

**THE SCHOOL OF BUSINESS,
ECONOMICS AND LAW**
UNIVERSITY OF GOTHENBURG, SWEDEN

SUSTAINABILITY 2022

Sharing Information on Progress Report

PRME Principles for Responsible
Management Education



UNIVERSITY OF GOTHENBURG
SCHOOL OF BUSINESS, ECONOMICS AND LAW



This is our **Sharing Information on Progress (SIP)**
Report on the Implementation of the **Principles for**
Responsible Management Education

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A WORD FROM THE DEAN

In the aftermath of a two-year-long pandemic, we have faced a shocking deterioration of the geopolitical stability manifested in armed aggression by Russian forces in Ukraine, constituting a major breach of international law. Under the shadow of this turbulent situation, a new alarming report compiled by the Intergovernmental Panel on Climate Change was published on March 1st. The core message of the report was that human-induced climate change has caused widespread adverse impacts on and related damages to nature and people. Moreover, the report clarified the close interrelation between climate change and the degradation of ecosystems, most importantly the loss of biological diversity, but also that safeguarding biodiversity and ecosystems is fundamental to climate-resilient development.

The report accounts for the effects already observed, the inappropriate responses that have been introduced to remedy the situation and calls for effective actions to attain the goals set by the Paris Declaration. The seriousness of the overall message was amplified by UN secretary General Antonio Gueterres referring to the report as an "***...atlas of human suffering and a damning indictment of failed climate leadership.***"

Climate change together with the depletion of biological diversity constitute the most acute existential challenges to the long-term sustainability of the preconditions for human society on earth. These challenges are closely interlinked within the set of sustainable development goals identified in Agenda 2030, adopted by the UN General Assembly 2018. These goals have been widely and effectively communicated and constitute a skeleton for structuring a holistic picture of what is required of humanity to establish sustainable conditions for its future. Given the present situation in the world, the journey needed to meet the sustainability goals is ever more challenging and requires fact-based development of relevant knowledge and competence.

At the School of Business, Economics and Law we are committed to contribute to this important effort through relevant high-quality research and research-based education in which sustainability perspectives are well integrated. In addition, we maintain close relations with corporate and public actors in the surrounding society with the objective of disseminating knowledge and cooperating in the process of identifying the future demand for knowledge and competence.

In doing this, we are inspired by the Principles for Responsible Management Education (PRME) and greatly value the PRME network, which brings together academic institutions from all over the globe for mutual exchanges of experiences and ideas. This report to the PRME network summarizes actions we have taken during the past two years.

Per Cramér
Dean, School of Business, Economics and Law

WHAT IS PRME?

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative, founded at the 2007 UN Global Compact Leaders' Summit in Geneva.

It is a platform for collaboration among business schools committed to integrating sustainability into their core operations. PRME's mission is "to transform management education and develop the responsible decision-makers of tomorrow to advance sustainable development."

With over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and business school

institutions. An important contribution of the signatories is to share examples and best practice on how sustainability and the Six Principles of PRME are continuously integrated into their research, education, and outreach activities. This is executed through the biennial report Sharing Information on Progress (SIP), such as this one. Furthermore, there is one optional so-called addendum principle of PRME – Organizational Sustainability – which is also included in this year's report from the School of Business, Economics and Law at the University of Gothenburg.

PRME Principles for Responsible Management Education



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



PRME PRINCIPLE 2 | VALUES: *We will incorporate into our academic activities, curricula and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.*



PRME PRINCIPLE 3 | METHOD: *We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.*



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



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



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



ADDENDUM PRINCIPLE | ORGANIZATIONAL SUSTAINABILITY: *We understand that our own organizational practices should serve as an example of the values and attitudes we convey to our students.*

INTRODUCTION

GOTHENBURG IN A CONTEXT

Let's begin this introduction with a bit of history and context. Founded in 1621, Gothenburg celebrated its 400th anniversary in 2021. It is the largest non-capital city in the Nordics, with a population of about 600,000 people. The ongoing investment in transport infrastructure has led to increased commuting from surrounding areas, and the city is easily accessible from both Stockholm, Copenhagen, and Oslo as it is placed in between these three capitals. The city has a strong labor market and is known for being Sweden's industrial capital and home to for example Volvo Cars, Volvo Trucks, and SKF. Additionally, Gothenburg is home to Scandinavia's largest port and is also Sweden's industrial center and primary logistics and trading hub. Moreover, the location on the beautiful west coast sees the city encircled by a rocky shoreline, deep forests, tranquil lakes, and the surging sea to the west. Apart from being an urban oasis of nature, Gothenburg has been ranked as the most sustainable destination in the world for the past six straight years, according to the Global Destination Sustainability Index.



The School of Business, Economics and Law at a Glance

Gothenburg is home to many students as the city has two major universities: the University of Gothenburg and Chalmers University of Technology. The School of Business, Economics and Law was founded in 1923 as a private business school and became part of the University of Gothenburg in 1971. Today, the School comprises four departments: *Business Administration*, *Economics*, *Law*, and *Economy and Society* (including Economic History, Human Geography, and Innovation and Entrepreneurship). This disciplinary breadth is considered one of the School's many strengths. The School also hosts a number of research centers and other units, such as the Gothenburg Research Institute and the international research network

EfD (Environment for Development).

The School currently has approximately 8,000 students, 500 employees, and over 160 international partner universities. The research is characterized by collaboration across geographical, institutional, and disciplinary boundaries and the School works closely with both business and the public sector. Since 2016, the School has been *accredited by EQUIS, AACSB and AMBA* – the “Triple Crown.”

In 2021, 648 students graduated from the Bachelor's programs, 275 students graduated from the Master's programs, and 176 students graduated from the Master of Laws Program. In the last two years, 25 PhD students received their doctoral degrees at the School.

The School's 5th Report

It has now been 12 years since the School joined PRME and hence this report constitutes the School's fifth PRME SIP report. Because of the School's disciplinary breadth, which includes business, economics and law but also human and economic geography, economic history, and entrepreneurship, all these disciplinary perspectives are represented in the report. This report highlights some of our activities and achievements and future challenges in regard to responsible management and sustainability in the 2020–2021 period, and to some degree also 2022.

During the period of this report, the School developed a new strategy that further highlights and makes explicit our mission *“To develop knowledge, educate, and foster independent thinking for a sustainable world.”*

The school has also undergone reaccreditation processes for both AACSB and EQUIS (as of this writing the official decisions are still to be announced). Peer review teams from both organizations highlight the important role that sustainability plays at the School and recommend building on these strengths further.

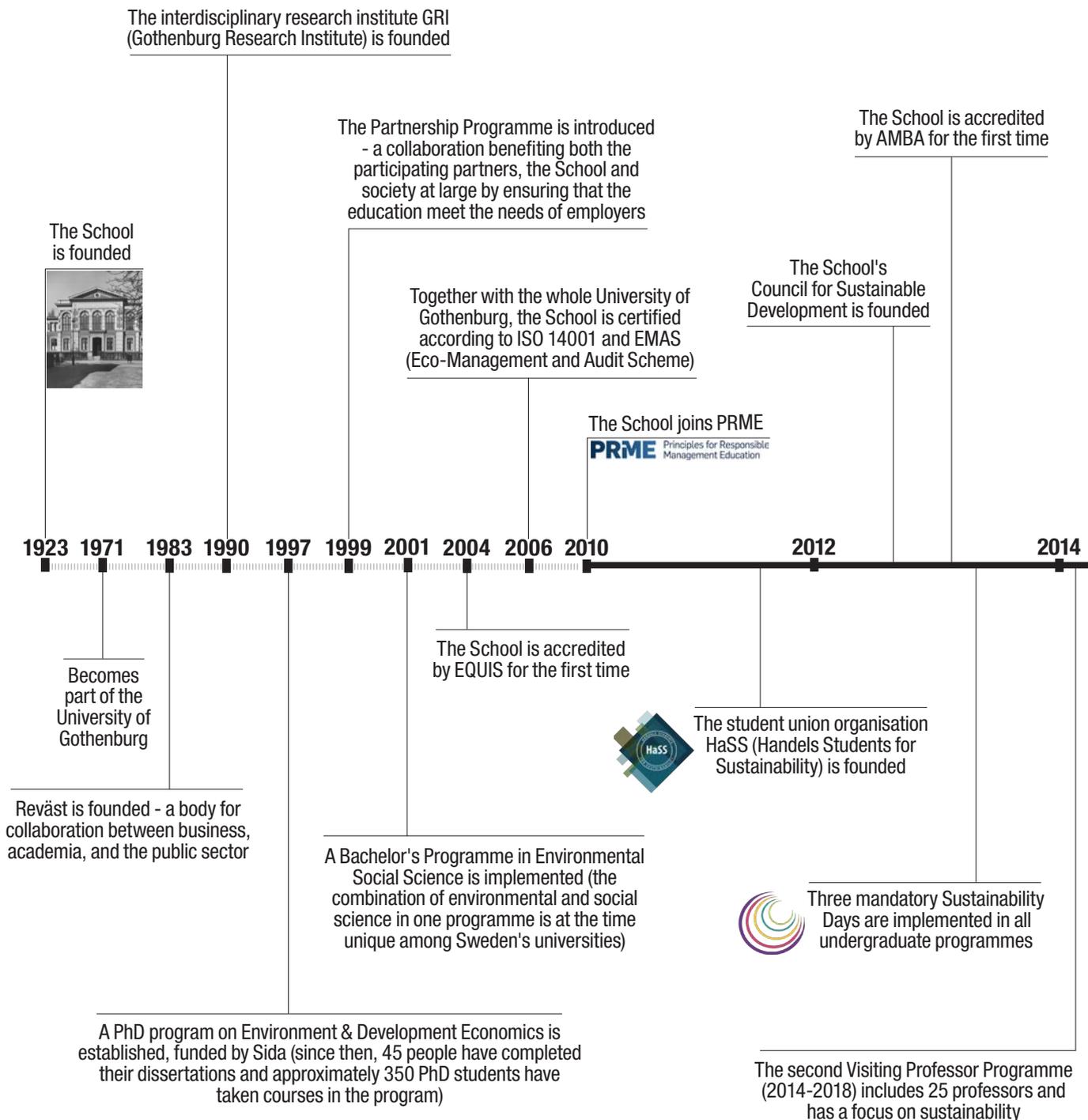
The topics and actions that will be covered in this report include:

- » Examples of new or redesigned courses with an SDG and sustainability focus in bachelor and master's programs.
- » Achievements and current research in the interdisciplinary research centers on global challenges
- » The School's center of excellence for SDG 8



Milestones in the School's work for Sustainable Development

In the timeline below, some of the School's most important milestones in the field of sustainability are presented. Special emphasis is placed on the years following after the School became a PRME signatory in October 2010.



The School's strategy for the years 2017–2021 provides an overall framework for sustainability and emphasizes its importance for the School as a whole

The student union HHGS establishes Handels Council for Sustainability, which for example has developed a Sustainability Policy for the union, as well as a sustainability certification for all their projects, associations and companies

Sustainability-related learning outcomes are integrated in all undergraduate programmes

The School joins GBSN, a global network of schools addressing local problems through education and training

Solar panels are installed on the School's roof, which generate around 28.000 kWh per year



Starts mapping the School's research in relation to the SDG's

Is positioned as a "progressing school" in the first two editions of the Positive Impact Rating (PIR)

The School is accredited by AACSB for the first time and hence becomes "Triple Crown" accredited

Becomes a PRME Champion for the period 2020-2021



2016

2018

2020

2022



The global network Efd (Environment for Development, founded in 2007) is established as a special unit at the School

A fifth and final Sustainability Day is introduced in the second year of all Master's programmes

A fourth Sustainability Day is added in the first semester for all Master's programmes

A new collaboration agreement is signed with Volvo Car Group, with the ambition to act together for a sustainable future



Gets appointed as lead university for SDG 8 together with eight satellite universities globally, as part of the IAU's cluster on Higher Education and Research for Sustainable Development

In the 2022–2026 strategy, the School's sustainability focus is more clearly aligned with objectives in Agenda 2030

The student union's yearly career fair GADDEN (largest career fair within the Nordic region for business, economics, law, logistics and environmental science studies) becomes a certified sustainable event by GreenTime

PRINCIPLE 1 & 2:

PURPOSE AND VALUES



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



PRME PRINCIPLE 2 | VALUES: *We will incorporate into our academic activities, curricula and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.*

INTRODUCTION AND OVERVIEW

The integration of sustainability into the School's research and education as well as all other operations is regarded as a field of continuous improvement. In December 2021, the board of the School approved a new strategy for the period 2022–2026, in which sustainability is further amplified. This strategy is the result of an inclusive process that started already in autumn 2020, with an explicit intention to sharpen the sustainability profile in our education, research and all operations.

