

Sharing Information on Progress (SIP) 2024

The School of Business, Economics and Law at
University of Gothenburg



PURPOSE



VALUES



TEACH



RESEARCH



PARTNER



PRACTICE



SHARE

The School of Business, Economics and Law at University of Gothenburg

Sweden

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1. Letter from the most senior officer (e.g., Dean, Head) committing to PRME's Principles

Statement

Title: Letter from the dean

Description:

The School of Business, Economics and Law became a PRME signatory in 2010. As highlighted by the School's mission, "To develop knowledge, educate, and foster independent thinking for a sustainable world," research, education, and outreach for positive societal impact are central to our School. Examples of this will be highlighted throughout this year's PRME report. I hereby confirm that the School of Business, Economics and Law at the University of Gothenburg continues to be committed to the United Nations Principles for Responsible Management Education. Lena Gipperth, Deputy Dean

Date: 01/09/2024

Language: English

Sharing Rights: Private

Relevant Stakeholders:

Students, faculty, staff, partners, society at large

Purpose: To develop knowledge, educate, and foster independent thinking for a sustainable world



UNIVERSITY OF GOTHENBURG
SCHOOL OF BUSINESS, ECONOMICS AND LAW

Continued commitment to the UN PRME Principles

The School of Business, Economics and Law at the University of Gothenburg became a PRME signatory in 2010. As highlighted by the School's mission, "To develop knowledge, educate, and foster independent thinking for a sustainable world," research, education, and outreach for positive societal impact are central to our School. Examples of this will be highlighted throughout this year's PRME report.

I hereby confirm that the School of Business, Economics and Law at the University of Gothenburg continues to be committed to the United Nations Principles for Responsible Management Education.

Gothenburg, Dec 19, 2024

A handwritten signature in blue ink, appearing to read 'Lena Gipperth'.

Professor Lena Gipperth
Deputy Dean with responsibility for Sustainability

2. Mission, Vision, Strategy or Purpose

Statement	Date: 01/09/2024
Title: Mission, Vision, Strategy or Purpose	Language: English
Description: Mission: To develop knowledge, educate, and foster independent thinking for a sustainable world Vision: To be an excellent and progressive academic institution in a global context.	Sharing Rights: Private
	Relevant Stakeholders: Students, faculty, staff, partners, society at large
	Purpose: To develop knowledge, educate, and foster independent thinking for a sustainable world



Independent
thinking for
a sustainable
world.



UNIVERSITY OF GOTHENBURG
SCHOOL OF BUSINESS, ECONOMICS AND LAW



Our Mission

To develop knowledge, educate, and foster independent thinking for a sustainable world.

Our Vision

To be an excellent and progressive academic institution in a global context.

Triple Crown accredited

The School of Business, Economics and Law is accredited by EQUIS, AACSB and AMBA, and thus one of only about 100 business schools in the world that is "Triple Crown" accredited.

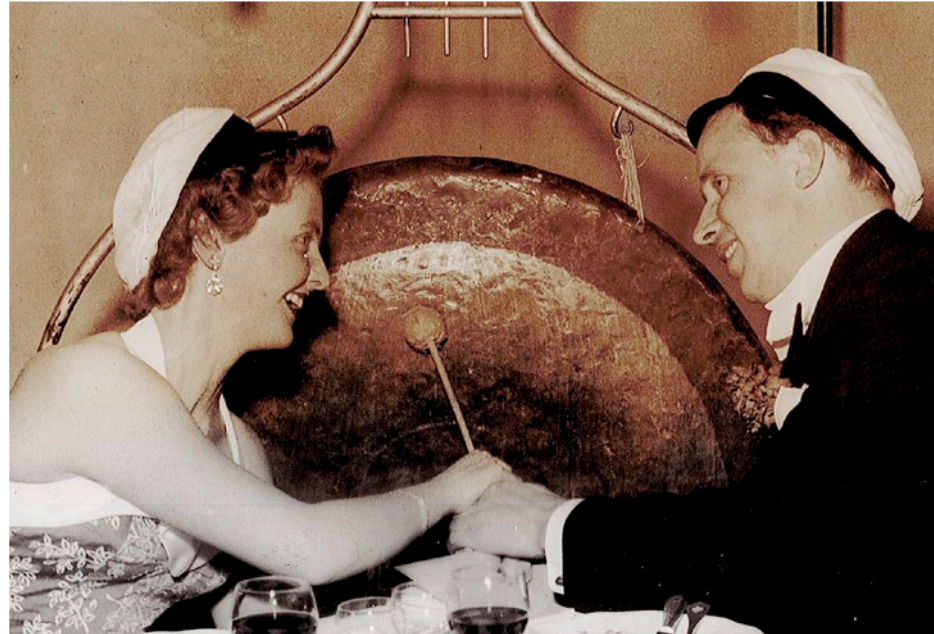


A century of scientific curiosity.

The world of the interwar period was difficult to navigate, with a great deal of political and economic uncertainty. For Gothenburg, a city of commerce, this meant there was a growing need for knowledge. The School of Business, Economics and Law in Gothenburg was established in 1923 at the initiative of politicians and representatives of the business community in the city. The Dean was one of the national superheroes of the time – geographer and polar explorer Otto Nordenskjöld.

A number of the School's early characteristics are still relevant today and form our fundamental DNA: close cooperation with the surrounding community, the multi-disciplinary approach and the clear international perspective.

Today, the School contributes towards a sustainable world by developing knowledge, educate and foster independent and critical thinking. Our research and education are constantly developing so that they remain relevant and of high quality. Close links between research and education, internationalisation and active involvement in the development of society are essential ingredients in this work.







Gothenburg has a long history as a port and trading city.



Today, Gothenburg is also a city of knowledge, with innovation and creativity as important ingredients.

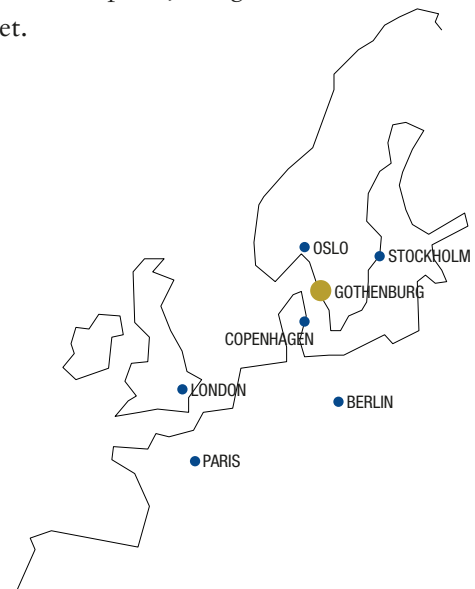


A global view since 1923.

The first cohort at the School of Business, Economics and Law involved nine students who were taught economics, business administration, economic geography and law, as well as English, German, French and Russian. The School has evolved over time and today we have about 8000 students enrolled in our programmes and courses.

The research and education delivered by the School over the years has helped Gothenburg to develop from a city of commerce into a city of knowledge, where innovation and creativity form important cornerstones. Regular injections of academic excellence are needed in a city in which internationally successful companies like Volvo, AstraZeneca, Nobel Biocare and SKF were founded, and where they still conduct many of their business operations.

The School is accredited by all three dominant international standards – EQUIS, AACSB and AMBA – and thus one of about 100 business schools in the world that is “Triple Crown” accredited. We offer research-based education in business and economics at both bachelor’s and master’s level, as well as a Master of laws programme. There are many applicants for each place, and graduates are in high demand on the labour market.



Research and education inextricably intertwined.

Informed by the UN's 2030 Agenda, the School aims to be at the international forefront of high-quality research and education, resulting in knowledge and competence that can contribute to policymaking and assist businesses in dealing with the societal challenges that face the world.

It is important to safeguard the academic ideals of independent and critical thinking at a time when the boundary between fact and opinion is becoming increasingly blurred. Our courses and programmes aim to provide students with a knowledge-seeking approach and the tools with which to challenge prevailing ways of thinking. We regard education as a research process that encourages curiosity and a desire to understand societal developments. That is why we are developing teaching methods characterised by joint learning and exploration, where students and teachers develop new knowledge together, in close connection with research.

By offering broad programmes in both business, economics and law, with lots of opportunities for specialisation, we ensure long-term relevance to society and future employers for students. Students are offered a variety of courses in different subject areas. Contrasting perspectives are juxtaposed in this way and students have the opportunity to develop the integrated and independent understanding they require during their careers.



“At Master’s level, students begin to create new knowledge.”

High quality and high societal relevance are watchwords for programmes at the School of Business, Economics and Law. Jeanette Hauff is responsible for the School’s Master’s programmes. She highlights two factors as being particularly important: teacher training and teachers who conduct research themselves and are extremely knowledgeable about their subject.

“One important task of teachers is putting the knowledge in its proper context, helping students to understand the bigger picture. When the teacher is also a researcher, there’s a much greater likelihood of conveying that link well,” says Jeanette Hauff.

The School of Business, Economics and Law often emphasises the importance of research and education going hand in hand, with students learning a knowledge-seeking approach and challenging prevailing assumptions. This is why all its teaching staff are also actively engaged in research, but how are students part of the research too?

“The further they take their education, the closer they get to research. They aren’t just taking in information,

they are generating new knowledge themselves. At the end of the Master’s programme, students should, in principle, be able to produce an independently written article. Sometimes a student’s Master’s thesis is so strong that, with a bit of editing, it can be published in a scientific journal,” says Jeanette Hauff.

Courses need to be constantly evolving and looking at what is going on in society and in research if it is to be relevant to society.

“Programmes always include broad, universal aspects. But a course is rarely totally static. If there is a conference being held at the School, or if someone has published an interesting article, we incorporate that so that the course keeps up to date with what is happening in the world around us,” says Jeanette Hauff.

Jeanette Hauff is Senior Lecturer in Business Administration and Head of Graduate School at the School of Business, Economics and Law. As a researcher she has focused on consumer behavior in an investment setting.

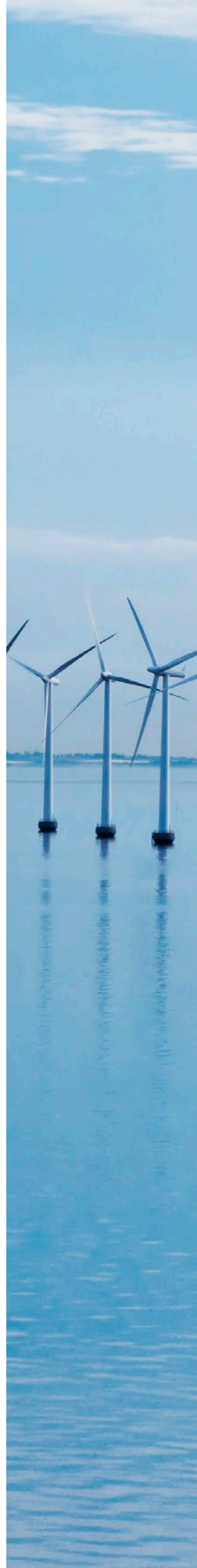
With sustainability built into the core.

Sustainability is a natural element of the activities conducted at the School and has been embedded in both regulations and practical work for many years. This is summed up in our mission: to develop knowledge, educate and foster independent thinking for a sustainable world.

The School has a strong and extensive tradition of research involving sustainability. Research activities include a number of strong research environments and relate to all the global goals of the 2030 Agenda. Examples include environmental economics, ocean governance and sustainable consumption. The School also coordinates Environment for Development (EfD), a global network of research centres that aims to increase the use of environmental economics to help reduce poverty and promote sustainability in the Global South.

The students of today are the decision-makers of tomorrow. The School's strategic objective is to provide all its students with the knowledge and tools they need to meet sustainability challenges in their future careers and to make important contributions to a sustainable society. Sustainability became an integral part of first cycle programmes as early as 2013 and is now included at all levels.

Of course, we must also practice what we preach: we are working constantly to reduce our ecological and social footprint through more efficient use of resources.





A forum for Corporate Executives

Sustainability has moved from staff functions to corporate boards. However, many companies struggle with how their products, services, and business models relate to sustainable societal development and how they ensure their long-term relevance. This places new demands on managers' ability to integrate sustainability into strategic and operational processes. To meet this, the School has established a forum where researchers and managers from the business community meet at the School 2–3 times a year to discuss strategic sustainability issues. The dialogues take place in a "closed room" based on the so-called Chatham House Rule.

International collaborations

In order to learn from and contribute to joint efforts when it comes to advancing the sustainability agendas among business schools, the School is an active partner in the Globally Responsible Leadership Initiative (GRLI) and the Global Business School Network (GBSN). The School is also a Signatory Member of the Principles for Responsible Management Education (PRME) and has been actively involved in developing the Positive Impact Rating (PIR). The School plays a major role in the International Association of Universities' assignment to the University of Gothenburg regarding the Sustainable Development Goal 8: Decent Work and Economic Growth.

Five Sustainability Days

The Sustainability Day concept started in 2013 and is fully implemented in all undergraduate programmes with three days focusing on the themes Challenges, Responsibility, and Solutions. The first year of the Master's programmes, there is a Sustainability Day on the theme of Global Transitions, and on the second year the day focuses on career opportunities in the field of sustainability. These days are much appreciated by students, who especially value getting the chance to interact with business representatives and other stakeholders.

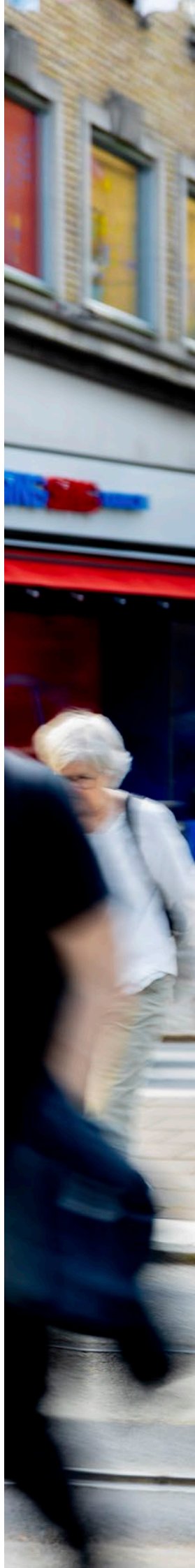
Research on biodiversity and finance

An example of the School's extensive research related to sustainability is the BIOPATH research programme. It aims to map, assess, co-develop, and test existing and novel approaches for integration of biodiversity considerations into financial decision making and analyze the institutional and policy implications of potential transition pathways. The programme is designed in dialogue with an extensive partner network to ensure that short and long-term impacts are aligned with current market needs. In 2022, BIOPATH received 50 million SEK in funding from the Swedish Foundation for Strategic Environmental Research, MISTRA. This highly interdisciplinary programme is a collaboration mainly between the University of Gothenburg and Lund University. Researchers from all departments at the School are involved, together with a number of colleagues from other areas of the university.

Remaining relevant to business and society.

Standing up for academic integrity and for independent, critical and innovative thinking, the School of Business, Economics and Law aims to meet society's demand for knowledge and competence. It provides opportunities to influence and hence contribute to the sustainable development of society. Close relations with stakeholders outside the academic community and regular exchange of ideas are prerequisites if we are to maintain high relevance and quality in research and education.

This is achieved in a variety of ways; by engaging in public discourse and through our Partnership Programme and research centres, for instance. All our programmes have a Corporate Advisory Board to help us keep our educational content relevant. The Corporate Advisory Council is a well-established arena for discussions on the development of the School. Our student union and alumni are also important partners.



Interaction for development and exchange.



A larger network, new perspectives and not least new acquaintances. Through the Executive Faculty programme, Åsa Löfgren and Carl Hammer, who work in two completely different sectors, have created collaborations that are enriching on several levels.

Åsa Löfgren and Carl Hammer work in two quite different worlds. Despite that, they have been meeting about once a month. They both participate in the Executive Faculty at the School of Business, Economics and Law, where experienced professionals from the School's Senior Partners are matched with researchers from the School. The aim is to create professional exchange, development and long-term relationships.

"I come from microeconomics, while Carl works with macroeconomics. It has been interesting to talk to someone who has a different perspective," says Åsa, who is Associate Professor at the Department of Economics.

"For me, it has felt very luxurious to delve into bigger issues. Usually, I sit in an environment where I have to focus on many different tasks at once," continues Carl, who is Head of Macro & FICC Research at SEB.

Saw potential in collaborations

Carl's work is largely about producing various types of financial forecasts, which are provided to the bank's customers. Climate and sustainability are one of the big issues that in the long run will permeate basically everything the bank does. When he got the opportunity to join the Executive Faculty, his wish was therefore to be matched with a researcher who works specifically with climate-related issues. Among other things, Åsa conducts research on policy instruments that create incentives for companies to switch to green technology, and works in several research programmes with a focus on climate change.

[Read the full interview](#)



Part of a global academic community.

The research and education conducted here in Gothenburg is part of an ongoing discourse with a global academic community. This is an important prerequisite for high quality and relevance in both education and research.

But it does not come about all by itself. The School's success is due to playing an active part in networks and partnerships in the global arena; participation in international sustainability organisations, extensive student exchanges, visiting researchers and research partnerships are just a few examples.

Attracting the brightest and best staff and students on an international level is also crucial for our success. We now have an international, diversified classroom at master's level, and the first English-language bachelor's programme in business and economics began in autumn 2023.

Around 160 partner universities worldwide cater for 250–300 incoming and outgoing exchange students every year.





“Setting up behavioural experiments all over the world.”

Joe Vecci's mission is to improve conditions in developing countries. His instrument of choice is behavioural economics. In 2016, he decided to leave his native Australian university and look for a postdoc position in Europe. The School of Business, Economics and Law was a perfect match.

“Development economics and behavioural economics are areas where the School does well. And I knew the School had a strong interest in developing countries. So I applied and got the position. Gothenburg is an easy place to live, and I really like the dynamic in the international group of people at the department. All in all, the School of Business, Economics and Law proved to be an excellent base to build my network and conduct my research,” says Joe Vecci.

What sets Joe Vecci apart from many of his peers is a strong focus on collecting his own data by running randomized controlled trials in real-life situations.

