Sustainability Report of the University of Gävle
2017
Report prepared by Kaisu Sammalisto, Rodrigo Lozano, Muhammed Abid, and Lea Fobbe
Executive Summary

During the last decade, an increasing number of higher education institutions (HEIs) have been engaged in incorporating and institutionalizing sustainability into their curricula, research, operations, outreach, and assessment and reporting.

This report represents the first draft of the Sustainability Report on the University of Gävle.

This report has three objectives: (1) to compile the required information; (2) to create the first draft of the Sustainability Report; and (3) to analyse the performance values from the information collected.

The performance data for the indicators was analysed with the Graphical Assessment of Sustainability in Universities ((GASU®) 2011) tool.

Table 1 shows the indicator percentages collated with respect to the total indicators in each Sustainability Reporting dimension and their performance. The report provides detailed information for each dimension (including its categories and aspects). Most of the indicators were found easily, which shows the work on sustainability that the university has undertaken. The indicators for the Inter-linking issues and dimensions were collated from other indicators. The performance values for most dimensions were high, with the exception of the Inter-linking issues and dimensions, which indicates that some work is still needed in connecting the different sustainability dimensions and issues.

<table>
<thead>
<tr>
<th>Sustainability Reporting Dimension</th>
<th>Percentage of indicators collated</th>
<th>Performance of the indicators collated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profile</td>
<td>100.00%</td>
<td>77.33%</td>
</tr>
<tr>
<td>Economic</td>
<td>100.00%</td>
<td>63.89%</td>
</tr>
<tr>
<td>Environment</td>
<td>76.67%</td>
<td>59.67%</td>
</tr>
<tr>
<td>Social</td>
<td>95.00%</td>
<td>80.00%</td>
</tr>
<tr>
<td>Educational</td>
<td>86.67%</td>
<td>59.30%</td>
</tr>
<tr>
<td>Inter-linking issues and dimensions</td>
<td>56.62%</td>
<td>44.71%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>86.29%</strong></td>
<td><strong>66.93%</strong></td>
</tr>
</tbody>
</table>

It was not possible to find information for some indicators; this was due to reasons such as the short time allocated for the project, information not being made explicit, difficulties finding or accessing data, compartmentalisation of information, and not having a common understanding of sustainability throughout the University.

Table 2 illustrates the comparison of the present report with those of other universities that have published sustainability reports. It shows that this report reveals better performance for the University of Gävle than for the other universities in all the dimensions and their averages, except the Educational Dimension, where UBC has a better performance. The maximum score attainable in each dimension is 100%.
Table 2: Results from the GASU analysis: The four Higher Education for Sustainable Development (HESD)’s dimensions.

<table>
<thead>
<tr>
<th>University</th>
<th>Economic</th>
<th>Environment</th>
<th>Social</th>
<th>Educational</th>
<th>Inter-linking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birmingham</td>
<td>7.95%</td>
<td>7.22%</td>
<td>3.54%</td>
<td>3.92%</td>
<td>NA*</td>
</tr>
<tr>
<td>BOKU</td>
<td>11.93%</td>
<td>28.89%</td>
<td>10.63%</td>
<td>3.92%</td>
<td>NA*</td>
</tr>
<tr>
<td>UBC</td>
<td>13.07%</td>
<td>32.78%</td>
<td>5.78%</td>
<td>22.29%</td>
<td>NA*</td>
</tr>
<tr>
<td>Florida</td>
<td>27.84%</td>
<td>5.00%</td>
<td>7.46%</td>
<td>0.00%</td>
<td>NA*</td>
</tr>
<tr>
<td>Gothenburg</td>
<td>11.93%</td>
<td>10.00%</td>
<td>12.69%</td>
<td>3.01%</td>
<td>NA*</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>9.09%</td>
<td>28.89%</td>
<td>2.99%</td>
<td>0.00%</td>
<td>NA*</td>
</tr>
<tr>
<td>Leuphana</td>
<td>15.90%</td>
<td>10.00%</td>
<td>8.02%</td>
<td>6.63%</td>
<td>NA*</td>
</tr>
<tr>
<td>Michigan</td>
<td>25.00%</td>
<td>20.50%</td>
<td>11.75%</td>
<td>17.47%</td>
<td>NA*</td>
</tr>
<tr>
<td>PUCP</td>
<td>4.55%</td>
<td>6.67%</td>
<td>1.49%</td>
<td>0.00%</td>
<td>NA*</td>
</tr>
<tr>
<td>USC</td>
<td>15.91%</td>
<td>30.00%</td>
<td>22.57%</td>
<td>11.75%</td>
<td>NA*</td>
</tr>
<tr>
<td>Singapore</td>
<td>0.00%</td>
<td>17.78%</td>
<td>8.40%</td>
<td>13.25%</td>
<td>NA*</td>
</tr>
<tr>
<td>Turku</td>
<td>26.14%</td>
<td>26.67%</td>
<td>18.66%</td>
<td>8.73%</td>
<td>NA*</td>
</tr>
<tr>
<td>University of Gävle</td>
<td>63.89%</td>
<td>59.67%</td>
<td>80.00%</td>
<td>59.30%</td>
<td>44.71%</td>
</tr>
</tbody>
</table>

*NA: Not available, since these indicators are not explicitly considered in the reports
Source: Adapted from (Lozano, 2011)

To make the University of Gävle a world leader in sustainability reporting, a second phase of the report is recommended with a focus on stakeholder engagement during the preparation of the report. It is important to note that, whilst preparing the report, a holistic perspective is necessary. In this process, it is essential to link up the entire system (education, research, operations, outreach, and assessment and reporting), and especially to link Operations and Education (including curriculum and research). The information should be compiled and updated periodically, for example through an interactive webpage. The report’s performance could also be improved by a SD research assessment.
Table of Contents

List of tables ................................................................................................................. ix
List of figures ............................................................................................................... xi
Introduction .................................................................................................................. 1

Sustainability Reporting and Methodology ............................................................... 2
Methodology for analysis: The Graphical Assessment of Sustainability in Universities (GASU®) 2011 tool ................................................................. 3

Initial Phase of the Sustainability Report and its Performance ......................... 6

Profile ............................................................................................................................ 7
  1. Strategy and Analysis ............................................................................................ 7
  2. Organisational Profile ....................................................................................... 8
  3. Report Parameters ............................................................................................. 11
  4. Governance, Commitments, and Engagement ................................................ 13
  5. Management Approach and Performance Indicators .................................... 21
Profile Performance ..................................................................................................... 21
Profile Discussion ........................................................................................................ 22

Economic Dimension ................................................................................................. 23
  Economic performance ............................................................................................ 23
  Market presence ...................................................................................................... 24
  Indirect economic impacts ..................................................................................... 25
  Economic Dimension Performance ...................................................................... 25
Economic Dimension Discussion ................................................................................ 26

Environmental Dimension ....................................................................................... 27
  Materials .................................................................................................................. 27
  Water ....................................................................................................................... 31
  Biodiversity ............................................................................................................. 31
  Emissions, effluents, and waste ............................................................................. 31
  Products and services ............................................................................................. 33
  Compliance .............................................................................................................. 34
  Transport ................................................................................................................. 34
  Overall .................................................................................................................... 37
  Environmental Dimension Performance ............................................................. 38
  Environmental Dimension Discussion .................................................................. 39

Social Dimension ...................................................................................................... 40
  Labour Practices and Decent Work ...................................................................... 40
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>40</td>
</tr>
<tr>
<td>Labour/Management Relations</td>
<td>42</td>
</tr>
<tr>
<td>Occupational Health and Safety</td>
<td>42</td>
</tr>
<tr>
<td>Training and Education</td>
<td>43</td>
</tr>
<tr>
<td>Diversity and Equal Opportunities</td>
<td>44</td>
</tr>
<tr>
<td>Labour Practices and Decent Work Performance</td>
<td>48</td>
</tr>
<tr>
<td>Labour Practices and Decent Work Discussion</td>
<td>49</td>
</tr>
<tr>
<td>Human Rights</td>
<td>50</td>
</tr>
<tr>
<td>Investment and Procurement Practices</td>
<td>50</td>
</tr>
<tr>
<td>Non-discrimination</td>
<td>50</td>
</tr>
<tr>
<td>Freedom of association and collective bargaining</td>
<td>50</td>
</tr>
<tr>
<td>Child labour</td>
<td>50</td>
</tr>
<tr>
<td>Forced and compulsory labour</td>
<td>50</td>
</tr>
<tr>
<td>Security Practices</td>
<td>51</td>
</tr>
<tr>
<td>Indigenous Rights</td>
<td>51</td>
</tr>
<tr>
<td>Human Rights Performance</td>
<td>51</td>
</tr>
<tr>
<td>Human Rights Discussion</td>
<td>52</td>
</tr>
<tr>
<td>Society</td>
<td>52</td>
</tr>
<tr>
<td>Community</td>
<td>52</td>
</tr>
<tr>
<td>Bribery and corruption</td>
<td>53</td>
</tr>
<tr>
<td>Public policy</td>
<td>53</td>
</tr>
<tr>
<td>Anti-competitive behaviour</td>
<td>54</td>
</tr>
<tr>
<td>Compliance</td>
<td>54</td>
</tr>
<tr>
<td>Society Performance</td>
<td>54</td>
</tr>
<tr>
<td>Society Discussion</td>
<td>55</td>
</tr>
<tr>
<td>Product responsibility</td>
<td>55</td>
</tr>
<tr>
<td>Customer health and safety</td>
<td>55</td>
</tr>
<tr>
<td>Products and services labelling</td>
<td>56</td>
</tr>
<tr>
<td>Marketing and communications</td>
<td>56</td>
</tr>
<tr>
<td>Customer privacy</td>
<td>56</td>
</tr>
<tr>
<td>Compliance</td>
<td>56</td>
</tr>
<tr>
<td>Product responsibility Performance</td>
<td>56</td>
</tr>
<tr>
<td>Product responsibility Discussion</td>
<td>58</td>
</tr>
<tr>
<td>Social Dimension Performance</td>
<td>58</td>
</tr>
<tr>
<td>Social Dimension Discussion</td>
<td>59</td>
</tr>
</tbody>
</table>
Table of Indicators

xviii
List of tables

Table 1: Percentage of GASU 2011 indicators collated and their performance ........ iii
Table 2: Results from the GASU analysis: The four Higher Education for Sustainable Development (HESD)’s dimensions ................................................................. iv
Table 3: Graphical Assessment of Sustainability in Universities (GASU 2011) dimensions and categories ........................................................................................................ 4
Table 4: SWOT Analysis 2017 ................................................................................... 7
Table 5: Faculties and departments .......................................................................... 9
Table 6: Number of full-time students, full-time performance and degree of performance, 2014-2016 ................................................................. 10
Table 7: Number of full-time students, full-time performance on respective level and degree of performance, 2014-2016 ................................................................. 10
Table 8: Number of full-time students, full-time performance within programs and free-standing courses and degree of performance, 2014-2016 ................................ 11
Table 9: Significant environmental elements and stakeholder requirements and needs ............................................................................................................... 16
Table 10: Possibility to influence stakeholders ......................................................... 20
Table 11: Percentage of GASU 2011 indicators collated and their performance for Profile ................................................................................................................. 21
Table 12: Distributed stipend funds for tuition fee paying students ......................... 23
Table 13: Basic education Financing (TSEK) ............................................................. 23
Table 14: Research and post graduate education Financing (TSEK) .......................... 23
Table 15: Grant financed regular basic education in terms of students (TSEK) ....... 24
Table 16: Grant financed regular basic education in terms of performance (TSEK) .. 24
Table 17: Revenue from commissioned training (TSEK) ......................................... 24
Table 18: Percentage of GASU 2011 indicators collated and their performance for the Economic Dimension ............................................................. 25
Table 19: Percentage of GASU 2011 indicators collated and their performance for the Environmental Dimension ........................................................... 38
Table 20: Number of employees per category and year ............................................. 40
Table 21: Number of recruited lecturers per category .............................................. 40
Table 22: Lecturers, yearly work force, 2014-2016 .................................................. 41
Table 23: Fulltime students and full time performance level 2014-2016 .................... 41
Table 24: Sick leave divided by gender ................................................................... 42
Table 25: Share of long-term sick leave .................................................................. 42
Table 26: Sickness in percent by age group and gender ......................................... 43
Table 27: Ratio of basic salary of men to women by employee category ................. 44
Table 28: Percentage of GASU 2011 indicators collated and their performance for the Labour Practices and Decent Work category ............................................................... 48
Table 29: Percentage of GASU 2011 indicators collated and their performance for the Human Rights category ................................................................................................ 51
Table 30: Percentage of GASU 2011 indicators collated and their performance for the Society category ........................................................................................................... 54
Table 31: Percentage of GASU 2011 indicators collated and their performance for the Product Responsibility category .......................................................... 57
Table 32: Percentage of GASU 2011 indicators collated and their performance for the Social Dimension ................................................................................................. 58
Table 33: Performance ratio for the various forms of education, 2014-2016 .............. 60
Table 34: Graduates from the different degrees .......................................................... 60
Table 35: Sweden applications to the different degrees .............................................. 62
Table 36: Courses and course possibilities .................................................................. 62
Table 37: Exchange students ....................................................................................... 62
Table 38: SD integration into the university functions .............................................. 80
Table 39: Numbers of research projects that contribute to SD in 2016 ....................... 81
Table 40: Cost for different activities (SEK) ................................................................ 81
Table 41: Type of cost (SEK) ...................................................................................... 82
Table 42: Percentage of GASU 2011 indicators collated and their performance for the Educational Dimension ................................................................. 84
Table 43: Basic education Financing (TSEK) ............................................................. 86
Table 44: Grant financed regular basic education (TSEK) ........................................... 86
Table 45: Grant financed regular basic education in terms of performance (TSEK) .. 86
Table 46: Percentage of GASU 2011 indicators collated and their performance for the Inter-linking issues and dimension. .......................................................... 92
Table 47: Percentage of GASU 2011 indicators collated and their performance. ....... 94
Table 48: Universities that have published full Sustainability Reports ....................... 95
Table 49: Results from the GASU analysis: The four Higher Education for Sustainable Development (HESD)'s dimensions ................................................................. 96
List of figures

Figure 1: The University of Gävle’s organisation structure .................................................13
Figure 2: Profile indicators collated and their performance using GASU 2011 ..............22
Figure 3: Economic dimension indicators collated and their performance using GASU 2011 ............................................................................................................................. 26
Figure 4: Office paper total in kg. ................................................................................ 27
Figure 5: Proportion of registered acquisitions with environmental requirements ......28
Figure 6: Proportion of procurements with environmental requirements .................... 28
Figure 7: Total annual energy consumption in kwh/P40 ............................................. 29
Figure 8: Total annual energy consumption in kWh/m2 ............................................. 29
Figure 9: Total distribution operations electricity / other energy. ..................................30
Figure 10: Total annual energy consumption KWh ..................................................... 30
Figure 11: Garbage total (kg) ....................................................................................... 32
Figure 12: Household garbage (kg/pp/year) ................................................................. 32
Figure 13: Various waste under 2016 (kg) ................................................................. 33
Figure 14: CO₂ emissions from car trips per employee/year ....................................... 34
Figure 15: Total CO₂ emissions from car trips in service in kg CO₂ ......................... 35
Figure 16: Total transport CO₂ emissions excl. air over 500 km per employee ........ 35
Figure 17: Total transport CO₂ emissions in kg CO₂ (excl. air over 500 km) ............ 36
Figure 18: Total transport CO₂ emissions in kg CO₂ ................................................. 36
Figure 19: Total transport CO₂ emission by type in percent in 2016 ......................... 37
Figure 20: Economic value of registered acquisitions with environmental requirements of the total value of registered acquisition per year .................................................37
Figure 21: Economic value of registered acquisitions with environmental requirements of the total value of registered acquisition per year .................................................38
Figure 22: Environmental dimension indicators collated and their performance using GASU 2011 ..................................................................................................................39
Figure 23: Labour Practices and Decent Work indicators collated and their performance using GASU 2011 ...................................................................................... 49
Figure 24: Human Rights indicators collated and their performance using GASU 2011 .......................................................................................................................... 52
Figure 25: Collaboration with society about sustainable development ...................... 53
Figure 26: Society indicators collated and their performance using GASU 2011 ....... 55
Figure 27: Product Responsibility indicators collated and their performance using GASU 2011 ..................................................................................................................57
Figure 28: Social dimension indicators collated and their performance using GASU 2011 ..........................................................................................................................59
Figure 29: Proportion of sustainable development in courses and faculties 2015......63
Figure 30: Sustainable development integration in courses .................................75
Figure 31: Continuation and competence rises in education ...............................75
Figure 32: Staff that has participated in a SD competence development course......76
Figure 33: Percentage including sustainability within the departments ...............78
Figure 34 Sustainable development at the university’s research projects in 2016 .....79
Figure 35: Sustainable development in thesis work at AUE 2010 -2016...............79
Figure 36: Interdisciplinary collaboration ..............................................................80
Figure 37 SD at the university’s research projects in 2016 ...............................81
Figure 38: Educational dimension indicators collated and their performance using GASU 2011.............................................................................................................85
Figure 39: CO₂ emissions from car trips in service per employee/year ..................87
Figure 40: Total transport CO₂ emissions form car trips in service ......................87
Figure 41: Total transport CO₂ emissions per employee (excl. air over 50 mil) ......87
Figure 42: Total transport CO₂ emissions (excl. air over 50 mil) ......................88
Figure 43: Total transport CO₂ emissions ...............................................................88
Figure 44: Emission in percent per transport .......................................................89
Figure 45: Examples of SD in teaching .................................................................90
Figure 46: Examples of SD in research .................................................................91
Figure 47: Examples of SD in technical and administrative functions .................91
Figure 48: Inter-linked issues and dimensions indicators collated and their performance using GASU 2011......................................................................................93
Figure 49: General chart for the indicators collated and their performance using GASU 2011..........................................................94
Introduction

During the last decade an increasing number of higher education institutions (HEIs) have been engaged in incorporating and institutionalising sustainability into their curricula, research, operations, outreach, and assessment and reporting (Calder & Clugston, 2003; Cortese, 2003; Lozano, 2006; Lozano et al., 2014).

A handful of HEIs have published Sustainability Reports, 35 in 2014 (Kim Ceulemans, Lozano, & Alonso-Almeida, 2015). Some universities include sustainability in their annual reports (e.g. Cardiff University, 2008; UCLAN, 2006; University of Bradford, 2006); other institutions publish only environmental reports (e.g. ANU, 2007; Sheffield Hallam University, 2006; University of Bath, 2008; UVM, 2002). SD has been part of the annual report of the University of Gävle since 2010.

This report represents the first draft of the Sustainability Report of the University of Gävle.

The report has three objectives: (1) to compile the required information; (2) to create the first draft of the Sustainability Report; and (3) to analyse the performance values from the information collected.

The data was collected from mid-April until the end of August 2017. The scope for the draft was the University, as an entity.

The indicator performance data for the indicators was analysed with the Graphical Assessment of Sustainability in Universities (GASU®) 2011 tool licensed from Organisational Sustainability, Ltd., as explained in the following section.
Sustainability Reporting and Methodology

Sustainability reporting has two general purposes: (1) to assess the current state of an organisation’s progress towards sustainability, and (2) to communicate to stakeholders the efforts and progress in Economic, Environmental and Social dimensions (Dalal-Clayton & Bass, 2002; GRI, 2011). It can also be used for benchmarking and assessing sustainability performance, demonstrating how the organisation influences and is influenced by expectations about sustainable development, and comparing performance over time (Ceulemans et al., 2015; GRI G3, 2011; Lozano, 2006).

The GRI Sustainability Guidelines offers one of the best options for assessing and reporting sustainability (Hussey, Kirsop, & Meissen, 2001; Lozano, 2006; Lozano & Huisingh, 2011). The GRI Guidelines are voluntary and intended to serve as a generally accepted framework for reporting on an organisation’s economic, environmental, and social performance (GRI, 2011).

The GRI Guidelines are based on 10 principles, organised into defining content and defining quality:

**Reporting Principles for Defining Content**

- **Materiality**: The information in a report should cover topics and indicators that (1) reflect the organisation’s significant economic, environmental, and social impacts or that, (2) would substantively influence the assessments and decisions of stakeholders.
- **Stakeholder inclusiveness**: The reporting organisation should identify its stakeholders and explain in the report how it has responded to their reasonable expectations and interests.
- **Sustainability context**: The report should present the organisation’s performance in the wider context of sustainability.
- **Completeness**: Coverage of the material topics and Indicators and definition of the report boundary should be sufficient to reflect significant economic, environmental, and social impacts and enable stakeholders to assess the reporting organisation’s performance in the reporting period.

**Reporting Principles for Defining Quality**

- **Balance**: The report should reflect positive and negative aspects of the organisation’s performance to enable a reasoned assessment of overall performance.
- **Comparability**: Issues and information should be selected, compiled, and reported consistently. Reported information should be presented in a manner that enables stakeholders to analyse changes in the organisation’s performance over time, and could support analysis relative to other organisations.
- **Accuracy**: The reported information should be sufficiently accurate and detailed for stakeholders to assess the reporting organisation’s performance.
- **Timeliness**: Reporting occurs on a regular schedule and information is available in time for stakeholders to make informed decisions.
- **Clarity**: Information should be made available in a manner that is understandable and accessible to stakeholders using the report.
- **Reliability**: Information and processes used in the preparation of a report should be gathered, recorded, compiled, analysed, and disclosed in a way that
could be subject to examination and that establishes the quality and materiality of the information.

