

Education for a sustainable future  
- the School of Business, Economics  
and Law

# Education for a sustainable future

- School of Business,  
Economics and Law

## A word from the Dean

The School of Business, Economics and Law is proud to have taken strong measures to integrate issues of sustainable development into our education programs. Each and every individual who graduates from our school should have acquired a solid knowledge with respect to the major national and global challenges in the ecological, economic and social dimensions. Moreover, they should also have obtained relevant tools to analyse these challenges, which is in accordance with our expressed mission:

*The mission of the School is to develop knowledge and educate creative individuals for the advancement of successful organisations and a sustainable world.*

These, and other decisions to strengthen our school in the respect of integrating the dimensions of sustainable development into our education, have been much inspired by (an earlier Swedish version of) the present report, written primarily by Lena Gipperth, Åsa Löfgren, Anders Sandoff and Mattias Sundemo. Even though this report does not constitute a precise roadmap for the future, the overall objective in the report was adopted by the Faculty Board in 2013. I hope that this report will continue to inspire our future work as well as the work of other organisations in Sweden and elsewhere.

Per Cramér

Dean, School of Business, Economics and Law

## Summary

The School of Business, Economics and Law is educating the next generation of decision makers. This implies a responsibility to offer study programmes preparing students for the complex challenges facing society, such as resource constraints, climate change and social tensions. In order to help reduce the consequences of these problems, the students need knowledge about their underlying structures as well as the tools available to minimise their impact. In line with the Higher Education Act (Högskolelagen) and the strategic aims of the University of Gothenburg, the School of Business, Economics and Law has adopted a strategic plan with a strong focus on sustainable development. To facilitate achievement of the identified aims, the management of the School has appointed a working group to explore ways to integrate sustainable development in its courses and programmes.

This report presents the results of that work. The first part addresses the background and starting points and provides an international outlook, whereas the group's proposal is presented in the second part. The proposal employs a stakeholder perspective (students, teachers, management and campus) with respect to the three knowledge areas *challenges*, *accountability* and *responsibility*. Important starting points for the proposal are that the implementation should be based on extensive participation by all stakeholder groups, which implies significant delegation of design and planning responsibilities. A central aspect in this context is that all educational programmes have objectives related to sustainable development, and that learning outcomes for sustainable development are to be developed for most programme courses over time. This is a clear signal from the School that sustainable development requires attention from all teachers, and from course and programme coordinators in particular. It also implies a unique opportunity for the School to develop a strong sustainability profile. The proposal also includes an introduction of three yearly sustainability days, one for each of the three knowledge areas, with a purpose to facilitate student education at the same time as it implies a continuous manifestation of the School's focus on sustainable development. In order to coordinate the different initiatives, the School is recommended to form a council for sustainable development (HRHU) and to establish teacher support for integration of sustainable development in courses.

## Contents

Section I: Background, Starting Points and International Outlook .....	6
1. The Assignment – Integration of Sustainable Development in the Study Programmes at the University of Gothenburg’s School of Business, Economics and Law .....	6
2. Starting Points .....	7
2.1 The UN as a Promoter of Integration of Sustainable Development in Higher Education	7
2.2 Business and Industry as a Promoter of Integration of Sustainable Development in Higher Education .....	8
2.3 Clear Connection to Strategic Documents and the Management’s Ambitions .....	9
2.4 Implementation Based on Principles of Integration and Subsidiarity .....	10
3. How Do Other Higher Education Institutions Work with Integration of Sustainable Development in Courses and Study Programmes? .....	13
3.1 ”Green Ranking” .....	14
3.2 Principles for Responsible Management Education (PRME) .....	14
3.3 Integration of Sustainable Development in Education: International Trends .....	15
3.4 Law Programmes and Sustainability .....	16
3.5 International Examples .....	17
Copenhagen Business School (CBS) .....	17
Harvard School of Business (HBS) .....	17
Bainbridge Graduate Institute (BGI) .....	17
University of British Columbia (UBC) .....	18
3.6 National Examples .....	18
Sahlgrenska Academy (SA) .....	18
Chalmers University of Technology .....	19
3.7 Summary of National and International Outlook .....	20
4. Where Do We Stand Today? – Sustainability Labelling and the School’s Environmental Council .....	20
5. The Students’ Initiative (by Johanna Ageborg and Erik Nyberg, Student Union) .....	25

Section II, The Proposal: Aims and Action Plan.....	26
6. Aims.....	26
7. Activity and Action Plan.....	28
8. Joint Master’s programme with Chalmers and the Faculty of Social Sciences .....	34
9. Organisation .....	35
9.2 The role of HRHU .....	35
10. Appendix.....	37
10.1 Sustainability labeled courses.....	37
10.2 PRME – Principles for Responsible Management Education.....	39

## Section I: Background, Starting Points and International Outlook

### **1. The Assignment – Integration of Sustainable Development in the Study Programmes at the University of Gothenburg’s School of Business, Economics and Law**

The School of Business, Economics and Law is educating the next generation of economists, business administrators, law professionals and cultural geographers. As part of this responsibility, the School aims at offering educational programmes designed to teach students about the complex challenges facing society, such as financial instability, climate change and social tensions, and provide them with the tools they will need to meet these challenges successfully.

Sustainability expertise is in high demand in both the private and public sectors, and the U.N., national legislators and a large number of higher education institutions have acknowledged the overarching aim of sustainable development. In 2011, the management of the School of Business, Economics and Law initiated efforts to include sustainable development in its courses and programmes in a more systematic manner. Initially, the Graduate School’s (GS) first- and second-cycle programmes received primary attention, but other areas have since been added (such as distribution of information, competence development and different forms of cooperation with students, student unions and businesses/organisations).

Towards the end of the 2011 autumn semester, the School’s management team appointed a working group consisting of Lena Gipperth (Department of Law), Åsa Löfgren (Department of Economics) and Anders Sandoff (Department of Business Administration). Mattias Sundemo, Environment Coordinator at the School, has also been part of the group, serving as a link to the University’s environmental unit and being in charge of administrative coordination. For a limited time, the group also included Shuan Sadreghazi (Department of Economy and Society).

The group was tasked to explore how to integrate the aim of sustainable development in the School’s courses and study programmes. The group was to carry out the assignment relatively independently but was asked to report its progress regularly to the management team. The assignment was formulated in terms of three main areas:

1. Design a structure for implementation of sustainable development in existing first- and second-cycle programmes.
2. Suggest and concretely describe activities and resources that will support the work within such a structure.
3. Give suggestions for/assess the possibilities to introduce a new Master's programme (120 higher education credits) in sustainable management and assess the opportunities to offer the programme in cooperation with the Faculty of Social Sciences and Chalmers.

## 2. Starting Points

This section describes a number of starting points that have guided the work of the group. These starting points also form a set of solid basic principles for the subsequent implementation work, and point to aspects that are important in any well-structured and meaningful sustainability work

### 2.1 The UN as a Promoter of Integration of Sustainable Development in Higher Education

Sustainability efforts are being made at many different decision-making levels within politics, business and industry, academia and the civil society. According to the Rio Declaration, sustainable development is development that satisfies current needs without comprising the possibilities of future generations to attend to their needs. However, this definition is often challenged. The three perspectives – ecologic, economic and social – have been widely discussed along with how the concept ought to be operationalised. Regardless, sustainable development remains a central shared aim.

