

Climate Action Ranking 2024

**Climate Students Ranking of Swedish
Higher Education Institutions**



Summary

Climate change constitutes humanity's greatest crisis and requires rapid and global solutions. Sweden has signed the Paris Agreement and set a national target of net-zero emissions by 2045. However, based on today's progress, this goal will not be achieved unless ambitious measures are implemented urgently. As a high-income nation with historically high emissions per capita, Sweden should take a leading role in achieving these goals.

Sweden has many universities and university colleges that hold the knowledge and solutions for the climate crisis. The Climate Students therefore believe that these centers of knowledge should lead the way in climate action. To draw attention to this and encourage higher education institutions (HEIs), the Climate Students created the Climate Action Ranking, based on a questionnaire of HEIs' sustainability goals and work. The aim of this ranking is to highlight both strengths and shortcomings in the HEIs' climate work, put pressure on them, and encourage forward-looking and ambitious climate goals. The ranking has been carried out for five consecutive years and now contains three categories: 1) Flying emissions, 2) Goals and action plans, and 3) Goal achievement.

This year, a total of 21 higher education institutions participated.. Results were based on data from 2023. Linné University ranked the highest with 60 out of 100 points. Despite increasing awareness, flying emissions continue to rise for the majority of universities, highlighting the urgent need for innovative solutions and changes in academic practices. Although many universities have set targets to achieve net-zero emissions by 2045, they often lack short-term plans and strategies necessary to make these long-term goals attainable. Additionally, only a few universities have the infrastructure to monitor progress and make necessary adjustments. We believe that universities should lead the way towards a sustainable future and urgently call for bold and immediate actions to combat climate change from institutions across Sweden.

For questions about this report, please contact us at klimatstudenterna@gmail.com.

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1. Background and purpose

Global warming has surpassed 1.1 degrees compared to preindustrial levels, with apparent effects. To stay under the 1.5 degree target established by the Paris Agreement, urgent climate action is required. Sweden has committed to meeting the targets of the Paris Agreement, and has set its own national climate target to achieve net zero emissions of greenhouse gasses (GHG) by 2045, later followed by negative emissions. This goal is accompanied by a national 2030 milestone of a decrease in emissions of 63% compared to 1990-levels.¹

Higher education institutions (HEIs) have a central role to play in the climate transition in several meaningful ways. They are producers of the science and knowledge that is needed to inform climate change mitigation and adaptation efforts. HEIs are also tasked with ensuring that the knowledge they produce is spread to wider society through public outreach. Moreover, as politically independent institutions dedicated to research and knowledge, HEIs are uniquely positioned to implement emissions reducing measures in line with what climate scientists call for, thus to practice what they teach. With this background, the Climate Student was established in 2018 with the goal to assist HEIs in achieving a fast reduction, halving their emissions over the period 2019-2023. This would mean a reduction of around 15% per year, a goal that was not met. Climate Students Sweden argues that Sweden's HEIs have an increased responsibility to accelerate the mitigation of emissions in order to reach near-zero emissions by 2030. They have a responsibility to be leading actors in the climate transition.

HEIs must promote sustainable development and reduce direct, negative impacts on the environment, including GHG emissions. Additionally, 37 Swedish HEIs have adopted the 2019 Climate Framework for Higher Education Institutions (Klimatramverket)², which states that HEIs' emissions in 2030 should be in line with the Paris Agreement's 1.5 degree target. However, there is no official governance body that monitors HEIs' compliance with their obligations under the Climate Framework. The National Committee of the Climate Students Movement has carried out the Climate Action Ranking, based on work done by Swedish HEIs to reduce their direct emissions, every year since 2020 to fill this gap.

Students are very concerned about climate change and have increasingly demanded greater climate action. We have created this ranking to synthesize HEIs' commitment to climate goals and present it to students and the general public. With this ranking we aim to highlight which HEIs are making the most and the least progress and in which areas the most and least is being done to combat anthropogenic climate change.

2. Method

The ranking is based on a questionnaire distributed to 31 Swedish universities and university colleges, independent of their size or academic focus. This year's questionnaire built on those from previous years, with some changes based on input from HEIs and researchers.

Responses were scored using a points system designed to capture both quantitative and qualitative differences while ensuring standard evaluations. Participants were given one month to allow for detailed and comprehensive responses. We received a total of 21 responses, which were evaluated by

¹ Naturvårdsverket, 2023: Sveriges klimatmål och klimatpolitiska ramverk, (<https://www.naturvardsverket.se/amnesomraden/klimatomställningen/sveriges-klimatarbete/sveriges-klimatmal-och-klimatpolitiska-ramverk/>).

