



UNIVERSITY OF GOTHENBURG

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**University of Gothenburg**  
**ISCN-GULF Charter Report 2015**

**Table of Contents**

Introduction..... III  
    On the University of Gothenburg  
    On this report

Principle 1 ..... VIII  
    Management Approach Principle 1  
    Topics and Performance under Principle 1

Principle 2 ..... XII  
    Management Approach on Principle two  
    Topics and Performance under Principle 2

Principle 3 ..... XVIII  
    Management Approach Principle 3  
    Topics and Performance under Principle 3

Appendix 1: Overview of additional information..... XXIV

# Introduction

## Sustainable Development requires education and research

United Nations decided only a few weeks ago on 17 new objectives for sustainable development in the world. In a few weeks after that it was time for a new summit in Paris on future climate, a crucial issue for the world. Never before have expectations for concrete results been greater.

A long term sustainable development for the world requires political agreements and decisions. It is not easy to eradicate poverty, inequality, climate problems, lack of democracy or other global challenges. In order to meet such high targets it also requires research and education in all fields and at all levels. Education is the foundation for people to take active part in the building of democratic and equal societies.

University of Gothenburg has a long tradition of research and education in sustainability. We build sustainability into all our programs. Students are active which is encouraging and bodes well for the future. Sustainability is simply an area where we should be in the forefront of development. In this work, we act planned and on long-term. University of Gothenburg has for a long time research concerning war, migration, democracy, freedom of expression and other global societal challenges.

We have a diversity of strong disciplines that together can meet the global challenges facing society and contribute to sustainability in all its various perspectives - ecological, economic and social. Working actively with sustainable development is a way for the University of Gothenburg to take our social responsibility; it's our way of contributing to a better future. In our Vision 2020 we state that four basic principles shall guide us

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- Our research, education and cooperation shall be characterized by a quest for high quality.
- Our standpoints and decisions shall be based on a clear responsibility for the development of society.
- Our work shall be guided by a global engagement that constantly reminds us of our role in the world.
- An inspiring work environment is an important prerequisite.

Approximately 275 of our researchers are active within environment and sustainable development. Along with our neighbor Chalmers University of Technology, we have a network of environmental researchers within areas such as carbon dioxide production, deforestation, motoring and environmental economics.

The students can choose from more than 200 courses and 32 educational programs that are sustainability labelled in order to make it clearer for teachers and students. We provide education in a wide range from behavior science and environmental pedagogics to oceanography and sustainable enterprise.

Increased internationalization is an important objective for the University of Gothenburg. In conjunction with increasingly internationalized research and education, one challenge is to reduce our own greenhouse gas emissions. A climate strategy for the future environmental work was adopted during 2010. The aim was to reduce emissions of carbon dioxide from our activities with 20 percent until 2015 compared to 2008. The areas in focus have been travels and meetings, energy use and carbon offsetting. We also gave a series of well visited climate seminars, have set up a climate council and took interest in the question of food and climate. The climate strategy was very successful and at the end of 2015 we summed a decrease of our emissions of carbon dioxide from travels and energy use with 18 %.

The University of Gothenburg is continually evolving to ensure a good working environment where all staff and students, irrespective of sex, ethnicity, religion or other beliefs, disabilities or sexual orientation, are given the best possible chance of development. An increased diversity among both students and staff contribute to a higher quality of research and education. The university strives towards an even gender distribution in all areas of the organization. It is characteristic of the university that there is a multitude of staff and student groups. The basic principle is the equal worth of all groups and possibilities of participation in research and education. The students' commitment in the university's decision and preparatory processes is important, and that all encounters are marked by mutual respect. Though continuous work with common values according to the university's ethical platform, the activities absorb experience and competence in order to contribute to the vision of the broad and open university, open to the outside world and engaged in the development of society. Through the core values global engagement and pronounced social responsibility we state the university's stance. In environmental policy and the Action Plan on Environment and Sustainable Development we embody how the work should proceed.

## On the University of Gothenburg

The University of Gothenburg has 37 000 students and 6 000 employees. It is one of the major universities in northern Europe. The University's 38 different departments cover most scientific disciplines, making it one of Sweden's broadest and most wide-ranging higher education institutions. The University offers education and research in fine and applied arts, social sciences, natural sciences, humanities, education science, teacher education, computer science, School of Business, Economics and Law and Sahlgrenska Academy of Medicine, Health Care Science and Odontology. This unique width in education and research offers good opportunities for creative collaboration between the sciences, the business and public bodies.

The University of Gothenburg has a proud tradition. As early as 1891 socially committed citizens gathered their resources and ideas for a better future in the Gothenburg College- the center of town, near the sea, in a constant exchange with the world.

More than 120 years later the business is still characterized by pronounced social, proximity to city life and openness to the outside world. The University has a strong local and regional support while research, education and collaboration is characterized by global engagement. This means that we not

only follow and highlights current issues - University of Gothenburg is also an active force that affects society.