In 2002, the UN General Assembly adopted a resolution to start the Decade of Education for Sustainable Development, DESD, (2005- 2014)<sup>1</sup>, with UNESCO as the leading platform. The overarching aim of the initiative was to promote values linked to sustainable development in all aspects of education and learning. In this work, UNESCO is to coordinate efforts for

---

<sup>1</sup> UN resolution 57/254: [www.un-documents.net/a57r254.htm](http://www.un-documents.net/a57r254.htm).

various UN organs, programmes and organisations linked to DESD. As part of DESD, country leaders were asked to develop national strategies for learning for sustainable development with a start date no later than 2005. One of UNESCO's important tasks is to catalyse new partnerships with business and industry, encourage processes for evaluation and follow-up and support working groups for special focus areas, as well as provide support for member states with an ambition to integrate sustainability in curricula in any level of education. DESD was also a factor behind<sup>2</sup> the addition to the Swedish Higher Education Act that was made in 2006:

*"In the course of their operations, higher education institutions shall promote sustainable development to assure for present and future generations a sound and healthy environment, economic and social welfare, and justice."*

Ch. 1, Sec. 5 (1992: 1434)

## 2.2 Business and Industry as a Promoter of Integration of Sustainable Development in Higher Education

In the report by the Carnegie Foundation for the Advancement of Teaching in 2011 and in the book *Rethinking Undergraduate Business Education: Liberal Learning for the Profession* published subsequently, the authors make the point that economics and business students are in dire need of liberal arts education. As business schools tend to offer a too narrow perspective on society by focusing primarily on markets, the report suggests that the perspectives should be expanded to also incorporate other complex dimensions of society, such as social aspects, natural resources and culture.<sup>3</sup> Similar ideas were presented with respect to law programmes in a report from the Carnegie Foundation in 2007. This report pointed to the importance of including ethical aspects in the programmes.<sup>4</sup>

Also business and industry are asking for graduates with a broader toolbox at their disposal and more comprehensive knowledge about the challenges facing society. In its report *Vision 2050*, the World Business Council for Sustainable Development (WBCSD) makes the claim that climate change, population growth, urbanisation and a wide range of other factors can be

<sup>2</sup> See Inger Björnelo "Innebörder av hållbar utveckling - En studie av lärares utsagor om undervisning" [https://gupea.ub.gu.se/bitstream/2077/10517/1/gupea\\_2077\\_10517\\_1.pdf](https://gupea.ub.gu.se/bitstream/2077/10517/1/gupea_2077_10517_1.pdf).

<sup>3</sup> See a deeper discussion on this in SVD 21 December 2011 (by Bengt Kristensson Uggla). [http://www.svd.se/kultur/understrecket/bara-humaniora-kan-fa-ekonomi-pa-ratt-vag-igen\\_6722555.svd](http://www.svd.se/kultur/understrecket/bara-humaniora-kan-fa-ekonomi-pa-ratt-vag-igen_6722555.svd)

<sup>4</sup> *Educating Lawyers: Preparation for the Profession of Law*. William M. Sullivan, Anne Colby, Judith Welch Wegner, Lloyd Bond, Lee S. Shulman. San Francisco: Jossey-Bass, 2007.

expected to affect businesses in the future and that business leaders therefore must be knowledgeable about these issues.

### 2.3 Clear Connection to Strategic Documents and the Management's Ambitions

The School's strategic plan for 2012-2016 has provided a more direct starting point for the development of the proposal presented in this report. In Section 6, Sustainability Considerations, it provides that:

*"The School's mission expresses that sustainability issues, in a broad sense, are crucial for us. We stress that sustainability considerations revolve around a variety of areas, such as ecology, responsible management, ethics, poverty alleviation, equal treatment and non-discrimination. It is our unconditional ambition to actively implement our commitments under the Global Compact<sup>5</sup> and the Principles for Responsible Management Education<sup>6</sup> and fill these with a concrete content."*

*"Even though we already have a lot to offer, we are now intensifying these efforts on a strategic level and dedicating special resources to these efforts. We will start by paying special attention to our educational programmes where all programme students should have a good understanding of the importance of sustainability considerations when graduating."<sup>7</sup>*

Thus, the School of Business, Economics and Law has high ambitions regarding sustainable development. This implies a possibility for the School to both build a strong international profile within the area and contribute significantly to the development of tomorrow's decision makers in the private and public sectors. An ambition of this magnitude calls for substantial efforts of permanent nature. Besides a high level of engagement by the School's management – sufficient resources need to be allocated, organisational structures need to be implemented and the area must be prioritised in the daily work – success will require a great deal of persistence. It is reasonable to assume that it will take many years for an endeavour of this magnitude to reach its full potential. This document can be seen as a starting point for this work.

---

<sup>5</sup> United Nations Global Compact, [www.unglobalcompact.org/](http://www.unglobalcompact.org/).

<sup>6</sup> United Nations Principles for Responsible Management Education, [www.unprme.org](http://www.unprme.org).

<sup>7</sup> Strategic document 2012-2016, School of Business, Economics and Law

## 2.4 Implementation Based on Principles of Integration and Subsidiarity

In a short-term perspective, it may seem efficient to delegate the work to integrate sustainable development in the School's study programmes to teachers who already have expertise in the area and focus on a limited number of courses. However, we are convinced that such a "specialisation strategy" is not coherent with achievement of long-term objectives as expressed in the School's strategy. Instead, the work of the group and the design of the proposal have been guided by the principle that the development and implementation of the aims and action plan presented below should be based on broad participation involving essentially all of the School's teaching and non-teaching staff and students. Course and programme coordinators will play a particularly important role in the implementation of the plan, in cooperation with teachers, programme councils, Departments and GAN (the School's committee for first- and second-cycle studies), as people in these groups have the best opportunities to permanently integrate sustainability issues in the courses at a deeper level. Assigning the teachers this responsibility allows for flexibility in the integration process, meaning that sustainability issues can be integrated as deemed most appropriate for each individual course and programme. Other groups that should participate in the implementation are career services and the information officers at external relations as well as the new organisation for campus services (formerly buildings and services). In addition, the student union is an important platform for the students' engagement in sustainability issues, and as such plays an important role in this context.

Developing learning outcomes related to sustainable development and linking them to all programmes and programme courses is a central mechanism to encourage broad involvement. Establishing learning outcomes at programme and course level is a way to ensure that sustainable development will be assigned central importance by most teachers and in all programmes.

## 2.5 Stakeholder Perspective and Central Knowledge Areas

An important starting point within sustainability work in general and for our efforts in particular is the importance of stakeholders for the understanding of problems and solutions. Aims, needs, activities and resources have therefore been described in a stakeholder perspective. In the proposal, we have used the following four perspectives to describe

important stakeholder groups: *students, teachers, faculty and department management teams, and campus.*<sup>8</sup>

One starting point for our efforts to operationalise the School's sustainable development aims is that there is a need for knowledge about the challenges facing humanity, their reasons and how they can be managed. The School of Business, Economics and Law shall give students this knowledge but also an ability to put it to practical use. For each of the four stakeholder perspectives, we therefore describe the proposed activities using a three-part structure: *challenges, accountability and responsibility*. It should be emphasised that this classification does not conflict with the three sustainability dimensions – ecologic, economic and social.

### ***Challenges***

Here the chief challenges with respect to sustainability are identified. The work can be based on environmental challenges (for example as described in the article Planetary Boundaries, by Rockström et al.), challenges to business and industry (for example Vision 2050 formulated by World Business Council for Sustainable Development) or social challenge (Going Beyond GDP, published by UNDP). Overall, these descriptions can be seen as interpretations of the environmental, social and economic challenges at hand. It is important that challenges at global, national and local level as well as society's (business and industry, public administration and civil society) need for competence to deal with these challenges be clearly communicated to the students, which requires active collaboration with the surrounding society – locally and internationally.

To properly assess which challenges should be addressed in the classroom, the teachers and course and programme coordinators must be sufficiently knowledgeable in the area of

---

<sup>8</sup> "Green Campus" often refers to the universities' responsibility for and strategies to reduce their impact on the environment and the climate. Key features include energy efficiency, installation of renewable energy, sustainable purchases, innovative and sustainable construction of new facilities and ecological farming on campus. A central idea in the development of a sustainable campus is for the higher education institution to serve as a "living lab" or "test bed for sustainability", implying that the campus area should be used to test sustainable solutions and new technology, and this work should be used to the benefit of education and research. The sustainable innovative building is a way to manifest the University's ambition in practice and is often used with a communicative purpose. Initiatives around Green/Sustainable Campus are internationally a platform for cooperation with students and a very important part of schools' profiling efforts. Special funds for sustainability projects where students can apply for project grants are commonplace. In 2011, the University of Gothenburg's environmental unit organised the international conference International Sustainable Campus Network (ISCN) at the School of Business, Economics and Law. ISCN is a global forum formed to facilitate exchange of experiences and to help the participating higher education institutions establish sustainable practices and integrate sustainability in education and collaboration with external actors. The members of the network include Harvard University and Cornell University, ETH Zürich, *Lusanne (EPFL)* and the University of Singapore.

sustainability challenges. The School's management team must be particularly knowledgeable within this area as it falls on them to determine which resources and activities should be prioritised and they are ultimately in charge of the School's ambitions and engagement within the area and sustainability.

