

Sharing Information on Progress 2026

NMBU School of Economics and
Business

September 2026

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About NMBU School of Economics and Business

The School of Economics and Business offers a comprehensive range of teaching and research in economics, business administration, organization, management and strategy, bioeconomy, entrepreneurship and innovation – as well as philosophy and theory of science.



About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

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Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about NMBU School of Economics and Business, including key details and basic institutional data.

Mission

Our mission is to create knowledge across the fields of economics and business administration, and to develop professionals and leaders who combine an economic mindset with multidisciplinary knowledge and are equipped to solve complex real-world problems with sustainability as a guiding principle.

The School shall develop new knowledge through research, and through teaching and dissemination of this knowledge, contribute to economic and sustainable resource use at the company, organisational, and societal levels. We will educate outstanding professionals and leaders who can take the lead in working toward a more sustainable world.

The School shall be NMBU's environment for economic research and contribute economic expertise to other faculties and institutes in their research projects and teaching. All study programs and core subjects shall integrate sustainability, ethics, and responsibility in accordance with the UN Sustainable Development Goals and the Principles for Responsible Management Education (PRME).

Vision

NMBU Vision - Investing together in a sustainable future.

The NMBU mission is to contribute to the well-being of the planet. Our interdisciplinary research and study programmes generate innovations in food, health, environmental protection, climate and sustainable use of natural resources.

The Norwegian University of Life Sciences (NMBU) strives to help safeguard the basis for life on Earth. Since 1859 and throughout its proud history, as the Norwegian College of Agriculture and the Norwegian School of Veterinary Science, NMBU has evolved into a world-leading university in several areas within our realm of knowledge. NMBU has unique expertise that targets the wide-ranging and complex challenges that society is facing.

In the years to come, the world will have to deal with climate change, loss of biodiversity and growing social inequality in a geopolitical volatile world. Non-sustainable development is threatening the world's food security and critical resources, and thereby affecting economic, political and social justice. To meet these challenges, NMBU will continue to develop knowledge and skills that contribute to widespread societal change towards a sustainable future.

NMBU has an unique composition of strong academic environments makes us particularly well equipped to be a driving force for sustainable development. Efforts towards the transition that we and future generations will face depend on interdisciplinarity, innovative research and education, and critical and innovative thinking about what sustainability entails.

We define the green transition as a shift to a society where social and economic development is increasingly based on renewable resources and takes place within the limits of what nature can tolerate. At NMBU, we consider biomass from photosynthesis to be one of the most important renewable resources. Knowledge of environmental change and societal processes is essential to succeeding in the extensive transformation that the world depends on.

At NMBU, quality, trust and sustainability are fundamental and guiding principles. Future changes in our activities must always safeguard these principles and form the basis for outstanding research, education, dissemination and innovation.

Strategy

Strategic Action Plan for NMBU School of Economics and Business 2023-2026

Joint effort for a sustainable future –

Strategic action plan for NMBU School of Economics and Business 2023–2026

Introduction

The School of Economics and Business (HH) at NMBU holds a leading position in linking research and teaching to an interdisciplinary perspective on sustainability. Since 1931, the School has been part of a university and college environment and has developed into a modern, nationally leading institution.

Through our history as Norway's first economics institute, and our expertise in energy, climate, environment, and food, we—together with our students and alumni—aim to contribute to solving global societal and climate crises to help the world achieve the UN Sustainable Development Goals.

NMBU's composition of academic environments makes the School of Economics and Business particularly well suited to tackle the challenges of the future. We believe in a society where lifelong learning and knowledge of sustainable value creation and distribution, combined with strong analytical skills, are crucial to succeeding with the green transition.

An interdisciplinary and research-based approach enables our students to understand new complex issues from multiple academic perspectives. The School emphasises empirical and practice-based knowledge and cultivates diversity to create a stimulating intellectual environment. We continuously innovate and offer education and research that are relevant to society.

Through a supportive and inclusive working and learning environment, the School shall attract socially engaged staff and students. We aim to ensure that all employees and students are motivated, respected, thrive, and have opportunities to use and develop their abilities.

The School of Economics and Business shall be an outstanding business school in line with NMBU's overarching vision: "Joint Effort for a Sustainable Future."

Mission

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The School shall develop new knowledge through research, and through teaching and dissemination of this knowledge, contribute to economic and sustainable resource use at the company, organisational, and societal levels. We will educate outstanding professionals and leaders who can take the lead in working toward a more sustainable world.

The School shall be NMBU's environment for economic research and contribute economic expertise to other faculties and institutes in their research projects and teaching. All study programs and core subjects shall integrate sustainability, ethics, and responsibility in accordance with the UN Sustainable Development Goals and the Principles for Responsible Management Education (PRME).