² SUHF, 2021 : Klimatramverket för Sveriges universitet- och högskoleförbund, (<https://suhf.se/app/uploads/2022/03/Klimatramverket-for-Sveriges-universitet-och-hogskolor-SUHF-2021.pdf>)

multi-person teams multiple times to ensure consistent application of our points system. Additionally, evaluators were prohibited from reviewing their own institutions.

2.1 The categories

The ranking was determined based on three categories: 1) Flying emissions per full-time employee, 2) Goals and action plans, and 3) Goal achievement. Flying emissions and Goal achievement each contributed 30% to the total ranking score, while Goals and action plans accounted for 40%. This weighting reflects the emphasis on Goals and action plans within the questionnaire to acknowledge that ambitious goal setting is crucial for driving a sustainable transition.

2.2 Flying emissions

Points for flying emissions were awarded according to emission levels, with lower emissions earning higher points. To facilitate comparison among HEIs of different sizes, emissions were measured in kilograms (kg) of CO₂ per full-time employee. The total flying emission shown in table 2, include the high-altitude effect. For those HEIs that provided their emissions without the high-altitude effect were adjusted with a Global Warming potential factor (GWP) of 1,7³. This adjustment reflects the enhanced impact on global warming from flying higher altitudes.

Emissions below 100 kg CO₂ per full-time employee in 2023 received maximum points, with points decreasing for every additional 50 kg CO₂ above this threshold. HEIs that have observed a decrease of flying emissions since 2022 have received additional points depending on the amount. The total points are then reported in the results. However, if the total is negative, the HEIs receive 0 points regardless of the extent of the negativity. This approach ensures that HEIs are penalized uniformly, even if the magnitude of their emissions increase varies. We justify this by asserting that any increase in CO₂ emissions should not be relativized; any rise, regardless of size, should be viewed as a step in the wrong direction and ranked accordingly.

Points per carbon dioxide emissions change % from year to year

-16%	25	-5%	7.8	+6%	-9.4
-15%	23.4	-4%	6.3	+7%	-10.9
-14%	21.9	-3%	4.7	+8%	-12.5
-13%	20.3	-2%	3.1	+9%	-14.1
-12%	18.8	-1%	1.6	+10%	-15.6
-11%	17.2	0%	0	+11%	-17.2
-10%	15.6	+1%	-1.6	+12%	-18.8
-9%	14.1	+2%	-3.1	+13%	-20.3
-8%	12.5	+3%	-4.7	+14%	-21.9
-7%	10.9	+4%	-6.3	+15%	-23.4

³ IPCC, Aviation and the Global Atmosphere: Table of contents.
 (<https://archive.ipcc.ch/ipccreports/sres/aviation/index.php?idp=64>)

-16%	25	-5%	7.8	+6%	-9.4
-6%	9.4	+5%	-7.8	+16%	-25

This year we included the change in flying emissions from previous years, which had been excluded in some prior years due to the pandemic's impact. This inclusion reflects societal recovery and its influence on increasing flying emissions by HEIs.

2.2.1 Limitation

We acknowledge the potential of measurement errors in this sector because aviation emissions are self-reported by HEIs. This presents a risk of varying calculation methods, which might make the results not entirely comparable. Additionally, smaller HEIs often lack the financial capacity to include flights booked without using a travel agency. Despite these measurement errors, the data remains relevant as it provides a baseline for understanding aviation emissions trends among HEIs and highlights general patterns and areas for improvement. It allows for the identification of outliers and best practices, fostering a culture of accountability and encouraging institutions to refine their reporting methods. However, in future reports, steps will be taken to address this issue, ensuring the rankings are as representative and accurate as possible. Recognizing these weaknesses is essential to fostering transparency and reliability in our work.

2.3 Goals and action plans

In this category, HEIs were asked to provide information on five areas: Total GHG Emissions, Business Travel, Energy Usage, Purchases, and Waste. Initially, Building Investments and Financial Investments were also included, but due to insufficient data and disclosure from the HEIs, these were excluded from the final ranking. These categories are aligned with the 2019 Climate Framework and address key leverage points for creating sustainable, near-zero emission universities.

For each category, the HEIs were asked the following:

- Do you have a goal for x?
- If you have a goal for x, how is it formulated?
- Do you have any milestones for achieving your goal?
- Does your HEI measure emissions (CO₂ equivalent) from x?
- Are there employees with clear ownership over the work towards the target, and in that case who/whom?

