

# EDUCATING RESPONSIBLE LEADERS WHO CARE

Sharing information on progress report **2019–2020**



*Reykjavik University*



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# Letter from the president

- Dr Ragnhildur Helgadóttir

Recent times have been characterized by uncertainty and our collective reliance on scientific methods and conclusions. At times like these, Universities play a more critical role than ever. They are key contributors to the sustainability of our communities and the world as a whole. They provide much of the scientific knowledge that enables us to address social and environmental challenges. Universities provide students with education and experience and help shape future decision-makers and experts. The development of new knowledge and technology through research and innovation is crucial for the adaptability of human society in a world that changes ever faster. With all this influence comes responsibility. In times such as these, Universities have a duty to rise and provide knowledge, scientific rigor, innovative technology, a broad perspective, and help weigh the risks and benefits of the arising challenges and opportunities while fostering debate and democracy.

Reykjavik University was established in 1998 to respond to the industrial and societal needs for education, research, and innovation. Since then, the University has grown to become one of the 350 best universities globally, according to Times Higher Education. The University is proud of having significantly impacted Icelandic society through education and innovation. Reykjavik University has taken significant steps towards a sustainable future, especially since expanding PRME to the entire University. Reykjavik University has managed to shift the gender gap in tech subjects, is working on that in other subjects, and the University's operations are more environmentally friendly than before. We are committed to developing an even brighter sustainable future that we all can be proud of for the University, Iceland, and the world.

Dr. Ragnhildur Helgadóttir,  
President of Reykjavik University





HÁSKÓLINN Í REYKJAVÍK  
REYKJAVIK UNIVERSITY

# Mission and beliefs

## REYKJAVIK UNIVERSITY

### *Role:*

The role of Reykjavik University is to create and disseminate knowledge to enhance the competitiveness and quality of life for individuals and society guided by good ethics, sustainability, and responsibility.

### *Mission:*

The mission of Reykjavik University is to be a strong teaching and research university with an emphasis on technology and society.

### *Core activities:*

The core activities of Reykjavik University are teaching and research with strong ties to industry and society, emphasizing interdisciplinary work, international context, innovation, and service excellence. The RU culture is crafted by personal relations and respect for society and the environment.

### **Reykjavik University at a glance**

**Reykjavik University (RU)** is a community of around 3,900 registered students, 214 full-time and over 46 part-time employees. The University is committed to academic excellence and is known for its outstanding teaching and excellent relations with Icelandic industries and public institutions. RU has also been successful in building relationships with universities and research institutions outside of Iceland.

**Reykjavik University consists of two Academic Schools:** the School of Social Sciences and the School of Technology. The former is divided into four departments: Department of Business Administration, Department of Psychology, Department of Sport Science, and Department of Law. The School of Technology is divided into three departments: Department of Computer Science, Department of Engineering, and Department of Applied Engineering. In addition, the University also provides executive and continuing education through their Open University (OU). Reykjavik University presently offers 30 master's degree programs, several PhD programs, and several undergraduate modules taught in English.

# The importance of PRME

**PRME is the leading global platform** for open dialogue related to collaborative learning on responsible management and leadership education. Participating institutions of higher education commit to working towards PRME's Six Principles, which are listed below.

The Principles for Responsible Management Education (PRME) initiative was launched at the 2007 UN Global Compact Leaders' Summit in Geneva. PRME, as a community for curriculum development and student engagement, was formulated to enhance and develop faculty knowledge and increase and build awareness among faculty about social responsibility and sustainability. The main goal was to transform management education, research, and thought leadership globally by providing the PRME framework, developing learning communities, and promoting awareness of the United Nations' Sustainable Development Goals.

The Six Principles of PRME are inspired by internationally accepted values, such as the United Nations Global Compact's Ten Principles. The PRME vision is that the UN Sustainable Development Goals are realized through responsible management education, the mission of transforming business management education, research, and thought leadership for the better good of the society for the 21st century.

**RU's commitment to PRME** supports the University's broader mission to create and disseminate knowledge to enhance competitiveness and quality of life for individuals and society, guided by good ethics, sustainability, and responsibility. Thus, the PRME framework provides an internationally supported structure for developing responsible leaders who will positively influence business and society. The global network of PRME signatories provides valuable benchmarking for implementation efforts at RU, as well as access to a myriad of shared ideas for creating the next generation of responsible leaders. We live in a fast-changing world that is economically and environmentally fragile, such that the well-being of many individuals is at stake. As an institute of higher education, Reykjavik University is committed to taking on these responsibilities and educating future leaders and specialists who care.



# PRME's six principles

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.

4.

## **Research:**

We will engage in conceptual and empirical research that advances our understanding of the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value.

2.

## **Value:**

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

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 jointly explore effective approaches to meeting these challenges.

3.

## **Method:**

We will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership.

6.

## **Dialogue:**

We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global responsibility and sustainability.

# Prologue to Reykjavik University fourth sharing information on progress report

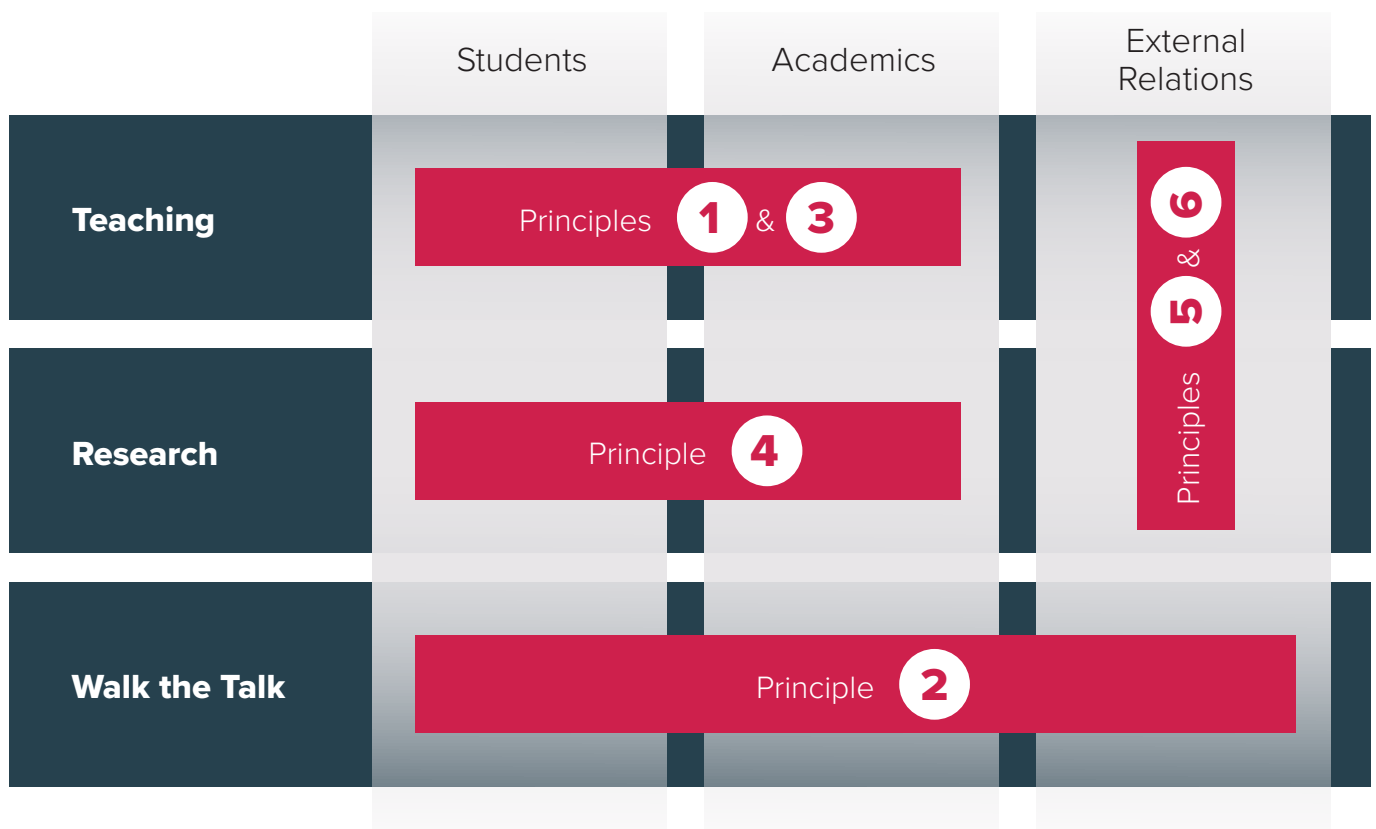
The first Sharing Information on Progress Report in 2012 created an excellent opportunity to reflect on what the Department of Business Administration of Reykjavik University had been doing up to the reporting time. Initially, the Department looked at evidence of values important to responsible management education in all activities within the Department's strategy, teaching, research, and other undertakings. After this first benchmarking, it developed goals and objectives related to responsible management education.

The second Sharing Information on Progress Report, published in 2016, indicated that the Department of Business Administration had made significant progress in fulfilling expectations. New goals and objectives are always in the forefront, with efforts made to gain these and calls for new ones. Since the publication of the last report, research productivity has grown enormously at RU, measured by both peer-reviewed publications and competition for research funding across all departments. Strong ties with industry have led to more emphasis on combining a solid theoretical foundation with a practical approach based on real-world problem-solving. The latter includes students working on real projects collaborating with industry experts to solve real-world problems, preparing them for their future workplaces.

In the third Sharing Information on Progress Report, Reykjavik University proudly announced that the PRME Six Principles were implemented across all departments. A decision was made in 2017 to begin this effort, thus taking PRME to a new level at RU. The extended emphasis on PRME at a university level represented a big step. It resulted from recognizing the difficulty associated with launching PRME initiatives and projects that only address one specific PRME principle at a time. Most of the actions and projects affected two or more of the Six Principles, so reporting regarding each one would have been repetitive. It was firmly believed that implementing PRME across all departments would create new challenges and opportunities that would inspire and enable Reykjavik University to become more advanced in communication and action.

In this Fourth Sharing Information on Progress Report, Reykjavik University is excited to show the growth in which RU has taken on engaging students, faculty, community, and industry partners in sustainability and social responsibility. Since the last report, the University structure has changed, resulting in two schools and seven departments. Each academic department operates independently, but PRME provides a foundation for all academic departments at RU to collaborate and achieve the University's collective mission and vision together. This report highlights how each academic department generates impact within its discipline under the UN's sustainable development goals with events, courses, and student and faculty research. The individual work of each department and the University's collaborative spirit have led to our best work yet and the creation of the Sustainability Institute and Forum (SIF). SIF supports and engages in research activities that promote sustainable development across various industry sectors, collaborating with the School of Technology and the School of Social Science. With this spirit and ambition, RU shall continue to challenge itself to continue evolving and adapting to an ever-changing world in the aspiration of generating a better world for all.

RU took a close look at the goals set in the last Sharing Information on Progress report to develop new targets and measures that are attainable, impactful, and challenging for the time in which we all live. Through this reflection, RU has set goals over the next two years to establish solid foundations across both Schools at RU. This foundation shall establish an opportunity for future growth and accountability in social responsibility and sustainability. RU's central focus is to reflect the PRME Six Principles through teaching, research, and relations to industry and society, whose basis is social responsibility and sustainability. The following chart shows how the PRME principles connect to RU's core activities. In the fourth Sharing Information on Progress Report, RU looks at whether its mission, vision, and values align with the first two principles, which then affect Method, Research, Partnerships, and Dialogue. The report concludes with an overview of the new goals.







# 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.

Reykjavik University's role is to create and disseminate knowledge to improve individual and societal competitiveness and quality of life while adhering to good ethics, sustainability, and responsibility. Through personal relations and respect for society and the environment, the culture at RU is shaped. These core values and the university's role in society make the implementation of PRME at RU a vital piece of how the university addresses the global call for increased attention and action on sustainability and social responsibility.

"Walking the Talk" is the method for how RU uses its position and privilege in society to take decisive steps towards addressing the United Nations Sustainable Development Goals across the university. By committing to walking the talk, RU leads by example, challenges others and ourselves, and empowers society to achieve a better tomorrow.

Action over the years has taken many forms and has involved many people from across academic schools, support services, and student bodies. Short lectures and events with faculty and support services, research centers for faculty and students with a focus on sustainability and other topics directly connected to the UN 17 Sustainability Goals, communicating RU strategies such as the Environmental policy and Equality program, and utilizing faculty committees to focus on areas such as the universities environmental strategy and ethics have been undertaken. The PRME coordinators work closely with the faculty, staff, and students on campus. This report differs from previous reports as an organization structure change occurred at RU in 2019, resulting in two schools with seven academic departments, all of which PRME is implemented across.

## Two Schools, One University

Reykjavik University consists of two schools, the School of Technology and the School of Social Sciences. These two schools host seven academic departments and have courses taught at the BSc, MSc, and PhD levels, with most MSc programs taught in English.



# School of Technology

- Letter from Dr Gísli Hjálmtýsson, Dean

*Motivated in part by the United Nations Sustainable Development Goals, the School of Technology has defined four major themes – Sustainability, Data-Driven Healthcare, Traceability, and Language Technologies – under the banner of "local impact, transferrable to the global stage."*

Today, companies and institutions acknowledge the need to respond to growing societal expectations, become more open and accountable, and establish stronger ties with key stakeholders in business and the community. The School of Technology aims to align student learning outcomes to address industry and society's needs and future needs in shaping responsible leaders.