The GRI Guidelines uses two types of indicators:

1. **Core indicators**: those relevant to most reporting organisations and of interest of most stakeholders, and

2. **Additional indicators**: those representing a leading practice in any of the three dimensions, providing information of interest to stakeholders, or being tested to be possible future core indicators.

**Methodology for analysis: The Graphical Assessment of Sustainability in Universities (GASU®) 2011 tool**

The GRI guidelines were not developed for universities (Cole, 2003; Lozano, 2006). Lozano (2006) modified the GRI G3 Guidelines to include the core competence of universities, the Educational Dimension, to develop the Graphical Assessment of Sustainability in Universities (GASU®) 2007, which was then updated with the GRI G3 (GRI, 2011), by adding Inter-linking issues and dimensions (Lozano & Huisingh, 2011) to develop GASU® 2011 (used to generate the first draft of the University of Gävle Sustainability Report).

GASU 2011 is designed to graphically assess the sustainability efforts in universities, facilitating their analysis, longitudinal comparison, and benchmarking against other universities, with respect to: Profile; Economic Dimension; Environmental Dimension; and Social Dimension, based on the GRI G3 Sustainability Guidelines. These are complemented with two additional dimensions: Educational Dimension and Interlinking issues and dimensions.

The number of performance indicators in GASU are: 43 for the profile, 9 for the economic, 30 for the environmental 40 for the social part, 29 for the educational, and 23 for the interlinking issues and dimensions. The large number of indicators demands a large amount of resources to create a full report, as well as for its analysis.

GASU provides information about the percentage of indicators where information is available against the total number of indicators in each aspect, category and dimension, as well as for the entire report.

The indicators are analysed using the following GASU 2011 criteria, used to analyse 12 other universities:

0. There is a total lack of information for the indicator, it is non-existent, or the information was not found.
1. The information presented is of poor performance. This is given when there is some information, but it is too general or it has little detail or coverage.
2. The information presented is of regular or fair performance. This is assigned when the data covers around half of the issues in the indicator, or when there is good detail but it only covers some areas (for example for the curriculum category).
3. The information presented is considered to indicate of good performance. This is given when there is not enough detail, the information or coverage is not thorough, or an issue has not been addressed.
4. The information indicates excellent performance. This is assigned when there is complete and detailed information for that indicator. It is also assigned for indicators that do not apply to the University or to the context.

Table 3 shows GASU results are presented in eleven charts:

- **General chart** (performance with respect to Profile, Economic Dimension, Environmental Dimension, Social Dimension, Educational Dimensions, and Inter-linking issues and dimensions);
- **Profile**;
- **Economic Dimension**;
- **Environmental Dimension**;
- **Social Dimension (5 charts)**: Overall, Labour Practices and Decent Work, Human Rights, Society, and Product Responsibility;
- **Educational Dimension**; and
- **Inter-linked issues and dimensions**.

Table 3: Graphical Assessment of Sustainability in Universities (GASU 2011) dimensions and categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Profile</strong></td>
<td>Labour practices and decent work</td>
</tr>
<tr>
<td>- Strategy and analysis</td>
<td></td>
</tr>
<tr>
<td>- Organisational profile</td>
<td></td>
</tr>
<tr>
<td>- Report parameters</td>
<td>Human rights</td>
</tr>
<tr>
<td>- Governance, commitments, and engagement</td>
<td>Society</td>
</tr>
<tr>
<td>- Management approach and performance</td>
<td>Product responsibility</td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td>Curriculum</td>
</tr>
<tr>
<td>- Economic performance</td>
<td></td>
</tr>
<tr>
<td>- Market presence</td>
<td></td>
</tr>
<tr>
<td>- Indirect economic impacts</td>
<td></td>
</tr>
<tr>
<td><strong>Environment</strong></td>
<td>Research</td>
</tr>
<tr>
<td>- Materials</td>
<td></td>
</tr>
<tr>
<td>- Energy</td>
<td></td>
</tr>
<tr>
<td>- Water</td>
<td></td>
</tr>
<tr>
<td>- Biodiversity</td>
<td></td>
</tr>
<tr>
<td>- Emissions, effluents and, waste</td>
<td>Service</td>
</tr>
<tr>
<td>- Products and services</td>
<td></td>
</tr>
<tr>
<td>- Compliance</td>
<td></td>
</tr>
<tr>
<td>- Transport</td>
<td></td>
</tr>
<tr>
<td>- Overall</td>
<td></td>
</tr>
<tr>
<td><strong>Educational</strong></td>
<td>Relations within the same dimension</td>
</tr>
<tr>
<td>Inter-linked issues and dimensions</td>
<td>Relation to issues in another dimension</td>
</tr>
<tr>
<td>Relations among all dimensions</td>
<td></td>
</tr>
</tbody>
</table>

GASU can help universities on their road towards sustainability by making recommendations as to where the University should effect the changes needed to
make its system more sustainability orientated, and thus be better aligned with the UN Decade of Education for Sustainable Development. GASU can also facilitate comparisons of the University’s efforts and achievements towards sustainability in different years, as well as benchmarking against other universities.

The previous version of GASU (2006) was used to analyse 12 universities that published GRI Sustainability Reports in 2009 (Lozano, 2011), see Report Discussion.
Initial Phase of the Sustainability Report and its Performance
Profile
This section presents a summary of the University of Gävle, a high-level strategic view of how the University of Gävle is contributing to sustainable development, and the scope and boundaries of this initial report.

1. Strategy and Analysis

1.1 Statement from the most senior decision-maker of the organisation (e.g., CEO, chair, or equivalent senior position) about the relevance of sustainability to the organisation and its strategy

The University of Gävle has, as its mission, to be human-centred and to develop the understanding of a sustainable living environment. The University vision is to have a leading position in education and research for a sustainable human living environment. The university has also developed a Platform for Strategy 2020, which brings together all the University's activities in sustainable development with its ecological, economic and social dimensions.

In order to operationalise its strategic work, the university has also been implementing an integrated management system. For this, the university benefits from its extensive experience in working with an environmental management system, certified according to ISO 14001 since 2004. The environmental management system contributes to increased awareness of sustainable development among employees, students, and the surrounding community.

In April 2017, the University Board decided on the new sustainability goals. To achieve this, the University of Gävle will develop and disseminate knowledge and raise awareness about sustainable Habitat for humanity with ecological, economic and social dimensions. This will be achieved by: relevant training, research and its communication, information dissemination, and partnership and collaboration.

1.2 Description of key impacts, risks, and opportunities

Table 4 below shows the Strengths, Weaknesses, Opportunities, and Threats made by the university management group

Table 4: SWOT Analysis 2017

<table>
<thead>
<tr>
<th>Internal factors</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Our vision and mission are the basis for what we do</td>
<td>Environmental issues far down in management agenda</td>
</tr>
<tr>
<td></td>
<td>Engaged senior management</td>
<td>Opportunities for engagement vary over time and competes with other tasks / Varied involvement with the units</td>
</tr>
<tr>
<td></td>
<td>Established environmental organisation</td>
<td>Hard to show economy in environmental/ sustainability work</td>
</tr>
<tr>
<td></td>
<td>Good and long experience and competence</td>
<td>Parts of the environmental/sustainability work are person-dependent</td>
</tr>
<tr>
<td></td>
<td>Clear environmental profile</td>
<td>Reorganisation, unknown influence on</td>
</tr>
<tr>
<td>Dedicated people who enthuse</td>
<td>Vacant manager's positions in the administration</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>REB (Rektors beslut, rector’s decision, HIG-STYR 2015/80) on &quot;Organisation, Accountability and Chain of command&quot; EMS*</td>
<td>Difficult to know how IMS affects EMS</td>
<td></td>
</tr>
<tr>
<td>Project Integrated Management System (IMS)</td>
<td>New rector from July 2017</td>
<td></td>
</tr>
<tr>
<td>EMS's existing structure &quot;shows the way&quot; for IMS</td>
<td>New university board from July 2017</td>
<td></td>
</tr>
<tr>
<td>The appointment of Deputy vice chancellor for Sustainable Development expires December 31, 2017</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>External factors</strong></th>
<th><strong>Opportunities</strong></th>
<th><strong>Threats</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Swedish Environmental Protection Agency (SNV, Naturvårdsverket) and the Swedish Energy Agency (Energimyndigheten) &quot;show the way&quot;</td>
<td>Changed steering control in departments</td>
</tr>
<tr>
<td></td>
<td>Located before other institutions in environmental work</td>
<td>Changed requirements for reporting EMS to Ministry of Education and SNV</td>
</tr>
<tr>
<td></td>
<td>Spread knowledge about environmental / sustainable development to students and to society at large</td>
<td>Has lost ranking positions in the Swedish Environmental Protection Agency’s ranking</td>
</tr>
<tr>
<td></td>
<td>Students have the opportunity to engage in environment and sustainable development</td>
<td>Engagement in environmental/sustainable development varies, which may affect the opportunity for student representatives in the RHU</td>
</tr>
</tbody>
</table>

### 2. Organisational Profile

#### 2.1 Name of the organisation.

The University of Gävle (Högskolan i Gävle).
2.2 Primary brands, products, and/or services.
The University’s main activities are the provision of higher education (undergraduate/postgraduate), and research in different disciplines. The university offers variety of under-graduate and graduate programs.

2.3 Operational structure of the organisation, including main divisions, operating companies, subsidiaries, and joint ventures.
The University is divided into three faculties, with three departments each, as shown in Table 5.

Table 5: Faculties and departments

<table>
<thead>
<tr>
<th>Departments</th>
<th>Health and Occupational Studies</th>
<th>Engineering and Sustainable Development</th>
<th>Education and Business Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational and Public Health Sciences</td>
<td>Building, Energy and Environmental Engineering</td>
<td>Business and Economics Studies</td>
<td></td>
</tr>
<tr>
<td>Health and Caring Sciences</td>
<td>Electronics, Mathematics and Natural Sciences</td>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td>Social Work and Psychology</td>
<td>Industrial Development, IT and Land Management</td>
<td>Educational Sciences</td>
<td></td>
</tr>
</tbody>
</table>

In addition, the University has the University Director's Office, and the divisions for communication, educational support, finance and procurement, human resources, finally, infrastructure, a library, and the University administration.

2.4 Location of organisation’s headquarters.
Facilities and Campus:
The University of Gävle is beautifully located close to the river Gavleån, within walking or biking distance to almost everything. It takes 25 minutes to walk from the train station to the campus. The closest neighbours are the Boulogne Forest, a large urban park in Gävle, and the Business Park, where an important part of Gävle's industry is gathered under one roof. Development Division of the Gävleborg regional authority is located in the vicinity.

2.5 Number of countries where the organisation operates, and names of countries with either major operations or that are specifically relevant to the sustainability issues covered in the report.
The University has operations and activities primarily in Sweden; however, it conducts research in all continents, and teaching in China.

2.6 Nature of ownership and legal form.
The university is a public organization, mainly funded by the government.

2.7 Markets served (including geographic breakdown, sectors served, and types of customers/beneficiaries).
The University has 14,500 students (about 6,500 full time equivalent) and 700 employees. The university offers more than 50 study programmes and second-cycle
programmes, and 500 freestanding courses. The university has 18 outgoing exchange students and 141 incoming ones in 2016. The following tables show a breakdown of the full time equivalent student population for 2014 to 2016.

Table 6: Number of full-time students, full-time performance and degree of performance, 2014-2016

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time students</th>
<th>Full-time performance</th>
<th>Degree of performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>6,523</td>
<td>5,805</td>
<td>5,685</td>
</tr>
<tr>
<td>Women</td>
<td>4,185</td>
<td>3,779</td>
<td>3,761</td>
</tr>
<tr>
<td>Men</td>
<td>2,338</td>
<td>2,028</td>
<td>1,925</td>
</tr>
</tbody>
</table>

Table 7: Number of full-time students, full-time performance on respective level and degree of performance, 2014-2016

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time students</th>
<th>Full-time performance</th>
<th>Degree of performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remedial level</td>
<td>84</td>
<td>91</td>
<td>92</td>
</tr>
<tr>
<td>Women</td>
<td>20</td>
<td>26</td>
<td>29</td>
</tr>
<tr>
<td>Men</td>
<td>64</td>
<td>65</td>
<td>62</td>
</tr>
<tr>
<td>Basic level</td>
<td>6,032</td>
<td>5,306</td>
<td>5,244</td>
</tr>
<tr>
<td>Women</td>
<td>3,902</td>
<td>3,495</td>
<td>3,523</td>
</tr>
<tr>
<td>Men</td>
<td>2,130</td>
<td>1,811</td>
<td>1,721</td>
</tr>
<tr>
<td>Advanced level</td>
<td>400</td>
<td>399</td>
<td>343</td>
</tr>
<tr>
<td>Women</td>
<td>258</td>
<td>249</td>
<td>207</td>
</tr>
<tr>
<td>Men</td>
<td>142</td>
<td>149</td>
<td>137</td>
</tr>
<tr>
<td>Unspecified level</td>
<td>8</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Women</td>
<td>5</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Men</td>
<td>3</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>6,523</td>
<td>5,805</td>
<td>5,685</td>
</tr>
</tbody>
</table>

* Note that the 253% is due to some students were delayed in their studies and at their graduation were counted for among students who started later.
Table 8: Number of full-time students, full-time performance within programs and free-standing courses and degree of performance, 2014-2016

<table>
<thead>
<tr>
<th>Program</th>
<th>Full-time students</th>
<th>Full-time performance</th>
<th>Degree of performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4,754</td>
<td>4,516</td>
<td>4,338</td>
</tr>
<tr>
<td>Women</td>
<td>3,193</td>
<td>3,024</td>
<td>2,936</td>
</tr>
<tr>
<td>Men</td>
<td>1,561</td>
<td>1,492</td>
<td>1,402</td>
</tr>
<tr>
<td>Free-standing courses</td>
<td>1,769</td>
<td>1,289</td>
<td>1,347</td>
</tr>
<tr>
<td>Women</td>
<td>992</td>
<td>752</td>
<td>824</td>
</tr>
<tr>
<td>Men</td>
<td>777</td>
<td>537</td>
<td>523</td>
</tr>
<tr>
<td>Total</td>
<td>6,523</td>
<td>5,805</td>
<td>5,685</td>
</tr>
</tbody>
</table>

2.8 Scale of the reporting organisation
Number of employees: 700

Total Income: 611,236 TSEK in 2016, an increase of 29,297 TSEK (5.0 percent) compared to 2015. The increase is mainly due to the increase in fees revenues by 17,838 TSEK and contribution revenue of 7,531 TSEK.

Total expenditure: 618,476 TSEK, increased by 48,271 TSEK (8.5 percent) compared with 2015. During the year, education volume has been increased and thus production costs. The number of annual employees increased 27 and personnel costs, which is the largest expense item, 426,828 TSEK, increased by 31,080 TSEK. Other operating expenses, 101,625 TSEK increased by 15,947 TSEK.

2.9 Significant changes during the reporting period
This is the first draft being prepared.

2.10 Awards received in the reporting period
The University was awarded the prize Student City of the Year 2017/2018 by the Swedish National Union of Students, SFS.

The University received its first ISO 14001 certification in 2004 as the second university in Sweden, and has since then been re-certified.

3. Report Parameters

3.1 Reporting period (e.g., fiscal/calendar year) for information provided
The information gathered was for the academic year 2016-2017.

3.2 Date of most recent previous report (if any)
This is the first report being prepared.
3.3 Reporting cycle (annual, biennial, etc.)
It is expected that the next report will be done for 2017-2018.

3.4 Contact point for questions regarding the report or its contents
Dr. Kaisu Sammalisto, Deputy Vice-chancellor for Sustainable Development (email: kaisu.sammalisto@hig.se)

3.5 Process for defining report content
The report has three objectives: (1) to compile the required information; (2) to create the first draft of the Sustainability Report; and (3) to analyse the performance values from the information collected. Some information or indicators were not applicable to a University in the Swedish context.

3.6 Boundary of the report (e.g., countries, divisions, subsidiaries, leased facilities, joint ventures, suppliers)
The scope of the current report is the University as an entity, i.e. the data was collected for the University, and not the details of particular faculties or support services.

3.7 State any specific limitations on the scope or boundary of the report
The scope was limited by the amount and quality of information available.

3.8 Basis for reporting on joint ventures, subsidiaries, leased facilities, outsourced operations, and other entities that can significantly affect comparability from period to period and/or between organisations
No joint ventures, subsidiaries, leased facilities, outsourced operations, or other entities were analysed for this first draft.

3.9 Data measurement techniques and the bases of calculations, including assumptions and techniques underlying estimations applied to the compilation of the Indicators and other information in the report
There were different techniques for calculating or obtaining the data. Some data resulted from statistic calculations, while qualitative data were obtained through secondary data and interviews. The assessment of the report was done using the Graphical Assessment of Sustainability in Universities (GASU®) 2011 tool, licensed from Organisational Sustainability. The methodologies for collecting, calculating, and analysing the data should be made more explicit in subsequent reports.

3.10 Explanation of the effect of any re-statements of information provided in earlier reports, and the reasons for such re-statement (e.g., mergers/ acquisitions, change of base years/periods, nature of business, measurement methods)
This is the first report being prepared.

3.11 Significant changes from previous reporting periods in the scope, boundary, or measurement methods applied in the report
This is the first report being prepared.

3.12 Table identifying the location of the Standard Disclosures in the report
See Table of Indicators on page xviii.
3.13 Policy and current practice with regards to seeking external assurance for the report

This is the first report being prepared.

4. Governance, Commitments, and Engagement

4.1 Governance structure of the organisation, including committees under the highest governance body responsible for specific tasks, such as setting strategy or organisational oversight

The University Board and management of the University, as shown in Figure 1: The University of Gävle’s organisation structure. Figure 1.

According to the Higher Education Act and the Higher Education Ordinance, there is a board with the overall responsibility for the activities of the University.

Closest to the board is the Vice-Chancellor who is the head of the activities. The University Board and the Vice-Chancellor constitute the highest management of the University - the University Management.

- The University Board
- The Vice-Chancellor
- The Management Group

Administrative Support:

The Vice-Chancellor's Office prepares matters and provides administrative support to the University Board, the Vice-Chancellor, The Pro Vice-Chancellor and the Faculty Board.

![Figure 1: The University of Gävle’s organisation structure.](image)

Organisation of Teaching and Research:

The University consists of three faculties, a library, and the University administration.

- Faculties
University Administration:

The University Administration includes a number of specialist functions that provide support and services to students, lecturers, the University board and the Vice-Chancellor.

The University Administration consists of four divisions and the University Director's office.

- Division of Finance and Procurement
- Division of Human Resources
- Division of Infrastructure
- Division Communication
- Division of Educational Support (student services)

4.2 Indicate whether the Chair of the highest governance body is also an executive officer (and, if so, their function within the organisation’s management and the reasons for this arrangement)

The chair of the highest governance body is not an executive officer.

4.3 For organisations that have a unitary board structure, state the number of members of the highest governance body that are independent and/or non-executive members

All the members of the highest governance body are independent and non-executive members. They are representative of the unions, students, other universities, and companies appointed by the Swedish government.

4.4 Mechanisms for shareholders and employees to provide recommendations or direction to the highest governance body

The University of Gävle has an Environmental Management System where employees have the opportunity to submit non-compliances and improvements regarding environmental and quality through an electronic system. The incoming cases are discussed and analysed by the university management, which also decides about relevant actions regarding them.

4.5 Linkage between compensation for members of the highest governance body, senior managers, and executives (including departure arrangements), and the organisation’s performance (including social and environmental performance)

At the University of Gävle there is no provision system for senior management.

4.6 Processes in place for the highest governance body to ensure conflicts of interest are avoided.

Work for sustainable development is part of the University's mission and vision, which are based on the Higher Education Act. The ethical questions at the University are dealt within collaboration with the ethical council of Uppsala University where the
University of Gävle is represented. The university has policies and guidelines for all its operations.

4.7 Process for determining the qualifications and expertise of the members of the highest governance body for guiding the organisation’s strategy on economic, environmental, and social topics

When a new university Board starts its work, it is given an introduction to the university sustainability work. The board gets also report of the progress in sustainability work annually. As sustainable development is part of university vision and mission the strategy for it is part of the discussion in the University Board. Each unit including the Vice chancellor’s office has an environmental coordinator, who assists the manager in for example arranging competence development activities for those involved. The respective environmental coordinator is part of the Sustainable Development Council.

4.8 Internally developed statements of mission or values, codes of conduct, and principles relevant to economic, environmental, and social performance and the status of their implementation

**Mission:**

The University of Gävle is human-centred and develops the understanding of a sustainable living environment.

**Vision:**

The University of Gävle has a leading position in education and research for a sustainable human living environment.

**Platform for strategy 2020:**

The Platform for Strategy 2020 will strengthen the determined efforts for sustainable development at the University. Platform concept means that the strategy can continuously evolve in relation to changes and needs of the society. A number of development projects are linked to the platform. Work concretizes annually in operational plans and reports in annual reports. The university policy and targets for sustainable development are based on the Platform for Strategy and the more detailed objectives are developed based on them by each of the main units.