For teachers and course/programme coordinators to become sufficiently knowledgeable about challenges, they need support from the management team in the form of resources and opportunities for professional development. Special activities aimed to inspire and prepare students make it easier for teachers and course/programme coordinators to address challenges in the classroom. We recommend that the School establish a special group for this purpose – "Handelshögskolans råd för hållbar utveckling" (HRHU) "The School of Business Economics and Law's council for sustainable development". This council will be based on the School's environmental council, but its representation and responsibilities shall be more clearly linked to the stakeholder groups in the action plan (students, teachers/ programme management, faculty management and campus). Section 9 presents the proposed organisation in more detail.

### ***Accountability***

This knowledge area focuses on the ability to be accountable for one's actions in relation to sustainability issues. This includes both the personal responsibility to understand the consequences of different actions and the responsibility to understand different choices and the consequences of different types of behaviour in different positions in the private and public sectors. An important dimension in order to understand the consequences of and be accountable for one's actions is knowledge about key figures, methods, strategies and processes that help define these consequences. Issues concerning personal professional development and organisational learning form another central aspect within this area.

For teachers and School and campus management, the knowledge area *accountability* concerns the establishment of structures to take responsibility for the implementation of the defined aims. For example, it concerns development of a plan for how sustainable development is integrated in the education at both course and programme level. For the management, it may imply that there shall be a structure for how the sustainability work is to be carried out, as well as goals defined in both yearly and more long-term plans. In a campus perspective, it may involve systems to assess the environmental load imposed by the School (currently the responsibility of the School's environmental council) or the social footprints with respect to for example recruitments and alumni appointments.

### ***Responsibility***

This knowledge area focuses on the ability to act in a sustainable direction. There is a particular emphasis on the organisational ability to establish goals, processes and resources that contribute to sustainable conduct. This requires knowledge about relevant concepts, frameworks, methods, systems and processes.

From a learning perspective, this can be a matter of how the course evaluation work can increase the level of goal attainment or creating other processes to increase the quality with respect to sustainable development. For the management, one example can be to create structures supporting the School's sustainability ambition, for example as regards funding of this work. The campus perspective stakeholders can focus on local environmental efforts, campus events, or making the School's energy and resource use more visible. Integration of sustainable development in the School's study programmes cannot merely be seen as a theoretical project, but requires practical work to turn theoretical knowledge into practice and visualise sustainable development. This work will affect the physical work environment but also the social environment at the School and in our work targeting the surrounding society. Active support and pressure from the students, for example by following up on the implementation of learning outcomes, will have a strong impact on the teachers' engagement and interest in focusing on sustainable development in the long run. It may also be useful to consider different aspects of the School's internationalisation efforts in the work to implement sustainability issues. This may concern which visiting professors we recruit, which partner universities we select, special student exchange opportunities around these issues or other opportunities within the student exchange framework.

### **3. How Do Other Higher Education Institutions Work with Integration of Sustainable Development in Courses and Study Programmes?**

The perceptions of business and law schools' of their responsibility to foster sustainability concerns and accountability in their students are usually stated explicitly in strategic documents. A common formulation in the documents of the around 400 business schools that have signed the Principles for Responsible Management Education (PRME) is that the students

are to be equipped with knowledge enabling them to engage in responsible decision making and understand the complex challenges facing society<sup>9</sup>

”Sustainability” has become a buzzword commonly used for profiling purposes and benchmarking. However, sometimes this use of language risks being degraded to hollow rhetoric if there are no clear practical consequences.

### 3.1 ”Green Ranking”

As a result of the increased interest in sustainability issues in academia, so-called ”green rankings” are becoming increasingly popular. In 1998, the World Resource Institute (WRI) wrote a report called *Grey Pinstripes with Green Ties* about the introduction of environmental topics in 37 MBA programmes. A year later, WRI and the Aspen Institute's Business and Society Program (Aspen BSP) started a ranking list for MBA programmes called *Beyond Grey Pinstripes*. The list has received a relatively large amount of media attention and has been discussed in *Financial Times* and *Business Week*<sup>10</sup>. The authors of *Sustainability and Management Education in China and India*<sup>11</sup> consider the Aspen Institute's initiative as important since they have increased the interest in and focus on sustainability aspects at business schools around the world.

### 3.2 Principles for Responsible Management Education (PRME)

The ambition to integrate *sustainability* or elements of *responsible (business) management* in a more structured manner in European and North American business school classrooms is a relatively new trend. Many schools base their work in this area on an initiative called PRME (Principles for Responsible Management Education), which in turn is a response to UNESCO's Decade for Education for Sustainable Development<sup>12</sup>.

PRME was developed in 2007 by an international working group of deans, heads and official representatives from business schools and other academic institutions. The initiative was formulated by the following organisations in cooperation with the UN Global Compact:

<sup>9</sup> ”Integrating sustainability into Business Schools – Analysis of 100 UN PRME Sharing Information on Progress (SIP) reports”, Jasemin Godemann et al., International Centre for Corporate Social Responsibility, Nottingham University.

<sup>10</sup>

[www.businessweek.com/bschools/blogs/mba\\_admissions/archives/2011/09/stanford\\_tops\\_green\\_mba\\_ranking.html](http://www.businessweek.com/bschools/blogs/mba_admissions/archives/2011/09/stanford_tops_green_mba_ranking.html)

<sup>11</sup> [www.mbaworld.com/blr-archive/issues-91/2/index.htm](http://www.mbaworld.com/blr-archive/issues-91/2/index.htm)

<sup>12</sup> [www.unesco.org/education/esd](http://www.unesco.org/education/esd)

- AACSB International (The Association to Advance Collegiate Schools of Business)
- European Foundation for Management Development (EFMD)
- The Aspen Institute Business and Society Program
- European Academy of Business in Society (EABIS)
- Globally Responsible Leadership Initiative (GRLI)
- Net Impact

PRME is a platform for business schools aimed to facilitate exchange of experiences and best practices related to sustainability issues. PRME is based on six principles (see Appendix) that each signatory organisation is committed to abide by. Every 18 months, each school has to submit a report to PRME describing the activities undertaken and progress made with respect to the aims of the six principles. The School of Business, Economics and Law joined in spring 2011 and the first report is due in February 2013.

### 3.3 Integration of Sustainable Development in Education: International Trends

To give a view of how other schools committed to integrate sustainability have handled the issue, an analysis of the one hundred so-called SIP reports (Sharing Information on Progress), conducted at the University of Nottingham and available via PRME's website, can be used. The authors assess that most higher education institutions that have signed PRME are working actively to give sustainability topics more attention in the classrooms.<sup>15</sup> Almost all schools refer to a central vision for or overarching engagement in sustainable development, formulated in general terms. One-third of the schools give an explicit description of the organisation's strategy for sustainability. A few schools have explicitly adapted the strategy towards sustainability and have developed indicators for follow-ups of the school's long-term strategy, for example in relation to the six PRME principles. About half of the schools describe general educational aims related to sustainability. An example of this is: "The Schools mission is to educate leaders of tomorrow". Two-thirds of the schools identify more detailed aims for the parts of their education that address sustainability. They for example indicate that the students shall:

- *be encouraged to think critically and independently;*
- *be able to achieve sustainability through innovation in their professional life;*
- *act as change agents and global citizens in their professional life;*
- *be capable of dealing with today's challenges and complexity;*

<sup>15</sup> Integrating sustainability into Business Schools – Analysis of the 100 UN PRME Sharing Information on Progress (SIP) reports, Jasemin Godemann et al., International Centre for Corporate Social Responsibility, Nottingham University.