“I study behavioural biases and how they affect decision making. And I do this in the context of developing

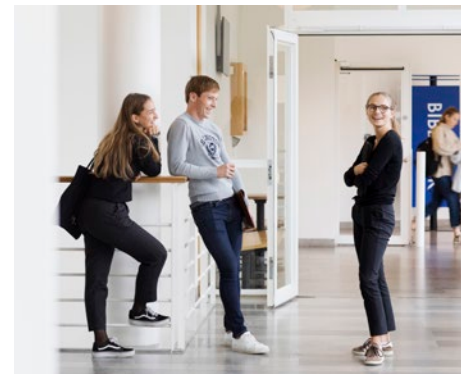
countries. We are trying to understand, for example, how psychological biases impact the way farmers in India adapt to climate change, or how to improve teacher training in Pakistan. To test the effect of a policy or an intervention, we design and conduct experiments,” Joe Vecci explains.

Setting up lab-in-the-field experiments is a major operation. In Pakistan, Joe Vecci's team works with a network of almost 400 schools. Good local contacts are a prerequisite.

“I work with an organization called the International Rice Research Institute. I also utilize the EfD network, which is coordinated by the School. They have 13 centres throughout the global south. I find it a lot easier to initiate field studies when there is already a working relationship in place,” Joe Vecci ends.

Joseph (Joe) Vecci, Assistant Professor at the Department of Economics, School of Business, Economics and Law.

An open and inclusive arena for learning.



The School is in the heart of the city, and we want to be at the centre of the action. An arena not only for research and learning, but also for debate and social exchange with the surrounding community.

Just as the School is physically open, with no locked doors or high walls, we also want to promote an environment that is intellectually open. The School should be tolerant, multifaceted and dynamic – and hence an environment that attracts students, researchers and partners from near and far.

By offering a stimulating working environment with openness, academic freedom and mutual respect, the School of Business, Economics and Law is also a place where new thoughts and ideas are born.

“

The School should to be tolerant, multifaceted and dynamic – and hence an environment that attracts students, researchers and partners from near and far.





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UNIVERSITY OF GOTHENBURG
SCHOOL OF BUSINESS, ECONOMICS AND LAW

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info@handels.gu.se, gu.se/handelshogskolan

1. Does the PRME Signatory Member have a person who is accountable and responsible for RME?



Yes, the role is formalized in the senior leadership team (e.g., Dean, President, Head of School)

Deputy Dean for Sustainability

Impact Purpose

In her formal role as Deputy Dean Lena Gipperth, professor at the department of Law, has the responsibility and mandate to ensure that sustainability at the School is managed according to the current strategy, Vision and Mission. This includes overall responsibility and ensuring sufficient capacity for meeting the schools obligations in relation to PRME. The Schools Sustainability Office coordinate efforts, manage specific projects and raise awareness. Contact information provided below.

lena.gipperth@law.gu.se

Impact Statement

The impact statement goes back to the schools mission, to educate, foster and independent thinking for a sustainable world.

Date published

Dec. 20, 2024

Applicable Date Range

Sept. 1, 2024 - Sept. 1, 2030

Owner

Mattias Sundemo

Sharing rights

Private

Language

English

Country

Sweden

Subjects

Ethical Leadership

2. Does the PRME Signatory Member have at least one organizational entity (e.g., center, institute, academic department) that is accountable and responsible for RME on behalf of the Signatory?

The strategy of the school is not to isolate the role of sustainability in general or RME in particular within a specific organizational unit. Instead, the ambition has always been to mainstream these topics across the whole school and its various departments, centers, programs, and courses.

3. List the names, positions, and email addresses of all people responsible and accountable for RME at the PRME Signatory Member

Mainstreaming responsibility for RME

Impact Purpose

While the school haven't appointed a single person responsible for sustainability and RME the schools Sustainability Office coordinate efforts and raise awareness.

Contact information Sustainability Office:

Anders Sandoff: anders.sandoff@handels.gu.se

Mattias Sundemo: mattias.sundemo@handels.gu.se

Impact Statement

Thanks to the mainstreaming strategy, the school has achieved broad integration of Sustainability and RME, exemplified by its educational offerings as well as its research output (more information is available in the research and teaching sections of this report).

Date published	Dec. 20, 2024
Applicable Date Range	Sept. 1, 2024 - Sept. 1, 2025
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Country	Sweden
Subjects	Ethical Leadership

1. The PRME Signatory Member involves the following elements of RME in its degree programs. Mark all that apply.



Specific degree programs with RME in the program-level learning goals and assessment rubrics

Statement

Title: Sustainability Focused and Sustainability Related Degree Programs

Description: The absolute majority of the Schools programs are either Sustainability related or Sustainability focused (10/13). More information in the attached document.

Date: 19/12/2024

Language: English

Sharing Rights: Private

Relevant Stakeholders:
Students, faculty, staff,
partners, society at large

Purpose: To develop
knowledge, educate, and
foster independent
thinking for a sustainable
world

Sustainability focused and related programs

Bachelor programs	Sustainability Related	Sustainability Focused
Program in Environmental Social Science (in Swedish 180 credits)		x
Bachelor's Program in Business and Economics (in English, 180 credits)	x	
Bachelor's Program in Business and Economics (in Swedish, 180 credits)	x	
Bachelor Program in Logistic Management (in Swedish, 180 higher education credits)	x	
Master of Laws (in Swedish, 270 credits)	x	

Master programs at graduate school	Sustainability Related	Sustainability Focused
Master of Science in Management		x
Master of Science in Innovation and Industrial Management	x	
Master of Science in Knowledge-based Entrepreneurship	x	
Master of Science in Accounting and Financial Management	x	
Master of Science in Logistics and Transport Management	x	
Master of Science in Economics		
Master of Science in Finance		
Master of Science in International Business and Trade		

Sustainability related: The program is sustainability-related, which means that at least one of the program's goals clearly shows that the program contains at least one of Gothenburg University's established sustainability labeling criteria.

Sustainability focused: The program is sustainability-focused, meaning that at least one of the program's objectives clearly demonstrates that the program's content meets at least one of the University of Gothenburg's established sustainability labeling criteria. This content also constitutes the program's main focus.

[The Sustainability Labeling of courses and programs at university of Gothenburg](#)

Description of Sustainability Focused or Sustainability Related degree programs

Impact Purpose

See attached document under objectives.

Impact Statement

See attached document under objectives.

Date published

Dec. 20, 2024

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Jan. 1, 2024 - Dec. 31, 2024

Owner

Mattias Sundemo

Contributors

Mattias Sundemo

Sharing rights

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English

Country

Sweden

Subjects

Sustainable
Development



Courses with RME in the course-level learning goals (excluding PhD)

Learning Object

Title: Course syllabi with course-level RME learning goals

Description: According to the Sustainability labeling criteria, over 40 courses at the school include learning outcomes explicitly related to Sustainability (see link).

Date: 19/12/2024

Language: Swedish

Sharing Rights: Private

Department: All
deparments

Learning Object Subject: Sustainability Focused or
Sustainability Related
Courses

Educational Level:
Bachelor and Master

Learning Outcome: Depending on course

Interactivity Type: Differ
between courses

Description: Use the
sorting function on the
website to see courses
that are Sustainability
Focused/Related

URL:

• https://www.gu.se/studera/hitta-utbildning?education_type.keyword=Kurs&hits=45&subject_area=Ekonomi%20och%20juridik&sustainability.keyword=H%C3%A5llbarhetsm%C3%A4rkt%20%28alla%29



The signatory's pedagogical approach, which includes RME in all degree program design and pedagogical innovations

Courses Overview: Sustainability related and focused

Undergraduate Level Courses (Grund)

- **Arbete - i ekonomiskt och historiskt perspektiv:** 7.5 credits
- **Befolkningsutveckling och urbanisering:** 7.5 credits
- **Corporate Sustainability, kandidatkurs:** 15 credits
- **Corporate Sustainability, kandidattermin:** 30 credits
- **Demokrati och välfärd:** 15 credits
- **Ekonomisk geografi: globala produktionsnätverk:** 7.5 credits
- **Ekonomisk geografi: hållbarhetsövergångar och den cirkulära ekonomin:** 7.5 credits
- **Ekonomisk geografi: Regional Growth Lab:** 7.5 credits
- **Ekonomisk geografi: regional utveckling:** 7.5 credits
- **Ekonomisk historia: Fortsättningstermin:** 30 credits
- **Ekonomisk historia: grundtermin:** 30 credits
- **Ekonomisk historia: grundtermin, distans:** 30 credits
- **Ekonomisk historia: Världens ekonomiska historia från 1980-talet och framåt:** 7.5 credits
- **Ekonomisk historia: Världens ekonomiska historia under den industriella tiden:** 7.5 credits
- **Ekonomisk historia: Världens ekonomiska historia under förindustriell tid:** 7.5 credits
- **Empirisk nationalekonomi i praktiken:** 7.5 credits
- **Finansiell ekonomi, termin 4-6, fristående kurs:** 30 credits
- **Infrastruktur, transporter och kommunikation:** 7.5 credits
- **Introduktion till offentlig förvaltning:** 30 credits
- **Kapital och finans - ekonomiska och historiska perspektiv:** 7.5 credits
- **Kulturgeografi: grundtermin:** 30 credits
- **Management och organisationsteori, kandidattermin:** 30 credits
- **Marknadsföring kandidatkurser:** 15 credits
- **Marknadsföring, kandidattermin:** 30 credits
- **Modern ekonomisk tillväxt:** 7.5 credits
- **Nationalekonomi: Fortsättning:** 30 credits
- **Nationalekonomi: Grundläggande:** 30 credits
- **Nationalekonomi: Grundläggande makro- och mikroekonomi:** 15 credits
- **Nationalekonomi: Tillämpad ekonomi och Internationell och finansiell ekonomi:** 15 credits
- **Offentlig reglering och kontroll - juridik i offentlig förvaltning:** 15 credits
- **Tillväxt och miljö: en global ekonomisk miljöhistoria:** 7.5 credits

Advanced Level Courses (Avancerad)

- **Ekonomistyrning:** 15 credits
- **Forskningsmetoder:** 7.5 credits
- **Internationellt företagande och handel i historiskt perspektiv:** 7.5 credits
- **Ledarskap inom offentliga organisationer:** 15 credits
- **Matix - Management av tillväxt:** 60 credits
- **Miljömässiga effekter och konflikter i historiskt perspektiv:** 7.5 credits
- **Organisation och omvärld:** 15 credits
- **Politiska styrmedel:** 15 credits

- **Skapa och reglera marknader:** 7.5 credits
- **The Great Divergence: Historiska mönster av modern ekonomisk tillväxt:** 7.5 credits

Pedagogical approach

Impact Purpose

Pedagogical approach

The societal relevance of the School of Business hinges on our efforts to understand and address the societal challenges facing Sweden and the world through research and education. Working to fulfill the School's mission to "contribute to a better world" involves educating responsible students with knowledge and skills in economics and law, enabling them to tackle challenges faced by society and individual organizations, whether related to climate transition or the role of businesses in human rights, corruption, and poverty. Achieving this requires an understanding of context as well as expertise. Employ-ability is largely about learning how to learn.

The School of Business, like the Swedish university system in general, is characterized by a high degree of autonomy, where course coordinators and individual teachers are entrusted with significant responsibility to develop course content. This necessitates delegated responsibility and continuous trust-building between the faculty and departmental levels to achieve the School's sustainability goals. Our strategy for enhancing sustainability aspects in the School's educational offerings can be summarized as a combination of measures focused on broad integration, complemented by targeted efforts in specific priority areas. Broad integration means offering as many students as possible more and better sustainability-related elements throughout their education. Sustainability should be an inherently integrated part of the School's educational offerings.

Targeted efforts involve supporting individual courses and course components, providing students with opportunities for greater specialization within various sustainability themes. This specialization is made possible through the faculty's extensive knowledge and experience in a wide range of relevant sustainability aspects, allowing for the delivery of research-driven education. Building on the bottom-up development tradition that characterizes the Swedish university system is essential. A key distinction in this context is between sustainability-related knowledge and sustainability-related skills. Tailored educational components are crucial for training students to apply their theoretical knowledge in different fields, demonstrating how knowledge and skills complement each other. Sustainability issues can thus serve as an entry point to relating education to ethical questions.

The School of Business considers it a fundamental part of its mission to train and empower students to identify, discuss, and

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Subjects

Sustainable
Development

manage ethical issues in relation to their future professions. This is a component of the sustainability work that has begun but where much remains to be done.

On a more practical level, our pedagogical approach is based on constructive alignment. This means there should be a clear and coherent connection between general degree objectives, program-specific and course-specific learning outcomes, and finally, the specific assessment tasks. Working with constructive alignment is thus an effective way to continuously evaluate and improve the integration of sustainability goals within the educational offerings.

The School of Business has a long and strong tradition of collaborating with the surrounding society, including private enterprises, public authorities, and nonprofit organizations. These collaborations are particularly important for sustainability-related themes in education, as external partners often contribute guest lectures and thesis topics directly linked to current sustainability issues that resonate with students.

Impact Statement

- ☒ RME is in the signatory's educational vision, so that it drives the signatory's business model and all educational efforts, courses, programs, degrees, and non-degrees

Statement

Title: Mission, Vision, Strategy or Purpose

Description: Mission: To develop knowledge, educate, and foster independent thinking for a sustainable world Vision: To be an excellent and progressive academic institution in a global context.

Date: 01/09/2024

Language: English

Sharing Rights: Private

Relevant Stakeholders:
Students, faculty, staff,
partners, society at large

Purpose: To develop
knowledge, educate, and
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thinking for a sustainable
world



Independent
thinking for
a sustainable
world.



UNIVERSITY OF GOTHENBURG
SCHOOL OF BUSINESS, ECONOMICS AND LAW



Our Mission

To develop knowledge, educate, and foster independent thinking for a sustainable world.

Our Vision

To be an excellent and progressive academic institution in a global context.

Triple Crown accredited

The School of Business, Economics and Law is accredited by EQUIS, AACSB and AMBA, and thus one of only about 100 business schools in the world that is "Triple Crown" accredited.

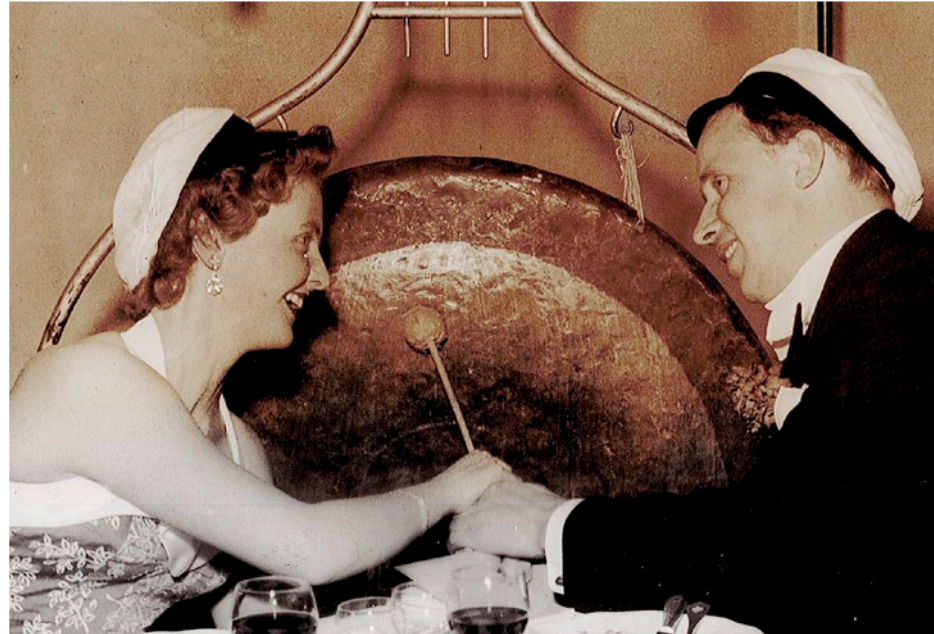


A century of scientific curiosity.

The world of the interwar period was difficult to navigate, with a great deal of political and economic uncertainty. For Gothenburg, a city of commerce, this meant there was a growing need for knowledge. The School of Business, Economics and Law in Gothenburg was established in 1923 at the initiative of politicians and representatives of the business community in the city. The Dean was one of the national superheroes of the time – geographer and polar explorer Otto Nordenskjöld.

A number of the School's early characteristics are still relevant today and form our fundamental DNA: close cooperation with the surrounding community, the multi-disciplinary approach and the clear international perspective.

Today, the School contributes towards a sustainable world by developing knowledge, educate and foster independent and critical thinking. Our research and education are constantly developing so that they remain relevant and of high quality. Close links between research and education, internationalisation and active involvement in the development of society are essential ingredients in this work.







Gothenburg has a long history as a port and trading city.



Today, Gothenburg is also a city of knowledge, with innovation and creativity as important ingredients.

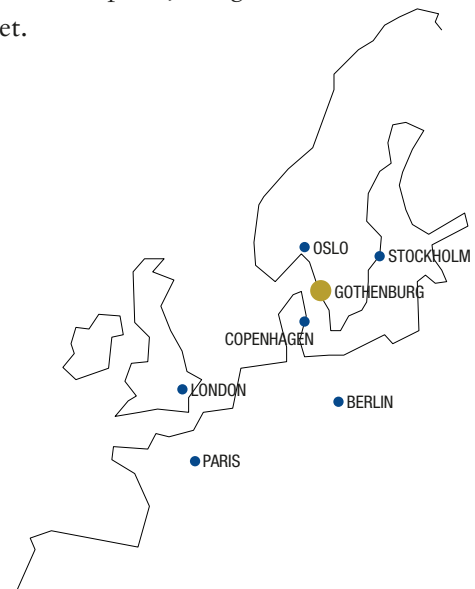


A global view since 1923.

The first cohort at the School of Business, Economics and Law involved nine students who were taught economics, business administration, economic geography and law, as well as English, German, French and Russian. The School has evolved over time and today we have about 8000 students enrolled in our programmes and courses.

The research and education delivered by the School over the years has helped Gothenburg to develop from a city of commerce into a city of knowledge, where innovation and creativity form important cornerstones. Regular injections of academic excellence are needed in a city in which internationally successful companies like Volvo, AstraZeneca, Nobel Biocare and SKF were founded, and where they still conduct many of their business operations.