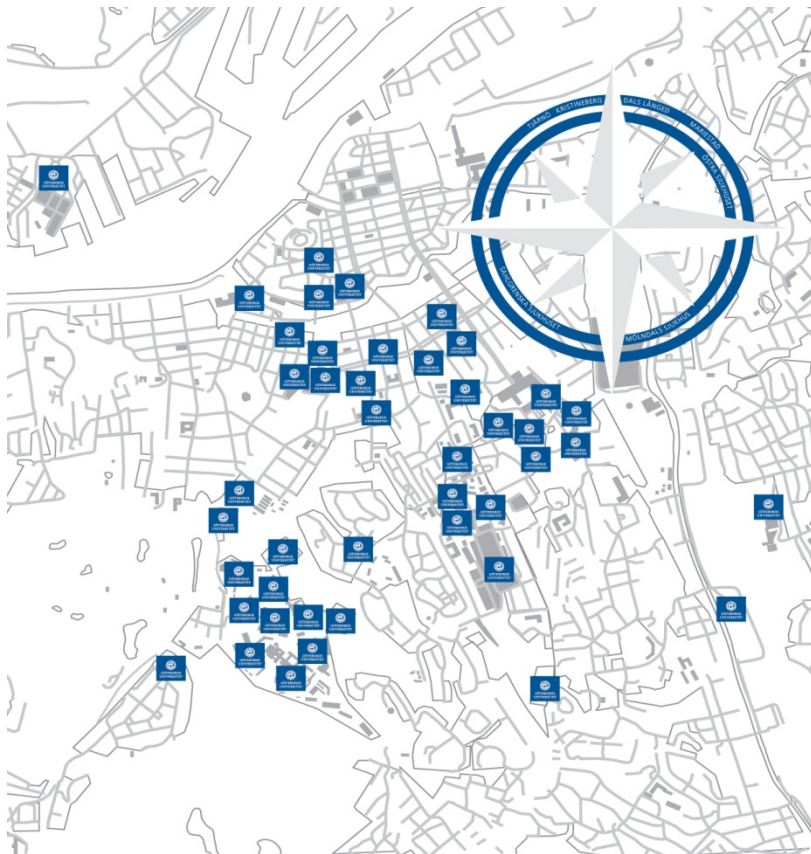
In an international perspective, the University of Gothenburg is unusually comprehensive, with cutting-edge research in a number of dynamic research areas. Cooperation with Chalmers University of Technology, Sahlgrenska University Hospital, society at large and trade and industry has been consistently strengthened and intensified over recent years, as have international contacts and collaborative projects with partners abroad.

The University of Gothenburg has a certified environmental management system according to ISO 14001 and EMAS since 2004. That includes a strategic and long term environmental work with the target to fulfill the environmental policy and embody the work according to action plan and goals for areas where the university has significant environmental impact, including core activities. The University strives to both reduce its environmental impacts, from such as chemical use, energy use and travel, as well as improve conditions for education and research in sustainable development. The environmental work is carried out at faculties and departments as well as at the central administration and the responsibility follows the line of decision.

Yearly environmental audits and management reviews are carried out, and a sustainability report as part of the Annual Report is published.

The University has shared its experience with the implementation of an environmental management system in the book "Regenerative Sustainable Development of Universities and Cities".

The University of Gothenburg is as most universities in Sweden a state authority. According to Swedish law we are not allowed to own property which means that the university has activities in buildings of 381 700 square meters that we do not own. Main property owners are state-owned *Akademiska Hus*, the largest property company for universities in Sweden, and *Higab*, a property company owned by Gothenburg City.



*University of Gothenburg is a multi-site university within the city.*

From a sustainability perspective the university board's areas of responsibility are strictly regulated according to the laws that govern the university's responsibilities and undertakings. Seven of the 14 members of the board represent general interests. These are appointed by the government, after a proposal by the university. Moreover, there is the Vice-Chancellor, three teachers and three students who are all regular members of the board. Representatives of the staff, three labor union representatives, have the right to be present and speak at the board's meetings. In the annual report there is an account of the board's work pertaining to how student influence is apportioned and developed from a gender equality perspective. Since the university is not for-profit enterprise, there is no connection between the remuneration of the board and the university's financial performance. In the annual report there is also an account of the board members' other board assignments in order to preclude possible situations of challenge.

Funds are invested with respect to ethical and environmental criteria, among which are OECD's ethical guidelines and UN conventions. The students in the group Fossil Free University of Gothenburg got attention during the year for their work to get universities to divest funds in fossil industry and they received several awards for this commitment.

The University of Gothenburg has total revenue of 596 million EURO and is funded two thirds by appropriation funds and one third by external funds and other revenues.

## On this report

This Charter report is based on the Sustainability Report included in Annual Report 2015 for the University of Gothenburg. In our “Action plan for environment and sustainable development 2011-2015” we set goals for all three principles focused on in the ISCN Charter;

- 1) To demonstrate respect for nature and society, considerations should be an integral part of planning, construction, renovation and operation of buildings on campus.*
- 2) To ensure long-term sustainable campus development, campus-wide master planning and target-setting should include environmental and social goals.*
- 3) To align the organization’s core mission with sustainable development, facilities, research and education should be linked to create a “living laboratory” for sustainability.*

Our main focus lies in principle three; research, education and outreach. In the Annual Report 2015 and reports to Swedish authorities, examples and results from all activities can be found regarding to the Charter principles.

