# CHECKLIST FOR ENVIRONMENTAL EFFORTS

Updated 2021-10-05 Anna Sandström

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| ABOUT THE CHECKLIST The checklist is a tool for use in working on the department/ division’s environmental impact. It is also a means of checking that environmental efforts follow the regulations and guidelines in effect at the University.  The checklist should be referred to on a regular basis and is also intended as a source of inspiration.  Green reps do not have to/are not supposed to carry out all the measures themselves. Checking the points below with individuals/roles at local level can support environmental efforts by identifying where action is needed.  Don’t forget to keep your head of department/head of division updated.  The checklist also illustrates the [Global Goals](https://www.globalamalen.se/) that can be met in each category. | GREEN REP’S ROLE The **most important tasks** included in the role of green rep are:   1. **Informing colleagues and department/division head**   Providing information about ongoing environmental work at the University. If staff do not know that the University is making efforts to reduce the climate impact of travel for example (in connection with the University’s environmental objectives), it is unlikely that those who do not actively consider this issue will help to achieve the objective.   1. **Pursuing environmental work at local level**   This involves different things in different parts of the University. Some make a lot of purchases, which can be made more environmentally sound, others do a lot of travelling. First take stock of your situation, then think about measures linked to UU’s environmental objectives and the tools and guidelines in this area.   1. **Thinking about how your own department/division can play its part**   To give one example, the Human Resources Division makes sure to inform new members of staff about the University’s environmental work, with the help of the environmental office. Another example is a department that ensures that all its students learn how to integrate sustainability in their future professional activities. How can your department/division specifically use its expertise to help?   1. **Providing feedback to the environmental office**   If something doesn’t work or if you have suggestions for improvements or other questions, please get in touch with [miljo@uadm.uu.se](file:///C:\Users\annsa550\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\L7L6N2SY\miljo@uadm.uu.se) |