Lifelong learning

- Deliver research-based teaching rooted in relevant issues in organisations, business, and public administration
- Integrate the sustainability perspective into core subjects and profiles at all levels
- Establish common courses addressing global challenges and applying economic perspectives to them across NMBU
- Lead in digital teaching and continuing education (EVU) within our core areas
- Develop new EVU courses in collaboration with organisations, businesses, and public administration
- Achieve AACSB accreditation
- Implement PRME's principles for responsible business schools

Joint research effort

- Have nationally leading research groups awarded prestigious projects
- Disseminate research through academic publications and to decision-makers at company, organisational, and societal levels

- Participate in interdisciplinary research projects in collaboration with national and international academic communities
- Make our PhD graduates and postdoctoral researchers attractive to universities and colleges
- Be an attractive workplace for talented researchers in our fields

Innovation and entrepreneurship

- Graduate candidates who act as change agents in organisations, business, and public administration
- Provide our graduates with the opportunity to test their own ideas and gain knowledge to start their own businesses
- Develop new study programs and further develop existing ones in cooperation with national and international organisations, business, and public administration, ensuring an attractive and relevant educational portfolio
- Collaborate with organisations, business, and public administration to develop new knowledge contributing to solving sustainability challenges in society

Our NMBU

- Have the best working environment at NMBU, where everyone thrives and shows respect for one another
- Develop a physical learning environment that motivates learning and well-being for both students and staff
- Have the best student environment at NMBU, with the most satisfied students in the country

Communication and visibility

- Increase visibility and awareness of the School through communication and recruitment campaigns
- Develop activities for our alumni
- Actively contribute expertise to public debates through participation in media, boards, councils, and committees
- Highlight NMBU's and SEB's sustainability profile

Graduates & Enrollment

2025 Statistics	Number
Graduates	527
Faculty & Staff at the University	1867

2025 Statistics	Number
Faculty & Staff at the Institution	107
Student Enrollment at the University	8470
Student Enrollment at the Institution	2707
Undergraduate Attendance	480
Masters-Level Postgraduate Attendance	350
Doctoral Student Attendance	31
Certificate, Professional Development, or Continuing Education Attendance	1860

Degrees Offered

Bachelor Programs

 Bachelor of Science (B.Sc. or B.S.)

Masters Programs

 Master of Science (M.Sc. or M.S.)

Doctoral Programs

 Doctor of Philosophy (Ph.D.)

Undergraduate Degree Programmes

 Business Administration  Economics  Business Administration with Informatics

Masters Degree Programmes

-  Business Administration
-  Applied Economics and Sustainability
-  Economics and Environmental Governance
-  Global Economy and Politics
-  Bioeconomy - Biobased Value Creation and Business Development
-  Entrepreneurship and Innovation

Postgraduate Degree Programmes

-  Economics and Business

Certificates, Professional Development, or Associate Programmes

-  Sustainable Business Management



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment



Norwegian University of Life Sciences
The School of Economics and Business

To
PRME Steering Committee
c/o PRME Secretariat
United Nations Global Compact
Office
685 3rd Avenue, 12th Floor
New York, New York 10017

Date
29th of September 2026

Letter of Commitment

As an institution of higher education involved in the development of current and future business managers, the School of Economics and Business at the Norwegian University of Life Sciences (NMBU) is committed to implementing the Principles for Responsible Management Education.

We pledge to provide education and conduct research that aligns with the principles of responsible management education. Our efforts will be guided by the United Nations' sustainable development goals, which serve as a framework for our endeavors towards creating a more sustainable and equitable future.

NMBU has a diverse array of professional environments that uniquely position the School of Economics and Business to tackle the challenges of the future.

Our Strategic Plan: "Joint Efforts for a Sustainable Future" is the cornerstone of our mission. The NMBU School of Economics and Business is dedicated to fostering collaboration amongst our faculty, students, alumni, and partners towards the pursuit of research and education that drives us towards a more sustainable future. In achieving our goals, we are guided by the PRME principles of responsible management education.

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Definition of Purpose

At the School of Economics and Business at NMBU, Purpose means to create knowledge across the fields of economics and business administration, and to develop professionals and leaders who combine an economic mindset with multidisciplinary knowledge and are equipped to solve complex real-world problems with sustainability as a guiding principle.

Institutional Engagement

51% - 75% of faculty at NMBU School of Economics and Business actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



How We Define Values

At SEB, Values means living our mission to develop professionals and leaders who combine an economic mindset with multidisciplinary knowledge and are equipped to solve real-world problems with sustainability as a guiding principle. The NMBU values are Openness and mutual respect, High ambitions, Academic freedom, and Interaction and community as outlined in the NMBU strategy 2023-2030.