- *be equipped with solid traditional management knowledge for responsible decision making.*<sup>14</sup>

Some schools based their efforts on an analysis of the current situation, meaning an assessment of which courses already address sustainability aspects in the course syllabus. In courses where sustainable development could be addressed more explicitly, this has been done. Integration of sustainable development has often been accomplished via sustainability-related case studies, based on the lecturer's own research. The availability of case studies focusing on sustainability for different academic disciplines is identified as a very successful method for integration of sustainable development in the education. One important part of successful integration of sustainable development has been to offer support to teachers by making material (case studies) available and letting teachers meet other teachers who have managed to integrate sustainability in their teaching activities.<sup>15</sup>

A more common strategy than to modify existing courses is to develop new courses and programmes or to revise course syllabi for specific modules where sustainability is offered as an elective track for interested students. The focus is often placed at the "post graduate level", especially the MBA programmes. Almost one-third of the schools in the report offer interdisciplinary teaching, often with contributions from the natural sciences and professionals. Few schools are attempting to integrate sustainability in the curriculum more comprehensively. In order to integrate sustainability, schools are allocating resources for infrastructure, for example by establishing working groups and committees and by focusing on internal dissemination of information. Tools to reflect on a school's education and to eliminate obstacles and facilitate change seem to be an important part of strategies to promote sustainable development. However, these strategies are made explicit only in a small minority of the schools' reports.<sup>16</sup>

### 3.4 Law Programmes and Sustainability

In a study on sustainability efforts at U.S. universities, Dernbach (2011) identifies three trends. Law courses focusing on sustainability and courses that include sustainability concepts are becoming increasingly common. There is also a growing emphasis on environmental sustainability in textbooks. Finally, several schools are developing not just courses but entire programmes related to sustainability. Examples include the University of Arizona's Program on Law and Sustainability and the Canadian University of Victoria's Environmental Law and Sustainability Program. Similar initiatives have been taken in Europe and other parts of the world, and there are many examples of bottom-up activities arranged by law students, such as at the University of Oregon where students arrange the Public Interest Environmental Law Conference, which attracts thousands of students and law professionals

<sup>14</sup> Jasemin Godman et al., p. 18.

<sup>15</sup> PRME, Introduction to the inspirational guide

<sup>16</sup> Jasemin Godman et al.

from all over the world. The conference has increasingly come to focus on legal perspectives on climate change and sustainability issues.<sup>17</sup>

### 3.5 International Examples

#### Copenhagen Business School (CBS)

CBS's sustainability work is rooted in PRME. The CBS Sustainability platform describes the education, research, events and partnerships arranged by CBS. CBS was one of the first one hundred actors to sign PRME and the ambition expressed by CBS is for sustainability to be well integrated in the core activities research and education as well as around campus. CBS's MBA programme was ranked top-10 in Europe in the Aspens Institute's latest BGP ranking. In addition, CBS has a list of minor programmes and elective courses related to sustainability.<sup>18</sup>

Also, three years ago CBS started arranging a Responsibility Day for all new first-cycle students (2 500 students participated in 2011). During Responsibility Day, students get to listen to researchers from the faculty and lecturers from business and industry. The students get a few days prior to the event to read up on a number of "cases" presenting problems related to sustainability and accountability. The students are asked to solve the cases and winners are announced at the end of the event.

#### Harvard School of Business (HBS)

The education at Harvard is largely based on case studies from real life. This method is used in about 80 per cent of the courses. The first year of the MBA programme includes 18 cases linked to sustainability/the environment. The second year at HBS includes six courses related to sustainability/environmental issues and year three includes no less than 12 courses.<sup>19</sup>

#### Bainbridge Graduate Institute (BGI)

BGI is a smaller higher education institution in Seattle founded in 2002. The school claims to be the first one to offer an MBA in Sustainable Business. BGI has integrated social and environmental sustainability in all courses and was acknowledged in The Guardian's series on the role of business schools in advancing sustainability for its integration of sustainability in all courses.<sup>20</sup>

<sup>17</sup> Dernbach, J., "Legal Education for Sustainability: A Report on US Progress", Journal of Education

<sup>18</sup> [www.cbs.dk/en/News-Press/News/2011/August/Responsibility-Day-held-at-CBS-for-the-third-time](http://www.cbs.dk/en/News-Press/News/2011/August/Responsibility-Day-held-at-CBS-for-the-third-time)

<sup>19</sup> [http://cb.hbsp.harvard.edu/cb/web/product\\_detail.seam?R=399126-PDF-ENG&conversationId=395051&E=21981](http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?R=399126-PDF-ENG&conversationId=395051&E=21981)

<sup>20</sup> [www.guardian.co.uk/sustainable-business/discussion-best-bits-business-schools-sustainability](http://www.guardian.co.uk/sustainable-business/discussion-best-bits-business-schools-sustainability)

### University of British Columbia (UBC)

UBC is one of Canada's largest universities and was ranked 22<sup>nd</sup> in the latest Times Higher Education international ranking of higher education institutions. Sustainability is one of the university's strategic focus areas at the central level. The school has established a Sustainability Academic Strategy that applies to all 12 faculties. A "sustainability pathway" enables all students, regardless of programme, to take at least one minor in sustainability. The UBC Sustainability Initiative, which spans across all faculties, provides an organisation for teacher support and student support as well as a platform for cooperation between research and business/industry.<sup>21</sup>

The University of British Columbia in Vancouver has sustainability as one of eight strategic focus areas for the entire university. The new building for UBC's Sustainability Initiative CIRS (Center for Interactive Research on Sustainability) holds the university's sustainability organisation and is constructed to be "North America's Greenest Building". The building is presented as a "living laboratory" and is a plus-energy building with solar panels and local systems to process sewage and rain water. The building houses the Campus Sustainability Office, the Research and Partnership Office and the Teaching and Learning Center, which form the university's support organisation for integration of sustainable development in education. The sustainable innovative building clearly reflects the university's ambition with respect to sustainability. UBC has a very ambitious climate strategy where major investments in the entire university's energy systems are being made.<sup>22</sup>

The SEED (Social, Economic, Ecological Development Studies) is a programme where staff, students and teachers work together in applied research projects on campus. Since the launching of the programme in 2000, over 200 student reports have been presented. One example of a successful sustainability project is that students and researchers working together have found methods to collect used frying oil from campus restaurants and convert it to biodiesel. As a result, today 20% of all campus vehicles are running on locally produced biodiesel.<sup>23</sup>

## 3.6 National Examples

### Sahlgrenska Academy (SA)

Sahlgrenska Academy at the University of Gothenburg has formulated measures and aims deemed necessary for sustainable development to remain integrated in the study programmes offered by the different departments. Necessary measures include clearly defining the knowledge that students in programmes where sustainable development has been integrated must acquire. It is also important to include course modules focusing on sustainable

<sup>21</sup> [www.sustain.ubc.ca/our-commitment/strategic-plans-policies-reports/sustainability-plans](http://www.sustain.ubc.ca/our-commitment/strategic-plans-policies-reports/sustainability-plans)

<sup>22</sup> UBC's sustainability organisation: [www.sustain.ubc.ca/](http://www.sustain.ubc.ca/)

<sup>23</sup> The SEEDs programme: [www.sustain.ubc.ca/courses-teaching/seeds](http://www.sustain.ubc.ca/courses-teaching/seeds)

development in course and programme evaluations, to ensure regular follow-ups of the integration work and to give teachers opportunities for competence development in the area of sustainable development.<sup>24</sup>

### Chalmers University of Technology

Chalmers provides us with a good nearby example of how sustainable development can be integrated in courses and study programmes. Chalmers introduced an internal policy of five weeks of environmental education for engineering and architecture students already in the mid-1980s. This was formalised in 2003 when students in all study programmes became required to complete 7.5 higher education credits in sustainable development and environmental issues. In the same year, it was decided that all students must be given an introductory lecture on the role of the school in the area of sustainable development. When the vision “Chalmers – for a Sustainable Future” was adopted in 2008 the direction became even clearer.

In 2006, Chalmers’ then president Jan Erik Sundgren, commissioned John Holmberg to develop an organisation for the school’s sustainable development education. UNESCO’s Decade for Education for Sustainable Development played an important role in this work, not least since Holmberg’s professorship was funded by UNESCO. The development of Chalmers’ current organisation for sustainable development is described in the final report for the ESD project.<sup>25</sup>

Chalmers has three different organisational structures: a line organisation, a process-oriented organisation and an organisation based on so-called areas of advance. The process-oriented organisation cuts through the line organisation with a process owner appointed for each process. Each environmental and sustainability target linked to a process has a person in charge of the implementation. This person is supported by a chief process manager. Since 2012, the chief process manager has access to a special sustainability coach for the respective area. The sustainability coach contributes with sustainability-related scientific expertise within the respective process.

Through the connection to Chalmers’ core activities, the aim is for the vision “Chalmers for a sustainable future” to be secured within each respective process.