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| INFORMATION AND COMMUNICATION |  |  |  |  |  |  |
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|  | **Yes, this is done** | **No/In part, action needed** | **Not applicable** | **What measures can be taken?** | **Own comments** |  |
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| * Do staff regularly receive environmental information, for example from green rep meetings and from the newsletters sent to green reps? |  |  |  | Suggestions for regular (e.g. monthly) communication activities to conduct:   * Have a standing item on the agenda for department/division meetings. * Create a notice board. * Send out a summary of relevant information in an email.   As far as possible, try to use established channels and raise the issues in settings where other important issues are discussed. | Klicka här för att skriva en kommentar. |  |
| * Are staff familiar with the following governance documents and guidelines and their implications for staff in their day-to-day work? Ask around at the workplace. |  |  |  | Arrange a meeting to tell all members of staff about these documents and what they mean. Alternatively, you could send out the documents by email or make the rules and guidelines visible in some other way. | Klicka här för att skriva en kommentar. |  |
| * Environmental Objectives and Action Plan |  |  |  |  |  |  |
| * Ongoing environmental initiatives and other current information. |  |  |  |  |  |  |
| * Guidance on green purchasing. |  |  |  |  |  |  |
| * Guidelines on handling of chemicals. |  |  |  |  |  |  |
| * Guidelines on waste management. |  |  |  |  |  |  |
| * Guidelines on business travel and meetings. |  |  |  |  |  |  |
| * Do the green rep and head of department/division regularly review the progress of environmental measures at the department/division and in the University as a whole? |  |  |  | Organise regular, perhaps monthly, review meetings between head of department/equivalent and green rep. Possible topics to raise at these meetings: what aspects of local environmental management are satisfactory/not so satisfactory? Link this review to the University’s environmental objectives and existing guidelines for activities. Pass on information from the latest green reps meetings and from the newsletters for green reps. | Klicka här för att skriva en kommentar. |  |
| * Do members of staff know where to find out more about the University’s environmental management? |  |  |  | Show staff where in the [Staff Portal](https://mp.uu.se/c/perm/link?p=869757) they can find more information about environmental work. | Klicka här för att skriva en kommentar. |  |
| * Is there a place or a procedure for members of staff to contribute tips, ideas and questions about local environmental efforts? |  |  |  | Create a forum, a virtual or physical bulletin board for local discussion of issues. One benefit is to provide input for the environmental representative to contribute to the next green reps meeting, or to raise with the department/division head. |  |  |
| * Do new employees receive environmental information as part of their induction? Ask the person at the department/division who is responsible for staff. |  |  |  | New employees need to know:   * What to do with their waste – take them around and show them where the containers for different types of waste are. Don’t forget the category of hazardous waste. * How to travel sustainably, e.g. where University bikes are located, how to obtain tickets for trains in Sweden, where to find local public transport cards and rail cards and how to borrow them, information about the University’s travel guidelines, how to book travel via the contracted travel agency. * How to make green purchases, refer to the [*Environmental advice on specific product groups*](https://mp.uu.se/web/info/stod/miljo/rutiner-och-riktlinjer/inkop-upphandling/miljotips?p_auth=SyW4RFMd&p_p_id=addbookmarkportlet_WAR_UUStartpageportlet&p_p_lifecycle=1&p_p_state=normal&p_p_mode=view&p_p_col_id=toolbar&p_p_col_pos=1&p_p_col_count=2&_addbookmarkportlet_WAR_UUStartpageportlet_javax.portlet.action=addBookmark)*.* * If chemicals are involved, include information on managing them and associated waste disposal, there are guidelines to help you in this. * Remind them about turning equipment off – computers, lamps and other machinery used at your department/division. * Show where the [guidelines and information](https://mp.uu.se/c/perm/link?p=869757) are for the above, what the University’s environmental objectives are and how they can help achieve these in their day-to-day work. Show them the [Action Plan for Sustainable Development](https://regler.uu.se/) as well. | Klicka här för att skriva en kommentar. |  |
| * Are the information activities for employees mentioned above offered in English as well for English-speaking members of staff? |  |  |  |  | Klicka här för att skriva en kommentar. |  |
| * Are efforts made to provide information digitally rather than on paper? (Such as compendia, brochures, reading lists, other information.) |  |  |  | If needed, staff at the [University Library](https://www.ub.uu.se/) (Carolina Rediviva) have courses on online resources and how to find digital alternatives to printed media. | Klicka här för att skriva en kommentar. |  |
| * Does any environmentally related information from your own department/division need to reach the students involved in your activities? |  |  |  |  |  |  |
| * Is there anything else the department/division could do to spread information about the University’s environmental work, reducing environmental impact or other environmentally relevant information? |  |  |  | Invite lecturers in areas that are relevant for your department/division to go into in greater depth.  If you do this, ensure diversity among invited lecturers/information officers. |  |  |