Who Champions Responsible Management Education at Our Institution

- ❖ Centralized sustainability office
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Disciplinary efforts within business school
- ❖ Research or issue group, society, or club leading sustainability efforts

Student Awareness

26% - 50% of students at NMBU School of Economics and Business are aware that we are a PRME Signatory Member.

Student Engagement

26% - 50% of students at NMBU School of Economics and Business actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



How We Define Teach

At SEB, teach means to develop professionals and leaders who combine an economic mindset with multidisciplinary knowledge and are equipped to solve real-world problems with sustainability as a guiding principle.

Courses that support RME

NMBU School of Economics and Business reports 14 courses in 2025 that support responsible management education and sustainable development goals.

Global Challenges II. Environmental, Social and Governance Challenges in Business

| BUS180

In this course we start from real scenarios, emphasizing ethical dilemmas along with the opportunities and responsibilities of business in contributing positively to societal development and environmental sustainability. The primary concern is sustainability related challenges such as Environmental Challenges (ecology and climate), Social Challenges (Human rights, child labor, slave labor, social inequality, migration, and increased nationalism), and Economic Challenges.

A key focus in the course is to build an understanding of how corporate governance plays a critical role in shaping development and implementation of socially and environmentally sustainable corporate strategies.

Additional emphasis will be placed stakeholder management, how to manage opposing interests, and how to weight the importance of different stakeholders. The theoretical foundation is gathered from Stakeholder theory (Freeman), Shareholder theory (Friedman, Drucker), and CSR (Carroll, Porter). Circular economy will also be introduced and applied. More specifically, the topics of discussion are environmental reporting, green washing, depleted resources, corporate branding, investment trends, and the UN sustainable development goals.

The course aims to show how profit, social responsibility and environmental responsibility can go together. This idea is then contrasted to the traditional understanding of CSR (Corporate Social Responsibility). The course focuses on the opportunities an ESG mindset is presenting to companies.

Learning outcome

Knowledge:

The student

-has knowledge about different ways to understand business responsibilities in relation to sustainability.

- has insight into trends in societal development relating to environmental challenges and how and why businesses adapt to these trends.
- has knowledge about theoretical perspectives (CSR, CSV, Triple Bottom Line, Stakeholder theory) used in understanding and handling such societal trends.
- is familiar with ethical dilemmas that employees must relate to in these matters (conflicts of interest, opposing ethical duties, weighting affected parties)

Skills:

The student

- can identify and analyze societal trends and evaluate their impact on corporate strategies.
- can analyze and evaluate the role of businesses in addressing sustainability challenges.
- can utilize theoretical perspectives related sustainability to real business cases.
- can identify, analyze and navigate ethical dilemmas related to business sustainability.

General:

The student

- can evaluate how Corporate Social Responsibility (CSR) contributes to competitive advantage and long-term sustainability.
- can contribute to develop sustainability initiatives that align with business strategy and sustainability goals.
- can communicate sustainability strategies with diverse stakeholders.



Sustainability Reporting | BUS211

We have a long history of reporting economic and financial data. Today's common standards for financial reporting make it relatively easy to compare the financial accounts of one enterprise with those of another. However, financial accounts primarily report on internalities – what happens inside the enterprise, such as salaries, cost of goods, rent, and other operating expenses. They say little about how the business interacts with its surroundings, the externalities. As a result, many companies make decisions based on only part of the picture, where short-term considerations often prevail.

No business operates in isolation. On the contrary, every enterprise affects climate, nature, and social conditions – and its own long-term profitability is influenced by changes in these same areas. Climate risk, for example, has become an integral part of many companies' risk assessments, particularly in

sectors such as destinations, infrastructure, buildings, and real estate. For stakeholders to make sound, long-term decisions, reporting must therefore provide a complete picture of the business, covering both internalities and externalities.

In turbulent times, expectations are rising for businesses and their leaders to demonstrate stronger corporate social responsibility as a natural part of corporate governance. Investors increasingly request sustainability information to assess risk factors related to climate, the environment, human rights, reputation, and financial exposure.

This course addresses current laws, standards, and practices for sustainability reporting. We take a closer look at the relationship between legal requirements, operational strategy, and corporate reporting.