Developing the School's New Strategy

In the initial phase of formulating the new strategy, four faculty seminars were organized, with experts among the faculty addressing key societal challenges: global climate change and the loss of biodiversity; artificial intelligence and digital technology; global political and economic turbulence; and demographic changes. The School's management then produced a couple of sequential drafts of the strategy, which were reviewed and discussed by the School's Faculty Board, the School's preparatory bodies, the department heads, the departments, the student union, the corporate advisory board, the international academic advisory council, and the management team of the University of Gothenburg. Revisions were made based on comments received before the Faculty Board adopted the new strategy.

As for content, in this 5-year strategy in effect from January 1, 2022, the School's sus-

tainability focus is more clearly aligned with UNs Agenda 2030. One overarching objective is that the School shall be at the international forefront of providing high-quality research and education, resulting in knowledge and competence that can contribute to policymaking and assist businesses in their handling of fundamental societal challenges.

The updated **mission** is: *To develop knowledge, educate, and foster independent thinking for a sustainable world.*

The ambitions as for high societal relevance are made explicit as the new **vision** focuses on the School's continuous endeavor for academic excellence and societal relevance: *To be an excellent and progressive academic institution in a global context.*



The School shall, through education as well as research address the challenges facing the world today, such as climate change, the decline of biodiversity, migratory flows, social exclusion, the effects of demographic changes, the vulnerability of political and financial systems, the erosion of multilateral structures for international cooperation, the distribution and redistribution of resources, and transformative structural changes resulting from technological developments.

From the School's strategy

In concrete, the School shall, through education as well as research address the challenges facing the world today, such as climate change, the decline of biodiversity, migratory flows, social exclusion, the effects of demographic changes, the vulnerability of political and financial systems, the erosion of multilateral structures for international cooperation, the distribution and redistribution of resources, and transformative structural changes resulting from technological developments. These societal challenges should be approached with the most appropriate academic tools available, and include cross-disciplinary collaboration. An important asset is the broad set of academic disciplines that the School holds, and the School also gains from being part of a comprehensive university.

Achieving Societal Impact

As an integrated but independent part of society, the School strive for appropriately respond to the contemporary demand for knowledge and competence, in order to contribute to the sustainable advancement of society. An active engagement in societal development and close collaboration with private, public, and other organizations outside academia is, therefore crucially important. One very important impact comes, naturally, from providing graduates entering the job market with relevant knowledge to make future contributions. The curricula for the bachelor's and master's programs are therefore continuously assessed and updated to remain relevant.

Since sustainability is linked to students' ability to consider scientific, societal, and ethical aspects, it is considered important that students, who will often have future positions of power, are independent thinkers and have the ability to reflect on the consequences of their actions. Hence, independent thinking and sustainability are both identified as core competencies in the curricula. As for research, the measurement is broadened through a new KPI publication relating to UN Sustainable Development Goals.

Sustainability in All Our Operations

In order to support and enhance the contributions to a sustainable future in the daily operations, the School maintains an action plan for sustainability, including roles and responsibilities. Internal and external communication is given particular attention to ensure that the School's sustainability work is well known and to attract potential collaborators. Moreover, the school is committed to reducing the environmental and social footprints. There is an environmental policy in place meeting the ISO 14001 standard and ensuring constant improvement via time-specific targets and annual/biannual audits. Furthermore, following the University's climate action plan, the School works for reducing carbon dioxide emissions from its operations by 25% by the end of 2023 and by 50% by the end of 2029, compared with 2019 levels. More on this can be found in the addendum principle on page 36.

PRINCIPLE 3:

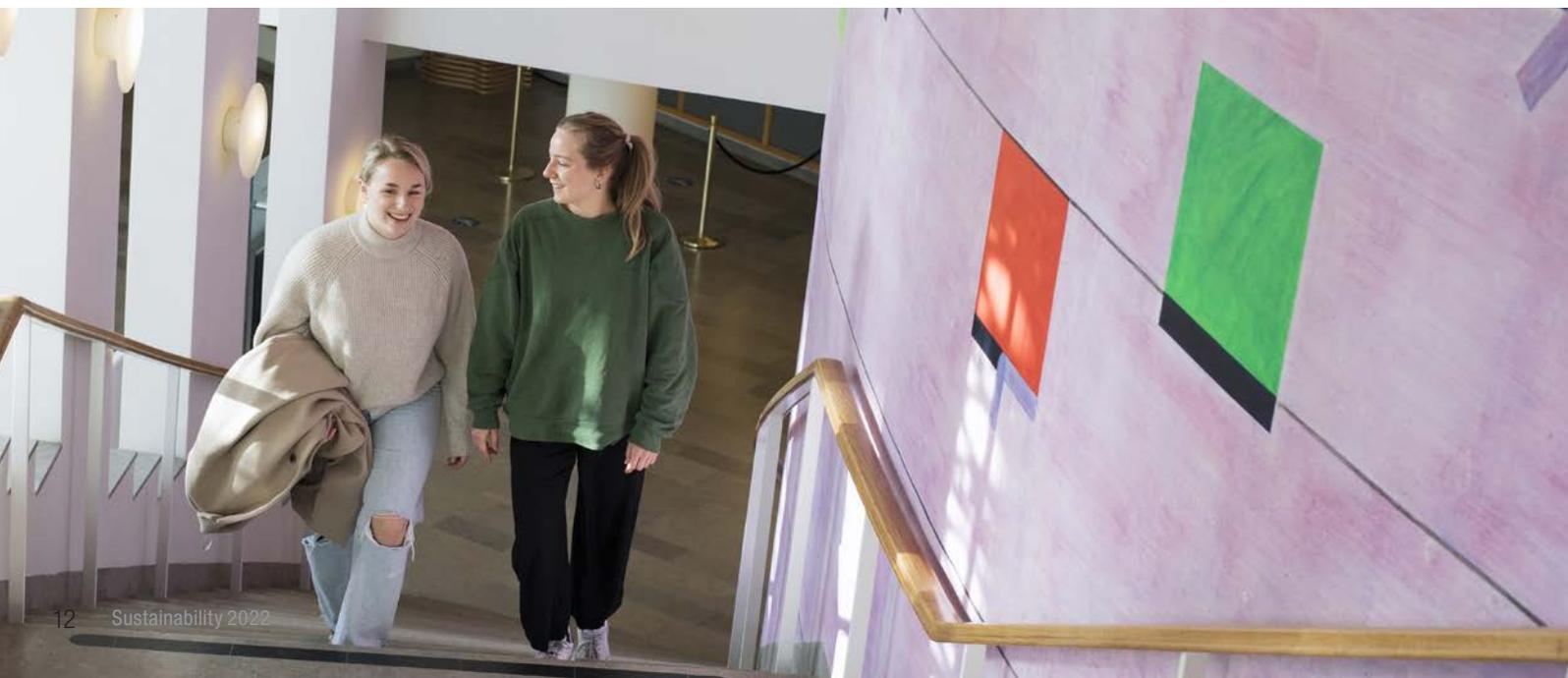
METHOD



PRME PRINCIPLE 3 | METHOD: *We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.*

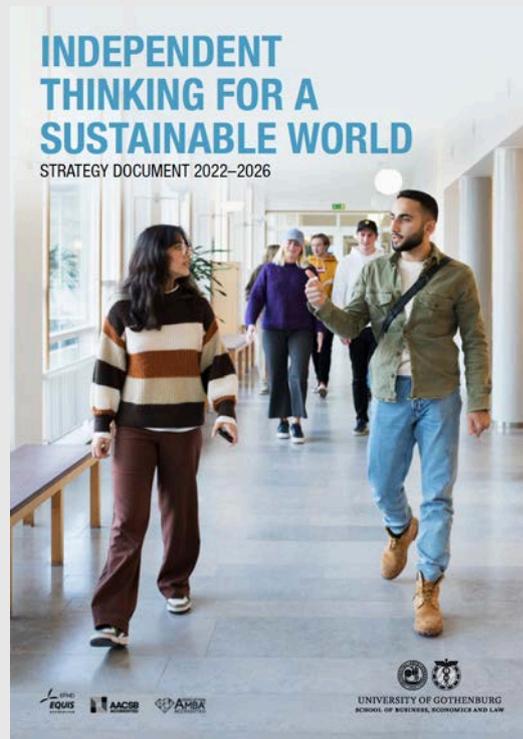
INTRODUCTION AND OVERVIEW

When the school initiated the multidisciplinary Social Science Environmental Program, in which students combine natural science with business or economics studies, it was considered bold and perhaps even borderline fringe. Since then, over 22 years have passed and the notion that sustainability ought to be integrated into business and economics education is now increasingly seen as a quality issue, highly relevant for all students. This is also increasingly reflected in international accreditations like EQUIS and AACSB. In these, business schools are asked to demonstrate their positive societal impact related to research and education. At the moment, these measures are not particularly strict and most schools report no more than some anecdotal evidence, according to a recent assessment by Weybrecht (2022). Even though some degree of integration of ethics, responsibility, and sustainability are increasingly seen as a hygiene factor in business (and economics) education, it is far from easy to do it comprehensively, relevant and with high quality in practice. Adding stand-alone modules and keeping the rest “as it has always been” has according to several assessments of business school data often been the result in practice. However, this approach is exposed by students who easily detect mixed messages or discrepancy between “core messages” and “sustainability add-on messages.” In this section we describe some of the School’s activities, achievements, and challenges in integrating responsibility, ethics, and sustainability into programs and courses since our last report.



Education and the New Strategy 2022-2026 “Independent Thinking for a Sustainable World”

For several years, all of the School’s bachelor’s programs and most master’s programs have formulated clear learning outcomes formulated in relation to ethics and sustainability. Informed by the United Nations’ Agenda 2030, the new strategy further emphasizes the importance of education that benefits society and continuously evolves in line with societal developments and changing demands from employers and other stakeholders. But the strategy also makes clear that it is not enough for higher education institutions to just adapt to changing societal needs – it is in fact our role to drive the needed change. More and more, the focus is not on whether or not we have integrated sustainability themes and modules (since this is increasingly the case in courses). Instead, we emphasize how inclusion of sustainability can be done better and how we can understand and assess that our efforts lead to desired outcomes. Below, we describe some efforts in order to understand the impacts of the education we provide, especially in relation to ethics and sustainability.



Assessing Sustainability Integration

When we go beyond ensuring that all programs include certain courses and intended learning outcomes addressing societal and business-related sustainability challenges, we enter a somewhat new phase. In this phase, we need to ask some difficult questions: What do we expect in terms of effects of having carried out these measures?

And how do we assess whether we are on the right track toward increasing our positive impact (and lowering our negative)? While we still cannot provide sufficient data, nor a theoretical model of how to assess impact in relation to sustainability, we have some ongoing projects worth mentioning, three of which are described next.

The First Challenge:

Defining What Constitutes a Sustainability Course

Since 2006, the University of Gothenburg has implemented a two-stage sustainability labeling of courses and programs. The current version (since 2014) uses “sustainability-focused” and “sustainability-related” courses and is based on a list of 10 criteria. Both “focused” and “related” courses need to declare well-defined learning outcomes related to sustainability (through a variety of topics or disciplinary perspectives). In a university-wide process, this label is currently being revised in order to explicitly account for the SDGs.

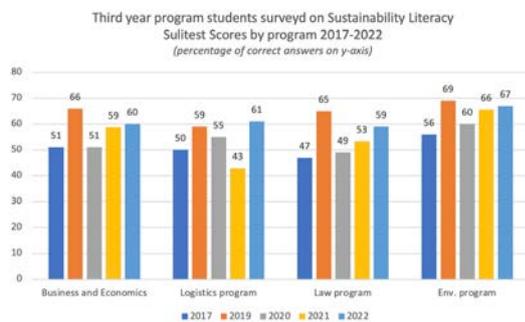
The school is also, as a PRME Champions

member, part of a working group (hosted by Copenhagen Business School CBS) that aims to develop a joint methodology for what should constitute a “sustainability course” within the framework of PRME. Both these processes highlight the complex nature of defining and categorizing sustainability, as well as the tension between on the one hand high level of inclusion and on the other hand the importance of clear and focused content that students understand as in-depth discussion on sustainability challenges.