| REUSE AND WASTE |  |  |  |  |  |  |
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|  | **Yes, requirements met** | **No/In part, action needed** | **Not applicable** | **What measures can be taken?** | **Own comments** |  |
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| * Does the department/division have source separation for the following waste fractions? * Food waste. * Combustible waste. * Waste paper. * Packaging made of glass, metal, paper and plastic. * Batteries. |  |  |  | Contact the campus management office if any category is missing. Check with your line manager first. | Klicka här för att skriva en kommentar. |  |
| * Does your department/division need any additional fractions? Go round and look. |  |  |  | Contact the campus management office if any category is missing. Check with your line manager first. | Klicka här för att skriva en kommentar. |  |
| * Do staff know how to separate their waste and does the source separation system work? Ask the staff and make a visual inspection. |  |  |  | Carry out an information drive and contact the campus management office if anything is missing. For example, you need to have enough source separation stations with clearly labelled categories, including labels in English. If in doubt where to dispose of different types of waste, use the [Uppsala Vatten sorting guide](https://www.uppsalavatten.se/hushall/avfall-och-atervinning/kallsortering/sorteringsguide/). |  |  |
| * Are there any wastepaper baskets (baskets for mixed, non-separated waste) left in individual rooms? |  |  |  | Inform staff about the University’s targets for reducing the amount of unsorted waste and ask them to remove their wastepaper basket. Tell them about the waste separation stations. Get help from the cleaning staff and campus management office if necessary. |  |  |
| * Are there procedures for dealing with hazardous waste, such as batteries, fluorescent lamps, printer cartridges[[1]](#footnote-1) and electronics? |  |  |  | Find out how to deal with the waste and inform staff. | Klicka här för att skriva en kommentar. |  |
| * Are there procedures for reusing furniture etc. that is no longer needed at the department/division but could be reused elsewhere in the University? |  |  |  | Inform the staff about the following options for reusing clean, unbroken items and encourage them to make use of them.   * Post items that could be reused in the University’s [reuse forum in the Staff Portal](https://mp.uu.se/sv/web/uppsala-universitetets-aterbruk/oversikt). * Start a reuse shelf for smaller items locally at your department/division. * Sell/give away items that cannot be reused internally; there are rules about this in [the Staff Portal](https://mp.uu.se/web/info/stod/ekonomi/redovisningsfragor/redovisa-intakter/forsaljn-inventarier?p_auth=SyW4RFMd&p_p_id=addbookmarkportlet_WAR_UUStartpageportlet&p_p_lifecycle=1&p_p_state=normal&p_p_mode=view&p_p_col_id=toolbar&p_p_col_pos=1&p_p_col_count=2&_addbookmarkportlet_WAR_UUStartpageportlet_javax.portlet.action=removeBookmark&_addbookmarkportlet_WAR_UUStartpageportlet_entryId=98926924)*.* | Klicka här för att skriva en kommentar. |  |
| * Is there waste-related information for students using the same premises as your own department/division? |  |  |  | Consult the campus management office if an information drive is needed/feasible. |  |  |
| * Is there anything else you could do to reduce the environmental impact of waste from your department/division? |  |  |  | Use the [waste steps](https://www.uppsalavatten.se/hushall/avfall-och-atervinning/avfallstrappan/) to help you in your work.  **Prevent** – avoid creating waste. This can mean not buying things, e.g. choosing tap water at a conference rather than bottled water.  **Reuse** – perhaps something you no longer use could be just what someone else in the University needs? Or perhaps something can be mended rather than thrown away.  **Recycle material** – if something you have can’t be reused, the material it is made of should be recycled, e.g. old packaging, electronics or books.  **Recover energy** – if reuse or recycling is impossible, it may be possible to recover the energy contained in waste by incineration. Did you know that 70% of the combustible fraction in Uppsala Municipality still consists of packaging and food waste? We still have plenty to do in the steps above to avoid burning up resources.  **Landfill** – this means that waste is simply dumped in a tip and is the last step. As little as possible should end up here. What is placed here is what can’t be dealt with in the steps above. |  |  |

| PURCHASES |  |  |  |  |  |  |
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**Did you know that?**

The University’s environmental coordinator formulates environmental requirements in procurements where the procurement officer and environmental coordinator have decided this is relevant. This means that the University *has* suppliers that can offer green products. For framework agreements, see the University’s contract database.

