Sustainability labelling of courses and programmes at the University of Gothenburg

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Environmental Unit & GMV
The environmental objectives for the period 2011-2015 have been divided into nine aspect areas which coincide with the University’s significant environmental aspects:

- 1. Research
- 2. Education
- 3. Interaction with the surrounding community
- 4. Student participation
- 5. Skills enhancement
- 6. Impact on climate
- 7. Use of resources
- 8. Chemicals
- 9. Environmental risks
The University will increase the integration of sustainable development into education in accordance with Vision 2020.

- **University-wide objective**
  - The Dean/Head of Department (equivalent) is tasked with:
    - Planning and implementing activities relevant to the operation based on the university-wide objective and their internally established action and operational plans for the period.
    - Integrate sustainable development into education.

- **Tasks**
  - The board of education is tasked with:
    - Integrating sustainable development into courses and study programmes.
The University Board of Education …

...is a preparatory and advisory body to the Vice-Chancellor with the main mission to develop university-wide principles for education. (since 2012)
EDUCATION

University-wide objective

- The University will increase the integration of sustainable development into education in accordance with Vision 2020

Indicator

- The proportion of courses and degree programmes containing sustainable development issues out of the total number of courses and degree programmes.
History

2006
- Evaluation of all courses based on the course descriptions in the course catalogue, made by a small group of staff
- Two levels: mainly or partly

2006/07
- An ecolabel position was introduced into the university database of courses and programmes (GUBAS)
- When reporting a course a question about eco-labelling, on the two levels, had to be answered
- The definition of sustainable development as expressed in the Swedish Higher Education Act
“In the course of their operations, higher education institutions shall promote sustainable development to assure for present and future generations a sound and healthy environment, economic and social welfare, and justice.”

The Swedish Higher Education Act 2006, Chapter1, Section 5
2011 Sustainability labelling of courses and programmes.

2013 New criteria was requested

2014 Decision on new criteria
Yesterdays sustainability labelling

The course primarily deals with environment and sustainable development, and more than half of the elements in the course relate to ecological, economic or social sustainability.

The course partially deals with the environment and sustainable development, and less than half of the themes relate to ecological, economic or social sustainability.

Labelling is carried out when the program or course is reported into the course database GUBAS - a question about sustainability labelling of the course must be answered.
The labeling of programs and courses is visible

- In a printed catalogue for all courses and programmes
- On the university's website
- Each year statistics were delivered
## Sustainability labelled courses

<table>
<thead>
<tr>
<th></th>
<th>Content of sustainability</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Mainly</td>
<td>Partly</td>
</tr>
<tr>
<td>2008</td>
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Problems with the criteria

<table>
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<tr>
<th>Problem Statement</th>
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<tr>
<td>How should one relate to the concept of sustainable development in a course?</td>
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<tr>
<td>What sustainability concept?</td>
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<tr>
<td>No requirements on how the HU will be apparent in the course</td>
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<tr>
<td>Large differences in interpretation created difficulties to compare and to monitor progress</td>
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<tr>
<td>Clearer criteria has been requested (survey, reporting, audits)</td>
</tr>
<tr>
<td>A need to take the next step</td>
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<tr>
<td>University Board of Education wanted proposal from the Environmental Unit</td>
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</table>
The purpose of the revision of the criteria

- Clearer delineation and focus on the concept of Sustainable Development
- Clear criteria for a when a course should be sustainability labelled
- Clarity for the students how the course relates to sustainable development
- Evident in syllabus how sustainable development is integrated - must be visible in the learning objectives
- To be perceived as relevant to course managers
- University Board of Education is responsible for the criteria
What is new in the sustainability labelling?

- Deepened description of the concept of sustainable development based on international documents - global, multidisciplinary
- 10 explicit criteria, based on criteria from a number of American universities.
- At least one criterion must be met.
- Required that it is clear from the learning objectives in the syllabus how the criteria are met
• University of Oregon:

• University of California, Irvine:

• Weber State University:
  http://www.weber.edu/environment/Sustainability_DEFINED.html
Sustainability focused

Courses that are sustainability-focused where at least one of the learning outcomes clearly shows that the course content meets one of the current sustainability criteria. The content with a focus on sustainability must also, in accordance with the criteria, constitute the course's main focus.

Sustainability related

Courses that are sustainability-related where at least one of the learning outcomes clearly shows that the course content meets one of the current sustainability criteria.
Criteria

1. **Sustainability as a concept:**
   The history in a global context of the concept of sustainability and sustainable development and the current study field related to global challenges.

2. **Analysis from a globalization perspective**
   How products, services, or activities in their own lives or in the future professional profession affects the natural environment, social conditions and the economy in a global perspective today and in the future.

3. **Natural limits**
   Demographic trends and lifestyle in relation to the exploitation of natural resources, or the finite capacity of natural ecosystems to provide for human needs.
4. **Maintaining ecosystems**  
Conservation of natural resources and practices to protect and maintain the integrity of viable ecosystems in the face of rising human demands.

5. **Human rights and social equity**  
Distribution, discrimination, health and poverty issues and the mutual interactions between social inequality, poor health, the natural environment and people's opportunities for good living conditions.

6. **Values, culture and ethics**  
How norms, culture, religion, ethics and social conditions may shape human behaviour toward the natural world.

7. **Consumer and customer power**  
How demands for environmental consideration and social responsibility from private and public clients and consumers affects individuals, policies and corporate strategies and business opportunities.
8. **Governance and management**
How regulations, policies, economic policy instruments and voluntary agreements, and leadership shape human behaviour and nations’ and companies’ actions toward the natural world and social issues.

9. **Planning and Design**
How community planning and product and service design can influence human well-being and human impacts on the natural environment.

10. **Actors' work and responsibility**
Various global and local actors' efforts and monitoring of environmental performance and social and economic responsibility.
## Sustainability labelled courses

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Sustainability labelling of courses and programmes at University of Gothenburg (in Swedish)

Developing a web-based toolkit for teachers
-starting with the Health Sciences at Sahlgrenska Academy

Old material was organized

New material added

Input from teachers

http://libguides.ub.gu.se/ESD
Introduction
Where, when in education?
What content?

Lärarhandledning

Inledning

NÄR, VAR I UTBILDNINGEN?
under den här rubriken ges forslag på var i utbildningen, kurser eller utbildningsinnehåll, där temat kan tänkas ha en plats.

VAD?
under den här rubriken beskrivs översiktligt temats innehåll.

Den här verktygsladan är tänkt som ett stöd och en inspiration till lärare vid Sahlgrenska Akademin som vill integrera hållbar utveckling i program och kurser. Lådan är uppdelad i olika teman, de blå flikarna här ovan, som bygger på det arbete som tidigare gjorts på akademin 2007-2011 då representanter för utbildningsprogrammen tog fram förslag till hur hållbar utveckling kunde integreras i programmen.

Under varje tema finns en Inledning, som skall förklara vad temat innehåller och hur det kan hänga samman med annat kursinnehåll. Vidare finns ytterligare minst tre boxar med forslag till Lärandemål, Lärandeaktiviteter samt Resurser i form av text, filer, länkar, litteraturförlag och. I vissa teman finns också Filmer längst ner i boxarna.
Thanks for Your Attention!