In the Annual Report 2015 “Sustainable Development” is reported on p.70-75. All indicators are reported on p. 75. The reporting mainly focus on the environmental perspective. Social and economic perspectives are displayed at p. 60 and p. 82 respectively.

The reporting is a follow-up of the university-wide “Action plan for environment and sustainable development for 2011-2015” and the commission for the faculties’ activities. The university’s environmental work is organized around the aspects of the activities that have the greatest environmental impact.

Link to The Annual Report is attached to this Charter Report.

# Principle 1

***To demonstrate respect for nature and society, sustainability considerations should be an integral part of planning, construction, renovation, and operation of buildings on campus.***

A sustainable campus infrastructure is governed by respect for natural resources and social responsibility, and embraces the principle of a low carbon economy. Concrete goals embodied in individual buildings can include minimizing environmental impacts (such as energy and water consumption or waste), furthering equal access (such as nondiscrimination of the disabled), and optimizing the integration of the built and natural environments. To ensure buildings on campus can meet these goals in the long term, and in a flexible manner, useful processes include participatory planning (integrating end-users such as faculty, staff, and students) and life-cycle costing (taking into account future cost-savings from sustainable construction).

A short overview of management approach and performance of Principle 1 topics is given below. More details can be found in our Annual Report 2015.

## Management Approach Principle 1

From a sustainability perspective the university board's areas of responsibility are strictly regulated according to laws that govern the university's responsibilities and undertakings. Seven of the fourteen members of the board represent general interests and are appointed by the government after a proposal by the university. Moreover, there is the Vice-Chancellor, three teachers and three students who are all regular board members.

Representatives of the staff and three labor union representatives, have the right to be present and speak at the board's meetings. The board members who are appointed by the government should have competence and experience from activities of importance for the university's commission in terms of education, research and interaction with the surrounding world.

The Head of University Administration reports directly to the Vice-Chancellor. The Head of University Administration represents three different University departments with twelve units and brings the concerns of each to the attention of the board of directors through this process.

The Environmental Unit performs twice a year a management review within the environmental management system together with the University management. All environmental aspects relevant to university activities are considered at these reviews.

## Topics and Performance under Principle 1

### ***Development of facilities management***

At the University of Gothenburg there is a policy for new construction and refurbishment. The policy sets clear requirements on sustainability and the environment in new construction and refurbishment. Strategic issues related to profiling and visibility of the University's physical presence



in the city are also managed here. A sustainability group is appointed with the mandate to ensure that sustainability issues are included, and followed up in the major new construction and renovation work planned at the University of Gothenburg. The group consists of representatives from the environmental unit, the communication unit and the property unit and is managed by the environmental manager and the property manager.

Swedish universities are according to existing legislation not able to buy or own real estate. The university hires thus all facilities on contracts on up to a maximum of 10-years. This provides conditions for energy conservation projects that differ from the conditions facing most universities in an international context. In a collaborative energy project with one of the property owners we have tried to carry out at joint energy project, covering a total of twelve buildings and three faculties plus the university library. A consultant have provided a report on energy effective conservation installations, and the project are now continuing with “subprojects” that meet our profitability requirements and our ability to invest given the conditions of current rental agreements.

The Table below gives a short overview of the topics addressed by the University of Gothenburg, and related performance. Further information can be found in the Annual Report 2015 p. 70-75.

Priority topics	Performance 2015
<b>Resource Use</b>	
Direct energy consumption by primary energy source (oil and fossil gas)	245 tons of CO <sub>2</sub> from own cars, boats and ships
Indirect energy consumption by primary energy source	Electricity and heating consumption corrected for a normal year totalled 66488 MWh corresponding to 1976 tons of CO <sub>2</sub> .  204 kWh/m <sup>2</sup>  During 2015 the energy consumption decreased with 3 % compared to 2014. Since 2008 the total energy consumption has decreased with 19 %.

	<p style="text-align: center;"><b>Average Energy Consumption (kWh/m<sup>2</sup>) 2008-2015</b></p> <table border="1"> <caption>Data for Average Energy Consumption (kWh/m<sup>2</sup>) 2008-2015</caption> <thead> <tr> <th>Year</th> <th>El (kWh/m<sup>2</sup>)</th> <th>Fjärrvärm (kWh/m<sup>2</sup>)</th> <th>Total (kWh/m<sup>2</sup>)</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>125</td> <td>125</td> <td>250</td> </tr> <tr> <td>2009</td> <td>125</td> <td>120</td> <td>245</td> </tr> <tr> <td>2010</td> <td>130</td> <td>120</td> <td>250</td> </tr> <tr> <td>2011</td> <td>125</td> <td>105</td> <td>230</td> </tr> <tr> <td>2012</td> <td>130</td> <td>100</td> <td>230</td> </tr> <tr> <td>2013</td> <td>125</td> <td>90</td> <td>215</td> </tr> <tr> <td>2014</td> <td>125</td> <td>85</td> <td>210</td> </tr> <tr> <td>2015</td> <td>120</td> <td>85</td> <td>205</td> </tr> </tbody> </table>	Year	El (kWh/m <sup>2</sup> )	Fjärrvärm (kWh/m <sup>2</sup> )	Total (kWh/m <sup>2</sup> )	2008	125	125	250	2009	125	120	245	2010	130	120	250	2011	125	105	230	2012	130	100	230	2013	125	90	215	2014	125	85	210	2015	120	85	205
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Water use	<p>A total water consumption of 148446 m<sup>3</sup> or 0,55 m<sup>3</sup> water per m<sup>2</sup></p>																																				
Overall purchased products/materials	<p>Total procurements to a value of 43 MEuro total. Out of these, environmental and ethical demands were put in 40 % of the procurements to a value 17 MEuro.</p> <p>During 2015 social, ethical and environmental requirements on contractor were put in 93 % of the procurements. In 71 % environmental requirements were put on products or services.</p> <p>85 % of all fruit purchased at the University was organic.</p> <p>A new courier services was procured 2015. All deliveries are made by bicycles to reduce environmental impact.</p>																																				

