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## **The Sustainable University**

The University of Borås should be the sustainable university. The sustainable university is based on the Higher Education Act, chapter 1 §5, on promoting sustainable development in higher education institutions and UN: s 17 sustainable development goals.

Students at the sustainable university have a great ability to problematise societal conditions and development processes in relation to global challenges such as climate threats, segregation, democratic instability, lack of equality, and economic injustice. The students' knowledge, understanding and awareness of these societal challenges are crucial for us so we can make a change. It is also of fundamental importance that our students are convinced that it is possible to renew and to change. Old habits must be broken and processes identified based on what is desirable or even necessary to change, depending on the current conditions and with a perspective of the future.

With the above as a starting point, the most central to the university's sustainability work is that our students have the knowledge and abilities to change conditions and development processes. This requires that teachers and researchers provide space for the major challenges in their courses and programmes in order to work together with the students on driving these issues onwards.

Knowledge development and knowledge transfer to students as well as to the surrounding society are supported by extensive research in societal challenges, partly through specialisation in subjects, partly through multidisciplinary perspectives and approaches to capture the whole. Research on sustainable development is prioritised, while each researcher owns their issues, problem statements and methods for conducting research studies. The sustainable university has a good balance between curiosity-driven and challenge-driven research. Such an order ensures good development and high quality over time.

Collaboration is in focus at the sustainable university. Collaboration means an inflow of ideas and skills, and with opportunities as well as obligations to communicate the knowledge and skills that promote a favourable societal development. Universities and higher education institutions have a major responsibility for describing facts, explaining conditions and development processes, contributing to increased understanding, and, when appropriate and possible, contributing to implementation of better models and methods.

One prerequisite for legitimacy is that the university is a role model and meets high demands on sustainability in its own activities. A university with an emphasis on sustainable development must live as it learns; the indirect effects of education and research are crucial, and the direct effects are as important as in any other major organisation. If we are not exemplary in our own work, we are not credible in our mission of promoting a sustainable development.

Vice-Chancellor

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## **Objectives in sustainable development 2017-2019**

### **Introduction and delimitation**

The university's systematic sustainability work is supported by a certified environmental management system, where the starting point is an overall perspective on sustainable development. The present document contains university-wide objectives for the period 2017-2019. The objectives cover core activities as well as the university campus. The campus objectives are limited to the activities in Borås while objectives for education, research and collaboration cover the entire university's activities without geographical delimitation.

### **University-wide objectives**

The university-wide objectives are divided into four target areas: education, research, collaboration, and campus. The objectives can be further broken down into sub-objectives at unit level and supplemented with additional objectives of relevance for the activities. Investigation objectives for 2017 can lead to new or revised objectives for 2018-2019.

### **University-wide activities for reaching objectives**

University-wide activities and responsibilities are presented in a separate three-year university-wide action plan for sustainable development, which is revised annually. The regular distribution of responsibilities is regulated by the university's environmental management system (*Högskolans ordning för miljöledningssystem; HOM*).

### **Local action plans**

Faculties and the Professional Services are responsible for reporting their own activities in one-year action plans, which should be based on the university-wide objectives as well as their own objectives and sub-objectives.

### **Follow-up and reporting**

Reporting and follow-ups of results are conducted according to the monitoring and measurement routine (*Rutin för övervakning och mätning*). The objectives are followed up by performance indicators, which are listed in the appendix. Goal completion is measured annually in relation to three-year objectives and the university-wide activities of investigative character 2017. Follow-ups of goal completion are based on 2016, unless otherwise is specified. Objectives and goal completion are evaluated annually at the management's reviews.

### **Budget**

Activities linked to the reported objectives are funded within the framework of the respective activity's budget and the vice-chancellor's strategic funds in case of special investments.

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## Starting-points for determining the objectives

According to the Higher Education Act, Chapter 1 §5, universities and higher education institutions have a special responsibility to promote sustainable development. Also international, national and regional environmental objectives constitute a framework for the university to relate to. Important control documents for the objectives are the university-wide strategies – vision, mission, objectives and the stated focus area ‘the sustainable university’ – as well as the university’s policy for sustainable development and the environmental aspect list.

Inspiration has also been obtained, partly from the report *The University of Borås as a sustainable university*, which concerns how the university could be developed into a sustainable higher education institution based on a research-centred model, partly from an evaluation of the sustainability work at the university conducted in autumn 2015, where management, staff and students were interviewed in order to capture experiences, thoughts and ideas about integrating sustainable development into daily activities. The evaluation resulted in concrete recommendations for further development work.