<sup>24</sup> Robertsson, B, (2011) ”Hållbar Utveckling – Rapport till Ruga om arbetet med integrering av hållbar utveckling i Sahlgrenska akademiens utbildningsprogram på grund och avancerad nivå”, University of Gothenburg, Sahlgrenska Academy.

<sup>25</sup> Chalmers ref. no. C2005/505. Also see ”Hundra kronor miljö – historien om ett förändrande projekt” (2008) Chalmers Environmental Initiative 2000-2008.

Chalmers became ISO14001 certified in 2012. Today the school has two environmental coordinators on staff and an environmental director at Chalmers' environmental unit. The heads of department are in charge of the environmental work at their respective departments, and they have appointed a certification representative from the management team as well as an environmental representative.

Chalmers' sustainability day for staff and students – The Chalmers Day for a Sustainable Future – was arranged for the first time last year and will be a recurring event. The day has its own project organisation and budget.

The learning centre plays a key role in Chalmers' current sustainability organisation. The centre at Campus Lindholmen, with core funding of 2 million SEK, has a special assignment to promote learning for sustainable development within and outside Chalmers.

In autumn 2012, Chalmers also hired a full-time communications officer for sustainable development, geographically placed at GMV (the Centre for Environment and Sustainability). There is also a vice president in charge of sustainable development with a strategic advisory role for all initiatives linked to the strategy "Chalmers for a sustainable future".

### 3.7 Summary of National and International Outlook

A common denominator for the examples above is that the higher education institutions have formulated and prioritised responsibility and sustainability. They stress that, in a world with limited resources, they have a responsibility to produce alumni who are able to understand tomorrow's challenges and who in their future careers have the tools necessary to deal with these challenges. The examples above also show clearly that there is a need for new structures, that resources need to be allocated and that support and professional development are of key importance. Clear and trustworthy communication addressing the school's education and research are also very important. The examples above represent a mere sample of all the business schools and universities that have chosen to increase their focus on sustainable development in recent years.

## 4. Where Do We Stand Today? – Sustainability Labelling and the School's Environmental Council

Securing the level of ambition expressed in the School's strategic documents requires continuous evaluation. An obvious way to assess whether the integration of sustainable development at the School has been successful or at least is headed in the right direction is to look at the number of courses that are sustainability labelled and at how many students are

enrolled in them, and then make comparisons over time. Today the students come across the sustainability labelling via the printed course catalogue or the School's website.

At present, 41<sup>26</sup> of the School's total 373 courses are sustainability labelled (see Table 1a in Appendix). The courses are labelled according to one of the following criteria:



Criterion 1: course/programme mainly focusing on the environment and sustainable development



Criterion 2: course/programme partly focusing on the environment and sustainable development

As shown in Table 1a, a large number of introductory, intermediate and in-depth courses are sustainability labelled (i.e. courses corresponding to 30 higher education credits), and these courses are mainly labelled according to the second criterion (except human geography intermediate and Bachelor course). This means that the courses focus partly on sustainable development, for example via a sub course, which not all students take. It is therefore uncertain whether this is a good indicator of how well integrated sustainable development is in the School's courses. The number of sustainability-labelled courses (and the corresponding number of students enrolled in them) is probably overstated if we look only at the statistics for sustainability-labelled courses. However, there may also be courses that should be sustainability labelled but that are not. For example, none of the Graduate School's courses have been sustainability labelled, although several of them have explicit learning outcomes linked to sustainable development. This may seem like a smaller problem for comparisons over time, yet when it comes to meaningful communication with the students, the labelling is somewhat misleading.

The School's environmental council has discussed the option of linking the labelling directly to a learning target related to sustainable development. This would yield a much better measure of integration and change over time. One should also remember that it is not possible to measure all types of changes in a meaningful way, yet this does not render comparison over time useless. However, evaluating and drawing conclusions about the

---

<sup>26</sup> If we convert the courses to number of full-time equivalents, which then represents a measure of the number of students who have completed and passed the sustainability-labelled courses, we find the following numbers for 2012 (according to either criteria): the Programme in Business and Economics 427 students, the LL.M. programme 118 students, the Bachelor's Programme in Logistics Management 681 students, the SMIL programme 1279 students, and at GS 0 students. Note, however, that the same student(s) may have completed more than one sustainability-labelled course.

School's integration of sustainable development based solely on these statistics (even if there have been improvements) would be inappropriate.

Due to the questionable usability of the available statistics on sustainability-labelled courses, a brief description of the present situation at the School is given below, with a focus on the courses with explicit links to sustainable development and learning outcomes connected to sustainable development.

The School already has a great deal to offer when it comes to courses and programmes within the field of sustainability. Below are the identified courses that are clearly connected to sustainable development. It is worth noting that all Departments are both involved in research and offer individual courses related to sustainable development. The programme in environmental social science (SMIL) should be mentioned in this context. The programme started in 2001 and is unique in its way of integrating perspectives from the social and natural sciences. The mixing of students from the two fields provides for a broad understanding of environmental issues at the same time as the students get to specialise in one of five scientific profiles where environmental economics, environmental planning and sustainable entrepreneurship are hosted by the School of Business, Economics and Law.

At the second-cycle level, students are able to specialise in sustainability by enrolling in Specialisation in Environmental Sustainability. To complete a specialisation, the students must take at least three of five offered specialisation courses and write a paper within the subject area. However, this specialisation could relatively easily be made more attractive since today the specialisation in Environmental Sustainability is not explicitly noted in the students' transcripts (simply because there is not enough space on the form). Also, the specialisation could be made more visible on the GS website. Today it is not made very clear that GS offers attractive specialisations. This should be improved and the costs of the measures to do so should be considered negative.

**Table 1. First-cycle courses related to sustainable development**

Name of Course	Credits
Policy evaluation	7,5
Development economics	7,5
Economic Geography I: Economic Globalization - Introductory Level	15
Economic Geography II: The Economy of Asia - Introductory level	15
Environmental Economics	7,5

Environmental Management	7,5
Geography – Risk, Vulnerability and Safety	15
Food then and now: production, distribution and consumption	15
Nature and culture - global economic and environmental history	15
Legal theory with family law, social law and environmental law	30
Transports, Society and Environment	15

**Table 2. Second-cycle courses with links to sustainable development**

Environmental Effects and Conflicts in Long-run	7.5
Economic Development	7.5
Business Ethics and Sustainability	7.5
Strategic Environmental Assessment – Integrating Environment in Strategic Planning and Decision-making	7.5
Social Dilemmas in Theory and Practice	7.5
Sustainable Management	7.5
Sustainable Landscapes - Interactions between environment and human activities	7.5
Why Isn't the Whole World Developed? Convergence and Divergence in the World Economy	7.5
Environmental Law	15
Sustainable Logistics	7.5
Environmental Economics International Issues	7.5
Economic Evaluation	7.5
Sustainable Marketing Management	7.5

In summary, today a large number of courses include knowledge of relevance to sustainable development, yet this has not been made explicit to the students (nor is it always clear to the course coordinators and teachers). A major advance in the implementation of sustainable development in the School's courses and programmes was made on 26 September 2012 when the Faculty Board approved the new syllabus for the Programme in Business and Economics.

The new syllabus includes the following learning outcomes related to sustainable development (see p.2-3, bold type added by the authors to point out the targets that are explicitly related to sustainable development). This is an unofficial translation of the Swedish original:

”To complete the programme, the students must achieve the following in addition to the general aims provided in the system of qualifications:

*Knowledge and understanding: To obtain a degree upon completion of the programme, the student must:*

- demonstrate knowledge about relevant national and international systems of rules of relevance to the chosen area of specialisation.
- demonstrate knowledge about types of publications, sources of information and search services of relevance in the field of economics.
- demonstrate an ability to autonomously identify and formulate economic problems and plan with adequate methods complete advanced tasks within given timeframes.
- **demonstrate knowledge about allocation, resource and environmental problems at the global level, and about different tools and interventions at the global, national and organisational levels that can be used to reduce them.**

*Competence and skills: To obtain a degree upon completion of the programme, the student must:*

- demonstrate the skills necessary to use analytical methods related to the economic subjects included in the programme, and with the analytical parts of the economic subjects in themselves.
- demonstrate the skills necessary to use common IT-based central support systems, such as business management and decision support systems.
- **demonstrate an ability to analyse the role of different private and public actors as part of problems and solutions for a sustainable development of society.**

*Judgement and approach: To obtain a degree upon completion of the programme, the student must:*

- demonstrate insight regarding the importance of leadership and the way it is carried out.
- **demonstrate insight regarding the link between economic activities and sustainable development both for present and future generations.**

Thus, sustainable development has been assigned central importance, implying significant changes for a long time to come.