Sulitest

At the most basic and aggregate level, we use Sulitest to assess sustainability literacy among our students. For this measure, we have time-series data spanning the period 2017–2022. Since 2017, all third-year program students take The Sustainability Literacy Test (Sulitest) as a part of their third and final Sustainability Day.



Since 2017 all third year program students are taking The Sustainability Literacy Test (Sulitest) as a part of their third and final Sustainability Day.

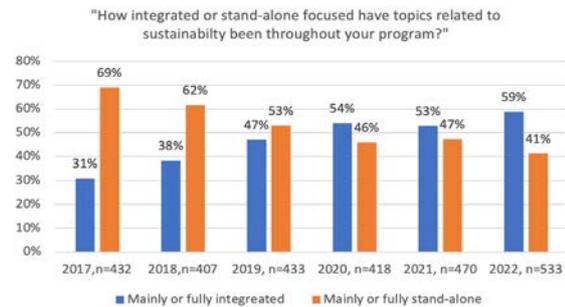
Sulitest was first developed at Kedge Business School in close cooperation with several other universities as well as UN bodies. As seen in the figure below, the trend with regards to average scores is increasing for all programs, albeit slowly. In our setting, the test is taken purely as a diagnostic tool (there are no instrumental incentives to achieve a high score). It consists of 30 questions that aims to test for sustainability literacy. The aggregated international benchmark is around 57% correct

Current Assurance of Learning (AOL) Measures

All bachelor's and master's programs have also developed some sort of AOL measure for sustainability. These measures are sometimes assessed mission-critical courses and sometimes in the degree thesis course (graded by a special AOL matrix for sustainability/societal relevance). A student thesis is, at least on an aggregated scale, a highly relevant measure for assessing whether our students have gathered sufficient knowledge, skills, and understanding

answers. With the exception of 2019, that seem to be a bit of an outlier with high scores for all programs, the scores increase somewhat steadily in three out of four programs. A more mixed picture emerges for the Logistics program (with fewer students). Perhaps unsurprisingly, the Social Science Environmental Program outperformed the other programs every year.

Also since 2017, third-year program students are asked questions related to how they perceived the integration of sustainability into their curricula. The figure below is based on approximately 500 answers each year. While we still have a long way to go, we see a clear trend toward a perception that sustainability is becoming better and better integrated into programs.



The students are also asked question related to how they perceived the integration of sustainability into their curriculum. Note: the alternatives "mainly" or "fully integrated" have been merged in the figure. The same goes for "mainly" of "fully stand-alone". In addition, the "middle alternative" has thereafter been allocated equally to either of the binary alternatives and the data have thereafter been normalized for readability.

in relation to sustainability-related matters through their education, and whether they are able to apply this knowledge in addressing the particular problem discussed in their thesis. The vice dean for education is currently working together with the sustainability council to further develop this method. An initial methodology has been tested in a workshop and is to be developed further.

Five Sustainability Days

The Sustainability Day concept has been part of the School's sustainability framework for several years. The initiative started in 2013 and became fully implemented in all undergraduate programs in 2016, with three full days focusing on sustainability from various perspectives. The overall aim is to complement the sustainability content of the School's courses by raising awareness and providing knowledge, as well as to inspire students to make conscious decisions for a sustainable world in future career choices. The sustainability days are continuously evolving and generally transitioning away from a "listen and learn" approach to an increased focus on discussions with various stakeholders and doing actual work. The days are generally highly appreciated by students, who especially value getting the chance to interact with business representatives and other stakeholders. At the undergraduate level, the days are focused around three themes, which to some extent build on each other: Challenges, Responsibility, and Solutions. Approximately 600–800 students participate each day.



Challenges

For first-year program students, the day is organized as a conference where topics such as climate change, economic inequality, antibiotic resistance, migration, human rights, and corruption and other challenges related to the implementation of the SDGs are discussed. Typically, a total of 20–25 sessions divided into four time slots are organized. Students start the day with an introductory session on the implementation of Agenda 2030, and then zoom in on a few more narrow themes by choosing freely among the several sessions in the afternoon where economists, lawyers,



Hayaat Ibrahim (Secretary General at the Swedish Anti-Corruption Institute) giving a lecture about corruption as an obstacle for achieving sustainable development.

Responsibility

In year two, the Sustainability Day focuses on responsibility by addressing ethical, social, economic, and environmental aspects related to themes such as global value chains, social movements, and business ethics. In the most recent Sustainability Day: Responsibility, all students started the day by attending a session on the possible introduction of ecocide as an international crime, where a panel of experts in international law, business ethics, and biology discussed how an ecocide legislation could function as a support for responsible businesses.

Solutions

The third and final Sustainability Day at the undergraduate level focuses on delivering

natural scientists, business representatives, and civil society actors participate.

solutions and discussing those with industry, public, and civil society actors. Getting feedback from corporate executives and public officials is seen as highly motivating and is always much appreciated by students. In the last couple of Sustainability Day: Solutions, we had visits from several Swedish sustainable startups, such as Whywaste, Trine, Norrsken Foundation, and Algea Factory, who inspired students by sharing experiences from their journeys and functioning as a "Dragon's Den" giving constructive but honest feedback on student ideas.

Global Transitions

Since 2019, a Sustainability Day on the theme of Global Transitions was introduced as a kick-off for all of the School's nine master's programs. The day provides students with inspiration and awareness concerning the complexity and challenges of a transition toward low carbon economies and more inclusive societies on a global scale. In 2020–2022, speakers included Johan Kuylenstierna, currently Chair of the Swedish



Johan Kuylenstierna (Director-General of FORMAS) giving a lecture about the European Green Deal, during Global Transitions 2022.

Climate Policy Council as well as Director-General of FORMAS (a Swedish research council for sustainable development).

Global Transitions - Towards Sustainable Jobs

In 2021, the fifth and final Sustainability Day was introduced for second-year master's students. The day focuses on career opportunities in the field of sustainability, and professionals from various fields (such as the Gothenburg company Nudie Jeans) share their advice and experience.

IPCC Seminars for Staff Members

November 2021: Climate change, IPCC and society

Deliang Chen (Professor at the Department of Earth Sciences, Gothenburg University) presented the IPCC report of Working Group 1, dealing with the Physical Science Basis.

May 2022: The time to act is now – But how can we bridge the gap between pledges and action?

The IPCC Working Group 3 report, launched on April 4th, 2022, relates directly to the scientific profile of the School's work. The report provides an assessment of climate change mitigation progress and examines the sources of global emissions. Åsa Löfgren and Thomas Sterner, two of the School's climate change experts, discussed this recent IPCC report on mitigation of climate change and its implications for societal actions broadly as well as for our own education and research.



Deliang Chen



Åsa Löfgren



Thomas Sterner

A New Core Course in Sustainability and Economics for the Business and Economics Bachelor's Program

This text is an interview with Elina Lampi, associate professor of economics (interviewer: Mattias Sundemo, the School's sustainability coordinator)

Mattias: Hi Elina! You are an associate professor of economics and part of the Council for Sustainable Development. You are also heading a new sustainability-focused course for all students in the bachelor's program in business and economics. Please tell us a little about it. How did it come about and what issues, topics, and perspectives are discussed in this course?



Elina Lampi

Elina: There was a need and a wish to offer a certain course in the program that focuses strongly on various sustainability-related topics, instead of having some parts of several courses discussing sustainability. The course consists of both microeconomics

and macroeconomics perspectives. The microeconomics part is about climate change and antibiotics resistance – two of the biggest global challenges we're facing and that our students need to be aware of in the future. The macroeconomic part is about natural resources and institutions and their relation to economic growth. So, we try to show the width of the concept of sustainability and also address very current topics!

Mattias: Basic economics courses often rely on rather traditional methods for teaching and learning, with a textbook as the main literature used, followed up with traditional exams. This is not really the approach in your course, is it?

Elina: No, we don't use traditional exams. Instead, we have several group assignments and one individual assignment. Two of the assignments are labs where the students analyze data on climate change/antibiotics resistance/natural resources/institutions. So, students get to work with real datasets and learn in a very hands-on way to run regressions and interpret

results. The third assignment is a report where the students write about one of the topics of the course and have a possibility to dig deeper into their chosen topic.

Mattias: You have now organized the course a couple of times. What do students think about the course?

Elina: When it comes to feedback from the students, most of them have really liked the course design (no traditional exam). As for the course topics, the feedback has been very positive! Many students may be rather knowledgeable about climate change problems, but fewer have a good awareness of the antibiot-

ics resistance challenge or about natural resources and their connection to economic growth.

Mattias: What advice would you give to other universities that are struggling with integrating sustainability into economics education?

Elina: I think that one good idea is to show how global challenges can be very hands. Its also good to showcase how many of these issues are at the core of what economists study in research or work with after graduation.

Sustainability as a Recurring Theme in the Management Master's Program

By means of a completely redesign course and strategic cooperation with several international companies (based in Gothenburg), Niklas Egels Zandén is developing a continuous sustainability theme in the master's program in management. "We have developed a new module that in-depth discusses grand challenges in relation to sustainability in management. 2022 will be the first time we do this, and I really look forward to discussing these important topics with our students."

In addition to the new grand challenges module, the program has also partnered with several companies and developed a plan that goes well beyond the guest lecture format. Through strategic relations with seven key companies, students will be able to meet many different functions from the firms and discuss

sustainability challenges for professionals in marketing, strategy, purchasing, and several other fields. "I hope this format will give students a more holistic understanding of what it entails to work with sustainability in different parts of an organization" says Egels Zandén.

Egels Zandén is a professor of management with a special interest in sustainability and integration of sustainability into core business functions. He also coordinates the master's program in management.



Niklas Egels Zandén

Can Natural Language Processing and AI Help Us Assess the Effects of Sustainability Integration?

In a new research project, Mattias Sundemo and Åsa Löfgren will use so-called natural language processing to assess how bachelor's and master's students at Swedish business schools write about sustainability and the SDGs in their project papers. By exploiting exogenous variation in efforts to increase sustainability integration among different schools, the project aims to explore whether curriculum changes and other measures (e.g., new sustainability courses) have resulted in more emphasis on sustainability perspectives in students' degree theses. Does more sustain-

ability in the curriculum lead to increased in-depth discussion of sustainability considerations in student theses?