<b>Waste Recycling, local emissions, and non-compliance</b>	
Solid waste and recycling	<p>The total amount of waste was 1098 tonnes, representing a decrease of 7 % compared to 2014.</p> <p>Since 2009 the total amount of waste has decreased with 26 %.</p> <p>The amount of waste to recycling or compost was 39 %, representing no change from 2014. Since 2009 it is an increase with 8 percent units.</p> <p>Waste that is taken to landfill or unsorted constituted less than one per cent of the total volume of waste in 2015.</p>
Hazardous waste from laboratory facilities	<p>The amount of hazardous waste was 58 tons. It is approximately 5 % of total amount of waste.</p> <p>In 2015 the frequency of chemical products at laboratories at the University of Gothenburg included in the SIN-list was 1946 and an increase with 12 % from 2014. At the same time the SIN List is constantly growing and the numbers of chemicals has increased from 510 in 2012 to 844 2015.</p> <p>The SIN (Substitute It Now!) List is an NGO driven project to speed up the transition to a world free of hazardous chemicals. The SIN List consists of 844 chemicals (2015) that ChemSec has identified as Substances of Very High Concern based on the criteria established by the EU chemical regulation, REACH.</p>
Significant spills occurred	<p>Four minor incidents occurred in 2015. No significant environmental impact from these incidents. Action taken to minimize risk for further spills or incidents.</p>
Fines/Sanctions for environmental non-compliance	<p>The University complies with relevant environmental legislation, and has not received any related fines in the period under review.</p>

## Principle 2

***To ensure long-term sustainable campus development, campus-wide master planning and target-setting should include environmental and social goals.***

Sustainable campus development needs to rely on forward-looking planning processes that consider the campus as a whole, and not just individual buildings. These processes can include comprehensive master planning with goals for impact management (for example, limiting use of land and other natural resources and protecting ecosystems), responsible operation (for example encouraging environmentally compatible transport modes and efficiently managing urban flows), and social integration (ensuring user diversity, creating indoor and outdoor spaces for social exchange and shared learning, and supporting ease of access to commerce and services). Such integrated planning can profit from including users and neighbors, and can be strengthened by organization-wide target setting (for example greenhouse gas emission goals). Existing low-carbon lifestyles and practices within individual campuses that foster sustainability, such as easy access for pedestrians, grey water recycling and low levels of resource use and waste generation, need to be identified, expanded and disseminated widely.

### Management Approach on Principle two

As mentioned in the Management approach for Principle one The Vice-Chancellor heads the University and is its principal representative. The Vice-Chancellor leads the University's activities with his or her responsibilities including implementing the decisions of the Board. Alongside the Vice-Chancellor is one Pro-Vice-Chancellor and together with the Head of Administration they comprise the University's executive function.

To secure that the university has the required autonomy and that we are able to respond to all of the changes around us, we must clearly define our line of action for the future – both to ourselves and to our partners. This is the background to Vision 2020.

“Four basic principles shall guide the University of Gothenburg: Our research, education and cooperation shall be characterized by a quest for high quality. Our standpoints and decisions shall be based on a clear responsibility for the development of society. Our work shall be guided by a global engagement that constantly reminds us of our role in the world. An inspiring work environment is an important prerequisite.”