Learning outcome

Knowledge

After completing the course, the student should have:

- In-depth knowledge of why sustainability is on the agenda and why business plays an important role
- Good understanding of how sustainability reporting is linked to responsible corporate governance and risk management
- Knowledge of the most important international reporting standards, regulations and reporting requirements related to sustainability
- Insight into how sustainability reporting contributes to the development of the company's strategy
- Understanding of how to define significant ESG factors for different industries and businesses
- Knowledge of the relationships and contradictions between environmental and social factors

Skills

After completing the course, the student should be able to:

- Conduct a stakeholder mapping and materiality analysis
- Structuring a process for implementing sustainability into the operational strategy of a business
- Explain key sustainability areas and associated data in accordance with current legislation and EU directives
- Be able to carry out sustainability reporting in practice

General competence

After completing the course, the student will have competence in:

- Current regulations and be able to follow developments in the future

- The relationship between strategy, goals, risk assessment, measures and reporting
- How to Plan for an Effective Reporting Process
- Be able to exchange professional views and participate in the public debate on the development of sustainability reporting practices
- How corporate governance reporting can be a driver for good processes related to the risk assessment of internal and external conditions



Environmental Management and Sustainability Reporting | BUS311

Companies can gain a competitive advantage by managing environmental, social and governance issues in a systematic and well-documented manner: it allows them to adapt proactively to demands of key stakeholders (regulators, customers, investors, society as a whole), manage operational risks, and develop business strategies that are more sustainable in the long run. The course will introduce participants to modern environmental management instruments and sustainable reporting standards. The course will consist of four parts:

- Conceptual foundations (sustainable development, ecological and eco-efficiency, life cycle assessment, corporate social responsibility (CSR), triple bottom line),
- Sustainability reporting (environmental accounting and reporting, CSR reporting, environmental/social/governance (ESG) disclosure),
- Corporate environmental management systems (ISO14001, EU Eco-Management and Audit Scheme (EMAS), Eco-Lighthouse Scheme, the certification process, costs and benefits),
- Sustainable finance (sustainable investment approaches such as exclusions, best-in-class, ESG integration, impact investing, and their performance).

Hands-on work on real and current cases is a key part of the course. Participants will work in teams on a semester-long project assignment in which they analyse the environmental management strategy of a private or public company and develop suggestions for improvement and future development.

Learning outcome

Knowledge

The student

- has advanced knowledge of reporting methods for Environment, Social and Governance (ESG)

sustainability

- has in-depth knowledge of environmental management systems
- can apply knowledge in evaluating environmental management and sustainability reporting routines which takes into account demands from customers, environmental authorities and investors.
- can analyse the sustainability reporting of companies and organisations

Skills

The student

- can analyse and be critical of sustainability reporting of firms and organisations
- can analyse and compile ESG information for potential investors
- can use relevant data to develop indicator systems and routines for sustainability reporting in a company
- can conduct analyses of how companies can improve their environmental management and sustainability reporting

General competence

The student

- can analyse relevant sustainability challenges for companies
- can apply her/his knowledge and skills to develop sustainability reports
- can communicate about environmental management and sustainability reporting
- can contribute to make project teams work inter-disciplinary and cross-functional



Environmental and Resource Economics | ECN170

The course gives an introduction to environmental and resource economics (ERE). This consists of four parts: 1) The general model for the interactions between the economic and the ecological systems.

2) Models for optimal use of resources: i) Renewable/conditionally renewable resources. - Environmental resources - water-, air-, and soil quality (environmental economics). - Biological resources - fish, forest, wildlife populations (bioeconomic models). - Non-renewable resources - oil, gas, minerals.

3) Regulatory tools (environmental taxes, tradeable emission permit, etc.)

i) Cost-benefit analysis (CBA)/Cost-effectiveness analysis (CEA)/valuation of environmental goods

ii) Green accounting (a) National level - Green national accounts, and b) Firm level - Environmental / sustainability accounting

4) Policies/regulatory measures. i) Decentralised policies (Liability laws, property rights, voluntary action).

ii) Command-and-control measures (laws, standards).

iii) Incentive-based measures (taxes, subsidies, tradable permits). Criteria for choice of policies:

The aim of ERE is socially optimal management of environment and natural resources maximizing social welfare. Part 1 reviews welfare theory and a general model for interaction between the economic and ecological systems, and how optimal resource management maximises the welfare of society. Part 2 reviews the specific models for socially optimal management of environmental resources, biological resources and non-renewable resources. If we are currently not at the socially optimal of the resource, we can identify alternative actions that may reach this goal. Part 3 reviews analytical tools that can be used to identify measures where social benefits exceeds social costs, which will bring us closer to the optimal amount of the resource. Part 4 discusses how to implement these profitable actions through the use of various policy measures. Often, specific combinations of the action and policy measure must be analysed, and combinations of measures are also considered. Policy measures are compared based on a list of criteria including their efficiency, fairness, incentives for long-run improvements, and enforceability.