Åsa Löfgren



Mattias Sundemo

PRINCIPLE 4:

RESEARCH



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

INTRODUCTION AND OVERVIEW

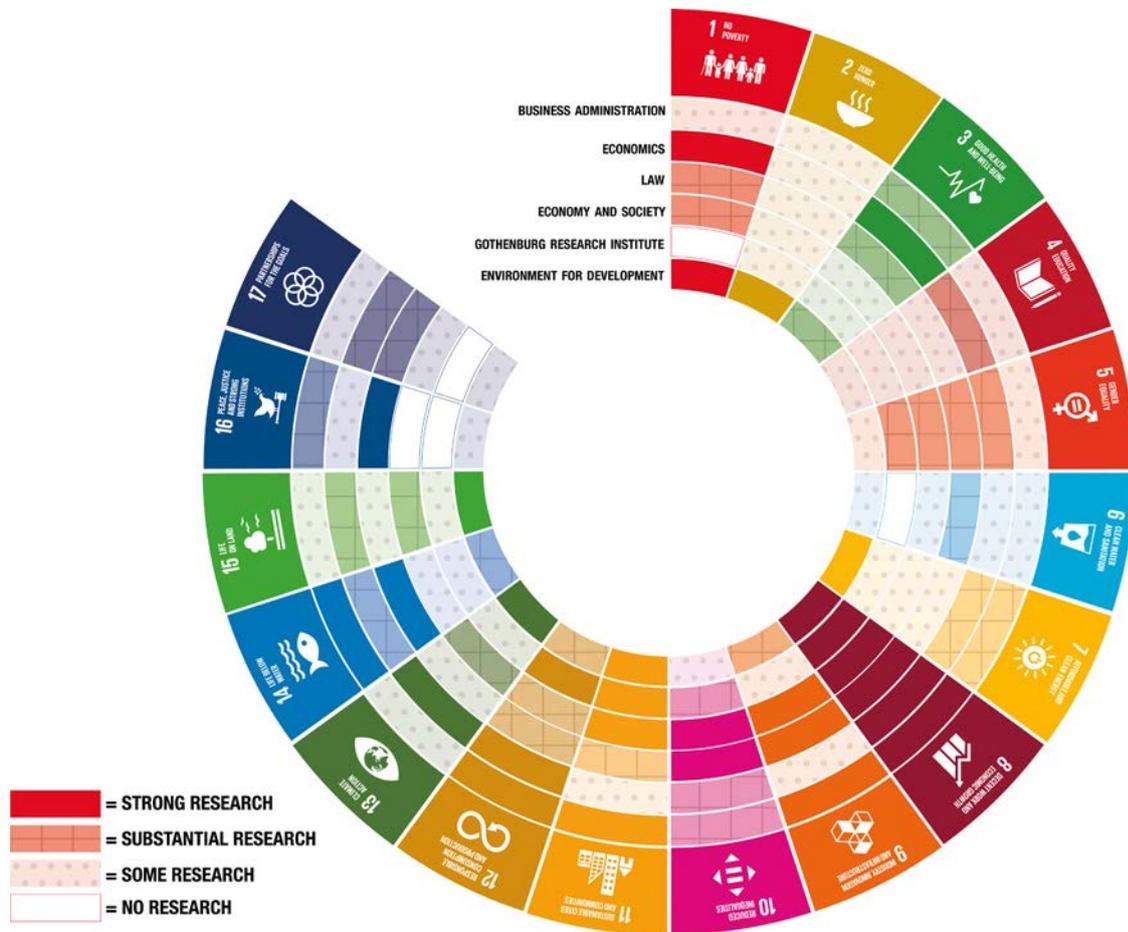
The School's sustainability profile has been further accentuated in recent years. The impact is shown both by the excellent track record when it comes to publications, peer-reviewed articles in good scientific journals, and other publications of various kinds, and also significantly so by the number of faculty members engaged in or appointed as experts in the broader society locally, regionally, nationally, and internationally. Moreover, several research groups and individual researchers at the School are engaged in cross-disciplinary and trans-disciplinary research, much needed to address the contemporary societal challenges. These knowledge-seeking cooperations address, e.g., antibiotic resistance, collective actions, chemical risks, and challenges related to population ageing.

The School's Research in Relation to the SDGs

The mapping of the School's research projects and societal impact in relation to the 17 Sustainable Development Goals (SDGs), initiated in 2018, is updated annually. The latest version, presented here (in the top figure on the next page), was completed in early 2022. The mapping is carried out as a self-evaluation among the School's departments and institutes, and is based on the 169 targets associated with the 17 SDGs. All researchers and their research activities are included.

The recent review shows that the sustainability profile of the School's research has been further strengthened. There is strong sustainability research related to SDG 8 (promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all) carried out at all departments and institutes, but also significantly strong research activities at several units related to SDG 11 (make cities and human settlements inclusive, safe, resilient, and sustainable).

Other SDGs to which researchers at the School provide important contributions are SDG 9 (build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation), SDG 10 (reduce inequality within and among countries), and SDG 12 (ensure sustainable consumption and production patterns). As for SDG 9, a new research center, U-GOT KIES, has been established. The center focuses on the dynamics of knowledge-intensive innovation ecosystems, and how and why they help create conditions for economic growth and impact the prosperity of societies. The research environment for SDG 13 (take urgent action to combat climate change) and its impacts is especially strong at the Department of Economics, with researchers engaged in world-leading research. The Department of Business Administration and the Department of Law carries out research of high relevance for SDG 14 (conserve and sustainably use the oceans, seas, and marine resources for sustainable development).

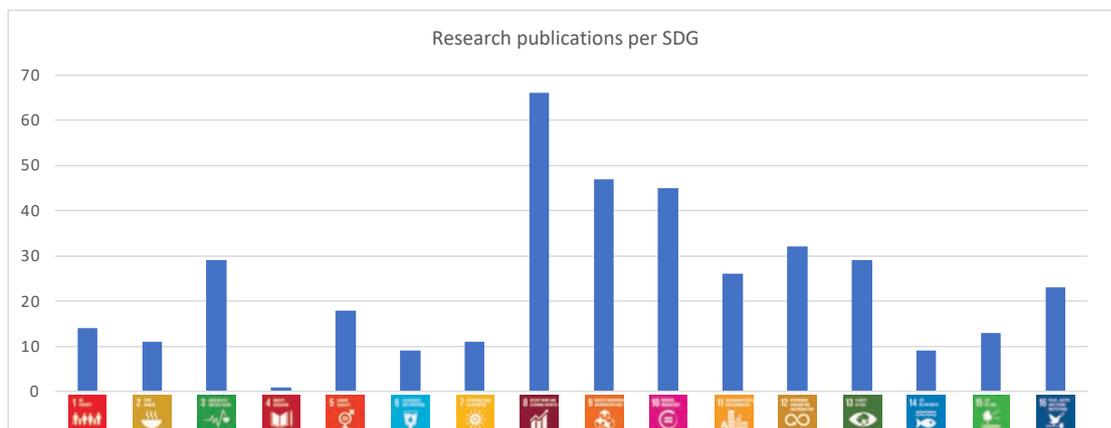


The research at the School of Business, Economics and Law mapped to the UN's global goals.

Bibliometric Analysis of Research Output in Relation to the SDGs

In 2018, Times Higher Education (THE) launched the SDG impact ratings for universities, where universities are ranked on research, outreach, and stewardship in relation to the SDGs. Together with Elsevier, THE developed a specific method for assessing published research papers related to the SDGs that uses specific phrases and combination of words. By search-

ing in titles, abstracts and author identified keywords papers can be classified in relation to the different SDGs. In 2022 this methodology was updated, and our data is compiled using the updated methodology. Using this bibliometric method, the School's research in relation the SDGs are shown in the figure below; all publications can be found in the appendix.

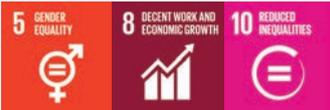


Peer-reviewed published papers 2020–2021 from researchers at the School mapped per SDG.



Engagement in Interdisciplinary Research on Societal Challenges

The School has several research groups and individual researchers engaging in cross- and trans-disciplinary research, much needed to address the contemporary societal challenges. In the following pages we will provide insight to a few of these knowledge-seeking cooperations, five that were established in 2016 through the University of Gothenburg cross-disciplinary research initiative UGOT Challenges – Agecap, CARE, CeCAR, FRAM, and SWEMARC – and one more recently established, U-GOT KIES.



Agecap: Multidisciplinary Work on Ageing, Professionalism, Retirement, and Capability

As members of the Centre for Ageing and Health (Agecap), we perform multidisciplinary research on ageing and capability from various angles and in diverse collaborations.

In one collaboration, we focus on retirement and capability. The aim is to develop knowledge about retirement, one of today's major issues for individuals, organizations, and society, and to promote capability in the transition from work to retirement. The retirement process is informed and influenced by complex patterns of various pre-conditions formed by individual, institutional, and societal factors with numerous consequences, such as strengthening or reducing patterns of inequality. Conflicting interests permeate how, when, and why people decide to transit from work to retirement. These are major questions not only for individuals, but equally important for the labor market, the economy and for the entire society. With a growing ageing population both nationally and globally, there is an urgent need for deepened knowledge of the mechanisms that influence people's decision to transition from work to retirement in either direction (to exit earlier or later). A starting point for our work is that the transition decision is influenced by various narratives of retirement and, more generally, of ageing. A narrative captures the way through which actors communicate their meaning, experiences, and describe practices of retirement linked to each other. Retirement is continuously and conceptually constructed in various contexts and has broad practical implications; we call this process the doing of retirement.

In another collaboration, we address the significance of the ongoing digitalization for the (re)valuation of professional competence and the implications of the (re)valuation on diversity

and the perception of performance. The overarching question is: *How is the organizational valuation of competence, performance, age, and gender affected when digital technology transforms professional practices?* The intensification of digital technology use could strengthen negative attitudes to older workers' accumulated competence and ability to learn new things. Even in professions where extended experience has previously been valued, accumulated competence, age, and gender might risk becoming grounds for exclusion from various missions, roles, and career paths in the wake of digital transformation. Here we focus on how the valuation takes place in four organizational practices: hiring, promotion, role allocation, and compensation.

The relevance of the project relates to several UN Sustainable Development Goals, for example SDG 5, 8, and 10. Since previous research has shown that competence-, age-, and gender-related diversity benefits the organizational production of equality and organizations' productivity, ensuring such diversity is important. Hence, knowledge of how organizational (re) evaluation of accumulated competence affects the view of performance and the inclusion of diversity is pivotal. Its contribution lies in the focus on providing detailed knowledge about the implications of organizational practices, following a digital transformation of professional practices, on the valuation of competence, performance, diversity, and age.

*Nanna Gillberg, Gothenburg Research Institute
Eva-Maria Svensson, Department of Law
Ewa Wikström, Department of Business Administration*



CARe: Centre for Antibiotic Resistance Research at the University of Gothenburg

CARe has a vision to limit mortality, morbidity, and socioeconomic costs related to antibiotic resistance on a global scale through research. CARe is an interdisciplinary research center where a majority of the researchers are from natural sciences and medicine. However, we are a smaller group of researchers from the humanities and social sciences, mostly working with policy interventions to combat antibiotic resistance. Interventions are important tools in the work of combatting resistance since overuse of antibiotics is the most important driver of the development of resistance. And since we do not have any good news about new antibiotics, appropriate usage of antibiotics is even more important.

When summarizing the research we have done in economics at CARe, we have especially studied how to combat antibiotic resistance with behavioral changes. We have studied whether the general public uses antibiotics correctly and what affects their antibiotics consumption. For example, we have investigated people's willingness to accept physicians' decisions not to prescribe antibiotics and the willingness to limit personal use of antibiotics voluntarily ([link to the paper](#)). We found that 53% of our sample state that they would be willing to accept a physician's decision not to prescribe antibiotics, despite disagreeing with the decision, and trust in the health care system is significantly associated with acceptance. When it comes to people's willingness to voluntarily abstain from using antibiotics, a majority stated that they are willing not to take antibiotics.

Secondly, we have studied doctors and nurses and whether they follow the guidelines of antibiotics prescription correctly. We have also investigated how different kinds of norms and attitudes about antibiotics use affect a doctor's decision to prescribe antibiotics. We found that perceived willingness to prescribe among peer doctors and adherence to guidelines are linked to the likelihood to prescribe, but that doctors are less likely to abstain from taking antibiotics compared with the general public. We have furthermore investigated whether specific interventions directed to healthcare centers, such as informational visits and self-evaluation meetings, have affected antibiotic prescriptions in primary healthcare and found that the interventions have played a very limited role for the reduction in prescriptions ([link to the paper](#)).

And lastly, we have also investigated consumers' demand for antibiotics produced in more environmentally friendly ways as well as consumers' demand for safe food. We found that consumers will pay high price premiums for both antibiotics produced in more environmentally friendly ways and for labels informing about antibiotics use in food production, indicating that consumer demand is one channel to use for combating the large scale problem of antibiotics resistance.

*Fredrik Carlsson, Department of Economics
Elina Lampi, Department of Economics*





CeCAR: Centre for Collective Action Research

The UGOT Centre for **Collective Action Research** (CeCAR) constitutes a vibrant research environment, with researchers jointly engaged in understanding and tackling large-scale collective action problems – one of the most challenging types of problems facing society. Currently, our research is concerned with a large number of the UN Sustainable Development Goals (SDGs), such as climate change, overfishing, plastic pollution, corruption, and antibiotic resistance, just to mention a few. However, our scholarly community is well equipped to take on additional types of collective action problems in the future.