4.9 Procedures of the highest governance body for overseeing the organisation’s identification and management of economic, environmental, and social performance, including relevant risks and opportunities, and adherence or compliance with internationally agreed standards, codes of conduct, and principles

The University management group develops a SWOT analysis of the university Environmental management work annually.

4.10 Processes for evaluating the highest governance body’s own performance, particularly with respect to economic, environmental, and social performance

At the moment, such procedures have not been developed.
4.11 Explanation of whether and how the precautionary approach or principle is addressed by the organisation

The University has sustainable development embedded in its mission. The precautionary principle is implicit in it and in the university activities as for example risk assessment is part of evaluation of planned changes as part of the work within the certified ISO 14001 environmental management system and organisational health and safety routines. An example is also regular update of revisions of environmental legislation for the management.

4.12 Externally developed economic, environmental, and social charters, principles, or other initiatives to which the organisation subscribes or endorses

The University endorses the Talloires Declaration, The United nations’ 17 Sustainable Development Goals (SDGs), and ISO 14001:2015, ISO 19011:2011.

4.13 Memberships in associations (such as industry associations) and/or national/international advocacy organisations

The University is part of the COPERNICUS University charter, RIO 2012 Commitment to Sustainable Practices of Higher Education Institutions for the United Nations Conference on Sustainable.

4.14 List of stakeholder groups engaged by the organisation

The stakeholders that the University engages with include:

- Employees, including academic, research, directors, and staff
- Students
- Alumni
- Community
- Government
- Companies
- Trade Unions
- Contractors and suppliers

Table 9 below shows the importance of the University stakeholders, and Table 10 the possibility to influence stakeholders.

Table 9: Significant environmental elements and stakeholder requirements and needs

<table>
<thead>
<tr>
<th>Env. aspects</th>
<th>Stakeholders</th>
<th>Requirements and needs</th>
<th>Internal requirement / equivalent</th>
<th>Grading of stakeholders*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Government</td>
<td>Letter of regulation from the Swedish Government</td>
<td>This controls the operations</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>Offered educational programs to respond to student demand and the needs of the labour market</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good education, employability</td>
<td>Routines are available: ex.</td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Role</td>
<td>Benefit</td>
<td>Description</td>
<td>Indicator</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>-------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>Surrounding society</td>
<td>Employable students</td>
<td>Program Council, the industry has members from industry in the program council</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>University Board</td>
<td>Good education, high quality</td>
<td>Course classifications in Fafne (programme and course data base)</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>Good education, high quality</td>
<td>Course classifications in Fafne, opportunity for self-influence on courses and programs</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>Publications provide new funds</td>
<td>Faculty Board (UFN) Each project leader applying for funds, over 300000 SEK, must classify the project for sustainability focus</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Research funding</td>
<td>Result, reporting</td>
<td>Depends on financiers what is required for sustainable development</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Researcher</td>
<td>New knowledge</td>
<td>SD importance is increasing among researchers and 96 % say they focus in SD in their project</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>University, University Board</td>
<td>Publications in &quot;correct&quot; journals. Open Access (if possible).</td>
<td>This applies to all research, not specific to SD in research. Researchers are invited to contribute to popular scientific presentations of their research. (Policy for Scientific Publishing)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other colleges and universities</td>
<td>Collaboration in research</td>
<td>Not specific for SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surrounding society</td>
<td>Mutual benefit from each other</td>
<td>Increasing interest in SD in student activities and common research projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media (TV, radio and newspapers)</td>
<td>In research projects</td>
<td>It depends on the researcher and research financier but it is increasing interest common research projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In student projects</td>
<td>Dependent on course and teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property owners</td>
<td>Do not waste heat and cooling, it strikes back on the rent</td>
<td>Collaborates with landlords Akademiska Hus and Castellum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff and students</td>
<td>Comfortable working environment</td>
<td>Any failure notifications will be handled as soon as possible by service or by property owner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associations (eg Naturskyddsforöreningen)</td>
<td>Type of electricity HiG buys</td>
<td>HiG has a contract for green electricity as required by the Swedish EPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role</td>
<td>Responsibilities</td>
<td>Requirements</td>
<td>Level</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td><strong>Transportation</strong></td>
<td>Suppliers of products, etc.</td>
<td>Packaging, unload zones, transport documents, etc.</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contractors who collect waste etc.</td>
<td>Packaging, unload zones, transport documents, etc.</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Energy Agency (through SNV's annual reporting requirements)</td>
<td>Requirements for reporting of transport and CO2 emissions</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td><strong>Buying and contracting</strong></td>
<td>Staff</td>
<td>All purchases should be made in WISUM</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Environmental protection agency</td>
<td>Authority reporting requirement</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Procurement agency</td>
<td>Procedures for procurement, information on HiG's environmental work is provided with (form General Environmental Declaration).</td>
<td>B</td>
<td></td>
</tr>
</tbody>
</table>
*A* Keep engaged: Interested parties with high potential to influence and high interest; *B* Keep informed: Interested parties with low opportunity to influence and high degree of interest; *C* Keep need: Interested parties with high potential to influence and low interest; *D* Keep track: of Interested parties with low ability to influence, and low interest.

**Table 10: Possibility to influence stakeholders.**

<table>
<thead>
<tr>
<th>Possibility to influence</th>
<th>(C) Property Owner (s)</th>
<th>(A) Students (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Research Finance (s)</td>
<td>Government Ministry of education (c)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University's Management group (c)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>University's Board (c)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staff (p)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Researcher (p)</td>
</tr>
<tr>
<td>Low</td>
<td>Suppliers (s)</td>
<td>Those who will hire our students (s)</td>
</tr>
<tr>
<td></td>
<td>Entrepreneurs (s)</td>
<td>Surrounding society (s)</td>
</tr>
<tr>
<td></td>
<td>Associations (s)</td>
<td>Gästrike Rescue Service (s) / Gävle Municipality (s)</td>
</tr>
<tr>
<td></td>
<td>Other colleges and universities (s)</td>
<td>Authorization and Supervision (s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environmental Protection Agency (s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Energy Agency (s)</td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td>Contracting Authority (s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Media (s)</td>
</tr>
<tr>
<td>High</td>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>The degree of interest</td>
<td></td>
<td>High</td>
</tr>
</tbody>
</table>

* c: core stakeholder (often directly involved with decision-making or driving roles); p: primary stakeholder (greatly influenced by projects); s: secondary stakeholder (relatively low interest in projects).

**4.15 Basis for identification and selection of stakeholders with whom to engage**

The identification and selection of stakeholders is done by the University management group for environmental management, for knowledge environments and for other issues when necessary.

**4.16 Approaches to stakeholder engagement, including frequency of engagement by type and by stakeholder group**

The identification and selection of stakeholders could be more systematised.
4.17 **Key topics and concerns that have been raised through stakeholder engagement, and how the organisation has responded to those key topics and concerns, including through its reporting**

Information of non-compliances regarding mainly environment and quality received from the internal reporting system are forwarded to the management of the department concerned and discussed in the university management group, where also the corrective actions are reported. The external concerns are also reported to the department concerned, but not followed up in the same systematic way. According to the Higher Education Act, the University has the task of working on Sustainable Development and annually reporting this assignment in the annual report.

5. **Management Approach and Performance Indicators**

**Profile Performance**

Table 11 shows the indicator percentages collated in respect to the total indicators in Profile and their performance (see Figure 2).

Table 11 and Figure 2 show the indicator percentages collated in respect to the GASU 2011 Profile indicators. As can be observed all the indicators were found.

Table 11 and Figure 2 show the indicator performances with respect to the GASU 2011 Profile indicators. As it can be observed all the indicators for Strategy and Analysis, Organizational, Report Parameters, and Management Approach and Performance indicators have a good performance. The Governance, Commitments, and Engagement indicators have average performance.

**Table 11: Percentage of GASU 2011 indicators collated and their performance for Profile**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Percentage of indicators collated</th>
<th>Performance of the indicators collated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy and Analysis</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Organisational Profile</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>Report Parameters</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>Governance, Commitments, and Engagement</td>
<td>100%</td>
<td>53%</td>
</tr>
<tr>
<td>Management Approach and Performance Indicators</td>
<td>100%</td>
<td>75%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td><strong>77.33%</strong></td>
</tr>
</tbody>
</table>
Profile Discussion

The Profile section is descriptive of the organisation. All the indicators were found; however, the performance in two categories could be improved: Governance, commitments, and engagement; and Management approach and performance indicators.

The university should consider discussing the linkages between compensation for members of the highest governance body and the organisation’s performance (indicator 4.5). Another indicator that should be improved is 4.10 (Processes for evaluating the highest governance body’s own performance, particularly with respect to economic, environmental, and social performance).

The identification and approaches to stakeholders could be more systematised (indicators 4.15 and 4.16).

In general, the university has quite a good performance in the Profile section.
Economic Dimension

This section shows the University’s economic circumstances, e.g. as the overall economic performance of the University, such as the direct economic value and financial implications.

Economic performance

EC1 Direct economic value generated and distributed, including revenues, operating costs, employee compensation, donations and other community investments, retained earnings, and payments to capital providers and governments

Table 12: Distributed stipend funds for tuition fee paying students

<table>
<thead>
<tr>
<th>Year</th>
<th>2016</th>
<th>2015</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSEK</td>
<td>1,318</td>
<td>1,464</td>
<td>1,940</td>
<td>1,755</td>
<td>1,248</td>
</tr>
</tbody>
</table>

EC2 Financial implications and other risks and opportunities for the organisation’s activities due to climate change

There are no data available at the moment.

EC3 Coverage of the organisation’s defined benefit plan obligations

The university paid the social security as part of the social security plan.

EC4 Significant financial assistance received from government

The following tables show the financial assistance received from the government.

Table 13: Basic education Financing (TSEK)

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant</td>
<td>425,125</td>
<td>89%</td>
<td>428,393</td>
</tr>
<tr>
<td>Fees / payments</td>
<td>43,372</td>
<td>9%</td>
<td>24,825</td>
</tr>
<tr>
<td>Contribution</td>
<td>9,188</td>
<td>2%</td>
<td>9,953</td>
</tr>
<tr>
<td>Financial revenue</td>
<td>166</td>
<td>0%</td>
<td>92</td>
</tr>
<tr>
<td>Total</td>
<td>477,851</td>
<td>100%</td>
<td>463,263</td>
</tr>
</tbody>
</table>

Table 14: Research and post graduate education Financing (TSEK)

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant</td>
<td>90,963</td>
<td>68%</td>
<td>83,865</td>
</tr>
<tr>
<td>Fees</td>
<td>2,570</td>
<td>2%</td>
<td>3,279</td>
</tr>
<tr>
<td>Contribution</td>
<td>39,806</td>
<td>30%</td>
<td>31,510</td>
</tr>
<tr>
<td>Financial revenue</td>
<td>46</td>
<td>0%</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>133,385</td>
<td>100%</td>
<td>118,676</td>
</tr>
</tbody>
</table>
Table 15: Grant financed regular basic education in terms of students (TSEK)

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of full-year</td>
<td>6,174</td>
<td>5,558</td>
<td>5,547</td>
</tr>
<tr>
<td>students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost</td>
<td>429,173</td>
<td>416,606</td>
<td>422,459</td>
</tr>
<tr>
<td>Cost per full year student</td>
<td>69.5</td>
<td>75.0</td>
<td>76.2</td>
</tr>
</tbody>
</table>

Table 16: Grant financed regular basic education in terms of performance (TSEK)

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of full-year</td>
<td>4,809</td>
<td>4,420</td>
<td>4,556</td>
</tr>
<tr>
<td>students in performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost</td>
<td>429,173</td>
<td>416,606</td>
<td>422,459</td>
</tr>
<tr>
<td>Cost per full year student</td>
<td>89.2</td>
<td>94.3</td>
<td>92.7</td>
</tr>
</tbody>
</table>

Table 17: Revenue from commissioned training (TSEK)

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue commissioned education</td>
<td>31,525</td>
<td>16,509</td>
<td>10,617</td>
</tr>
</tbody>
</table>

Market presence

EC5 Range of ratios of standard entry level wage compared to local minimum wage at significant locations of operation

The entry wage and minimum wage are given by the Swedish government. They are dependent on education and experience.

EC6 Policy, practices, and proportion of spending on locally-based suppliers at significant locations of operation

Procurement policy principles:

- The basic principle of all procurement is that it should be done on a commercial basis in competition and in an objective manner;
- All procurement contracts shall take place in close cooperation between the purchasers and users;
- Procurement is planned so that it is part of the university's short- and long-term planning;
- In procurement, the environmental issues shall be considered when selecting suppliers as far as possible; and
- A total economy in the procurement process tries to attain.

The purpose of this procurement policy is to ensure that the University's procurement is conducted efficiently and in accordance with applicable laws and regulations.
The objective of the contracting business is to meet the university's needs for goods and services at the lowest cost considering relevant environmental and quality standards.

**EC7 Procedures for local hiring and proportion of senior management hired from the local community at locations of significant operation**

The University has no explicit policies for hiring from the local community, since such issues are generally addressed by the government. It only has one operating site. The University has policies to help immigrants better integrate into Swedish society. It has employed immigrants as trainees on short term and has education for immigrants with teaching experience in other countries who can then serve as teachers aids in classrooms.

**Indirect economic impacts**

**EC8 Development and impact of infrastructure investments and services provided primarily for public benefit through commercial, in-kind, or pro bono engagement**

Not relevant to the University context.

**EC9 Understanding and describing significant indirect economic impacts, including the extent of impacts**

Not relevant to the University context.

**Economic Dimension Performance**

Table 18 shows the indicator percentages collated in respect to the total indicators in the Economics Dimension and their performance (see Figure 3).

Table 18 and Figure 3 show the indicator percentages collated in respect to the GASU 2011 Economic Dimension indicators. As it can be observed all the indicators for Economic Performance were found.

Table 18 and Figure 3 show the indicator performances with respect to the GASU 2011 Economic Dimension indicators. As can be observed the indicators for Economic Performance are average performance (44%), while those for Market Presence are high (89% and 100 respectively).

Table 18: Percentage of GASU 2011 indicators collated and their performance for the Economic Dimension.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage of indicators collated</th>
<th>Performance of the indicators collated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Performance</td>
<td>100%</td>
<td>44%</td>
</tr>
<tr>
<td>Market Presence</td>
<td>100%</td>
<td>89%</td>
</tr>
<tr>
<td>Indirect economic impacts</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>63.89%</strong></td>
</tr>
</tbody>
</table>
Figure 3: Economic dimension indicators collated and their performance using GASU 2011.

**Economic Dimension Discussion**

The indicators for the Economic Performance category are mostly found in the annual report. They usually have good performance, with the exception of Economic performance. The Financial implications due to climate change (EC2) should be found, whereas Coverage of the organisation’s defined benefit plan obligations should be better explained.
Environmental Dimension

This section presents the impacts that the University has on the environment in which it operates.

Most of the information for this dimension was obtained from the Service and Estates Department.

Materials

EN1 Materials used by weight or volume

Figure 4 shows the total of used office paper for the years 2012 to 2016.

![Used office paper HiG total in kg](image)

Figure 4: Office paper total in kg.

In addition: metal (bar, tube, girder etc) 500 kg-1000 kg; wood (plank, board) less than 2 cubic meters for education of machine engineers.

EN2 Percentage of materials used that are recycled input materials

Figure 5 shows the proportion of registered acquisitions with environmental requirement and Figure 6 the share of the procurement with environmental requirements.
**Figure 5**: Proportion of registered acquisitions with environmental requirements

![Proportion of registered acquisitions with environmental requirements](image)

**Figure 6**: Proportion of procurements with environmental requirements

![Proportion of procurements with environmental requirements](image)

**EN3 Direct energy consumption by primary energy source**

Figure 7 shows the total annual energy consumption according to the factor P40 (P40 indicates number of staff employed at least 40%). Figure 8 shows the energy consumption in terms of solar energy per kWh.
Figure 7: Total annual energy consumption in kWh/P40

- Yr 2010: 10,536
- Yr 2011: 12,905
- Yr 2012: 15,464
- Yr 2013: 14,235
- Yr 2014: 14,309
- Yr 2015: 14,654
- Yr 2016: 13,945

Figure 8: Total annual energy consumption in kWh/m²

- Yr 2010: 178
- Yr 2011: 188
- Yr 2012: 180
- Yr 2013: 182
- Yr 2014: 180
- Yr 2015: 176
- Yr 2016: 204

EN4 Indirect energy consumption by primary source

Figure 9 shows the total distribution operations of electricity and other energy sources.
Figure 9: Total distribution operations electricity / other energy.

**EN5 Energy saved due to conservation and efficiency improvements**
Figure 10 shows the total annual energy consumption in kWh.

Figure 10: Total annual energy consumption KWh

**EN6 Initiatives to provide energy-efficient or renewable energy based products and services, and reductions in energy requirements as a result of these initiatives**
No information is currently available for this indicator.

**EN7 Initiatives to reduce indirect energy consumption and reductions achieved**
We collaborate with Akademiska Huset (the owner of the buildings).
**Water**

**EN8 Total water withdrawal by source**
No information is currently available for this indicator.

**EN9 Water sources significantly affected by withdrawal of water**
No information is currently available for this indicator.

**EN10 Percentage and total volume of water recycled and reused**
No information is currently available for this indicator.

**Biodiversity**

**EN11 Location and size of land owned, leased, managed in, or adjacent to, protected areas and areas of high biodiversity value outside protected areas**
This indicator does not apply in a Swedish university context.

**EN12 Description of significant impacts of activities, products, and services on biodiversity in protected areas and areas of high biodiversity value outside protected areas**
As the University does not have operations or activities within protected areas or areas of high biodiversity, this indicator does not apply.

**EN13 Habitats protected or restored**
This indicator does not apply in a Swedish university context.

**EN14 Strategies, current actions, and future plans for managing impacts on biodiversity**
This indicator does not apply in a Swedish university context.

**EN15 Number of IUCN Red List species and national conservation list species with habitats in areas affected by operations, by level of extinction risk**
This indicator does not apply in a Swedish university context.

**Emissions, effluents, and waste**

**EN16 Total direct and indirect greenhouse gas emissions by weight**
Heating at the university is produced by the Gävle municipality, which is district heating.

**EN17 Other relevant indirect greenhouse gas emissions by weight**
No information is currently available for this indicator.

**EN18 Initiatives to reduce greenhouse gas emissions and reductions achieved**
No information is currently available for this indicator.

**EN19 Emissions of ozone-depleting substances by weight**
This indicator does not apply in a Swedish university context.
**EN20 NOx, SOx, and other significant air emissions by type and weight**

It is recognised that there are emissions of: NOx, SOx, hazardous air pollutants, and stack and fugitive emissions. However, the amounts and weight are not reported.

**EN21 Total water discharge by quality and destination**

No information is currently available for this indicator.

**EN22 Total weight of waste by type and disposal method**

Figure 11 shows the total of garbage produced at Gävle University. Figure 12 shows the household garbage equivalent per year/employee in kg and Figure 13 gives an overview of the various waste produced in the year 2016.

![Garbage HiG total in kg](image)

**Figure 11: Garbage total (kg)**

![Household waste HiG](image)

**Figure 12: Household garbage (kg/pp/year)**
Figure 13: Various waste under 2016 (kg)

**EN23 Total number and volume of significant spills**
There have been no significant spills during the reporting period.

**EN24 Weight of transported, imported, exported, or treated waste deemed hazardous under the terms of the Basel Convention Annex I, II, III, and VIII, and percentage of transported waste shipped internationally**
The University does not transport, import, export, or treat hazardous waste under the Basel Convention.

**EN25 Identity, size, protected status, and biodiversity value of water bodies and related habitats significantly affected by the reporting organisation’s discharges of water and runoff**
The University discharges water to the municipal drains, therefore no bodies of water or related habitats are significantly affected.

**Products and services**

**EN26 Initiatives to mitigate environmental impacts of products and services, and extent of impact mitigation**
This indicator does not apply for the University, or its impact is marginal. The University’s main activities are education and research which are expected to mitigate environmental impact from products and services based on the new knowledge...
created by research and the competence acquired by the students and during their studies.

**EN27 Percentage of products sold and their packaging materials that are reclaimed by category**

This indicator does not apply for the University, or its impact is marginal.

**Compliance**

**EN28 Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with environmental laws and regulations**

There have been no significant fines and total number of non-monetary sanctions for non-compliance with environmental laws and regulations during the reporting period.

**Transport**

**EN29 Significant environmental impacts of transporting products and other goods and materials used for the organisation's operations, and transporting members of the workforce**

The following figures show the environmental impacts of transport used by members of the University of Gävle.

![CO₂ emissions from car trips in service](image)

Figure 14: CO₂ emissions from car trips per employee/year
Figure 15: Total CO₂ emissions from car trips in service in kg CO₂

Figure 16: Total transport CO₂ emissions excl. air over 500 km per employee
Figure 17: Total transport CO₂ emissions in kg CO₂ (excl. air over 500 km)

Figure 18: Total transport CO₂ emissions in kg CO₂
Figure 19: Total transport CO₂ emission by type in percent in 2016

Overall

EN30 Total environmental protection expenditures and investments by type

The University received its first ISO14001 certificate in 2004 and has been re-certified since. It installed 3,377 new extra energy efficient windows with total area 1049 m² at a cost of 2.87 million SEK. Figure 20 shows the share of procurement with environmental requirements and Figure 21 the economic value of registered acquisitions with environmental requirements of the total value of registered acquisition per year.