| **Questions** | **Yes, requirements met** | | **No/In part, action needed** | **Not applicable** | **What measures can be taken?** | **Own comments** |  |
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| * Do staff know how to proceed when they need to buy a product or a service? | |  |  |  | Ask staff and refer to the [Staff Portal pages on ordering goods and services](https://mp.uu.se/c/perm/link?p=891338) | Klicka här för att skriva en kommentar. |  |
| * Do staff know how to make green purchases? Are there procedures for this? | |  |  |  | Ask staff and if there is a lack of knowledge and procedures, establish procedures for green purchasing. This can be done in part by following the steps below.   * Appoint a purchasing officer. * Inform this person how to make green purchases. Use the [*Environmental advice on specific product groups*](https://mp.uu.se/web/info/stod/miljo/rutiner-och-riktlinjer/inkop-upphandling/miljotips?p_auth=SyW4RFMd&p_p_id=addbookmarkportlet_WAR_UUStartpageportlet&p_p_lifecycle=1&p_p_state=normal&p_p_mode=view&p_p_col_id=toolbar&p_p_col_pos=1&p_p_col_count=2&_addbookmarkportlet_WAR_UUStartpageportlet_javax.portlet.action=addBookmark) in the Staff Portal. | Klicka här för att skriva en kommentar. |  |
| * Is green purchasing used for e.g. tea/coffee/ milk/fruit/office supplies/promotional products/printed matter/laboratory supplies/ work clothes/snacks for meetings/meals for meetings? | |  |  |  | Find out what is purchased and refer to the [*Environmental advice on specific product groups*](https://mp.uu.se/web/info/stod/miljo/rutiner-och-riktlinjer/inkop-upphandling/miljotips?p_auth=SyW4RFMd&p_p_id=addbookmarkportlet_WAR_UUStartpageportlet&p_p_lifecycle=1&p_p_state=normal&p_p_mode=view&p_p_col_id=toolbar&p_p_col_pos=1&p_p_col_count=2&_addbookmarkportlet_WAR_UUStartpageportlet_javax.portlet.action=addBookmark) to see what options are available. |  |  |
| * Are green products (energy-efficient, free from brominated flame retardants etc.) chosen when purchasing new technology? If you do not do your own purchasing, ask the function that does this. | |  |  |  | Use the [*Environmental advice on specific product groups*](https://mp.uu.se/web/info/stod/miljo/rutiner-och-riktlinjer/inkop-upphandling/miljotips?p_auth=SyW4RFMd&p_p_id=addbookmarkportlet_WAR_UUStartpageportlet&p_p_lifecycle=1&p_p_state=normal&p_p_mode=view&p_p_col_id=toolbar&p_p_col_pos=1&p_p_col_count=2&_addbookmarkportlet_WAR_UUStartpageportlet_javax.portlet.action=addBookmark). | Klicka här för att skriva en kommentar. |  |
| * Could the department/division coordinate purchases to reduce the number of deliveries? Internally or between departments/divisions? By campus? | |  |  |  | Consult internally in your department/division, or with the campus management office to see if any coordination of purchases is possible. Examples of good practice: the local ‘shops’ for office supplies at the English Park Campus or for laboratory supplies at the Rudbeck Laboratory. |  |  |
| * Do staff with expertise in various areas take part in relevant procurements? For example, people who often order food and snacks in procurement of catering services or people who order chemicals in procurement of chemicals supplies? | |  |  |  | Contact [the procurement and purchasing unit](mailto:upphandling@uu.se) and check on current and upcoming procurements for participation in reference groups. |  |  |
| * Is the use of plastic at the department/division kept to a minimum? E.g. disposables, bags, furniture etc. | |  |  |  | Eliminate the products you don’t need. If plastic is necessary, see if you can switch to products made from recycled plastic or renewable plastic (e.g. sugar cane plastic). For more information about plastic, see the information about the [jakten på plasten](http://http:/www.xn--jaktenpplasten-rib.se/slutseminarium-jakten-pa-plasten-innehall-och-material/) (plastic hunt) project that the University has participated in. |  |  |
| * Is there anything else your department/division could do to reduce the environmental impact of purchasing? | |  |  |  | Take stock of the purchases made and use your findings in further discussion of the issue.  Is it possible to buy services rather than products of your own? For example, the way the University does with coffee machines. Are there other areas where similar initiatives are possible? |  |  |