Some sections had additional questions, such as the proportion of energy consumption sources from renewable sources or the presence of fossil investments. Appendix 1 presents all questions from the questionnaire in their original Swedish format.

Each question carries a maximum point allocation. For instance, for the inquiry, “Does your HEI measure emissions (CO₂ equivalent) from x?” a single point was granted for affirmative responses, while negative responses received zero points. Throughout our assessment, responses equivalent to “Do not know” generated zero points. For goals of a qualitative nature, we assigned points based on rubrics elaborated below.

HEIs were awarded a point for having a goal irrespective of its quality. Additional points were awarded contingent upon the quality of goals, evaluated using the SMART methodology: Specific, Measurable, Achievable, Relevant, and Time-bound. Presented below are our definitions guiding the evaluation of stated goals and action plans, excluding achievability, which is addressed in the Goal Achievement section. Each goal was valued at one point.

- **Specific:** The goal must be detailed and explicit in what is the focus and by what metric it will be evaluated.
- **Measurable:** The goal must be quantifiable such that success or failure can be determined.
- **Relevant:** The goal must put the university in a position to be in line with near-zero emissions by 2045.
- **Timebound:** The goal must have a deadline for when it is to be achieved.

To achieve rapid reductions in emissions, universities and colleges must not only ensure high-quality goals but also consistently measure emissions across various sectors, regularly monitor progress, and designate personnel responsible for overseeing implementation.

Table 1 shows example answers and how they would have been graded.

Example response	Category	Potential Points	Rubric	Scoring
“For university wide emissions, University X will reduce total emissions by 50% by 2030 and 90% by 2040 from 2011 levels”	GHG goal	5	Specific: Detailed and explicit in the focus, says metric to be evaluated Measurable: Quantifiable so success can be determined	Have a goal: 1 Specific: 1 Measurable: 1 Relevant: 1 Timebound: 1 Award: 5
“University Z aims to reduce environmental impact from food waste”	Waste goal		Relevant: Puts HEI in line with near-zero emissions by 2045 Timebound: Has deadline	Have a goal: 1 Specific: 0 Measurable: 1 Relevant: 0 Timebound: 0 Award: 2
Example response	Category	Potential Points	Rubric	Scoring
“The university sustainability manager works with the landlord’s energy unit to ensure energy goals are met”	Energy work ownership	2	2: One/several specific persons responsible for environmental issues 1: Someone nonspecific and whose role is unrelated/delegated responsibility from rector	Specific and empowered individuals whose work responsibility is to implement the goal are involved Awarded: 2
“The rector is ultimately responsible for ensuring our GHG goals are met”	Work ownership		0: Rector/entire organization	The rector is assumed responsible for all goals but none of them specifically Awarded: 0

2.4 Goal achievement

In the Goal Achievement section, HEIs self-assessed their progress toward meeting their goals within the specified time frame, using a scale from 1 to 5, as outlined below. As there is a potential for inaccuracies and overly optimistic reporting, this question was accompanied by a follow-up inquiry asking for the rationale behind their assessment. This approach aimed to discourage inflated responses and allowed us to scrutinize the reasoning behind their self-assessment.

On a scale 1-5: How close are the HEI to reach the goal within the planned time frame?

1. The goal will not be achieved at all
 2. The goal will be achieved to some extent
 3. The goal will be halfway achieved
 4. The goal will be achieved to a large extent
 5. The goal will be completely achieved
- Do not know

A maximum of three points were allocated for responses indicating substantial progress toward goal achievement (rating 4 or 5). Both responses received the same number of points, as distinguishing a qualitative difference between them was deemed challenging. Two, one, and zero points were assigned to the remaining responses, including zero for "Do not know."

To ensure that the attainment of low-quality goals was not equally rewarded, we introduced a "bonus point" for goals that received a high enough score in the Goals and Action Plans section, as well as high goal achievement.