The School is accredited by all three dominant international standards – EQUIS, AACSB and AMBA – and thus one of about 100 business schools in the world that is “Triple Crown” accredited. We offer research-based education in business and economics at both bachelor’s and master’s level, as well as a Master of laws programme. There are many applicants for each place, and graduates are in high demand on the labour market.



Research and education inextricably intertwined.

Informed by the UN's 2030 Agenda, the School aims to be at the international forefront of high-quality research and education, resulting in knowledge and competence that can contribute to policymaking and assist businesses in dealing with the societal challenges that face the world.

It is important to safeguard the academic ideals of independent and critical thinking at a time when the boundary between fact and opinion is becoming increasingly blurred. Our courses and programmes aim to provide students with a knowledge-seeking approach and the tools with which to challenge prevailing ways of thinking. We regard education as a research process that encourages curiosity and a desire to understand societal developments. That is why we are developing teaching methods characterised by joint learning and exploration, where students and teachers develop new knowledge together, in close connection with research.

By offering broad programmes in both business, economics and law, with lots of opportunities for specialisation, we ensure long-term relevance to society and future employers for students. Students are offered a variety of courses in different subject areas. Contrasting perspectives are juxtaposed in this way and students have the opportunity to develop the integrated and independent understanding they require during their careers.



“At Master’s level, students begin to create new knowledge.”

High quality and high societal relevance are watchwords for programmes at the School of Business, Economics and Law. Jeanette Hauff is responsible for the School’s Master’s programmes. She highlights two factors as being particularly important: teacher training and teachers who conduct research themselves and are extremely knowledgeable about their subject.

“One important task of teachers is putting the knowledge in its proper context, helping students to understand the bigger picture. When the teacher is also a researcher, there’s a much greater likelihood of conveying that link well,” says Jeanette Hauff.

The School of Business, Economics and Law often emphasises the importance of research and education going hand in hand, with students learning a knowledge-seeking approach and challenging prevailing assumptions. This is why all its teaching staff are also actively engaged in research, but how are students part of the research too?

“The further they take their education, the closer they get to research. They aren’t just taking in information,

they are generating new knowledge themselves. At the end of the Master’s programme, students should, in principle, be able to produce an independently written article. Sometimes a student’s Master’s thesis is so strong that, with a bit of editing, it can be published in a scientific journal,” says Jeanette Hauff.

Courses need to be constantly evolving and looking at what is going on in society and in research if it is to be relevant to society.

“Programmes always include broad, universal aspects. But a course is rarely totally static. If there is a conference being held at the School, or if someone has published an interesting article, we incorporate that so that the course keeps up to date with what is happening in the world around us,” says Jeanette Hauff.

Jeanette Hauff is Senior Lecturer in Business Administration and Head of Graduate School at the School of Business, Economics and Law. As a researcher she has focused on consumer behavior in an investment setting.

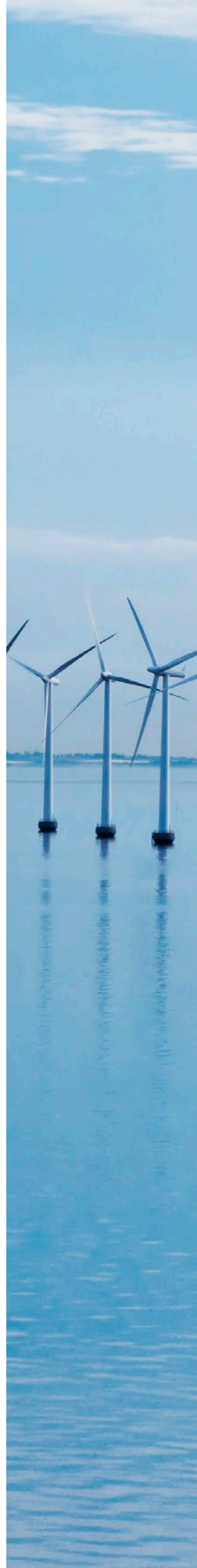
With sustainability built into the core.

Sustainability is a natural element of the activities conducted at the School and has been embedded in both regulations and practical work for many years. This is summed up in our mission: to develop knowledge, educate and foster independent thinking for a sustainable world.

The School has a strong and extensive tradition of research involving sustainability. Research activities include a number of strong research environments and relate to all the global goals of the 2030 Agenda. Examples include environmental economics, ocean governance and sustainable consumption. The School also coordinates Environment for Development (EfD), a global network of research centres that aims to increase the use of environmental economics to help reduce poverty and promote sustainability in the Global South.

The students of today are the decision-makers of tomorrow. The School's strategic objective is to provide all its students with the knowledge and tools they need to meet sustainability challenges in their future careers and to make important contributions to a sustainable society. Sustainability became an integral part of first cycle programmes as early as 2013 and is now included at all levels.

Of course, we must also practice what we preach: we are working constantly to reduce our ecological and social footprint through more efficient use of resources.





A forum for Corporate Executives

Sustainability has moved from staff functions to corporate boards. However, many companies struggle with how their products, services, and business models relate to sustainable societal development and how they ensure their long-term relevance. This places new demands on managers' ability to integrate sustainability into strategic and operational processes. To meet this, the School has established a forum where researchers and managers from the business community meet at the School 2–3 times a year to discuss strategic sustainability issues. The dialogues take place in a "closed room" based on the so-called Chatham House Rule.

International collaborations

In order to learn from and contribute to joint efforts when it comes to advancing the sustainability agendas among business schools, the School is an active partner in the Globally Responsible Leadership Initiative (GRLI) and the Global Business School Network (GBSN). The School is also a Signatory Member of the Principles for Responsible Management Education (PRME) and has been actively involved in developing the Positive Impact Rating (PIR). The School plays a major role in the International Association of Universities' assignment to the University of Gothenburg regarding the Sustainable Development Goal 8: Decent Work and Economic Growth.

Five Sustainability Days

The Sustainability Day concept started in 2013 and is fully implemented in all undergraduate programmes with three days focusing on the themes Challenges, Responsibility, and Solutions. The first year of the Master's programmes, there is a Sustainability Day on the theme of Global Transitions, and on the second year the day focuses on career opportunities in the field of sustainability. These days are much appreciated by students, who especially value getting the chance to interact with business representatives and other stakeholders.

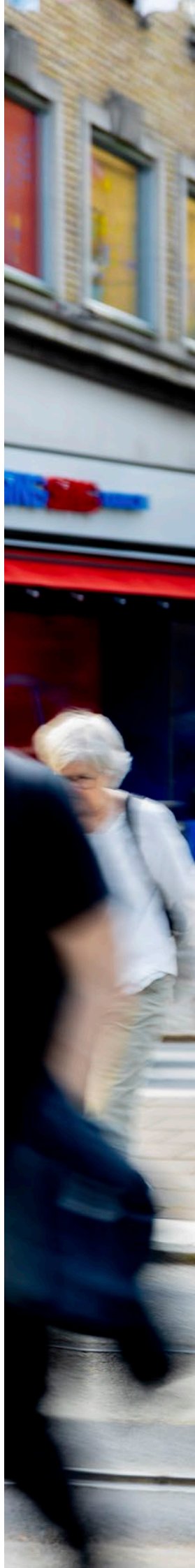
Research on biodiversity and finance

An example of the School's extensive research related to sustainability is the BIOPATH research programme. It aims to map, assess, co-develop, and test existing and novel approaches for integration of biodiversity considerations into financial decision making and analyze the institutional and policy implications of potential transition pathways. The programme is designed in dialogue with an extensive partner network to ensure that short and long-term impacts are aligned with current market needs. In 2022, BIOPATH received 50 million SEK in funding from the Swedish Foundation for Strategic Environmental Research, MISTRA. This highly interdisciplinary programme is a collaboration mainly between the University of Gothenburg and Lund University. Researchers from all departments at the School are involved, together with a number of colleagues from other areas of the university.

Remaining relevant to business and society.

Standing up for academic integrity and for independent, critical and innovative thinking, the School of Business, Economics and Law aims to meet society's demand for knowledge and competence. It provides opportunities to influence and hence contribute to the sustainable development of society. Close relations with stakeholders outside the academic community and regular exchange of ideas are prerequisites if we are to maintain high relevance and quality in research and education.

This is achieved in a variety of ways; by engaging in public discourse and through our Partnership Programme and research centres, for instance. All our programmes have a Corporate Advisory Board to help us keep our educational content relevant. The Corporate Advisory Council is a well-established arena for discussions on the development of the School. Our student union and alumni are also important partners.



Interaction for development and exchange.



A larger network, new perspectives and not least new acquaintances. Through the Executive Faculty programme, Åsa Löfgren and Carl Hammer, who work in two completely different sectors, have created collaborations that are enriching on several levels.

Åsa Löfgren and Carl Hammer work in two quite different worlds. Despite that, they have been meeting about once a month. They both participate in the Executive Faculty at the School of Business, Economics and Law, where experienced professionals from the School's Senior Partners are matched with researchers from the School. The aim is to create professional exchange, development and long-term relationships.

"I come from microeconomics, while Carl works with macroeconomics. It has been interesting to talk to someone who has a different perspective," says Åsa, who is Associate Professor at the Department of Economics.

"For me, it has felt very luxurious to delve into bigger issues. Usually, I sit in an environment where I have to focus on many different tasks at once," continues Carl, who is Head of Macro & FICC Research at SEB.

Saw potential in collaborations

Carl's work is largely about producing various types of financial forecasts, which are provided to the bank's customers. Climate and sustainability are one of the big issues that in the long run will permeate basically everything the bank does. When he got the opportunity to join the Executive Faculty, his wish was therefore to be matched with a researcher who works specifically with climate-related issues. Among other things, Åsa conducts research on policy instruments that create incentives for companies to switch to green technology, and works in several research programmes with a focus on climate change.

Read the full interview



Part of a global academic community.

The research and education conducted here in Gothenburg is part of an ongoing discourse with a global academic community. This is an important prerequisite for high quality and relevance in both education and research.

But it does not come about all by itself. The School's success is due to playing an active part in networks and partnerships in the global arena; participation in international sustainability organisations, extensive student exchanges, visiting researchers and research partnerships are just a few examples.

Attracting the brightest and best staff and students on an international level is also crucial for our success. We now have an international, diversified classroom at master's level, and the first English-language bachelor's programme in business and economics began in autumn 2023.

Around 160 partner universities worldwide cater for 250–300 incoming and outgoing exchange students every year.





“Setting up behavioural experiments all over the world.”

Joe Vecci's mission is to improve conditions in developing countries. His instrument of choice is behavioural economics. In 2016, he decided to leave his native Australian university and look for a postdoc position in Europe. The School of Business, Economics and Law was a perfect match.

“Development economics and behavioural economics are areas where the School does well. And I knew the School had a strong interest in developing countries. So I applied and got the position. Gothenburg is an easy place to live, and I really like the dynamic in the international group of people at the department. All in all, the School of Business, Economics and Law proved to be an excellent base to build my network and conduct my research,” says Joe Vecci.

What sets Joe Vecci apart from many of his peers is a strong focus on collecting his own data by running randomized controlled trials in real-life situations.

“I study behavioural biases and how they affect decision making. And I do this in the context of developing

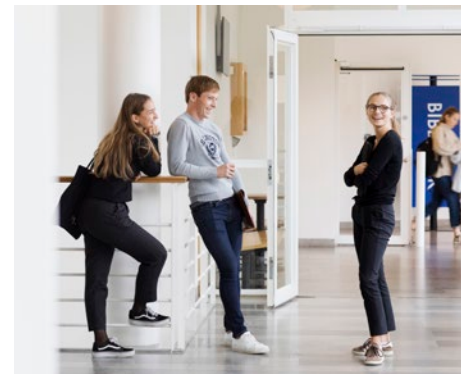
countries. We are trying to understand, for example, how psychological biases impact the way farmers in India adapt to climate change, or how to improve teacher training in Pakistan. To test the effect of a policy or an intervention, we design and conduct experiments,” Joe Vecci explains.

Setting up lab-in-the-field experiments is a major operation. In Pakistan, Joe Vecci's team works with a network of almost 400 schools. Good local contacts are a prerequisite.

“I work with an organization called the International Rice Research Institute. I also utilize the EfD network, which is coordinated by the School. They have 13 centres throughout the global south. I find it a lot easier to initiate field studies when there is already a working relationship in place,” Joe Vecci ends.

Joseph (Joe) Vecci, Assistant Professor at the Department of Economics, School of Business, Economics and Law.

An open and inclusive arena for learning.



The School is in the heart of the city, and we want to be at the centre of the action. An arena not only for research and learning, but also for debate and social exchange with the surrounding community.

Just as the School is physically open, with no locked doors or high walls, we also want to promote an environment that is intellectually open. The School should be tolerant, multifaceted and dynamic – and hence an environment that attracts students, researchers and partners from near and far.

By offering a stimulating working environment with openness, academic freedom and mutual respect, the School of Business, Economics and Law is also a place where new thoughts and ideas are born.

“

The School should to be tolerant, multifaceted and dynamic – and hence an environment that attracts students, researchers and partners from near and far.





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UNIVERSITY OF GOTHENBURG
SCHOOL OF BUSINESS, ECONOMICS AND LAW

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Description of the business model with RME in all educational efforts

Impact Purpose

According to the strategy sustainability should be part of programs.

Impact Statement

Lists of courses and programs that are either Sustainability Focused or Sustainability Related have been presented in this report.

Date published

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Applicable Date Range

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Language

English

Country

Sweden

Subjects

Sustainable Development



Guest speakers and showcase events

Event

Title: Examples of guest speakers

Description: Guest lecturers from industry, civil society, governmental agencies, and the judiciary are common across all of the school's programs. In 2024, more than 250 unique external lecturers participated in our programs. Many of these guest lecturers addressed topics related to sustainability aspects covered by the SDGs. More information is provided in the attached report.

Date: 18/12/2024

Language: English

Sharing Rights: Private

Location: School of Business Economics and Law

Event Date Range: 01/01/2024 - 31/12/2024

Speakers: Guest speakers

Description: Common themes addressed by external guest speakers

Sustainability related guest lecturers in 2024

Guest lecturers from industry, civil society, governmental agencies, and the judiciary are a common feature across all of the school's programs. The Law program, in particular, makes extensive use of external guest lecturers. During the compilation of this report, the authors identified more than 250 unique external lecturers involved in the school's programs. Many of these guest lecturers addressed topics related to sustainability aspects covered by the SDGs, and some common themes are described below.

Note: Generative AI was partially used to categorize the raw data into the themes presented below. Additionally, please note that these topics do not include those covered by the dedicated Sustainability Bachelor's program or the topics addressed during the school's five Sustainability Days.

Overall Themes

Topics & Participating Organization

Sustainability Strategy and Circular Business Models	Strategy and sustainability (SKF, Nudie Jeans, Volvo AB), Circular solutions (Toyota, MPS, Bee Consulting, Autocirc)
Green/Climate Finance	Climate change and finance (AP2), Green trade finance (EKN, ICC)
Urban Planning, Social Sustainability, and Mobility	Social sustainability in urban planning (City of Gothenburg, City of Malmö), Climate adaptation in planning (Gothenburg Region), Sustainable transportation (Västtrafik), future mobility trends (Volvo Group)
Accounting and Sustainability	Accounting and Sustainability in practice (Autocirc), Compliance, taxation and various accounting aspects (Deloitte, KPMG)
International- and Environmental Law, Human Rights and Migration	Legal aspects of migration (Migrationsverket), migration and democracy (Advokatbyrå Thomas Bodström), evidence-based asylum assessments (School of Law, Toronto), Environmental law enforcement (The Public Prosecutor's Office), Humanitarian law and human rights (various legal practitioners)
Social and Gender Equity, Diversity, Empowerment, and Inclusion	Women's empowerment (Lindex), social sustainability (Fair Trade), citizen participation and social inclusion (City of Gothenburg), inner development goals (Icebug), animal rights (Project 1882)
Macroeconomics and Public Sector Governance	Macroeconomic practice (Swedish Central Bank, SEB), oversight and governance (Mannheimer Swartling, Migrationsverket), evidentiary assessments in asylum cases
Entrepreneurship, Market Transformation, and Local Economies	Raising capital for new businesses (Mable.ai), building and scaling new ventures (various entrepreneurs), entrepreneurial ecosystems (GU Ventures)
AI, Digitalization, and the Future of Work	AI and digitalization (Spotify), AI-driven decision-making (Volvo Group), leadership and AI (GOMO Group), trends in AI and HR digitalization (Mercer), innovation and change management with AI (Centigo, Ekan)

Event

Title: Sustainability Days

Description: The course directors and teaching staff ultimately determine the content of the courses. Given that sustainability is a central element not only in the school's strategy but also in its research efforts, it is natural that a wide range of topics are introduced, explored, and practiced across the more than 100 courses offered each year.

Date: 20/12/2024

Language: English

Sharing Rights: Private

Event Date Range: 01/01/2024 - 31/12/2024

Location: School of Business Economics and Law

Speakers: Various

Description: Sustainability Days



Topics in various courses at the discretion of the professor

Track A1

The world has agreed on 17 Global Sustainability Goals

– What will it take to move from words to action and create the sustainable transition required?

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart there are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all in a global partnership.

They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

In this interactive session, a panel of researchers will discuss these challenges as well as why the challenges will be relevant in your future professional life.

Keynote Speaker



Björn Sandén, Professor, Environmental Systems Analysis, Technology Management and Economics, Chalmers University of Technology, and Vice President för Swedish Climate Policy Council

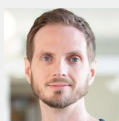
Participants



Lena Gipperth, Professor in law



Niklas Egels Zanden, Professor in Business Administration



Claes Ek, Senior Lecturer in Economics



Marcia Grimes, Professor i Political Science

Moderator



Anders Sandoff, Senior Lecturer, Department of Business Administration, School of Business, Economics and Law

Prepare by:

Read up on the SDGs and think of questions you would like to ask the panel. Also think about what you would like to learn more about during your studies in terms of sustainability issues.

<https://sdgs.un.org/goals>



GÖTEBORGS UNIVERSITET
HANDELSHÖGSKOLAN

Track B1

Global inequality – About the super rich, the world's poorest and the rest of the population

In recent years, the global income and wealth differences have been intensively discussed even outside national economic circles. In which direction are the trends pointing to? What does the research say about the connection between inequality and development? What does development really look like for the world's richest, the poorest and everyone else? Who are the winners and losers of the globalized economy?