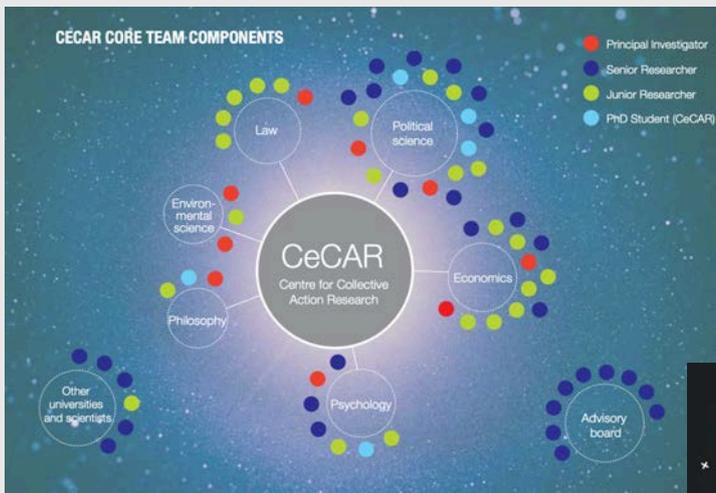
As of today, CeCAR has initiated more than 50 research projects and published over 170 peer-reviewed articles and other academic texts, and our research is increasingly cited among scholars from a broad range of disciplines – a development matching our interdisciplinary ambitions and visions.

Our research targeting the most fundamental characteristics of large-scale collective action is conducted by both internal and invited world-leading researchers.

The CeCAR research agenda is concerned with how to overcome collective action problems, either more spontaneously and voluntarily or via the design and implementation of policy instruments and policy mixes. This strongly solution-oriented research is unique, with its high level of applicability and policy relevance. In these endeavors, we systematically evaluate and test a large number of factors involved in voluntary collective action, such as actors' values, beliefs, trust in the impact of social norms, and various forms of nudging, as well as how policy instruments and policy packages should be designed for the highest possible effectiveness, cost efficiency, and public acceptance.

One reason behind CeCAR's success in bringing researchers together is that the team, despite coming from different disciplines, is unified in a common theoretical framework explaining large-scale collective action problems. CeCAR is built around activities where ideas and results can be shared among researchers from different disciplines. Four of the most important activities are a December-workshop, a summer conference, big-idea writing workshops, and weekly seminars and working paper series.

Åsa Löfgren
Department of Economics



Organisational structure of CeCAR



To better explain CeCAR, we have produced a short illustrated video that outlines the concept of collective action.



SWEMARC: The Swedish Mariculture Research Centre

The aim of the center is to dissolve existing problems related to seafood production through more sustainable food production techniques and procedures. Early in the process, an interdisciplinary consortium among researchers at the University of Gothenburg was created. The research within the center accounts for the fact that sustainable food production through aquaculture cannot be based solely on the natural sciences but requires multidisciplinary and interdisciplinary research, including the social and economic sciences. Five researchers (John Armbrecht, Erik Lundberg, Lena Mossberg, Jonas Kyrönviita, and David Langlet) from the School of Business, Economics and Law are engaged in multi- and interdisciplinary research related to farmed seafood.

During the first phase of the project, research focused primarily on public opinions and consumer perceptions related to farmed seafood. The results indicate that the Swedish population has relatively negative attitudes to these products (Armbrecht & Skallerud, 2019). Several concerns are related to product attributes, including the use of antibiotics and contamination with heavy metals (Rönnerstrand, Armbrecht, Lundberg & Sundell, 2020). Despite the relatively negative public opinion, Swedes consume a variety of aquaculture products. For example, more than 90% of all salmon consumed in Sweden is imported and farmed in Norway. The fact that people consume aquaculture products

despite their negative attitudes lends strength to the proposition that Swedish aquaculture development is not hindered by negative attitudes to the products per se, but rather to the production of them.

Another important line of research has therefore been to measure, describe, and understand local populations' resistance to and support of the aquaculture process/production. A recent study found that attitudes to the production are rather positive overall (Skallerud & Armbrecht, 2020). Approximately 75% of the population hold neutral to positive attitudes to aquaculture development. The remaining 25% have, at least from an environmental perspective, negative attitudes. These concerns need to be taken seriously in aquaculture development.

Another publication from within the project highlights that many Swedes do not know very much about aquaculture, and they therefore do not carry very strong attitudes to aquaculture production at all (Rönnerstrand et al., 2020). The study points out the information available to consumers as crucial during their attitude formation. The study concludes that information can be used to positively influence people's knowledge and attitudes. However, little research has focused on how knowledge is best conveyed to change/influence people's attitudes related to sustainable food production. Understanding how knowledge and information should be conveyed to the public to enable well-informed attitude formation will be the focus of future research.

John Armbrecht
Department of Business
Administration



Salmon farming in Norway

PRINCIPLE 5 & 6:

PARTNERSHIP AND DIALOGUE



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



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

INTRODUCTION AND OVERVIEW

Close relations with business, public authorities, and non-governmental organizations are important parts of the students' learning experience and central for many research activities. Continuously increased cooperation related to the societal challenges with societal actors outside academia has improved both research and education and also increased the School's societal impact and contribution to making the world more sustainable. Gothenburg is the industrial capital of Sweden and a place where the local meets the global. The School has well-developed and sustainability-oriented relationships with companies such as Volvo Cars, Stena Group, SKF, Getinge, and the Volvo Group, all with headquarters in Gothenburg. Likewise, The School maintains strong links with various national, regional, and local government institutions. Examples include the Ministry of the Environment, the Swedish Energy Agency, and the Swedish Development and Cooperation Agency (SIDA). There is also interaction in both education and research with for example AP2, one of northern Europe's largest pension funds, the regional authority Västra Götaland Region, the County Administrative Board in Västra Götaland, and the City of Gothenburg. Internationally, the School participates in numerous networks in the field of sustainability, including EFMD, GBSN, GRLI, and PRME Champion, Nordic Chapter, to name a few. The school is also actively involved in developing the Positive Impact Rating (PIR). Following the mission to contribute to a sustainable world, scholars from all of the School's departments and centers engage in applied research and studies of immediate importance to policymaking. Additionally, many individual researchers from the school have been appointed to expert councils and working groups in local, regional, national, and international arenas. In this chapter of the report, we provide deeper insight into some of the partnerships and dialogues in which the School is involved.

Contributing to the Development of the Positive Impact Rating (PIR)

Launched at the World Economic Forum in Davos in 2020, the Positive Impact Rating was developed as a tool to assess the positive impacts of business schools on society. PIR operates in close cooperation with local student organizations, and the rating is based solely on the survey responses of bachelor's and master's students. The School has, through Anders Sandoff and Mattias Sundemo, played an active part in the development of PIR and continues to support and develop the rating, for example as members of the PIR general assembly. A particular aim of the 4th edition of the rating will be to grow from around 50 schools in 27 countries to 80 schools. Through discussions and col-



laboration with AACSB, the 4th edition of PIR will also present new opportunities for gathering student input on school specific ambitions on positive impact that can be used to report on impact related to the SDGs in the AACSB methodology.

As for the School's own rating, we see a small positive trend in our students' assessment across the areas of Governance and Culture, Educating and Engaging. The School remains in the "progressive" category (3/5) and it is clear that our students are saying that there is room for improvement. As a response to the question "What should the School start doing?", the most common answer is some version of carrying on with sustainability integration in more courses and increase the number of real-world cases on sustainability in courses.

Engaging in PRME Champions and PRME Nordic Chapter

The School joined the PRME Champions group for the 2020–2022 cycle and is taking an active part in the various discussions in this group. As this cycle was heavily influenced by COVID-19, no physical meetings but instead frequent online meetings have been organized. Sharing experiences of working within different stages of lock-down and adjusting teaching and research accordingly have been frequent topics for discussion. Another frequently discussed topic has been related to management of the PRME. The School has been especially involved in a "sub-project", hosted by CBS, aimed to develop a set of harmonized sustainability KPIs (key performance indicators) for research, education, and operations that could be used by the wider PRME community in SIP reporting. This proved to be a difficult task and much work remains to be done.

The School also plays an active part in the PRME Nordic Chapter, where it engages in discussion and shares experiences particularly relevant for the Nordic context. One outcome

in this group has been the contribution to the book "Responsible Management Education -The PRME Global Movement", co-authored by Mattias Sundemo. The book was launched on December 17, 2021, in an online release party with Paul Pollman (author and former CEO of Unilever) as one of the speakers.





Per Cramér, Dean



Business schools must consciously avoid educating self-interest-maximising instrumentalists

Contributions to EMFD’s Global Focus

Global Focus is a business magazine of the EFMD (European Foundation for Management Development), providing in-depth analysis of and updates on international management development and features topical reports, thought leadership, and insight from leading experts from academia, business schools, companies, and consultancies. For the 15th anniversary issue, several School representatives contributed with published texts.

The School’s Dean Per Cramér wrote a longer introductory text titled *Our global context calls for global responsibility: Reflections on the role of business schools in meeting the challenges of our time*. After stating that climate change, together with the depletion of biological diversity, constitutes the most acute existential challenge to the long-term sustainability of human society on earth, Cramér among other things points out that “As business schools, we must acknowledge that we educate talented young people for positions in society where they will have the power to make decisions with large societal impact. Applying fundamental ethical values, we must therefore teach our students that with power comes responsibility. This responsibility transcends an individual’s own well-being and embraces the organisation in which he or she is active and the development of society at large. Business schools must consciously avoid educating self-interest-maximising instrumentalists”.

Other researchers from the School (Marie Stenseke, Gunnar Köhlin and Jenni Strömstad) contributed with a text titled *the SDG 8 dilemma: How the School of Business, Economics and Law at University of Gothenburg is taking action on this front*, where they address one of the core controversies of the UN Sustainable Development Goals, namely the

link between environment and economy: “*The International Association of Universities’s (IAU) Global Higher Education and Research for Sustainable Development (HESD) Cluster is a unique network of universities engaged with the SDGs, and The School of Business, Economics and Law has a key role in the University of Gothenburg’s assignment as leader of SDG 8. Importantly, the work on SDG 8 involves eight universities in the Global South, facilitated by the research network Efd (Environment for Development) and its global hub, located at the School. The ambition is to engage and support a global community of researchers and to mobilise academic work and policy interaction in support of sustainable economic growth with good conditions for an increasing number of workers. In practice, it means transdisciplinary, applied research and policy interaction that focus on solutions to growth- and work-related challenges.*

SDG 8 comprises a wide range of topics, such as per capita GDP growth, new policies for economic development and the labour market, improved resource efficiency, innovation, health and safety in the workplace, youth employment, child labour, and sustainable tourism. At present, a number of the School’s scholars, along with researchers from other faculties and institutions, nationally and internationally, are engaged in compiling and writing literature reviews on specific themes connected to the targets of SDG 8”.



Marie Stenseke, Gunnar Köhlin and Jenni Strömstad

Research Conferences on SDG 8

The School plays a major role in the International Association of Universities' assignment to the University of Gothenburg regarding the Agenda 2030 Sustainable Development Goal 8: Decent Work and Economic Growth (SDG 8). The purpose of the SDG 8 initiative at the University of Gothenburg is to mobilize academic work and policy interaction in local and global contexts, together with eight satellite universities globally. The satellite universities, located in low- and middle-income countries, provide opportunities for dynamic research collaboration by addressing the challenges of SDG 8 from the various geographical and methodological

perspectives represented. In both [August 2021](#) and [August 2022](#), Efd (Environment for Development) and the School have hosted the Gothenburg International Research Conference on Sustainable Economic Growth and Decent Work for All, where researchers presented, discussed, and networked on and around topics related to SDG 8.



A Forum for Discussing Sustainability with Corporate Executives

Sustainability is important for companies' and organizations' strategies, which means, among other things, that sustainability has moved from staff functions to corporate boards. However, many companies struggle with how their products, services, and business models relate to sustainable societal development and how they ensure their long-term relevance. This places new demands on managers' ability to integrate sustainability into strategic and operational processes.

The School has a number of research environments that study important sustainability challenges, and the School's strategic focus on sustainability has become increasingly clear. Based on this, we have increased the focus on

sustainability also in our collaboration with the business community by establishing a forum in 2020, where researchers and managers from the business community meet at the School 2–3 times a year to discuss strategic sustainability issues. *How do we make decisions and how do we navigate in a world that in many ways seems increasingly unpredictable and complex? What can researchers learn from business and what can business learn from researchers? What common challenges do we see around the table?*

Deputy Dean Marie Stenseke and Professor Niklas Egels Zandén facilitate the dialogues, which take place in a "closed room" based on the so-called Chatham House Rule.