| TRAVEL AND MEETINGS |  |  |  |  |  |  |
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|  | **Yes, requirements met** | **No/In part, action needed** | **Not applicable** | **What measures can be taken?** | | | **Own comments** | |  |
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| * Do staff know about the guidelines on business travel and meetings? Do they follow the guidelines? |  |  |  | Find out whether the travel statistics (available from the contracted travel agents, Lingmerths), i.e. actual travel, match the intentions of the guidelines. | | | Klicka här för att skriva en kommentar. | |  |
| * Are the guidelines communicated to staff? |  |  |  | Seek the help of a human resources administrator and provide information about the guidelines. [*Guidelines on business travel and meetings.*](https://mp.uu.se/web/info/stod/miljo/rutiner-och-riktlinjer/tjansteresor?p_auth=vy6NtvhX&p_p_id=addbookmarkportlet_WAR_UUStartpageportlet&p_p_lifecycle=1&p_p_state=normal&p_p_mode=view&p_p_col_id=toolbar&p_p_col_pos=1&p_p_col_count=2&_addbookmarkportlet_WAR_UUStartpageportlet_javax.portlet.action=addBookmark) Try to provide information at the following times   * When travel is booked. * New appointments. * Staff information session.   Encourage   * Virtual meetings. * Flexible means of transport, i.e. rail one way, return by air. * Reduce the number of intermediate stops. * Rail travel only in Sweden. * Public transport, even abroad.   Link the information to environmental objectives in the area to make the connection clear to staff. | | | Klicka här för att skriva en kommentar. | |  |
| * Are there good local and regional conditions for staff to use public transport for business travel? |  |  |  | Contact a human resources administrator for help with the following.   * Acquire (for business travel purposes) UL card(s), SL card(s) and the SJ app. * Inform staff about these cards, the SJ app and bikes for borrowing, where they are and how to use them. * Spread information about the importance of planning meetings so that participants can travel by public transport, bike and other sustainable means. | | | Klicka här för att skriva en kommentar. | |  |
| * Do the staff have access to well-equipped company bikes and good conditions for cycling to and from work? Are there enough bikes? |  |  |  | Ask your campus management office for help if more company bikes are needed.  Check that the bikes have the necessary equipment (e.g. lights, helmets, waterproof clothing, adjustable saddles, tools and studded tyres).  It is also important that the staff are informed about what is available and the rules for borrowing bikes.  More tips are available at Uppsala Municipality’s website on the [Bike-friendly workplace](https://www.uppsala.se/kampanjsidor/cykelvanlig-arbetsplats/) initiative, which the University takes part in. | | |  | |  |
| * Are good conditions provided to travel to and from work by public transport, bike or on foot and are staff encouraged to do so? |  |  |  | Check with your head of department/division about the possibility of rewards for those who take public transport, cycle or walk, organise activities (e.g. pedometer challenges), local transport or Swedish railway rewards cards, or other ways of encouraging staff to take public transport, cycle or walk. | | | Klicka här för att skriva en kommentar. | |  |
| * Is the option of participating in conferences and meetings remotely always offered? |  |  |  | If you are organising a meeting or conference, make it easier for those who wish to participate remotely. If you are a participant, request the option of participating remotely, encourage your colleagues to do so too if it works.  Ask the [experimental classroom](https://www.blasenhus.uu.se/lokaler/lokaler/salen/) for help if you need to learn more about digital alternatives. | | | Klicka här för att skriva en kommentar. | |  |
| * When conferences are arranged by the University, do staff have the option of travelling to the conference by rail, bus or some other alternative to their own car? |  |  |  | Choose conference venues that can be reached by public transport and plan the programme so that the times are convenient for participants arriving by public transport. | | | Klicka här för att skriva en kommentar. | |  |
| * Is information provided to any guests about how to travel by public transport or bike and are good arrangements in place for this? |  |  |  | Draw up information about public transport options in Uppsala and send it to guests from elsewhere, preferably enclosing a ticket for suggested travel. | | | Klicka här för att skriva en kommentar. | |  |
| * Do students travel with the department/division? Do they receive information about how to minimise the environmental impact of their travel? |  |  |  | Check whether students receive information about alternatives. | | |  | |  |
| * Is there anything else your department/division could work on to reduce the environmental impact of your travelling? |  |  |  | Develop your travelling culture, start a discussion on travelling, perhaps some part of the travel could be carried out in a better way? How does the department/division go about reducing the environmental impact of travelling in general? Any other thoughts and ideas?  Tips!   * One department has adopted its own environmental objectives for travelling, which are tougher than the central objectives, so as to further reduce its travel. * One department has a local pot for paying the difference between air and rail travel if it is more expensive to travel by rail. | | |  | |  |
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| ENERGY |  |  |  |  |  |  |