Figure 20: Economic value of registered acquisitions with environmental requirements of the total value of registered acquisition per year

Figure 21: Economic value of registered acquisitions with environmental requirements of the total value of registered acquisition per year
Environmental Dimension Performance

Table 19 shows the indicator percentages collated in respect to the total indicators in the Environmental Dimension and their performance (see Figure 22).

Table 19 and Figure 22 show the indicator percentages collated in respect to the GASU 2011 Environmental Dimension indicators. All the indicators for Material, Energy, Biodiversity, Products and services, Transport, and Overall were found; a large number of the ones for Emissions, effluents, and waste were found (70%). No indicators were found for Water, and Compliance.

Table 19 and Figure 22 show the indicator performances with respect to the GASU 2011 Environmental Dimension indicators. The performance for Materials, Biodiversity, Products and Services, and Transport are excellent (higher than 75%). Energy and Emissions, effluents, and waste have average performance (64% and 46%).

Table 19: Percentage of GASU 2011 indicators collated and their performance for the Environmental Dimension

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage of indicators collated</th>
<th>Performance of the indicators collated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>100%</td>
<td>75%</td>
</tr>
<tr>
<td>Energy</td>
<td>100%</td>
<td>64%</td>
</tr>
<tr>
<td>Water</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Biodiversity</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Emissions, effluents, and waste</td>
<td>70%</td>
<td>46%</td>
</tr>
<tr>
<td>Products and services</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 21: Economic value of registered acquisitions with environmental requirements of the total value of registered acquisition per year
Environmental Dimension Discussion

There is considerable information for this dimension. In particular, the performance of the Transport, Biodiversity, and Product and Services categories are excellent. The indicator for Water and Compliance must be found out. This could be due to the buildings being own by Akademiska Huset. A closer collaboration in environmental issues could be pursued. The Overall indicators performance should be improved, particularly more details on environmental expenditures (EN30). The indicators for Energy (particularly on energy efficiency (EN6) and energy consumption (EN7)), Materials (more details on materials weight or volume (EN1) are needed), and Emissions, effluents and waste could be improved (on greenhouse gas emissions, (EN16, EN17, EN18) ozone-depleting substances (EN19), other air emissions (EN20), and water discharges (EN21)).
Social Dimension

This section presents the impacts that the University has on the social systems in which it operates.

Labour Practices and Decent Work

Employment

LA1 Total workforce by employment type, employment contract, and region

The University has its only campus in Gävle.

Table 20 shows the yearly work force (2014-2016) per category. Table 21 shows the number of the recruited lectures per category.

Table 20: Number of employees per category and year

<table>
<thead>
<tr>
<th>Employed as:</th>
<th>2016</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All</td>
<td>% women</td>
<td>% men</td>
</tr>
<tr>
<td>Lecturer</td>
<td>162</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Adm/technical staff</td>
<td>176</td>
<td>65%</td>
<td>35%</td>
</tr>
<tr>
<td>Doctoral student</td>
<td>54</td>
<td>64%</td>
<td>54%</td>
</tr>
<tr>
<td>Researcher</td>
<td>7</td>
<td>7%</td>
<td>93%</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>138</td>
<td>47%</td>
<td>53%</td>
</tr>
<tr>
<td>Postdoc</td>
<td>4</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>Professor</td>
<td>29</td>
<td>18%</td>
<td>82%</td>
</tr>
<tr>
<td>Other</td>
<td>14</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>Total</td>
<td>586</td>
<td>54%</td>
<td>46%</td>
</tr>
</tbody>
</table>

Table 21: Number of recruited lecturers per category

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Women</td>
<td>3</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Men</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Guest professors</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
**LA2 Total number and rate of employee turnover by age group, gender, and region**

Table 22 contains the number of the yearly work force from 2014 to 2016. Table 23 show the number of full time students and the full-time performance level from 2014 to 2016.

**Table 22: Lecturers, yearly work force, 2014-2016**

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturers</td>
<td>329</td>
<td>306</td>
<td>310</td>
</tr>
<tr>
<td>Women</td>
<td>168</td>
<td>155</td>
<td>154</td>
</tr>
<tr>
<td>Men</td>
<td>161</td>
<td>151</td>
<td>156</td>
</tr>
<tr>
<td>Lecturers with PhD qualifications</td>
<td>167</td>
<td>154</td>
<td>156</td>
</tr>
<tr>
<td>Women</td>
<td>70</td>
<td>62</td>
<td>63</td>
</tr>
<tr>
<td>Men</td>
<td>97</td>
<td>92</td>
<td>93</td>
</tr>
<tr>
<td>Professors</td>
<td>29</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Women</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Men</td>
<td>23</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

**Table 23: Fulltime students and full time performance level 2014-2016**

<table>
<thead>
<tr>
<th></th>
<th>Full time students</th>
<th>Proportion</th>
<th>Full time performance</th>
<th>Performance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>6,523</td>
<td>5,086</td>
<td>78%</td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>4,185</td>
<td>3,414</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>2,338</td>
<td>1,672</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>5,805</td>
<td>4,618</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>3,776</td>
<td>3,133</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>2,028</td>
<td>1,485</td>
<td>73%</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>5,685</td>
<td>4,680</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>3,761</td>
<td>3,236</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>1,925</td>
<td>1,444</td>
<td>75%</td>
<td></td>
</tr>
</tbody>
</table>
LA3 Benefits provided to full-time employees that are not provided to temporary or part-time employees, by major operations
The benefits provided to all University employees are the same, but proportional to their contract terms.

Labour/Management Relations

LA4 Percentage of employees covered by collective bargaining agreements
Labour organisations
At the University of Gävle, the following employee organisations are represented:
- Saco-S Association University of Gävle;
- Civil servants Trade Union; and
- Lecturers Union.

The percentage of employees covered by collective bargaining agreements is 78.5%.

LA5 Minimum notice period(s) regarding operational changes, including whether it is specified in collective agreements
The minimum notice is determined by the length of employment in the collective agreements.

Occupational Health and Safety

LA6 Percentage of total workforce represented in formal joint management–worker health and safety committees that help monitor and advise on occupational health and safety programme
There are five members in the health and safety committee representing the employees. The students have their own health and safety representative.

LA7 Rates of injury, occupational diseases, lost days, and absenteeism, and number of work-related fatalities by region
Table 24 shows the percent of sick leave divided by gender. The percentage is calculated as absence hours percentage of available working time. Table 25 shows the percentage of sick leave calculated for a period of 60 days or more in relation to the total absence. Table 26 demonstrates the sick leave in percentage by age and gender.

Table 24: Sick leave divided by gender

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sick leave</td>
<td>2.8%</td>
<td>2.6%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Women</td>
<td>4.2%</td>
<td>3.8%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Men</td>
<td>1.2%</td>
<td>1.2%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

Table 25: Share of long-term sick leave

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share of long-</td>
<td>63.2%</td>
<td>68.7%</td>
<td>66.9%</td>
</tr>
<tr>
<td>term sick leave</td>
<td>2016</td>
<td>2015</td>
<td>2014</td>
</tr>
<tr>
<td>----------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Women</td>
<td>70.3%</td>
<td>72.0%</td>
<td>65.6%</td>
</tr>
<tr>
<td>Men</td>
<td>33.7%</td>
<td>55.9%</td>
<td>69.1%</td>
</tr>
</tbody>
</table>

Table 26: Sickness in percent by age group and gender

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>-29</td>
<td>0.8%</td>
<td>1.2%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Women</td>
<td>0.7%</td>
<td>0.5%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Men</td>
<td>0.8%</td>
<td>1.9%</td>
<td>0.8%</td>
</tr>
<tr>
<td>30-49</td>
<td>3.0%</td>
<td>2.7%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Women</td>
<td>4.2%</td>
<td>3.9%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Men</td>
<td>1.3%</td>
<td>0.9%</td>
<td>1.1%</td>
</tr>
<tr>
<td>50-</td>
<td>2.9%</td>
<td>2.7%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Women</td>
<td>4.5%</td>
<td>3.9%</td>
<td>2.1%</td>
</tr>
<tr>
<td>Men</td>
<td>1.2%</td>
<td>1.3%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Total</td>
<td>2.8%</td>
<td>2.6%</td>
<td>2.6%</td>
</tr>
</tbody>
</table>

LA8 Education, training, counselling, prevention, and risk-control programs in place to assist workforce members, their families, or community members regarding serious diseases

There is voluntary training for staff regarding fire extinguishing and heart and lung rescue.

LA9 Health and safety topics covered in formal agreements with trade unions

This is covered in health and safety legislation by law and in the work of health and safety committee of the university.

Training and Education

LA10 Average hours of training per year per employee by employee category

Training is organised, but there is no information available at present. Lecturers have 10% and senior lecturers. PhDs 20% competence development in their assignments per year on an average during a period of 3 years.

LA11 Programs for skills management and lifelong learning that support the continued employability of employees and assist them in managing career endings

This is being done on individual basis when needed, but there is no information available at present.
LA12 Percentage of employees receiving regular performance and career development reviews

Most employees are receiving regular performance and career development reviews annually, and the university goal is to provide this to all employees.

Diversity and Equal Opportunities

LA13 Composition of governance bodies and breakdown of employees per category according to gender, age group, minority group membership, and other indicators of diversity

No minority group membership can be registered according to the Swedish laws. The University of Gävle has the vision of being a leader in education and research for a sustainable human living environment. This means that the University places emphasis on what the future needs - sustainable social development that protects the environment in which people are at work and during their free time. For us at the University of Gävle it is therefore natural to strive for a good working environment for our employees and a stimulating study environment for our students.

LA14 Ratio of basic salary of men to women by employee category

Salary statistics - University of Gävle 2013-07-01

The reported salary in Table 27 consists of the monthly salary (basic salary) for July 2013.

Managers with basic employment as lecturers are reported on their initial employment.

Only groups with at least five people are reported.

In cases where there is only one person of underrepresented gender, no distribution is given to women / men.

The following salary concepts are reported:

- 10th percentile. This means that 10% of the individuals in the group have lower pay and 90% have a higher salary than the 10th percentage. The 10th percentile is only reported if there are at least 15 individuals in the group.
- Median. This means that 50% of the individuals in the group have lower pay and 50% higher. Median only reported if there are at least 5 individuals in the group.
- Average. This means that the total wages in the group have been divided by the number of individuals. Reported only if there are at least 5 individuals in the group.
- 90th percentile. This means that 90% of the individuals in the group have lower pay and 10% have a higher salary than the 90th percentage. Reporting as for 10th percentile.

Table 27: Ratio of basic salary of men to women by employee category

<table>
<thead>
<tr>
<th>Professors incl. adjunct professors/guest professors</th>
<th>10th percentile</th>
<th>Median</th>
<th>Average</th>
<th>90th percentile</th>
<th>Number</th>
</tr>
</thead>
</table>

44
<table>
<thead>
<tr>
<th></th>
<th>10th percentile</th>
<th>Median</th>
<th>Average</th>
<th>90th percentile</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Women</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors AHA</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors ATM</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors AUE</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior lecturers AHA</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior lecturers ATM</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior lecturers</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10th percentile</td>
<td>Median</td>
<td>Average</td>
<td>90th percentile</td>
<td>Number</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------</td>
<td>--------</td>
<td>---------</td>
<td>-----------------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>Senior lecturers AUE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>39 200</td>
<td>41 687</td>
<td>40 046</td>
<td>45 050</td>
<td>27</td>
</tr>
<tr>
<td>Men</td>
<td>37 502</td>
<td>42 000</td>
<td>42 176</td>
<td>46 600</td>
<td>37</td>
</tr>
<tr>
<td>All</td>
<td>37 900</td>
<td>41 703</td>
<td>42 121</td>
<td>46 200</td>
<td>64</td>
</tr>
<tr>
<td><strong>Lecturers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>31 500</td>
<td>34 150</td>
<td>34 374</td>
<td>37 250</td>
<td>114</td>
</tr>
<tr>
<td>Men</td>
<td>31 700</td>
<td>32 250</td>
<td>35 510</td>
<td>38 600</td>
<td>82</td>
</tr>
<tr>
<td>All</td>
<td>31 500</td>
<td>34 738</td>
<td>34 849</td>
<td>38 300</td>
<td>196</td>
</tr>
<tr>
<td><strong>Lecturers AHA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>31 000</td>
<td>33 100</td>
<td>33 853</td>
<td>37 250</td>
<td>47</td>
</tr>
<tr>
<td>Men</td>
<td>30 000</td>
<td>33 000</td>
<td>33 821</td>
<td>39 200</td>
<td>17</td>
</tr>
<tr>
<td>All</td>
<td>31 000</td>
<td>33 050</td>
<td>33 845</td>
<td>37 250</td>
<td>64</td>
</tr>
<tr>
<td><strong>Lecturers ATM</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>32 756</td>
<td>35 943</td>
<td>35 583</td>
<td>38 370</td>
<td>24</td>
</tr>
<tr>
<td>Men</td>
<td>33 000</td>
<td>36 000</td>
<td>36 461</td>
<td>38 400</td>
<td>35</td>
</tr>
<tr>
<td>All</td>
<td>33 000</td>
<td>36 000</td>
<td>36 103</td>
<td>38 400</td>
<td>59</td>
</tr>
<tr>
<td><strong>Faculty secretary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>23 500</td>
<td>25 000</td>
<td>25 317</td>
<td>27 500</td>
<td>21</td>
</tr>
<tr>
<td>Men</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>All</td>
<td>23 500</td>
<td>24 700</td>
<td>25 250</td>
<td>27 500</td>
<td>23</td>
</tr>
<tr>
<td><strong>Library assistants</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Men</td>
<td>23 900</td>
<td>23 709</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td></td>
<td></td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Librarians</th>
<th>10th percentile</th>
<th>Median</th>
<th>Average</th>
<th>90th percentile</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>30 850</td>
<td>30 318</td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>30 850</td>
<td>30 744</td>
<td></td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IT technicians</th>
<th>10th percentile</th>
<th>Median</th>
<th>Average</th>
<th>90th percentile</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>27 500</td>
<td>28 235</td>
<td></td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Doctoral students</th>
<th>10th percentile</th>
<th>Median</th>
<th>Average</th>
<th>90th percentile</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>24 500</td>
<td>26 200</td>
<td>26 410</td>
<td>28 100</td>
<td>27</td>
</tr>
<tr>
<td>Men</td>
<td>24 500</td>
<td>26 200</td>
<td>26 796</td>
<td>29 550</td>
<td>24</td>
</tr>
<tr>
<td>All</td>
<td>24 600</td>
<td>26 200</td>
<td>26 615</td>
<td>28 550</td>
<td>51</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economy staff</th>
<th>10th percentile</th>
<th>Median</th>
<th>Average</th>
<th>90th percentile</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>35 200</td>
<td>34 425</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>35 150</td>
<td>34 606</td>
<td></td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Researcher</th>
<th>10th percentile</th>
<th>Median</th>
<th>Average</th>
<th>90th percentile</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>44 000</td>
<td>46 707</td>
<td></td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coordinator</th>
<th>10th percentile</th>
<th>Median</th>
<th>Average</th>
<th>90th percentile</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>35 125</td>
<td>36 042</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>35 550</td>
<td>35 775</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>35 500</td>
<td>35 889</td>
<td></td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Caretaker</th>
<th>10th percentile</th>
<th>Median</th>
<th>Average</th>
<th>90th percentile</th>
<th>Number</th>
</tr>
</thead>
</table>
### Labour Practices and Decent Work Performance

Table 28 shows the indicator percentages collated in respect to the total indicators in the Labour Practices and Decent Work category and their performance (see Figure 23).

Table 28 and Figure 23 show the indicator percentages collated in respect to the GASU 2011 the Labour Practices and Decent Work category indicators. All the indicators for Employment, Labour/management relations, Training and Education, and Diversity and equal opportunity were found. A large number of the ones for Occupational Health and Safety were found (75%).

Table 28 and Figure 23 show the indicator performances with respect to the GASU 2011 the Labour Practices and Decent Work category indicators. The performance of the Employment indicators and Diversity and equal opportunity is quite good (93% and 100% respectively). The ones for Occupational Health and Safety, and Labour/management relations were average (63% and 50% respectively). The ones for Training and education were low (25%).

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Percentage of indicators collated</th>
<th>Performance of the indicators collated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>100%</td>
<td>93%</td>
</tr>
<tr>
<td>Labour/management relations</td>
<td>100%</td>
<td>63%</td>
</tr>
<tr>
<td>Occupational Health and Safety</td>
<td>75%</td>
<td>59%</td>
</tr>
<tr>
<td>Training and education</td>
<td>100%</td>
<td>25%</td>
</tr>
<tr>
<td>Diversity and equal opportunity</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>92.86%</strong></td>
<td><strong>70.83%</strong></td>
</tr>
</tbody>
</table>

**Table 28: Percentage of GASU 2011 indicators collated and their performance for the Labour Practices and Decent Work category**
Labour Practices and Decent Work Discussion

The indicators for most categories were found, except the Labour/management relations, where only half of them were found. The performance of Training and Education, Occupational Health and Safety, and Labour/management relations could be improved. This could be done by making the information better available, and providing more details in the indicators LA2 (Benefits provided to full-time employees that are not provided to temporary or part-time employees, by major operations), LA5 (Minimum notice period(s) regarding operational changes, including whether it is specified in collective agreements), LA6 (Percentage of total workforce represented in formal joint management–worker health and safety committees that help monitor and advise on occupational health and safety programs), LA8 (Education, training, counselling, prevention, and risk-control programs in place to assist workforce members, their families, or community members regarding serious diseases), LA9 (Health and safety topics covered in formal agreements with trade unions), LA10 (Average hours of training per year per employee by employee category), LA11 (Programs for skills management and lifelong learning that support the continued employability of employees and assist them in managing career endings), and LA12 (Percentage of employees receiving regular performance and career development reviews).
Human Rights

Investment and Procurement Practices

*HR1* Percentage and total number of significant investment agreements that include human rights clauses or that have undergone human rights screening

This indicator does not apply in a Swedish university context.

*HR2* Percentage of significant suppliers and contractors that have undergone screening on human rights and actions taken

This indicator does not apply in a Swedish university context.

*HR3* Total hours of employee training on policies and procedures concerning aspects of human rights that are relevant to operations, including the percentage of employees trained

This indicator does not apply in a Swedish university context.

Non-discrimination

*HR4* Total number of incidents of discrimination and actions taken

No information was found for this indicator. According to Swedish laws, discrimination is prohibited.

Freedom of association and collective bargaining

*HR5* Operations identified in which the right to exercise freedom of association and collective bargaining may be at significant risk, and actions taken to support these rights

This indicator does not apply in a Swedish university context.

Child labour

*HR6* Operations identified as having significant risk for incidents of child labour, and measures taken to contribute to the elimination of child labour

This indicator does not apply to a Swedish university context according to Swedish legislation.

Forced and compulsory labour

*HR7* Operations identified as having significant risk for incidents of forced or compulsory labour, and measures to contribute to the elimination of forced or compulsory labour

This indicator does not apply in Swedish university context.
Security Practices

HR8 Percentage of security personnel trained in the organisation’s policies or procedures concerning aspects of human rights that are relevant to operations
This indicator does not apply in Swedish university context.

Indigenous Rights

HR9 Total number of incidents of violations involving rights of indigenous people and actions taken
This indicator does not apply to a Swedish university context.

Human Rights Performance

Table 29 shows the indicator percentages collated in respect to the total indicators in the Human Rights category and their performance (see Figure 24)

Table 29 and Figure 24 show the indicator percentages collated in respect to the GASU 2011 Human Rights category indicators. All the indicators were found.

Table 29: Percentage of GASU 2011 indicators collated and their performance for the Human Rights category

Table 29 and Figure 24 show the indicator performances with respect to the GASU 2011 Human Rights category indicators. The performance of Investment and Procurement Practices, Freedom of association and collective bargaining, Child Labour Forced and compulsory labour, Security practices, and Indigenous rights were excellent. The ones for Non-discrimination were low (25%).

Table 29: Percentage of GASU 2011 indicators collated and their performance for the Human Rights category

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Percentage of indicators collated</th>
<th>Performance of the indicators collated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investment and Procurement Practices</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Non-discrimination</td>
<td>100%</td>
<td>25%</td>
</tr>
<tr>
<td>Freedom of association and collective bargaining</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Child Labour</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Forced and compulsory labour</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Security Practices</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Indigenous rights</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>90.32%</td>
</tr>
</tbody>
</table>
Human Rights Discussion

A University within a Western European context should have no Human Rights issues, since these have been, generally, addressed by governments for many years. However, since the University has students and staff from many different countries, it would help to make explicit that these issues have already been expressly addressed. The performance of non-discrimination could be improved by stating if there have been any discrimination incidents and the actions taken (indicator HR4).

Society

Community

SO1 Nature, scope, and effectiveness of any programs and practices that assess and manage the impacts of operations on communities, including entering, operating, and exiting

Figure 25 shows the percentage of collaboration with different topics and projects about sustainable development.
**Figure 25: Collaboration with society about sustainable development**

### Bribery and corruption

**SO2 Percentage and total number of business units analysed for risks related to corruption**

No information was found for this indicator. The University is bound by Swedish laws on avoiding and fighting corruption.