Learning outcome

Knowledge:

The student:

- Has broad knowledge of economic optimal management of environmental quality, biological resources and non-renewable resources
- Has knowledge of sustainable development, external effects, public goods, as well as administrative and economic regulatory instruments in environmental policy , nationally and internationally .
- Knows about cost-benefit analysis and economic valuation of environmental goods k

Skills:

The student

- can analyze and critically evaluate simple applications of environmental and resource economics models
- can analyze pros and cons of different policy instruments for reducing emissions of pollutants to air, water and soils.
- can conduct graphical representations of models for economic optimal management of different

types of natural resources

General competence:

The student

- can apply their knowledge and skills in simple arguments about which models to use for economic optimal management of different natural resources
- can communicate how economic theory and models can be applied to real life environmental problems
- can contribute to shed light on climate- and environmental problems from an economic point of view



Economics of Sustainability | ECN306

The course consists of two parts. First, it provides an introduction to key concepts, theories and conceptual frameworks on the economics of sustainability. Topics include: definitions and operationalization of sustainability (environmental, social, economic), 'doughnut economics' and 'limits to growth'/planetary boundaries, policy instruments (green taxes, cap-and-trade, green nudging, etc.); valuation and risk; and political economy. Second, students will apply these to a case (problem or policy related to sustainability), using a modified case study format: defining the problem, identifying main stakeholders, outlining and assessing options (solutions), and strategy for implementation. Examples of case topics include Norwegian policy issues (e.g., subsidies of electric vehicles, rush-hour taxes, petroleum licenses, technology development), or international issues (e.g., carbon trading, supply chains).

Learning outcome

Knowledge

- Has a broad overview of key concepts, frameworks and theories on sustainability
- Has solid knowledge of selected theories relevant for the economics of sustainability
- Has solid knowledge of the case method

Skills

- Can critically evaluate policy proposals on sustainability.
- Can apply economic theories and concepts to a case problem.
- Can search for literature, data and other relevant information for the case study.
- Can write a report in the case study format.

General competence

- Can present their own work in a structured and engaging way.
- Can work in teams on a joint project.



Development and Global Change | ECN350

The course focuses on global threats, challenges, and opportunities for sustainable development. The global challenges include climate change and policy responses, population growth and employment creation, migration and youth unemployment, land degradation and land policies, local and global food security, inequality and political instability, and armed conflicts. Since 2025, international relations have changed, with some arguing that we are reverting to 1800s protectionism, or even 1600s royalism. Autocracy is increasingly characterizing the largest countries in the world, and the rule of the global order is being rewritten. Whether this represents a permanent shift or just a temporary situation remains to be seen.

Economic and political/social science theories can help us understand this situation. At the same time. Contradictory or competing perspectives exist: rational decision making versus behavioural perspectives, trade versus protectionism, universal human rights versus context specific norms, global climate governance and targets versus nationally determined contributions, and more generally global governance vs. national sovereignty, exemplified by debates on the role of international institutions such as the World Bank, International Monetary Fund, World Trade Organization, UN organizations and international agreements.

The main activity in the course is writing two essays on self-selected topics, with emphasis on systematizing and critically discussing the relevant literature and on writing skills.

Learning outcome

Knowledge

- Has solid knowledge about key development and global challenges, and knowledge of the main literature and alternative perspectives.
- Has advanced knowledge, including the relevant literature, within the topics chosen for the two essays.

Skills

- Can search and identify the key literature for their two issues papers, e.g., by using Google Scholar.
- Can undertake a thorough literature review, including structuring the literature, extracting the main points, and critically discussing the theory, -data, methods and conclusions.

-Can write scientific English, including the correct use of references.

General competence

- Can present their own work in a structured and engaging way.
- Can critically assess others' work and provide constructive feedback.
- Is able to receive critical comments and use them to improve own work.



Poverty and Inequality | ECN352

The course covers the central debates in the current poverty and inequality literature. It is divided into three parts: (i) concepts and perspectives on the causes of poverty and inequality; (ii) methods and tools for measuring poverty and inequality; (iii) and policies and instruments to reduce poverty and inequality.

Learning outcome

Knowledge

- Has solid knowledge about key perspectives, theories and debates on poverty and inequality.
- Has an overview of key empirical facts on recent trends and the status of global poverty and inequality.
- Knows and can apply the main indicators for poverty and inequality.
- Has advanced knowledge, including the relevant literature, on the topic chosen for the presentation.

Skills

- Can critically evaluate policy proposals for reducing poverty and inequality.
- Can estimate and discuss key poverty and inequality indicators based on datasets of household / individual income and other variables.
- Can identify the key literature for the presentation topic, including structuring the literature, and critically discussing the theory, data, methods and conclusions.

General competence

- Can present their own work on a self-selected topic in a structured and engaging way.
- Can work in small teams on a joint project.



Bioscience, Ethics and Environmental Philosophy | PHI201

The connection between our self-image and our view of nature. Our responsibility for future generations. The moral status of other life forms. To what extent are humans entitled to exploit animals? Animal welfare and animal rights approaches. Understanding technology and technological developments, including biotechnology. Views of nature, with narrow anthropocentrism and deep ecology as two extremes. The roots of environmental problems and various concepts of sustainability. What is an "ecologically good" society? Climate research and the politics of science. Climate justice.