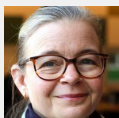
During this session you will gain an understanding of the development of income and wealth inequality in recent decades both within countries and between countries, and in absolute and relative terms (if you don't understand the difference or what it means, you will after the lecture).

Keynote speaker



Jesper Roine, associate professor at the Stockholm School of Economics. Jesper's research focuses on income and wealth inequality, political economy and long-term economic development. Jesper is one of the founders of the course on Global Challenges that started in 2016 for the school's economics program. He regularly writes on ekonomistas.se, which he also co-founded. Jesper also just finished a book about Income inequality called "Därför är ojämlikheten viktig" (Why income inequality matters)

Moderator



Katarina Nordblom, professor at the School of Business, Economics and Law in Gothenburg. Her main research areas are public and behavioral economics and Swedish taxes. Katarina also teaches on the bachelor's and the master's program in economics.

Prepare yourself by:

Google "Global Inequality" and try to form an idea of what has happened in recent decades. Has the world become more or less "unequal"? What does "inequality" really mean? Don't be surprised if the data is contradictory, nor if you find support and arguments for both that "inequality" has increased and that it has decreased.

Spår B2

Vår antibiotika i deras vatten – om smutsig läkemedelsproduktion och antibiotikaresistens som global utmaning

De flesta av Sveriges mediciner produceras numera i låglöneländer, och tillverkningen förknippas ofta med närmast ofattbart stora utsläpp i miljön, inte minst av antibiotika. Den svenska prispressen på läkemedel riskerar därför att förstöra naturmiljöer på andra sidan jorden. Men det finns en kanske ännu allvarligare aspekt med utsläppen, som direkt berör vår egen hälsa: risken att bakterier utvecklar resistens mot antibiotika och att dessa sedan sprider sig över hela världen. Varför ser situationen ut så här? Vilka är konsekvenserna? Vem tar ansvar och vad kan vi göra åt det?

Problemet med antibiotikaresistens är inte enbart ett medicinskt dilemma. Det är i högsta grad beroende på hur mycket vi konsumerar antibiotika. Att studera och förhoppningsvis förändra normer och beteende om hur och när man ska använda antibiotika är avgörande för att behålla antibiotika effektivt, och då behövs samhällsvetarnas insatser. I många fall arbetar man tvärvetenskapligt för att lösa framtidens absolut största utmaningar. En sådan utmaning är problemet med antibiotikaresistensen.

Under det här passet får du ökad medvetenhet kring risker med läkemedel i miljön och kunskap om miljöns roll i utvecklingen av antibiotikaresistens, ett av de största hoten mot folkhälsan globalt. Du får även förståelse för hur Sveriges agerande kan påverka processer i andra länder som sedan riskerar slå tillbaka, samt förståelse för att i kampen mot antibiotikaresistens behövs också samhällsvetare.

Medverkande



Johan Bengtson-Palme är forskare på Chalmers Tekniska Högskola samt vid Sahlgrenska Akademin på Göteborgs universitet. Johans forskning rör bland annat antibiotikaresistens och effekter av läkemedel i miljön (särskilt antibiotika).



Elina Lampi är docent i nationalekonomi på Handelshögskolan och forskare i CARE. Elinas forskning närmar sig antibiotikaresistens från en samhällsvetarens synvinkel, med fokus på attityder till användning och utskrivning av antibiotika vilket är avgörande för att antibiotika ska kunna vara effektivt även i framtiden.

Spår B3

Korruption som hinder för en hållbar värld

Mål nummer 16 i FN:s globala hållbarhetsmål har rubriken *Fredliga och inkluderande samhällen*. Det handlar om att det ska finnas väl fungerande myndigheter med ansvarsfulla institutioner, transparens och att rättsstatens principer har ett fundamentalt egenvärde. De är grunden för en god samhällsstyrning inklusive korruptionsbekämpning och är viktiga drivkrafter för all utveckling.

Anna Persson, docent och universitetslektor vid Statsvetenskapliga institutionen, Göteborgs universitet inleder spåret med en överblick. Korruption är ett betydande problem för hållbarhetsmålen liksom för samhället i stort, hur kan vi förstå korruptionens drivkrafter bortom individers vilja att göra karriär?

Hur rimligt är det att tänka sig att företag kan vistas på en global marknad utan att bli inblandade i korruption, vad är korruption egentligen och är svenska företag rustade att känna igen korruption när det förekommer?

Därefter blir det ett panelsamtal som diskuterar olika perspektiv på frågorna och vilka orsaker som kan ligga bakom att det är så svårt att komma tillrätta med problemen.

Hur jobbar offentlig sektor med korruptionsfrågor? Exemplet Göteborgs Stad. Hur ser kommunens policy ut och vad ledde fram till dagens förebyggande arbete mot korruption? Vad innebär Göteborgs Stads visselblåsarfunktion och vilka svårigheter finns med den? Hur jobbar polisen och anti-korruptionsgruppen och hur ser näringslivet på frågorna?

Inledning

Anna Persson, docent och universitetslektor vid Statsvetenskapliga institutionen, Göteborgs universitet

Panelister

Anna Ljungkvist, visselblåsarfunktionen, Stadsledningskontoret Göteborgs Stad

Erik Nelander, fd President, Industrial Sales Europe and MEA på SKF

Ingela Norling, Utredare, Polisens nationella anti-korruptionsgrupp

Moderator

Filip Bladini, docent i civilrätt, Juridiska institutionen, Handelshögskolan

Spår B4

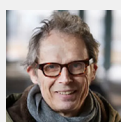
Framtidens energi som global utmaning

Det framtida energisystemet står inför åtminstone tre långsiktiga utmaningar: (1) energiresurser, (2) energisäkerhet, (3) klimatpåverkan. Energisystemet innebär allt från utvinning av energiresurser till slutanvändning i el, värme och transportsektorn.

Hur begränsade är världens energiresurser? Vad betyder energisäkerhet och varför är det en utmaning? Vad är det för koppling mellan energisystemet och klimatet? Vad kan vi göra för att minska utsläppen av växthusgaser i energisystemet i stort och vad kan göras i elsektorn för att uppnå politiska mål?

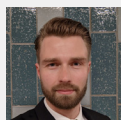
På detta spår hoppas vi att du får med dig en ökad förståelse för: möjligheter, begränsningar, kostnader och miljöpåverkan för olika strategier och teknikval i energisystemet i stort och för elsektorn i synnerhet. En förståelse för att en omställning av energisystemet är komplex och ibland politiskt svårt. Att avvägningar ofta behöver göras mellan miljö, ekonomi och politik.

Huvudtalare



Filip Johnsson, professor vid institutionen för energiteknik, rymd-, geo- och miljövetenskap, Chalmers Tekniska Högskola

Panelist



Arvid Rönnberg, programansvarig för Internationella Klimatsamarbeten, Energimyndigheten

Moderator



Staffan Graner, universitetslektor vid institutionen för ekonomi och samhälle, Handelshögskolan

Track B5

Artificial Intelligence as opportunity and threat

Artificial intelligence is no longer science fiction. When OpenAI released Chat GPT to the public in November 2022, it took no more than 2 months to reach 100 million users. In a short period of time, the technology has opened up a range of new opportunities but also challenges in various industries – from programming to the review of legal contracts.

Even though LLMs (large language models like GPT-3 and GPT-4) get much of the attention, there are other important AI applications in more technical areas. DeepMind's AlphaFold, for example, has quickly managed to map all human protein structures. This breakthrough is expected to revolutionize medical research and lead to new drugs and better treatment methods.

It is undoubtedly easy to see the opportunities with the technology. At the same time, many experts are urging caution. Are we handing over increasingly more important decisions to AI, thereby losing control over our lives and the development of society at large? How can and should we reason about risks and opportunities in relation to a development that is happening so incredibly fast, and is considered to have the potential to create incredible prosperity while also potentially solving the climate crisis, but at the same time risking humanity's downfall?

In this seminar, Olle Häggström, a professor of mathematical statistics at Chalmers, who do research in AI development, will be our main speaker. Olle is genuinely concerned about the existential risks that uncontrolled AI development could bring. Olof Johansson Stenman, professor of economics, is interested in human motivations, sustainability in a broad sense, and risk Moderating the seminar is Mattias Sundemo, who is a Sustainability coordinator and a PhD student in the Department of Economics.

Participants



Olle Häggström, Professor, Applied Mathematics and Statistics, Mathematical Sciences Chalmers University of Technology



Olof Johansson Stenman, Professor, Department of Economics, School of Business, Economics and Law

Moderator



Mattias Sundemo, Sustainability coordinator and PhD student, Department of Economics, School of Business, Economics and Law

Sustainability Day

CHALLENGES



At the School of Business, Economics, and Law, we explore future challenges and discuss solutions to global sustainability goals through research, education, and collaboration with our partner companies, public organizations, and international partners. Today, perhaps more than ever, there is a need for knowledge and understanding of social, ecological, and economic sustainability issues in both the private and public sectors. These questions about the future are increasingly important in our research and educational programs. Therefore, we consider it essential that by the time you graduate, you will have acquired a sufficient level of knowledge and the relevant tools to address issues of ethics, social responsibility, and environmental sustainability in your professional life.

Sustainability Day: Challenges

Your first Sustainability Day is scheduled for September 11th and will begin with a conversation between researchers from various disciplines, including Economics, Business, Law, and Political Science. The central questions being addressed are: *What will it take to move from words to action and create the necessary transition to meet the Sustainable Development Goals? What roles do business and policy play in this transition, and how is this relevant to your future professional role?*

Customize your day!

Sustainability Day: **Challenges** is structured as a conference. You'll participate in a joint session before lunch, after which you can choose from one of five different sessions in the afternoon. These sessions will address topics such as *Antibiotic Resistance, sustainability challenges related to the production of antibiotics, Anti-Corruption, and potential existential risks associated with the development of AI.*

Challenges – first day of three

Sustainability Day: **Challenges** is the first of three Sustainability Days offered to all program students. The subsequent days, scheduled for your second and third years of study, will focus on **Responsibility** and **Solutions**, respectively.

Practical information

Sustainability Day: **Challenges** is mandatory for all program students. Registration for the various tracks will open a few days in advance, and you will receive additional information through the school's Canvas platform at the beginning of September. An invitation to a Canvas activity will also be sent to your student email, which you will need to accept.

Welcome to an inspiring and educative day!

The Council of Sustainable Development



GÖTEBORGS UNIVERSITET
HANDELSHÖGSKOLAN

Sustainability Day

CHALLENGES



På Handelshögskolan vrider och vänder vi på framtidens utmaningar och funderar kring lösningar på de globala hållbarhetsmålen i forskning, utbildning och tillsammans med partners från både näringsliv, offentliga organisationer och tillsammans med våra internationella samarbetspartners. I dag, kanske mer än någonsin tidigare, krävs förståelse och kunskap kring sociala, ekologiska och ekonomiska hållbarhetsfrågor, och dessa framtidsutmaningar får allt större plats i vår forskning och utbildning. Vi ser det därför som centralt att du vid din examen har tillräckliga kunskaper för att kunna hantera frågor kring etik, socialt ansvar och miljö i ditt yrkesliv. Med anledning av det arrangerar skolan särskilda obligatoriska hållbarhetsdagar för alla programstudenter, som ett komplement till den hållbarhetsundervisning som ges inom programmets olika kurser. Sustainability Day: **Challenges** ges under ditt första studieår, medan ditt andra och tredje studieår innefattar två dagar som fokuserar på **Responsibility** respektive **Solutions**.

Välkommen på Sustainability Day: Challenges

Din första hållbarhetsdag på programmet äger rum den 11 september och har fokus på globala utmaningar för en hållbar samhällsutveckling. Under förmiddagen får du lyssna till ett samtal mellan forskare från olika discipliner där den centrala frågan är; *Vad kommer att krävas för att gå från ord till handling och åstadkomma den hållbara omställning som krävs för att nå de högt ställda globala hållbarhetsmål som världens länder enades om i Agenda 2030?*

Under eftermiddagen får du välja att delta på en av flera spännande föreläsningar och panelsamtal som ger dig inblick i och förståelse för dessa problem och utmaningar och varför de är relevanta för dig i din kommande yrkesroll. Teman för eftermiddagspassen är bland annat: *korruption, antibiotikaresistens och smutsig läkemedelsproduktion, AI samt framtidens energi*.

Praktisk information

Sustainability Day: **Challenges** arrangeras den 11 september i skolans lokaler och ingår i alla program. Anmälan till de olika passen öppnar ett par dagar innan och du kommer att få mer information via plattformen Canvas i början av september. Du kommer då att få en inbjudan till Canvas-aktiviteten på din studentmail, denna behöver du acceptera.

Varmt välkommen till en inspirerande och lärorik dag!
Handelshögskolans Råd för Hållbar utveckling



GÖTEBORGS UNIVERSITET
HANDELSHÖGSKOLAN

Sustainability Day **RESPONSIBILITY**



Välkommen till **Sustainability Day: Responsibility** – den andra av tre hållbarhetsdagar för alla programstudenter på Handelshögskolan. Dagen har fokus på **professionellt och individuellt ansvarstagande**. Vi startar dagen med en session där du får lyssna till en presentation och paneldiskussion om etik och ansvar. Därefter bjuder skolan alla studenter på en ekologisk lunch. Under eftermiddagen fokuserar vi på klädindustrin och dess ansvar.

DAGENS UPPLÄGG

10:15–12:00 **Del 1:** Responsible Management/Business Ethics
12:00–13:00 Handelshögskolan bjuder på lunch
13:00–15:00 **Del 2:** Tar klädindustrin ansvar?

PRAKTISK INFO

NÄR: Tisdag den 7 maj, 2024

TID: kl. 10:15–15:00

PLATS: Aulan, Vasaparken, Universitetsplatsen 5

Läs mer om programmet på följande sidor!

Varmt välkomna!

Handelshögskolans Råd för Hållbar utveckling



GÖTEBORGS UNIVERSITET
HANDELSHÖGSKOLAN

Del 1

Responsible Management/Business Ethics

– Individuellt och organisatoriskt ansvar, ett samtal mellan forskare och studenter



Detta pass inleds med en presentation av Tommy Jensen, professor i företagsekonomi vid Stockholms universitet, om organisationers och individers roll och ansvar i samhället.

Vad innebär det egentligen att ta ansvar som anställd, som del av en organisation? Hur påverkas chefer och anställda av företagets processer på arbetsplatsen? Vilken förmåga har egentligen organisationer att ta det utökade ansvar som behövs i vår problemtyngda värld?

Tommy Jensen menar, med stöd av forskning i bland annat socialpsykologi och management att:

-”Normala” människors karaktär är svagare än vi kanske vill tro.

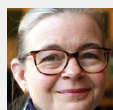
-Att de sammanhang och situationer som människor har att ”navigera” inom organisationer de facto utgör hinder för ansvarsfullt agerande.

Efter presentationen följer en paneldiskussion om etik och ansvar med företrädare för era olika program/ämnen, där ni också får möjlighet att ställa frågor och tycka till.

Medverkande:



Tommy Jensen, professor, FEK, Stockholms universitet



Katarina Nordblom, professor, NEK, Handelshögskolan



Oskar Broberg, docent, E&S Handelshögskolan



Martin Henning, professor, FEK, ekonomisk geografi, Handelshögskolan

Moderator:



Anders Sandoff, lektor, FEK, Handelshögskolan

NÄR: Tisdag den 7 maj, 2024

TID: Kl 10:15 – 12:00

FÖR: Programstudenter på termin fyra inom ekonomi, samhällsanalys, logistik och SMIL



Spår 2

Tar klädindustrin ansvar?



Kläder är billigt och har under lång tid blivit allt billigare. Baksidan av de låga priserna är negativa effekter av ökad konsumtion. Låga produktionskostnader som traditionellt uppnåtts genom att förlägga produktion i länder med låga löner innebär ofta dålig efterlevnad av lokal lagstiftning. De flesta svenska klädföretagen har dock under de senaste 20 åren intensifierat sitt arbete med social och miljömässig hållbarhet i produktion.

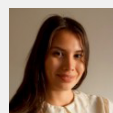
Går utvecklingen åt rätt håll? Blir det bättre för arbetarna och miljön? Eller är allt prat om hållbarhet en fin fasad för att dölja de negativa miljö- och sociala konsekvenserna av klädföretagens affärsmodeller? Vilket ansvar har svenska klädbolag för förhållandena i fabriker där deras kläder produceras och hur ser bolagen själva på denna fråga? Och hur är det med oss som konsument, medborgare; har vi något ansvar?

Under detta pass ställer vi dessa frågor till representanter från näringslivet. Vi lyfter även fram ett granskande perspektiv och vad den internationella forskningsfronten säger. Seminariet bygger på dialog mellan paneldeltagarna och er studenter. Det kommer att finnas goda möjligheter att ställa frågor till panelen under seminariet, så ta nu chansen att få svar på allt du vill veta om hur det ser ut för de som tillverkar dina kläder!

Medverkande:



Sandra Roos, Vice President Sustainability, KappAhl



Ida Aguilar Johansson, Human Rights and Social Impact Specialist, Nudie Jeans



Jennie Dahlén, hållbarhetskonsult och författare (Slow fashion: din guide till smart och hållbart mode)

Moderator:



Niklas Egels-Zandén, professor i företagsekonomi, Handelshögskolan

NÄR: Tisdag den 7 maj, 2024

TID: Kl 13:00 – 15:00

FÖR: Programstudenter på termin fyra inom ekonomi, samhällsanalys, logistik och SMIL



GÖTEBORGS UNIVERSITET
HANDELSHÖGSKOLAN



Klimatfrågan i domstol

För er som studerar på Juristprogrammet är **Sustainability Day – Responsibility** integrerad med kursen i processrätt som ni för närvarande läser. Ni kommer att arbeta med ett case som berör de rättsliga frågor som aktualiserats av att den ungdomsledda organisationen Aurora stämt Svenska staten för otillräckliga åtgärder mot klimatförändringar.

Ert arbete med caset pågår under hela dagen, och bland annat genomförs ett rollspel där ni utifrån olika aktörer i processen behandlar processrättsliga hinder och möjligheter. Under arbetet får ni fundera på ramarna för den aktuella processen: vad kan prövas och hur? Avslutningsvis diskuteras också vilken roll domstolarna kan eller bör spela i opinionsbildningen.