*The Vision 2020 for University of Gothenburg*

## Topics and Performance under Principle 2

### ***Development of new campuses***

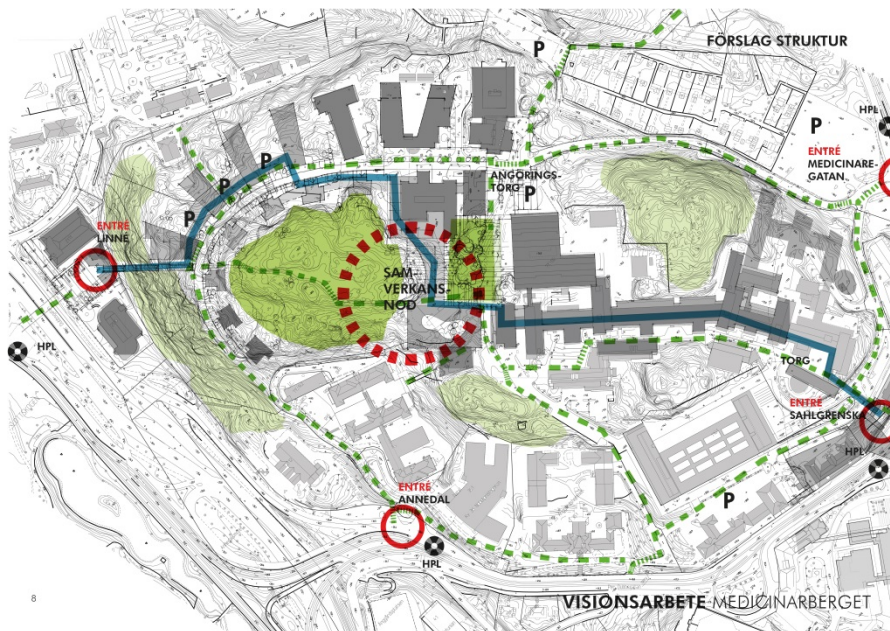
Project *Campus Näckrosen* is the name of a process aiming to bring the Faculty of Arts, the University Library and the Faculty of Fine, Applied and Performing Art together in the area around the *Näckrosdammen* pond. Together with the city and other partners, the University wants to create an open and welcoming meeting place. The project embodies sustainable development and the social, economic and ecological perspectives thereof. Transportation to and from the area will benefit from the West Link, as an entrance to the *Korsvägen* underground station will be conveniently located. The project is organized in two separate tracks – one external and one internal. The internal work within the University of Gothenburg is led by a steering group consisting of the University management, the Deans of the two Faculties involved, the Chief Librarian and the head of the City of Gothenburg's Department of Culture. The work with other actors from the city and region is led by *Stadsutveckling Campus Näckrosen*, a group with representatives from for example city departments, property owners, *Göteborg & Co* and *Business Region Göteborg*. The University's Vice-Chancellor chairs both groups, which work towards a central aim: In 2020, *Campus Näckrosen* will be a cornerstone of the University of Gothenburg. It will also symbolize Gothenburg as a city of culture and knowledge.

Another development project is "*Grön resplan*" (Green Itinerary) together with the city of Gothenburg and the Sahlgrenska University Hospital. Main focus is a master plan for a well visited university area, *Medicinareberget*, that need to be developed and easily accessible without increasing the number of parking lots. Focus will be on improved access for bikes and pedestrians as well as more frequent public transports.



*Medicinareberget today*

Disciplines from the Sahlgrenska Academy, Natural Science and Social Sciences are tied together in a physical neighborhood based on Gothenburg University's vision for its activities at *Medicinareberget - UGOT Life*. Here, new venues are created together with additional opportunities for collaboration with Sahlgrenska University Hospital, businesses, institutions, government and other universities and colleges. When disciplines have been tied together on the mountain there will be education, research and collaboration from molecule to man and society. The University and the city of Gothenburg in cooperation for a good future.



Vision of future Medicinareberget

### **Infrastructures for sea research**

Two field stations for marine research and education are situated on the west coast north of Gothenburg in special protected marine areas. Both areas comprises together 500 km<sup>2</sup>, of which the majority are aquatic areas of very high biodiversity. Just in *Kosterhavet* there are 6000 different species, of which 300 not found anywhere else in Sweden. Activities at the stations are constantly developing due to the special regulations in these areas and there are rules and routines set up to minimize environmental impact due to sampling and investigations and the use of remote operated vehicles are enhanced.

In 2015 the construction of a new research vessel for University of Gothenburg continued at a shipyard in Polen. Research that was previously unattainable can now become a reality. Not least, the recent UN climate report emphasized the need for more research on the ocean to better understand climate change. In the procurement process relevant environmental, health and safety requirements was put as well as social and ethical requirements on shipyards and suppliers. The contracted shipyard is certified according to the same environmental standards as the university.

### **Prevention**

Representatives from security, work environment and the environmental unit took part in a procurement of a web-based incident handling system. The system GURIA (*Göteborgs universitets risk-, incident- och avvikelshanteringssystem*) is aimed to facilitate reporting and handling of incidents and accidents and easily provides information and statistics on incidents occurring at the university. The system was implemented at the entire university during 2015.

The Table below gives a short overview of the topics addressed by the University of Gothenburg, and related performance. Further information can be found in our Annual Report 2015. (See p. 70-75)

<b>Topics</b>	<b>Results</b>
<b>Priority topics</b>	<b>Performance 2015</b>
<b>Institution-wide carbon targets and related achievements</b>	
Direct and indirect total carbon emissions (emissions from heating and electricity use and travels)	<p>The University's total carbon dioxide emissions from travel and energy in 2015 totalled 6 604 tonnes.</p> <p>This represents a reduction of 1 per cent compared with 2014.</p> <p>Total emissions fell by 18 per cent compared with 2008.</p> <p>This result is largely due to the transition to green electricity as well as a significant reduction in fossil energy used for heating.</p> <p>The University's goal was to decrease the emissions of CO<sub>2</sub> with 20 % until 2015 compared to 2008.</p>

Carbon emissions from travels and energy use.

