

Questions from Chat, during FollowUp Climate Framework on May 12th.
Answers will be published later on.

General:

One reflection - the organizations application of sustainability in order to support A2030 needs deep internal analysis of how to how to build bridges and strong bonds between education, research and collaboration.

Regarding internal climate fund; How did you convince the governance/ president to implement? (Question put to GU)

How can the climate strategy permeate the daily operations and decision-making throughout the university? There is still a risk that climate concerns might be considered optional.

Follow up on measures for reducing travels: will the implementation of the roof be put at department level?

Hur stor möjlighet har institut att påverka byggnader och andra campusbundna ...kan du säga något om samarbete mellan akademien och förvaltningsavdelningar?

Eddi & co: Would be interesting if we could discuss the Living lab idea in the climate framework when working with campus administration.

One interesting case, I attended a conservation-related public consultation on-line recently, we never had such an inclusive one in person. This is one change that may be replicated in the future.

Do you include phytoplankton in the calculations of biomass? (Answer: - if including emissions embodied in trade is higher than our 53 megatons of CO2 see <http://www.naturvardsverket.se/Sa-mar-miljon/Statistik-A-O/Vaxthusgaser-konsumtionsbaserade-utslapp-Sverige-ochandra-lander/>)

When we look at the figures about Swedish CO2 emissions we don't consider that many purchased items, food, animal feed are not manufactured/ produced in Sweden. How do the figures change if we consider what the Swedes consume rather than what Sweden produces?

2030 is necessary - University of Borås signed up Klimat 2030 in Region Västra Götaland - and we work right now with the action plan

Climate denial

Since lobby organizations for long have used PR strategies to deny climate change - we need to use it to forward the agenda of our Climate Framework!

Why do you think no right-wing movement use the climate change as an argument for nationalism instead of denying it?

Students and education

Education should be global to deal with climate change - problem and collaboration is of a profoundly global nature but solutions and people's lives are inherently local

Basic courses for all students on the causes, effects and solutions of climate change is needed!

Educating the students is certainly important. But by the time they graduate we will have failed in reaching the climate targets if it is not the graduates of today to take action

Indeed, Universities often not showing by example what they teach about climate

Links from Climate Students Sweden: Website: <https://klimatstudenterna.se/>

Article: https://www.aktuellhallbarhet.se/alla-nyheter/debatt/studenter-universitetens-nyckelroll-i-omstallningen-forstarks-avcoronakrisen/?fbclid=IwAR1eHbIc4cPatk_D2OLRUlaW9kVKqozvpv61LW3mOt3y94kJQGxfOEvfXLY

Network meeting may 27:th: <https://www.facebook.com/events/333790587592603/>Contact: info@klimatstudenterna.se

CO2 calculations/budget

What tools are available to measure scope 2 and 3 emissions of HEIs? How do the signatories collect respective data? The Stockholm School of Economics has started with a more centralized purchasing policy (incl. travel booking) to get an overview in the first place, for calculation of the related emissions we need to use indices/proxies..

When CO₂-budgeting for each unit, is the roof the same for the academic departments as the administrative units?

Is every HEI doing their own GHG inventory or are methodologies shared between the participants of the framework?

Travels, flights, corona

Is there a plan to study the "corona effect" on travels (i.e. which travels are the crucial) together in the framework? I'm thinking of if we should have the same kind of questions etc. in the different universities.

I'd love to get in touch with humanities scholars from different insts wanting to discuss how to form research milieus and international networks w/o flying.

If any of you have done any survey about the reduced flying and digital meetings instead of physical meetings requiring traveling, please share it

Should be grate to use the same survey. At our University I feel its very important to focus on the direct climate impact. Its to easy to talk only about the indirect impact. Its simply not enough to be good at education ... we still need to focus on our own direct impact as an organization ,,

We are a group of students at SLU that, with support from a researcher, have initiated the idea to do a proper evaluation of how uni employees have experienced the new way of working during the corona pandemic. We want to answer the questions; what travel free alternatives worked better, equally good or good enough to replace business trips, and what activities could not be replaced with digital alternatives with maintained quality!

Considering the fact that ICT stands for 2% of total CO2 emission globally, is the new trend of video Conferences, using Zoom, Skype, mobiles etc, a viable way forward for academia to reduce climate change?

It depends how you look at travel though- business travel yes staff will be higher but your students particularly with our internationalisation strategies- those students effectively fly to and from university once if not more a year - this cannot be ignored in scope 3 as an impact

Several comments on a survey regarding Corona effect on research