in refugee crisis through the design, development and evaluation of evidence-based frameworks to support policy makers with the selection and use of the most suitable digital technology for delivering CBA to refugees.

SDG 3, 9, 12, 17

sScience & human factOr for Resilient sociEty (CORE)

Funder: Horizon2020

Sep 2021 – Aug 2024

Key partners: University of Salerno (UNISA), Institute for Sustainable Society and Innovation (ISSNOVA), Eidgenössische Technische Hochschule Zurich (ETHZ), International Institute for Applied Systems Analysis (IIASA), University of Huddersfield (HUD)

The overall objective of the CORE will be to develop a harmonized vision of crisis management awareness and capability.

SDG 3, 9, 10, 17

Social and Economic Sustainability of Future Working life: Policies, Equalities and Intersectionalities in Finland (WEALL)

Funder: Strategic Research Council (SRC) at Academy of Finland

Jan 2018 – Apr 2021

Partners: University of Helsinki, Jyväskylä University School of Business and Economics.

The Project examines equalities and inequalities in working life in urban and rural settings of Finland.

SDG 3, 4, 5, 8, 9, 10, 17

Status of Human Rights Performance of Finnish Companies (SIHTI)

Funder: Prime Minister's Office, Government of Finland

May 2020 – Dec 2020

Partners: The Human Rights Centre, FIANT Consulting Oy, 3bility Consulting.

The purpose of SIHTI is to obtain a comprehensive and in-depth overview of how Finnish companies are fulfilling their human rights responsibility, i.e., how they have implemented the UN Guiding Principles on Business and Human Rights.

SDG 8, 10, 16, 17

Sustainable entrepreneurship and entrepreneurial ecosystems: A multiple-country study of small open economies

Funder: Academy of Finland

Sep 2019 – March 2023

This project aims at exploring the process of sustainable entrepreneurship and investigating how the institutions of entrepreneurial ecosystems can work towards sustainability.

SDG 3, 8, 11, 12

The Board and management team at listed companies - the challenges of women's career development

Funder: Valtioneuvoston selvitys- ja tutkimustoiminta/ The Government's analysis, assessment and research activities

Apr 2022 - Jan 2023

Partner: KPMG

The purpose of the research project is to support the Finnish government's goal of increasing equal representation of genders on the boards and management teams of listed companies by finding out the reasons that slow down or prevent the recruitment of women.

SDG 5, 8, 10, 16

The connection between corporate responsibility and economic value creation: Measuring and analyzing responsible business using ESG information

Funder: Liikesivistysrahasto/Foundation of Economic Education

Jan 2020 - Dec 2022

In companies, responsibility is often seen as an immediate cost, as the benefits often only materialize over a longer . The research project examines this link between corporate responsibility and economic value creation.

SDG 8, 11, 12

Towards an entrepreneurial welfare state? The practices of challenge-driven innovation policies

Funder: Business Finland

Sep 2021 - Aug 2023

The project investigates and systematizes the dynamic capabilities required by public organizations, companies and other innovation intermediaries to design and implement challenge-driven policies effectively.

SDG 8, 9, 11

UrbanSymbiosis: Towards urban symbiosis of critical raw materials: collaborative value creation models in circular ecosystems

Funder: Academy of Finland

Jan 2022 - Dec 2025

Partners: Teknologian tutkimuskeskus VTT Oy, The Finnish Environment Institute SYKE

UrbanSymbiosis project aims to create sustainable pathways for cities to increase the circularity of critical raw materials (CRMs) based on collaborative value adding models.

SDG 9, 11, 12, 17

Waste management and measuring, reverse logistics, environmentally sustainable procurement and transport, and circular economy (WREC)

Funder: Academy of Finland

Jan 2022 - Aug 2022

Partners: Logistics Cluster, Danish Refugee Council, IFRC, Save the Children, World Food Program.

The WREC Project seeks to reduce the adverse environmental consequences of humanitarian logistics through awareness, practical guidance, and real-time environmental expertise. The project is coordinated by the Global Logistics Cluster and supported by a coalition of humanitarian organizations.

SDG 3, 9, 12, 17

Women in science and technology: career impediments and the child penalty (WINST)

Funder: FORTE, Swedish Research Council for Health, Working Life and Welfare

Nov 2021 - Oct 2027

Partners: Lund University, Copenhagen Business School and Aalto University

The Nordic countries are known for their equality and for their 'family-friendly' policies whereby women are entitled to paid parental leave, but women are still underrepresented in science and technology. Parental leave may favor women's participation in the labor market generally, but jobs characterized by rapid knowledge accumulation may suffer. The WINST project addresses this paradox by investigating the career paths of women and men in two particularly knowledge-intensive areas of key importance to societal progress, science and technology.

SDG 4, 5, 10

This appendix lists out the publications (journal articles and Book chapters) authored by Hanken's researchers during the academic years 2020-22 on the themes linked to sustainability and RME.

The publications presented in the appendix are derived from the Hanken Research Information System (HARIS) using keywords, such as 'sustainability', 'responsibility', 'sustainable development', 'SDGs', 'governance', 'gender', 'corruption'





PRME | This is our **Sharing Information on Progress (SIP)**
Report on the Implementation of the **Principles for Responsible Management Education**

Connect with us!

HANKEN SCHOOL OF ECONOMICS

Arkadiankatu 22, P.O. Box 479,
00101 Helsinki, Finland
phone: +358 (0)29 431 331

Kirjastonkatu 16, P.O. Box 287,
65101 Vaasa, Finland
phone: +358 (0)6 3533 700

-  @Hanken_fi
-  @infohanken
-  @hankenofficial

info@hanken.fi
www.hanken.fi