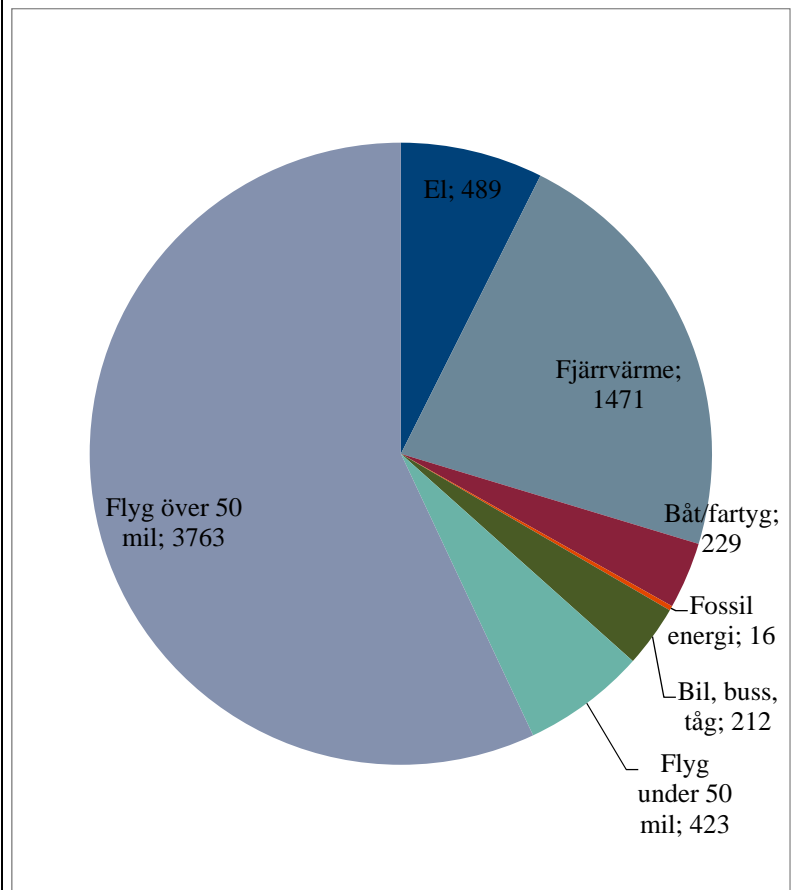
Total carbon emissions from travels and energy use reached 4399 tons in 2015.

During 2015 the emissions from travels increased with 0,4 % compared to 2014. Compared to 2008 the emissions of CO<sub>2</sub> from travels have increased with 20 %. The use of cars (own car in duty, university cars, taxi and carpool) has decreased with 11 % compared to 2014.

63 % of the University's total carbon dioxide emissions come from air travel.

All flights were offset in an UN-approved climate project that meets the requirements of the Gold Standard quality label.

The amount of meetings without travels, i e video-meetings with Adobe Connect or Jabber was more than 9 000 hours during 2015. The use of the internal Jabber system has more than 900 users within the University.



Total emissions of carbon dioxide (tons) divided in primary sources 2015.



<b>Land managed near protected areas</b>	
<i>Gullmarsfjorden</i> is a <i>Natura 2000</i> -area. <i>Kosterfjorden</i> is a national Park. In both areas the University of Gothenburg has marine field stations.	Water area managed according to special regulations comprises of 500 km <sup>2</sup> .
<b>Institution-wide staff issues and work environment</b>	
Operations at which the right to freedom of association/collective bargaining may be at risk.	The freedom of association and collective bargaining is not at risk at any operations of the university.
Injury and absenteeism rates	Annual Report p. 69
Serious disease prevention and risk control for staff, their families and the community	Annual Report pp. 69
Diversity in Management & Staff	Annual Report p. 63

## Principle 3

***To align the organization's core mission with sustainable development, facilities, research, and education should be linked to create a "living laboratory" for sustainability.***

On a sustainable campus, the built environment, operational systems, research, scholarship, and education are linked as a "living laboratory" for sustainability. Users (such as students, faculty, and staff) have access to research, teaching, and learning opportunities on connections between environmental, social, and economic issues. Campus sustainability programs have concrete goals and can bring together campus residents with external partners, such as industry, government, or organized civil society. Beyond exploring a sustainable future in general, such programs can address issues pertinent to research and higher education (such as environmental impacts of research facilities, participatory teaching, or research that transcends disciplines). Institutional commitments (such as a sustainability policy) and dedicated resources (such as a person or team in the administration focused on this task) contribute to success.

### Management Approach Principle 3

As mentioned in the Management approach for Principle one the Head of University Administration reports directly to the Vice-Chancellor. The Administration Head represents the three departments consisting of twelve units under his jurisdiction. One of those units is the Environmental Unit and it is led by the Environmental Manager. It is responsible for internal environmental performance at University of Gothenburg.

The Vice-Chancellor heads the University and is its principal representative. The Vice-Chancellor leads the University's activities with his or her responsibilities including implementing the decisions of the Board. Alongside the Vice-Chancellor is one Pro-Vice-Chancellor, who is also the Vice-Chancellor's deputy. Together, the Vice-Chancellor, the Pro-Vice-Chancellor and the Head of Administration comprise the University's executive function.

The Vice Chancellor takes reports from all participants in the University Management Organization and then presents them to the board of directors for approval.