Reväst – A Body for Collaboration Between Business, Academia, and the Public Sector

Reväst is a collaborative body and platform for exchange of knowledge between the public sector, academia, and business around regional development in western Sweden. Its purpose is to strengthen the links between the various actors through seminars and conferences and to enhance knowledge about society and sustainable development, particularly focused on western Sweden.

Reväst's office is operated from the School's External Relations department. Recent seminars have addressed topics such as:



- *How to increase societal inclusion, focus on children and adolescents*
- *Gender equality in the labor market*
- *Future mobility*
- *The labor shortage- changes in supply and demand in the labor market*

AACSB's Comments on the School's Work for Sustainability

The School is “Triple Crown” accredited, thus accredited by EQUIS, AACSB, and AMBA. In early 2022, the School was once again up for AACSB re-accreditation, and following the recommendation from a peer review team, it gained accreditation for five additional years in the spring. The School was explicitly commended for its sharp focus on sustainability and demonstrating impact using the SDG mapping and also for the work of the Environment for Development (EfD) network. As for continuous improvement, it was noted that while the assurance of learning (AoL) framework had

clearly improved, the framework for assessment of competencies such as ethics or sustainability could be further strengthened. Alternatively, there would be great value in focusing on clear communication of how these issues are addressed in the School’s educational outcomes. Also, the School was encouraged to develop a strategy for societal impact that is consistent with its mission, including identification of its aspirations in this area and demonstration of exemplars of success.



Reaching New Student Groups

For many years, the School has actively worked with recruitment of students who are generally under-represented in its corridors, in particular students from lower socio-economic backgrounds and who have parents without university experience. Through cooperation with junior high schools and high schools, the School invites students to come and

listen to student ambassadors with similar backgrounds talking about their university experience. The School also organizes events for these students, where they can come and visit corporate partners. In addition, the School cooperates with the Mitt Livs Val organization, which primarily works with newly immigrated adolescents.

New Collaboration Agreement with Volvo Car Group

In fall 2021, a new collaboration agreement was signed with Volvo Car Group, with the ambition to act together for a sustainable future. The agreement aims to create mutual benefit and value by contributing to strengthened competitiveness for Volvo Car Group and strengthened quality and relevance in the School's research and education.

The School of Business, Economics and



Thomas Andersson, Vice President - Leading the Gothenburg Mobilization (left) and the School's Dean Per Cramér look forward to an in-depth collaboration.

Law and Volvo Car Group (VCG) have a long history of collaboration, since 1999 within the framework of the School’s Partnership Program. The main focus of the collaboration within the Partnership Program is competence development and activities related to recruitment and employer branding.

Green City Zone

The school is one of the founding partners in a recent initiative called Green City Zone, which is a collaboration between Volvo Cars, Chalmers University of Technology (Chalmers), Business Region Göteborg, the Västra Götand Region (VGR), and the City of Gothenburg. The initiative aims at achieving areas with zero carbon emissions in Gothenburg as a test bed for future climate-neutral city planning. The objective is to collaborate on major research projects and inform policy for the fulfillment of SDG 11 (make cities and human settlements



inclusive, safe, resilient and sustainable). This research area has been prominent at SBEL for a number of years. For instance, there is ongoing work on how nudging techniques can be used to achieve sustainable travel. Within the Mistra Carbon Exit Research program, there are several relevant projects that identify and analyze the technical, economic, and political opportunities and challenges for Sweden to reach the target of net zero greenhouse gas emissions by 2045. There is also work on the complex multi-governance structure of multi-pollutant regulation, on the effects of pace-transcending technologies on mobility, on car-sharing, the changing patterns of commuting in large urban areas, on gendered mobility, and on various legal aspects of city planning.

Strategic Research Partnership with Getinge AB

In an innovative, strategic partnership, researchers from the School of Business, Economics and Law work together with key people at Getinge on issues related to innovation and sustainability. Getinge AB is a leading global provider of products and systems within healthcare and life sciences, based in Gothenburg. The researchers get a chance to contribute with societal relevant and applicable knowledge, and Getinge becomes part of the research front. Two doctoral positions comprise an important part of the collaboration, one of them explicitly focusing on the company's attempt to move sustainability concerns into its core of operations.

BIOPATH

Biopath (Pathways for an Efficient Alignment of the Financial System with the Needs of Biodiversity) is a new large research program under establishment. BIOPATH aims to map, assess, co-develop, and test existing and novel approaches for integration of biodiversity considerations into financial decision making and analyze the institutional and policy implications of potential transition pathways. The program is designed in dialogue with an extensive partner network to ensure that short- and long-term impacts are aligned with current market needs. In 2022, BIOPATH received 50 million SEK in funding from the Swedish Foundation for Strategic Environmental Research, MISTRA, for four years, with the option of adding another four years. This highly interdisciplinary

program is a collaboration mainly between the University of Gothenburg and Lund University. Researchers from all of the School's departments are involved, together with a number of colleagues from other areas of the university.

"Snacket går..."

"Snacket går..." (Eng: Talk of the town) is a series of programs aiming to create interesting meetings between researchers and people who make an impression in society and business. Researchers from the interdisciplinary research institute Gothenburg Research Institute participate in the series. The death of the store, the threat to the physical meeting, and the possibility of solidarity initiatives to take place are some of the issues addressed in the series. Interviewees include Dan Sten Olsson, CEO of Stena AB, and Bruno Chies, who started the Solidarity Fridge initiative.



Dan Sten Olsson, CEO of Stena AB, is interviewed about organisations and sustainable development.

Climate Smart Vacation

Want to sail in Croatia, visit Berlin or hike in northern Sweden and wondering which vacation will leave the least carbon footprint? Regardless of destination and mode of travel, the [klimatsmartsemester.se](https://www.klimatsmartsemester.se) (Climate Smart Vacation) website can calculate how large the carbon dioxide emissions will be per person and trip. The platform was launched in 2022 and is based on data and knowledge produced by researchers at the School of Business, Economic and Law, other faculties of Gothenburg University and Chalmers University of Technology. The site has an interactive world map that makes it possible to directly see the greenhouse gas emissions for air travel. The platform also contains a lot of information about why and where we travel, what happens when we travel and links to research reports on tourism and climate impact. In addition, there are tips on how to find the right route by train and how to vacation by train and bicycle in Europe.

20th Anniversary of Environmental Social Science



Students and alumni of the program celebrating

When the School's bachelor's program in Environmental Social Science was implemented in 2001, that specific interdisciplinary framing of a program was unique among Sweden's universities. In March 2021, we celebrated the 20th anniversary of the program by inviting students, alumni, university employees and other interested parties to a panel discussion on the theme "*Strategies for sustainable development*". The panel consisted of alumni from the program.

The Tore Browaldh Lectures

Each year, the School of Business, Economics and Law hosts the Tore Browaldh Lecture (in memory of Tore Browaldh 1917–2007, a Swedish businessman). A prominent, invited lecturer highlights topics such as the relationship between economics, economic theory, or economic systems on the one hand and social attitudes, political systems, and philosophy on the other. Since our last SIP report, the following two lectures were given.



November 2020

Rethinking Value Creation - for innovation-led inclusive & sustainable growth

Professor Mariana Mazzucato (University College London, UK) dived into global economics and explained how capitalism can be steered toward a bold, innovative and sustainable future that works for all of us.



March 2022

Transitions. Empires, Time, and Unfreedom.

Timothy Snyder, well known Professor (Yale University, USA) and author of "On Tyranny" spoke on how transitions seem to turn us away from rather than toward liberty. This lecture was much appreciated and the recording currently (October 2022) has over 85 000 views on Youtube.

The City of Gothenburg's New Climate Council

As the second municipality in the country, the City of Gothenburg in 2022 started a local research council tasked with evaluating and supporting climate policy in the municipality. The local climate council is similar to the existing regional and national climate councils, and the scientists in the council will work independently of politicians and civil servants. The council must analyze how the climate goals in the city's environmental and climate program can be reached in a cost-effective way, by proposing and evaluating various measures. The School's environmental economist Thomas Sterner is one of seven researchers who are part of the council. He hopes to contribute with national and global perspectives.



Thomas Sterner, professor of environmental economics

The School's Alumni

Below, we give a brief insight into what some of the School's alumni have achieved in the field of sustainability in recent years.

From Start-up to Scale-up with Plant-Based Toppings

A rice cake with margarine and salt on top. That was what Alice Knap was eating for breakfast one morning five years ago when she decided that people wanting a plant-based diet needed something that tasted better than that to put on their sandwiches.

With a business idea in tune with the zeitgeist and a business degree, Alice Knap was ideally placed to turn her vision into reality. Her company HUU makes plant-based sandwich toppings and has just started scaling up. Out of her idea came a business that now employs Alice and about 15 other people.



Alice Knap, founder of HUU

A B2B Market Place for Reuse of Plastic Materials

Sammy-Sebastian Tawakkoli had already studied design engineering before embarking on his studies in the MSc program in innovation and industrial management at the School of Business, Economics and Law.

In Gothenburg, he wanted to combine his product development expertise with his interest in environmental sustainability. *“I was quite critical of some of the theories taught at the School,”* he recalls. *“For example, I felt the need to explore the concept of growth, which I found hard to reconcile with sustainability.”* His company Atomler connects organizations that have available recyclable plastic material (often as a waste product of their manufacturing) with organizations that need such material. The platform was launched in May 2021, and by January 2022, 190 companies all over Europe had already signed up.

The Cornelius-Ernströmgruppen Climate Scholarship

The Gothenburg-based Ernströmgruppen AB has made a scholarship of SEK 50,000 possible in the name of its former president and CEO Pontus Cornelius as a thank you for his intense commitment to the role of business in climate change and his efforts to successfully build Ernströmgruppen AB into a strong global process industry group. Cornelius is an alumnus of the School of Business, Economics and Law and his wish is that the scholarship be offered to students in the School's business-oriented programs, with the aim of creating initiatives for sustainable businesses and business solutions that benefit a positive climate. The first recipients of the Cornelius-Ernströmgruppen Climate Scholarship were appointed in May 2022.

From Climate Activist to Working for the UN

Alumnus and former grassroots activist Björn Fondén has stepped into the rooms where the real climate decisions are made. Much thanks to his involvement in the Handels Students for Sustainability (HaSS) and Handels Entrepreneurs student associations, new opportunities opened up. During his final year at the School, he was nominated by an environmental organization to serve as Sweden's youth representative at the United Nations, which gave him an opportunity to go to New York and present an evaluation of how Sweden had succeeded in achieving the global goals of the 2030 Agenda.



Björn Fondén at the United Nations



The Student Union, HHGS

HHGS is the student union at the School of Business, Economics and Law. The union is the mother organization of more than 20 associations, arranges three career fairs per year, and owns 100% of seven companies that provide meaningful work experience to hundreds of members every year. HHGS is also a strong actor for sustainability, which can be seen throughout the whole organization. On these two pages, some of HHGS' recent important work for sustainability is described.

Head of Sustainability

For many years, the vice president of the student union has been responsible for the sustainability work at HHGS. However, in more recent years the sustainability work has reached new heights, which naturally has demanded more time. In May 2022 at the annual meeting, it was decided that a new role in the board would be created, and in August 2022 HHGS' first Head of Sustainability Nicole Lindau entered the position.



Handels Council for Sustainability (HCS)

There has been extensive development in the area of sustainability in the last two years within HHGS. In fall 2020, HCS was founded.

Together with the Head of Sustainability, the council works to improve and develop the sustainability work within the student union. Since the foundation, the council has formed a new *Sustainability Policy*, which includes all dimensions of sustainability – environmental, social, and economic. Each paragraph in the Sustainability Policy relates to one or more of the UN Sustainable Development Goals and shows the unions' effort to contribute to a more sustainable organization, university, and society. In addition, HCS has developed *HHGS Sustainability Certification*, which is available for all projects, associations, and companies within the student union.

Whistleblowing Service

The Whistleblowing Service was created as an initiative to promote increased transparency within HHGS. The function makes it possible for students and members to anonymously report issues and concerns connected with HHGS directly to a chosen member of the board.



