University of Gothenburg

ISCN-GULF Charter Report 2013
# Table of Contents

Introduction........................................................................................................................................... III

On the University of Gothenburg....................................................................................................... IV

On this report ..................................................................................................................................... VII

Principle 1.............................................................................................................................................. VIII

Management Approach Principle 1.................................................................................................... VIII

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

Principle 2........................................................................................................................................... XIII

Management Approach on Principle two ....................................................................................... XIII

Topics and Performance under Principle 2 ................................................................................... XIII

Principle 3........................................................................................................................................ XVII

Management Approach Principle 3................................................................................................ XVII

Topics and Performance under Principle 3 ................................................................................ XVII

Appendix 1: Overview of additional information........................................................................... XX
Introduction

University of Gothenburg was one of the first universities to sign the COPERNICUS charter for sustainable development in 1993. The University thus committed itself to sustainable development in research, education and outreach as well as in environmental management.

As one of but a few universities worldwide, we are environmentally certified and registered according to both the European regulation of environmental management and audits, EMAS (Eco-Management and Audit Scheme) and the International standard of environmental management, ISO 14001.

Judging from the global development, the sustainability issues will become even more important in the future. Our aim here is high. In the long-term, we intend to be one of the best universities in the world in this area.

A sustainable development and a reduced impact on the climate are central issues for the University of Gothenburg. Approximately 300 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 approximately 400 courses and 90 educational programs within these areas and these 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 is to reduce emissions of carbon dioxide from our activities with 20 percent until 2015 compared to 2008. The areas in focus are travels and meetings, energy use and carbon offsetting. We also give a series of well visited climate seminars, have set up a climate council and take interest in the question of food and climate.

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 5,900 employees. It is one of the major universities in northern Europe. We are also one of the most popular universities in Sweden – the University of Gothenburg has the highest number of applicants to many programs and courses. 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. A unique width in education and research offer good opportunities for creative collaboration between the sciences and 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 global responsibility and should contribute to illuminating issues of relevance for both local and global social problems. Four basic principles shall guide the University of Gothenburg: Our research, education and cooperation shall be characterised 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 university has joined the UN Global Compact as a condition for participation in the UN’s chain of suppliers for research reports, field work or other. The Global Compact comprises ten principles
that the university commits itself to supporting, among other supporting and respecting protection for international human rights, abolishing discrimination in hiring staff, and during their employment, and supporting the precautionary principle concerning environmental risks. Nationally, the university is a member of Public & Private Social Responsibility Initiative – CSR West Sweden and participates in a learning group on sustainable procurement.

The University of Gothenburg has a certified environmental management system 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 environmental work is carried out at faculties and departments as well as at the central administration and the responsibility follows the line of decision.

Since 2010 there is a climate strategy with the goal to reduce emissions of carbon dioxide from travels and energy use. Yearly environmental audits and management reviews are carried out, and a sustainability 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 all 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.
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 fourteen 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. During 2013 a student initiative has focused on the university’s investments and argue that certain investments support fossil energy production that is immoral and financially short termed. The matter is attended to at the economical unit and the economic director means that it is possible to review the university’s fund holdings. He states that there are good motives to invest in companies with good ethics and a sustainable strategy since these often are the ones that will profit well over time as well.
The University of Gothenburg has total revenue of 5,600 MSEK 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 2013 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 2013 and reports to Swedish authorities, examples and results from all activities can be found regarding to the Charter principles.

In the Annual Report 2013 “Sustainable Development” is reported on p. 60-65. All indicators are reported on p. 65 The reporting mainly focus on the environmental perspective. Social and economic perspectives are displayed at p.52-59 and p.68-76 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

**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 2013.

**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.

**Topics and Performance under Principle 1**

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 12 buildings and tree 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.