There is an Assistant Vice-Chancellor, chair of the Board of Education and responsible for issues regarding education. The main assignment is the development of university-wide principles for education. The Board shall also contribute to the development of faculty and interdisciplinary courses.

The Committee for Doctoral (Third-cycle) Education is a permanent committee of the University Board of Education; its assignment includes promoting common principles for doctoral (third-cycle) education, as well as contributing to cross-faculty quality assurance and experience sharing.

All faculties, and all students at the University, as well as the University Board of Teacher Education, the University Library, the Unit for Pedagogical Development and Interactive Learning (PIL) are represented in both the committee and on the Board. Union representatives also have the right to

attend and express their views. Student representatives are appointed for one year, while the term of office for other members is three years.

The Quality Committee is a preparatory working committee that reports to the Board of Education. The Quality Committee is responsible for drawing up a proposal for a university-wide quality assurance system for educational operations.

Input from the Sustainability connected entities mentioned here ensure that sustainability and education for sustainability is constantly considered by the board of directors whenever decisions are made. Since student and staff representatives also report to the board of directors, the growing demand for sustainability related education emanating from the student body etc. is consistently delivered to the board of directors.

## Topics and Performance under Principle 3

### ***UGOT – Challenges***

The University's Board of Directors decided to allocate 30 million Euro for the establishment of a number of multidisciplinary research centers on global societal challenges - UGOT Challenges. The call created a great interest among university researchers. Various interdisciplinary constellations came in with over 100 expressions of interest. This resulted in six strong research centers based on that it requires strong multidisciplinary research to solve the contemporary global societal challenges. Several centers have a focus on sustainable development including research on antibiotic resistance, collective action, marine aquaculture, as well as the future of chemical risk assessments.

### ***Sea and Society***

Centre for Sea and Society at the University of Gothenburg becomes the new entrance to all activities involving marine and maritime connection within the University of Gothenburg. The new center is set up for a period of six years, until 2021. The Centre is to initiate, stimulate and develop trans-disciplinary research and education in the maritime field and will be a hub for collaboration with external related activities, including in the maritime cluster. The director is a professor of environmental law and will lead the new center with the support of a steering committee with representation from all faculties.

### ***World Environmental Education Congress***

For a few days in June 800 delegates from 73 countries gathered in Gothenburg on "Planet and People - How Do They develop together?" This was the eighth conference of education for environment and sustainable development under the auspices of the World Environmental Education Congress - WEECs. University of Gothenburg and Chalmers University of Technology hosted the congress through the Centre for Environment and Sustainability (GMV) together with WEECs permanent secretariat. 120 parallel sessions and six plenary sessions with 23 keynote speakers was held in three languages along with a number of side events that engaged students and teachers from all over the world. Several organizations, both local and international, took part in the congress; International Association of Universities was one of them.

### ***Segerstedt Institute***

In August the Segerstedt Institute was inaugurated. The institute will contribute to reduce the recruitment to violent ideologies and movements. Segerstedt Institute has been created on the basis of a mandate from the government. The formation of the institute is based on Tolerance project, an existing working model against violent extremism prepared by Kungälv Municipality in collaboration with the University of Gothenburg.

### ***Sustainable Development Solutions Network, SDSN.***

In working with sustainability, it is important that we cooperate with others. One example is the Centre for Environment and Sustainability (GMV) which is a joint organization for the University of Gothenburg and Chalmers University of Technology to promote research, education and collaboration in environment and sustainable development. The partnership, which started in 2001, has been successful and was crowned in 2015 when GMV was appointed the node in northern Europe for the global and UN-initiated network Sustainable Development Solutions Network, SDSN. This is a great responsibility but will hopefully also contribute to a positive development for our future sustainability.

### ***Nordic Sustainable Campus Network***

Nordic Sustainable Campus Network organized a workshop in May in Gothenburg on monitoring, indicators for and reporting on sustainable development. This was part of the Rio + 20 project on sustainable development in Higher Education Institutions undertaken within the network for two years. During the project, Nordic Sustainable Campus Network conducted a large survey study of steering mechanisms for sustainable development at universities and identified the drivers and barriers that enable or impede sustainability efforts. The aim has been to provide joint recommendations to the institutions in order to facilitate and enhance sustainability efforts both in research and education, such as in direct campus activities. A total of 45 Nordic universities participated in the study.

In November, the project was completed and the results from the Swedish University who participated shows that the requirements for environmental management systems at Swedish universities and the requirements in the Higher Education Act on the integration of sustainable development has been a major driving force in the work. But it also shows that many teachers are asking for more support in the process of integrating sustainable development in education.

### ***Roofs and curricula***

In order to develop interaction between academy, facilities and the property owner Academic house, School of Business, Economics and Law had 200 m<sup>2</sup> solar cells installed on the roofs. Further on there will be installations of more solar cells on other university buildings, and an inventory is made on *Medicinareberget* to find suitable roofs when building the new campus.

In 2014 the revised criteria for labeling of sustainability courses and programs was launched. The board of education claimed that the sustainability labeling is of strategic importance to the university and that it is vital that consensus is reached regarding criteria for labeling. During 2015, 200 courses and 32 programs were sustainability labelled.