Handels Students for Sustainability (HaSS)

HaSS aims to realize sustainable initiatives, spark conversation, and motivate students to engage with sustainability in their everyday lives. In collaboration with the HHGS student union and the University, they help to further develop the University's sustainability focus and to realize its sustainability agenda. Within this context, HaSS has organized events such as topical lunch lectures, movie nights, BBQs, and Swedish fika where like-minded students get the chance to connect.

HaSS enables students to contribute to the student union in a fun and responsible way. They raise awareness and offer a place where all students are welcome to learn from each other and share their lifestyle (@hassgbg) or new business ideas for a better world.

HaSS' yearly fundraiser Musikhjälpen is one way that enables them to materialize these goals. During the Musikhjälpen week, students are motivated to donate money to



On Instagram, HaSS continuously share their work for raising awareness about sustainability. For example by arranging movie nights at the School, provide tips on how to act sustainable, encouraging students and staff to donate money to the annual event Musikhjälpen, and invite students to join the HaSS board.

various projects around the world and help people outside their direct network.

Collaborations with external organizations and companies help HaSS inspire students and show how sustainable initiatives can contribute to their professional lives. One of their biggest projects exemplifying this is *EnviroTravel*. EnviroTravel is a sustainability-focused trip that gives students the opportunity to visit companies and organizations and learn more

about the environment and social responsibility. These trips are organized as sustainably as possible and therefore never involve air travel. In 2021, students toured Sweden to learn more about negative emission technologies (NET). The experience and knowledge gained during the EnviroTravel trip are highly valuable to both the participants themselves and to the University and its community.



EnviroTravel 2021 in Ansättfjällen

ADDENDUM PRINCIPLE:

ORGANIZATIONAL SUSTAINABILITY



ADDENDUM PRINCIPLE | ORGANIZATIONAL SUSTAINABILITY: *We understand that our own organizational practices should serve as an example of the values and attitudes we convey to our students.*

INTRODUCTION AND OVERVIEW

As a school and physical environment, it is of course appropriate and important that we live up to the values and ambitions we encourage our students to strive for. There are several examples of how we try to achieve this, a small selection of which we highlight on these two pages.

Reducing the School's Carbon Footprint

In line with the University's climate action plan, the School aims to reduce carbon dioxide emissions from its operations by 25% by the end of 2023 and by 50% by the end of 2029, compared with 2019 levels. This measure includes travel-related emissions, energy consumption, as well as purchasing and procurement. Data will be observable on a quarterly basis through a new digital platform called Svalna. The School will especially focus on sustainable energy-saving solutions (this also applies to the ongoing construction of a new building). Furthermore, reconditioning furniture will be prioritized when moving into the new premises. The School also strives to increase the number of installations and features that meet the dual objectives

of making a positive environmental impact and highlighting our environmental footprint and our dependence on natural resources. In terms of purchasing goods and services and waste management, the School shall work to continuously minimize the environmental impact of both day-to-day work and conferences and other events. The same applies to food and food services. As for the financial assets, the School has adopted a specific instruction for implementing norms and principles in congruence with relevant national and international standards such as the UN Principles of Responsible Investments. With regard to travel-related emissions, there is an ongoing discussion on how to best incentivize carbon-efficient travel-



ling. According to the current travel policy, no air travel is allowed for distances shorter than 500 km, and online meetings are encouraged over physical ones.

LGBTQIA+ Equality

West Pride is an art and culture festival that creates safe meeting places for LGBTQIA+ people and highlights norm criticism and the life situation of LGBTQIA+ people. The University of Gothenburg and thus also the School of Business, Economics and Law are proud partners of West Pride and participate every year. Apart from flying rainbow flags on the university buildings and supporting the whole event through our social media channels, the School also organizes seminars as part of the festival program (for example from a civil law perspective).

Restaurant and Catering

The School's premises house a café/restaurant frequented by both students and staff every day, and it is also often used for catering of the School's various events. The company running the café and restaurant works with sustainability in various ways. For example, all the coffee and tea offered are both organic and Fair-trade-labelled. All milk is also labelled organic. To nudge customers toward sustainable choices, the vegetarian option is always placed at the top of the lunch menu. For catering and those who buy takeaway options, the company has replaced all disposable plastic items with paper alternatives, which are compostable or at least more easily degradable.

The Solidarity Fridge

In fall 2022, the Solidarity Fridge initiative opened, a collaboration between staff, the School's student union and the Handels Students for Sustainability (HaSS) association. María José Zapata Campos (associate professor of business administration) is one of the initiators.

What is a solidarity fridge?

María: *Solidarity Fridge is a citizen-driven initiative to save food waste from grocery stores, bakeries and the like. The concept is simple. Food that would otherwise be thrown away is collected and saved by volunteers, e.g. bread that has not been sold, or products whose best-before date is close or has passed, but which are still suitable for consumption. The food is then distributed to those who need and want it. At the School, we*

have created a Solidarity Fridge in collaboration between students (the student union and the association Handels Students for Sustainability - HaSS) and staff. At the premiere in October 2022, roughly 100 people helped to save food, most of them students from the School, but also some staff and students from other faculties. We picked up the food the day before from a bakery and a grocery store, with the help of an organization which has agreements with a number of companies.

Why is this important?

María: *On a global level, one third of all food we produce goes to waste, with major consequences for carbon dioxide emissions and increased climate change. Structural changes are necessary for a transition towards more sustainable food systems. But measures at the end of the consumption chain, such as food networks and Solidarity Fridges, are also relevant to optimize food consumption and reduce carbon dioxide emissions, as well as to increase public awareness of the issue.*

With a Solidarity Fridge at the School, we want to draw attention to the issue of more sustainable food production and consumption through this type of event, where we show and explain about food waste. It becomes very educational when food rescuers see the large amount of food that would otherwise be thrown away. The ambition is to connect this type of event with lectures about a more sustainable food system, and expand the activities to, for example, creating more knowledge for cooking with limited resources.

We also want to show that it is possible to open university doors and premises to the public for the city's residents to practice sustainability. In this case through a Solidarity Fridge, but could also be through a bicycle repair workshop and other sustainability initiatives. Those kinds of activities build community among students and staff, create knowledge, and allow students and others to interact as colleagues and neighbors, as we all are.



Food is being distributed at the first Solidarity Fridge event at the School, fall of 2022.

IN THE PIPELINE:

A YEAR OF CELEBRATION

Before ending this edition of our SIP report, we just want to provide a brief glimpse of the future as a year of celebration that is just around the corner. Founded in 1923, the School of Business, Economics and Law has now contributed to the development of trade and business in Gothenburg and Sweden through education and research for almost 100 years, and the School's centennial will be celebrated throughout 2023. The anniversary will offer many opportunities for the public to take part in societal relevant research and interesting discussions with invited guests.

Moreover, in fall 2023, the first students will be welcomed to a new bachelor's program in business and economics offered entirely in English. The program will provide students from around the world with broad knowledge of business and economics and the tools to contribute to solving societal challenges.





APPENDIX

PRME- and sustainability-relevant PhD theses in 2020-2021

Alena Brettmo, "The role of influencing organisations in promoting sustainability of urban freight transport"

Aron Westholm, "Scaling Marine and Water Management"

Elizabeth Dessie, "Rural encounters with the city. A study of the gendered livelihood strategies of migrant youth in Addis Ababa, Ethiopia"

Hoang-Anh Ho, "Essays on Culture, Institutions, and Economic Development"

Laurence Wainwright, "Contested legitimacy: The shrimp sustainability case in Sweden"

Niels Krabbe, "Bioprospecting and deep-sea genetic resources in a fragmenting international law"

Ruijie Tian, "Impacts of Climate Policy and Natural Disasters: Evidence from China"

Samson Mukanjari, "Climate Policy and Financial Markets"

Zeeshan Raza, "The Sustainability and Competitiveness of European Short-Sea Shipping"

Peer-reviewed published articles 2020–2021 per SDG

The articles are identified by an updated version of the bibliometric method developed by Times Higher Education Impact Ranking. The methodology uses phrases and combination of words found in title, abstract or keywords. While this method has limitations, it gives a reasonable picture of the schools research in relation to the SDGs. Note that an article could be related to several SDGs and therefore appear more than once.



SDG 1: NO POVERTY

Adom P.K., Amuakwa-Mensah F., Agradi M.P., Nsabimana A. "Energy poverty, development outcomes, and transition to green energy" *Renewable Energy*

Akay A., Karabulut G. "Personality and positionality-evidence from survey experiments with alternative goods" *Eurasian Business Review*

Akpalu W., Eggert H. "The economic, social and ecological performance of the industrial trawl fishery in Ghana: Application of the FPIs Marine Policy

Arceo-Gómez E.O., Hernández-Cortés D., López-Feldman A. "Droughts and rural households' wellbeing: evidence from Mexico" *Climatic Change*

Aslam M., Kumar S., Sorooshian S. "Predicting likelihood for loan default among bank borrowers" *International Journal of Financial Research*

Aslam M., Kumar S., Sorooshian S. "Impact of microfinance on poverty: Qualitative analysis for grameen bank borrowers" *International Journal of Financial Research*

Bengtsson E., Prado S. "The rise of the middle class: the income gap between salaried employees and workers in Sweden, ca. 1830–1940" *Scandinavian Economic History Review*

Bengtsson E., Stockhammer E. "Wages, Income Distribution and Economic Growth: Long-Run Perspectives in Scandinavia, 1900–2010" *Review of Political Economy*

Chiwona-Karltun L., Amuakwa-Mensah F., Wamala-Larsson C., Amuakwa-Mensah S., Abu Hatab A., Made N., Taremwā N.K., Melyoki L., Rutashobya L.K., Madonsela T., Lourens M., Stone W., Bizosa A.R. "COVID-19: From health crises to food security anxiety and policy implications" *Ambio*

Gangadharan L., Grossman P.J., Vecchi J. "Moving on up: The impact of income mobility on antisocial behaviour" *European Economic Review*

Hajdu F., Granlund S., Neves D., Hochfeld T., Amuakwa-Mensah F., Sandström E. "Cash transfers for sustainable rural livelihoods? Examining the long-term productive effects of the Child Support Grant in South Africa" *World Development Perspectives*

Kotze S., Blazheva A., Dymitrow M. "Ticking boxes and clocking in: A critical view of gender mainstreaming in labour-market integration" *Norsk Geografisk Tidsskrift*

Spring C.A., Biddulph R. "Capturing waste or capturing innovation? Comparing self-organising potentials of surplus food redistribution initiatives to prevent food waste" *Sustainability (Switzerland)*

Stennek J. "Why Unions Reduce Wage Inequality: A Theory of Domino Effects" *Scandinavian Journal of Economics*



SDG 2: ZERO HUNGER

Amuakwa-Mensah F., Amuakwa-Mensah S., Klege R.A., Adom P.K. "Stockpiling and food worries: Changing habits and choices in the midst of COVID-19 pandemic" *Socio-Economic Planning Sciences*

Arceo-Gómez E.O., Hernández-Cortés D., López-Feldman A. "Droughts and rural households' wellbeing: evidence from Mexico" *Climatic Change*

Bezabih M., Di Falco S., Mekonnen A., Köhlin G. "Land rights and the economic impacts of climatic anomalies on agriculture: Evidence from Ethiopia" *Environment and Development Economics*

Biddulph R., Hillbom E. "Registration of private interests in land in a community lands policy setting: An exploratory study in Meru district, Tanzania" *Land Use Policy*

Chegere M.J., Eggert H., Söderbom M. "The Effects of Storage Technology and Training on Postharvest Losses, Practices, and Sales: Evidence from Small-Scale Farms in Tanzania" *Economic Development and Cultural Change*

Chiwona-Karltun L., Amuakwa-Mensah F., Wamala-Larsson C., Amuakwa-Mensah S., Abu Hatab A., Made N., Taremwā N.K., Melyoki L., Rutashobya L.K., Madonsela T., Lourens M., Stone W., Bizosa A.R. "COVID-19: From health crises to food security anxiety and policy implications" *Ambio*

Edivaldo T., Rosell S. "Slash-and-burn agriculture in southern Brazil: characteristics, food production and prospects" *Scottish Geographical Journal*

Gebreegziabher Z., Mekonnen A., Kassie M., Köhlin G. "Household Tree Planting in Tigray, Northern Ethiopia: Tree Species, Purposes, and Tenure Security" *Land Use Policy*