The School's environmental council should be mentioned in this context. (Presently however, the environmental council has been replaced by *The Schools council for Sustainable development*, HRHU, presented on page 25).

The environmental council handles issues related to the environment and sustainable development at the School of Business, Economics and Law. It is headed by the deputy dean and the School's environmental coordinator and consists of one representative from each Department, GS and facilities management, as well as two active student representative. The council consists of both researchers and administrators. The work of the council is based on the ISO14001 certification and the School's action plan for the environment and sustainable development. The work is followed up on yearly via internal and external audits.

## 5. The Students' Initiative (by Johanna Ageborg and Erik Nyberg, Student Union)

The School's student union, HHGS, has never been very active when it comes to the environment and sustainable development. This has mainly been due to lack of resources at the union management level, which has resulted in other issues receiving higher priority. The Utblick project has been the only initiative worth mentioning (the SMIL students' job fair and inspiration days). HHGS has also been represented in the environmental council.

The head of the Committee on Student Politics and Student Society is in charge of sustainability issues within HHGS. In the past, this person has not headed the committee on a full-time basis and has therefore not been able to give sufficient attention to these types of issues. In 2012, however, this changed, enabling the head to make more concentrated efforts. This work will continue in 2013, since the position will remain full time.

The work in 2012 has primarily consisted of creating a system for the handling of environment issues and in so doing earn HHGS an environmental certification from the City of Gothenburg, which was accomplished on 27 November! Now we have built a solid foundation for the years to come, which will see further improvements of the environmental efforts at the School and achievement of the stated goals. One example of something we want to improve next year is HHGS's routines for waste management, and we especially want to focus on composting.

Efforts have also been made to start a sustainability association within Handels Students for Sustainability (HaSS). HaSS has formed a board and could serve as an important catalyst, and is planning to arrange events, lectures etc. to bring attention to the sustainability issues throughout the year. HaSS could also work closely with the School's sustainability group to

encourage student involvement and contribute to give the School a climate where sustainability issues are discussed continuously, both inside and outside the classroom.

It is also worth mentioning that HHGS was contacted in November by a student who wanted to start a project where leftover food from the Handelsrätten restaurant would be donated to the social service provider Räddningsmissionen, and recycling stations for deposit bottles and cans would be established, where the profits would be donated to the same organisation. The involved parties had already been contacted and were positive to the initiative, so the project will probably be launched. We are of course very positive to these kinds of initiatives and have promised to assist with dissemination of information to our members and ask our members to spread the word at events, job fairs etc. We tend to consume a great deal of resources in the form of food and drinks, often in large quantities at the same time, and we see it as only positive if our leftover food and deposit cans can benefit somebody else.

We would finally like to tell everybody that *Spionen* published a debate article by HHGS last spring, where we discuss why it is important also for a student union to work actively with environmental issues and sustainable development. HHGS wants to help make students at the School aware of the importance of bringing the sustainability perspective with them wherever they end up in life and that doing so will provide a competitive advantage in the labour market. We realise that this cannot be accomplished with only a few simple measures, but are convinced that a green student union will be a significant step in the right direction.

## Section II, The Proposal: Aims and Action Plan

### 6. Aims

The background section of this report (Chapter 1-4) indicates that despite the School's relatively strong efforts within sustainable development, there is a need for significant development work. This work is primarily a matter of structuring, focusing and developing what the School is already doing, but it will also be necessary to establish new methods and procedures. This will require shared aims for the four stakeholder groups (students, teachers, management and campus<sup>27</sup>) around sustainable development, aims that can be operationalised in an action plan with clear specifications of activities, a time plan and delegation of responsibilities. Table 3 below presents suggestions for shared aims for the School's four

<sup>27</sup> In the table called "green and social campus" to emphasise that it refers to both the School's physical environment in the form of facilities and their social environment, which is not limited to facilities but includes all the interaction between people within the framework of the School's activities and between people at and outside the School.

stakeholder groups. The aims are presented within the framework of the three knowledge areas *challenges, accountability* and *responsibility*.

**Table 3. The School’s aims for sustainable development in the students’ education, per stakeholder group and knowledge area.**

	Studenter	Teachers and programme management	Faculty and Department management	Green and social campus
<b>Challenges</b>	Awareness of the global and local challenges facing humanity.	All teachers and programme management staff shall be aware of global challenges.  Key teachers and programme management staff shall have a high level of awareness of global challenges.	Have a high level of awareness of global challenges. Some knowledge of solutions and central concepts.	Key persons shall have a high level of awareness of global and local challenges.  Some knowledge of solutions and central concepts.
<b>Accountability</b>	Knowledge about the role of actors (businesses, public, authorities and individuals) as part of problems and solutions.	Key teachers and programme management staff shall be aware of available support and have a plan for how sustainable development is to be integrated in courses and study programmes.	Ensure that sustainable development is part of the strategic management at Faculty, Department Programme level.	Follow up on environmental management systems, environmental performance and educational resources. Establish a plan for how sustainable development can be supported on campus.
<b>Responsibility</b>	To after graduation have access / knowledge of tools and concepts to address sustainability issues in their professional lives.	Departments and programmes have processes in place to develop the quality of the education concerning sustainable development.	Actively support the development of an infrastructure for the School’s sustainability work. Clear and trustworthy communication both internally and externally	To arrange campus activities and joint projects with students.  Be in charge of communication about the School’s activities within sustainable development.

The above aims are in a way listed in sequential order, in the sense that the first set of aims corresponds to a first step while the last set represents the final outcome. For practical reasons, though, it will be necessary to implement some activities without such considerations.

## 7. Activity and Action Plan

This chapter presents the action plan for how the four stakeholder groups can achieve their aims. It should be remembered that the activity and action plan is not a static and comprehensive manual for the School's work ahead, but rather presents a starting point for the work to integrate sustainable development into the School's study programmes.

### ***Students***

The aim of creating an awareness among the students regarding the global and local challenges that are facing humankind; knowledge about the roles of different actors (businesses, public authorities and individuals) as parts of problems and solutions; and access to tools and concept to be able to contribute to sustainable development after graduating can be achieved through a number of activities.

The most important "activity" is for all of the School's study programmes to have programme objectives related to sustainable development and to have an ambition to eventually establish a learning target related to sustainable development for most courses (read more about this under Teachers and Programme Management). This will ensure that all students will repeatedly come across issues related to sustainable development throughout their studies.

In addition, learning outcomes at course and programme level should be complemented with special sustainability days with different themes. During the course of their first-cycle studies, students will participate in three sustainability days reflecting the three knowledge areas *challenges*, *accountability* and *responsibility*. The first sustainability day will target students in their first semester of their programmes. The second sustainability day will be arranged in their second year and the third will be connected to their degree project and will therefore be scheduled accordingly (the exact scheduling will therefore vary with the programme).

The sustainability days can of course be organised in many different ways, but one objective should be to have all students in a given year of their studies attend the same days, regardless of which programme they are in. One important function of the sustainability days is that they will give our students a shared knowledge base. They will also make the School's sustainability work more visible. Gathering all students from all programmes facilitates exchange across disciplinary boundaries at the same time as it enables us to coordinate our resources and therefore ensure a high quality of the content. One possibility is to have each sustainability day consist of a full day that the students are to fill with content, similar to the design of Gothenburg's film festival. There can be parallel seminars, workshops and showing of films, and activities can be arranged in the hallways, such as measuring of carbon footprints, displays of student projects, booths for relevant businesses, public authorities and NGOs etc. The idea

is to give the events an organic feel where students move between different activities and all impressions lead to discussion and generate an awareness of the theme for the day. A special event app is used to activate the students at the different events, structure the content of the day and document attendance. A special graphic profile that creates recognition among students should be developed prior to the first sustainability day.

The programmes of the three sustainability days follows the three knowledge areas (*challenges, accountability and responsibility*), but the exact content should be determined jointly by the School's staff with the support of a programme committee. The sustainability days should be mandatory and linked to some type of examination defined by each respective programme.

The School's second-cycle students can of course also be involved in the sustainability days. GS can arrange special activities targeting this group of students.