Social responsibility and sustainability are intertwined into the curriculum for students through four major themes in the School- Sustainability, Data-Driven Healthcare, Traceability, and Language Technologies – under the banner of "local impact, transferrable to the global stage." These themes work in coordination with the University's PRME principles and the United Nations' SDGs.

The School of Technology provides education and research opportunities ranging from theoretical computer science and physics to artificial intelligence and mechatronics, applied engineering, and web design. Students are taught how to apply underlying theories to real-world problems through project-based learning and embrace excellence in their work and research in the genuine pursuit of knowledge.

The Departments of Computer Science, Engineering, and Applied Engineering within the School provides computer science, engineering, and science programs at the BSc and MSc levels and a research-oriented PhD path. To increase global opportunities and research collaboration, graduate programs and several undergraduate courses are offered in English.



Research in the School follows the core themes with an increase in the development of interdisciplinary research centers. In 2020, the Sustainability Institute and Forum (SIF), a university initiative, became operational. SIF supports and engages in research activities that promote sustainable development across a variety of industry sectors. The forum engages with both the School of Technology and the School of Social Sciences.

Increasing the number of women in STEM is a long-term goal of the School of Technology and the University. In 2020 women accounted for 30% of the student body in the School of Technology compared to 18% in 2015. The school's goal is to provide increased resources for women in STEM through initiatives that introduce students to female role models in tech and show clear career paths. Given the changes being brought on by the Fourth Industrial Revolution, society cannot afford not to have women in these roles.

The world is changing, and responsible leaders and new technologies will be required to guide society further. The School of Technology at Reykjavik University possesses the necessary talent and knowledge to realize these goals and looks forward to the following PRME report to deliver an update on where we are and where we are going.





# School of Social Science

- Letter from Dr Bryndís Björk Ásgeirsdóttir, Dean

Sustainability and social responsibility transcend all facets of modern daily life, from individual actions to corporations and governments alike. While these concepts are gaining deserved traction today, they are far from new to the School of Social Science Departments at Reykjavik University. They are intertwined into the core of studies and research across departments and programs within the School and are on a path to being integrated further into the School's plans.

The School houses the Departments of Business Administration, Law, Psychology, and Sports Science. We embrace the diversity of minds and interdependence in knowledge and action. In this environment, students are provided excellent learning experiences to invest what they learn in the classroom into real-world projects. These learning experiences and diversity of opportunities enable students to discover and develop a greater appreciation and responsibility for society at large.

The appreciation and responsibility for the world are just one part of our mission. It takes many forms across departments through programs and events that range from community engagement to bachelor's, master's, and doctoral degrees. Departments across the School offer students, faculty, and the community various ways to learn and innovate. Actions undertaken, align well with the United Nations' Sustainable Development Goals and have far-reaching effects. Good Health and Well-being (Goal 3), Gender Equality (Goal 5), Decent Work and Economic Growth (Goal 8), Responsible Consumption and Production (Goal 12) and Peace, Justice and Strong Institutions (Goal 16) are just some of the goals on which the School is taking action. With courses ranging from Service Learning - Psychology, Special Needs Education - Sports Science, and Business Ethics and Corporate Social Responsibility – Business Administration, and European Law - Law, students are developing the skills and knowledge to succeed for the world in front of them.

Faculty and students are engaged in research promoting sustainable development across various industry sectors through the newly established Sustainability Institute and Forum (SIF) that involves all departments at the University. Research topics within Business Administration include sustainable energy markets in Europe, the relevance of green bonds as financing alternatives, and equality in the work market. Law's main research themes include energy law, human rights law, the law of the sea, social security law, environmental law, constitutional law, and international law.

Within the Departments of Psychology and Sport Science faculty and students are actively engaged in multiple ongoing collaborative research projects aiming at improving health and well-being. These include the ERC-funded LIFECOURSE project, studying the interplay between biological, environmental, and social factors on health and behavior among adolescents. The research center on Physical Activity, Physical Education, Health and Sport (PAPESH) studies physical activity and health among diverse population groups and looks particularly into gender equality in sports. Finally, the newly established multi-disciplinary Reykjavik University Sleep Institute (RUSI), established in 2020, is a cutting-edge research center conducting high-impact sleep and health research involving faculty and students in Psychology, Sport Science, Engineering, and Computer Science.

The future is bright for the School of Social Science at Reykjavik University. We will continue to empower our students, faculty, and staff to embrace sustainable practices and create and disseminate knowledge to improve the quality of life in a socially responsible way.









## Principle 2: **Values**

We will incorporate into our academic activities, curricula, and organizational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

### **Guided by Good Ethics, Sustainability, and Responsibility**

Good ethics, sustainability, and responsibility are the guiding values of Reykjavik University and are emphasized throughout the University's role, mission, and core activities. These guiding values, which faculty, staff, and students exemplify in their work in the classroom and the community, align RU with the goals of PRME. Since joining PRME, RU has been dedicated to adopting PRME in all academic schools to incorporate the six social responsibility and sustainability principles into research, teaching, and daily operations. This chapter looks at how RU is putting its guiding values to work, walking the talk, and impacting the University and the community in alignment with PRME.

#### **Empowering Women in Technology**

Reykjavik University is determined to empower women of all ages. In technology, young girls are offered technical courses in programming through **Skema**, a RU collaborative organization with the Computer Science and Psychology departments set on strengthening children in their studies and work and giving them an advantage for the future. Research performed in psychology, pedagogy, and computer science supports Skema's approach and methodology. "Technical Girls – Programming and Identity" is offered to girls and operates under the motto, "fun, solidarity, and strength." Special efforts have been made to encourage girls to pursue a future in computer programming and join /sys/tur when in university at RU.

**/sys/tur** is an all-women student organization in the Computer Science Department. Its goal is to attract and empower women in the field of computer science. Students participate in several events outside the University and host regular events to introduce its members to different job opportunities in computer science by bringing in leaders in technology and alumni. Members play a crucial role in officiating the Girls in Technology Day.



**The Girls in Technology Day** (Stelpur og tækni) is held every year in cooperation with the Federation of Icelandic Industries and The Icelandic Digital Society. The event aims to introduce the various possibilities in technical studies to girls in the 9th grade of primary school. In 2019 about 900 primary girls from ninth grade participated in the event hosted at Reykjavik University. In 2020 the event was held online, which allowed students from all over the country to participate. While it was the first time the event was held online, it was a great success, with 50 schools from all over Iceland participating.

## Connecting the World

Reykjavik University's International Office is responsible for student and staff exchanges within the frame of Erasmus+, Nordplus, and other bilateral agreements. One of the International Office's missions is to provide an inclusive environment where international students may explore, study, and participate in Icelandic society. To assist with this mission, the Office developed a mentor program. For a few weeks in the fall and spring, current Icelandic students and full-time international students work to welcome and engage incoming international students. The mentors are a fantastic method for new students to meet local students and for RU to give good social opportunities and insider information about being a student in Iceland and at RU.

## Gender Equality Committee

The committee's role is to implement the Gender Equality Program in collaboration with the Human Resources Manager, advise University leadership on equal rights issues, and take the initiative in important equal rights issues. Over the course of the last two years, the Committee has completed many projects with broad impacts.

- RU's and the University of Iceland's Gender Equality Committees participated in the working group of the Prime Minister's Office on behalf of the university communities in reviewing the Gender Equality Act in Iceland in 2019.
- The Gender Equality Committees of RU and the University of Iceland completed a research project on the status of immigrants at the university level in the years 2018-2020 and presented the results at Menntakvika (Education Week).
- The HR Department at RU published its first two gender equality reports for 2018 and 2019.
- In 2020, a 10% equivalent of a gender equality representative in RU was created. The role of the Gender Equality Officer is to assist in the rollout of the Committee's Equality Plan and work with the Chairperson of the Committee and the HR Manager.
- Reykjavík University (RU) ranked 101–200 in the overall 2019 Times Higher Education University Impact Rankings. The University scored high in Gender Equality (59th), Good Health and Wellbeing (101-200th), and Quality Education (86th).



## Diversity, Equity, and Inclusion

Reykjavik University is a community that embraces uniqueness, diversity, equity, and inclusion in all of its forms. The University and its community are environments of mutual respect, integrity, fairness, and equality, where all employees and students, regardless of gender, age, religion, nationality, race, disability, sexual orientation, or political views, are treated equally and have equal access to education, advancement, research, and funding. To preserve, protect, and improve this environment and culture, all university community members must be accountable for their actions and work together. Over the last two years, RU has worked on the following projects:

- **Equality Program** – The program was approved in 2018, and it established the Gender Equality Committee and a pathway of accountable actions. Its goal is to provide equal opportunities and conditions for all employees and students.
- **Equality Days** – RU and the Student Union organized "Equality Days," an annual week-long forum that addresses equality, privilege, diversity, silence, power, and discrimination. One event in 2019 and 2020, titled "Make Yourself Feel Good," was held to create a platform where individuals dealing with challenges in life could learn about available resources and know who is available to help.
- **Accessibility and Inclusion** – To ensure that individuals with disabilities have equal and unhindered access to the University, RU improved accessibility by using textured lines on floors and developing an accessible phone app that guides individuals through the University.
- **Bullying, Sexual/Gender-Based Harassment, and Violence** – In 2020, work began on reviewing a response plan to bullying, sexual harassment, gender-based harassment, and violence. The Human Resources director and the Gender Equality Committee, together with a third party, have worked on a detailed plan. The updated response plan was released in 2021.
- **Equal Pay Certification** – In 2019, RU became the first Icelandic university to receive equal pay certification. The gender pay gap goal was set at 0% in 2020, with a 2.5% margin of error. The gender pay gap in 2019 and 2020 was 2.60% and 1.9 %, respectively. Re-certification will occur in 2022, with certification occurring every three years. The University has issued procedures that cover all aspects of salary decisions. Job descriptions have been prepared for all jobs within the University, and employment contracts have been harmonized. The University has a system in place to keep track of deviations and improvements. A list of all pay items is kept so payroll analysis can ensure an equal pay system continues at the University.
- **Women in Energy** – The Iceland School of Energy offers a "Women in Energy Grant." Women account for 34% of the program's enrollment, and the number is growing each year. The grant supports talented female candidates by providing one-third of the total tuition for a master's program.



## Entrepreneurship and Starting New Ventures

*A mandatory course for all undergraduate students at Reykjavik University, Entrepreneurship and Starting New Ventures aims to teach students how to develop new business ideas, expand them into viable business possibilities, and write a business plan. From 2020 to 2021, the course enrolled 1,119 students divided into interdisciplinary teams. Students are required to address sustainability in their project and the PRME coordinator helps students identify and address issues around social responsibility and sustainability.*

## Social Responsibility Winners

### 2019: Mazu, A Safety Helmet for Sailors

- Students designed a helmet for sailors to increase their safety. The safety helmet offers wireless communication, an emergency transmitter, and a signal light to alert others of their location in an emergency or bad weather.

### 2020: Gaia

- Recycling plastic is better than generating new plastics, but there are issues in properly collecting and sorting the correct type of materials. Gaia's plan is to design and manufacture recycling bins and containers that match the users' needs to decrease waste, inefficiency in the sorting process, and increase the rate of efficient recycling.



## Environmental Impact

- The recent introduction of electronic procedures and signatures at RU has benefitted students and employees through quicker case processing times, improved worker performance, and the elimination of countless documents. The synergistic impact between technological advancements and environmental concerns has decreased the Universities environmental impact and placed more emphasis on the human aspects of life and work.
- A modern bicycle shelter was constructed in 2020 to encourage environmentally-friendly transport to and from the University. The shelter has seen significant use amongst both students and staff.
- Every other year, RU evaluates the success of the University's transport policy by measuring how people arrive at the University through a third-party survey. The results of recent years show that the walking, cycling, and use of public transport is increasing.
- A new public transport system is being developed in the capital area in cooperation with RU, Reykjavik City, and other prominent institutions in the area. Titled the City Line, it will pass through RU and is projected to increase the use of sustainable travel for students and staff to and from the University.
- Sorting bins for trash and recycling within RU were remodeled to increase the proper disposal of waste. Poor sorting of waste is still seen as a challenge for the University's operations.