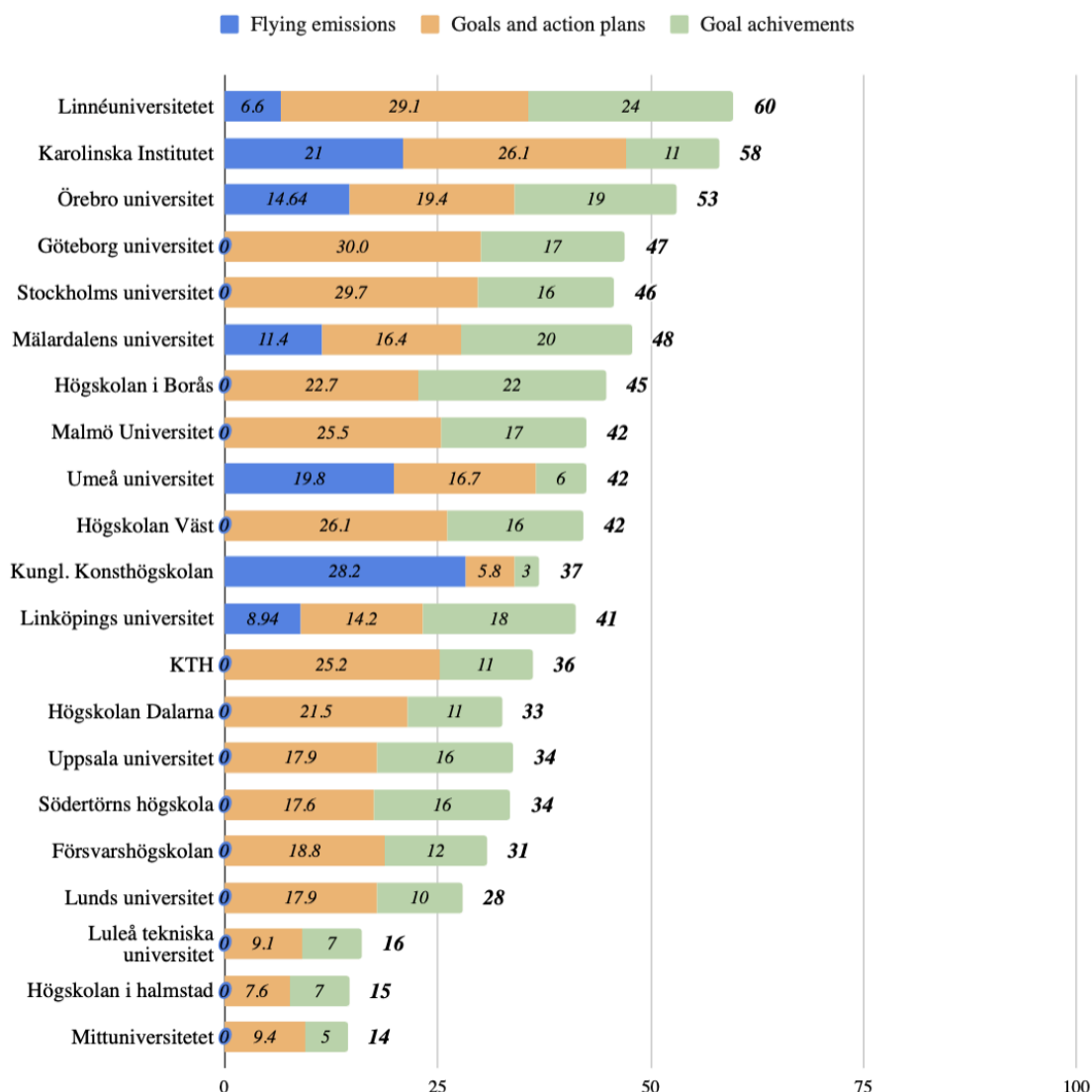
In calculating the total points for Goal Achievement, the number of goals was taken into account using the following formula:

$$\frac{\text{Number of subcategories with goals} + \text{Total points across all subcategories}}{\text{Number of subcategories} + \text{Number of subcategories with goals} * \text{maximum points per subcategory}}$$

This approach ensured that HEIs without goals in all subcategories were not penalized additionally in the Goal Achievement section but were primarily evaluated based on the attainment of the goals they had set.

3. Results

Climate Action Ranking 2024



Out of a maximum of 100 total points, the HEIs scored between 14 and 60 points. This year's flying emissions scores included the reduction compared to 2022. However, for many universities there was more than 15% increase in the emissions, hence 14 universities received 0 points in the flying emissions section. For Goals and action plans, scores ranged from 7.6 (Högskolan i Halmstad) to 30.0 (Göteborgs universitet), out of 40. For Goal achievement, scores varied from 5 (Mittuniversitetet) to 19 (Linnéuniversitetet and Högskolan i Borås), out of 30.

4. Discussion

This discussion section covers each of the ranking sections and presents key findings for HEIs and the public

4.1 Flying emissions

The most significant variation among the Higher Education Institutions (HEIs) was again in flying emissions, with Kungliga tekniska högskolan, Luleå tekniska universitet, Linköping universitet, Försvarshögskolan (Swedish Defence University), Göteborgs universitet and Lunds universitet showing the highest emissions.