NÄR: Tisdag den 7 maj, 2024

TID: Närmare instruktioner om tider och upplägg publiceras på processrättskursens canvassida

FÖR: Samtliga studenter på Juristprogrammet, termin fyra

Sustainability Day SOLUTIONS



Välkommen till Sustainability Day Solutions! Den **31 januari 2024** är det dags för den sista och avslutande hållbarhetsdagen för alla er programstudenter på Handelshögskolans kandidatprogram! Dagen spanar framåt och du får möjlighet att lyssna på och diskutera med företrädare från näringslivet och offentliga organisationer. Kanske hittar du inspiration in i ditt kommande uppsatsarbete, eller till framtida arbetsutmaningar?

Välj ett av fyra olika spår!

Du väljer ett av fyra spår, som alla presenterar och problematiserar möjliga lösningar på utmaningar som samhället står inför. Varje spår knyter an till ett eller flera av de globala hållbarhetsmålen.

Spår 1: Entreprenörskap för en bättre värld

Track 2: Trade, Digitalisation and Sustainability

Spår 3: Finans och investeringars roll i den gröna omställningen

Spår 4: Studiebesök på Gamlestadens fiskodling

Läs mer om de olika spåren på de nästkommande sidorna.

NÄR: Onsdag den 31 januari, se tider för respektive spår på Canvas

ANMÄLAN: Via Canvas, anmälan öppnar den 24 januari

PLATS: Handelshögskolan, Vasagatan 1

All praktisk information finns att läsa på hållbarhetsdagens kurshemsida på Canvas!

Varmt välkomna!

Handelshögskolans Råd för Hållbar utveckling



GÖTEBORGS UNIVERSITET
HANDELSHÖGSKOLAN



SPÅR 1

Entreprenörskap för en bättre värld

Att förena affärsnytta med samhällsnytta blir allt viktigare och återspeglas, om inte annat, i nästan alla bolags kommunikation. Av naturliga skäl skiljer sig dock ambitionsnivån avseende samhällsnytta i praktiken kraftigt åt mellan bolag. Medan stora drakar kan ha svårt att utveckla och förnya en äldre ohållbar affärsmodell kan nya bolag välja att bygga in hållbarhet och samhällsnytta som själva ryggraden i bolaget redan från start. På detta pass möter du bolag som försöker göra just detta.

Spåret består av tre delar:

1. Lyssna och inspireras av spännande bolag och personliga berättelser!
2. Formulera tillsammans i grupper om fyra en ny idé/tjänst med affärsmässig potential som också bidrar till lösningar på någon/några av de globala hållbarhetsmålen.
3. Presentera er idé och få feedback från panelen (alla företagsrepresentanter) samt övriga studentgruppen.

Kom förberedd!

Eftersom tiden för passet är knapp är det viktigt att du förbereder dig innan. Fundera kring en möjlig idé som både kan tänkas vara affärsmässigt gångbar och som adresserar någon viktig hållbarhetsutmaning. Kanske i form av en digitaliserad tjänst (som ännu inte finns på marknaden), eller någon annan idé kring lösning som du bär på. Under workshoppen enas ni i gruppen om en specifik idé som ni tar vidare in i diskussionen och som ni vill ha panelens feedback på. Nedanstående tre frågor kan hjälpa er att strukturera tankarna:

1. Vilken typ av värde skapas, och för vem?

- Olika typer av värde kan skapas (ekonomiskt, sociala värden, miljömässiga...)
- Olika typer av aktörer kan inkluderas (kunder, leverantörer, samhället i stort, barn, marginaliserade medborgare...)

2. Hur går ni tillväga?

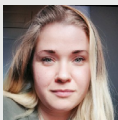
- Vilka resurser, aktiviteter, nätverk och partners behövs?

3. Vilka ekonomiska förutsättningar behövs?

- Vilka inkomst- och kostnadsstrukturer gör idén möjlig?

För att sammanfatta – förbered dig för spåret genom att fundera över en hållbarhetsutmaning som kan adresseras av ett företag (nytt eller existerande). Det kan handla om en mindre förbättring eller en idé som potentiellt innebär en större transformation. Idén kan adressera flera av de 17 hållbarhetsmålen, eller kanske bara ett. Idén ska dock kunna starta i liten skala men ha potential att skalas upp.

Medverkande:



Corina Akner, grundare, VÄRT



Carina Andersson, Senior Manager Sustainability, Knowit



Stefan Book, PhD Business advisor – Compliance and Sustainability



Per Östling, grundare, First to Know

Moderatorer:



Anders Sandoff, Universitetslektor, Handelshögskolan vid Göteborgs universitet



Mattias Sundemo, Hållbarhetssamordnare och PhD student, Handelshögskolan vid Göteborgs universitet

This track is held in English.



TRACK 2

Trade, Digitalisation and Sustainability

International trade is recognized as a driver for economic growth and poverty reduction and means to achieve the Sustainable Development Goals (SDGs). However, international trade by itself can challenge sustainable development. It is for this reason that international trade is under intense scrutiny, and considerable efforts are being invested to regulate and monitor global value chains. Legal requirements by governments, such as due diligence, trade restrictions and sanctions, and demands from investors and customers for environmental, social and governance (ESG) is fueling the demand for supply chain visibility and traceability.

Supply chain visibility and traceability is difficult to achieve because of the complex nature of products (e.g., a car has 1 million components) and associated value chains. This complexity is best captured by a quote from a supply chain expert – “SCs are quite complex, sometimes it’s suppliers, suppliers’ suppliers, and so on”. In this regard, the question that emerges is whether emerging technologies can help achieve supply chain visibility and traceability.

This track aims to bring forward legal, business and technology considerations on supply chain visibility and traceability through three perspectives:

Regulatory

Regulating Sustainability Along Global Value Chains: The Emerging EU Approach

Josephine Norris, EU Commission

Business

Challenges And Insights On Visibility And Traceability in the Automotive Industry

Eva Bennis, Volvo Cars

Research and Education

Digital Supply Chains and ESG: Blockchain in Perspective

Trisha Rajput, School of Business, Economics and Law

Traceability in Textiles: The case of KappAhl

Nina Unander, Master’s Student in Management

Participants:

Josephine Norris, EU Commission, Member of the Legal Service (Keynote speaker)

Eva Bennis, Head of Sustainability, Procurement & Supply Chain, Volvo Cars

Nina Unander, Master’s Student in Management, School of Business, Economics and Law

Convenor and moderator:

Trisha Rajput, Researcher, Department of Law, School of Business, Economics and Law



GÖTEBORGS UNIVERSITET
HANDELSHÖGSKOLAN

SPÅR 3

Finans och investeringars roll i den gröna omställningen

Idag påverkas alla samhällssektorer av de möjligheter och risker som är förknippade med hållbarhet. På denna session får vi möjligheten att diskutera och lyfta aktuella frågor tillsammans med olika aktörer inom finanssektorn. Fokuset på seminariet kommer vara på hållbarhet och de stora pengarna, det trögrörliga kapitalet som behöver att ställas om.

Följande frågeställningar kommer att diskuteras:

- Vilken roll har finanssektorn i omställningen?
- Hur tänker banker och AP-fonder kring skiftet och när sker det?
- Vad innebär hållbara investeringar?
- Vilka är de stora utmaningarna och barriärerna för den finansiella sektorn?
- Vad innebär gröna obligationer och vilken betydelse har de?
- Hur ser kulturen i finansbranschen ut och behöver den förändras?

Seminariet inleds med korta presentationer som efterföljs av ett panelsamtal för att sen gå över till publikfrågor och diskussion på temat.

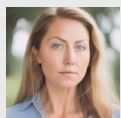
Medverkande:



Marcus Samuelsson, ESG Finance
Advisory, Swedbank



Ylva Baeckström, expert behavioural finance,
Kings College London Business School och
Handelshögskolan vid Göteborgs universitet



Linda Sundberg, ansvarig för hållbara
investeringar, Svenska kyrkan



Erik Kleväng Callert, Chief Investment
Officer, Andra AP-fonden

Moderator:



Åsa Löfgren, docent i nationalekonomi vid Handelshögskolan vid Göteborgs universitet,
gästprofessor Luleå universitet, RFF Univeristy Fellow, och tidigare medlem i Klimatpolitiska rådet

SPÅR 4

Är stadsodlad fisk framtidens mat? – följ med på studiebesök till Gamlestaden!

Fisk är en fantastisk näringskälla men hållbara fiskebestånd blir en allt större utmaning, bland annat på grund av överfiske. Odlad fisk blir vanligare men kräver stora mängder annan fisk för uppfödning. Att odla herbivorer/omnivorer, dvs fiskar som helt eller delvis livnär sig på växter bidrar till lösning på denna problematik.

Följ med till de tidigare slakthuskvarteren i Gamlestaden där det nu istället odlas fisk, svamp och grönsaker. Fungerar det att odla fisk i stan, finns det en marknad och blir det en lönsam affär?

Frågeställningar och teman som tas upp under passet:

- Varför producera mat i staden? Kan staden verkligen producera väsentliga volymer mat?
- Den smarta kombinationen fisk och grönsaker.
- Hur vi förvandlar stadens avfall till toppkrogars favoritfisk?
- Livsmedelssäkerhet. Konsekvenser av en stadigt sjunkande självförsörjning av mat. Kan det se annorlunda ut?
- Stadsodling som länk mellan stad och land.

Medverkande:



Niklas Wennberg, verksamhetsledare på Stadsjord som bland annat bedriver odling av fisk och grönsaker i de gamla slakthuslokalerna i Gamlestaden. Fisken som odlas i lokalerna serveras på restauranger i Göteborg.



Staffan Graner, universitetslektor vid institutionen för ekonomi och samhälle, Handelshögskolan vid Göteborgs universitet

Learning Object

Title: Course syllabi with course-level RME learning goals

Description: According to the Sustainability labeling criteria, over 40 courses at the school include learning outcomes explicitly related to Sustainability (see link).

Date: 19/12/2024

Language: Swedish

Sharing Rights: Private

Department: All
deparments

Learning Object Subject: Sustainability Focused or
Sustainability Related
Courses

Educational Level:
Bachelor and Master

Learning Outcome: Depending on course

Interactivity Type: Differ
between courses

Description: Use the
sorting function on the
website to see courses
that are Sustainability
Focused/Related

URL:

• https://www.gu.se/studera/hitta-utbildning?education_type.keyword=Kurs&hits=45&subject_area=Ekonomi%20och%20juridik&sustainability.keyword=H%C3%A5llbarhetsm%C3%A4rkt%2028alla%29

Statement

Title: Sustainability Topics

Description: The course directors and teaching staff ultimately determine the content of the courses. Given that sustainability is a central element not only in the school's strategy but also in its research efforts, it is natural that a wide range of topics are introduced, explored, and practiced across the more than 100 courses offered each year.

Date: 18/12/2024

Language: English

Sharing Rights: Private

Relevant Stakeholders:
Students, faculty, staff,
partners, society at large

Purpose: Communicate
Sustainability Topics in
courses

Courses Overview: Sustainability related and focused

Undergraduate Level Courses (Grund)

- **Arbete - i ekonomiskt och historiskt perspektiv:** 7.5 credits
- **Befolkningsutveckling och urbanisering:** 7.5 credits
- **Corporate Sustainability, kandidatkurs:** 15 credits
- **Corporate Sustainability, kandidattermin:** 30 credits
- **Demokrati och välfärd:** 15 credits
- **Ekonomisk geografi: globala produktionsnätverk:** 7.5 credits
- **Ekonomisk geografi: hållbarhetsövergångar och den cirkulära ekonomin:** 7.5 credits
- **Ekonomisk geografi: Regional Growth Lab:** 7.5 credits
- **Ekonomisk geografi: regional utveckling:** 7.5 credits
- **Ekonomisk historia: Fortsättningstermin:** 30 credits
- **Ekonomisk historia: grundtermin:** 30 credits
- **Ekonomisk historia: grundtermin, distans:** 30 credits
- **Ekonomisk historia: Världens ekonomiska historia från 1980-talet och framåt:** 7.5 credits
- **Ekonomisk historia: Världens ekonomiska historia under den industriella tiden:** 7.5 credits
- **Ekonomisk historia: Världens ekonomiska historia under förindustriell tid:** 7.5 credits
- **Empirisk nationalekonomi i praktiken:** 7.5 credits
- **Finansiell ekonomi, termin 4-6, fristående kurs:** 30 credits
- **Infrastruktur, transporter och kommunikation:** 7.5 credits
- **Introduktion till offentlig förvaltning:** 30 credits
- **Kapital och finans - ekonomiska och historiska perspektiv:** 7.5 credits
- **Kulturgeografi: grundtermin:** 30 credits
- **Management och organisationsteori, kandidattermin:** 30 credits
- **Marknadsföring kandidatkurser:** 15 credits
- **Marknadsföring, kandidattermin:** 30 credits
- **Modern ekonomisk tillväxt:** 7.5 credits
- **Nationalekonomi: Fortsättning:** 30 credits
- **Nationalekonomi: Grundläggande:** 30 credits
- **Nationalekonomi: Grundläggande makro- och mikroekonomi:** 15 credits
- **Nationalekonomi: Tillämpad ekonomi och Internationell och finansiell ekonomi:** 15 credits
- **Offentlig reglering och kontroll - juridik i offentlig förvaltning:** 15 credits
- **Tillväxt och miljö: en global ekonomisk miljöhistoria:** 7.5 credits

Advanced Level Courses (Avancerad)

- **Ekonomistyrning:** 15 credits
- **Forskningsmetoder:** 7.5 credits
- **Internationellt företagande och handel i historiskt perspektiv:** 7.5 credits
- **Ledarskap inom offentliga organisationer:** 15 credits
- **Matix - Management av tillväxt:** 60 credits
- **Miljömässiga effekter och konflikter i historiskt perspektiv:** 7.5 credits
- **Organisation och omvärld:** 15 credits
- **Politiska styrmedel:** 15 credits

- **Skapa och reglera marknader:** 7.5 credits
- **The Great Divergence: Historiska mönster av modern ekonomisk tillväxt:** 7.5 credits

Topics in Various Courses at the Discretion of the Professor

The course directors and teaching staff ultimately determine the content of the courses. Given that sustainability is a central element not only in the school's strategy but also in its research efforts, it is natural that a wide range of topics are introduced, explored, and practiced across the more than 100 courses offered each year.

As part of the school's commitment to the broad integration of sustainability throughout all programs and courses, sustainability topics are not limited to dedicated sustainability-focused courses. Most students encounter a diverse array of sustainability-related themes or issues during their studies. Below is a selection of key areas addressed across programs:

- Climate-related challenges and solutions, including business-related policies and frameworks at the national, EU, and international levels.
- Sustainable consumption, resource use, resource efficiency, and the circular economy.
- Ethical dilemmas and corporate responsibilities toward stakeholders such as employees, customers, local communities, and the environment.
- Sustainability accounting, reporting, and compliance.
- Sustainable finance.
- International development, economic growth, and poverty reduction.
- Legal aspects, including humanitarian law, environmental law, and international governance.
- Sustainability issues related to professional knowledge and skills, with examples specific to the school's largest programs:
 - **Business students:** Responsible leadership, corporate strategy, organizational decision-making, business models, investments, and marketing.
 - **Economics students:** Sustainable economic growth, environmental economics, resource management, inequality and social welfare, economic policies for sustainability, and the environmental impacts of global trade.
 - **Law students:** Environmental law, human rights law, corporate social responsibility, international trade law, climate change legislation, and legal frameworks for sustainability initiatives.

1. The PRME Signatory Member involves the following elements of RME in its research endeavors. Mark all that apply.

☒

 Responsibility-related regular research seminars

Event

Title: Sustainability related regular research seminars

Description: Responsibility-related regular research seminars 2023 Sustainability-related seminars are held weekly. At the Department of Economics alone, we have three weekly lunch seminar series often focusing sustainability (Environmental, Development, and Behavioral Economics seminars), organized most weeks. In addition, other seminar series, such as Finance and Applied Microeconomics, sometimes also include sustainability-related themes. The Department of Business Administration, the Department of Law, and the Department of Economy and Society also host several seminars, though not in weekly series. Open Research Seminars The School hosts several annual open research seminars with a wide target audience, in 2024 this included a seminar with the Nobel laureate Simon Johnson. More information in the attached document.

Date: 19/12/2024

Language: English

Sharing Rights: Private

Event Date Range: 01/01/2024 - 31/12/2024

Location: School of Business Economics and Law

Speakers: Various

Description: Collection of Sustainability Seminars during 2024

☒

 PhD-level courses with course-level RME learning goals

Responsibility-related regular research seminars 2023

Sustainability-related seminars are held weekly. At the Economics department alone, we have three weekly lunch seminar series focused on sustainability (Environmental, Development, and Behavioral Economics seminars), organized most weeks. In addition, other seminar series, such as Finance and Applied Microeconomics, also include sustainability-related themes. The Department of Business Administration, the Department of Law, and the Department of Economy and Society also host several seminars, though not in weekly series.

Open Research Seminars

The School hosts several annual open research seminars with a wide target audience. In 2024, open seminar series on the following themes were hosted:

Nobel Lecture: Technology and Global Inequality in the Age of AI (the Annual Nobel Lecture)

Lecture with Economics Laureate Professor Simon Johnson, MIT Sloan

The Sveriges Riksbank Prize in Economic Sciences in Memory of Alfred Nobel 2024 focuses on why some countries are rich and others are poor. One important explanation is persistent differences in societal institutions. By examining the political and economic systems introduced by European colonizers, Simon Johnson, Daron Acemoglu, and James A. Robinson have demonstrated a relationship between institutions and prosperity.

More information: www.gu.se/en/event/nobel-lecture-technology-and-global-inequality-in-the-age-of-ai

Private Contractors in War: Context, Regulations, and Policy (Joakim Dungal Lectures)

The 2024 edition of the Joakim Dungal Lectures in International Justice explores the impact of private military and security companies in modern conflict zones, highlighting their roles and the challenges they pose to established legal frameworks.

More information: www.gu.se/en/event/private-contractors-in-war-context-regulations-and-policy

Challenges in African governance, leadership & democracy – KAPTalks

In recent times, several African states in the Sahel region have been target for military coups and increasing internal conflicts. Dr Mo Ibrahim will provide an overview of the Mo Ibrahim Foundation's groundbreaking activities, in particular the causes and effects of these recent developments.