The table below presents the suggested activities for the student perspective.

**Table 4. Action plan for the student perspective on sustainable development.**

Students in the xxx-programme	Activity	Time	Responsibility
Awareness of the global and local challenges facing humanity.	Sustainability day: "Global challenges"	T1	Event coordinator
	Learning outcomes		Programme coordinator/Director of Studies/Course coordinator
	Support to the student union's sustainable development group		The School's council for sustainable development (HRHU)
Knowledge about the role of actors (businesses, public authorities and individuals) as part of problems and solutions.	Sustainability day: "Accountability"	T3	Event coordinator
	Learning outcomes		Programme coordinator/Director of Studies/Course coordinator
	Maybe new course (WBCSD)	T2 or T3 (only GS)	HRHU/Course coordinator
	Support to the student union's sustainable development group	The student union	HRHU
Access to the tools and concepts needed to contribute to sustainable development upon completion of studies.	Sustainability day: "Responsibility"	T4 (GS), T6 (EP), T8 (JP)	Event coordinator
	Learning outcomes		Programme coordinator/Director of Studies/Course coordinator

### *Teachers and programme management*

Teachers of courses and in programme management teams are key persons in the work to integrate sustainable development in the School's courses and programmes. To achieve the aims of the School's strategy, these persons must be actively involved in this work. It is therefore very important that teachers and programme management teams feel that they can include various perspectives on sustainable development in their courses in a natural manner. The programme managements will of course have a greater responsibility than individual teachers with respect to implementation and follow-up, but in the end it is a matter of an ambition to get all teachers and programme management teams to reflect over how their particular subject/competence/module/course/programme can contribute to the aim of promoting:

1. Awareness of global and local challenges facing humanity.
2. Knowledge about the role of actors (businesses, public authorities and individuals as part of problems and solutions.
3. Access to the tools and concepts needed to contribute to sustainable development upon completion of studies.

These aims indicate that the School of Business, Economics and Law has very high ambitions in the area of sustainable development. The sustainability-oriented learning outcomes that will be introduced in all study programmes and most courses will serve as an important tool to reach the high goals. Learning outcomes for sustainable development can be designed as specific objectives or as part of a broader aim. The ambition level shall be considered a clear signal from the School about the desired direction of the development of study programmes; it is also a clear indication that this work involves all teachers.

The learning outcomes are a matter of implementing new perspectives on what we are already teaching the students with a basis in the three knowledge areas for sustainable development. Equally important is to give focused attention to the parts of courses and perspectives related to sustainable development that are already today integrated in the School's courses and programmes. Yet, the fact that sustainable development is a highly multifaceted area that traditionally has not been a prioritised topic in courses and study programmes may make this more difficult. Support to teachers and course coordinators with respect to both course and competence development is therefore of central importance.

The table below lists a set of proposed activities that correspond to the aims identified for teachers at the School.

**Table 5. Action plan for the teacher and programme management perspective.**

<i>Teachers and programme management</i>	Activity	Time	Responsibility
All teachers and programme management staff shall be aware of global challenges.	Programme/teacher lunches with persons with expert knowledge within sustainable development and expert knowledge within a certain field.	Continuously	HRHU
Key teachers and programme management staff shall have a high level of awareness of global challenges.	Opportunities for/invitation to competence development	Continuously	HRHU GU/GMV
	Newsletter	Continuously	HRHU
Key teachers and programme management staff shall be aware of available support and have a plan for how sustainable development is to be integrated in courses and study programmes.	Coaching at individual level, competence development	Continuously	HRHU
	Learning outcomes linked to sustainable development in courses and programmes	Continuously	Programme coordinator/Director of Studies/Course coordinator
	Green curriculum seminars	3 times/year	HRHU
Departments and programmes have processes in place to develop the quality of the education concerning sustainable development.	Course evaluations shall be linked to the learning outcomes	At end of course	Programme coordinator/Director of Studies/Course coordinator
	Programme evaluation also in relation to sustainable development	Yearly	Programme coordinator/Director of Studies

***Faculty and Department management***

For the development work ahead to be successful, the Faculty and Department management staff must be highly knowledgeable and able to effectively lead and follow up the efforts over time. Important in this context is that the present support functions be further developed so that they better correspond to the needs at hand. The table below lists a number of proposed activities that may be useful to this end.

**Table 6. Action plan for the Faculty and Department management perspective**

<i>Management</i>	<i>Activity</i>	<i>Time</i>	<i>Responsibility</i>
Have a high level of awareness of global challenges. Some knowledge of solutions and central concepts.	Competence development Continuously.	Continuously	HRHU
Ensure that sustainable development is part of the strategic management at Faculty, Department and programme level. Actively support the development of an infrastructure for the School's sustainability work.	Strategic recruiting  Structured follow-up work (including PRME, ISO 14001)	Yearly	Faculty and Department management
Clear and trustworthy communication both internally and externally.	Actively communicate and promote sustainable development at the School  Update the School's website with the sustainable development work.	Continuously	Information officer together with HRHU

### *Green and social campus*

The activities of the School of Business, Economics and Law are concentrated to the main building on Vasagatan 1 and Viktoriagatan 13. The Faculty's trademark is strong among students, and the current main building, which opened in 1995, is probably a main reason for this.

In a sustainability perspective, there is potential to have the building reflect the School's ambition with respect to sustainable development. This may include having future renovations and remodelling of the building be guided by the highest possible sustainability considerations. It is also important to utilise the high level of engagement demonstrated by the students. Questions that may be important to consider include:

- How can the School utilise and work with students to make further sustainability improvements?
- Can we somehow make the ecological footprints of staff, students and construction activities per se more visible?
- Can we invest in renewable energy production with a reasonable economic return by for example installing solar panels on the roof?
- Can we establish a special fund where students can apply for money to start sustainability projects on campus?
- How can we steer towards more ethically and environmentally sound sourcing and purchasing?

The social component of a “green and social campus” is important, and student participation and cooperation with various actors are key factors in this context. Which forums and other meeting places are available for sustainability discussions with the student union and other student groups? Communication and opening up for student participation are important, and the common areas of the building can play an important role in this respect, for example through exhibitions, displays of student projects, and information and communication via interactive screens. How can the School support student initiatives for social sustainability through innovative utilisation of our facilities? For example, law students at Stockholm University have started a non-profit organisation offering legal advice to the homeless.<sup>28</sup>

**Table 7. Action plan for the green and social campus perspective**

<i>Green and social campus</i>	Activity	Time	Responsibility
Key persons shall have a high level of awareness of global and local challenges.  Some knowledge of solutions and central concepts.	Competence development	Continuously	Vice-Dean/ HRHU
Follow up on environmental management systems and organise educational activities. Establish a plan for how sustainable development can be supported on campus.	Follow-up of environmental performance and key figures in action plan.  Develop model for a prize for best paper within sustainable development.	Yearly	Vice-Dean/ HRHU
Arrange recurring campus activities and joint projects with students.  Organise the School's communication within sustainable development.	Campaigns and events in cooperation with the student union or other student groups.  Run sustainability projects (for example solar panels on campus, composting).  Be in charge of sustainability communication within and from the School of Business, Economics and Law.	Continuously	Vice-Dean/ HRHU  External Relations

<sup>28</sup> Law students at Stockholm University offer legal support to the homeless: [www.su.se/samverkan/nyhetsbrev/universitetets-nyhetsbrev/nar-goda-rad-ar-dyra-hjalper-juriststudenterna-hemlosa-1.10391](http://www.su.se/samverkan/nyhetsbrev/universitetets-nyhetsbrev/nar-goda-rad-ar-dyra-hjalper-juriststudenterna-hemlosa-1.10391)

## 8. Joint Master's programme with Chalmers and the Faculty of Social Sciences

The School's management has an explicit ambition to develop a Master's programme in cooperation with Chalmers and the Faculty of Social Sciences with a focus on "Sustainable Management". The prospects for such an initiative have been explored by the working group, and their conclusion is that the current administrative structure, especially with respect to study periods, makes such cooperation with Chalmers impossible.<sup>29</sup> Chalmers' management has informally expressed an interest in joint courses, but will not make a move in the near future. The Faculty of Social Sciences has also expressed a strong interest in joint courses, but again certain administrative obstacles (related to the course structure used) must first be overcome.

