University of Gothenburg

ISCN-GULF Charter Report 2014
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Introduction

University of Gothenburg is 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 more than 140 courses and 28 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 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 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 offer 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 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 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 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 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.
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 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 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.

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 5750 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 2014 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 2014 and reports to Swedish authorities, examples and results from all activities can be found regarding to the Charter principles.

In the Annual Report 2014 “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.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.
A short overview of management approach and performance of Principle 1 topics is given below. More details can be found in our Annual Report 2014.

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.

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 2014 p. 73.

<table>
<thead>
<tr>
<th>Priority topics</th>
<th>Performance 2014</th>
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<tbody>
<tr>
<td><strong>Resource Use</strong></td>
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<tr>
<td>Direct energy consumption by primary energy source (oil and fossil gas)</td>
<td>271 tons of CO² mainly from own cars, boats and ships</td>
</tr>
<tr>
<td>Indirect energy consumption by primary energy source</td>
<td>Electricity and heating consumption corrected for a normal year totalled 71 364 MWh corresponding to 2055 tons of CO². 212 kWh/m²  During 2014 the energy consumption decreased with 1 % compared to 2013. Since 2008 the total energy consumption has decreased with 16 %.</td>
</tr>
</tbody>
</table>
Water use
A total water consumption of 156,196 m³ or 0.49 m³ water per m²

Overall purchased products/materials
Total procurements to a value of 745,673,000 SEK (total of 71 procurements).
Out of these, environmental and ethical demands were put in 18 procurements to a value of 607,317,000 SEK.
( The procurement of a new ship was 120,000,000 SEK)

During 2014 social, ethical and environmental requirements on contractor were put in 84 % of the procurements. In 52 % environmental requirements were put on products or services.
<table>
<thead>
<tr>
<th><strong>Waste Recycling, local emissions, and non-compliance</strong></th>
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<tbody>
<tr>
<td><strong>Solid waste and recycling</strong></td>
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<td></td>
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<tr>
<td><strong>Hazardous waste from laboratory facilities</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Significant spills occurred</strong></td>
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<tr>
<td><strong>Fines/Sanctions for environmental non-compliance</strong></td>
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</tbody>
</table>
**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

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, 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.

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 2014 the construction of a new research vessel for University of Gothenburg started 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 standard as the university.

In 2014 University of Gothenburg won the ISCN Excellence in Campus Award for its climate strategy. The jury highlights the strategy as a model for other universities that want to achieve change at organizational and behavioral level. This award is an international recognition of the strategic and systematic climate work that the university does – a recognition of researchers, students, teachers and administrative staff that realizes the climate strategy, its goals and aspirations. The award shows that the University of Gothenburg can be and is a role model in the global arena.

Representatives from security, work environment and the environmental unit took part in a procurement of a web-based incident handling system. The system is aimed to facilitate reporting
and handling of incidents and easily provides information on incidents occurring at the university. The system was launched and implementation started 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 2014. (See p.75)

<table>
<thead>
<tr>
<th>Topics</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority topics</strong></td>
<td>Performance 2014</td>
</tr>
<tr>
<td>Institution-wide carbon targets and related achievements</td>
<td></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 2014 totalled 6 666 tonnes. This represents a reduction of 1 % per cent compared with 2013. Total emissions fell by about 18 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 and energy use.</td>
<td>During 2014 the emissions from travels increased with 8 % compared to 2013. 64 % 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 The amount of meetings without travels, i.e. video-meetings, was more than 8 000 hours during 2014.</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

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

<table>
<thead>
<tr>
<th>Total of emission of CO2 /source of emission (tons)</th>
</tr>
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<tbody>
<tr>
<td>3733</td>
</tr>
<tr>
<td>1565</td>
</tr>
<tr>
<td>490</td>
</tr>
<tr>
<td>412</td>
</tr>
<tr>
<td>222</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>237</td>
</tr>
</tbody>
</table>

- **El**
- Fjärrvärme
- Båt/fartyg
- Fossil energi
- Bil, buss, tåg
- Flyg under 50 mil
- Flyg över 50 mil
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 University's Board of Directors decided to allocate SEK 300 million 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 an increasing number of contacts across the faculty borders and new meeting places created where now the complete applications are completed. In 2015, decisions are made about which projects gets long-term support.