The university’s objectives are also affected by UN: s new global sustainable development goals (see image below). These goals will guide policy and funding at a global level over the next 15 years, and thus including the university’s work. UN: s goals reflect the three dimensions of sustainable development, and the goals are interdependent and overlap each other. The major challenge for our university is to implement the goals in our activities.



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## **University-wide objectives for sustainable development 2017-2019**

The overall goal of the university's sustainability work is to increase integration of sustainable development into education, research, collaboration and on campus. This includes reducing the organisation's negative impact on the environment.

### **EDUCATION**

#### **Objectives 2017-2019**

The following objectives should be achieved at the end of 2019:

##### First and second cycle education

1. All degree programmes contain an introductory course component in sustainable development in order to give the students a foundation for specialising and broadening their understanding of sustainable development in relation of subject and profession.
2. All degree programmes with admission in autumn 2016 or later contains at least one compulsory sustainability diploma course.
3. An in-depth treatment of sustainable development in relation to subject and profession take place in all second cycle programmes. In order to promote such a development, a course component that reflects different subject perspectives on sustainable development is integrated into the university's master's programmes.
4. The student's problem statements in their independent works increasingly highlight the subject in relation to sustainable development.
5. The programme syllabi for all degree programmes contain qualitative targets and/or local targets of relevance to sustainable development.
6. The number of teachers undergoing education in learning for sustainable development has increased.

##### Third (doctoral) cycle

7. The university's third cycle programmes contain one component where the doctoral students relate their research subject to sustainable development.

Performance indicators, see appendix.

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## **Investigation objectives 2017**

Need for competence enhancement in order to achieve increased specialisation and broadening of the integration of sustainable development in education is investigated, and plans for competence enhancement/ reinforcement are developed.

Responsible for investigation objectives  
Vice-Chancellor

## **RESEARCH**

### **Objectives 2017-2019**

The following objectives should be achieved at the end of 2019:

1. The number of publications that address sustainable development and contribute to solving societal challenges related to sustainable development has increased in all research areas.
2. The University of Borås has participated in five applications to Horizon 2020, or equivalent, regarding multidisciplinary research of relevance to sustainable development. The university has been main responsible for one of the applications.
3. The university has conducted annual research conferences on the theme sustainable development with representation from the university's research areas.

Performance indicators, see appendix.

### **Investigation objectives 2017**

During the year, there will be a mapping of research competences in sustainable development in order to identify common issues that could form the basis for research projects of relevance to societal development.

The mapping includes documenting and coordinating descriptions of respective research area's ways of highlighting sustainable development. Links to UN: s sustainability goals should be identified.

Responsible for investigation objectives  
Pro-Vice-Chancellor

## **COLLABORATION**

### **Objectives 2017-2019**

The following objectives should be achieved at the end of 2019:

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1. The business sector, culture and public sectors are involved to a higher extent in the university's organised conferences, seminars, workshops and projects of relevance to sustainable development.
2. The university's active participations in regional, national and international networks /organisations in sustainable development have increased.
3. The university promotes students' participation in collaboration activities (in accordance with objective 1 under 'collaboration' above).

Performance indicators, see appendix.

## **CAMPUS**

The campus area includes sustainable resource usage in the organisation as well as supportive objectives and activities in order for the university to constitute a sustainable university that could communicate the same in a credible and convincing way.

## **Sustainable resource usage**

### **Objectives 2017-2019**

The following objectives should be achieved at the end of 2019:

#### **Climate impact and energy**

1. The university has decreased carbon dioxide emissions from business travel with at least 10 % per annual labour.
2. The use of distance technology as an alternative to meetings and education has increased.
3. The university has decreased its total energy use by at least 7 %.

#### **Procurement**

4. The university places demands on sustainability, based on a life-cycle perspective, in all procurement and direct procurements where the university owns the process.

#### **Reuse and recycling**

5. The university has reduced its total waste by at least 5 % and the combustible waste by at least 10 %, by
  - avoiding that waste emerges in the first place,
  - having an efficient and suitable waste sorting, and
  - reusing the waste and placing demands on suppliers in procurement and purchases, as well as establishing and applying routines for reusing and recycling, with a focus on furniture and IT.
6. The university has decreased its paper consumption by 15 %, through increased digitalisation and print control.
7. The presence of chemical products on the SIN list has decreased and, where possible, has been replaced by less environmentally taxing products.