**SO3 Percentage of employees trained in organisation’s anti-corruption policies and procedures**

No information was found for this indicator.

**SO4 Actions taken in response to incidents of corruption**

There are no reported incidents of corruption.

### Public policy

**SO5 Public policy positions and participation in public policy development and lobbying**

Gävle municipality has a strategic programme. The municipality sends different plans to different organisations to get feedback. For instance, the campus plan of the university including city plans for the area and student housing was made together with landlords and officers from municipality.

The Higher Education for Sustainable Development (“högre utbildning för hållbar utveckling”, HU2) was launched in 2005. It is aimed at interested individuals in universities, different authorities, and national student organisations. The network's goal is to integrate sustainable development into higher education. In the spring of 2017 the network consisted of about 140 members.

The MLUH (network for environmental management coordinators in universities) has meetings twice a year to discuss sustainability issues in universities.
SO6 Total value of financial and in-kind contributions to political parties, politicians, and related institutions by country

This indicator does not apply in a Swedish university context.

Anti-competitive behaviour

SO7. Total number of legal actions for anti-competitive behaviour, anti-trust, and monopoly practices and their outcomes

This indicator does not apply in a Swedish university context.

Compliance

SO8 Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with laws and regulations

There have been no fines or judicial sanctions under this indicator. The information was obtained from the university registration database.

Society Performance

Table 30 shows the indicator percentages collated in respect to the total indicators in the Society category and their performance (see Figure 26).

Table 30 and Figure 26 show the indicator percentages collated in respect to the GASU 2011 Society category indicators. All the indicators for Bribery and corruption, Public Policy, Anti-competitive behaviour, and Compliance were found. Anti-competitive behaviour and Compliance were found. None of the indicators for Community were found.

Table 30 and Figure 26 show the indicator performances with respect to the GASU 2011 Society category indicators. The performance of the indicators found was excellent.

Table 30: Percentage of GASU 2011 indicators collated and their performance for the Society category

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Percentage of indicators collated</th>
<th>Performance of the indicators collated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>100%</td>
<td>25%</td>
</tr>
<tr>
<td>Bribery and corruption</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Public Policy</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Anti-competitive behaviour</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Compliance</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>100.00%</td>
<td>80.65%</td>
</tr>
</tbody>
</table>
Society Discussion

In general, the indicator for the Society category have excellent performance, with the exception of Community, where the programmes and practices that assess the university’s operations on communities could be better developed or explained (indicator SO1).

Product responsibility

This category, as described by the GRI (GRI, 2011), is not applicable for higher educations. However, instead of looking at ‘product’ responsibility, this report has taken the position that it should instead refer to the service responsibility that the University has to its students.

Customer health and safety

PRI Life cycle stages in which health and safety impacts of products and services are assessed for improvement, and percentage of significant products and services categories subject to such procedures
No data are available at the moment.

PR2 Total number of incidents of non-compliance with regulations and voluntary codes concerning health and safety impacts of products and services during their life cycle, by type of outcomes
No information is currently available for this indicator.
Products and services labelling

PR3 Type of product and service information required by procedures, and percentage of significant products and services subject to such information requirements
This indicator does not apply in the University of Gävle context.

PR4 Total number of incidents of non-compliance with regulations and voluntary codes concerning product and service information and labelling, by type of outcomes
This indicator does not apply in the University of Gävle context.

PR5 Practices related to customer satisfaction, including results of surveys measuring customer satisfaction
Program and course evaluations (at the end of each course) are performed on regular bases and feedback on them is given to the students.

Marketing and communications

PR6 Programs for adherence to laws, standards, and voluntary codes related to marketing communications, including advertising, promotion, and sponsorship
This indicator does not apply in a Swedish university context

PR7 Total number of incidents of non-compliance with regulations and voluntary codes concerning marketing communications, including advertising, promotion, and sponsorship by type of outcomes
This indicator does not apply in a Swedish university context.

Customer privacy

PR8 Total number of substantiated complaints regarding breaches of customer privacy and losses of customer data
No information is currently available for this indicator. The University abides to Swedish laws.

Compliance

PR9 Monetary value of significant fines for non-compliance with laws and regulations concerning the provision and use of products and services
No information is currently available for this indicator. There have been no fines for this.

Product responsibility Performance

Table 31 shows the indicator percentages collated in respect to the total indicators in the Product responsibility category and their performance (see Figure 27).

Table 31 and Figure 27 show the indicator percentages collated in respect to the GASU 2011 Product responsibility category indicators. All the indicators for Products and services labelling, Marketing and Communication, and Customer Privacy, and
Compliance were found. Only half of the Customer health and safety indicators were found.

Table 31 and Figure 27 show the indicator performances with respect to the GASU 2011 Product responsibility category indicators. The Products and services labelling, Marketing and Communications, and Compliance were quite good (85%, 100%, and 100% respectively.) The ones for Customer health and safety, and Customer Privacy were low (19% and 25% respectively).

Table 31: Percentage of GASU 2011 indicators collated and their performance for the Product Responsibility category

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Percentage of indicators collated</th>
<th>Performance of the indicators collated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer health and safety</td>
<td>50%</td>
<td>19%</td>
</tr>
<tr>
<td>Products and services labelling</td>
<td>100%</td>
<td>85%</td>
</tr>
<tr>
<td>Marketing and Communications</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Customer Privacy</td>
<td>100%</td>
<td>25%</td>
</tr>
<tr>
<td>Compliance</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>88.89%</strong></td>
<td><strong>66.67%</strong></td>
</tr>
</tbody>
</table>

Figure 27: Product Responsibility indicators collated and their performance using GASU 2011
Product responsibility Discussion

The information for this indicator is given to the service provided to students. Many of the indicators in this category do not apply to the University of Gävle context; however, some indicators could be better discussed, especially for the Customer health and safety category. In particular, indicators PR1 (Life cycle stages in which health and safety impacts of products and services are assessed for improvement, and percentage of significant products and services categories subject to such procedures), and PR2 (Total number of incidents of non-compliance with regulations and voluntary codes concerning health and safety impacts of products and services during their life cycle, by type of outcomes) should be discussed at the university’s management meetings.

The University could make more explicit its Marketing and communication efforts and how they align with current laws, standards, and voluntary codes. It should also provide information about how it protects private data relating to students and staff (Customer privacy category) and if it has incurred any fines for non-compliance in regards to its service provision to students (Compliance category). If these are, or contain, sensitive issues/information, the University should make it explicit that such data cannot be reported.

Social Dimension Performance

Table 32 shows the indicator percentages collated in respect to the total indicators in the Social Dimension and their performance (see Figure 28).

Table 32 and Figure 28 show the indicator percentages collated in respect to the GASU 2011 Social Dimension indicators. A large number of the indicators for this dimension were found: Labour practices and decent work (92.86%), Human Rights (100%), Society (87.50%), and Product Responsibility (88.89%).

Table 32 and Figure 28 show the indicator performances with respect to the GASU 2011 Social Dimension indicators. The Human Rights, and Society indicators have good performance (90.32% and 77.42% respectively). The Labour Practices and Decent Work indicators and Product Responsibility have average performance (70.83% and 66.67%).

Table 32: Percentage of GASU 2011 indicators collated and their performance for the Social Dimension

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage of indicators collated</th>
<th>Performance of the indicators collated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labour Practices and Decent Work</td>
<td>92.86%</td>
<td>70.83%</td>
</tr>
<tr>
<td>Human Rights</td>
<td>100%</td>
<td>90.32%</td>
</tr>
<tr>
<td>Society</td>
<td>100.00%</td>
<td>80.65%</td>
</tr>
<tr>
<td>Product Responsibility</td>
<td>88.89%</td>
<td>66.67%</td>
</tr>
<tr>
<td>Total</td>
<td>95.00%</td>
<td>80.00%</td>
</tr>
</tbody>
</table>
Social Dimension Discussion

The information for the Social Dimension categories is in general good. In some cases, this is due to some indicators not applying to a Swedish university context. Nonetheless, some of the issues indicated in the previous four sections should be discussed in high level meetings to establish whether they are materially important and should be addressed or if they are, indeed, not relevant for the current context.

The Product responsibility category, as described by the GRI G3 (2011), is not applicable for higher educations. However, instead of looking at products, this report has taken the position that the responsibility should be for the service that the University owes to its students. There is some information (e.g. for Customer health and safety and for customer satisfaction); however, more explicit information on how incidents are dealt with could improve this category’s performance.
Educational Dimension

Curriculum

The tables below show the educational statistics for the university.

Table 33: Performance ratio for the various forms of education, 2014-2016

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>92%</td>
<td>92%</td>
<td>93%</td>
<td>86%</td>
<td>86%</td>
<td>90%</td>
</tr>
<tr>
<td>Men</td>
<td>85%</td>
<td>85%</td>
<td>83%</td>
<td>74%</td>
<td>72%</td>
<td>81%</td>
</tr>
<tr>
<td><strong>Free-standing courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>74%</td>
<td>73%</td>
<td>81%</td>
<td>54%</td>
<td>53%</td>
<td>60%</td>
</tr>
<tr>
<td>Men</td>
<td>66%</td>
<td>71%</td>
<td>81%</td>
<td>45%</td>
<td>41%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>88%</td>
<td>88%</td>
<td>89%</td>
<td>68%</td>
<td>70%</td>
<td>74%</td>
</tr>
</tbody>
</table>

Table 34: Graduates from the different degrees

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional degrees</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children and youth education degree</td>
<td>561</td>
<td>439</td>
<td>122</td>
<td>529</td>
<td>431</td>
<td>98</td>
</tr>
<tr>
<td>Preschool degree</td>
<td>88</td>
<td>85</td>
<td>3</td>
<td>92</td>
<td>87</td>
<td>5</td>
</tr>
<tr>
<td>Basic teacher degree with a specialization in preschool and primary school grades 1-3</td>
<td>28</td>
<td>23</td>
<td>5</td>
<td>16</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>University engineer degree</td>
<td>110</td>
<td>47</td>
<td>63</td>
<td>88</td>
<td>39</td>
<td>49</td>
</tr>
<tr>
<td>Education preschool / previous years</td>
<td>13</td>
<td>11</td>
<td>2</td>
<td>29</td>
<td>27</td>
<td>2</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----</td>
<td>----</td>
<td>---</td>
<td>----</td>
<td>----</td>
<td>---</td>
</tr>
<tr>
<td>Teacher degree later years / college</td>
<td>13</td>
<td>8</td>
<td>5</td>
<td>27</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Nursing degree</td>
<td>168</td>
<td>156</td>
<td>12</td>
<td>148</td>
<td>138</td>
<td>10</td>
</tr>
<tr>
<td>Social care degree</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Social work degree</td>
<td>65</td>
<td>59</td>
<td>6</td>
<td>66</td>
<td>60</td>
<td>6</td>
</tr>
<tr>
<td>Specialist nursing degree</td>
<td>25</td>
<td>25</td>
<td>26</td>
<td>26</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Vocational education degree</td>
<td>14</td>
<td>2</td>
<td>12</td>
<td>11</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Subject teacher degree</td>
<td>17</td>
<td>11</td>
<td>6</td>
<td>24</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>Subject teacher KPU</td>
<td>20</td>
<td>12</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>General degree</strong></td>
<td><strong>905</strong></td>
<td><strong>654</strong></td>
<td><strong>251</strong></td>
<td><strong>836</strong></td>
<td><strong>588</strong></td>
<td><strong>248</strong></td>
</tr>
<tr>
<td>University degree</td>
<td>26</td>
<td>16</td>
<td>10</td>
<td>68</td>
<td>43</td>
<td>25</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>745</td>
<td>563</td>
<td>182</td>
<td>643</td>
<td>486</td>
<td>157</td>
</tr>
<tr>
<td>Magister degree</td>
<td>111</td>
<td>69</td>
<td>42</td>
<td>91</td>
<td>48</td>
<td>43</td>
</tr>
<tr>
<td>Magister degree with broader subject</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master degree</td>
<td>23</td>
<td>6</td>
<td>17</td>
<td>29</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>Other degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applicants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td><strong>Education program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>173</td>
<td>180</td>
<td>207</td>
<td>182</td>
<td>204</td>
<td>204</td>
</tr>
<tr>
<td>Teaching education</td>
<td>1,025</td>
<td>884</td>
<td>922</td>
<td>621</td>
<td>535</td>
<td>388</td>
</tr>
<tr>
<td>Magister</td>
<td>1,445</td>
<td>673</td>
<td>282</td>
<td>426</td>
<td>364</td>
<td>223</td>
</tr>
<tr>
<td>Master</td>
<td>388</td>
<td>213</td>
<td>431</td>
<td>185</td>
<td>194</td>
<td>194</td>
</tr>
<tr>
<td>Nursing</td>
<td>725</td>
<td>654</td>
<td>574</td>
<td>325</td>
<td>280</td>
<td>272</td>
</tr>
<tr>
<td>Technical base year / base semester</td>
<td>171</td>
<td>204</td>
<td>210</td>
<td>193</td>
<td>220</td>
<td>164</td>
</tr>
<tr>
<td>Other</td>
<td>4,663</td>
<td>4,682</td>
<td>4,217</td>
<td>1,731</td>
<td>1,491</td>
<td>1,455</td>
</tr>
<tr>
<td><strong>Free-standing courses</strong></td>
<td>14,216</td>
<td>11,479</td>
<td>12,304</td>
<td>32,396</td>
<td>24,983</td>
<td>25,339</td>
</tr>
</tbody>
</table>

Table 35: Sweden applications to the different degrees

<table>
<thead>
<tr>
<th>Courses possibilities</th>
<th>2016</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only students within free-standing course</td>
<td>518</td>
<td>476</td>
<td>515</td>
</tr>
</tbody>
</table>

Table 36: Courses and course possibilities

<table>
<thead>
<tr>
<th>Courses</th>
<th>2016</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only students within free-standing course</td>
<td>154</td>
<td>145</td>
<td>191</td>
</tr>
<tr>
<td>Students in both programs and free-standing course</td>
<td>253</td>
<td>248</td>
<td>233</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>407</td>
<td>393</td>
<td>424</td>
</tr>
</tbody>
</table>

Table 37: Exchange students
**Sustainable Development (SD) incorporation in the curricula**

**CU1 Number and percentage relative to total of degrees taught each year related to sustainability concepts**

Figure 29 shows the proportion of courses in the three faculties that contain elements of sustainable development.

<table>
<thead>
<tr>
<th></th>
<th>Incoming</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>141</td>
<td>132</td>
<td>155</td>
</tr>
<tr>
<td>Bilateral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ERASMUS, Linnaeus-Palme, Nordplus</td>
<td>141</td>
<td>131</td>
<td>153</td>
</tr>
<tr>
<td>Women</td>
<td>71</td>
<td>58</td>
<td>72</td>
</tr>
<tr>
<td>Men</td>
<td>70</td>
<td>73</td>
<td>81</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outgoing</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilateral</td>
<td>3</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>ERASMUS, Linnaeus-Palme</td>
<td>15</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>Women</td>
<td>10</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Men</td>
<td>5</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 29: Proportion of sustainable development in courses and faculties 2016**
There are 258 courses with SD content:

**Work Science and Ergonomics:**
- Occupational Health Science 15 credits
- Ergonomics 7.5 credits

**Architecture:**
- Building Design and Building Permit 7.5 credits

**Biology:**
- Aquatic Ecosystems in Nordic Countries 7.5 credits
- Alpine Ecology 7.5 credits
- Boreal Forest Ecology 7.5 credits
- Sustainability in Nordic Ecosystems A 7.5 credits
- Sustainable Horticulture and Conservation Biology 15 credits

**Building Technology:**
- Building Components and Building Services Technology - Distance Course 7.5 credits
- Building Structural 1 - Structural Mechanics and Strength of Materials 7.5 credits
- Building Structural 3 - Structure 7.5 credits
- Building Materials and Applied Building Physics - Distance Course 7.5 credits
- Building Constructions - Distance Course 7.5 credits
- Building Technology for Real Estate Agents/Managers, distance course 7.5 credits

**Computer Technology:**
- Database Technology 7.5 credits
- Information and Communication Technology Security 7.5 credits
- Data visualisation - Design and Construction 7.5 credits
- Computer Systems 7.5 credits
- Introduction to Data Communications 7.5 credits
- Introduction to Data Communications 7.5 credits
- Map Services with Open Source 5 credits
- Object-Oriented Design and Programming II 7.5 credits
- Software Engineering - Development and Maintenance of Software 15 credits
- Project Course in Computer Science 7.5 credits
- Development of Distributed GIS 15 credits

**Design:**
- Theoretical Aspects on Design History 7.5 credits

**Electronics:**
- Automation Systems 7.5 credits
- Computerized Image Processing and Machine Vision 7.5 credits
- Electric Circuits 7.5 credits
- Multivariable and Nonlinear Control Systems 7.5 credits
• Introduction to Automation 7.5 credits
• Modulation and Coding 7.5 credits
• Passive Microwave Devices 7.5 credits
• Elements of Microwave Engineering 7.5 credits
• Electronics Project 7.5 credits
• Control Theory 7.5 credits
• RF Measurement Technology 7.5 credits
• Robotics 7.5 credits
• Robotics 7.5 credits
• Sensors and Measurement Technology 7.5 credits
• Signal Processing 7.5 credits
• Statistical Signal Processing 7.5 credits
• Digital Control Theory 7.5 credits
• Applied Electronics 7.5 credits
• Wireless Sensor Networks 7.5 credits

Energy Technology:
• Building Energy Systems 6 credits
• Building Energy Systems I 7.5 credits
• Building Energy Systems II 7.5 credits
• Building physics 7.5 credits
• Building physics for energy system engineering 7.5 credits
• Energy Utilization 9 credits
• Energy Resources 6 credits
• Energy Systems 6 credits
• Fundamentals in Fluid Mechanics 7.5 credits
• Sustainable Cities 6 credits
• Industrial energy systems 7.5 credits
• Industrial Energy Systems 6 credits
• Indoor Environment 7.5 credits
• Introduction to Energy Systems and Sustainable Energy Engineering 7.5 credits
• Applied Thermodynamics and Fluid Mechanics 15 credits
• Measurement techniques for building energy and indoor climate 7.5 credits
• Energy System Simulation and Optimisation 6 credits
• Simulation and Optimisation for Building Environment 7.5 credits
• Energy System Simulation and Optimisation 7.5 credits
• Applied Differential Equations CAD with HVAC Systems 7.5 cr
• Thermal Comfort and Indoor Climate, internet course 7.5 credits
• Applied Computational Fluid Dynamics 7.5 credits
• Name missing. 7.5 credits
• Heat and Power Generation 6 credits
• Heat Transfer 7.5 credits

English:
• English for teachers in grades 7-9 (further training) 45 credits

Public Health:
• Public health problems in food and eating behaviour 7.5 credits
• Health Promotion in the Work life 7.5 credits
• Health promotion and Cost efficiency 7.5 credits
• Public health policy and Health economics 7.5 credits
• Strategic Governance in Public Health 7.5 credits

**Physical Planning:**
• Physical Planning and Detailed Development Planning 7.5 credits

**Business Administration:**
• Brand Management C 7.5 credits
• Management accounting B 7.5 credits
• Management Accounting C 7.5 credits
• Financial accounting B 7.5 credits
• Financial accounting C 7.5 credits
• Real Estate Brokering 1 - Contract course 15 credits
• Real Estate Brokering 2 - Contract Course 30 credits
• Real Estate Brokering 30 credits
• Real Estate Valuation B 7.5 credits
• Real Estate Valuation and Building Technology for Real Estate Agents - Contract Course 15 credits
• Leadership and organization B 7.5 credits
• Leadership and organization C 7.5 credits
• Marketing B 7.5 credits
• Project Management C 7.5 credits
• Accounting Theory C 7.5 credits
• Services Marketing C 7.5 credits
• Strategic Marketing C 7.5 credits

**Gender Studies:**
• Gender Studies (1-30) 30 credits
• Gender Studies (31-60) 30 credits
• Gender Studies (61-90) 30 credits

**Geographic Information Technology and Surveying:**
• Real Estate Economy for Land Management 7.5 credits
• Real Property Systems, National and International 7.5 credits
• Remote Sensing 5 credits
• Remote Sensing and GIS Analysis in Land Management 7.5 credits
• Geographical information technology 7.5 credits
• GIS Data Structures and Algorithms 5 credits
• GIS raster/vector 7.5 credits
• Spatial Data Infrastructure (SDI) 4 credits
• Introduction to Studies on Advanced Level in Geospatial Information Science 5 credits
• Land Access and Compensation 7.5 credits
• Management and Development of the Built Environment 7.5 credits
- Satellite Sensors and their Applications in Geospatial Information Science 5 credits
- SDI and Service Oriented GIS Architectures 15 credits
- Spatial Analysis for Planning 5 credits

**Earth Science and Physical Geography:**
- Earth Science and Geotechnology 7.5 credits
- Physical geography 7.5 credits

**Sport Science:**
- Anatomy and Physiology with Focus on Exercise 15 credits
- Doping in sports and society 7.5 credits
- Sports Nutrition 7.5 credits
- Personal Trainer 30 credits