This year, the evaluation of flying emissions included both the emissions and the reduction compared to 2022. As a result, 14 universities scored 0 points in this sector. Alarmingly, universities are continuing to increase their flying emissions, falling short of the goal to achieve net zero by 2045. However, two large universities, Karolinska Institutet and Umeå Universitet, successfully reduced their emissions by over 15%. Additionally, Kungl. Konsthögskolan, although its smaller enrollment, is recognized for an impressive reduction of over 50%. Table 2 below compares the per-employee per-year emissions for the available HEIs in 2022 and 2023.

Overall, the biggest emitters also showed an increase in flying emissions. The median change from 2022 indicates a 21.28% increase in emissions, signaling a full recovery to pre-COVID-19 flying behavior.

It is important to note that the emission factors used to calculate flying emissions have changed over the last few years, making year-to-year comparisons difficult and somewhat unreliable. In future reports, we aim to adjust our data gathering to focus on kilometers flown per employee. This will allow us to track the absolute reduction in kilometers traveled as well as emissions reductions, which depend on CO₂ calculations that can vary each year.

Flying in academia has been extensively discussed in various forums. Recently, Climate Students published a debate article, highlighting the need for HEIs to adhere to their own scientific principles.⁴ It emphasized the urgent need to reduce emissions where it is most cost-effective, with flying being one aspect that can and should be managed more wisely.

While there is consensus among scientists that carbon emissions need to decrease, changing travel habits remains challenging. Attending conferences and building personal connections are fundamental to current scientific practice. However, reducing academia's carbon footprint requires change. HEIs can implement fairer travel restrictions that support early career researchers while still reducing emissions. Additionally, we encourage HEIs to collaborate nationally and internationally on finding solutions, leveraging existing projects, and pioneering new ideas around business travel.

⁴ Aktuell Hållbarhet, 2024: "Om inte universiteten når sina klimatmål – varför ska då någon annan?" (<https://www.aktuellhallbarhet.se/miljo/klimat/om-inte-universiteten-nar-sina-klimatmal-varfor-ska-da-nagon-annan/>)

Table 2 compares 2022 and 2023 carbon dioxide (CO₂) emissions from the flying sector

Higher Education Institution	2022 kg CO ₂ per employee per year	2023 kg CO ₂ per employee per year	Change %
Göteborgs universitet	785	1207	53.75%
Luleå tekniska universitet	1069.3	1610.7	50.63%
Högskolan Dalarna	484.5	724.2	49.47%
Mälardalens universitet	352	368	4.55%
Kungl. Konsthögskolan	494	245.6	-50.28%
Södertörns högskola	559.3	668.1	19.45%
Högskolan i Halmstad	412.3	538.9	30.72%
Mittuniversitetet	489.6	652.1	33.19%
Högskolan Väst	392.7	496.4	26.41%
Uppsala universitet	652.8	888.8	36.15%
Stockholms universitet	871	1124	29.05%
Linnéuniversitetet	838.6	796.3	- 5.05%
Malmö universitet	408	625	53.19%
Örebro universitet	639.2	600.1	-6.12%
Karolinska Institutet	1179.8	807.5	-31.56%
Försvarshögskolan	1004.7	1428	42.12%
Linköpings universitet	1213.8*	1128.8	-7.00%
Kungliga Tekniska högskolan	1153	1744	51.25%
Umeå Universitet	1153	930	-19.34%
Högskolan i Borås	399	621	55.64%
Lunds Universitet	922	1204	30.59%
Total	15473.56	18408.3	21.28%

4.2 Goals, action plans, and goal achievement

We were satisfied to find that most of the HEIs either had a goal or alternatively a policy to decrease their **total greenhouse gas (GHG) emissions**. The universities that did not have action plan at all for total emissions were Luleå tekniska högskola, even though they are hoping an updated action plan is completed within the year, as well as Kungliga Konsthögskolan Högskolan i Halmstad, Linköpings Universitet, Försvarshögskolan, Örebro Universitet and Mittuniversitetet. Although most of these universities had complementary goals for specific sectors.