Kihuz E.N., Amuakwa-Mensah F. "Agricultural market access and dietary diversity in Kenya: Gender considerations towards improved household nutritional outcomes" *Food Policy*

Muyombano E., Espling M. "Land use consolidation in Rwanda: The experiences of small-scale farmers in Musanze District, Northern Province" *Land Use Policy*

Ruhinduka R.D., Alem Y., Eggert H., Lybbert T. "Smallholder rice farmers' post-harvest decisions: Preferences and structural factors" *European Review of Agricultural Economics*



SDG 3: GOOD HEALTH AND WELL-BEING

Akay A., Karabulut G. "Personality and positionality-evidence from survey experiments with alternative goods" *Eurasian Business Review*

Alpizar F., Carlsson F., Lanza G., Carney B., Daniels R.C., Jaime M., Ho T., Nie Z., Salazar C., Tibesigwa B., Wahdera S. "A framework for selecting and designing policies to reduce marine plastic pollution in developing countries" *Environmental Science and Policy*

Amuakwa-Mensah F., Klege R.A., Adom P.K., Köhlin G. "COVID-19 and handwashing: Implications for water use in Sub-Saharan Africa" *Water Resources and Economics*

Andersson K., Ozanne A., Edelvik Tranberg A., E Chaplin J., Bolin K., Malmgren K., Zelano J. "Socioeconomic outcome and access to care in adults with epilepsy in Sweden: A nationwide cohort study" *Seizure*

Barbieri P.N., Bonini B. "Political orientation and adherence to social distancing during the COVID-19 pandemic in Italy" *Economia Politica*

Barbieri P.N., Nguyen H.M. "When in America, do as the Americans? The evolution of health behaviors and outcomes across immigrant cohorts" *Economics and Human Biology*

Bešić A., Diedrich A., Aigner P. "Organising labour market integration support for refugees in Austria and Sweden during the Covid-19 pandemic" *Comparative Migration Studies*

Brilli Y., Lucifora C., Russo A., Tonello M. "Influenza vaccination behavior and media reporting of adverse events" *Health Policy*

Brilli Y., Lucifora C., Russo A., Tonello M. "Vaccination take-up and health: Evidence from a flu vaccination program for the elderly" *Journal of Economic Behavior and Organization*

Brilli Y., Restrepo B.J. "Birth weight, neonatal care, and infant mortality: Evidence from macrosomic babies" *Economics and Human Biology*

Cathaoir K.Ó., Aasen H.S., Gunnarsdóttir H.D., Kimmel K.-M., Lohiniva-Kerkel M., Rognlien I.G., Westerhäll L.V. "Older Persons and the Right to Health in the Nordics during COVID-19" *European Journal of Health Law*

Dietrichson J., Ellegård L.M., Kjellsson G. "Patient choice, entry, and the quality of primary care: Evidence from Swedish reforms" *Health Economics (United Kingdom)*

Harring N., Jagers S.C., Löfgren Å. "COVID-19: Large-scale collective action, government intervention, and the importance of trust" *World Development*

Hjalmarsson R., Mitrut A., Pop-Eleches C. "The impact of abortion on crime and crime-related behavior" *Journal of Public Economics*

Jeuland M., Fetter T.R., Li Y., Pattanayak S.K., Usmani F., Bluffstone R.A., Chávez C., Girardeau H., Hassen S., Jagger P., Jaime M.M., Karumba M., Köhlin G., Lenz L., Litzow E.L., Masatsugu L., Naranjo M.A., Peters J., Qin P., Ruhinduka R.D., Serrano-Medrano M., Sievert M., Sills E.O., Toman M. "Is energy the golden thread? A systematic review of the impacts of modern and traditional energy use in low- and middle-income countries" *Renewable and Sustainable Energy Reviews*

Johansson M., Langlet D., Larsson O., Löfgren Å., Harring N., Jagers S. "A risk framework for optimising policies for deep decarbonisation technologies" *Energy Research and Social Science*

Kjærulff T.M., Ersbøll A.K., Pukkala E., Bolin K., Green A., Emneus M., Brasso K., Iversen P., Thygesen L.C. "Characteristics of finasteride users in comparison with nonusers: A Nordic nationwide study based on individual-level data from Denmark, Finland, and Sweden" *Pharmacoepidemiology and Drug Safety*

Lindskog A., Durevall D. "To educate a woman and to educate a man: Gender-specific sexual behavior and human immunodeficiency virus responses to an education reform in Botswana" *Health Economics (United Kingdom)*

López-Feldman A., Chávez C., Vélez M.A., Bejarano H., Chimeli A.B., Féres J., Robalino J., Salcedo R., Viteri C. "COVID-19: Impacts on the environment and the achievement of the SDGs in Latin America [COVID-19: Impactos en el medio ambiente y en el cumplimiento de los ods en América Latina]" *Desarrollo y Sociedad*

López-Feldman A., Chávez C., Vélez M.A., Bejarano H., Chimeli A.B., Féres J., Robalino J., Salcedo R., Viteri C. "Environmental Impacts and Policy Responses to Covid-19: A View from Latin America" *Environmental and Resource Economics*

McKelvey M., Rake B. "Exploring scientific publications by firms: what are the roles of academic and corporate partners for publications in high reputation or high impact journals?" *Scientometrics*

Mukanjari S., Sterner T. "Charting a 'Green Path' for Recovery from COVID-19" *Environmental and Resource Economics*

Nymberg V.M., Ellegård L.M., Kjellsson G., Wolff M., Bolmsjö B.B., Wallman T., Calling S. "Trends in Remote Health Care Consumption in Sweden: Comparison Before and During the First Wave of the COVID-19 Pandemic" *JMIR Human Factors*

Rake B., D'Este P., McKelvey M. "Exploring network dynamics in science: the formation of ties to knowledge translators in clinical research" *Journal of Evolutionary Economics*

Rasmussen J., Ewald J., Sterner T. "Gender and life-stage dependent reactions to the risk of radioactive contamination: A survey experiment in Sweden" *PLoS ONE*

Sjölander-Lindqvist A., Larsson S., Fava N., Gillberg N., Marciánó C., Cinque S. "Communicating about COVID-19 in Four European Countries: Similarities and Differences in National Discourses in Germany, Italy, Spain, and Sweden" *Frontiers in Communication*

Sorooshian S. "Systematic nomination of covid-19 quarantine facilities" *Applied System Innovation*

Susilo Y., Floden J., Geurs K. "Six lessons from first year COVID-19 restrictions: what can we do better in the future?" *European Transport Research Review*

Walter L., Styhre A. "Nursing, bedside care, and the organization of expert knowledge: Professional work as agencement" *Scandinavian Journal of Management*



SDG 4: QUALITY EDUCATION

Carlsson Hauff J., Nilsson J. "Students' experience of making and receiving peer assessment: the effect of self-assessed knowledge and trust" *Assessment and Evaluation in Higher Education*



SDG 5: GENDER EQUALITY

Arceo-Gómez E.O., Hernández-Cortés D., López-Feldman A. "Droughts and rural households' wellbeing: evidence from Mexico" *Climatic Change*

Bindler A., Hjalmarsson R. "The persistence of the criminal justice gender gap: Evidence from 200 years of judicial decisions" *Journal of Law and Economics*

Buser T., Ranehill E., van Veldhuizen R. "Gender differences in willingness to compete: The role of public observability" *Journal of Economic Psychology*

Carlsson F., Lampi E., Martinsson P., Yang X. "Replication: Do women shy away from competition? Experimental evidence from China" *Journal of Economic Psychology*

Chiwona-Karltun L., Amuakwa-Mensah F., Wamala-Larsson C., Amuakwa-Mensah S., Abu Hatab A., Made N., Taremwa N.K., Melyoki L., Rutashobya L.K., Madonsela T., Lourens M., Stone W., Bizoza A.R. "COVID-19: From health crises to food security anxiety and policy implications" *Ambio*

Gray H., Stern M., Dolan C.

"Torture and sexual violence in war and conflict: The unmaking and remaking of subjects of violence" *Review of International Studies*

Gray H., Stern M., Dolan C.

"Torture and sexual violence in war and conflict: The unmaking and remaking of subjects of violence" *Review of International Studies*

Hjalmarsson R., Mitruț A., Pop-Eleches C. "The impact of abortion on crime and crime-related behavior" *Journal of Public Economics*

Ip E., Leibbrandt A., Vecchi J. "How do gender quotas affect workplace relationships? complementary evidence from a representative survey and labor market experiments" *Management Science*

Kihui E.N., Amuakwa-Mensah F. "Agricultural market access and dietary diversity in Kenya: Gender considerations towards improved household nutritional outcomes" *Food Policy*

Kotze S., Blazheva A., Dymitrow M. "Ticking boxes and clocking in: A critical view of gender mainstreaming in labour-market integration" *Norsk Geografisk Tidsskrift*

Lilja M., Baaz M. "The unfortunate omission of entangled resistance in the 'local turn' in peace-building: the case of 'forced marriage' in the Extraordinary Chambers in the Courts of Cambodia (ECCC)" *Conflict, Security and Development*

Lindskog A., Durevall D. "To educate a woman and to educate a man: Gender-specific sexual behavior and human immunodeficiency virus responses to an education reform in Botswana" *Health Economics (United Kingdom)*

Ngo V.D., Evansluong Q., Janssen F., Nguyen D.K. "Social capital inequality and capital structure of new firms in a developing country: the role of bank ties" *International Journal of Entrepreneurial Behaviour and Research*

Oddsóttir E.E., Ágústsson H.Ó., Svensson E.-M., Hoogensen Gjörv G., Kendall S.S., Smieszek M., Prior T., Hayfield E., Williams K.J., Rozanova-Smith M., Petrov A., Williams V.K. "Gender equality for a thriving, sustainable arctic" *Sustainability (Switzerland)*

Petersson McIntyre M. "Commodifying feminism: Economic choice and agency in the context of lifestyle influencers and gender consultants" *Gender, Work and Organization*

Petersson McIntyre M. "It's Not All 'Bout the Money: (Un)doing the Gendered Economy" *NORA - Nordic Journal of Feminist and Gender Research*

Wallin L., Uhnöo S., Wettergren Å., Bladini M. "Capricious credibility—legal assessments of voluntariness in Swedish negligent rape judgements" *Nordic Journal of Criminology*



SDG 6: CLEAN WATER AND SANITATION

Amachina E., Amoah A., Amuakwa-Mensah F., Amuakwa-Mensah S., Bbaale E., Bonilla J.A., Brühl J., Cook J., Chukwuone N., Fuente D., Madrigal-Ballester R., Marín R., Nam P.K., Otieno J., Ponce R., Saldarriaga C.A., Lavin F.V., Viguera B., Visser M., Cook J. "Policy Note: Policy Responses to Ensure Access to Water and Sanitation Services during COVID-19: Snapshots from the Environment for Development (EFD) Network" *Water Economics and Policy*

Amuakwa-Mensah F., Klege R.A., Adom P.K., Köhlin G. "COVID-19 and handwashing: Implications for water use in Sub-Saharan Africa" *Water Resources and Economics*

Arceo-Gómez E.O., Hernández-Cortés D., López-Feldman A. "Droughts and rural households' wellbeing: evidence from Mexico" *Climatic Change*

Di Falco S., Laurent-Lucchetti J., Veronesi M., Köhlin G. "Property Rights, Land Disputes and Water Scarcity: Empirical Evidence from Ethiopia" *American Journal of Agricultural Economics*

Kyrönviita J., Langlet D., Soinen N., Belinskij A., Kymenvaara S., Basse E.M. "Achieving blue growth post-weser: A study of aquaculture regulation in the nordic region" *Journal for European Environmental and Planning*

Law Langlet D., Westholm A. "Realizing the social dimension of EU coastal water management" *Sustainability (Switzerland)*

Nie Z., Yang X., Tu Q. "Resource scarcity and cooperation: Evidence from a gravity irrigation system in China" *World Development*

Vondolia G.K., Eggert H., Stage J. "The effect of fertilizer subsidies on investment in soil and water conservation and productivity among Ghanaian farmers using mechanized irrigation" *Sustainability (Switzerland)*

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SDG 7: AFFORDABLE AND CLEAN ENERGY

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SDG 10: REDUCED INEQUALITY



SDG 11: SUSTAINABLE CITIES AND COMMUNITIES

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