However, the School has a unique opportunity to lead the way at the University of Gothenburg (and Chalmers) by exporting the structure developed at the Graduate School with elective full-time courses during the latter part of the spring semester (period 3 and 4) and in the beginning of the autumn semester (period 1 and 2). The University overall offers a large number of courses related to sustainable development, but since the coordination of them is limited, their full potential is not being reached. Only the Graduate School offers the same courses in several Master's programmes (the so-called Environmental Sustainability Specialisation), and the situation at Chalmers is similar with only a few study programmes sharing courses.

The School of Business, Economics and Law could cooperate with the University to create a shared course platform for all Master's programmes at the University. The University's management team has been approached about this idea, and the initial responses have been positive. The design of this shared platform, for example whether it should be a simple "webpage" or a physical location, needs to be considered. With a shared platform, the University of Gothenburg (and the School of Business, Economics and Law) could market itself as one of the leading universities in the world with respect to advanced education within sustainable development. However, this would require a standardised course structure (the School could take advantage of the structure used at the Graduate School) and a willingness to open up the courses to students with a background in many different fields. This would enable the development of a large number of programmes and collaborations between Faculties. It would also make great economic sense, as it would allow new programmes to benefit from elective courses in other programmes. Over time, Chalmers could be invited to "dock" with some programmes and courses, which would imply even more opportunities to develop interesting programmes and collaboration across faculty and university boundaries.

---

<sup>29</sup> Chalmers has now announced plans to introduce a structure with two study periods per semester, which will improve the prospects for a joint study programme. Yet this has not been accomplished within the framework of the current assignment.

## 9. Organisation

The great number of measures proposed, with extensive delegation of design and implementation, will require the presence of a coordinating force. We suggest that the School appoint a group for this purpose, called *Handels högskolans råd för hållbar utveckling* (HRHU – the School of Business, Economics and Law’s council for sustainable development). This body will be based on today’s environmental council, but will display clearer representation and responsibilities with respect to the stakeholder groups in the action plan (students, teachers/programme coordinators, faculty management teams and campus).

A council coordinator should be appointed on a half-time basis. This person should serve as a coordinator for the entire organisation. The council should further consist of the following functions; the school’s vice dean, one researcher from each of the four departments, one project manager for the Sustainability Days, one person from campus service and at least one student representative. The whole group meets at least once every semester. The coordinator further organises meetings in different working groups of HRHU.

### 9.2 The role of HRHU

HRHU role could be described as supporting and proactive with the overall aim at increasing the integration of sustainability into the school’s core activities. HRHU’s work should be described in an annual activity plan. The responsibility for compliance with the School’s strategy and goals for sustainability still lies on the departments and programs.

The single most important part is the educational support for teaching staff (in terms of sustainability theme seminars and discussions with individual program and course coordinators etc.) By increasing awareness of sustainability issues we increase the prerequisite for increased integration of sustainability into courses and programs.

The “Sustainability Days” for all program students manifests the importance of sustainability for the School and provides students with basic knowledge about the three themes (Challenge, Accountability and Responsibility).

#### *Appointed teachers/researchers from departments*

The teachers should be appointed by the faculty and the departments together (one representative per Department) and should be actively involved in research and be connected to the School’s present education within the area of sustainable development. These persons’ role is to be the driving force on the integration of sustainable development through learning outcomes on the courses. Together with the sustainability coordinator their role should be to plan and organize seminars for teachers. The teachers/researchers are further more responsible for developing the master’s platform together with other faculties at the

university and with Chalmers University of technology. The teachers/researchers are also the representative of their department in the ISO14001 work related to education, for example in environmental audits.

#### *Sustainability coordinator*

The sustainability coordinator position is a half time position responsible for coordinating HRHU. The coordinator develops the activity plan and ISO14001 work in collaboration with departments, students, and sustainable campus. The sustainability coordinator is also responsible for developing cooperation with the student union. Furthermore the coordinator monitors and compiles the results of the work in HRHU and organises meetings in HRHU 's various working groups.

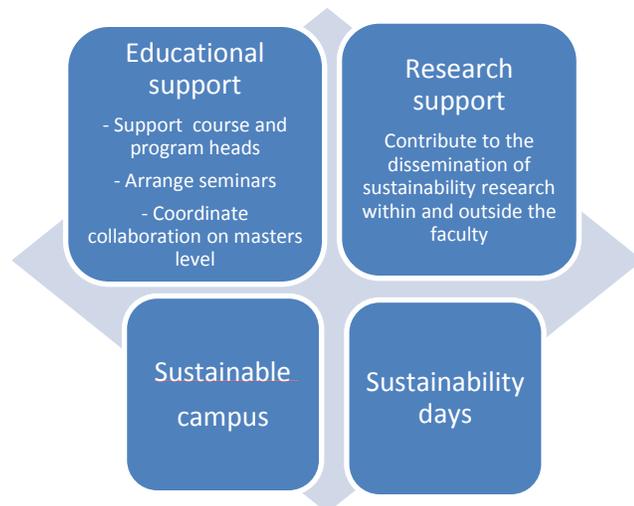
#### *Sustainability days*

All members of HRHU are involved in the planning of the Sustainability Days. The days have a project manager, which together with the sustainability coordinator carries out most of the work. The teachers / researchers role is to discuss and decide on speakers, themes and the connected between the Sustainability Day and content in courses and programs.

#### *Sustainable campus*

Sustainable Campus is responsible for the school's sustainability practice and to annually compile a report of the school's sustainability performance, including the practical elements of the ISO1400 certification. These group consist of representative from campus services, students and a representative from the property owner.

**Fig 1 Areas of responsibility for the School's sustainable development council, HRHU**



## 10. Appendix

### 10.1 Sustainability labeled courses

Economic and Social <i>History</i> of the Wine.	7.5	EH
Economic and Social <i>History</i> of Göteborg.	15	EH
Economic History: Introductory Undergraduate Course	30	EH
<i>Economic History</i> before 1913.	15	EH
Modern economic History	15	EH
Economic environmental <i>history</i> in a global perspective	15	EH
<i>Food</i> Then and Now: Production, Distribution and Consumption	15	EH
Business and <i>Society</i>	7.5	EH
Environmental Effects and Conflicts in Long-run Economic Development	7.5	EH
Why Isn't the Whole World Developed? Convergence and Divergence in the World Economy	7.5	EH
Theoretical Term with Family Law, Social Law and Environmental Law	30	HR
Economic <i>Geography</i> I: Economic Globalization	15	KG
Economic <i>Geography</i> II: The Economy of Asia	15	KG
Human and Economic <i>Geography</i> , First Cycle	30	KG
Geographical Information Systems 1 (GIS) – Basic Spatial Analysis and Visualisation	15	KG
<i>Geography</i> - Risk, Vulnerability and Safety	15	KG
Human and Economic <i>Geography</i> : Territorial Development and Planning in. Europe	30	KG
Human Geography, Intermediate Level	30	KG
Human Geography, Bachelor Level	30	KG
Transports, Society and <i>Environment</i>	15	KG
Events as a Tourism Generator - Intermediate Level	15	KG
Regional Studies in Tourism, Advanced Level	30	KG
Sustainable Landscapes - Interactions between environment and human activities	7.5	KG
Human geography, Advanced Level	30	KG
Economics	15	NE
Economics: Introductory Level	30	NE
Economics: Intermediate Level	30	NE
Bachelor's Course in Economics (For the social science environmental program)	30	NE
Bachelor's Course in Economics	30	NE
Natural Resources Management	15	NE

Social Science trainee course	15	NE
Magister Course in Economics	30	NE
Business Administration, Introductory Course	30	FE
Business Administration 2, Intermediate Course	30	FE
Environmental Management, Bachelor's Course	15	FE
Marketing, Bachelor Thesis	15	FE
Marketing, Master Course	15	FE
Marketing, Master Thesis	15	FE
Marketing, Second Cycle	15	FE
Environmental Management, Second Cycle	15	FE

## 10.2 PRME – Principles for Responsible Management Education

🕒 **Principle 1 | Purpose:** We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.



🕒 **Principle 2 | Values:** We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.



🕒 **Principle 3 | Method:** We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.



🕒 **Principle 4 | Research:** We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.



🕒 **Principle 5 | Partnership:** We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.



🕒 **Principle 6 | Dialogue:** We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.



We understand that our own organisational practices should serve as example of the values and attitudes we convey to our students.