However, the quality of the goals varied. Many goals were formulated around Sweden's national climate goal as well as the Climate Framework (Klimatramverket)⁵ of being climate neutral by 2045, but were not ambitious enough to be in line with the accompanying national 2030 milestone of decreased emission by 63% compared to 1990-levels.⁶ Most of the universities that had milestones set the goal to decrease by 50% until 2030, only Lunds Universitet, KTH and Universitetet i Borås had goals with higher demands. In addition to this, only 4 out of the 21 HEIs estimate being on track to reach their goals either completely or to a large extent. Furthermore, 9 out of the 21 HEIs do not currently calculate total GHG emissions at all. Making regular calculations is important for locating the largest sources of emissions and areas for improvement, designing effective reduction policies, and being able to see if progress is being made.

Business travel is an area where all HEIs have a goal for flying and almost all have an overarching goal for all travel. Emissions are regularly being calculated from trips both with and without agency for almost all universities, making follow-up possible. The formulation of the goals varied, from merely aiming to decrease emissions, without any quantities or timelines being specified, to a complete fulfillment of the criterias of specificity, relevance, measurability, and time-boundedness. To our satisfaction 10 out of the 21 HEIs met these criterias, in comparison to last years 4 out of 23. Note that we this year counted the carbon emission net zero goal to 2045 as a relevant goal.

However, less than half of the HEIs estimate being able to meet their goals, either completely or to a great extent. As many as 13 out of the 21 HEIs instead observed increasing emissions from this sector since last year, which is discouraging progress. These measures are highly affected by the covid-19 pandemic and HEIs acknowledge the returns to pre-pandemic flying trends. A somewhat better comparison is therefore often calculated with the base year 2019. However, we can still determine that this regression is highly unfortunate, given that we have observed the institutional operations, along with the international and national collaborations, to have performed well during the pandemic years.

⁵ SUHF, 2021 : Klimatramverket för Sveriges universitet- och högskoleförbund, (<https://suhf.se/app/uploads/2022/03/Klimatramverket-för-Sveriges-universitet-och-hogskolor-SUHF-2021.pdf>)

⁶ Naturvårdsverket, 2023: Sveriges klimatmål och klimatpolitiska ramverk, (<https://www.naturvardsverket.se/amnesomraden/klimatomstallningen/sveriges-klimatarbete/sveriges-klimatmal-och-klimatpolitiska-ramverk/>).

* This measure is taken from the previous Climate Action Ranking 2023, Linköpings Universitet informed us that the emission factor has been updated which led to a sharp increase in 2023 measures and that the comparison from 2022 to 2023 could be misleading.

For **energy usage**, most HEIs rely on renewable energy sources and are striving to increase efficiency. This sector is where the most promising results are seen, to a large part due to Sweden's high percentage of renewables in the national energy mix. One standout in this sector this year as well is Örebro Universitet, which strives to decrease their energy usage per m² by 50% between the years 2000 and 2025 and have climate neutral operations on their premises by 2030. The university is making significant progress towards achieving the goal. We applaud universities on this important step, and we urge them to continue to focus on energy usage and work to reduce their energy demands and to maximize efficiency.

Purchasing is an area where HEIs performed poorly. Most HEIs have policies that make sustainability requirements part of procurement processes, but more overarching goals attempting to bring down emissions in a measurable and fast-paced manner are lacking. Moreover, most HEIs do not calculate their emissions for this area. Since purchases of goods and services represent one of the largest sources of emissions for HEIs, this is an area where large improvements are needed. Many HEIs point to the fact that there needs to be major progress made in the wider society for sustainably produced goods and services to be available for them to purchase. It is also noted that calculating emissions from goods can be complex, with limited resources often available for this purpose.

Most HEIs calculate the amount of **waste** from their premises and have accompanying goals to reduce these. The specificity of goals varied substantially with many simply stating that their goal is to decrease amounts of waste and increase recycling, while others focused on the residual waste and/or food waste. Others are more specific and detailed. Försvarshögskolan, Malmö universitet och Karolinska institutet are ranked best for goal formulation and goal achievement in this sector. Försvarshögskolan has achieved a remarkable 52% decrease in total waste, along with a 27% increase in recycled materials since 2019. Karolinska Institutet are close behind with a 48% decrease in total waste and a 10 % increase in recycled materials since 2019, while Malmö Universitet have measured a 35% decrease in their residual waste.

4.2.1 Limitations

In this year's report the financial investments and building investments were excluded from the total points by the difficulties in comparability between the universities. Almost all of the HEIs lack goals in these fields, with the exception of Stockholms Universitet, Lunds Universitet, Linköpings Universitet and Umeå Universitet for financial investments and a few more for building investments. Moreover, none of the HEIs comprehensively calculate emissions from their financial investments, making it impossible to assess achievements. Many universities acknowledge that they do not have full control over the operational premises and instead refer to the property owners, who are often Akademiska Hus.