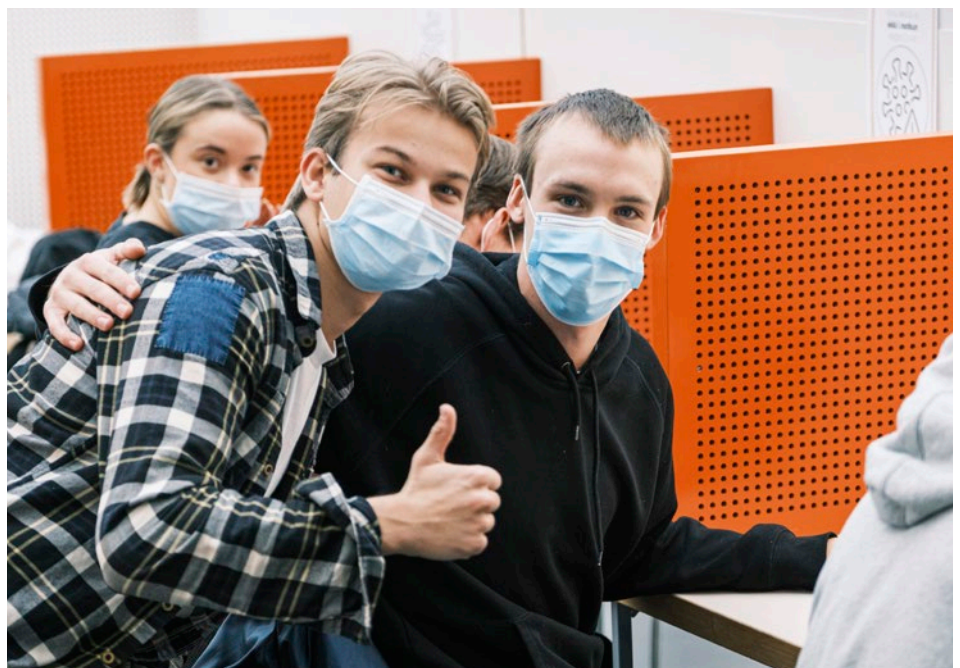
## Covid-19

Covid-19 changed the world and continues to impact society and universities around the world. Iceland's response allowed the university to continue delivering learning to students in the best methods available as epidemic rules permitted. A few examples of actions:

- **Information** – A committee was formed to monitor the University's response and provide fast and informed decisions and updates to students and staff with rules or policies changed.
- **Normalcy** – All efforts were made to ensure normalcy in education. Priority access was given to new students to access the building, classes were offered in person as available, and students were offered the ability to attend courses in person or online.
- **Mental and Physical Wellbeing** – A psychologist for staff was available free of charge, as one was already available to students at the University. Employees' mental wellbeing was monitored using a psychological scale (DASS) on an internal website. Regular surveys were sent out to students and staff to assess how they were doing and to provide any assistance.
- **Training** – To support electronic teaching and to work, training courses were created and offered for faculty and staff to ensure a quick and easy transition to online and hybrid teaching.

## Next Actions

- **Gender Equality Committee** – In 2021, the committee will review RU's gender equality plan to evaluate the results of the Gender Equality Reports in 2018 and 2019. Particular attention will be paid to improve the measures in the program. In 2021-2022, the response plan for bullying, harassment, and violence for RU students will be updated.
- **Bullying, Gender-based / Sexual Harassment, and Violence** – When the response plan is published, a course will be offered on implementing the plan, responding, and providing resources for students and staff.
- **Recruitment** – A process will be established to address bias in selecting applicants better and address the gender ratio in different job titles.
- **Shortening the Work Week** – Emphasis is being placed on shortening the working week at RU. Therefore, it is a future task to make processes at RU more efficient and electronic. A shorter workweek is projected to decrease the University's environmental impact and increase staff well-being by and increasing efficiency in student services.







## Principle 3:

# Method

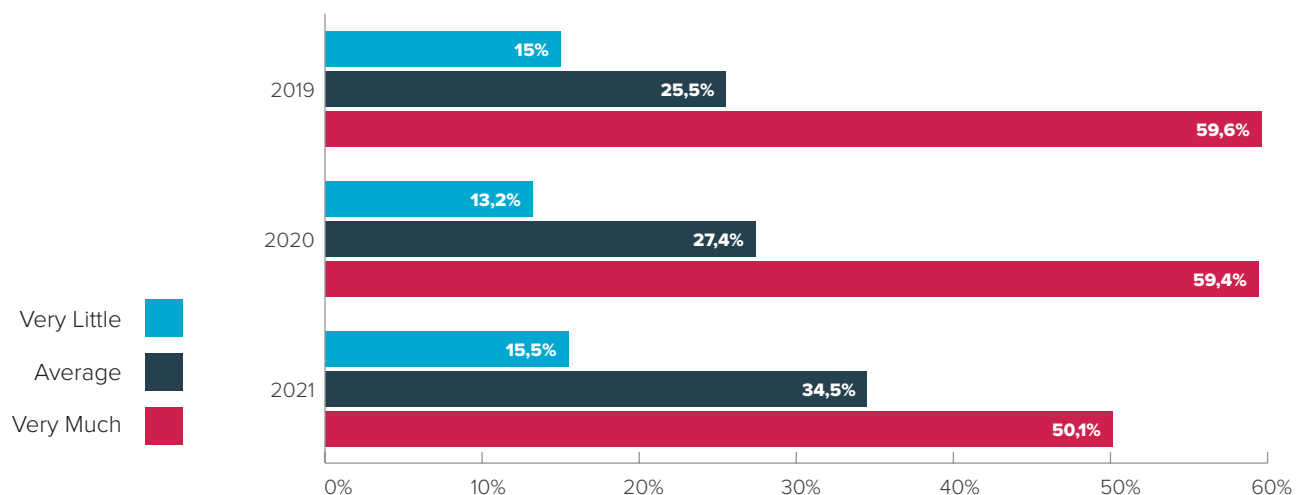
We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Reykjavik University has taken significant steps toward implementing PRME across all departments by creating educational frameworks, materials, processes, and environments to increase social responsibility and sustainability. The implementation of PRME across all departments is ongoing and developing in the right direction. RU will continue to work toward institutionalizing these processes and increasing awareness of PRME among students and faculty.

To guide our PRME-related activities, a representative from each department, the PRME project coordinator, and the Human Resources Department members work closely together. This group communicates the crucial steps in meetings and coordinates the implementation of PRME aims and goals.

In addition to tracking the creation of social responsibility and sustainability education, the aim is to create future leaders, managers, and specialists that care. The University is interested in measuring RU's social responsibility and sustainability focus on students over time. Steps have been taken to measure student views of social responsibility and sustainability in a comprehensive annual survey for first-year RU students.

### How much or little knowledge do you think you have gained about social responsibility and sustainability in your studies?







# Department of **Applied Engineering**

The Department of Applied Engineering at Reykjavik University is at the forefront of new technologies and discoveries. Talented faculty and researchers integrate professional teamwork into classes, where students complete a wide range of projects that they design, create, and test themselves.

Students can use this technique to address challenging design challenges by employing imaginative and ingenious approaches. This approach prepares students for a career that requires interpersonal skills and technical knowledge to be interesting, rewarding, and successful.

Technological innovation today enables us to address complex global challenges through resources and knowledge in the Department of Applied Engineering. We are contributing to the development of resilient infrastructure, the promotion of inclusive and sustainable industrialization, and the promotion of innovation in accordance with the United Nations Sustainable Development Goals.



***“Of Course, There Are No Problems;  
There Are Just Different Solutions”***

*- Hera Grímsdóttir, chair of the Department of Applied Engineering*

## Courses

Courses have been recognized as successfully addressing social responsibility and sustainability as part of the United Nation's Sustainable Development Goals and United Nations Global Compact Principles.

- **Nordplus Intensive Course - Sustainable Energy and Water** – Bachelors

The Advanced Nordic technology for energy and environment (ANTEE) collaboration aims to test and develop new ways to familiarize topics regarding sustainable living and climate change. The partnership is between students and teachers from Iceland, Estonia, Sweden, and Finland, to increase their knowledge and skills regarding sustainable management and administration of waste management, water supply and energy production within the Nordic countries through various projects and fields trips.

- **Environment and sustainable settlement** – Bachelors

The course takes students through planning and different types of zoning plans. Students learn how to focus on ecological aspects in the design, construction, and maintenance of buildings. Environmental management, ecological maintenance and operation management, energy economy, waste management, material selection, and site ecology are essential elements.

- **Ecological Design and Energy Efficiency** – Bachelors

The most sustainable future in building design is not the construction of new structures but the renewal of existing systems with advances in integration with ecological techniques, energy efficiency, and technology. Through this course, students explore structural stability, building services, various aging problems of building materials, the life cycle of building materials and components, cost evaluation of repairs, and the building process.

## Projects and Research

Projects and research have been recognized as successfully addressing social responsibility and sustainability as part of the United Nation's Sustainable Development Goals and United Nations Global Compact Principles.

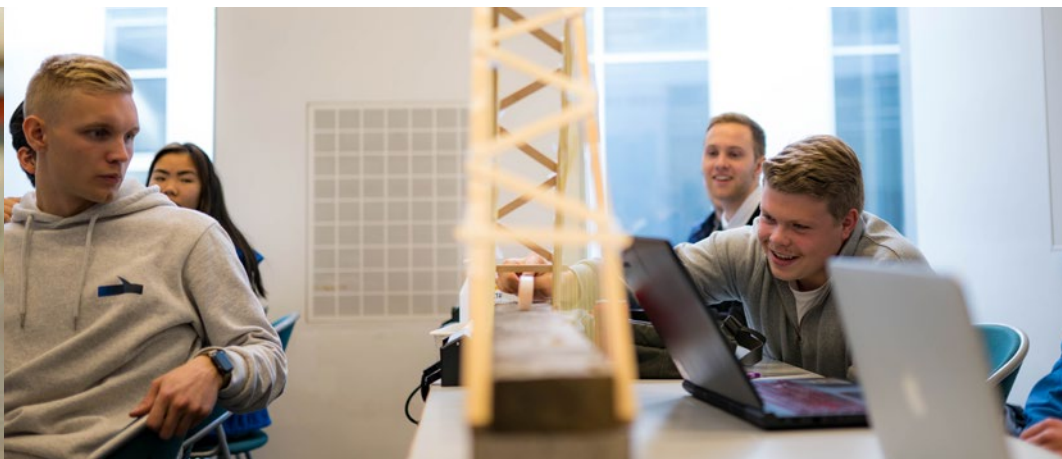
- **Wireless Charging in Powered Prosthetics** – BSc Thesis

*Student: Hilmar Þór Pétursson*

In this bachelor's thesis, a proof of concept for wireless charging of powered prosthetics was recognized in collaboration with Össur Iceland, a global leader in orthopedics, to increase users' mobility in life so they can live a life without limitations.

## Collaboration

- Students and teachers are collaborating with Rafal, an Icelandic company that delivers a wide range of electrical equipment to utilities. Students are collaborating to innovate Iceland's infrastructure by extending the life cycle of materials currently in use. The project focuses on measurement units that will be added to current electrical distribution equipment in the country.





# Department of **Business Administration**

Reykjavik University's Department of Business Administration is a vibrant department that emphasizes excellent teaching, diverse instruction methods, student participation, high-quality research, publication in accredited international journals, and strong connections with industry and society partners through practical projects and internships.

The Department's students are educated with an emphasis on ethics and social responsibility. Students of all degrees graduate with a complete understanding of business, a strong awareness of their ethical and social responsibilities in business, and the skills and knowledge to act and think in ways that maximize success and benefit society.

## **Courses**

Courses have been recognized as successfully addressing social responsibility and sustainability as part of the United Nation's Sustainable Development Goals and United Nations Global Compact Principles.

- **Business Ethics and Corporate Social Responsibility** – Bachelors

All undergraduate business administration students must take this course, which introduces them to traditional ethical theories as well as ethical and sustainability issues in business. Following that, students are assigned a practical application of ethical decision-making to see the long-term value it can create for companies and individuals. The course includes essential learning tools such as honest dialogue, critical thinking, the stakeholder approach, and shared-value creation.



- **Business Strategies for Sustainable Development** – Bachelors

The course, part of the Nordbiz network, introduces the Nordic perspective of sustainable development, provides students with opportunities to work on real-life cases in multicultural environments, and creates and extends the Nordic business network. The course changes each year slightly and is updated to focus on current issues. In 2019 the course focused on the consumer's perspective on Smart Cities. The course offered the students an opportunity to understand sustainable and environmental principles and how smart solutions can contribute. In 2020 the topic of the course was Smart City – energy, and in 2021 focus was on Circular Economy (CE), particularly CE concepts in the food industry.

- **Organization Ethics** – Masters

This course brings students from various backgrounds and experiences, with a focus on finance, marketing, human resource management, or tourism. The course focuses on performing a critical examination of real-world ethical issues in organizations. Students work with various individuals and possible personal reflections, exercises, and group projects addressing international and local subjects, using comprehensive tools and concepts. The course covers a variety of business ethics, CSR, and sustainability issues affecting both large and small, and medium-sized businesses (SMEs).

## Research Projects

Research projects that have been recognized as successfully addressing social responsibility and sustainability as part of the United Nation's Sustainable Development Goals and United Nations Global Compact Principles.

- **Utility of equal pay certification to reduce gender pay inequality: insights from human resources managers** – BSc Thesis

*Student: Árný Daníelsdóttir*

The study aimed to examine how equal pay certification can be helpful in reducing gender pay inequality and whether there is anything else that could be useful in reducing the gender pay gap. Human resource managers interviewed believe that a change in attitudes in society is needed for the gender pay gap to shrink even more. Wage frameworks, wage analyses, and internal audits will all help companies manage their wage issues.





- **Implementation of corporate social responsibility (CSR) on companies listed on the Iceland Stock Exchange – BSc Thesis**

*Students: Hrafnhildur Malen Traustadóttir; Elma Dís Árnadóttir*

A recent amendment to the Annual Accounts Act stipulates that certain companies must disclose non-financial information relating to corporate social responsibility in their annual reports. Interviews were conducted in this study with representatives of companies listed on the Iceland Stock Exchange. The results were that the most common tool used is ESG, and almost half of the companies implemented the policy as part of the company's strategic planning process. The main obstacle to implementation was to change old practices, and the factor that was important regarding successful implementation was that everyone within the company took an active part.