Learning outcome

Knowledge:

- The student is to gain knowledge of the status of processes in nature.
- The student is to gain knowledge of value issues pertaining to humans' relation to animals and to the environment.

Skills:

- The student is to develop skills for analysis and critical reflection on problems within animal and environmental ethics.
- The student is also to develop skills for placing such problems within a broader context of natural science and environmental philosophy.

General competence:

- The student is to build a general ethical competence for dealing with issues concerning the social significance of nature management.
- The student is more specifically to gain an increased understanding of the role of the sciences (in particular the biosciences) in this.



Sustainable Leadership | AOS100-B

This course includes central themes on leading people and teams. The course perspective is linked to social sustainability and have strong focus on Norwegian work life and own leadership role.

The course starts with exercises in self-reflection and analysis of own leadership skills and strengths.

Review of theory and discussion of practice on the following topics:

- The "Norwegian model" in work life
- Governance and leadership
- Ethics and social interaction

- Leadership behavior
- Teams and team leadership
- Communication and change management

Learning outcome

After completing the course, the student will have the following learning outcomes, divided into knowledge, skills, and general competence:

Knowledge

The student:

- has basic knowledge of management in organizations and Norwegian working life

Skills

The student:

- has acquired skills in self-assessment and role analysis

General competence

The student:

- has general competence in understanding, analyzing, and discussing management forms in organizations, with a particular emphasis on social sustainability



Sustainable Strategies | AOS238-B

The course provides students with the knowledge and ability to participate in strategic decision-making and strategy implementation in Norwegian organizations committed to promoting sustainability in their operations. In addition to basic knowledge of strategy formulation and the strategy process, participants gain insight into concepts, tools, and models that help manage trade-offs and increased complexity when strategic decision-making includes financial and non-financial goals, multiple stakeholders, extended time horizons, and rapidly evolving regulatory requirements.

The topics covered in the course are external and internal analysis, strategic choices, and strategy implementation.

Learning outcome

After completing the course, the student will have the following learning outcomes, divided into knowledge, skills, and general competence:

Knowledge

The student:

- has knowledge of the concept of sustainable strategy
- has theoretical tools to analyze the company's external environment, focusing on understanding how environmental and social challenges lead to changes in consumer behavior, investor behavior, industry norms, and regulatory changes in various sectors
- has knowledge of the main strategic alternatives and their advantages and disadvantages for realizing opportunities in the form of new products, markets, and vertical and horizontal collaboration for sustainable business

Skills

The student:

- can conduct a strategic analysis, present strategic alternatives, and provide recommendations for the company's future strategy based on analyses and subject knowledge
- can apply models to understand threshold resources and capabilities for sustainable businesses, as well as the development of the company's internal factors that can contribute to competitive advantage
- can describe and formulate strategy for sustainable businesses

General competence

The student:

- can propose and implement strategic processes that help sustainable businesses achieve their strategic goals
- can communicate about the organization and implementation of sustainable strategy, with an emphasis on stakeholder inclusion and managing organizational trade-offs



Marketing | AOS120

The course covers basic concepts and theories in marketing, with an emphasis on the consumer market.

Marketing, marketing management and marketing planning

Marketing Plan, segmentation, relationships, product concept

Price, marketing communications and marketing network

Brands, brand architecture, brand communication and brand management
The purchasing process, consumer attitudes and buying behavior in businesses
Factors affecting the business, market knowledge

Knowledge:

The student

- has a basic understanding of the marketing process
- are familiar with key concepts, theories and methods of marketing
- are familiar with examples of marketing in some firms

Skills:

The student can

- find, assess and refer to information relevant to marketing
- present this so that it sheds light on basic issues in marketing
- participate in the solution of simple marketing challenges in practice

General competence:

The student

- can apply marketing knowledge and skills individually and in cooperation with others
- is able to reflect and think critically about basic marketing issues



Accounting - Financial Reporting and Analysis | BUS110

Businesses must prepare annual accounts, which give everyone who wants insight into how the business has developed. This course provides knowledge about how the annual accounts are created and how they can be used. The accounts must be set up in a specific way. The legislation in this area is extensive, and it regulates the entire production process: From the bookkeeping of the transactions that the company carries out to the kind of information that is to be provided in the publicly available annual report. The first part of the course is devoted to techniques and methods used for a company to register all transactions it makes during a year. At the end of the financial year the company must show the assets and liabilities it has and the profits. The second part of the course is devoted to this process, and this part deals with what the accounts should contain of information and the rules to be used when assets and liabilities are to be valued and the result measured. Accounts are publicly available, and the most important information about each company is just a keystroke away since the key figures are freely available on the internet. The third part of the course deals with how the accounts can be used for analysis, valuation and credit assessment.