In 2013 the University of Gothenburg received international attention. Together with the property owner Akademiska Hus the University was awarded in the category “Buildings” by International Sustainable Campus Network, ISCN, for a refurbishment of the Laboratory for experimental biomedicine (EBM). EBM is the University’s most energy consuming building with specific demands on temperature and humidity. The project has led to a decrease in the energy consumption in the building with 26 per cent between 2009 and 2013. Within the project, the use of fossil gas has ceased, which lowered the emissions of carbon dioxide with more than 900 tons since the project started.

The project shows that it is possible, partly through energy efficiency, to reach the goal in the University’s climate strategy – to lower the total emissions of carbon dioxide with 20 percent until 2015. The project has also shown that it is possible to lower the environmental impact, enhance the work environment and save money at the same time.

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 2013 p.63.

<table>
<thead>
<tr>
<th>Priority topics</th>
<th>Performance 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resource Use</strong></td>
<td></td>
</tr>
<tr>
<td>Direct energy consumption by primary energy source (oil and fossil gas)</td>
<td>12 tons of CO₂</td>
</tr>
<tr>
<td>Indirect energy consumption by primary energy source</td>
<td>Electricity and heating consumption corrected for a normal year totalled 68 879 MWh corresponding to 2213 tons of CO₂.  &lt;br&gt;Electricity: 124 kWh/m²  &lt;br&gt;Heating: 91 kWh/m²  &lt;br&gt;During 2013 the energy consumption decreased with 7 % compared to 2012. Since 2008 the total energy consumption has</td>
</tr>
</tbody>
</table>
decreased with 15%.

A total water consumption of 129 035 m³ or 0.42 m³/m².

Overall purchased products/materials

Total procurements to a value of 324 629 000 SEK (total of 48 procurements).
Out of these, environmental and ethical demands were put in 14 procurements to a value of 240 736 000 SEK.

During 2013 social, ethical and environmental requirements were put in 74 percent of the procurements measured in economic value. This is an increase with 64 percent units since 2012.
<table>
<thead>
<tr>
<th>Waste Recycling, local emissions, and non-compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Solid waste and recycling</strong></td>
</tr>
<tr>
<td>The total amount of waste was 1091 tonnes, representing a decrease of 4 % compared to 2012.</td>
</tr>
<tr>
<td>Since 2009 the total amount of waste has decreased with 27 %</td>
</tr>
<tr>
<td>The amount of waste to recycling was 41 %.</td>
</tr>
<tr>
<td>Since 2009 it is an increase with 10 percent units.</td>
</tr>
<tr>
<td>Waste that is taken to landfill constituted less than one per cent of the total volume of waste in 2013.</td>
</tr>
</tbody>
</table>

| Hazardous waste from laboratory facilities           |
| The amount of hazardous waste is approximately 9 tonnes and, ca 8 % of total amount of waste. This is somewhat less than 2012. |
| In 2013 the frequency of chemical products at laboratories at the University of Gothenburg included in the SIN-list was 1,555, a small increase from 2012. |
| 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 2.1 consists of 626 chemicals that ChemSec has identified as Substances of Very High Concern based on the criteria established by the EU chemical regulation, REACH. |

| Significant spills occurred                         |
| Three minor incidents occurred in 2013. No significant environmental impact from these incidents. Action taken to minimize risk for further spills. |
| In 2013 the Faculty of Fine and Applied Arts detected increased levels of heavy metals in the wastewater. Several measures were taken in order to lower the levels. Painting courses now include a lesson that focuses on cadmium and heavy metals in the paint. A review of the brush wash stations were carried out during the year and periodic measurements of heavy metals is now part of the annual effort to reduce the content of heavy metals in wastewater. |
| New measurements from 2014 shows declining levels of cadmium in water from the Academy of Fine and Applied Arts. |

| Fines/Sanctions for environmental non-compliance    |
| The University complies with relevant environmental legislation, and has not received any related fines in the period under review. |
Principle 2

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.