The vice-chancellor of University of Gothenburg attended a conference in Peru organized by the International Association of Universities (IAU). The conference had the theme Blending higher Education and Traditional Knowledge for Sustainable Development. Host was Universidad del Cientifica Peru, an institution with a special mandate to offer education for students belonging to indigenous communities. The conference led to a declaration that the IAU organization made clear the role and importance of higher education for sustainable development. Without access to higher education, individual countries will probably not be able to implement their development goals.

The Vice-Chancellor contributed with a presentation of the University's activities in sustainable development. The Vice-Chancellor also noted that many of the participating universities actively follow Gothenburg University's sustainability efforts and that they demand more contact and opportunities for experience.

UN Decade of Education for Sustainable Development which ran from 2005-2014 ended with a conference in Nagoya, Japan in November. University of Gothenburg was represented by the Director of the Centre for Environment and Sustainability, GMV. The countries that participated in the conference decided to adopt a declaration in which they undertake to contribute to the continued work of education for sustainable development. This was formulated in a five-point program, where a focus area is to the entire institution; both in their education and in their other activities shall be guided by sustainability. Universities intend to actively work to ensure that both the so-called Nagoya declaration and the IAU's Declaration on Sustainable development is realized.

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.
In the course Environmental Management at the School of Business, Economics and Law students were to work with a real-life case in which they counted on economic profitability and environmental benefits of installing solar panels on the School's roof. The project was based on the principles of "living lab" that is, that education and research are tested or applied to their physical environment. The task was developed in interaction between course coordinators, sustainability coordinator at the School and the property owner Academic house. Academic house and the School management later agreed on a financing solution and planning permission has been obtained for the installation of 200 m² solar cells. Installation and commissioning are expected in 2015.

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.

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 2014</strong></td>
</tr>
<tr>
<td>Research</td>
<td>In 2014 there were 231 published scientific articles on the issue of sustainable development, representing an increase of 3 % compared with 2013.</td>
</tr>
<tr>
<td>Sustainable development publications</td>
<td></td>
</tr>
</tbody>
</table>
In 2014, 270 researchers, teachers and PhD students from University of Gothenburg participated in the Centre for Environment and Sustainability’s (GMV) sustainable development network.

### Education

| Labeling courses that integrate sustainability | 6 % of the courses have the sustainability label (143 of 2493 courses).  
11 % of the programmes have the sustainability label (28 of 237 programs).  
New criteria for sustainability labelling was launched in October 2014. |

### Social Integration

| Connecting Campus users with industry, government and Civil society | During the year the University hosted 1070 activities that focused on sustainable development, representing a rise of 30 % compared with 2013. |
| Student interaction and social cohesion on campus | The number of collaborative activities initiated by or for students was 152 which is an increase with 46 % since 2013.  
331 students were registered for the Sustainability Day 2014.  
381 students registered for 5 Climate seminars  
198 students, through Miljöbron (Environmental Bridge), |
<table>
<thead>
<tr>
<th>Professional development</th>
<th>worked as interns, made course works or assignments or made their thesis within sustainable development at the University.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>1203 persons took part in skills enhancement programmes in the field of sustainable development. This represents 23 % of the University’s employees.</td>
</tr>
<tr>
<td></td>
<td>51 senior executives with responsibility for personnel underwent environmental management training.</td>
</tr>
<tr>
<td></td>
<td>A total of 131 senior executives has undergone the training since 2011.</td>
</tr>
</tbody>
</table>
Appendix 1: Overview of additional information

The Sustainability Report for 2014 is included in the Annual Report of University of Gothenburg 2014 pp.70-75. Environmental performance indicators are reported at p.75

Annual Report 2014 for The University of Gothenburg 2014 (In Swedish) can be found here:

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