**Industrial Engineering and Management:**
- Work Science and Environmental Technology 7.5 credits
- Distribution Logistics 7.5 credits
- Basic of Purchasing 7.5 credits
- Industrial Environmental Management 7.5 credits
- Industrial Management 7.5 credits
- Innovation Management 7.5 credits
- Introduction to Industrial Management at Advanced Level 3 credits
- Total Quality Management 7.5 credits
- Management and Control of Quality 7.5 credits
- Lean and Leadership 7.5 credits
- Innovation Management and Processes 6 credits
- Sustainability Management 7.5 credits
- Management Systems for Quality and Business Development 7.5 credits
- Logistics and Supply Chain Management 7.5 credits
- Logistics 7.5 credits
- Environmental Economics and Management 7.5 credits
- Simulation Technique in Logistics 7.5 credits
- Simulation Techniques for Logistic Systems 6 credits
- Strategies and Principles for Effective Management 6 credits
- Strategic sustainability management 6 credits
- Reliability Engineering 7.5 credits
- Reliability, Maintainability and Safety Engineering 6 credits

**Law and Legal Studies:**
- Tax Law 1 15 credits
- Civil Law för Real Estate Agent - Contract Course 15 credits
- Real estate Law - Contract Course 15 credits
- Commercial Law II: Company Law and Insolvency Law 15 credits
- Introduction to commercial law 15 credits

**Mechanical Engineering:**
- CAD and Product Development 7.5 credits
- Elementary Mechanical Engineering 7.5 credits
- Materials Science 7.5 credits
- Product Development 7.5 credits
- Project Course in Mechanical Engineering 15 credits
- Drawing Techniques with CAD 7.5 credits
- Metal Cutting 7.5 credits
- Manufacturing Processes 7.5 credits

**Mathematics:**
- Diploma work 30 credits
- Basic Algebra with Didactics of Mathematics for Preschool Class and Schools 1-3 7.5 credits
- Learning in Mathematics for Preschool Class and Schoolyears 1-3, Arithmetic 7.5 credits
- Learning in Mathematics for Preschool Class and Schoolyears 1-3, Geometry 7.5 credits
- Learning in Mathematics for Schoolyears 4-6, Arithmetic 7.5 credits
- Learning in Mathematics for Schoolyears 4-6, Geometry 7.5 credits

**Mathematical Statistics:**
- Data Analysis and Statistics for Engineering 7.5 credits

**Medicine:**
- Advanced research methods 15 credits

**Environmental Science:**
- Waste Management 7.5 credits
- Biology Processes and Environments in Society 7.5 credits
- Research supervision 3.5 credits
- Specialisation in Environmental Engineering 15 credits
- Introduction to Environmental Psychology 7.5 credits
- Introduction to Environmental Strategy 15 credits
- Introduction to Environmental Engineering 15 credits
- Life Cycle Assessment 7.5 credits
- Environmental Assessment of Buildings 7.5 credits
- The Effects of the Environment on Man 7.5 credits
- Environmental Aquatic Chemistry 7.5 credits
- Environmental psychology I 30 credits
- Environmental psychology II 30 credits
- Environmental psychology III 30 credits
- Environmental psychology IV 30 credits
- Mobility and Sustainable Transportation 7.5 credits
- The Effects of Man on the Environment 7.5 credits
- Environmental Strategy in a Systems Perspective 15 credits
- Environmental Engineering in a Systems Perspective 15 credits
- Environmental Engineering in a Systems Perspective 15 credits
- Water and Waste Water Systems 7.5 credits

**Economics:**
• Basic mathematics for economists 7.5 credits
• Macroeconomics with financial analysis 15 credits
• Microeconomics with applications 15 credits

Nursing Science:
• Supervision in clinical nursing I 7.5 credits
• Supervision in Clinical Nursing II 7.5 credits
• Supplementary Training of Registered Nurses from Countries Outside EU/EEA/Switzerland 60 credits
• Caring Science - Independent thesis on advanced level 15 credits
• Nursing Science - Independent thesis on basic level 15 credits
• Nursing Science - Scientific methods and theory 15 credits
• Nursing Science - Scientific methods and theory 15 credits
• Caring for People with psychiatric Illness and Disabilities 7.5 credits

Education:
• Art Education (1-30) 30 credits
• Art Education (31-60) 30 credits
• Educational Drama (1-30) 30 credits
• Educational Drama (31-60) 30 credits
• Health Education: Critical Perspectives on Teachers’ Work with Student Health and Wellbeing in School 15 credits
• Health Promotion Perspectives for A Sustainable Education within Preschool and School 15 credits
• Health Educational Leadership 7.5 credits
• Introductory Course in Education (1-30) 30 credits
• Introduction to Health Education 7.5 credits
• Supplementary Course in Educational Theory 15 credits
• Knowledge and Education through a Health Perspective 7.5 credits
• Education 31-60 hp 30 credits
• Education 61-90 30 credits
• Education (91-120) 30 credits
• Process Drama 7.5 credits

Psychology:
• General Psychology 30 credits
• General Psychology B 30 credits
• Persuasion, attitudes and behaviour 7.5 credits

Religious Studies:
• Atheism in history and contemporary society 15 credits
• Perspective on behavioural science of religion 7.5 credits
• Ethics and leadership 15 credits
• Future Environment, Health and Work 15 credits
• Historical and anthropological perspectives on religion 7.5 credits
• Perspectives on religion in cultural studies 7.5 credits
• Leadership in International Context 15 credits
• Leadership - individual, society, culture and religion 15 credits
• Myths, rites and symbols 15 credits
• Religious Studies (1-30) 30 credits
• Religious studies (31-60) 30 credits
• Science of Religion for Upper Secondary School Teachers 90 credits
• Contemporary religious studies 7.5 credits
• Religious Studies with Focus on Culture and Identity (61-90) 30 credits
• Religious Studies with Focus on Culture and Identity (91-120 cr.) 30 credits

Social Work and Social Welfare:
• Alcohol and Psychoactive Drugs 7.5 credits
• Management within Nursing and Care 15 credits
• Supervision in practice training 7.5 credits
• International Social Work 7.5 credits
• Management and Change processes within Nursing and Care 15 credits
• Social Work Organisations and the Professional Role of Social Workers 7.5 credits
• Perspectives on Psychosocial Work 7.5 credits
• Professional relationships in social work practice and working life 7.5 credits
• Psychosocial work and health in a life course perspective 7.5 credits
• Community Development and Collective Empowerment 7.5 credits
• Interviewing Children 7.5 credits
• Social Work and Sustainable Development 7.5 credits

Sociology:
• Sociology 30 credits

Statistics:
• Data Analysis and Statistics for Economists, 15 credits

Swedish/Nordic Languages:
• Swedish as a second language 30 credits
• Swedish as a second language (31-60) 30 credits
• Swedish as a second language 30 credits

Educational Sciences/General Didactics:
• To Lead Collegiate Learning and the Organizing of Educational Practices: I 7.5 credits
• Curriculum studies: ICT as a Resource for teachers 7.5 credits
• Curriculum studies: ICT as a Resource for teachers in primary school 7.5 credits
• Literature and Freedom of Expression - The Dagerman Award 7.5 credits
• Systematic Quality Work and Organizing Educational Practices 7.5 credits
• Education for Supervisors in Initial Teacher Training 7.5 credits

Other Subjects within Technology:
• Decision and Risk in Theory and Practice 1 7.5 credits
• Decision and Risk in Theory and Practice 2 7.5 credits
• Decision and Risk Analysis 1 7.5 credits
• Decision and Risk Analysis 2 7.5 credits
• Decision and Risk Analysis 3 7.5 credits
• Quantitative Risk Analysis for Decision Making 7.5 credits
• Theories and Tools for Complex Decision Making 1 7.5 credits
• Theories and Tools for Complex Decision Making 2 7.5 credits

Other Subjects within Natural Science:
• Science and Technology for Primary School Teachers 30 credits
• Science and Technology for Primary School Teachers (grade 1-3) 15 credits

CU3 Number of students enrolled in sustainability-related degrees
The information for this indicator is not currently available.

CU6 List with degrees’ titles and content
Undergraduate programmes:
• Study Programme in Automation Engineering 180 hp
• Study Programme in Building Engineering 180 hp
• Study Programme in Computer Engineering 180 hp
• Study Programme in Industrial Engineering and Management 180 hp
• Study Programme in Business Administration 180 hp
• Study Programme in Electrical Engineering 180 hp
• Study Programme in Energy Systems Engineering, Co-op 180 hp
• Study Programme in Real Estate Brokering 180 hp
• Bachelor programme in Health Promotion through sustainable development 180 hp
• Preschool Teacher Education Programme 210 hp
• Education 180 hp
• Study Programme in Education for the Primary School 240 hp
• Study Programme in Education for the Secondary School 240 hp
• Sport Science 180 hp
• Industrial Design 180 hp
• Study Programme in Industrial Management and Logistics 180 hp
• IT Systems Development in Geographical Information Systems 180 hp
• Bachelor of Science in Social Work - Specialization International Social Work 180 hp
• Study Program in Applied Criminology 180 hp
• Study Programme in Media and communication: 180 credits 180 hp
• Study Programme in Media and communication: 180 hp
• Bridging Secondary Teacher Programme 90 hp
• Study Programme in Land Management 180 hp
• Study Programme in Land Surveying 180 hp
• Study Programme in Mechanical Engineering (Co-op) 180 hp
• Environmental Engineer, Specialization in Water and Wastewater Engineering (Co-op) 180 hp
• Environmental Strategist 180 hp
• Study Programme in Humans - Culture - Religion 180 hp
• Human Resources and Labour Relations Programme 180 hp
- Legal Science Programme towards Tax Law and Real Estate Law 180 hp
- Study Programme in Spatial Planning 180 hp
- Study Programme in Nursing 180 hp
- Study Programme in Social Work 210 hp
- Upper Secondary Teacher Education Programme 300 hp
- Upper Secondary Teacher Education Programme 300 hp
- Upper Secondary Teacher Education Programme 300 hp
- Upper Secondary Teacher Education Programme 300 hp

**Master's level**

- Master Programme in Business Administration (MBA): Business Management 60 hp
- Master Programme in Business Administration 60 hp
- Master Programme in Management of Logistics and Innovation 60 hp
- Master Programme in Decision, Risk and Policy Analysis 60 hp
- Master Programme in Electronics/Automation (online) 60 hp
- Master Programme in Energy Systems 60 hp
- Master Programme in Geomatics 60 hp
- Master Programme in Health at work 120 hp
- Master Programme in Electronics/Automation 120 hp
- Master Programme in Electronics/Telecommunications 120 hp
- Master Programme in Geospatial Information Science 120 hp
- Master Programme in Environmental Psychology 120 hp
- Master Programme in Religious Studies 120 hp
- Master Programme in Social Work 120 hp
- Master Programme in Energy Engineering, Energy Online 60 hp
- Master Programme in Energy Systems 120 hp
- Master of Educational Science with specialization in Organizing Educational Practice 120 hp
- Graduate Diploma in Anaesthetic Care Specialist Nursing 60 hp
- Specialist Nursing Programme - Primary Health Care 75 hp
- Graduate Diploma in Intensive Care Specialist Nursing 60 hp
- Specialist Nursing Programme - Elderly Care 60 hp

**Distance programmes**

- Study Programme in Business Administration 180 hp
- Preschool Teacher Education Programme 210 hp
- Study Programme in Education for the Primary School 240 hp
- Study Programme in Education for the Secondary School 240 hp
- Study Program in Applied Criminology 180 hp
- Bridging Secondary Teacher Programme 90 hp
- Master Programme in Decision, Risk and Policy Analysis 60 hp
- Master Programme in Electronics/Automation (online) 60 hp
- Master Programme in Health at work 120 hp
- Master Programme in Religious Studies 120 hp
- Master Programme in Social Work 120 hp
- Master Programme in Energy Engineering, Energy Online 60 hp
- Master of Educational Science with specialization in Organizing Educational Practice 120 hp
- Study Programme in Humans - Culture - Religion 180 hp
- Study Programme in Social Work 210 hp
- Upper Secondary Teacher Education Programme 300 hp
- Upper Secondary Teacher Education Programme 300 hp
- Upper Secondary Teacher Education Programme 300 hp

**CU7 List with degrees’ titles and SD theme contained**

The following list shows a summary of courses that contain SD. Figure 30 gives an overview of the integration of sustainable development in courses from 2014 to 2016.

- Study Programme in Automation Engineering 180 hp
- Study Programme in Building Engineering 180 hp
- Study Programme in Building Engineering with focus on architecture and environment 180 hp
- Study Programme in Computer Engineering 180 hp
- Industrial Engineering and Management
- Real Estate Management
- Economics
- Study Programme in Electrical Engineering 180 hp
- Study Programme in Energy Systems Engineering, Co-op 180 hp
- Study Programme in Real Estate Brokering 180 hp
- Bachelor programme in Health Promotion through sustainable development 180 cr
- Master Programme in Business Administration with a specialization in business development
- Master Programme in Business Administration with a specialization in accounting
- Preschool Teacher Education Programme 210 hp
- Study Programme in Education for the Primary School
- Study Programme in Education for the Primary School
- Study Programme in Education for the Primary School
- Sport Science with an emphasis on sports with a specialisation in health-promoting life style
- Industrial Design
- Industrial Economics - Industrial Management and Logistics
- Information technology with a specialisation in GIS
- IT Systems Development in Geographical Information Systems
- Bachelor of Science in Social Work - Specialization International Social Work
- Study Program in Applied Criminology 180 hp
- Study Programme in Media and communication with a specialisation in communication
- Study Programme in Media and communication with a specialisation in writing
- Bridging Secondary Teacher Programme
- Study Programme in Land Management/Surveying
• Study Programme in Land Management/Surveying
• Study Programme in Land Management/Surveying
• Study Programme in Land Management/Surveying
• Master Programme in Management of Logistics and Innovation 60 hp
• Master Programme in Decision, Risk and Policy Analysis 60 hp - Distance Course
• Master Programme in Energy Systems
• Master Programme in Geomatics 60 hp
• Study Programme in Mechanical Engineering
• Master Programme in Energy Engineering, Energy Online 60 hp
• Master Programme in Energy Systems
• Master Programme in Health at work 120 hp
• Master Programme in Electronics/Automation 120 hp
• Master Programme in Electronics/Telecommunications 120 hp
• Master Programme in Environmental Psychology 120 credits
• Master Programme in Religious Studies 120 hp
• Master Programme in Social Work 120 hp
• Environmental Engineer, Specialization in Water and Wastewater Engineering (Co-op) 180 hp
• Environmental Strategist 180 hp
• Study Programme in Environmental Engineering 180 cr
• Study Programme in Humans Culture Religion, 180 cr
• Human Resources and Labour Relations Programme, 180 cr
• Politics and media
• Program for professional writing
• Study Programme in Spatial Planning 180 cr
• Bachelor of Science in Nursing, 180 cr
• Bachelor of Science in Nursing, 180 cr
• Study Programme in Social Work 210p
• Social Work - Specialization International Social Work 180 cr
• Social Work - Specialization International Social Work 180 cr
• Graduate Diploma in Anaesthetic Care Specialist Nursing 60 cr
• Specialist Nursing Programme - Primary Health Care 75 credits
• Specialist Nursing Programme - Primary Health Care 75 credits
• Graduate Diploma in Intensive Care Specialist Nursing 60 cr
• Specialiststjukskötterskeprogrammet - inriktning vård av äldre 60 hp
• Technical Pre-Undergraduate Study Year 40 weeks
• The Subject Teacher Programme for Upper-secondary School: English/mathematics
• The Subject Teacher Programme for Upper-secondary School: English/religion
• The Subject Teacher Programme for Upper-secondary School: English
• The Subject Teacher Programme for Upper-secondary School: mathematics
• The Subject Teacher Programme for Upper-secondary School: religion
• The Subject Teacher Programme for Upper-secondary School: Swedish
• The Subject Teacher Programme for Upper-secondary School: English/mathematics
- The Subject Teacher Programme for Upper-secondary School: English/religion
- The Subject Teacher Programme for Upper-secondary School: religion/Swedish
- The Subject Teacher Programme for Upper-secondary School: religion/mathematics

**Figure 30: Sustainable development integration in courses**

**SD capacity building**

**CU4 Specific course focuses on Educating the Educators in SD**

Figure 31 shows the continuation and competence rises in education and Figure 32 displays the number of employees that has participated in a sustainable development course.

**Figure 31: Continuation and competence rises in education**
Where AUE = Faculty of education and business studies; AHA = Faculty of health and occupational studies and ATM = Faculty of engineering and sustainable development

Figure 32: Staff that has participated in a SD competence development course

CU8 Course structure, goals and duration

The course for new employees on Blackboard takes about an hour to complete, but it is complemented by seminars, guest lectures, conferences, and information in meetings on different levels of the organisation. The goal is to provide inspiration and learning opportunities to faculty and staff about what sustainable development is, how the university works with sustainable development and what the faculty and staff can do in their functions. After reviewing the course material, there is a test to do for course certificate.

The research-based expertise of staff in sustainable development mainly comes from the strong link to the sustainable development of the University and its research profiles. Lecturers and professors (with few exceptions) teach and connect their research to education also in basic education. Continuous professional development measures contribute to the university's researchers are involved in other areas of education, seminars and conferences where students participate. All units have goals for continuous training in sustainable development. Within the environmental management system there is also a routine (for updates) for competence development. Awareness of sustainable development is great and the overall excellence of the University should contribute to students' learning, but of course there are further opportunities to strengthen this area.

SD monitoring in curricula

CU5 Management procedures for monitoring SD themes incorporation into Curricula

The incorporation of SD in courses, programs and research applications is followed-up annually and the results included in the university annual report and the reports to the Swedish EPA and Ministry of Education. The university management meets three
times a year in “management review” to discuss the progress of the university sustainability work to assess it and plan for future activities.

**CU9 Management structure, incorporation follow up procedures, continuous improvement methods, etc.**

The results of the staff survey are reported to the management, and taken into the sustainability report that is sent to the Swedish EPA and the Ministry of Education and Research. The incorporation of SD in courses, programs and research applications is also followed-up annually and the results included in the university annual report and the reports to the Swedish EPA and Ministry of Education.

**Administrative support**

**CU10 Administrative support**

Staff and management are supported by the environmental coordinators in each department and the Council of sustainability development (RHU) and information on the University home page and discussions in meetings.

**CU11 Number and percentage of departments and colleges including sustainability curriculum**

All faculties include sustainability in the curriculum. Figure 33 shows a detailed overview for all three faculties (AUE, ATM, AHA).
Figure 33: Percentage including sustainability within the departments

CU12 Sustainability courses included in general education requirement
There is no specific course for all students since the University works by integrating SD in all educational programs, which have different courses with SD content (see CU2 above).

Research

Research in general

RE1 Research in the area of sustainability
Figure 34 shows the percentage of sustainable development contributions at the university’s research projects in 2016.
Figure 34 Sustainable development at the university’s research projects in 2016

RE2 Percentage of graduate students doing research in sustainability

Since all research at the university needs to comply with the university vision and mission for sustainability, all projects where graduate students are engaged in can be connected to one of the three aspects of sustainability. According to the staff survey 2017 93% of graduate students do research dealing with sustainability. Figure 35 shows the number of thesis’s that include SD. For other faculties, information is unavailable regarding thesis work.

Figure 35: Sustainable development in thesis work at AUE 2010 -2016
**RE3 Percentage of faculty that does research in sustainability issues**

According to the staff survey 2017, 96% of the staff carry out sustainability related research as shown in Table 38.

**Table 38: SD integration into the university functions**

<table>
<thead>
<tr>
<th>Function</th>
<th>SD in function (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>77,5</td>
</tr>
<tr>
<td>Research</td>
<td>96</td>
</tr>
<tr>
<td>PhD student</td>
<td>93</td>
</tr>
<tr>
<td>T/A service staff</td>
<td>85</td>
</tr>
<tr>
<td>Manager</td>
<td>100</td>
</tr>
</tbody>
</table>

**RE4 Institutional support and management procedures for multidisciplinary and interdisciplinary research in sustainability**

Management provides some resources for multidisciplinary and interdisciplinary research in sustainability, but there are no figures for it. There are lectures, guest lectures, and financing for seminars.

**Figure 36: Interdisciplinary collaboration**

**RE5 Number of research projects that are multidisciplinary and interdisciplinary in the area of sustainability**

Figure 37 shows the percentage of sustainable development contribution within university’s research projects in 2016 and Table 39 the number of research projects that contribute to SD in 2016.
Figure 37 SD at the university’s research projects in 2016

Table 39: Numbers of research projects that contribute to SD in 2016

<table>
<thead>
<tr>
<th>Variables</th>
<th>Contributes predominantly</th>
<th>Contributes smaller part</th>
<th>Contributes less</th>
<th>Uncertain</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental</td>
<td>16</td>
<td>14</td>
<td>15</td>
<td>18</td>
<td>63</td>
</tr>
<tr>
<td>Economical</td>
<td>32</td>
<td>24</td>
<td>0</td>
<td>6</td>
<td>62</td>
</tr>
<tr>
<td>Social</td>
<td>48</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td>62</td>
</tr>
<tr>
<td>Overall</td>
<td>34</td>
<td>24</td>
<td>0</td>
<td>3</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>130</td>
<td>74</td>
<td>16</td>
<td>28</td>
<td>248</td>
</tr>
</tbody>
</table>

RE6 List issues addressed Renewable energies, ecological economics, urban planning, etc.