Learning outcome

Knowledge

The student:

- possesses knowledge of the fundamental principles and rules of financial accounting, including bookkeeping principles, accounting standards, and relevant legislation.
- understands the role of accounting as a source of information for economic decision-making and reporting to stakeholders.

has insight into methods of financial statement analysis and how key financial ratios are used to assess a company's financial position.

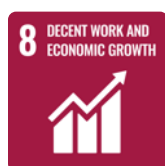
Skills

The student:

- is able to maintain basic accounts in accordance with current regulations and principles of bookkeeping and accrual accounting.
- can conduct a financial statement analysis using key financial ratios and assess a company's profitability, liquidity, and solvency.
- can interpret and apply annual financial statements and other financial reports to make informed economic decisions.

The student

- is capable of critically reflecting on the significance of accounting for financial management, ethical reporting, and sustainable business decisions.
- can communicate accounting information and analyses both in writing and orally in a structured and precise manner.
- is able to apply their knowledge and skills to understand and analyse accounting-related issues in a practical business economics context.



Energy and Commodity Market Analysis | BUS323

Through this course, students will gain a broad theoretical and applied competence to carry out commodity market analyzes, risk management and investments. By covering all major commodity classes (energy, metals, agriculture/foods/softs), students will learn how to analyze pricing, price relationships, trading, and investments over a wide array of commodities. Focus will be on economic as well as institutional facts and issues. Each student (in groups of three) is given a specific commodity (or a group of related commodities) to follow and is expected to obtain a comprehensive knowledge of how and where the commodity is produced and consumed, how the commodity is

traded internationally, who are the major participants in the markets, what are the price relationships over time and across commodities etc. The futures markets will play a key role throughout the course. After having taken the course, students will have acquired detailed knowledge and competence when it comes to hedging and investing in the futures markets. This competence will be developed through the students' active participation in a close to real-life investment game at the Chicago Mercantile Exchange. In order to be successful in this investment game, students will have to follow closely economic and geopolitical factors that may have an impact on both short and long term market developments. In this respect, the course sets out to be an advanced "hands-on" learning process for future commodity producers, traders, investors and all those for whom the understanding of commodity markets is important.

Learning outcome

Knowledge:

After finishing the course the candidate should have advanced knowledge about

- the functioning of international commodity markets (price formation, supply, demand, storage)
- the functioning of the large commodity exchanges, hereunder price formation, spot-futures price relations, hedging and investment strategies
- the production and consumption of commodities globally
- international players within production, processing and distribution of commodities

Skills:

After finishing the course the candidate should be able to

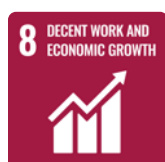
- obtain data on commodities, commodity prices etc. from central databases like Refinitiv (Datastream) and the large commodity exchanges
- analyse data (prices, turnover etc.) from the commodity markets to develop investment- and hedging strategies

General competence:

- competence within finance (investments, risk management)
- competence in data collection and analysis of commodity markets

Students taking this course acquire a broad understanding of how commodity production and consumption are related, for individual commodities as well as inter related commodities.

Furthermore, students gain a solid understanding of how geopolitics is driving commodity markets in both the short and the long run.



Sircular Economy in Biobased Industries | BIOEC360

The circular economy creates significant opportunities for sustainable development and value creation in the face of the turbulent context of the 21st century. Global challenges such as environmental changes, population growth, and resource scarcity force us to rethink society's production and consumption patterns. The circular economy offers a sustainable alternative to the linear model based on "take-make-use-waste" and represents an economic paradigm shift.

The course emphasizes the role of systems thinking and collaboration in light of the complexity and interdisciplinary nature of the circular economy. It provides an overview of the scope of the circular economy, with concrete examples and cases from various industries and companies. Through group work with case assignments, students gain experience with real-world challenges and practical tools.

The course is structured around three main parts:

Circular Economy: Historical background and drivers. Connection to global challenges, sustainable development, and the green transition. The shift from a linear to a circular economy. Principles and strategies for a circular economy. Introduction to systems thinking, system innovation, and system-oriented design (SOD) as a toolbox.

Circular Systems: Circular value chains, closed-loop systems, and waste reduction. Material flows, metabolism, and environmental impact in the circular economy. Introduction to material flow analysis (MFA) and life cycle analysis (LCA). Mapping stakeholders and key actors.

Circular Strategy: The role of innovation, design, business models, and strategy. Barriers, enablers, and framework conditions for circular business operations. Political, economic, technological, and social factors in the transition toward circular societies.

The course aims to inspire, motivate, and empower students to take on the role of proactive change agents for the green transition toward a circular economy.