From July 1, 2012, the University of Gothenburg has four Deputy Vice-Chancellors with specific areas of responsibility. One is responsible for issues regarding education and chair of the Board of Education. One is responsible for issues regarding research. One is responsible for issues regarding external relations and innovation efforts. One is responsible for issues regarding quality management.

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**

Together with the city and the region The University is planning a new campus area. Project Campus Näckrosen (Campus Water Lily) is a strategic and important project for the University of Gothenburg. There is a clear focus on the humanities and arts. There is also a concrete example of the University’s future development. By gathering activities for the Faculty of Arts, the Faculty of Fine Arts and University Library, the University creates a unique, open and cross-border meeting point. When the new campus develops and is linked by Korsvägen on one hand and Götaplatsen, on the other, Gothenburg receives a cultural passage connected with today’s event area. Project Campus Näckrosen is thus not only a part of the work to develop the university. It is as much about urban development. Tomorrow’s Campus Näckrosen becomes a central meeting place in the city.

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, Medicinarberget, 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.

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 km², 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 2013, there was a procurement of construction and delivery of a new research vessel. 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 standard as the university.

An overall environmental risk assessment was performed 2013. Representatives from faculty and property owners together with laboratory responsible and security management listed the activities with highest environmental risks. Chemical handling, handling petrol and diesel in large amounts and handling foreign species are the activities that need special attention.

Representatives from security, work environment and the environmental unit also took part in a procurement of an incident handling system to be implemented at the university during 2014.

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 2013. (See p.65)
### Topics

<table>
<thead>
<tr>
<th>Priority topics</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution-wide carbon targets and related achievements</strong></td>
<td><strong>Performance 2013</strong></td>
</tr>
<tr>
<td>Direct and indirect total carbon emissions (emissions from heating and electricity use and travels)</td>
<td>The University’s total carbon dioxide emissions from travel and energy in 2013 totalled 6617 tonnes. This represents a reduction of 3 % per cent compared with 2012. Total emissions fell by about 19 per cent compared with 2008. This result is largely due to the transition to green electricity as well as a significant reduction in fossil energy used for heating. The University’s goal is to decrease the emissions of CO₂ with 20 % until 2015 compared to 2008.</td>
</tr>
<tr>
<td>Carbon emissions from travels (broken down by car, train, and flight)</td>
<td>During 2013 the emissions from travels increased with 1 % compared to 2012. Since 2008 the emissions of CO₂ from travels have increased with 11 %. 58 % of the University’s total carbon dioxide emissions come from air travel. All flights were offset in a UN-approved climate project that meets the requirements of the Gold Standard quality label.</td>
</tr>
</tbody>
</table>

### Land managed near protected areas

- **Gullmarsfjorden** is a *Natura 2000*-area. **Kosterfjorden** 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 km².

### Institution-wide staff issues and work environment
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations at which the right to freedom of association/collective bargaining may be at risk</td>
<td>The freedom of association and collective bargaining is not at risk at any operations of the university.</td>
</tr>
<tr>
<td>Injury and absenteeism rates</td>
<td>Annual Report p. 59</td>
</tr>
<tr>
<td>Serious disease prevention and risk control for staff, their families and the community</td>
<td>Annual Report pp. 58-59</td>
</tr>
<tr>
<td>Diversity in Management &amp; Staff</td>
<td>Annual Report p.55</td>
</tr>
<tr>
<td>Stakeholder group and communication</td>
<td><a href="http://medarbetarportalen.gu.se/miljohandbok/Uppfoljning/hallbarhetsredovisning">http://medarbetarportalen.gu.se/miljohandbok/Uppfoljning/hallbarhetsredovisning</a></td>
</tr>
</tbody>
</table>
**Principle 3**

*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.