However, the **financial investment** is particularly important since the fossil fuel industry still receives robust financing. Positively, almost all HEIs reported having no fossil investments, with the exception of Luleå tekniska högskola, Karolinska Universitetet and Högskolan Dalarna which were unaware of the matter. While it is very positive that HEIs have divested from direct fossil fuels, efforts to limit emissions from other investments must follow. Many of the universities were unaware if they were receiving research funding from fossil companies, while Stockholms Universitet were alone with confirming that they do. In addition, we urge HEIs to investigate where their funding is coming from and to cut ties with companies associated with the fossil fuel industry.

Furthermore, the **building investments** is also a relevant field. Akademiska hus is the largest property owner for HEIs and their goal is to be climate neutral by 2035⁷. Some HEIs report making demands on sustainability requirements in negotiations with Akademiska hus, while others maintain that emissions in this sector are outside of their control. A common policy for this area is that HEIs require environmental certifications for various new construction efforts.

Although we can acknowledge some HEIs for their ambitions, such as Göteborg University for having 100% of their premises environmentally certified and setting a goal of a 50% decrease in emissions by 2030. We also commend Stockholm University for its commitment to prioritizing individuals overseeing environmental efforts. They describe their climate action plan as decentralized, with various stakeholders across different levels. University leaders oversee an environmental council that adopts an overarching action plan, while the facilities department collaborates with landlords to reduce emissions from building investments. Within the collaboration with Akademiska Hus, a working group develops proposals for action regarding the property portfolio. Moreover, each institution and administrative department appoints environmental representatives to develop local environmental action plans, and environmental coordinators are assigned to different scientific areas to support their work.

4.2.2 Conclusion

Overall, many of the HEIs would benefit from more ambitious goals. To achieve this, HEIs should be learning from each other's best practices. While each context is slightly different, the responsible agents at each HEI, can produce exciting progress. As goals are translated into collaborative efforts, and these efforts are formalized into policies, the path to addressing these complex and entrenched issues becomes clearer. Climate Students Sweden maintains that HEIs can and should leverage the research conducted within their facilities to drive meaningful change. Through decisive action, we have the opportunity to fundamentally transform the academic landscape towards a sustainable future.

⁷ Akademiska hus 2021 : Klimat- och Energistrategi
(<https://www.akademiskahus.se/globalassets/dokument/hallbarhet/klimat--och-energistrategi-akademiskahus-21.pdf>)

Appendix

Underkategori	Fråga
Allmän	Vilket lärosäte representerar du?
Flygutsläpp	Vad är era flygutsläpp (både långa och korta resor) i kg CO ₂ per årsarbetskraft för år 2023?
	Vad var era flygutsläpp (både långa och korta resor) i kg CO ₂ per årsarbetskraft för år 2022 enligt det beräkningssätt ni använt år 2023?
Växthusgasutsläpp	Finns det ett mål för lärosätets totala växthusgasutsläpp? Om ja, hur är det formulerat?
	Har ni något etappmål för lärosätets totala växthusgasutsläpp?
	Mäts lärosätets totala växthusgasutsläpp? Om ja, vad är de totala växthusgasutsläppen (inklusive ev. resor som klimat-kompenserats för)?
	Finns det ansvariga med konkreta arbetsuppgifter som relaterar till att se över arbetet med målet? Om ja, specificera vem/vilka.
	På en skala 1-5: Hur nära är lärosätet att nå målet inom utsatt tid, enligt er bedömning?
	Förklara kortfattat hur ni gjorde bedömningen i föregående fråga.
Tjänsteresor	Mäts lärosätets utsläpp (CO ₂ e) från tjänsteresor bokade med resebyrå? Om ja, vänligen redovisa de totala utsläppen från tjänsteresor bokade med resebyrå.
	Mäts lärosätets utsläpp (CO ₂ e) från tjänsteresor bokade utan resebyrå? Om ja, vänligen redovisa de totala utsläppen från tjänsteresor bokade utan resebyrå.
	Finns det ett utsläppsmål för lärosätets utsläpp från tjänsteresor (inklusive eller exklusive flygresor)? Om ja, hur är det formulerat?
	Vid svar nej på föregående fråga, finns det ett utsläppsmål för lärosätets utsläpp från tjänsteresor i form av enbart flygresor och hur är det i så fall formulerat?
	Har ni något etappmål för lärosätets utsläpp från tjänsteresor, antingen för totala tjänsteresor eller endast flygresor?
	Finns det ansvariga med konkreta arbetsuppgifter som relaterar till att se över arbetet med målet? Om ja, specificera vem/vilka.
	På en skala 1-5: Hur nära är ni att nå målet inom utsatt tid?
	Förklara kortfattat hur ni gjorde bedömningen i föregående fråga.
Energianvändning	Beräknar ni utsläpp (CO ₂ e) från el?
	Beräknar ni utsläpp (CO ₂ e) från värme?
	Beräknar ni utsläpp (CO ₂ e) från kyla?
	Hur stor andel av er energiförbrukning kommer från förnybara källor?
	Har ni minskat er energiförbrukning per kvadratmeter jämfört med 2019 och i så fall med hur många procent?
	Finns det ett mål för lärosätets utsläpp från energianvändning? Om ja, hur är det formulerat?