Renewable energies, energy systems, urban planning, logistics, work health issues, ergonomics, education for sustainable development, sustainable purchasing, waste management.

RE7 List of knowledge fields involved

Health science, engineering and technology, education, business administration, and industrial design.

RE8 List of faculty members and Department or Centre they belong to

There is no detailed information available at the moment.

RE9 Type of support provided: budget allocation, office and personnel especially dedicated, etc.

Table 40: Cost for different activities (SEK)

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ecological</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 41: Type of cost (SEK)

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic education</td>
<td>483,415</td>
<td>450,848</td>
<td>445,195</td>
</tr>
<tr>
<td>Research</td>
<td>135,061</td>
<td>119,357</td>
<td>128,801</td>
</tr>
<tr>
<td>Sum</td>
<td>618,476</td>
<td>570,205</td>
<td>573,997</td>
</tr>
</tbody>
</table>

Grants

*RE10 Total revenues from grants and contracts specifying sustainability-related research*

There is no information on specific sustainability related research at the moment.

Publications and products

*RE11 Published research focusing on sustainability-related issues*

There is research being done, but the only way to find out at present figures is to look for keywords related to sustainability. There is a process going on to make a similar system for classification as is done for research applications.

Programmes and centres

*RE12 Departments and centres with their functions on campus providing sustainability-related research or services*

Centre for Logistic and Innovation Production (CLIP), Sustainable Business Relations (HAR) Centre, Forte Centre at AHA, Environmental Technology, Resource-Efficient Energy Systems in the Built Environment (Resbee), and Energy systems.
Service

Community activity and service

SE1 Student, faculty, and staff contributions to community development and service
There are lecturers’ and nurses’ training periods in real life context. No information currently available for this indicator.

SE2 Partnerships for sustainability with educational, business, and government entities at the local level
The university works with the City of Gävle, the Port of Gävle, the Gävleborg region, and a number of businesses in the region.

SE3 Quantity and composition of student groups focusing on one aspect of sustainability
There is no information available at the moment.

Service learning

SE4 Existence and strength of service learning programs
Some engineering programmes, all teachers, nurses, and social workers have training periods in real life context.

SE5 Total faculty, staff, students, involved in service learning projects
There are no data available for this indicator at the moment.

Declarations

SE6 SD declarations, initiatives, and charters signed (e.g. Talloires, Kyoto, Barcelona, etc.)
The University endorses the Talloires Declaration, The United nations’ 17 Sustainable Development Goals (SDGs), and ISO 14001:2015, ISO 19011:2011.

The University is part of the COPERNICUS University charter, RIO 2012 Commitment to Sustainable Practices of Higher Education Institutions on the occasion of the United Nations Conference on Sustainable.

Educational Dimension Performance

Table 42 shows the indicator percentages collated in respect to the total indicators in Educational Dimension and their performance (see Figure 38).

Figure 38 and Table 42 show the indicator percentages collated in respect to the GASU 2011 Educational Dimension indicators. All the indicators for SD capacity building, SD monitoring in curricula, Administrative Support, Grants, Publications and products, and Programmes and centres were found. Most of the indicators for SD incorporation in the curricula and Research in general were found (80% and 89% respectively). Around half of the Community activity and service, and Service learning were found (67% and 50%).

Figure 38 and Table 42 show the indicator performances with respect to the GASU 2011 Educational Dimension indicators. The indicators for SD capacity building
(94%), SD monitoring in the curricula (75%) Administrative support (83%) Grants (100%), and Declarations (75%) were quite good. The ones for SD incorporation in the curricula (66%), Research in general (58%), Programmes and centres (59%) were slightly above average. The ones for Publications and product (25%) and Community activity and service (17%) were low.

Table 42: Percentage of GASU 2011 indicators collated and their performance for the Educational Dimension

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Percentage of indicators collated</th>
<th>Performance of the indicators collated</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD incorporation in the curricula</td>
<td>80%</td>
<td>66%</td>
</tr>
<tr>
<td>SD capacity building</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>SD monitoring in curricula</td>
<td>100%</td>
<td>75%</td>
</tr>
<tr>
<td>Administrative Support</td>
<td>100%</td>
<td>83%</td>
</tr>
<tr>
<td>Research in general</td>
<td>89%</td>
<td>58%</td>
</tr>
<tr>
<td>Grants</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Publications and products</td>
<td>100%</td>
<td>25%</td>
</tr>
<tr>
<td>Programs and centres</td>
<td>100%</td>
<td>50%</td>
</tr>
<tr>
<td>Community activity and service</td>
<td>67%</td>
<td>17%</td>
</tr>
<tr>
<td>Service learning</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Declarations</td>
<td>100%</td>
<td>75%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>86.67%</strong></td>
<td><strong>59.30%</strong></td>
</tr>
</tbody>
</table>
Educational Dimension Discussion

The Educational dimension indicators were found in most categories, with the exception of Community activity and Service (indicators SE1, SE2, and S3 could be made more explicit), and Service learning (where more details for indicators SE4 and SE5 could be discussed). The performance of the indicators was good with the exceptions of: Publications and products (RE11), where little details are provided; Community activity and service (where the contributions to community from students could be better addressed, indicator SE1); Research in general, where more details could be provided on the areas (RE1), the list of issues addressed (RE6), and knowledge fields (RE7); Programmes and centres, where a better description of their focus could be provided; Service learning, where there should be a better discussion of the learning programmes (SE4) and the staff involved in it (SE5); and SD incorporation in the curricula, where the number of students enrolled in sustainability courses should be found out (CU3), as well as the impact of the courses on sustainability.
Inter-linking issues and dimension
This section shows the indicators that have inter-linkages to other indicators within the same dimension, or to indicators in the other dimensions. It is based on the work of Lozano & Huisingh (2011).

Relations within the same dimension

Relations within the Economic Dimension

RS1. Tuition fees and Income
Table 43: Basic education Financing (TSEK)

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant</td>
<td>425,125</td>
<td>428,393</td>
<td>419,185</td>
</tr>
<tr>
<td></td>
<td>89 %</td>
<td>92 %</td>
<td>94 %</td>
</tr>
<tr>
<td>Fees / payments</td>
<td>43,372</td>
<td>24,825</td>
<td>16,996</td>
</tr>
<tr>
<td></td>
<td>9 %</td>
<td>5 %</td>
<td>4 %</td>
</tr>
<tr>
<td>Contribution</td>
<td>9,188</td>
<td>9,953</td>
<td>7,104</td>
</tr>
<tr>
<td></td>
<td>2 %</td>
<td>2 %</td>
<td>2 %</td>
</tr>
<tr>
<td>Financial revenue</td>
<td>166</td>
<td>92</td>
<td>1,045</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Sum</td>
<td>477,851</td>
<td>463,263</td>
<td>444,330</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 44: Grant financed regular basic education (TSEK)

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of full-year students</td>
<td>6,174</td>
<td>5,558</td>
<td>5,547</td>
</tr>
<tr>
<td>Cost</td>
<td>429,173</td>
<td>416,606</td>
<td>422,459</td>
</tr>
<tr>
<td>Cost per full year student</td>
<td>69.5</td>
<td>75.0</td>
<td>76.2</td>
</tr>
</tbody>
</table>

Table 45: Grant financed regular basic education in terms of performance (TSEK)

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of full-year students in performance</td>
<td>4,809</td>
<td>4,420</td>
<td>4,556</td>
</tr>
<tr>
<td>Cost (SEK)</td>
<td>429,173</td>
<td>416,606</td>
<td>422,459</td>
</tr>
<tr>
<td>Cost per full year student</td>
<td>89.2</td>
<td>94.3</td>
<td>92.7</td>
</tr>
</tbody>
</table>

Relations within the Environmental Dimension

RS2. GHG emissions and Energy
There is no direct info on GHG, only on energy.

RS6. Transport and Emission
The following figures show the transport and emission at HiG.
Figure 39: CO₂ emissions from car trips in service per employee/year

Figure 40: Total transport CO₂ emissions form car trips in service

Figure 41: Total transport CO₂ emissions per employee (excl. air over 50 mil)
Figure 42: Total transport CO₂ emissions (excl. air over 50 mil)

Figure 43: Total transport CO₂ emissions
Figure 44: Emission in percent per transport

**Relations within the Social Dimension**

**RS3. Employee training and development with Health and safety**
There are five members in the health and safety committee representing the employees. The students have their own health and safety representative.

**RS4. Volunteering and philanthropy and Communities**
No information was found for this indicator not relevant in Swedish university context

**Relations within the Educational Dimension**

**RS5. SD Research-led Teaching**
No information is currently available for this indicator. Given the focus of the University of Gävle on research-led-teaching and the different modules, programmes, and schools that contribute to sustainability, the information for this indicator would be easy to produce. Almost all researches are involved in teaching courses on different levels, mainly in advanced.

**Relations to issues in another dimension**

**Relations between the Economic and Environmental dimensions**

**RA1. Eco-efficiency and Earnings**
No information is available for this indicator.

**RA2. Six Sigma and the Environment**
This indicator does not apply to universities’ context. No information is available, but there is teaching on total quality management (including six-sigma) which could be linked to the environment.
RA9. Environmental accidents and Fines
There have been no environmental accidents in the last ten years.

RA10. Purchasing and Environment
Procurement policy principles:

- The basic principle of all procurement is that it should be done on a commercial basis in competition and in an objective manner;
- All procurement contracts shall take place in close cooperation between the purchasers and users;
- Procurement is planned so that it is part of the university's short- and long-term planning;
- In procurement, the environmental issues shall be considered when selecting suppliers as far as possible; and
- A total economy in the procurement process tries to attain.

The purpose of this procurement policy is to ensure that the University's procurement is conducted efficiently and in accordance with applicable laws and regulations.

The objective of the contracting business is to meet the university's needs for goods and services at the lowest cost considering relevant environmental and quality standards.

Relations between the Educational and Social dimensions

RA11. Training and education and SD curriculum
Figure 45 shows examples of SD in teaching.

![Examples of SD in teaching](image)

Figure 45: Examples of SD in teaching
**RA12. Training and education and SD research**

Figure 46 shows examples of SD in research.

![Examples of SD in research](image)

**RA13. Training and education and SD administrative support**

Figure 47 shows examples of SD in technical and administrative functions.

![Examples of SD in technical and administrative functions](image)

**Relations between the Environmental and Social dimensions**

**RA3. Communities and the Environment**

No information is currently available for this indicator.

**RA4. Communities and Biodiversity**

No information is currently available for this indicator.

**RA5. Employee training and Eco-efficiency**

No information is currently available for this indicator.
**RA6. Environment and Health and Safety**

No information is currently available for this indicator.

**RA7. Products**

This indicator does not apply to a university context.

**RA8. Water and Communities**

No information is currently available for this indicator.

**Relations among all dimensions**

**RT1. Accidents and remediation**

There have not been any accidents that have affected both the environment and social issues (such as communities, employees, or students).

**RT2. Green buildings and Social Dimension**

No information is currently available for this indicator.

**RT3. Supply chain**

This indicator does not apply to the University of Gävle context.

**RT4. Time dimension**

This first report provides the bases to explore past and current activities, and those planned for the future that are contributing to the Economic, Environmental, and Social dimensions (as specified by the GRI), as well as how to connect them to the core competencies of the University: Education and Research. It is hoped that this report serves to help the University better contribute to making societies more sustainable.

**Inter-linking issues and dimension Performance**

Table 46 shows the indicator percentages collated in respect to the total indicators in the Inter-linking issues and dimensions and their performance (see Figure 48).

Table 46 and Figure 48 show the indicator percentages collated in respect to the GASU 2011 Inter-linking issues and dimensions indicators. A good number of the indicators for Relations among all dimensions (75%) were found, and half of those for the Relations to issues in another dimension (50%) and Relations to issues in another dimension (53.85).

Table 46 and Figure 48 show the indicator performances with respect to the GASU 2011 Inter-linking issues and dimensions indicators. The indicators for Relations among all dimensions have relatively good performance (68.75%); whereas the, and Relations within the same dimension (45.83%) and Relations to issues in another dimension (30.77%) could be improved.

**Table 46: Percentage of GASU 2011 indicators collated and their performance for the Inter-linking issues and dimension.**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage of indicators collated</th>
<th>Performance of the indicators collated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relations within the</td>
<td>50.00%</td>
<td>45.83%</td>
</tr>
</tbody>
</table>
Inter-linking issues and dimension Discussion

The relations among the three dimensions tend to be good and with good performance; however, the relations within the same dimension and to other dimensions could be improved. There are some indicators that could be improved, such as research led-teaching (RS5), and GHG emissions and energy (RS2). The earning could be better linked to eco-efficiency measures (RA1). The indicators RA2, RA3, RA5, RA6, RA7, and RA8 should be found and discussed.

Report Performance

Table 47 shows the indicator percentages collated in respect to the total indicators in each Sustainability Reporting dimension and their performance (see Figure 49).

Table 47 and Figure 49 show that the indicators in the Profile were easily available, followed by those in the Economic, Social, Educational, and Environment. Those in the Inter-linking issues and dimensions were collated from other indicators.
Table 47 and Figure 49 show that the performances of the Profile and Social were quite high (more than 70%). The ones for the Economic, Environment, and Educational were high (around 60%). The ones for the Inter-linking issues and dimensions could be improved (44.71%).

Table 47: Percentage of GASU 2011 indicators collated and their performance.

<table>
<thead>
<tr>
<th>Sustainability Reporting Dimension</th>
<th>Percentage of indicators collated</th>
<th>Performance of the indicators collated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profile</td>
<td>100.00%</td>
<td>77.33%</td>
</tr>
<tr>
<td>Economic</td>
<td>100.00%</td>
<td>63.89%</td>
</tr>
<tr>
<td>Environment</td>
<td>76.67%</td>
<td>59.67%</td>
</tr>
<tr>
<td>Social</td>
<td>95.00%</td>
<td>79.74%</td>
</tr>
<tr>
<td>Educational</td>
<td>86.67%</td>
<td>59.30%</td>
</tr>
<tr>
<td>Inter-linking issues and dimensions</td>
<td>56.62%</td>
<td>44.71%</td>
</tr>
<tr>
<td>Total</td>
<td>86.86%</td>
<td>67.11%</td>
</tr>
</tbody>
</table>

Figure 49: General chart for the indicators collated and their performance using GASU 2011.
Report Discussion

This report has three objectives: (1) to compile the required information; (2) to create the first draft of the Sustainability Report; and (3) to analyse the performance values from the information collected.

The data was collected for the years 2016-2017. The scope for the draft was the University, as an entity.

The indicator performance data were analysed with the Graphical Assessment of Sustainability in Universities (GASU®) 2011 tool licensed from Organisational Sustainability Ltd., as explained in the section: Methodology for analysis: The Graphical Assessment of Sustainability in Universities (GASU) 2011 tool.

The report provides detailed information for each dimension (including its categories and aspects). Most of the indicators were found easily, which shows the work on sustainability that the university has undertaken. The indicators for the Inter-linking issues and dimensions were collated from other indicators. The performance values for most dimensions were high, with the exception of the Inter-linking issues and dimensions, which indicates that some work is still needed in connecting the different sustainability dimensions and issues.

Table 48 shows that the comparison between the present Report and those of 12 other universities that have published Sustainability Reports with respect to their publication date and number of pages. Whereas this Report contains 111 pages against a maximum of 415 and a minimum of 24 pages. The other universities’ reports do not include performance and discussion sections.

Table 48: Universities that have published full Sustainability Reports

<table>
<thead>
<tr>
<th>Institution</th>
<th>Date of publication</th>
<th>Number of pages</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Birmingham, UK</td>
<td>2008</td>
<td>18</td>
<td>(University of Birmingham, 2009)</td>
</tr>
<tr>
<td>University of Natural Resources and Applied Life Sciences (BOKU), Vienna, Austria*</td>
<td>2005</td>
<td>194</td>
<td>(BOKU, 2005)</td>
</tr>
<tr>
<td>University of British Columbia (UBC), Canada</td>
<td>2007</td>
<td>74</td>
<td>(UBC, 2007)</td>
</tr>
<tr>
<td>Florida University, USA</td>
<td>2009</td>
<td>63</td>
<td>(Florida Universitària, 2009)</td>
</tr>
<tr>
<td>Gothenburg University, Sweden</td>
<td>2009</td>
<td>34</td>
<td>(Göteborgs universitet, 2009)</td>
</tr>
<tr>
<td>University of Hong Kong, China</td>
<td>2007</td>
<td>24</td>
<td>(University of Hong Kong, 2007)</td>
</tr>
<tr>
<td>University of Leuphana, Lüneburg, Germany</td>
<td>2007</td>
<td>60</td>
<td>(Leuphana University, 2007)</td>
</tr>
<tr>
<td>University of Michigan, USA</td>
<td>2002</td>
<td>415</td>
<td>(Rodriguez, Roman, Sturhan, &amp; Terry, 2002)</td>
</tr>
</tbody>
</table>
Table 49 shows that the comparison of the present Report with the sustainability reports of 12 other universities that have published Sustainability Reports. The maximum score attainable in each dimension is 100%. It shows that the University of Gävle draft sustainability report has better performance values than the other universities in all the dimensions and their averages.

The University of Edinburgh has a GRI based Sustainability Report (University of Edinburgh, 2011), where it addresses the university system (education, research, operation, outreach, and assessment and reporting). It provides the performance in Full or Partial coverage. The report has full coverage of most of the Profile indicators, and some Economic Dimension ones. There is some coverage of the Environmental Dimension through its ‘On-campus’; however, this is not linked to the GRI indicators. It provides limited information about Social Dimension indicators, where there is full coverage of LA1, LA8, LA11, SO1, and SO5, and partial coverage of LA7, and LA13. It gives some information about the Education Dimension, through Social responsibility and sustainability in learning and teaching, and Social responsibility and sustainability in research and knowledge exchange.

Table 49: Results from the GASU analysis: The four Higher Education for Sustainable Development (HESD)’s dimensions.
<table>
<thead>
<tr>
<th>Location</th>
<th>0.00%</th>
<th>17.78%</th>
<th>8.40%</th>
<th>13.25%</th>
<th>NA*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singapore</td>
<td>26.14%</td>
<td>26.67%</td>
<td>18.66%</td>
<td>8.73%</td>
<td>NA*</td>
</tr>
<tr>
<td>University of Gävle</td>
<td>63.89%</td>
<td>59.67%</td>
<td>80.00%</td>
<td>59.30%</td>
<td>44.71%</td>
</tr>
<tr>
<td>Averages</td>
<td>17.44%</td>
<td>20.39%</td>
<td>11.02%</td>
<td>8.40%</td>
<td></td>
</tr>
</tbody>
</table>

* NA: Not available, since these indicators are not explicitly considered in the reports
Source: Adapted from (Lozano, 2011)
Recommendations

The report shows that the university has been working with sustainability issues (since most indicators could be found), with relatively good performance. Some indicators could be improved. It is recommended that the university continues its efforts and better markets and promotes them. Publishing this report could help to showcase what has been happening at the University of Gävle.