  

|  | **Yes, requirements met** | **No/In part, action needed** | **Not applicable** | **What measures can be taken?** | **Own comments** |  |
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| * Is power-saving mode activated for machinery at night? |  |  |  | Check the department/division’s machinery to make sure it does not use energy unnecessarily. | Klicka här för att skriva en kommentar. |  |
| * Do the staff turn off the lights when they leave their rooms? |  |  |  | Carry out an information drive about turning off and shutting down. Often all you need to do is remind one another about this. Use the [Stoppa onödan](http://www.stoppaonodan.nu/) (Don’t need it? Stop it!) information campaign to help you. | Klicka här för att skriva en kommentar. |  |
| * Do the staff turn off their computers/screens at the end of the day? |  |  |  | Run an information drive. Plug in electronic equipment (computers, screens, adjustable desks) in a power strip with a switch to make it easy to turn off all equipment at the end of the day. | Klicka här för att skriva en kommentar. |  |
| * Are the computers at the department/ division set to power-saving mode? |  |  |  | Check the computers or ask an IT technician for help in checking over your computers to optimise energy consumption. | Klicka här för att skriva en kommentar. |  |
| * Are the students informed about measures they can take to reduce their energy consumption when they are on the University’s premises? |  |  |  | Run an information drive targeting students. Use the [Stoppa onödan](http://www.stoppaonodan.nu/) (Don’t need it? Stop it!) information campaign to help you. |  |  |
| * Is there anything else that could be done to reduce the environmental impact of energy use? |  |  |  | Bring in new thoughts and ideas from your colleagues. |  |  |

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| PREMISES |  |  |  |  |  |

    

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|  | **Yes, requirements met** | **No/In part, action needed** | **Not applicable** | **What measures can be taken?** | **Own comments** |
| * Are the premises used efficiently? I.e., are any rooms/spaces unoccupied? Are there any group spaces? Are these spaces used efficiently? |  |  |  | Talk with those who assign staff rooms/spaces and are responsible for common spaces. Perhaps more efficient use is possible so as not to create a need for extra space. | Klicka här för att skriva en kommentar. |
| * Is visibility given to environmentally related research conducted in the premises? |  |  |  | Run an information drive. Raising awareness of environmental issues can encourage staff to think more about these issues. | Klicka här för att skriva en kommentar. |
| * How well do the ventilation, heating and cooling work? |  |  |  | If the premises feel too warm, too cold or too draughty, ask the campus management office to look over the situation to minimise the environmental impact from heating, cooling or ventilation. |  |
| * Are the students involved in any efforts to optimise the use of premises? |  |  |  | This may involve group rooms, kitchenettes or other spaces relevant to students. Perhaps these spaces could be expanded by making use of unused offices or other rooms, or vice versa? |  |
| * Are there any other approaches that could reduce the environmental impact of building use? |  |  |  | Initiate discussion to bring in new ideas and thoughts. |  |