More information: www.gu.se/en/event/challenges-in-african-governance-leadership-democracy-kaptalks

The Ocean-Climate Nexus in International Law

This year's Kurt Grönfors Lecture will delve into the critical nexus between the ocean and climate from an international legal perspective.

More information: www.gu.se/en/event/the-ocean-climate-nexus-in-international-law

International Companies Think Locally – Innovation Hubs and Urban Development

In recent years, AstraZeneca and Volvo Cars have developed innovation hubs in the Gothenburg region, aiming to foster innovation and competitiveness through local skills and networks.

Are these expectations realistic? What can be learned from similar global initiatives? How might these projects impact local business and urban development?

More information: www.gu.se/eventemang/internationella-bolag-tanker-mer-lokalt

The Open Lunch Research Seminar Series (In Swedish)

Beloved Recycling? Waste Policy and Eco-Friendly Behavior Sustainability & Environment

What is truly the best way to reduce household waste in society? During this digital Knowledge Lunch, Claes Ek will summarize his research on the driving factors behind household waste behavior – and eco-friendliness in general

Maritime Shipping and Global Crises – An End to Globalization?

Pandemics, wars, strikes, high transport costs, and canal blockages affect deliveries to our stores. During this Lunch seminar, Johan Woxenius will present findings from a series of research projects on how disruptions impact maritime shipping and global trade, as well as how companies respond to keep transport operations running

Learning Object

Title: Examples of PhD-level course syllabi with course-level RME learning goals

Description: All PhD Students take the overall Research Ethics Course (organized by the Faculty). The course enable students from different discipline to discuss ethics, responsibility in relation to different aspects of research ethics.

Date: 19/12/2024

Language: English

Sharing Rights: Private

Department: All
deparments

Learning Object Subject:
Ethics

Educational Level: PhD

Learning Outcome: See
attached document

Interactivity Type: Group
discussions etc

Description: Research
ethics



Faculty members must report their responsibility-related research publications regularly

Statement

Title: Published research related to the SDG:s

Description: During the 2023 calendar year researchers from the School published in total 248 peer-reviewed papers in academic journals. Almost half (about 48%) related to at least one of the SDG. The figure in the attached document displays how the SDG-relevant papers relate to specific SDG: s.

Date: 19/12/2024

Language: English

Sharing Rights: Private

Relevant Stakeholders:
Students, faculty, staff,
partners, society at large

Purpose: Evidence of how
our research relate to the
SDG:s



DEPARTMENT OF ECONOMY AND SOCIETY

ESFE010 Introduction to Research Ethics and Good Research Practice, 3 credits

Introduktion till forskningsetik och god forskningssed, 3 högskolepoäng

Third-cycle level / Forskarnivå

Confirmation

This syllabus was confirmed by the Department of Economy and Society on 2019-09-26, and is valid from Autumn semester 2019.

Responsible Department

Department of Economy and Society, School of Business, Economics and Law

Participating Department/s

Department of Business Administration

Department of Economics

Department of Law

Entry requirements

Admission to third cycle education.

Learning outcomes

On successful completion of the course, the third-cycle student is expected to be able to

Knowledge and understanding

- Demonstrate familiarity with ethical principles, laws and regulations for research
- Demonstrate in-depth knowledge and understanding of ethical review regulations for research

Competence and skills

- To critically relate one's own dissertation project to ethical principles and regulations

Judgement and approach

- Demonstrate an ability to make ethical assessments of research
- Demonstrate an ethical approach to research
- Evaluate research conduct

Course content

The aim of the course is to give an introduction to research ethics at the School of Business, Economics and Law. The course deals with various ethical perspectives, ethical guidelines of research in laws and regulations, seeking ethics review, managing data, personal data and materials, as well as research misconduct. Practical positions in relation to interpreting and drawing conclusions from data in relation to research ethics, will be discussed. An overarching goal is for the participants to be capable of reflecting on ethical positions, primarily within the framework of ongoing thesis work, but also on research in general. Upon completion, students should be able to conduct research in accordance with ethical principles and in accordance with the laws and regulations of research ethics.

The course consists of five compulsory modules, three joint and two elective specializations. The modules will vary over time and will be specified in the schedule. The course will be given over two weeks annually with approximately 16 course hours

Types of instruction

Seminars with group discussions, literary studies and presentations.

Language of instruction

The course is given in English.

Grades

The grade Pass (G) or Fail (U) is given in this course.

A pass grade for the entire course requires a pass grade for both of the examination components.

Types of assessment

The participants are expected to actively take part in all modules of the course and demonstrate that they have achieved the stated intended learning outcomes by:

- a) Written examination where the participant's knowledge of good research practice is assessed.
- b) Written and oral presentation of paper on research ethics in relation to the participant's own research project

Course evaluation

The course coordinator gives the participants an opportunity to write up a written assessment at the end of the course. The results and the measures taken are to be reported back by the start of the course.

Other information

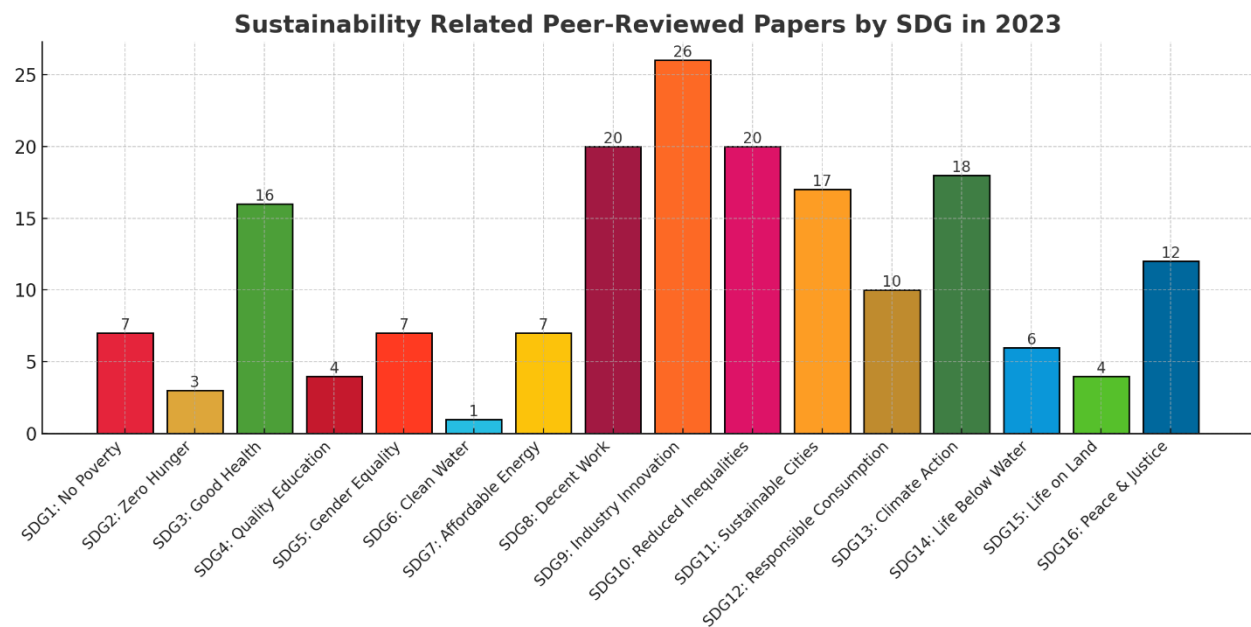
The course is compulsory for all third cycle students at the School admitted fall semester 2019 or later. Each department chooses whether the doctoral student should take the course during the first or second year of PhD studies.

Sustainability Related peer-reviewed papers per SDG in 2023

During the 2023 calendar year researchers from the School published in total 248 peer-reviewed papers in academic journals. Almost half (118 papers or 48%) related to at least one of the SDG. The figure below displays how the SDG-relevant papers relate to specific SDG:s. As each paper can relate to more than on SDG (e.g. poverty and climate change) the number of hits in the figure below exceed the number of papers. On average an SDG-related paper relate to 1,4 SDG:s (118 papers generated 167 SDG “hits”).

Methodology

Papers are identified as SDG:s related using the methodology developed by Elsevier (2022) and incorporate search strings enhanced by machine learning algorithms. This is a deterministic method (all results are exactly reproducible in contrast to LLM:s that are highly prompt-sensitive), however this simpler methodology has some inherent weaknesses e.g. it may not be sufficiently developed and tailored for a specific context such as Business, Economics or Law research. To more accurately reflect how the schools research relates to the SDG:s a manual annotation process was carried out. All SDG-related papers could be found below.



Sustainability Related peer-reviewed (2023) in alphabetical order, relevant SDG in parentheses

Abbaspour, A., Mulubrhan, F., Pedram, A., Sorooshian, S. - "Incorporating Vehicle-Routing Problems into a Closed-Loop Supply Chain Network Using a Mixed-Integer Linear-Programming Model" - Sustainability (Switzerland) (SDG 9)

Abideen, A., Sundram, V. - "Scope for Sustainable Development of Small Holder Farmers..." - Logistics (SDG 2,8,12)

Adelfio, M., Volchko, Y. - "Transforming brownfields into urban greenspaces: A working process..." - PLoS ONE (SDG 11,16)

Akay, A., Bargain, O., Jara, H. - "Experienced versus decision utility: large-scale comparison for income-leisure preferences" - Scandinavian Journal of Economics (SDG 3,8)

Albinsson, S. - "Workers' access to Swedish opera houses and concert halls, 1898–2019." - Journal of Cultural Economics (SDG 2,10)

Alem, Y. - "Shocks and mental health: Panel data evidence from South Africa" - World Development (SDG 1,3)

Alem, Y., Carlsson, F., Kocher, M., Lindahl, M. - "Distributional preferences in adolescent peer networks" - Experimental Economics (SDG 10)

Alem, Y., Köhlin, G. - "Decision-making within the household: The role of division of labor..." - Journal of Economic Behavior and Organization (SDG 3,5,7)

Alpizar, F., Salazar, C. - "Can school environmental education programs make children and parents more pro-environmental?" - Journal of Development Economics (SDG 3,4,12,14)

Altuntas Vural, C., Lind, M., Raza, Z., Woxenius, J. - "Digital transformation of maritime logistics: Exploring trends in the liner shipping segment" - Computers in Industry (SDG 3,9)

Amuakwa-Mensah, F. - "Energy efficiency as a sustainability concern in Africa and financial development: How much bias is involved?" - Energy Economics (SDG 7)

Amuakwa-Mensah, F., Hatab, A., Krautscheid, L. - "COVID-19 risk perception and public compliance with preventive measures: Evidence from a multi-wave household survey in the MENA region" - PLoS ONE (SDG 3)

Amuakwa-Mensah, F., Zhu, Y. - "Ecological challenges in the economic recovery of resource-depleted cities in China" - Journal of Environmental Management (SDG 3,8,11)

Andersson, D., Enlund, J. - "Individual Carbon Footprint Reduction: Evidence from Pro-environmental Users of a Carbon Calculator" - Environmental & Resource Economics (SDG 3,12,13)

Andrijevic, M., Ramakrishnan, A. - "Designing a virtuous cycle: Quality of governance..." - Global Environmental Change-Human and Policy Dimensions (SDG 3,5,8,10,13,16)

Arguello, G., Arvidsson, M., Krabbe, N. - "Marine ecosystem bodies as entangled environments and entangled laws: drones and the marine environment" - American Journal of International Law Unbound (SDG 14)

Asah, S., Blahna, D., Chacón-Cascante, A., Maris, V., Stenseke, M., Subramanian, S. - "Value exclusion in social-scientific approaches for assessing and valuing ecosystem features: Implications for behavioral compliance" - BioScience (SDG 15)

Baaz, M., Strandberg Hassellind, F. - "De/Politicization as resistance: the 'missing women' in India" - Journal of Political Power (SDG 5)

Backhaus, T., Lindahl, L., Miguel, M., Slunge, D. - "The implementation of the substitution principle in European chemical legislation: a comparative analysis" - Environmental Sciences Europe (SDG 9)

Barinaga, E., Zapata, P. - "Organising grassroots infrastructure: The (in)visible work..." - Urban Studies (SDG 3,9,11)

Baros, A., Willeson, M. - "Bank liquidity and capital shocks in unconventional times" - European Journal of Finance (SDG 3,10)

Beery, T., Fredman, P., Skriver Hansen, A., Wolf-Watz, D. - "Outdoor recreation in Sweden during and after the Covid-19 pandemic – management and policy implications" - Journal of Environmental Planning and Management (SDG 3)

Bergqvist, R., Monios, J. - "Potential for rapid adoption of battery-electric heavy-duty trucks for pre- and post-haulage at intermodal terminals" - Research in Transportation Business and Management (RTBM) (SDG 7)

Bhalotra, S., Clots-Figueras, I., Iyer, L., Vecchi, J. - "Leader Identity and Coordination" - Review of Economics and Statistics (SDG 4,10)

Billger, M., Kain, J., McConville, J., Niwagaba, C. - "Assessing the potential to use serious gaming in planning processes for sanitation designed for resource recovery" - Environmental Science & Policy (SDG 3,6)

Björner, E., Jernsand, E. - "Sustainable tourism - what it is and how to progress towards it" - EUTOPIA Review (SDG 9)

Bladini, M., Uhnoo, S., Wettergren, Å. - "'It sounds like lived experience' - On empathy in rape trials" - International Journal of Law, Crime and Justice (SDG 5)

Blomkvist, M., Rahi, A. - "Nexus between institutional quality and corporate sustainable performance" - Journal of Cleaner Production (SDG 2,9,12)

Bocarro, J., Yang, Y. - "THE STATE OF PLAY BETWEEN MANAGING MAJOR SPORTS EVENTS AND HUMAN RIGHTS: A SCOPING REVIEW" - Event Management (SDG 2,8,16)

Bolin, K. - "Optimal investment in health when lifetime is stochastic, or, rational agents do not often follow health recommendations" - Southern Economic Journal (SDG 3)

Brandt, P., Olsson, A. - "Profitability is sustainability: framing of forest management practices..." - Scandinavian Journal of Forest Research (SDG 9,12,15)

Brettmo, A., Ringsberg, H. - "Exploring Swedish urban freight stakeholders' interests in public spaces" - Cities (SDG 2,3,11)

Brorström, S. - "The sustainability shift: The role of calculative practices in strategy implementation" - Financial Accountability and Management (SDG 3,11)

Brorström, S., Styhre, A. - "Syndicated leadership in urban development projects: the case of the River City Gothenburg project" - Construction Management and Economics (SDG 2,11)

Brorström, S., Styhre, A. - "The mundanity of cost cutting: The value of small wins in affordable housing..." - Scandinavian Journal of Management (SDG 2,10,11)

Browne, M. - "Planning for the sustainability of freight and logistics: Strategic guiding principles for regional policy" - European Journal of Transport and Infrastructure Research (SDG 13)

Brännström, L., Gunneflo, M., Noll, G., Parsa, A. - "Legal imagination and the US project of globalising the free flow of data" - AI & Society: The Journal of Human-Centred Systems and Machine Intelligence (SDG 16)

Carenzo, S., Zapata, P. - "Grassroots innovations in 'extreme' urban environments. The inclusive recycling movement" - Environment and Planning C: Politics and Space (SDG 11,12)

Carlsson, F., Köhlin, G., Xu, J., Yi, Y. - "Allocative efficiency or misallocation of resources? The emergence of forestland rental markets and the forest devolution reform in China" - European Review of Agricultural Economics (SDG 1)

Carlsson, F., Lampi, E. - "Antibiotic prescription: Knowledge among physicians and nurses in western Sweden" - Health Policy (SDG 3)

Chabé-Ferret, S., Huebner, G., Ivanova, D., Li, H., Lopez-Feldman, A., Mediratta, S., Missirian, A., Sogari, G., Wang, B., Wang, S., Wang, Z., Zhang, B. - "Effectively and equitably steering pro-environmental behavior" - One Earth (SDG 13)

Coleman, E., Jagers, S. - "Policy attributes shape climate policy support" - Policy Studies Journal (SDG 13,15)

Congdon Fors, H., Lindskog, A. - "Son preference and education Inequalities in India..." - Journal of Population Economics (SDG 3,5,8,10)

Coria, J. - "Ownership structure and prices: A case study of the Swedish tradable green certificate market" - Energy Policy (SDG 13)

Coria, J., Dupoux, M., Faucheux, L., Slunge, D. - "What drives the substitution of hazardous flame retardants in electronic appliances in Sweden?" - Cleaner Waste Systems (SDG 3)

Cullinane, K. - "The prospects for, and implications of, emissions trading in shipping" - Maritime Economics & Logistics (SDG 13)

Cullinane, K., Salleh, N. - "An environmental management system in seaports: evidence from Malaysia" - Maritime Policy & Management (SDG 2,12,13,14)

Dahlström, M., Grundel, I., Martin, H. - "Reconsidering actor roles in regional innovation systems: transformative industrial change in the forest-based bioeconomy" - Regional Studies (SDG 3,9)

Dannenberg, A. - "Determining the willingness to link climate and trade policy" - Climatic Change (SDG 13)

Dannenberg, A. - "Naming and shaming as a strategy for enforcing the Paris Agreement: The role of political institutions and public concern" - Proceedings of the National Academy of Sciences of the United States of America (SDG 13)

Decker, S. - "Co-opting Business Models at the Base of the Pyramid (BOP): Microentrepreneurs and Multinational Enterprises in Ghana" - Business & Society (SDG 9)

Dellborg, M., Eriksson, P., Karagianni, A., Mandalenakis, Z., Papadopoulos, S. - "Percutaneous atrial shunt closure and the risk of recurrent ischemic stroke: A register-based, nationwide cohort study" - Journal of Stroke & Cerebrovascular Diseases (SDG 3)

Diedrich, A., Omanovic, V. - "Lost in transitional space? Organising labour market integration..." - European Management Review (SDG 3,8,10)

Duan, H., Zhang, X. - "China's adaptive response to climate change through air-conditioning" - iScience (SDG 11,13)

Durevall, D. - "Associations of Social Support with Sexual Practices, Health Behaviours, and Health Outcomes Among Adolescent Girls and Young Women: Evidence From a Longitudinal Study in KwaZulu-Natal, South Africa" - International Journal of Behavioral Medicine (SDG 1,3)