- **How companies can build a preventative environment and contribute to a successful return after employee burnout: Insights from human resources experts – BSc Thesis**

*Student: Berglind Einarsdóttir*

Workplace burnout has received much attention in Iceland over the last few years. Causes can originate both in private life and in the work environment of individuals. This study aimed to examine how companies can create a preventive work environment and contribute to a triumphant return of employees after burnout. The results indicated the importance of increasing flexibility, educating employees about burnout, and giving employees a clear message.

- **Covid-19 as an opportunity for more sustainable tourism – A realistic expectation? – MSc Thesis**

*Student: Lena Marie Heinze*

The pandemic outbreak of Covid-19 in 2020 had significant implications for the tourism industry, with travel reduced to the bare minimum and tourism demand at an all-time low. The study shows a substantial increase between sustainability performance in 2019 and planned sustainability performance in 2021, showing an intent of businesses to behave more sustainably.

- **Did firms with higher ESG ranking provide better stock performance during Covid-19? – MSc Thesis**

*Student: Thelma Rós Halldórsdóttir*

The ESG effect on stock prices in the U.S. SP500 index is analyzed in this study for the period of Covid-19 from February 10th to March 27th. The significant downturns in the market during this period are included in the study. Based on the literature, the study is formalized into the hypothesis that firms with high-ESG rankings would perform better in this period than low-ESG and therefore provide abnormal returns.

- **Cultural Behaviours as Drivers in Green Bond Issuance – MSc Thesis**

*Student: Hólmfríður Kristín Árnadóttir*

This study seeks to answer what drives the Nordic nations to perform better than other green bond issuance markets. A comparative study using Hofstede's dimensional approach was conducted to understand which cultural behavioral factors encourage environmental actions and increase green bonds issuance. The results concluded that the cultural factors that are most dominant in affecting the issuance of green bonds in the Nordic countries are the uncertainty avoidance and masculinity factors.

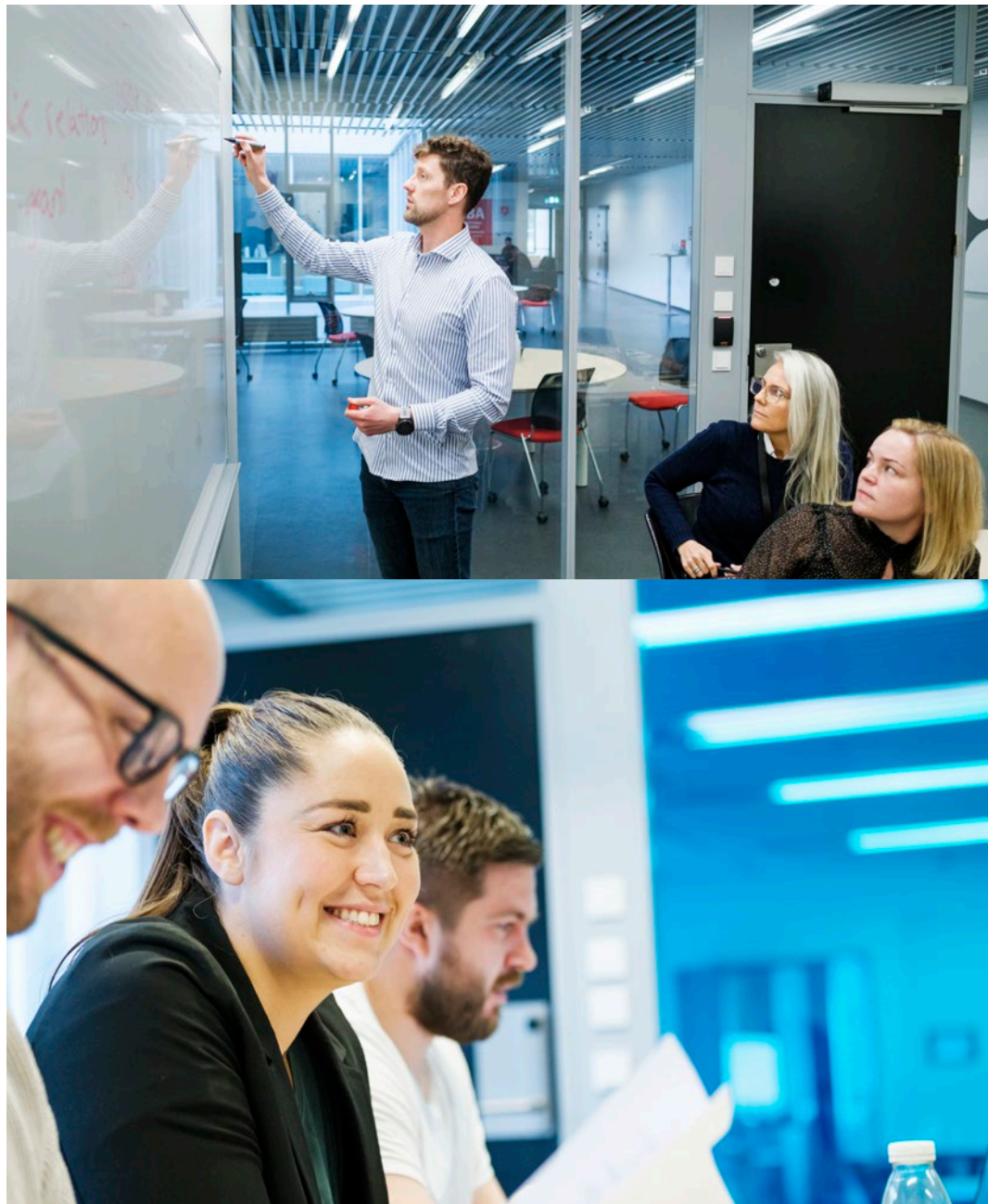
## Master of Business Administration

### Change – Lead – Innovate

The MBA program at Reykjavik University's Department of Business is on a mission to develop responsible leaders who will positively impact global business and society. Today, students are more passionate than ever about positively influencing society and the environment, and the faculty are working hard to fuel that passion by bringing years of extensive professional and academic experiences to the classroom. With this considerable momentum, the MBA program continues to move, tackling today's local and global concerns and preparing for whatever the future may bring.

### Values

The strength of the MBA program comes in part due to its core values. Social responsibility and sustainability are integral parts of the program's overall approach to teaching. By creating a diverse cohort of around 40 students having varied educational and professional backgrounds and of varying nationalities, genders, ages, values, and personalities, the MBA program has successfully ensured the inclusion of diverse perspectives in the classroom, deepening students' understanding of the issues at hand, improving their decision-making abilities and strengthening their commitment to responsible leadership. The various professional backgrounds and future goals of the MBA alumni have therefore ensured that the language and understanding of social responsibility and accountable management have spread across society and strengthened the dialogs and approaches of businesses.



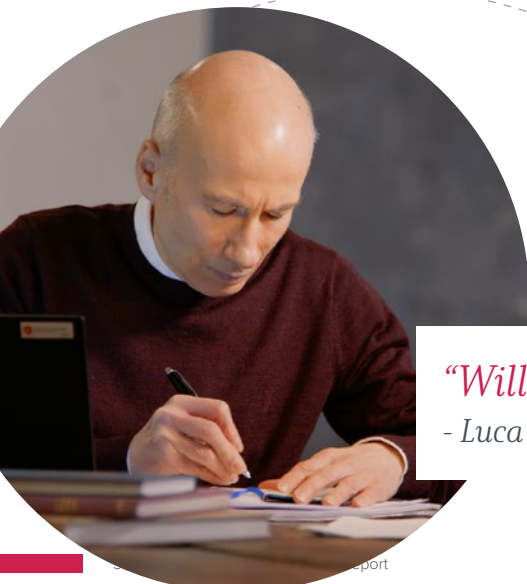


# Department of **Computer Science**

Reykjavik University's Department of Computer Science prioritizes the quality of teaching and establishes a balance between a robust theoretical foundation and applied mastery of cutting-edge technologies and approaches.

As Iceland's largest computer science department, the department's global partnership initiatives with other universities and institutions, both in teaching and research, are driven by renowned and talented faculty and researchers. Our students are provided the tools they need to make the world a better place, enhance societies' current capacities, and develop solutions to the world's most complex challenges.

Social responsibility and sustainability are intertwined with the Department of Computer Science's primary goals. Students are taught economic, ethical, and legal issues as part of their studies, and their understanding of these topics is thoroughly assessed. As part of their bachelor's and master's degrees, students work on individual and group projects and faculty and student research initiatives.



***"Will you program the future?"***

*- Luca Aceto, Chair of the Department of Computer Science*



## Courses

Courses that have been recognized as successfully addressing social responsibility and sustainability as part of the United Nation's Sustainable Development Goals and United Nations Global Compact Principles.

- **Software Engineering** – Bachelors

Students in this course learn about the software development life cycle and the associated working methods. Students learn about the code of ethics in software development and explore privacy concerns in databases.

- **Software Requirements and Design** – Bachelors

One of the main pillars of this course is the study of the accessibility of computer systems and their applications to achieve equity and inclusion. Students learn how design has the power to determine whether a system or application will succeed or fail and the tools and skills required to make them succeed.

- **Computer Security** – Masters

Students in this course examine the complexities of computer and network security in the current era of state-funded cyber warfare, emphasizing active and passive defense strategies to ensure security for people and institutions.

- **Ethics and Accountability in Computer Science** – Masters

There is a hidden history and politics of computers. This course discusses the contemporary challenges to traditional conceptual requirements for moral agency. Machine learning, algorithmic bias, privacy and surveillance, diversity and inclusion in the tech industry, fake news, automation, and the impact of computing on democracy are covered.

## Research Projects

Research projects that have been recognized as successfully addressing social responsibility and sustainability as part of the United Nation's Sustainable Development Goals and United Nations Global Compact Principles.

- **Virtual Courtroom to Prepare Victims of Sex Crimes for Court Proceedings** – BSc Thesis

*Students: Helga Margrét Ólafsdóttir, Edit Ómarsdóttir, Hafþís Sæland*

Sex crimes and aggravated assaults are some of the most challenging cases to be tried in court, especially for the victims that need to take the witness stand in the presence of the accused, the judge, and other participants of the proceedings. The nature of their situation already strains victims. The additional burden of needing to face their alleged perpetrator again under unfamiliar circumstances and become the focus of everyone's attention can become overwhelming and cause severe anxiety. In close collaboration with the police, court, and psychologists working with young victims of sexual assault, an ongoing pilot project explores the use of an interactive court proceedings simulation in virtual reality. The simulation involves a recreation of the exact location of the planned procedure and some of the social factors using virtual humans.

- **Interactive educational material in virtual reality: Ocean acidification** - BSc Thesis

*Students: Guðrún Margrét Ívansdóttir, Laufey Inga Stefánsdóttir, Sjöfn Óskarsdóttir*

The students created interactive instructional material about ocean acidification in virtual reality in collaboration with Gagarin (<https://www.gagarin.is/>). The project's goal was to educate kids through virtual experiences about the importance of the oceans, the effects of ocean acidification, and how we can manage and protect life below water.

- **Virtual Reality Game for Social Cue Detection Training** - MSc Thesis

*Student: Ari Þórðarson*

SoCueVR is a virtual reality game intended to teach children with autism how to detect social cues and initiate contact with strangers. A prototype was user-tested and reviewed by an expert in social training for children with autism, suggesting strong potential.

This project resulted in a startup company continuing the BSc final project called **Statum** (statum.is). The company specializes in cutting-edge technology providing virtual reality for both therapeutic and training purposes. It was founded by three women with computer science and psychology degrees from Reykjavik University, passionate about using virtual reality to benefit society in a new and exciting way.





# Department of **Engineering**

Reykjavik University's Department of Engineering is a leader in teaching, research, and collaboration; combining scientific rigor, curiosity, and technical ingenuity, students and faculty are pushing the boundaries of current technologies to make the world a better place.

Social responsibility and sustainability have always been core focuses of the Department's work and shall be forever, for it is the basis for which all students and faculty have entered the profession. It is this atmosphere and attitude that attracts talent from around the world. It's why industries are excited to collaborate with students and faculty in the Department, and it is why the Department of Engineering is excited and proud to be a part of the University's PRME reporting.

The Department of Engineering offers degrees at varying levels, from those just starting their career to wanting to gain professional development and those wishing to be founders of the next great scientific discoveries. Multiple programs are available, ranging from civil to biomedical to financial engineering and a Master of Project Management.



*“Engineering: Harnessing creativity and  
changing the world at the same time.”*

– Agust Valfells, Chair of Department of Engineering

## Master of Project Management

The MPM program (Master of Project Management) is an internationally certified 90 ECTS university program at the master's level in the Department of Engineering. The program is a management and leadership program with a special emphasis on the management of extensive projects, project registers, and project bases. The program prepares students to manage companies, associations, institutions, and teams.

## Courses

Social responsibility and sustainability are strongly represented in the courses of the Department of Engineering. All undergraduate students take part in a required three-week course on sustainability, covering various topics such as climate change, circular economies, consumption, and corporate social responsibility. Undergraduate and graduate students are also offered a large selection of courses ranging from renewable energy to biomechanics.