Har ni något etappmål för lärosätets utsläpp från energianvändning?

Finns det ansvariga med konkreta arbetsuppgifter som relaterar till att se över arbetet med målet?
Om ja, specificera vem/vilka.

På en skala 1-5: Hur nära är ni att nå målet inom utsatt tid?

Förklara kortfattat hur ni gjorde bedömningen i föregående fråga.

Inköp

Beräknar ni utsläpp (CO₂e) från inköp av varor och tjänster?

Vid hur stor andel av lärosätets inköp ställdes miljökrav under 2023?

Finns det ett utsläppsmål för lärosätets inköp av varor och/eller tjänster? Om ja, hur är det formulerat?

Har ni något etappmål för lärosätets inköp av varor och/eller tjänster?

Finns det ansvariga med konkreta arbetsuppgifter som relaterar till att se över arbetet med målet?
Om ja, specificera vem/vilka.

På en skala 1-5: Hur nära är ni att nå målet inom utsatt tid?

Förklara kortfattat hur ni gjorde bedömningen i föregående fråga.

Byggnadsinvesteringar

Mäts lärosätets utsläpp (CO₂e) från byggnadsinvesteringar?

Hur stor andel av era byggnader är miljöklassade och/eller certifierade?

Finns det ett utsläppsmål för lärosätets byggnadsinvesteringar? Om ja, hur är det formulerat?

Har ni något etappmål för lärosätets byggnadsinvesteringar?

Finns det ansvariga med konkreta arbetsuppgifter som relaterar till att se över arbetet med målet?
Om ja, specificera vem/vilka.

På en skala 1-5: Hur nära är ni att nå målet inom utsatt tid?

Förklara kortfattat hur ni gjorde bedömningen i föregående fråga.

Finansiella Investeringar

Har ert lärosäte eller lärosätets kapitalförvaltare fossila investeringar?

Beräknar ni utsläppen (CO₂e) från era finansiella investeringar?

Tar ert lärosäte emot forskningsfinansiering företag som utvinner, raffinerar eller säljer fossila bränslen?

Finns det ett klimatmål eller en policy för att minska utsläppen från era investeringar? Om ja, hur är det formulerat?

Har ni något etappmål för att minska utsläppen från era investeringar?

Finns det ansvariga med konkreta arbetsuppgifter som relaterar till att se över arbetet med målet?
Om ja, specificera vem/vilka.

På en skala 1-5: Hur nära är ni att nå målet inom utsatt tid?

Förklara kortfattat hur ni gjorde bedömningen i föregående fråga.

Avfall

Beräknar ni mängden avfall som omhändertas från ert lärosäte?

Har mängden avfall minskat jämfört med 2019? I så fall med hur mycket?

Har andelen återvunnet avfall ökat jämfört med 2019? I så fall med hur mycket?

Finns det ett mål för att minska lärosätets avfall och/eller minska utsläppen från avfall? Om ja, hur är det formulerat?

Har ni något etappmål för att minska lärosätets avfall och/eller minska utsläppen från avfall?

Finns det ansvariga med konkreta arbetsuppgifter som relaterar till att se över arbetet med målet? Om ja, specificera vem/vilka.

På en skala 1-5: Hur nära är ni att nå målet inom utsatt tid?

Förklara kortfattat hur ni gjorde bedömningen i föregående fråga.

Övrigt

Komplettera gärna med en länk till era mål och handlingsplaner samt eventuellt andra klimatrelaterade dokument.

Utvärdering

Är det något i enkäten vi kan förbättra till nästa år eller vill du tillägga något annat?

Vilket lärosäte representerar du?