The critical point found in the report was that it appears that sustainability is still being addressed in a compartmentalised way. Efforts in the economic, educational, environmental, and social dimension should be better linked. Trans-disciplinary collaboration in teaching and research could help to address this gap.
## List of sources

Contact persons (interviewed or got required information)

<table>
<thead>
<tr>
<th>Faculty / Department</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 HR-department</td>
<td>HR-specialist</td>
</tr>
<tr>
<td>2 ATM -faculty</td>
<td>Lecturer/EMS system coordinator</td>
</tr>
<tr>
<td>3 Vice-Chancellor´s office</td>
<td>Head of Department</td>
</tr>
<tr>
<td>4 ATM -faculty</td>
<td>Lecturer/Health and safety officer</td>
</tr>
<tr>
<td>5 University administration</td>
<td>Security coordinator</td>
</tr>
<tr>
<td>6 Vice-Chancellor´s office</td>
<td>Activities controller</td>
</tr>
<tr>
<td>7 University administration</td>
<td>Procurement officer</td>
</tr>
<tr>
<td>8 University administration</td>
<td>Financial manager</td>
</tr>
<tr>
<td>9 University administration</td>
<td>Accountant</td>
</tr>
<tr>
<td>10 ATM</td>
<td>Lecturer/Environmental coordinator</td>
</tr>
<tr>
<td>11 Vice-Chancellor´s office</td>
<td>Vice-Chancellor´s secretary</td>
</tr>
<tr>
<td>12 Library</td>
<td>Librarian</td>
</tr>
</tbody>
</table>

Internet sources

HIG-STYR 2016/146:  
https://www.hig.se/download/18.7a9ae27e1591eb42ef73a78/1482352427418/Plattform+f%C3%B6rStrategi+2020_.pdf Retrieved on 2017-03-24

HIG-STYR 2016/146:  
https://www.hig.se/download/18.7a9ae27e1591eb42ef73a78/1482352427418/Plattform+f%C3%B6rStrategi+2020_.pdf Retrieved on 2017-03-24

HIG-STYR 2015/6:  
https://www.hig.se/download/18.7a9ae27e1591eb42ef759581/1483956825671/Campusplan+H%C3%B6gskolan+i+G%C3%A4vle+2030.pdf Retrieved on 2017-03-24

HIG-STYR 2016/145:  
https://www.hig.se/download/18.7a9ae27e1591eb42ef73a7a/1482352731495/H%C3%B6gskole%C3%B6vergripande+h%C3%A5llbarhetsm%C3%A5l+2017-2020.pdf Retrieved on 2017-03-24

HiG 2011/942:  
http://www.hig.se/download/18.67ce5100133c44e089580003560/1353631471399/upphandlingsploicy111122.pdf Retrieved on 2017-03-24

Dnr 10-200/07:  
https://www.hig.se/download/18.7232e72211f0c1f158000462/1353631843203/web bpolicy.pdf Retrieved on 2017-03-24

HIG-STYR 2013/80:  
https://www.hig.se/download/18.601a880f1436bac37d6287/1389098517676/Policy%
Dnr HIG-STYR 2015/80:
https://www.hig.se/download/18.1572950014e3c52133541eca/1490711017028/H%C3%B6gskolan+i+G%C3%A4vle+-+organisation%2C+ansvarf%C3%B6rdelning+och+beslutsordning.pdf

Dnr 2011/1810:
https://www.hig.se/download/18.5288007d137497342d280001229/1353631468309/Arbetsmilj%C3%B6policy.pdf Retrieved on 2017-03-24

Dnr 2011/1811:
http://www.hig.se/download/18.5288007d137497342d280001230/1353631468881/F%C3%B6rdelning+arbetsmilj%C3%B6uppgifter.pdf Retrieved on 2017-03-24

Dnr HIG-STYR 2014/108:
https://www.hig.se/download/18.5996d38a1557390e24726915/1467183843621/Likahandlingsplan+f%C3%A4r+B6rl%C3%A4nng+att+g%C3%A4lla+under+2016.pdf Retrieved on 2017-03-24

Dnr 10-880/99:

Dnr HIG-STYR 2015/109:
https://www.hig.se/download/18.19bbdefe1519011eb555b313/1450890913879/Kursv%C3%A4rderingspolicy.pdf Retrieved on 2017-03-24

Dnr 70-941/07:
https://www.hig.se/download/18.6aa4b01231b9b2622800024152/1353631408040/utvarderingavutbildningsprogram.pdf

Other sources:
HIG-STYR 2016/131 Internal report Hägskolan i Gävle
References


University of Hong Kong. (2007). Pursuing Sustainability. The University of Hong Kong's Sustainability report 2004. Hong Kong, China: University of Hong Kong.


Table of Indicators

This section presents the location of each indicator in the report.

Profile ......................................................................................................................................................... 7

1. Strategy and Analysis ........................................................................................................................................... 7
   1.1 Statement from the most senior decision-maker of the organisation (e.g., CEO, chair, or equivalent senior position) about the relevance of sustainability to the organisation and its strategy ........................................................................................................................................... 7
   1.2 Description of key impacts, risks, and opportunities .......................................................................................... 7

2. Organisational Profile ........................................................................................................................................ 8
   2.1 Name of the organisation .................................................................................................................................. 8
   2.2 Primary brands, products, and/or services. ......................................................................................................... 9
   2.3 Operational structure of the organisation, including main divisions, operating companies, subsidiaries, and joint ventures. ................................................................................................................................. 9
   2.4 Location of organisation’s headquarters. ......................................................................................................... 9
   2.5 Number of countries where the organisation operates, and names of countries with either major operations or that are specifically relevant to the sustainability issues covered in the report. .................................................................................................................................. 9
   2.6 Nature of ownership and legal form .................................................................................................................. 9
   2.7 Markets served (including geographic breakdown, sectors served, and types of customers/beneficiaries). ................................................................................................................................. 9
   2.8 Scale of the reporting organisation .................................................................................................................. 11
   2.9 Significant changes during the reporting period .............................................................................................. 11
   2.10 Awards received in the reporting period ....................................................................................................... 11

3. Report Parameters ........................................................................................................................................... 11
3.1 Reporting period (e.g., fiscal/calendar year) for information provided ........................................ 11
3.2 Date of most recent previous report (if any) ................................................................................... 11
3.3 Reporting cycle (annual, biennial, etc.) .......................................................................................... 11
3.4 Contact point for questions regarding the report or its contents .................................................... 12
3.5 Process for defining report content ................................................................................................ 12
3.6 Boundary of the report (e.g., countries, divisions, subsidiaries, leased facilities, joint ventures, suppliers) .................................................................................................................................... 12
3.7 State any specific limitations on the scope or boundary of the report ............................................ 12
3.8 Basis for reporting on joint ventures, subsidiaries, leased facilities, outsourced operations, and other entities that can significantly affect comparability from period to period and/or between organisations .................................................................................................................................. 12
3.9 Data measurement techniques and the bases of calculations, including assumptions and techniques underlying estimations applied to the compilation of the Indicators and other information in the report ......................................................................................................................................................... 12
3.10 Explanation of the effect of any re-statements of information provided in earlier reports, and the reasons for such re-statement (e.g., mergers/acquisitions, change of base years/periods, nature of business, measurement methods) ........................................................................................................................................................................... 12
3.11 Significant changes from previous reporting periods in the scope, boundary, or measurement methods applied in the report ................................................................................................................. 12
3.12 Table identifying the location of the Standard Disclosures in the report ........................................ 12
3.13 Policy and current practice with regards to seeking external assurance for the report ................. 13
4. Governance, Commitments, and Engagement .................................................................................. 13
4.1 Governance structure of the organisation, including committees under the highest governance body responsible for specific tasks, such as setting strategy or organisational oversight ..............13
4.2 Indicate whether the Chair of the highest governance body is also an executive officer (and, if so, their function within the organisation’s management and the reasons for this arrangement) ..............14
4.3 For organisations that have a unitary board structure, state the number of members of the highest governance body that are independent and/or non-executive members .........................14
4.4 Mechanisms for shareholders and employees to provide recommendations or direction to the highest governance body ..........................................................................................................................14
4.5 Linkage between compensation for members of the highest governance body, senior managers, and executives (including departure arrangements), and the organisation’s performance (including social and environmental performance) ..................................................14
4.6 Processes in place for the highest governance body to ensure conflicts of interest are avoided. ........................................................................................................................................14
4.7 Process for determining the qualifications and expertise of the members of the highest governance body for guiding the organisation’s strategy on economic, environmental, and social topics ........................................................................................................................................15
4.8 Internally developed statements of mission or values, codes of conduct, and principles relevant to economic, environmental, and social performance and the status of their implementation ........................................................................................................................................15
4.9 Procedures of the highest governance body for overseeing the organisation’s identification and management of economic, environmental, and social performance, including relevant risks and opportunities, and adherence or compliance with internationally agreed standards, codes of conduct, and principles ........................................................................................................................................15
4.10 Processes for evaluating the highest governance body’s own performance, particularly with respect to economic, environmental, and social performance ........................................................................................................................................15
4.11 Explanation of whether and how the precautionary approach or principle is addressed by the organisation ........................................................................................................................................16
4.12 Externally developed economic, environmental, and social charters, principles, or other initiatives to which the organisation subscribes or endorses ........................................................................................................................................16
4.13 Memberships in associations (such as industry associations) and/or national/international advocacy organisations ........................................................................................................................................16
4.14 List of stakeholder groups engaged by the organisation ........................................................................................................................................16
4.15 Basis for identification and selection of stakeholders with whom to engage ........................................................................................................................................20
4.16 Approaches to stakeholder engagement, including frequency of engagement by type and by stakeholder group ........................................................................................................................................20
4.17 Key topics and concerns that have been raised through stakeholder engagement, and how the organisation has responded to those key topics and concerns, including through its reporting ........................................................................................................................................21

5. Management Approach and Performance Indicators ..............................................................21

Economic Dimension ..................................................................................................................23

Economic performance ..............................................................................................................23
| EC1 | Direct economic value generated and distributed, including revenues, operating costs, employee compensation, donations and other community investments, retained earnings, and payments to capital providers and governments | 23 |
| EC2 | Financial implications and other risks and opportunities for the organisation’s activities due to climate change | 23 |
| EC3 | Coverage of the organisation’s defined benefit plan obligations | 23 |
| EC4 | Significant financial assistance received from government | 23 |

**Market presence** | 24 |
| EC5 | Range of ratios of standard entry level wage compared to local minimum wage at significant locations of operation | 24 |
| EC6 | Policy, practices, and proportion of spending on locally-based suppliers at significant locations of operation | 24 |
| EC7 | Procedures for local hiring and proportion of senior management hired from the local community at locations of significant operation | 25 |

**Indirect economic impacts** | 25 |
| EC8 | Development and impact of infrastructure investments and services provided primarily for public benefit through commercial, in-kind, or pro bono engagement | 25 |
| EC9 | Understanding and describing significant indirect economic impacts, including the extent of impacts | 25 |

**Environmental Dimension** | 27 |
| EN1 | Materials used by weight or volume | 27 |
| EN2 | Percentage of materials used that are recycled input materials | 27 |
| EN3 | Direct energy consumption by primary energy source | 28 |
| EN4 | Indirect energy consumption by primary source | 29 |
| EN5 | Energy saved due to conservation and efficiency improvements | 30 |
| EN6 | Initiatives to provide energy-efficient or renewable energy based products and services, and reductions in energy requirements as a result of these initiatives | 30 |
| EN7 | Initiatives to reduce indirect energy consumption and reductions achieved | 30 |

**Water** | 31 |
| EN8 | Total water withdrawal by source | 31 |
| EN9 | Water sources significantly affected by withdrawal of water | 31 |
| EN10 | Percentage and total volume of water recycled and reused | 31 |

**Biodiversity** | 31 |
| EN11 | Location and size of land owned, leased, managed in, or adjacent to, protected areas and areas of high biodiversity value outside protected areas | 31 |
| EN12 | Description of significant impacts of activities, products, and services on biodiversity in protected areas and areas of high biodiversity value outside protected areas | 31 |
| EN13 | Habitats protected or restored | 31 |
| EN14 | Strategies, current actions, and future plans for managing impacts on biodiversity | 31 |
| EN15 | Number of IUCN Red List species and national conservation list species with habitats in areas affected by operations, by level of extinction risk | 31 |

**Emissions, effluents, and waste** | 31 |
EN16 Total direct and indirect greenhouse gas emissions by weight ............................................... 31
EN17 Other relevant indirect greenhouse gas emissions by weight ................................................. 31
EN18 Initiatives to reduce greenhouse gas emissions and reductions achieved .............................. 31
EN19 Emissions of ozone-depleting substances by weight .......................................................... 31
EN20 NOx, SOx, and other significant air emissions by type and weight ...................................... 32
EN21 Total water discharge by quality and destination ................................................................. 32
EN22 Total weight of waste by type and disposal method ............................................................ 32
EN23 Total number and volume of significant spills ................................................................. 33
EN24 Weight of transported, imported, exported, or treated waste deemed hazardous under the
terms of the Basel Convention Annex I, II, III, and VIII, and percentage of transported waste
shipped internationally ............................................................................................................. 33
EN25 Identity, size, protected status, and biodiversity value of water bodies and related habitats
significantly affected by the reporting organisation’s discharges of water and runoff .............. 33

Products and services .................................................................................................................. 33
EN26 Initiatives to mitigate environmental impacts of products and services, and extent of
impact mitigation ...................................................................................................................... 33
EN27 Percentage of products sold and their packaging materials that are reclaimed by category 34

Compliance ........................................................................................................................................ 34
EN28 Monetary value of significant fines and total number of non-monetary sanctions for non-
compliance with environmental laws and regulations .............................................................. 34

Transport ........................................................................................................................................ 34
EN29 Significant environmental impacts of transporting products and other goods and materials
used for the organisation’s operations, and transporting members of the workforce ............... 34

Overall ............................................................................................................................................. 37
EN30 Total environmental protection expenditures and investments by type .............................. 37

Social Dimension ......................................................................................................................... 40

Labour Practices and Decent Work .............................................................................................. 40

Employment .................................................................................................................................... 40
LA1 Total workforce by employment type, employment contract, and region ............................ 40
LA2 Total number and rate of employee turnover by age group, gender, and region ............... 40
LA3 Benefits provided to full-time employees that are not provided to temporary or part-time
employees, by major operations ............................................................................................... 41

Labour/Management Relations .................................................................................................... 42
LA4 Percentage of employees covered by collective bargaining agreements ......................... 42
LA5 Minimum notice period(s) regarding operational changes, including whether it is specified
in collective agreements ......................................................................................................... 42

Occupational Health and Safety .................................................................................................. 42
LA6 Percentage of total workforce represented in formal joint management–worker health and safety committees that help monitor and advise on occupational health and safety programme

LA7 Rates of injury, occupational diseases, lost days, and absenteeism, and number of work-related fatalities by region

LA8 Education, training, counselling, prevention, and risk-control programs in place to assist workforce members, their families, or community members regarding serious diseases

LA9 Health and safety topics covered in formal agreements with trade unions

Training and Education

LA10 Average hours of training per year per employee by employee category

LA11 Programs for skills management and lifelong learning that support the continued employability of employees and assist them in managing career endings

LA12 Percentage of employees receiving regular performance and career development reviews

Diversity and Equal Opportunities

LA13 Composition of governance bodies and breakdown of employees per category according to gender, age group, minority group membership, and other indicators of diversity

LA14 Ratio of basic salary of men to women by employee category

Human Rights

Investment and Procurement Practices

HR1 Percentage and total number of significant investment agreements that include human rights clauses or that have undergone human rights screening

HR2 Percentage of significant suppliers and contractors that have undergone screening on human rights and actions taken

This indicator does not apply in a Swedish university context

HR3 Total hours of employee training on policies and procedures concerning aspects of human rights that are relevant to operations, including the percentage of employees trained

Non-discrimination

HR4 Total number of incidents of discrimination and actions taken

Freedom of association and collective bargaining

HR5 Operations identified in which the right to exercise freedom of association and collective bargaining may be at significant risk, and actions taken to support these rights

Child labour

HR6 Operations identified as having significant risk for incidents of child labour, and measures taken to contribute to the elimination of child labour

Forced and compulsory labour

HR7 Operations identified as having significant risk for incidents of forced or compulsory labour, and measures to contribute to the elimination of forced or compulsory labour

Security Practices

HR8 Percentage of security personnel trained in the organisation’s policies or procedures concerning aspects of human rights that are relevant to operations

Indigenous Rights

HR9 Total number of incidents of violations involving rights of indigenous people and actions taken

Society
Community

SO1 Nature, scope, and effectiveness of any programs and practices that assess and manage the impacts of operations on communities, including entering, operating, and exiting

Bribery and corruption

SO2 Percentage and total number of business units analysed for risks related to corruption

SO3 Percentage of employees trained in organisation’s anti-corruption policies and procedures

SO4 Actions taken in response to incidents of corruption

Public policy

SO5 Public policy positions and participation in public policy development and lobbying

SO6 Total value of financial and in-kind contributions to political parties, politicians, and related institutions by country

Anti-competitive behaviour

SO7. Total number of legal actions for anti-competitive behaviour, anti-trust, and monopoly practices and their outcomes

Compliance

SO8 Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with laws and regulations

Society Performance

Society Discussion

Product responsibility

Customer health and safety

PR1 Life cycle stages in which health and safety impacts of products and services are assessed for improvement, and percentage of significant products and services categories subject to such procedures

PR2 Total number of incidents of non-compliance with regulations and voluntary codes concerning health and safety impacts of products and services during their life cycle, by type of outcomes

Products and services labelling

PR3 Type of product and service information required by procedures, and percentage of significant products and services subject to such information requirements

PR4 Total number of incidents of non-compliance with regulations and voluntary codes concerning product and service information and labelling, by type of outcomes

PR5 Practices related to customer satisfaction, including results of surveys measuring customer satisfaction

Marketing and communications

PR6 Programs for adherence to laws, standards, and voluntary codes related to marketing communications, including advertising, promotion, and sponsorship

PR7 Total number of incidents of non-compliance with regulations and voluntary codes concerning marketing communications, including advertising, promotion, and sponsorship by type of outcomes

Customer privacy

PR8 Total number of substantiated complaints regarding breaches of customer privacy and losses of customer data
Compliance

PR9 Monetary value of significant fines for non-compliance with laws and regulations concerning the provision and use of products and services .............................................................. 56

Educational Dimension .......................................................................................................................................................... 60

Curriculum ........................................................................................................................................................................... 60

Sustainable Development (SD) incorporation in the curricula ........................................................................................................... 63

CU1 Number and percentage relative to total of degrees taught each year related to sustainability concepts .............................................................. 63
CU2 Number of degree courses whose content has SD themes ........................................................................................................... 64
CU3 Number of students enrolled in sustainability-related degrees ........................................................................................................... 71
CU6 List with degrees’ titles and content ........................................................................................................................................ 71
CU7 List with degrees’ titles and SD theme contained .................................................................................................................. 73

SD capacity building ................................................................................................................................................................ 75

CU4 Specific course focuses on Educating the Educators in SD ........................................................................................................... 75
CU8 Course structure, goals and duration ......................................................................................................................................... 76

SD monitoring in curricula ................................................................................................................................................................ 76

CU5 Management procedures for monitoring SD themes incorporation into Curricula ........................................................................... 76
CU9 Management structure, incorporation follow up procedures, continuous improvement methods, etc. ...................................................... 77

Administrative support .................................................................................................................................................................. 77

CU10 Administrative support ........................................................................................................................................................ 77
CU11 Number and percentage of departments and colleges including sustainability curriculum .............................................................. 77
CU12 Sustainability courses included in general education requirement ................................................................................................. 78

Research .................................................................................................................................................................................................. 78

Research in general ........................................................................................................................................................................... 78

RE1 Research in the area of sustainability ........................................................................................................................................ 78
RE2 Percentage of graduate students doing research in sustainability ........................................................................................................... 79
RE3 Percentage of faculty that does research in sustainability issues ........................................................................................................... 80
RE4 Institutional support and management procedures for multidisciplinary and interdisciplinary research in sustainability ..................................................... 80
RE5 Number of research projects that are multidisciplinary and interdisciplinary in the area of sustainability ..................................................... 80
RE6 List issues addressed Renewable energies, ecological economics, urban planning, etc. ........................................................................... 81
RE7 List of knowledge fields involved ............................................................................................................................................... 81
RE8 List of faculty members and Department or Centre they belong to ........................................................................................................... 81
RE9 Type of support provided: budget allocation, office and personnel especially dedicated, etc. ........................................................................... 81

Grants ........................................................................................................................................................................................................ 82

RE10 Total revenues from grants and contracts specifying sustainability-related research ..................................................................................... 82

Publications and products ................................................................................................................................................................ 82

xxv
Programmes and centres ................................................................. 82

RE12 Departments and centres with their functions on campus providing sustainability-related research or services ................................................................. 82

Service ............................................................................................................. 83

Community activity and service ................................................................. 83

SE1 Student, faculty, and staff contributions to community development and service .......... 83

SE2 Partnerships for sustainability with educational, business, and government entities at the local level ........................................................................... 83

SE3 Quantity and composition of student groups focusing on one aspect of sustainability ..... 83

Service learning ................................................................................................ 83

SE4 Existence and strength of service learning programs ........................................ 83

SE5 Total faculty, staff, students, involved in service learning projects ....................... 83

Declarations ................................................................................................. 83

SE6 SD declarations, initiatives, and charters signed (e.g. Talloires, Kyoto, Barcelona, etc.) ..... 83

Educational Dimension Performance ................................................................ 83

Educational Dimension Discussion .................................................................. 85

Inter-linking issues and dimension ................................................................... 86

Relations within the same dimension .............................................................. 86

RS1. Tuition fees and Income .......................................................................... 86

Relations within the Economic Dimension ...................................................... 86

RS2. GHG emissions and Energy ..................................................................... 86

RS6. Transport and Emission ........................................................................ 86

Relations within the Environmental Dimension .............................................. 86

RS3. Employee training and development with Health and safety ......................... 89

RS4. Volunteering and philanthropy and Communities ..................................... 89

Relations within the Social Dimension ........................................................... 89

RS5. SD Research-led Teaching ...................................................................... 89

Relations to issues in another dimension ........................................................ 89

Relations between the Economic and Environmental dimensions ...................... 89

RA1. Eco-efficiency and Earnings .................................................................. 89

RA2. Six Sigma and the Environment ............................................................. 89

RA9. Environmental accidents and Fines ....................................................... 90

RA10. Purchasing and Environment ............................................................... 90

Relations between the Educational and Social dimensions .................................. 90
| RA11. Training and education and SD curriculum | 90 |
| RA12. Training and education and SD research | 91 |
| RA13. Training and education and SD administrative support | 91 |
| Relations between the Environmental and Social dimensions | 91 |
| RA3. Communities and the Environment | 91 |
| RA4. Communities and Biodiversity | 91 |
| RA5. Employee training and Eco-efficiency | 91 |
| RA6. Environment and Health and Safety | 92 |
| RA7. Products | 92 |
| RA8. Water and Communities | 92 |
| Relations among all dimensions | 92 |
| RT1 Accidents and remediation | 92 |
| RT2. Green buildings and Social Dimension | 92 |
| RT3. Supply chain | 92 |
| RT4. Time dimension | 92 |
| Inter-linking issues and dimension Performance | 92 |
| Inter-linking issues and dimension Discussion | 93 |