Input from the Sustainability connected entities mentioned here ensure that sustainability and sustainable education 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**

The Centre for Environment and Sustainability, GMV, at the University of Gothenburg and Chalmers University of Technology, has a special assignment in spreading established knowledge and new research on environment and sustainable development for the benefit of society. GMV initiates,
operates and participates in numerous joint projects with actors from business and the community, provides research-based advice to authorities and organizations as well as create forum where research, industry and society meet.

The School of Business, Economics and Law intensified the work with sustainability issues at strategic level during the year. The long term strategy is to prepare the students to become responsible leaders in a challenging future and to integrate sustainability in all programs. All students will have good knowledge and specific skills and insights in central sustainability issues. To realize this goal, action at several levels is required and work is maintained by the School Council for Sustainable Development, together with the institutions. Professional development for faculty and support to course and program managers are an important part, which began in the spring of 2013 and intensified in the autumn.

The school also arranged a Sustainability Day for all students. The day focused on tomorrow’s challenges for a sustainable society and the 700 students was offered a program of more than 30 seminars to choose from. Deforestation, integration problems and responsible investments were but a few issues on the agenda. The student’s respons was very positive and an important inspiration for the continuation of the school’s work on sustainability. The pro dean at the faculty stated that it is obvious that students do not just want a high salary and successful career but actually wants to contribute to a sustainable society and a better world as well.

During 2013 the labeling of sustainability courses and programs has been revised with the aim to make it clearer for teachers and students. 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. A suggestion for the new criteria was sent for remittance to faculty and departments at the end of the year.

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 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 2013.
<table>
<thead>
<tr>
<th>Topics</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority topics</strong></td>
<td><strong>Performance 2013</strong></td>
</tr>
<tr>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>Sustainable development publications</td>
<td>In 2013 there were 209 peer to peer reviewed published scientific articles on the issue of sustainable development, representing an increase of 15 % compared with 2012.</td>
</tr>
<tr>
<td>Sustainability researchers</td>
<td>In 2013, 239 researchers and teachers and 77 PhD students participated in the Centre for Environment and Sustainability’s (GMV) sustainable development network. This is the same result as 2012.</td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>Labeling courses that integrate sustainability</td>
<td>21 % of the courses have the sustainability label (404 of 1956 courses) representing an increase of 4 percentage points since 2012. 40 % of the programmes have the sustainability label (94 of 237 programs) and that is the same result as 2012. The total amount of courses has decreased from 2064 to 1956. The total amount of programs has increased from 162 till 237.</td>
</tr>
<tr>
<td>Social Integration</td>
<td></td>
</tr>
<tr>
<td>Connecting Campus users with industry, government and Civil society</td>
<td>During the year the University hosted 820 activities that focused on sustainable development, representing a rise of 9 % compared with 2012.</td>
</tr>
<tr>
<td>Student interaction and social cohesion on campus</td>
<td>The number of collaborative activities initiated by or for</td>
</tr>
</tbody>
</table>
students was 104 which is an increase with 76 % since 2012.
847 students were registered for the two Sustainability Days 2013.
700 students registered for “Sustainability Day – Challenges” at the School of Business, Economics and Law
334 students participated in the Climate seminars.
180 students have through Miljöbron (Environmental Bridge) worked as interns, made course works or assignments or made their thesis within sustainable development at the University.

| Professional development | 1077 persons took part in skills enhancement programmes in the field of sustainable development. This represents 21 % of the University’s employees.
59 senior executives with responsibility for personnel underwent environmental management training. A total of 80 senior executives has undergone the training since 2008. |
Appendix 1: Overview of additional information
The Sustainability Report for 2013 is included in the Annual Report of University of Gothenburg 2013 pp.60-65. Environmental performance indicators are reported at p.65


Earlier reporting from the University of Gothenburg can be found here: http://www.medarbetarportalen.gu.se/miljohandbok/Uppfoljning/Sustainability+report/Additional+reporting/

For questions on this report, please contact:

Eddi Omrcen
Environmental Manager
University of Gothenburg
eddi.omrcen@gu.se