## Research Projects

Research projects that have been recognized as successfully addressing social responsibility and sustainability as part of the United Nation's Sustainable Development Goals and United Nations Global Compact Principles.

- **Advancing in heart surgical planning by using 3D printing technology** – MSc Thesis

*Student: Sólveig Agnarsdóttir*

Before surgery, it can be challenging to visualize a complex biological structure based on 2D images. It is more effective to use accurate 3D models. This study examined seven 3D printed different heart models to measure the benefits of operations. The study found advantages of using these models were less time in the operating room, a better overview of the biological structure, increased physician self-confidence, and better communication with the patient.

- **How can project managers mitigate their cognitive biases? Cognitive biases in decision-making** – MSc Thesis

*Student: Ingunn Þorvarðardóttir*

Project managers are in the process every day of making their own decisions or consulting decisions made by other project parties. Every decision made is affected by errors like cognitive biases. This research is a literature review where research findings on cognitive biases in decision-making are studied. The results of this paper are that awareness, good communication, and collaboration are the key factors in mitigating cognitive biases in decision-making.

- **Computer Simulations of Ionic Diffusion in MAPI Perovskite** – MSc Thesis

*Student: Rachel Brophy*

In 2013 a new form of solar cells based on hybrid organic-inorganic perovskite materials started to become an important topic in photovoltaics. The most common material is the  $\text{CH}_3\text{NH}_3\text{PbI}_3$ , known as MAPI, which has increased the photoconversion efficiency from 12% to 21% in seven years. Under working conditions, the MAPI material tends to break down over time much faster than others. The goal of this thesis is to identify possible migration patterns of the ions through the defects within the system. Rachel will continue her work on the subject through the PhD program in the Department of Engineering.

# Iceland School of Energy

## Training Energy Leaders, for a Sustainable World

The Iceland School of Energy (ISE) is a specialized international graduate school within Reykjavik University's School of Technology. The school was first founded as the Reykjavik Energy Graduate School for Sustainable Systems (REYST) in 2007 between Reykjavik University and Reykjavik Energy and later restructured to be the Iceland School of Energy with the inclusion of the Iceland GeoSurvey as a partner institution. Over the past decade, ISE has trained leaders in sustainable energy with students from over 45 countries across multiple disciplines, each with a vision for generating change in our society. This diversity generates a uniquely interdisciplinary and intellectually rewarding learning and professional environment.

## Specializations and Pathways

The Iceland School of Energy offers four distinct graduate-level degree programs – an MSc in Sustainable Energy, Sustainable Energy Engineering, Electric Power Engineering, and Electric Power Management. Through these programs, students build a study plan tailored to their career goals and domain interests. With ongoing industry and academic interest, four main pathways have emerged. All paths include courses taught by industry experts from around the world and lead to a year of specialized research in the respective field.

- **Energy Policy**

Students undertake specialized courses in EU energy law, energy economics, energy markets, market regulation and climate change, arctic issues, and policy innovation through both semesters in their first year.

- **Geothermal Energy**

Students undertake a comprehensive pathway focusing on geothermal sciences and topics in geothermal engineering with a practical emphasis on project development. Courses include energy geology, geothermal sciences, geothermal reservoir engineering, drilling & well design, and power plant design.

- **Sustainable Energy**

An extensive catalog of courses allows students to specialize in the sustainable development of renewable energy resources and technologies. Courses can be chosen from other specializations and combined with courses specific to power plant design, hydropower management, wind power, or project finance.

- **Electric Power**

Electric power systems engineering students undertake an intensive series of specialized courses, including High Voltage Engineering, Power Systems Simulations, Power Systems Operation, Stability & Control, Power Electronics, and Smart-Grids and Sustainable Energy Systems. Students also have access to all interdisciplinary courses offered in other pathways and are encouraged to take courses such as Energy Economics.





## Research Projects

Research projects that have been recognized as successfully addressing social responsibility and sustainability as part of the United Nation's Sustainable Development Goals and United Nations Global Compact Principles.

- **Techno-Economic Analysis of Green Ammonia Production using Offshore Wind Farms**

*Student: Mariana Maia*

Mariana's research examined the potential to reduce CO<sub>2</sub> emissions by replacing hydrogen generated from fossil fuels with green hydrogen in ammonia production. In her thesis, she evaluated eight different production, location, and transport scenarios of green ammonia, considering a 2030 scenario in Europe for a 12 GW energy island in the North Sea.

- **Feasibility of the Application of the CarbFix Method to Geothermal Power Plants Globally**

*Student: Agla Sól Pétursdóttir*

Agla's research examined the potential of using the CarbFix method globally for geothermal power plants. There was no feasibility with the current method for some plants. However, geothermal power plants were feasible in the United States, Indonesia, Iceland, Kenya, New Zealand, and Japan.

- **Geothermal district heating assessments using iterative applications of techno-economic simulation and design software in a sparsely populated area of Helena, Montana, USA**

*Student: Nicholas Adam Fry*

Nicholas' research bypassed proprietary data barriers by developing building heat demand density maps using State of Montana Department of Revenue property information, coupled with residential and commercial building energy consumption surveys. Nicholas created a new iterative process of techno-economic simulation and district heating network automation using Comsof Heat software to develop the first rapid assessment method for GDH.

- **Electric Vehicle Load Impact on 400 V Distribution System – Monte Carlo Simulation**

*Student: Róbert Bjarnar Ólafsson*

Róbert simulated and analyzed the impact of an added EV charging load on one specific distribution subsystem within the Reykjavik capital area. The objective was to pinpoint weaknesses in the system and determine when the system became overloaded concerning the line thermal limitations and voltage regulation limits.

## Empowering Partnerships

ISE fosters international collaboration and is proud of its partnerships with excellent academic and other institutions worldwide. These collaborations are based on shared principles, values, and sustainably oriented goals.

- **Institut National de la Recherche Scientifique (INRS)** - The partnership allows students to complete a dual degree program in earth sciences and renewable energy. It brings together the teaching and research activities of the MSc in Earth Sciences from INRS in Canada, and the MSc in Sustainable Energy from Reykjavik University, in Iceland.
- **ITRES EU** - A two-way exchange platform between the MSc in Alternative and Renewable Energy Sources (SERA) graduate program within the Faculty of Physics at the University of Bucharest and the MSc in Sustainable Energy / Engineering programs offered by the Iceland School of Energy at Reykjavik University.
- **Cornell Energy Systems Institute (CESI) at Cornell University** - The partnership between ISE and Cornell University establishes itself through strong research and innovative courses taught simultaneously across institutions. Current courses offered include Hydropower Management, Energy Storage System, and Energy Markets Policy & Regulation.
- **The GREEN Program** - A US-based education abroad company focused on educating and empowering the world's future sustainability leaders. The GREEN Program brings hundreds of students each year to Iceland to learn about how Iceland is utilizing renewable energy technologies while also enjoying bucket-list adventures.
- **Geo3En** - Is an Erasmus Strategic Partnership Project organized by a consortium of four institutions: Institut Polytechnique UniLaSalle, France (UniLaSalle), Technische Universität Darmstadt, Germany (TU-Darmstadt), University of Zagreb, Croatia (UniZG), and Reykjavik University, Iceland (RU) that has been mandated by 20 associated partners from industry and research in the field of geothermal energy in Europe to remedy the lack of qualified junior graduates which master all elements of the geothermal energy value chain.
- **GRÓ Geothermal Training Program – (GRO-GTP)** - Is a postgraduate training program to assist developing countries in capacity building within geothermal exploration and development. Fellows who complete the training are offered the possibility of pursuing a higher academic degree and extending their studies to MSc or PhD degrees in geothermal sciences or engineering in cooperation with the University of Iceland or Reykjavik University.
- **Colfuturo** - A Colombian non-profit foundation whose objective is to provide financial support and increase the possibilities of Colombian citizens to access high-quality postgraduate study programs abroad. After students finish their studies, they return to the country and encourage constant social, economic, and cultural transformation in Colombia.





# Department of **Law**

Reykjavik University's Department of Law provides students with a solid theoretical foundation, a comprehensive understanding of key subjects, the chance to study individual fields of law in-depth, and the ability to engage in community work.

Every student who enters, regardless of level (undergraduate, graduate, or PhD), demonstrates merit, offers challenges, and is challenged to learn, think, and lead. Through lectures, practical projects, and discussions, our faculty empowers students and encourages them to develop the abilities needed to address today's complex issues facing Iceland and the globe.

The field of law is critical to attaining the United Nation's Sustainable Development Goals and Global Compact through promoting just, peaceful, and inclusive societies. The Department uses its expertise and abilities to work towards achieving these goals through teaching and research. The primary areas of research in the Department are Tort Law, Insurance Law, Maritime Law, Law of the Sea, International Law, EU/EEA Law, Constitutional Law and History, Comparative Constitutional Law, Social Security Law, Property Law, Human Rights Law, Capital Market Law, Company Law, Energy Law, and Competition Law.



*"Legal systems today, have the power and responsibility to create and enact effective legal frameworks and tools to accomplish sustainability goals"*

- Dr. Snjólaug Árnadóttir

## Courses

Courses that have been recognized as successfully addressing social responsibility and sustainability as part of the United Nation's Sustainable Development Goals and United Nations Global Compact Principles.

- **European Law** – Bachelors

This course required by all students at the bachelor's level focuses on the institutional framework and legislative process of the European Union. A new section has been added to the class on environmental law to educate students on the connection between law and sustainability. A special focus is placed on educating students on Iceland's requirements of the Paris Agreement.

- **International and European Energy Law** – Masters

Students learn about the organizational and regulatory framework concerning the energy sector both on the EU scale and global scale. Special focus is placed on renewable energy matters and the Sustainable Development Goals commitments under the United Nations.

- **International Environmental Law in the Context of Climate Change** – Masters

This course focuses on the fundamental principles of international environmental law, key legal instruments and case law. Students learn about the history of environmental law and formulation of environmental policy, atmospheric pollution, wastes and toxic substances, international watercourses, protection of the marine environment, and biodiversity on land and sea.

## Course Development

- **International Law and Litigation on Climate Change** – Masters

This course explains how fundamental assumptions of public international law are challenged by climate change and how the international community is responding to those challenges. It tackles core tenants such as sovereignty, territory, and human rights, as well as key principles of climate change law, and legal responses that aim to mitigate the effects of it.





# Department of **Sport Sciences**

The Department of Sports Sciences' mission is to promote the health and well-being of society. Students and faculty collaborate, through research and courses, across departments and beyond the classroom to generate new ideas and share the value of public health and physical activity in the overall health and well-being of the population.

The Department's goal is to equip students to be leaders in their field and be able to transfer their knowledge to the workforce.

## **Courses**

Courses that have been recognized as successfully addressing social responsibility and sustainability as part of the United Nation's Sustainable Development Goals and United Nations Global Compact Principles.

- **Public Health** – Bachelors

This course introduces students to public health and the relevance of physical activity for health and well-being. Discussions and guest lectures examine and present the behavioral, environmental, and sociological factors that influence societal health, as well as how interventions can be used to improve public health.

- **World of Sports** – Bachelors

Introduction to Sport Science – This course focuses on the function and significance of sport in society, the evolution of sports disciplines, sport for youth and adolescents, and public and competitive sports disciplines. Sports, the Olympics, media, and marketing are all explored in terms of their history, development, and influence.

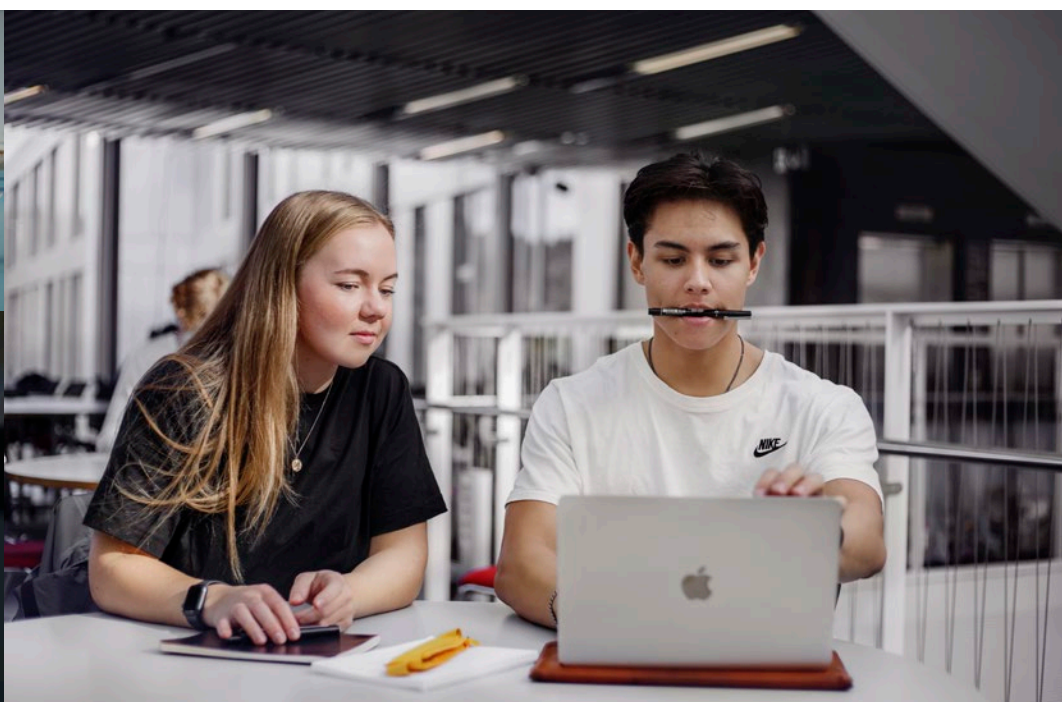


- **Special Needs Education – Bachelors**

The course teaches students how to interact with and coach people with special needs. The emphasis is on preparing students to coach/teach a diverse group of athletes. Students learn how to assess the various needs of people with special needs, as well as the ethical issues that arise when working with someone with special needs and the general public health issues that people with special needs face. Practical experiences in which students gain hands-on experience working with people with special needs are prioritized. The term "special needs" is defined broadly in this course, including disability, obesity, LGBT people, and cultural diversity.