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Performance indicators, see appendix.

### **Investigation objectives 2017**

1. Prerequisites for introducing climate compensation to an internal fund for strategic sustainability investments and climate projects are investigated.
2. Alternative ways for enabling employees and students to travel to and from the university by use of public transports and/or environmentally friendly vehicles are investigated.

Responsible for investigation objectives

Investigation objective 1: Vice-Chancellor

Investigation objective 2: Head of Professional Services

### **Supportive activities – sustainable campus**

#### **Investigation objectives 2017**

In order to further develop the campus into a sustainable campus, the following are investigated:

- Prerequisites for determining objectives and activities for 2018-2019 regarding physical environment (including the learning environment) as well as treatment (common ethical foundation).
- How the social and economic dimensions in the field can be highlighted even more, including the balance between these and the environmental dimension. This also includes investigating the prerequisites for using the *Guidance on social responsibility (ISO 26000)* as a support for systematic improvement work regarding equality and working conditions.
- How the university, towards students, employees and external actors, can become even better at visualising and communicating sustainability efforts in order to promote commitment and collaboration.

Responsible for investigation objectives

Vice-Chancellor

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## **Appendix: Goal completion and performance indicators**

### **EDUCATION**

#### First and second cycle education

1. Number and proportion of degree programmes that contain a university-wide introductory course component in sustainable development.
2. Number of nominated and awarded sustainability diploma courses, in total and per degree programme, at respective faculty.
3. Number and proportion of master's educations with an integrated and in-depth sustainability perspective.
4. Number of degree projects:
  - o with sustainable development, or equivalent, as keyword
  - o illustrating the subject in relation to sustainable development (follow-up starting in 2017)
5. Continuous follow-ups and reviews of programme syllabi.
6. Proportion of teachers who have undergone education in sustainable development.

#### Third (doctoral) cycle

7. Number of third (doctoral) cycle educations with an integrated education component in sustainable development.

#### Other indicators for follow-ups

8. Students' awareness and perception of the university's integration of sustainable development in its activities, with a focus on education, analysed via an annual student survey (*Studentbarometern*).

### **RESEARCH**

1. Number of publications where sustainable development is integrated in accordance with instructions in DIVA.
2. Number of applications, with a multidisciplinary perspective on sustainable development, submitted to Horizon 2020 or equivalent.
3. Number of conducted research conferences and presentations, in total and per research area.

### **COLLABORATION**

1. A/ Number of collaboration activities/projects (public conferences, lectures, seminars, workshops, research projects and collaboration agreements) with a focus on sustainable development, central and at each faculty, including the centres (follow-ups starting in 2017)  
B/ External participation in research conferences and evaluation of relevance to the business and public sectors



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2. Follow-up of the university's memberships and activities in different sustainability networks/organisations regionally, nationally and internationally
3. Student participation in collaboration activities/projects arranged by the University of Borås

Other indicators for follow-ups

4. Measurement of medial exposure regarding the university as an opinion maker in sustainable development

## **CAMPUS**

### **Sustainable resource usage**

#### Climate impact and energy

1. Carbon dioxide emissions caused by business travels per annual labour specified as follows:
  - o Flights (short respective long journeys)
  - o Car (own car, rental car, taxi)
  - o Train

If possible, divided into education, research, collaboration, and the professional services
2. Usage of the university's digital distance technology
3. Energy consumption in kWh and kg CO<sub>2</sub> in total, divided into:
  - Operational electricity use
  - Other energy consumption (real estate, heating, cooling)
  - Proportion of renewable energy of the total energy use

#### Procurement

4. Proportion of completed procurements and direct procurements with sustainability requirements based on a life-cycle perspective and the economic value of these

#### Reuse and recycling

5. Total amount of waste, divided into fractions
6. Amount of paper consumption
7. Reduction and/or replacement of chemicals included in the SIN list against, from an environmental points of view, better alternatives (follow-ups starting in 2017)

### **Supportive activities – sustainable campus**

1. Number of reported and handled deviations and improvement proposals via the deviation management system
2. Number of completed

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- Student activities/projects in sustainable resource usage, in collaboration with the Professional Services
- Campus-related activities and development projects in collaboration with the university's researchers
- Activities and collaboration projects with property owners and restaurant in the area of sustainable resource usage and climate impact

*Other performance indicators to be reported annually but not directly linked to the detailed objectives are stated in the monitoring and measuring routine.*