Durevall, D. - "Gender policy and intimate partner violence in Colombia." - PLoS ONE (SDG 5,16)

Dutto, D., Eggert, H., Mars, K. - "Assessing the economic effects of the covid-19 pandemic on Swedish shrimp fishers" - Marine Policy (SDG 14)

Elldér, E., Rivera Olsson, S. - "Are bicycle streets cyclist-friendly? Micro-environmental factors for improving perceived safety when cycling in mixed traffic" - Accident Analysis and Prevention (SDG 3,11)

Elldér, E., Thulin, E., Vilhelmson, B. - "Is a car necessary for active aging? Relationships between aging, car use, and time spent on activities that sustain health and well-being" - Transportation Research Interdisciplinary Perspectives (SDG 11)

Erhag, T., Nordblom, K., Rendahl, P. - "Attaining decent work and economic growth — what role does taxation play?" - Nordic Tax Journal (SDG 8)

Esmailzadeh, M., Esmailzadeh, S., Sanandaji, N., Ström, V. - "The evolution of the Swedish market model" - Economic Affairs (SDG 5)

Fauzi, M., Yusuf, M. - "Exploring the Impact of Contingency Theory on Sustainable Innovation..." - Sustainability (SDG 9,12)

Ferreira, A., Larsson, A. - "Towards accessibility planning 3.0 in Portugal (and elsewhere): a manifesto for change inspired by children's studies." - disP- The Planning Review (SDG 11)

Galli, S., Theodoridis, D. - "Economic Inequality in Latin America and Africa, 1650 to 1950..." - Economic History of Developing Regions (SDG 1,10)

Galli, S., Theodoridis, D. - "Economic Inequality in Latin America and Africa, 1650 to 1950..." - Economic History of Developing Regions (SDG 1,10)

Gillberg, N., Wikström, E. - "Resilience Capability and Capacity in Unexpected Crises: Experiences and Lessons Learned in a Healthcare Organisation during the COVID-19 Pandemic" - Journal of Nursing Management (SDG 3)

Gipperth, L. - "Principles for transformative ocean governance" - Nature Sustainability (SDG 14,16)

González, M., Herrera, T., Lopez-Feldman, A. - "Students' non-cognitive skills in times of crisis: COVID-19 in Mexico" - Social Sciences and Humanities Open (SDG 3)

Grendstad, G., Karlsson Schaffer, J., Wallerman Ghavanini, A. - "Institutions that define the policymaking role of courts: A comparative analysis of the supreme courts of Scandinavia" - International Journal of Constitutional Law (SDG 16)

Gustafsson, E., McKelvey, M., Zaring, O. - "Exploring How the University Ecosystem Can Mobilise Resources for Social Innovation and Entrepreneurship: Knowledge-Intensive Entrepreneurial Firms in Sweden" - Journal of Social Entrepreneurship (SDG 2,9)

Gustavsson, M. - "Dataset on aquatic ecotoxicity predictions of 2697 chemicals, using three quantitative structure-activity relationship platforms" - Data in Brief (SDG 15)

Gärling, T., Jansson, M., Roos, M. - "Banks' risk taking in credit decisions: influences of loan officers' personality traits and financial risk preference versus bank-contextual factors" - Managerial Finance (SDG 10)

Henning, M., Kekezi, O. - "Upward job mobility in local economies" - Cambridge Journal of Regions Economy and Society (SDG 3,8,10)

Herlin-Karnell, E. - "The Constitutional Concepts of Sustainability and Dignity" - Jus Cogens: A Critical Journal of Philosophy of Law and Politics (SDG 10,13)

Hussaini, M., Perego, P., Rigoni, U. - "The strategic choice of payment method in takeovers: The role of environmental, social and governance performance" - Business Strategy and the Environment (SDG 8)

Jernsand, E., Kraff, H. - "Multicultural food events – opportunities for intercultural exchange..." - Tourism Recreation Research (SDG 2,8)

Jersenius, D., Westholm, A. - "Ankring som miljöfarlig verksamhet - Hur miljörettslig problemformulering påverkar förvaltningsrationalitet och kapacitet" - Retfærd. Nordisk Juridisk Tidsskrift (SDG 14,16)

Johansson-Stenman, O. - "Create a culture of experiments in environmental programs" - Science (SDG 4,13)

Kettunen, E. - "Competing Regionalisms in the Asia-Pacific? Versatile Sustainable Development Issues in FTAs" - Peace Review-a Journal of Social Justice (SDG 8,10)

Kocher, M., Yu, J. - "Leading by example in a public goods experiment with benefit heterogeneity" - Social Choice and Welfare (SDG 3,13)

Kotze, S. - "Central perks? Class inequalities, opportunity hoarding and urban parks in Gothenburg" - Urban Matters (SDG 11)

Langley, A., Omanovic, V. - "Assimilation, Integration or Inclusion? A Dialectical Perspective on the Organizational Socialization of Migrants" - Journal of Management Inquiry (SDG 3,8,11)

Lara, C., Prado, S. - "From boom to gloom: Brazilian labour productivity in manufacturing relative to the United States, 1912–2019" - Economic History Review (SDG 4,8)

Lazaric, N. - "Editorial: Alternative building blocks and new recycling routes for polymers: Challenges for circular economy and triggers for innovations" - Frontiers in Materials (SDG 8,9)

Lazaric, N. - "Editorial: Energy efficiency and residential energy consumption: Current Challenges, Policies, and Emerging Trends" - Frontiers in Energy Research (SDG 7)

Lewin, L., Sengupta, K. - "Doing science together: Gaining momentum from long-term explorative university-industry research programs" - Drug Discovery Today (SDG 9,16)

Malamud, O., Mitrut, A., Pop-Eleches, C. - "The Effect of Education on Mortality and Health: Evidence from a Schooling Expansion in Romania" - Journal of Human Resources (SDG 3,4)

Martin, R. - "Weaving sustainability: Asset modification and green path development in Norway's outdoor textile industry" - Norwegian Journal of Geography (SDG 9)

Mavruk, T., Nguyen, V. - "ESG-Linked Compensation, CEO Skills, and Shareholder Welfare" - The Review of Corporate Finance Studies (SDG 9)

McKelvey, M., Saemundsson, R. - "Ready to innovate during a crisis? Innovation governance during the first wave of COVID-19 infections in Iceland" - Innovation-Organization & Management (SDG 2,3)

Mina, H., Tavana, M. - "A sustainable circular supply chain network design model for electric vehicle battery..." - Expert Systems (SDG 2,7,9,12,13)

Mina, H., Tavana, M. - "An integrated group fuzzy inference and best–worst method for supplier selection..." - Annals of Operations Research (SDG 3,7,9,12)

Neves, J. - "Flood risk assessment under population growth and urban land use change in Matola, Mozambique" - African Geographical Review (SDG 1,11)

Norrgren, L. - "The highly educated live longer: The role of time preference..." - Health Economics (SDG 3,4,10)

Overland, C., Sabelfeld, S., Samani, N. - "The role of the EU non-financial reporting directive and employee representation in employee-related disclosures" - Accounting Forum (SDG 9)

Poignant, A. - "Small-scale mining and agriculture: Evidence from northwestern Tanzania" - Resources Policy (SDG 2)

Raza, Z., Woxenius, J. - "Customer-driven Sustainable Business Practices and their relationships with Environmental and Business Performance - Insights from the European Shipping Industry" - Business Strategy and the Environment (SDG 9)

Remneland Wikhamn, B., Styhre, A. - "Innovation approaches and innovation logics: An empirical study on developing entertaining digital games" - Creativity and Innovation Management (SDG 2,9)

Remneland Wikhamn, B., Wikhamn, W. - "HRM work and open innovation: evidence from a case study" - International Journal of Human Resource Management (SDG 3,9)

Ruwanpura, K. - "Frayed social safety: Social networks, stigma, and COVID-19..." - Environment and Planning. C, Government and Policy (SDG 1,3,8,9,10)

Sabelfeld, S. - "Adaptive framing of sustainability in CEO letters" - Accounting, Auditing & Accountability Journal (SDG 8)

Sandoff, A., Williamsson, J. - "Holding hands on the platform: Exploring the influence of municipal open innovation..." - Cities (SDG 2,9,11)

Sime, Z., Tufa, M. - "The Impact of Sector-Specific Industrial Policy on Manufacturing Firm Performance..." - Journal of Industry, Competition and Trade (SDG 2,8,9)

Sterner, T. - "Coordinated Carbon Taxes or Tightened NDCs: Distributional Implications of Two Options for Climate Negotiations" - Q Open (SDG 10,13)

Sterner, T. - "Spreading Environmental Economics Worldwide" - Environmental and Resource Economics (SDG 13)

Sterner, T. - "The Social Cost of Methane" - Climatic Change (SDG 13)

Stål, H. - "Business models for sustainability and firms' external relationships - A systematic literature review with propositions and research agenda" - Business Strategy and the Environment (SDG 8,9)

Wallerman Ghavanini, A. - "The CJEU's give-and-give relationship with executive actors in times of crisis" - European Law Open (SDG 10,16)

Wallerman Ghavanini, A. - "The EU Court of Justice as a relational actor: an introduction" - European Law Open (SDG 16)

Westlund, M. - "The Road Less Travelled in EU Asylum Law: The CJEU's Restrictive Way of Reasoning and How a Different Approach Could Strengthen Human Rights" - Nordic Journal of European Law (NJEL) (SDG 16)

Wikström, E. - "Interactive Interventions can Improve Hand Hygiene and Aseptic Techniques During Perioperative Care – Experience From the “Safe Hands” Project" - Journal of Perianesthesia Nursing (SDG 3)

Williamsson, J. - "Business Model Innovation for Digitalization in the Swedish District Heating Sector" - Energies (SDG 7,9)

Zapata Campos, M. - "Putting Fairness into the Gig Economy: Delivery Cooperatives as Alternatives to Corporate Platforms" - Societies (SDG 10)

Zhao, Y. - "Job displacement and the mental health of households: Burden sharing counteracts spillover" - Labour Economics (SDG 3,8)

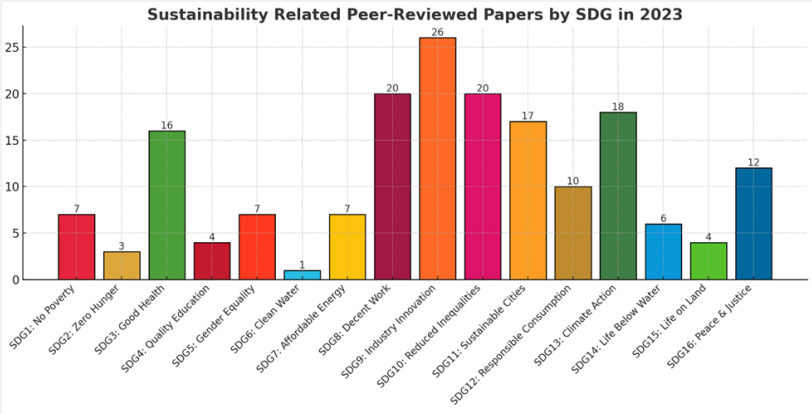
Åberg, K. - "A Requirement of Shame: On the Evolution of the Protection of LGB Refugees" - International Journal of Refugee Law (SDG 10)

Description of research funding specifically related to responsibility

Impact Purpose

Sustainability Related peer-reviewed papers per SDG in 2023

During the 2023 calendar year researchers from the School published in total 248 peer-reviewed papers in academic journals. Almost half (115 papers or 48%) related to at least one of the SDG. The figure below displays how the SDG-relevant papers relate to specific SDG: s. As each paper can relate to more than on SDG (e.g. poverty and climate change) the number of hits in the figure below exceed the number of papers. On average an SDG-related paper relate to 1,5 SDG:s (115 papers generated 178 SDG “hits”).



Impact Statement

Methodology

Papers are identified as related to the SDGs using the methodology developed by Elsevier (2022), which incorporates search strings enhanced by machine learning algorithms. This is a deterministic method (all results are exactly reproducible, unlike LLMs, which are highly prompt-sensitive). However, this simpler methodology has some inherent weaknesses; for example, it may not be sufficiently developed or tailored to specific contexts, such as Business, Economics, or Law research. To more accurately reflect how the school's research relates to the SDGs, a manual annotation process was carried out by the author. All SDG-related papers can be found below.

Date published

Dec. 20, 2024

Applicable Date Range

Jan. 1, 2023 - Dec. 31, 2023

Owner

Mattias Sundemo

Sharing rights

Private

Language

English

Country

Sweden

Subjects

Sustainable

Development

1. The PRME Signatory Member partners with business, government, civil society and academia to advance responsibility-related education, research, or practice in the following ways. Mark all that apply.



Problem solving: joint problem-solving with external partners in a purposeful relationship

Statement

Title: The Executive Faculty Program

Description: Executive Faculty (EF) is part of the School of Business, Economics and Law's Partner Program. Researchers from the school are matched with senior employees from the school's senior partners. The researchers receive compensation (paid by the Partner Program) for participating in the program, which spans three terms and includes networking as well as partner and individual coaching opportunities. During the first half of the year, EF included nine pairs, who graduated in August. A new cohort of EF started in August with six pairs, with participants from SEB, SKF, Volvo Cars, Stena Metall, Handelsbanken, and Hogia.

Date: 01/01/2024

Language: English

Sharing Rights: Private

Relevant Stakeholders: Involved Faculty and external stakeholders

Purpose: Engage in meaningful collaborative

Statement

Title: Two examples of joint problem-solving

Description: The school engages in many initiatives in joint problem solving.

Date: 01/01/2024

Language: British English

Sharing Rights: Private

Relevant Stakeholders: Examples of joint problem-solving

Purpose: Engage in meaningful collaborative problem solving

Two examples of joint problem-solving

Gothenburg Green City Zone is an innovative collaboration initiated in 2021 by the City of Gothenburg in partnership with actors such as Volvo Cars Chalmers and RI.SE (Research Institutes of Sweden). The initiative aims to create a climate-neutral urban environment by 2030 by developing and testing sustainable solutions for transportation and urban development. The City of Gothenburg leads the project but relies on close collaboration between industry, academia, and public sector actors. The zone encompasses several areas in Gothenburg and serves as platforms for implementing new technologies and innovations that can be scaled globally.

Within a zone, the focus areas include vehicle electrification, autonomous driving, the sharing economy, and the development of smart infrastructure. Participants in the project include major companies such as Göteborg Energi, ABB, and Västtrafik, along with small and medium-sized enterprises, startups, and research institutions.

The School of Business, Economics and Law at the University of Gothenburg plays an important role by contributing research and education in areas such as sustainable business models, behavioral science, and urban planning. The school is actively involved in analyzing how innovative technologies and business models can be implemented effectively and also supports companies and policymakers in developing strategies for sustainable growth. A concrete example is research projects on circular economies and how sharing services can contribute to reduced emissions and increased resource efficiency.

This type of collaboration between academia, industry, and the public sector strengthens Gothenburg's position as a leading city in sustainable urban development and innovation while addressing global challenges in climate and mobility.

Urban Futures at Wexus is a research and collaboration initiative focusing on sustainable urban development. The goal is to create innovative solutions to address urban challenges, such as climate change, social inclusion, and sustainable infrastructure. The initiative is built on collaboration between academia, industry, the public sector, and civil society, serving as a platform to test and develop new models for the cities of the future.

The School of Business, Economics and Law at the University of Gothenburg plays a central role in Urban Futures by contributing research and expertise in sustainable business models, policy development, and socio-economic analyses. The school works closely with other stakeholders in the project to ensure that the solutions are not only environmentally sustainable but also economically and socially viable. By linking academic expertise to practical challenges, the School of Business helps shape long-term sustainable strategies for urban environments.

The two-year Master's Program in Management at the School of Business, Economics and Law at the University of Gothenburg is an example of an innovative education designed to develop reflexive business leaders. The program leverages contemporary tools in AI, pedagogy, literature, and real-world insights to enhance students' ability to engage in meaningful conversations and foster the courage to embrace diverse perspectives. It shapes leaders who not only work strategically, drive change, and make difficult decisions but also use these skills to address global challenges such as inequality, poverty, climate change, and biodiversity loss.

The program combines theoretical insights with practical applications in strategy, leadership, change management, and decision-making. Through close collaboration with corporate partners, case competitions, and business simulations, students gain a broad understanding of how organizations can create value while tackling complex societal challenges.

Sustainability is a central aspect of the program, integrated into every component of the curriculum. Students explore how global megatrends such as sustainability, digitalization, and globalization influence leadership and organizational management. By reflecting on personal values and ethical considerations, students are prepared to lead strategic and sustainable transformations in their future roles.

Although the program is not specifically focused on cultural industries, contemporary art, film, and music are used as pedagogical tools to develop critical leadership skills such as creativity, empathy, and self-awareness. The program's international and multicultural environment further fosters intercultural competence and inclusive leadership skills—attributes particularly valuable in cultural and creative sectors.

Description of partnering activities that involve problem-solving

Impact Purpose

Working with organizations to drive a sustainable transition

Impact Statement

Two examples of joint problem-solving

Gothenburg Green City Zone is an innovative collaboration initiated in 2021 by the City of Gothenburg in partnership with actors such as Volvo Cars Chalmers and RI.SE (Research Institutes of Sweden). The initiative aims to create a climate-neutral urban environment by 2030 by developing and testing sustainable solutions for transportation and urban development. The City of Gothenburg leads the project but relies on close collaboration between industry, academia, and public sector actors. The zone encompasses several areas in Gothenburg and serves as platforms for implementing new technologies and innovations that can be scaled globally. Within a zone, the focus areas include vehicle electrification, autonomous driving, the sharing economy, and the development of smart infrastructure. Participants in the project include major companies such as Göteborg Energi, ABB, and Västtrafik, along with small and medium-sized enterprises, startups, and research institutions.