## Internships

Depending on specialization and level of study, students can take up to three internship courses. Students in their second and third years of bachelor's studies complete internships in schools of various levels, gyms, and rehabilitation facilities. Furthermore, as part of their master's degree programs in education, students work on projects that focus on public health and wellness, not just through organized sports, but also on the overall well-being of students and the population.







# Department of **Psychology**

The Department of Psychology is preparing future professionals and leaders in the field, fuelling and putting into practice novel scientific discoveries.

Social responsibility and sustainability are central themes in all the department's courses and research, whether a student is pursuing a BSc in Psychology, a MSc in Applied Behaviour Analysis, Clinical Psychology or a PhD in Psychology. Students are making an impact in the community and the classroom through internships, courses, and projects. Upon graduating, students of the Department will have the foundation and knowledge to continue making a difference in the local and international community.

## **Courses**

Courses that have been recognized as successfully addressing social responsibility and sustainability as part of the United Nation's Sustainable Development Goals and United Nations Global Compact Principles.

- **Service Learning** – Bachelors

BSc students have the opportunity to undertake a one-semester service-learning course involving study in a community setting, such as a community-support agency, rehabilitation setting, or voluntary service. The support of a wide range of agencies has been enlisted, including, for example, providers of services for children and younger people,



*“Department of Psychology’s mission is to contribute positively in all activities to the betterment of society.”*

*- Bryndis Bjork Asgeirsdottir, former Chair, Department of Psychology*

older people, people with special needs, and the socially disadvantaged. It is important to note that service learning is not designed to serve as a professional placement, such as may be found in many postgraduate training programs in psychology (including the Department's MSc in Clinical Psychology and the MSc in Applied Behaviour Analysis). Rather, service learning reflects the community-oriented ethos that is espoused at Reykjavík University and is a trend in university education internationally. As such, the service-learning course is designed to provide opportunities for civic engagement as part of the formal curriculum, rather than developing specific professional skills.

- **Scientific Writing** – Bachelors

Students develop fundamental proficiency in academic writing, reading, and working methods. One of the main emphases in this course is to enhance students' knowledge of essential ethical considerations in scientific writing and research and give them practice in searching for reliable references.

- **Ethical and Professional Conduct** – Masters

Students learn to ensure professional and ethical behaviour, responsibility, and best practice for futures professions as psychologists and behaviour analysts. Students are introduced to ethical problems in particular clinical situations, emphasizing professional work in Iceland. In addition, students are familiarized with the ethical and professional guidelines of significant international professional associations in psychology and applied behavioural analysis.

## Research Projects

Research Projects that have been recognized as successfully addressing social responsibility and sustainability as part of the United Nation's Sustainable Development Goals and United Nations Global Compact Principles.

### Preparing Victims of Sex Crimes for Court with Virtual Reality

Sex crimes and aggravated assaults are some of the most challenging cases to be tried in court, especially for victims that need to take the witness stand in the presence of the accused, the judge, and other participants of the proceedings. A startup called **Statum** (statum.is), founded after a Computer Science BSc final project with the support of the Psychology Department, specializes in cutting-edge technology providing virtual reality for both therapeutic and training purposes. It was founded by three women with computer science and psychology degrees, passionate about using virtual reality to benefit society in a new and exciting way.

Read more on Page 33.

- **Balancing climate anxiety and coping skills: How the cognitive theory of anxiety predicts pro-environmental and avoidance behaviour** – MSc Thesis

*Student: Daðey Albertsdóttir*

Anthropogenic climate change has a significant impact on the planet, and a change in society's way of life must be taken to reduce GHG emissions. To deal with the climate crisis effectively, it is critical to understand what factors predict avoidance and pro-environmental behavior. An online survey with questions and questionnaires was completed by 971 adults. Individuals who perceive climate change as a threat to their safety but believe they can deal with it act in the most environmentally friendly manner. To encourage large-scale societal change, policy approaches should aim to provide a balanced approach of informing the public about climate change crises and providing practical solutions to climate change.

- **Depression, anxiety, and stress symptoms among labor force participants in Iceland: The effects of gender, parental status, financial strain and family member support** – MSc Thesis

*Student: Valdís Ósk Jónsdóttir*

This research examined the relationship between gender, parenting, financial strain and family member support and depression, anxiety, and stress symptoms among labor force participants in Iceland. Findings showed that female participants reported higher mean levels of anxiety and stress than male participants, but there was no gender difference found for depression symptoms. Family member support is an important factor for mental health among workers in Iceland, with low support associated with high levels of depression and anxiety.



# Executive Education & Continuous Learning

Reykjavik University administers the Open University Executive Education program, which provides over 250 courses per year to directors and professionals wanting to advance their work performance or expand their professional abilities.

To address our society's current problems, the Open University is deeply dedicated to preserving and expanding executive education and continuous learning opportunities. Courses span a wide range of subjects and specializations, including sustainability, human resources, personal development, strategy, and leadership, and are designed to meet an individual's continuing need for personal growth as well as an industry's desire to thrive.

Each course offered is built on a solid theoretical foundation and real industrial expertise. Reykjavik University academics, industry specialists, professionals, and guest lecturers from industry and international universities are among the instructors' diverse backgrounds.



## Courses

Courses that have been recognized as successfully addressing social responsibility and sustainability as part of the United Nation's Sustainable Development Goals and United Nations Global Compact Principles.

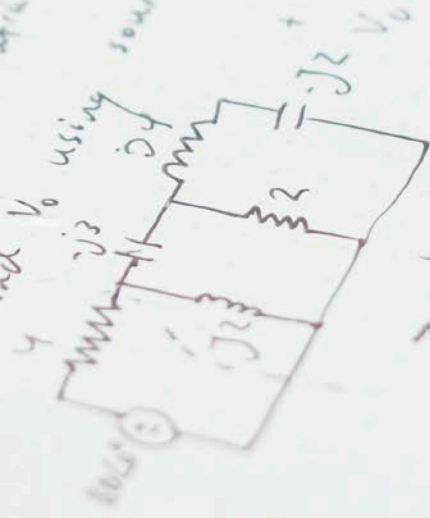
Course	SDGs
<b>Building a team and maintaining the spark</b>	Decent Work and Economic Growth
<b>Digital work, the mindset and change</b>	Good Health and Well-being; Decent Work and Economic Growth
<b>Emotional Intelligence for the Future</b>	Good Health and Well-being
<b>Endurance in a time of change and uncertainty</b>	Good Health and Well-being; Gender Equality
<b>Human Resource Management and Leadership Skills</b>	Good Health and Well-being; Gender Equality; Decent Work and Economic Growth; Reduced Inequality
<b>Humor, Management and Communication</b>	Good Health and Well-being; Decent Work and Economic Growth
<b>Implementation of environmental policy in companies</b>	Sustainable Cities and Communities; Responsible Consumption and Production; Climate Action
<b>Programming: Basics</b>	Quality Education
<b>Python Preparatory Course</b>	Quality Education
<b>Responsibility and Performance of Board Members</b>	Decent Work and Economic Growth; Peace and Justice Strong Institutions
<b>Responsible and Sustainable Investment</b>	Decent Work and Economic Growth; Sustainable Cities and Communities; Climate Action
<b>Sexuality in a Cultural Context</b>	Gender Equality
<b>Successful and Healthy Career</b>	Good Health and Well-being; Decent Work and Economic Growth





10-53

Homework  
Find  $V_0$  using source transformation



$V_0$

$\Rightarrow$

# 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.

Research, development, and innovation play a crucial role at Reykjavik University. These factors influence our students, research collaborations with industry, universities, and other stakeholders and help engage our work and interests such that these have a social responsibility and sustainability at the core. Reykjavik University's research subjects are technology, business, sport science, psychology, engineering, and law. RU is at the forefront of research in these areas in Iceland and has developed a productive and appealing research environment.

In Times Higher Education (THE) 2022 ranking of the world's best universities, Reykjavik University ranks highest of all universities in research influence, for the third year in a row. The research is assessed based on the number of citations in peer-reviewed scientific articles. RU maintains its position at 301-350 among the world's best universities, the highest Icelandic universities on the list.

## Applied Engineering

- **Common Project**

The Department provides students with a common project with electric, machinery, and building called AT TÆK1002, where students are giving a taste for typical engineering work. The students have a project assigned for them to work on. The focus on the projects has recently changed towards reusability and sustainability. For example, the last task was to design a recycling plant to be able to reduce the workload for the employees and to be able to reuse/recycle more material.

## Business Department

- **Conversation about Social Responsibility: Corporate Social Responsibility (CSR) reporting in SMEs**

*Kjartan Sigurdsson*

The literature on Corporate Social Responsibility (CSR) reporting suggests that while large firms are likely to adopt formal approaches to reporting on their CSR activities to stakeholders, SMEs are likely to be more informal in their approaches. This research examines how SMEs report on their CSR activities and how this relates to three attributes of stakeholder theory: descriptive, instrumental, and normative.

- **Saying and Doing: Social Responsibility Declared and Applied**

*Kjartan Sigurdsson; Marina Candi*

The purpose of this work is to examine the relationships between and among firms' commitment to social responsibility, their declarations, and reporting. The research model was tested using data collected from 355 firms over three years. Findings indicate that "talk is cheap," while social innovation speaks louder than words.

Best Paper Award (3rd Place) – 2020

- **Assisting sustainable food consumption: The effects of quality signals stemming from consumers and stores in online and physical grocery retailing**

*Valdimar Sigurdsson, N. Larsen, M. Alemu, J. K. Gallogly, R. G. V. Menon, A. Fagerström*

This research explores how signaling affects consumer choices in purchasing fresh fish, both in traditional and online retail settings. Two different market signals were examined: quality signals stemming from consumers as social proof and authority signals coming from stores. The experiments showed increased sales from both types of signaling, with an overall 41.5% increase for fish in our study.

## Computer Science Department

- **Cities that Sustain Us**

*Dr. Páll Jakob Línadal, Dr. Hannes Högni Vilhjálmsón, Dr. Kamilla Rún Jóhannsdóttir*

Psychological factors are often neglected in environmental design and planning processes initiating dissatisfying and unsustainable urban development. To encourage more humane and sustainable urban development, better approaches must be implemented. They can build on the vast scientific literature in environmental psychology and new technological solutions. Computer and virtual reality technology, where people can interact directly with high quality, virtual environments in controlled settings, opens new opportunities for people-environment studies. However, the level of computer expertise required to build, configure and carry out studies utilizing the technology seems to be

an obstacle. In the "Cities that Sustain Us" project, we have been bridging the gap with powerful software to design and run VR-based environmental studies. Based on this project there is a spin-off called Envalys (<https://envalys.is>) Which has the goal of bringing collective clarity to environmental design and planning, advance development and optimize resources.