Educator Recognition

At NMBU School of Economics and Business, we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Institutional recognition events
- ❖ Performance-based teaching fellowships

Barriers to Innovative Curriculum

In 2025, NMBU School of Economics and Business identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Budgetary limitations
- ❖ Change fatigue
- ❖ Collaboration barriers
- ❖ Faculty resistance
- ❖ Institutional culture
- ❖ Overloaded faculty
- ❖ Resource allocation challenges
- ❖ Time constraints

Barriers to Innovative Pedagogy

In 2025, NMBU School of Economics and Business identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Assessment rigor concerns
- ❖ Overloaded faculty
- ❖ Resource constraints
- ❖ Scalability issues
- ❖ Student engagement concerns
- ❖ Resistance from students



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

How We Define Research

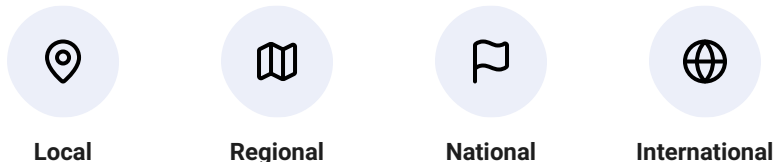
SEB will develop new knowledge through research, and in its teaching and dissemination of this knowledge, it will contribute to an economic and sustainable utilization of resources at the level of companies, organisations and society. We will educate outstanding professionals and leaders who can lead the way in the work for a more sustainable world.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, NMBU School of Economics and Business was awarded funding for research that is:



Socializing Research

In 2025, NMBU School of Economics and Business contributed research findings to:

- ❖ Open-access platforms
- ❖ National media
- ❖ Local media
- ❖ International media
- ❖ Industry and business networks
- ❖ Government and policy makers
- ❖ Community organizations
- ❖ Public events and lectures
- ❖ Social media and digital outreach
- ❖ Research collaborations

Research Awards

In 2025, NMBU School of Economics and Business was awarded 1 research award for responsibility- and/or sustainability-related research.

Excellent Teachers

Granter: NMBU

Grantee: Elin Kubberød and Matthew Lynch

Award Description:

Two SEB faculty members are recognised as “Excellent Teachers” at NMBU:

- Professor Elin Kubberød (2020) -- on leave since March 2024 due to her new position as Vice Rector of Education at NMBU
- Associate Professor Matthew Lynch (2022) – ended his position at SEB Summer 2024

This designation is awarded to faculty who demonstrate a scholarly approach to teaching, sustained pedagogical development, and contributions to faculty-wide educational improvements. As of 2024, only 13 faculty members at NMBU have received this recognition. The vice dean of education was a contributor to a NMBU report on excellent teachers. Professor Kubberød has in 24/25 participated and led a group at NMBU for excellent teachers and have also arranged a national conference with 80 participating excellent teachers from various institutions.

Research Barriers

In 2025, NMBU School of Economics and Business identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Data access and management
- ❖ Regulatory and legal restrictions



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

How We Define Partner

At SEB, our engagement efforts demonstrate a strong commitment to societal impact through education, research, and strategic partnerships. These initiatives align with the school's mission to advance sustainability, innovation, and international collaboration, ensuring lasting contributions to both academia and society.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ University Councils
- ❖ GreenComp

Student Organization Partnerships

- ❖ PRME Students



Practice

We adopt responsible and accountable management principles in our own governance and operations.

How We Define Practice

At SEB, an interdisciplinary and research-based approach enables our students to understand new complex issues from multiple academic perspectives. The School emphasis empirical and practice-based knowledge and cultivates diversity to create a stimulating intellectual environment. We continuously innovate and offer education and research that are relevant to society.

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Ministry of education recommendation documents
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides

Policy Documents Related to RME and/or Sustainability

NMBU Strategy 2023-2030

View document  Download document 

Strategic Action Plan_for_NMBU-SEB_2023-2026

View document  Download document 



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



How We Define Share

At SEB, our engagement efforts demonstrate a strong commitment to societal impact through education, research, and strategic partnerships. These initiatives align with the school's mission to advance sustainability, innovation, and international collaboration, ensuring lasting contributions to both academia and society.

Engagement Opportunities

NMBU School of Economics and Business offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

NMBU School of Economics and Business communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Faculty and staff
- ❖ Government and policy makers
- ❖ Media and public relations channels
- ❖ Prospective and current students
- ❖ Research and academic networks
- ❖ Chamber of commerce and local communities
- ❖ Non-governmental organizations (NGOs)

Communication Barriers

NMBU School of Economics and Business faces the following barriers in transparent communications:



**Bureaucratic
delays**



**Data privacy
regulations**



**Messaging
clarity**



SIGNATORY

NMBU School of Economics and Business



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<https://www.nmbu.no/en/faculties/economics-business>