The Sahlgrenska Academy has sustainable development as a focus area for the education programs during 2013-2015. Development of this area is made through cooperation between programs and training of responsible teachers. A tool-box for sustainable development for teachers was developed and is intended as an aid and inspiration for teachers responsible for programs and courses at the Academy. Prolonged the tool-box will be available for all teachers at the university.

***The university and the refugee situation***

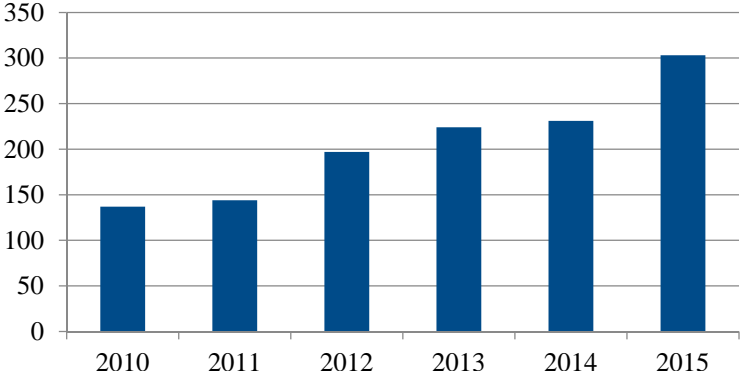
The University of Gothenburg’s management, staff and students are showing a strong willingness to support the many refugees who are arriving in Sweden from Syria and other countries. Eighty trainee positions for refugees are currently being created at various departments and faculties.

The University of Gothenburg is also hiring a refugee coordinator who will be tasked to coordinate the University’s activities related to the refugee situation. It is also about ensuring that the efforts correspond to society’s needs and to see in which ways the trainees are enabled to contribute positively to the University.

Hopefully, the University of Gothenburg will soon offer language training in Swedish, help out with evaluating newly arrived refugee students and bring attention to researchers and research areas of relevance to the refugee situation. The University is also looking into the possibility of providing education to students in the refugee camps outside Syria, in cooperation with Sida. The project with trainee positions is a collaboration between the University of Gothenburg and the Employment Agency.

The Table below gives a short overview of the topics addressed by the University of Gothenburg, and related performance. Further information can be found in our Annual Report 2015 (pp 70-75).

<b>Topics</b>	<b>Results</b>
<b>Priority topics</b>	<b>Performance 2015</b>
<b>Research</b>	
Sustainable development publications	In 2015 there were 303 published scientific articles on the issue of sustainable development, representing an increase of 25 % compared with 2014. A total of 3 956 scientific articles were published 2015.

	<p style="text-align: center;"><b>Number of scientific articles within environment and sustainable development 2010-2015</b></p>  <table border="1" data-bbox="730 421 1473 790"> <thead> <tr> <th>Year</th> <th>Number of articles</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>135</td> </tr> <tr> <td>2011</td> <td>145</td> </tr> <tr> <td>2012</td> <td>195</td> </tr> <tr> <td>2013</td> <td>225</td> </tr> <tr> <td>2014</td> <td>230</td> </tr> <tr> <td>2015</td> <td>300</td> </tr> </tbody> </table>	Year	Number of articles	2010	135	2011	145	2012	195	2013	225	2014	230	2015	300
Year	Number of articles														
2010	135														
2011	145														
2012	195														
2013	225														
2014	230														
2015	300														
Sustainability researchers	In 2015, 276 researchers, teachers and PhD students from University of Gothenburg participated in the Centre for Environment and Sustainability's (GMV) sustainable development network.														
<b>Education</b>															
Labeling courses that integrate sustainability	<p>8 % of the courses have the sustainability label (200 of 2504 courses).</p> <p>13 % of the programmes have the sustainability label (32 of 243 programs).</p>														
<b>Social Integration</b>															
Connecting Campus users with industry, government and Civil society	During the year the University hosted 540 activities that focused on environment and sustainable development.														
Student interaction and social cohesion on campus	<p>The number of collaborative activities initiated by or for students was 217 which is an increase with 43 % since 2014.</p> <p>193 students, through <i>Miljöbron</i> ( Environmental Bridge), worked as interns, made course works or assignments or made their thesis within sustainable development at the University.</p>														
Professional development	<p>940 persons took part in skills enhancement programmes in the field of sustainable development. This represents 17 % of the University's employees.</p> <p>21 senior executives with responsibility for personnel underwent environmental management training. ( 11 men and</p>														

	<p>10 women) A total of 152 senior executives have undergone the training since 2011.</p>
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## Appendix 1: Overview of additional information

The Sustainability Report for 2015 is included in the Annual Report of University of Gothenburg 2015 pp.70-75. Environmental performance indicators are reported at p.75

Annual Report 2015 for The University of Gothenburg 2014 (In Swedish) can be found here:  
[http://medarbetarportalen.gu.se/digitalAssets/1563/1563858\\_gu\\_ar\\_2015\\_160218.pdf](http://medarbetarportalen.gu.se/digitalAssets/1563/1563858_gu_ar_2015_160218.pdf)

Earlier reporting from the University of Gothenburg can be found here:  
<http://www.medarbetarportalen.gu.se/miljohandbok/Uppfoljning/hallbarhetsredovisning/>

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