## Engineering Department

- **Microplastics in Glaciers: First Results from the Vatnajökull Ice Cap**

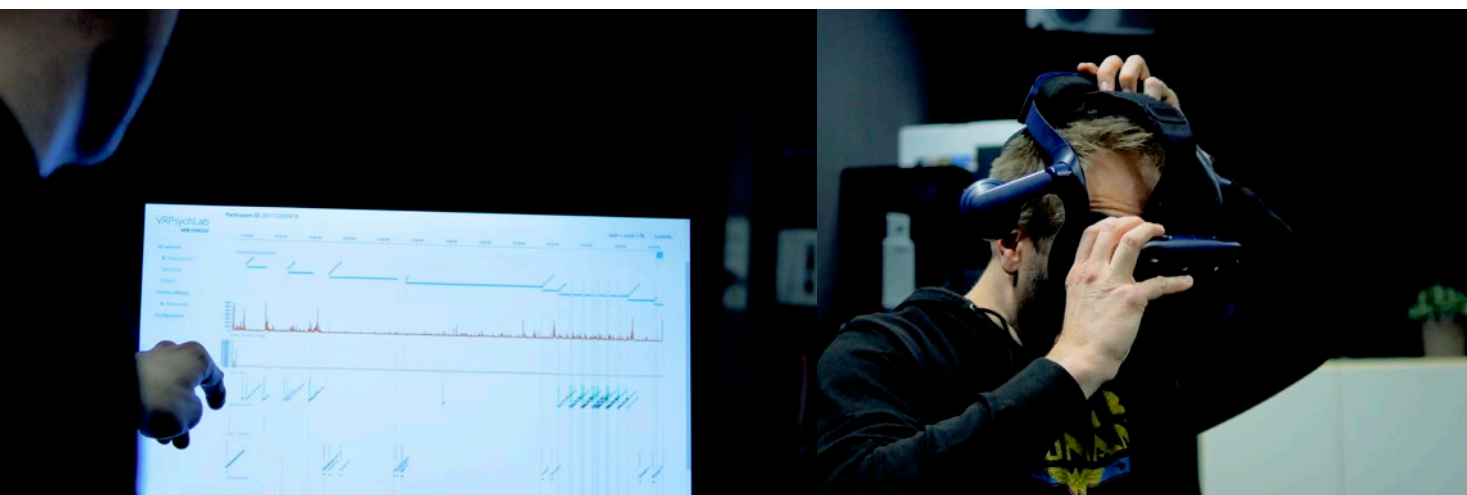
*Hlynur Stefánsson, Mark Peternell, Matthias Konrad-Schmolke, Hrafnhildur Hannesdóttir, Einar Jón Ásbjörnsson, Erik Sturkell*

Scientists from Reykjavik University (RU), the University of Gothenburg, and the Icelandic Meteorological Office examined the presence of microplastics in a remote and pristine area of the Vatnajökull glacier in Iceland, Europe's largest ice cap. Microplastics may affect glaciers' melting and rheological behaviour, thus influencing the future meltwater contribution to the oceans and rising sea levels. This is the first time that the finding of microplastic in the Vatnajökull glacier has been described. The group visualized and identified microplastic particles of various sizes and materials by optical microscopy and  $\mu$ -Raman spectroscopy. The findings confirm that microplastic particles are distributed through the atmosphere. More research has to be conducted to determine how the microplastic is transported precisely and its impact on a global scale.

- **Building Kidney Exchange Programmes in Europe-An Overview of Exchange Practice and Activities**

*Biro. P, Haase-Kromwijk. B, Andersson. T, Asgeirsson. El, et al.*

The number of living donor transplants in Europe has varied widely over the past few decades, but efforts to share best practices and address challenges have been limited. Experts from 23 countries took part in a survey to assess the functioning of all existing KEPs in Europe. Over 1300 transplants were performed through existing KEPs up to 2016, providing



approximately 8% of their countries' living kidney donations in 2015. Transnational exchanges between countries may substantially improve access to the most (cost-effective) treatment for the increasing number of patients suffering from kidney disease. Exchange of best practices and shared advancement of national programs to address existing challenges, aided by transnational exchanges, could significantly improve patient access to life-saving treatment.

## Law Department

- **Climate Change and Maritime Boundaries - Legal Consequences of Sea Level Rise**

*Dr. Snjólaug Árnadóttir*

Coastal States exercise sovereignty and sovereign rights in maritime zones, measured from their coasts. The limits to these maritime zones are bound to recede as sea levels rise and coastlines are eroded. Furthermore, ocean acidification and ocean warming are increasingly threatening coastal ecosystems, which States are obligated to protect and manage sustainably. These changes, accelerating as the planet heats, prompt an urgent need to clarify and update the international law of maritime zones. This book explains how bilateral maritime boundaries are established, and how coastal instability and vulnerable ecosystems can affect the delimitation process through bilateral negotiations or judicial settlement. Árnadóttir engages with core concepts within public international law to address emerging issues, such as diminishing territory and changing boundaries. She proposes viable ways of addressing future challenges and sets out how fundamental changes to the marine environment can justify termination or revision of settled maritime boundaries and related agreements.

- **Gender Equality in Sports**

*Dr. Bjarni Már Magnússon*

Dr. Bjarni Már Magnússon is addressing Iceland's legislative requirements regarding gender equality in sports. Over the last two years, he has collaborated on and written numerous articles, including "Gender Equality in Sports – Does the State Have Responsibilities?" and "Gender Equality in Sports – Status of Local Authorities," as well as chairing the 11th annual meeting of the Transnational Working Group for the Study of Gender and Sport, which was held in late 2018.





## Psychology Department

- **Icelandic Centre for Social Research and Analysis (ICSRA)**

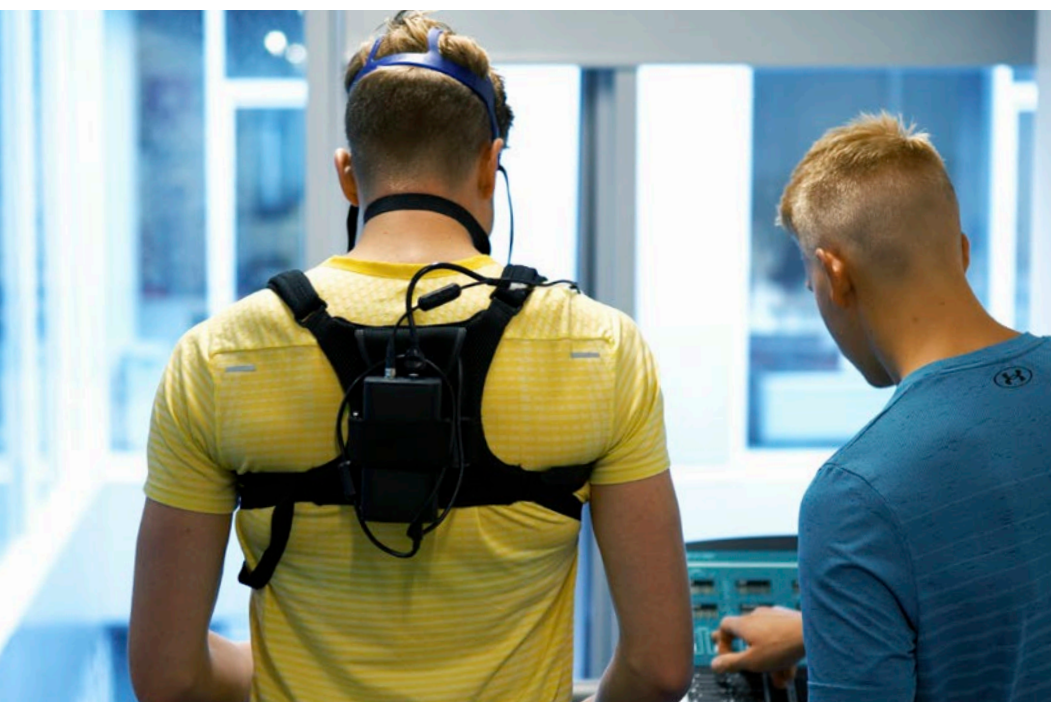
Students and faculty of the Department of Psychology are directly involved in ongoing collaborative research with the Icelandic Centre for Social Research and Analysis (ICSRA), specializing in youth research. Working closely with government and non-governmental organizations in Iceland and abroad, ICSRA analyses the social wellbeing of youth and provides expert and logistical support for youth research and intervention projects. The Centre leads the longstanding Youth in Europe research program that has expanded to become Planet Youth (<https://planetyouth.org/>), involving more than 50 cities in over 20 countries globally.

## Sport Science Department

- **Body Image Concern and Eating Disorder Symptoms Among Elite Icelandic Athletes**

*Hafrún Kristjánsdóttir, Petra Sigurðardóttir, Sigurlaug Jónsdóttir, Guðlaug Þorsteinsdóttir, and Jose Saavedra*

This study aimed to analyse body image concerns and symptoms of eating disorders in elite Icelandic athletes. The participants were 755 athletes who competed at the highest possible level in Iceland, representing 20 different sports. The main findings were that 17.9% of the athletes presented severe or moderate body image dissatisfaction, and 18.2% were above the clinical cut-off for body image concern. Women's scores were higher than men's (whole sample and ball games) in all variables except restraint. These results seem to point to a real problem that athletes, coaches, doctors, and institutions need to take into account.



# Principle 5&6:

# Partnership & Dialogue

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to jointly explore effective approaches to meeting these challenges.

We will facilitate and support dialogue and debate among educators, students, businesses, government, consumers, media, civil society organizations, and other interested groups and stakeholders on critical issues related to global responsibility and sustainability.

## **Ties with industry**

Reykjavik University emphasizes ties with national and international industries based on integrity and mutual respect for the benefits of the entire society. The University is an active participant in the shaping and development of industry and society and works to meet the needs of society for specialized knowledge. RU emphasizes education that focuses on research, innovation development, and participation in discussions on prominent issues in society to attain these goals. Furthermore, RU emphasizes good relations with its alumni and the lifelong learning needs of all. The focus has always been on collaboration that builds pathways between industry and academia. They allow for new opportunities and provide students with high-quality education and services concurrent with the business community's needs and Icelandic society. This is important to RU to fulfill student needs within the University. We achieve this through strategic collaboration with industry, which we see as key in nurturing a culture of innovation that creates value for our partners and society in the short and long term.

In the coming years, emphasis will be on changes in society and responses to the latest demands of students and industry in times of technological change and globalization.

RU has emphasized changes in society and response to the latest demands of students and industry in times of technological change and globalization. This has resulted in several new industry partnerships focusing on sustainability center, European-wide research project sleep center, and protection of the Icelandic language.

## Pure North

In 2020, Reykjavik University and Pure North Recycling signed a collaboration agreement; the aim is to strengthen the Icelandic recycling economy with plastic and other recyclable materials in the foreground, develop new ways of recycling plastic increase automation in processing and increase awareness. The collaboration is a part of the national campaign Thjodthrif, and collaborative projects will be carried out within the RU research center on Sustainable Development.

During the contract period, experts and students at RU will, among other things, carry out research on the life cycle analysis of plastics and analyze the inflow and outflow of plastics in Iceland. The research will be carried out on the properties of recycled plastic and the possibilities for product development for future use. The aim is to educate the public and young people about the values inherent in recycled plastics and make recycling methods more accessible to individuals, educational institutions, and the business community.

Pure North's experts took part in teaching at RU in a three-week course, Introduction to Engineering, which all first-year engineering students attend. During the course, students worked on various projects on recycling and recycling plastic. Many interesting ideas came forth, such as an educational webpage on recycling, degradable fishing nets, refilling bottles for soda, and placing quotas on plastic use in the construction industry.

*"Reykjavik University works according to the United Nations sustainable development goals for the education of responsible leaders, with an emphasis on social responsibility and sustainability. One of Iceland's many challenges in this regard concerns is plastic. Pure North has achieved remarkable results in recycling plastic in an environmentally friendly way while focusing on educating the industry and the general public about recycling and the recycling economy. We are therefore very pleased with the collaboration, and we are confident that it will result in increased knowledge, innovation and a cleaner environment."*

*- Dr. Ari Jonsson, former President of Reykjavik University*



*"In a fast-moving and ever changing world, the collaboration between business and academia is important for all development. Opportunities will arise, and innovation is a key factor for positive development in sustainability and circular economy. Reykjavik University has taken leadership with the Sustainability Institute & Forum (SIF) to engage all departments in matters relating to sustainable development. The collaboration between RU and Pure North Recycling is vital in bringing sustainable waste management into the spotlight."*

*Pure North Recycling is an Iceland-based, advanced recycling and waste management company founded in 2015. Pure North's team is composed of highly qualified experts in the field of energy recovery, recycling, and commercialization of plastics. Over the 6-year period of the company's activities, Pure North has accumulated unique expertise in sorting, processing, and recycling plastic materials, using only green geothermal energy and no chemicals. Pure North Recycling is continuously seeking novel techniques to minimize the environmental impact of its operations. Our vision is to become a global leader in sustainable waste management."*

*- Áslaug Hulda Jónsdóttir*

*Co-owner and Head of Business and Development at Pure North Recycling*

## Collaboration with Fisheries Iceland

Fisheries Iceland, an association of companies within Iceland's fishing industry, aims to increase value creation from a scarce resource. Reykjavik University and Fisheries Iceland renewed their collaboration agreement in 2020, but the parties have worked together in several fields regarding Icelandic fisheries since 2014. The new agreement emphasizes the need to continue strengthening education and development in the fisheries sector, in line with the changing needs for the future.

### Fisheries Iceland – Vitinn

Part of the collaboration with Fisheries Iceland is to introduce to the university's students the diverse activities within companies in the fisheries sector and the opportunities offered there. On that note, RU organized an annual event called Vitinn. Vitinn is a three-day event where undergraduate and graduate students from various departments within RU team up and compete to demonstrate their skills in developing and implementing ideas and solutions for businesses in the fishing industry.

The 2020 project was done in collaboration with the fisheries company Brim. The competing teams were to discuss proposals of how the company could increase cod sales in the United States. The winning proposal suggested creating the new brand, Bára, and using Iceland's sustainable fisheries in marketing to increase sales and focus on health, origin, easy cooking, and sustainability. In the winning team were Anton Bjorn Sigmarsson, Brynja Dagmar Jakobsdottir, Kristin Soley K. Ingvarsdottir and Zoe Vala Sands. They come from the Department of Computer Science and the Department of Engineering.