| LABORATORIES |  |  |  |  |  |
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|  | **Yes, requirements met** | **No/In part, action needed** | **Not applicable** | **What measures can be taken?** | **Own comments** |
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| * Do lab staff have sufficient knowledge to work in a way that will minimise the environmental impact of handling chemicals, waste management and use of disposables? |  |  |  | Establish contact with the department’s chemicals representative and work with them on this.  Run an information drive for staff and students who are going to be active in labs. This should include methods for reducing environmental impact, use of disposables, waste management and spillages.  This information can also be given to new employees at the department. The above topics could also be items for regular discussion at workplace meetings.  Make sure that information is available to English-speaking staff. For further information on how the University works with chemicals and guidelines on this, read more in the [Staff Portal.](https://mp.uu.se/c/perm/link?p=471011099) | Klicka här för att skriva en kommentar. |
| * Does the department attempt to reduce the use of chemicals where possible? |  |  |  | Ensure that procedures for purchases of chemicals are followed so that: environmentally hazardous chemicals are replaced (substituted) with more environmentally friendly alternatives, smaller packages are purchased and the chemicals are shared between different users. The chemicals management system KLARA is helpful in this connection. | Klicka här för att skriva en kommentar. |
| * Are there procedures at the department for clearing out old chemicals? |  |  |  | Establish procedures if none are in place. There should be a procedure for when someone finishes a project or their employment ends, as there may be leftover chemicals to deal with in such situations. | Klicka här för att skriva en kommentar. |
| * In the case of work using fume hoods, do the drains have raised edges to reduce spillage? |  |  |  | Work on a tray or fit a cover over the drain in the fume hood. Set up raised edges if there is no cover. A deep tray may be adequate. | Klicka här för att skriva en kommentar. |
| * When working in fume hoods, are the sashes lowered as far as possible? |  |  |  | Make sure the sash is always as low as possible, both while working and in between. Fume hoods may have automatic sashes and alarms for this. If necessary, put up signs to remind colleagues. |  |
| * Are chemicals stored safely with respect to people and the environment? |  |  |  | Ensure there is no risk of chemicals leaking to gutters and drains. Chemicals must not be stored in fume hoods. Chemicals must be stored to ensure that no unauthorised person can get at them. Remember that packaging ages, particularly plastic packaging. | Klicka här för att skriva en kommentar. |
| * Do students and research teams at the department receive information about how to reduce their environmental impact from laboratory activities? |  |  |  | Provide information about handling, storage and waste management of chemicals as part of introduction procedures for new students and research teams.  Include the procedure for reduced use of disposables if there is one and it is possible to do so. Do not forget: safety first! Where gloves are needed, they must be used and replaced after use.  Not all laboratory waste is hazardous waste. Go through what is what and make sure there are clearly labelled containers for the waste. | Klicka här för att skriva en kommentar. |
| * Are there any other approaches that could reduce the environmental impact of laboratory activities? |  |  |  | Initiate discussion on further work at the department. Measures to consider in this process:  Could the department switch from water cooling to air cooling? Take a life-cycle cost perspective into account.  Turn off instruments that are not in use.  Do not store materials at lower temperatures than necessary. Perhaps minus 70 is enough instead of minus 80? Check what is possible.  Keep refrigerators and freezers in good shape by dusting them and defrosting them (when necessary). Clear them out so that unnecessary quantities are not stored in them but be sure to fill them so as not to have several half-full freezers. Establish a procedure for doing this regularly.  Tips!   * Switch from vinyl gloves to nitrile gloves – better for people and the environment! * If you need a machine for one-off use, check with another department whether they have one you can borrow before buying anything. |  |

| SUSTAINABLE DEVELOPMENT |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |



|  | **Yes, requirements met** | **No/In part, action needed** | **Not applicable** | **What measures can be taken?** | **Own comments** |
| --- | --- | --- | --- | --- | --- |
| * Do staff know about the Action Plan for Sustainable Development? |  |  |  | Tell staff about the plan at a meeting of all members of staff. Another possible approach is to send out the plan by email or call attention to it in some other way. | Klicka här för att skriva en kommentar. |
| * Does the department work on integrating sustainability perspectives into the education it provides? |  |  |  | Ask the disciplinary domain board/faculty board for help in this where necessary. | Klicka här för att skriva en kommentar. |
| * Do doctoral students and researchers receive support in integrating sustainability perspectives into their research? |  |  |  | Ask the disciplinary domain board/faculty board for help in this where necessary. |  |
| * Do teachers receive support in integrating sustainable development in their teaching? |  |  |  | Ask the disciplinary domain board/faculty board for help in this where necessary. |  |
| * Do study and career counsellors receive information about opportunities to include sustainable development in educational programmes? |  |  |  | Ask the disciplinary domain board/faculty board for help in this where necessary. | Klicka här för att skriva en kommentar. |
| * Are students integrated into the development of this work? |  |  |  | Book a meeting with students and have a discussion on how this work can be developed at the department. | Klicka här för att skriva en kommentar. |
| * Is there anything else you could do to enhance the work on sustainable development at your department/division? |  |  |  | Invite your colleagues to a discussion on these issues. |  |

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1. Not all printer cartridges are classified as environmentally hazardous. [↑](#footnote-ref-1)