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Owner
Mattias Sundemo

Sharing rights
Private

Language
English

Country
Sweden

Subjects
Sustainable
Development

2. Indicate below whether your school is accredited, ranked, associated or member of any of the following institutions.

☒

 AACSB (Association to Advance Collegiate Schools of Business)

Statement

Title: Accreditations

Description: The School is accredited by: AACSB AMBA EQUIS

Date: 19/12/2024

Language: English

Sharing Rights: Private

Relevant Stakeholders:
External stakeholders

Purpose: Communicate

URL:
• <https://www.gu.se/en/school-business-economics-law/about-us/accreditations>

Listing accreditations

Impact Purpose

AACSB

AMBA

EQUIS

Impact Statement

AACSB

AMBA

EQUIS

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Jan. 1, 2024 - Dec. 31, 2024

Owner
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Sharing rights
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Language
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Country
Sweden

Subjects
Sustainable
Development



AMBA (Association of MBAs)

Statement

Title: Accreditations

Description: The School is accredited by: AACSB AMBA EQUIS

Date: 19/12/2024

Language: English

Sharing Rights: Private

Relevant Stakeholders:
External stakeholders

Purpose: Communicate

URL:

• <https://www.gu.se/en/school-business-economics-law/about-us/accreditations>

Listing accreditations

Impact Purpose

AACSB

AMBA

EQUIS

Impact Statement

AACSB

AMBA

EQUIS

Date published

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Country

Sweden

Subjects

Sustainable
Development



EQUIS (EFMD Quality Improvement System)

Statement

Title: Accreditations

Description: The School is accredited by: AACSB AMBA EQUIS

Date: 19/12/2024

Language: English

Sharing Rights: Private

Relevant Stakeholders:
External stakeholders

Purpose: Communicate

URL:
• <https://www.gu.se/en/school-business-economics-law/about-us/accreditations>

Listing accreditations

Impact Purpose

AACSB

AMBA

EQUIS

Impact Statement

AACSB

AMBA

EQUIS

Date published
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Language
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Country
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Subjects
Sustainable
Development



Positive Impact Rating

Statement

Title: PIR

Description: Contributing the development of the Positive impact rating (PIR) Launched at World Economic Forum in Davos in 2020, the Positive Impact Rating aims to assess Business Schools contribution to positive societal impact. It does so in close cooperation with local student organizations, and the rating is based solely on the survey responses of bachelor and master students. The school have, trough Anders Sandoff and Mattias Sundemo, played an active part in the development of PIR and continue to support and develop the rating, for example as members of the PIR general assembly.

Date: 19/12/2024

Language: English

Sharing Rights: Private

Relevant Stakeholders:
Students, faculty, staff,
partners, society at large

Purpose: Communication
PIR

URL:
• [https://
www.positiveimpactrating.org/
g/](https://www.positiveimpactrating.org/)

Positive Impact rating

Impact Purpose

Contributing the development of the Positive impact rating (PIR)

Launched at World Economic Forum in Davos in 2020, the Positive Impact Rating aims to assess Business Schools contribution to positive societal impact. It does so in close cooperation with local student organizations, and the rating is based solely on the survey responses of bachelor and master students. The school have, trough Anders Sandoff and Mattias Sundemo, played an active part in the development of PIR and continue to support and develop the rating, for example as members of the PIR general assembly.

Impact Statement

The School continue to support and engage in the Positive Impact Rating

Date published

Dec. 20, 2024

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Jan. 1, 2024 - Dec. 31,
2024

Owner

Mattias Sundemo

Sharing rights

Private

Language

English

Country

Sweden

Subjects

Responsible
Management
Education

1. Has the PRME Signatory Member or its governing parent institution adopted policies that are intended to influence how faculty, staff and students the school's support its commitment to RME? If so, share the adopted policies.



Greenhouse gas emissions

Policy

Title: Policies on greenhouse gas emissions

Description: 1. The national Climate Framework As part of the University of Gothenburg, the School of Business, Economics and Law participates in the Swedish Climate Framework for Higher Education Institutions. This framework aims to reduce the climate impact of higher education institutions (HEIs) through strategic actions. By joining, participating universities commit to setting measurable goals, implementing systematic measures, allocating resources, and transparently reporting their climate-related results. The framework aligns with the UN's Sustainable Development Goals (SDGs) and encourages collaboration among institutions to address both direct emissions (e.g., energy use, transportation) and indirect emissions (e.g., education and research). 2. The University-Wide Climate Targets The University of Gothenburg introduced a carbon budget for its operations, requiring all departments, faculties, the university library, and central administration to reduce their carbon emissions in two stages: • A 25% reduction by the end of 2023, compared to the 2019 baseline • A 50% reduction by the end of 2029, compared to the 2019 baseline These milestones support the broader commitment to achieving net-zero emissions by 2045, aligning with Sweden's national climate goals.

Date: 19/12/2024

Language: English

Sharing Rights: Private

Scope: Alignment with science-based climate targets

Enforcement Date: 31/12/2029

Number Of Pages: 1

Publisher: 1

Media: <https://www.gu.se/en/news/the-university-of-göteborg-signs-up-to-the-climate-framework>

1. The national Climate Framework

As part of the University of Gothenburg, the School of Business, Economics and Law participates in the Swedish Climate Framework for Higher Education Institutions. This framework aims to reduce the climate impact of higher education institutions (HEIs) through strategic actions. By joining, participating universities commit to setting measurable goals, implementing systematic measures, allocating resources, and transparently reporting their climate-related results. The framework aligns with the UN's Sustainable Development Goals (SDGs) and encourages collaboration among institutions to address both direct emissions (e.g., energy use, transportation) and indirect emissions (e.g., education and research).

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These milestones support the broader commitment to achieving net-zero emissions by 2045, aligning with Sweden's national climate goals.

Short-Term Progress for the School of Business, Economics and Law

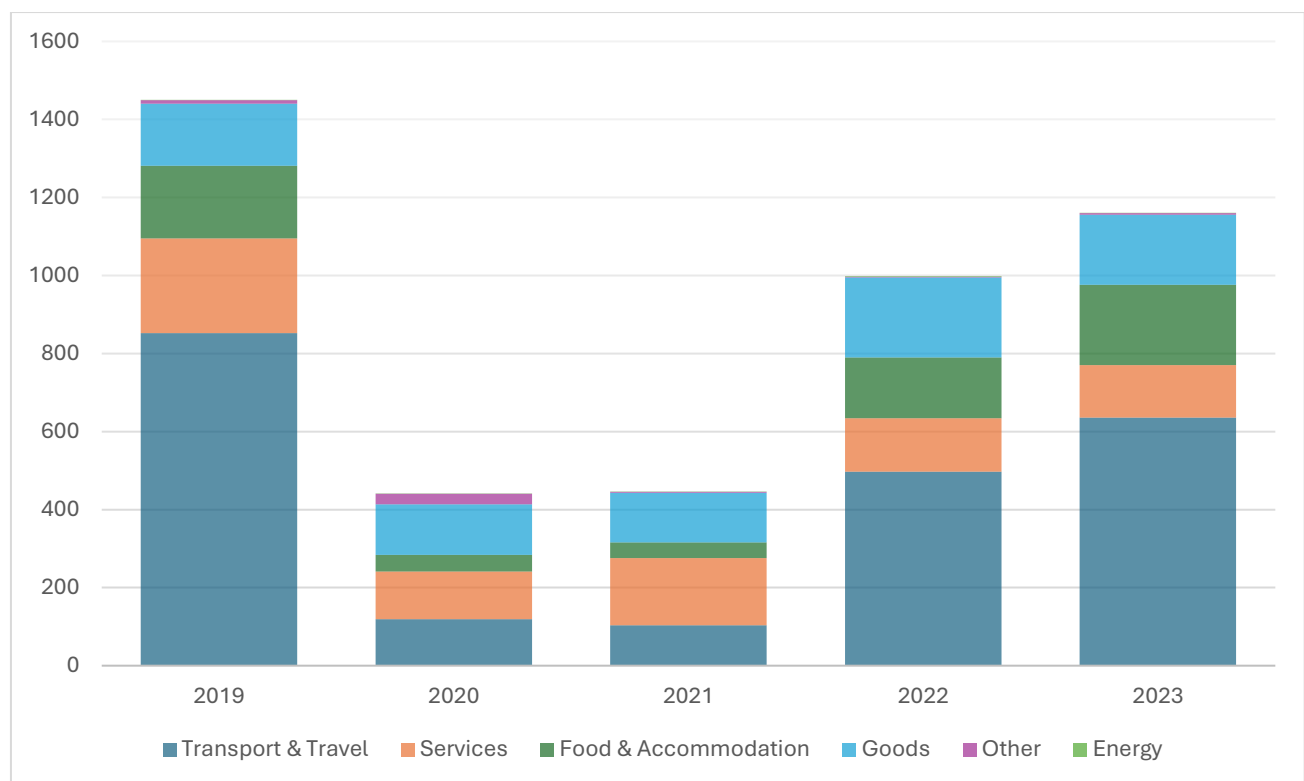
The University of Gothenburg's climate data are based on estimates for transports and business travel, energy use (heating and electricity), food & accommodation, purchase of goods, purchases of services, and "other sources."

Scope 1 emissions are very small since the University of Gothenburg is a city university without onsite fuel combustion and with very few vehicles. **Scope 2** emissions consist mainly of electricity and district heating for university buildings. Because the School (mandated by law) cannot own buildings, all energy efficiency investments must be carried out in cooperation with the property owner.

The majority of the School's emissions derive from **Scope 3** sources, with business travel as the main contributor. Estimates from Svalna, a carbon calculation tool procured by the University, suggest that business travel accounts for more than 50% of the Schools current emissions. While these travel-related emissions are relatively straightforward to estimate, data on the purchasing of goods and services are rough approximations based on categorization by value and product type.

According to Svalna's statistics, the School reduced its carbon footprint by approximately 20% in real terms between 2019 (the baseline year) and 2023. Considering the School's growth and the increasing number of employees, measuring climate impact per employee shows a roughly 24% reduction. However, these figures are estimates and should be interpreted cautiously due to the complexity of Scope 3 emissions and the limitation of the tool. Finally, it should be noted that we see an increase in emissions between 2022 and 2023, by a rise in business travel, likely reflecting a rebound effect following the Covid-19 pandemic.

Carbon footprint by source (2019-2023)



Carbon footprint

Impact Purpose

Short-Term Progress for the School of Business, Economics and Law

The University of Gothenburg's climate data are based on estimates for transports and business travel, energy use (heating and electricity), food & accommodation, purchase of goods, purchases of services, and "other sources."

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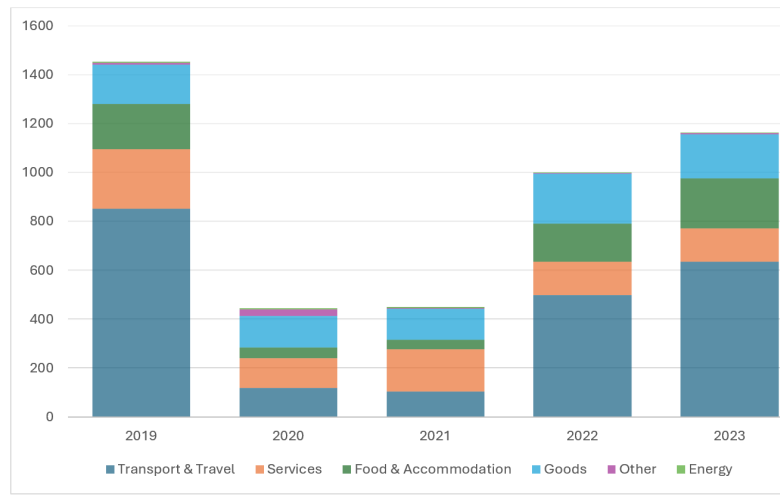
Country

Sweden

Subjects

Renewable Energy
Management

Carbon footprint by source (2019-2023)



2. In which areas does the PRME Signatory Member or its governing parent institution set aspiration targets? Mark all that apply.



Greenhouse gas emissions

Statement

Title: Policies on greenhouse gas emissions

Description: 1. The national Climate Framework As part of the University of Gothenburg, the School of Business, Economics and Law participates in the Swedish Climate Framework for Higher Education Institutions. This framework aims to reduce the climate impact of higher education institutions (HEIs) through strategic actions. By joining, participating universities commit to setting measurable goals, implementing systematic measures, allocating resources, and transparently reporting their climate-related results. The framework aligns with the UN's Sustainable Development Goals (SDGs) and encourages collaboration among institutions to address both direct emissions (e.g., energy use, transportation) and indirect emissions (e.g., education and research). 2. The University-Wide Climate Targets The University of Gothenburg introduced a carbon budget for its operations, requiring all departments, faculties, the university library, and central administration to reduce their carbon emissions in two stages: • A 25% reduction by the end of 2023, compared to the 2019 baseline • A 50% reduction by the end of 2029, compared to the 2019 baseline These milestones support the broader commitment to achieving net-zero emissions by 2045, aligning with Sweden's national climate goals.

Date: 19/12/2024

Language: English

Sharing Rights: Private

Relevant Stakeholders:
Students, faculty, staff,
partners, society at large

Purpose: Alignment with
science-based climate
targets

1. The national Climate Framework

As part of the University of Gothenburg, the School of Business, Economics and Law participates in the Swedish Climate Framework for Higher Education Institutions. This framework aims to reduce the climate impact of higher education institutions (HEIs) through strategic actions. By joining, participating universities commit to setting measurable goals, implementing systematic measures, allocating resources, and transparently reporting their climate-related results. The framework aligns with the UN's Sustainable Development Goals (SDGs) and encourages collaboration among institutions to address both direct emissions (e.g., energy use, transportation) and indirect emissions (e.g., education and research).

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Short-Term Progress for the School of Business, Economics and Law

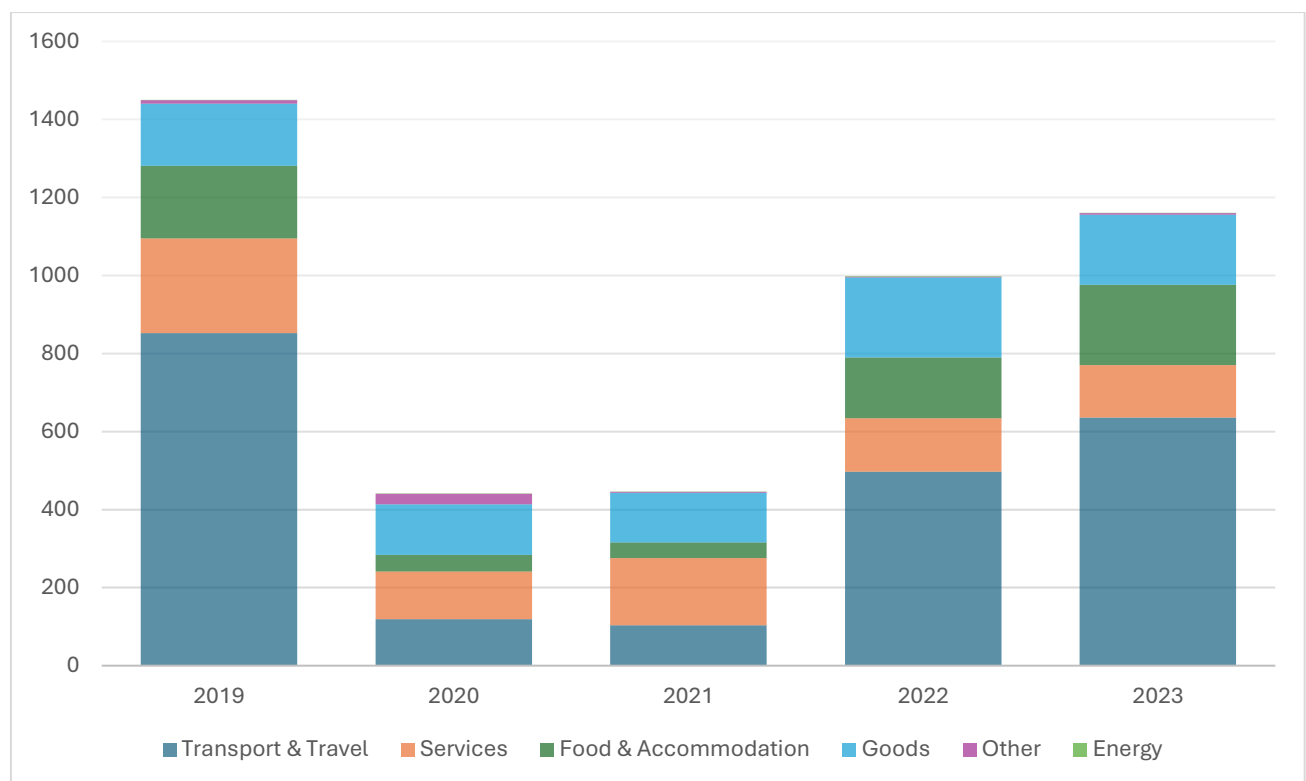
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Carbon footprint by source (2019-2023)



Carbon footprint

Impact Purpose

Short-Term Progress for the School of Business, Economics and Law

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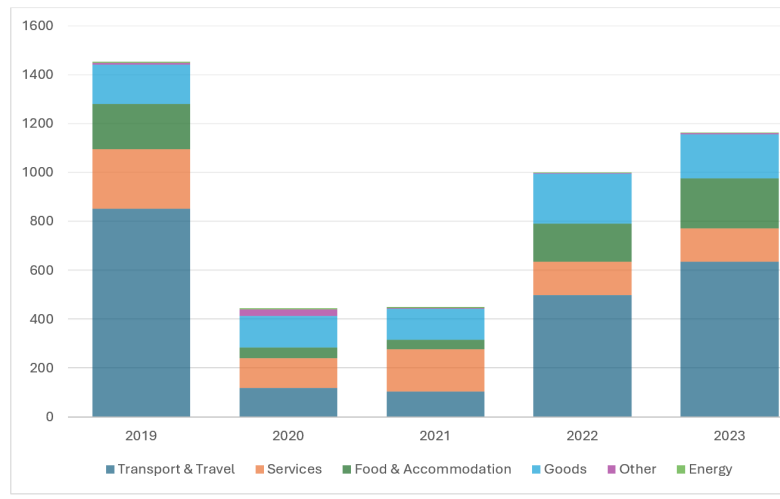
Country

Sweden

Subjects

Renewable Energy
Management

Carbon footprint by source (2019-2023)



1. Does the PRME Signatory Member disclose its performance on policies related to RME, including its successes and failures?



Not yet



The School of Business, Economics and Law at University of
Gothenburg

Box 600, Gothenburg, Sweden, 40530
Sweden

prmecommons.org