Every year Fisheries Iceland funds a number of research projects at the master's level at Reykjavik University. Some examples include the following:

- The Value of Sustainability as Quality Cues for Icelandic fish products in Consumer Marketing
- Social media influencer as social proof when promoting online sales of Icelandic fish







## Reykjavik University Sleep Institute

The Reykjavik University Sleep Institute (RUSI) was founded in 2020 and is a state-of-the-art research center that is also an open, shared national facility for interested researchers in Iceland. RUSI is a multi-disciplinary research center with researchers and students from various departments within the university. RUSI conducts high-impact sleep and circadian rhythm research in Iceland, including extensive clinical research on sleep-disordered breathing. Researchers in RUSI take advantage of the unique Icelandic environment to provide valuable information that can be utilized on an international scale, including our Arctic latitude with highly variable light exposure levels, relatively isolated population with high willingness to participate in research and longitudinal follow-up as well as the quality of the electronic health records.

In 2020 Sleep Revolution, an interdisciplinary and international research and development project within RUSI, was selected for a 15 million euro grant from the EU's Horizon 2020 Framework Programme for health, demographic change, and wellbeing. The project is led by Dr. Erna Sif Arnardóttir, Assistant Professor at RU Department of Engineering and Department of Computer Science. With almost 40 international collaborating partners from academia and industry, Sleep Revolution aims to fundamentally change clinical sleep medicine by introducing a new diagnostic and digital management paradigm. The technology developed in this program combines the highest degree of diagnostic accuracy for sleep-disordered breathing, the home setting instead of the artificial sleep environment of a hospital setting, advanced telemedicine technology, novel artificial intelligence diagnostic algorithms together with a high degree of participatory patient involvement.

With the commitment of the European Sleep Research Society and the Assembly of National Sleep Societies, with its over 8000 members, the project further aims to create new standardized international guidelines for sleep medicine.

About half of the grant amount will be used in Iceland, e.g., to develop a cloud-based secure data store which will integrate various diagnostic data, including sleep measurements of 30 thousand individuals, collected around Europe as well as data from smartwatches, questionnaires, a sleep diary, sleep measuring devices, and neuropsychological tests.

RU is currently developing a digital management platform to transform participatory health care in sleep-disordered breathing. The platform will bridge the patients, healthcare professionals, and research staff to share needed information and data from the different devices and tools.

## Sustainability Institute and Forum (SIF)

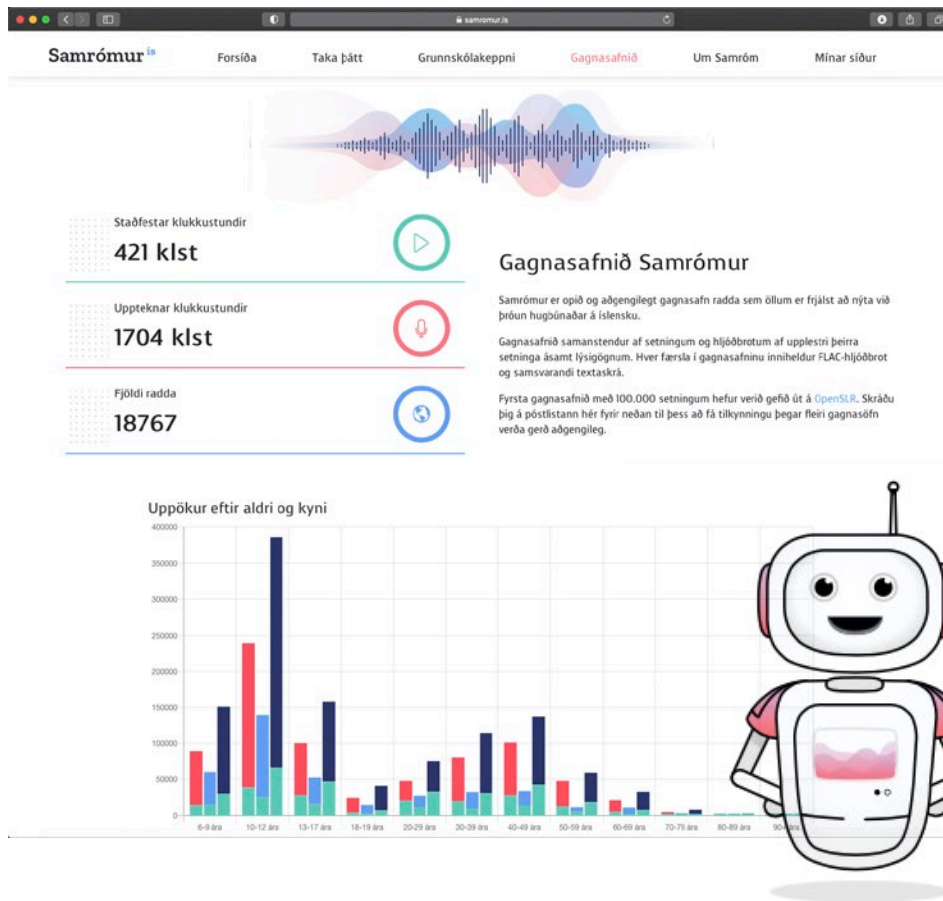
Sustainability Institute and Forum (SIF) – Launched in the first quarter of 2020, SIF is a research institute at Reykjavik University that engages all departments in matters relating to sustainable development. "The objective of SIF is to foster research and education in sustainable development focusing on the 17 UN Sustainable Development Goals (SDGs)". Since its inception, SIF has openly and actively engaged the University talent pool of faculty members and keen students in sustainably oriented research through open strategy meetings, grants, and funding through yearly grant calls and annual SIF Institute Meetings.

SIF Student Awards in Sustainability			
Project Name	Recipient	Year	
Developing Energy System Planning Models in Kenya	Xavier Shioya Musonye	2021	
2021 April SIF PhD Research & Fellows			
Project Name	Applicant(s)	PhD Student	Status
Atomistic studies of organo-halide materials for photovoltaics (ATOMAP)	Andrei Manolescu	Rachel Brophy	Ongoing
A transition towards a 100% electric Heavy-Duty Vehicle fleet in Iceland: Feasibility and impact assessment of the charging load on the transmission and distribution system	Ragnar Kristjánsson; Hlynur Stefánsson; Eyjólfur Ingi Ásgeirsson; Brynhildur Davíðsdóttir	Albert Alonso	Ongoing
Adaptation of aluminum reduction cell for carbon capture and sequestration – a modeling approach	Guðrún Sævarsdóttir; María Sigríður Guðjónsdóttir	Brandon Velasquez	Ongoing
2021 April SIF Project Grants			
Project Name	Applicant(s)	Status	
Construction of MAPI based solar cells	Halldór Guðfinnur Svavarsson	Ongoing	
Project Extension: An Assessment of the Techno-Economic, Geopolitical and Strategic Feasibility of Exporting Hydrogen from Iceland to Europe	Ewa Lazarczyk Carlson	Ongoing	
2020 September SIF Project Grants*			
Project Name	Applicant(s)	Status	
Online and offline scheduling models for charging EVs under limited resources	Eyjólfur Ingi Ásgeirsson	Ongoing	
Possible Solutions for Reinforcing Transmission Grids under Extreme Weather Conditions	Mohamed Abdelfattah	Ongoing	
Portaplants2.0	María Sigríður Guðjónsdóttir	Ongoing	
2020 February SIF Project Grants			
Project Name	Applicant(s)	Status	
Electrification of heavy-duty vehicles in Iceland – feasibility, and strategies	Hlynur Stefánsson; Eyjólfur Ingi Ásgeirsson; Ragnar Kristjánsson	Ongoing	
LCA of Icelandic products	Guðrún Arnbjörg Sævarsdóttir; Einar Jón Ásbjörnsson; David Christian Finger; Anna Sigríður Islind	Ongoing	
Mobility in Reykjavik urban area	María Óskarsdóttir; Magnús Már Halldórsson	Ongoing	
Predictors of healthy cognitive aging: The AGES-Study	María Kristín Jónsdóttir	Ongoing	
Towards sustainable energy markets in Europe: Case of capacity markets	Ewa Lazarczyk Carlson	Ongoing	
Towards Overcoming Local Optima in Extremum Seeking Control for Wind Farms	Eliahu August	Ongoing	
Molecular Dynamics of Perovskite Solar Cells	Andrei Manolescu	Ongoing	
Development of an experimental facility with a specific focus on wind energy	Ármann Gylfason	Ongoing	
Geyser modeling	Juliet Ann Newson	Ongoing	
Extracting nutrients from lava for the cultivation of microalgae	Halldór Guðfinnur Svavarsson	Ongoing	
Learning about Climate Change in Multiuser Virtual Reality	Hannes Högni Vilhjálmsson	Ongoing	
Are green bonds relevant financing alternatives?	Stefan Wendt	Ongoing	
Towards a more sustainable use of space: Analysis of internet data for	Anna Sigríður Islind	Ongoing	

## Language and Voice Lab

The Language and Voice laboratory was founded in 2016 at Reykjavik University as a part of the research center CADIA to emphasize processing speech and language. The research is focused on finding the right patterns to understand how speech is created and propagated and how to process, interpret, and understand the language. The lab aims to deepen theoretical knowledge and develop technologies that enable natural communication between humans and computers.

One of the most pressing dilemmas Icelanders face is the future of their language. The daily lives of Icelanders are saturated with English, especially through voice-controlled technology such as Alexa and Siri. The Icelandic parliament approved a formal plan in 2018 titled "Language Technology for Icelandic 2018-2022" to address this issue. The Language and Voice Lab plays a key part in the collaborative effort to make Icelandic available for use in today's technological environment. The lab is researching core solutions in automatic speech recognition, text-to-speech, and machine translations. The core solutions that arise from the "Language technology for Icelandic" project will be made available for everyone to develop their products and solutions in Icelandic. Further details of these projects can be viewed on the lab's web, [lv.ru.is](http://lv.ru.is).



# Reykjavik University

## PRME goals

2021-2022

1

### PURPOSE

We will develop students' capabilities to work towards an inclusive and sustainable global economy and to work for an inclusive and sustainable global economy.

2

### VALUES

We will incorporate into our academic activities, curricula, and organizational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

#### GOAL 2.1:

##### Develop a bullying, gender-based/sexual harassment, and violence policy and plan

- **Focus:** Value
- **Objective:** RU will provide an inclusive environment for students, staff, and community members free of bullying, gender-based/sexual harassment, and violence while providing a support system and accountability process.
- **Action Item 1:** Develop and publish a bullying, gender-based/sexual harassment, and violence policy.
- **Metric 1:** The day the official signing, publishing, and implementation of the policy into university rules and strategies is completed will signify the completion of the action item.
- **Action Item 2:** Develop and offer a course on implementing the policy, responding to bullying, harassment, and violence, and providing resources that reach 90% of students, faculty, and staff.
- **Metric 2:** The number of courses offered and faculty, staff, and students ratio to the total workforce and student body.

#### GOAL 2.2:

##### Empower social responsibility and sustainability in the student body

- **Focus:** Walk the Talk
- **Objective:** Ensure that students who graduate from Reykjavik University can share social responsibility and sustainability knowledge and competencies.
- **Action Item 1:** Survey student cohorts from their entrance to university to graduation.
- **Metric 1:** The development and rollout of a survey that tracks student cohorts from year one to graduation.



3

## METHOD

We will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership.

### GOAL 3.1:

#### Integration of SDGs into core courses at RU

- **Focus:** Teaching
- **Objective:** RU will integrate the UN's Sustainability Goals (SDGs) into all core courses to provide students access to social responsibility and sustainability knowledge.
- **Action Item 1:** Determine the current number of core courses addressing the UN's SDGs.
- **Metric 1:** The establishment of a baseline for SDGs integrated into current core courses using the information provided in the learning outcomes section of MySchool.
- **Action Item 2:** Incorporate or realign all core courses to incorporate the UN's SDGs.
- **Metric 1:** The number of courses taught containing labeled SDGs in the learning outcomes section of MySchool.

4

## RESEARCH

We will encourage researchers to engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of various actors in the creation of sustainable social, environmental and economic value.

### GOAL 4.1:

#### Implement a sustainability and social responsibility tracking system for research

- **Focus:** Research
- **Objective:** Implement a system or approach to track RU's local and global community impact concerning sustainability and social responsibility in research.
- **Action Item 1:** Survey faculty to determine the best way to collect information regarding sustainability and social responsibility in research projects.
- **Metric 1:** The collection of faculty responses to the survey.
- **Action Item 2:** Develop a process for faculty to submit information regarding their research's connection to sustainability and social responsibility.
- **Metric 2:** The establishment of a tracking system and policy

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.

### GOAL 5.1:

#### Foster an environment for open discussion on global and local issues on social responsibility and sustainability

- **Focus:** Relations to Industry and Society
- **Objective:** RU will continue to develop its place in fostering an environment for open and active discussion about global and local issues on social responsibility and sustainability
- **Action Item 1:** Hold or partner on at least six public social responsibility and sustainability events each academic year focusing on global and local issues.
- **Metric 1:** The number of events and seminars hosted or partnered.
- **Action Item 2:** Work with each department to increase the diversity of events and topics.
- **Metric 2:** The number of events and seminars hosted or partnered correspond to a department's field of interest.
- **Action Item 3:** Establish two new partnerships each year across the areas of education, research, or work.
- **Metric 3:** The number of partnerships officially established.

6

## DIALOGUE

We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

Foster an environment for discussion on local and global issues involving social responsibility and sustainability.

