

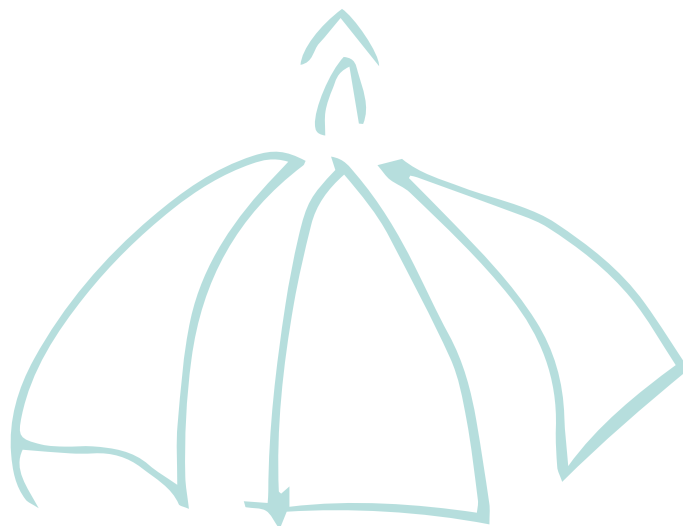


RECOMMENDATION REPORT

Climate Assembly 2024



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A GUIDE TO THE REPORT

This report presents the work and recommendations of the Climate Assembly of the Faculty of Social Sciences (SAMF) at the University of Copenhagen (UCPH). The report also describes the backdrop to the decision to set up a Climate Assembly at SAMF and an account of the sortition, working methods and process of the Climate Assembly. The report is divided into four parts:

The first part is an introduction to the Climate Assembly, the remit, the recruitment of members, the composition of the Climate Assembly and an introduction to the members.

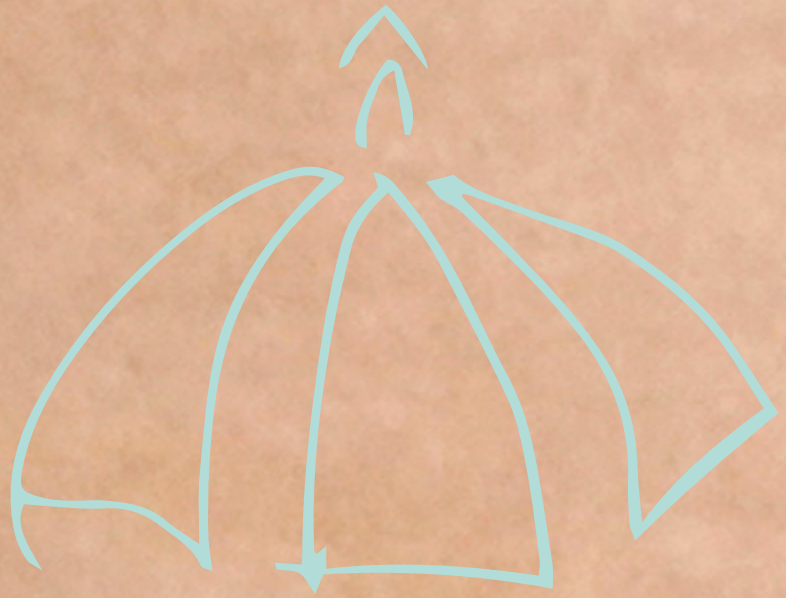
The second part was written and developed by the members of the Climate Assembly. It contains their vision for SAMF, their guiding values and their recommendations within five core areas of change: the role of SAMF in the green transition, research and education, buildings and facilities, travel and mobility, and sustainable consumption. Each core theme contains several recommendations. Each core theme contains several recommendations that a large majority supports. For each recommendation, the percentage of members who supported the recommendation in the final vote is indicated with a grey number.

The third part contains statements from the organising groups of the Climate Assembly: the Expert Group, the Impact Group and the third-party secretariat, We Do Democracy.

Finally, the fourth part outlines the working process of the Climate Assembly as well as the input and methods of each meeting.







BACKGROUND OF THE CLIMATE ASSEMBLY

If we are to achieve the green transition, all sectors and systems must be rethought. This also applies to the University of Copenhagen (UCPH) with its 50,000 employees and students, which is roughly equivalent to a small municipality. UCPH has a goal of reducing the University's CO₂ emissions by 50% by 2030 compared to 2018. In line with UCPH's focus on participation and behaviour, the Faculty of Social Sciences (SAMF) decided to launch a Climate Assembly consisting of staff and students at SAMF. The Climate Assembly was tasked with considering how SAMF can achieve a 50% reduction by 2030 as well as with critically and ambitiously considering SAMF's role in the green transition, both within and outside UCPH.

The Climate Assembly draws on the methods of the citizens' assembly, a facilitated deliberation process where a group of citizens can access independent knowledge and data, listen to different perspectives and assessments and scrutinize the remit on an informed basis. The Climate Assembly differs from a citizens' assembly in that its members are not first and foremost citizens, but members of the organisation that initiated the Assembly.

The members who were chosen at random met at four closed meetings and one open meeting (for the rest of the University and the public). 23 hours meeting-time. Consequently, the members have spent a total of approximately 630 working hours or 26 working days altogether.

The question posed to the Climate Assembly by the Dean's Office at SAMF is as follows:

We need your help to recommend and prioritise (1) how SAMF should reduce its CO₂ emissions and (2) ensure that SAMF actively contributes to society's green transition.

The Dean's Office has promised to respond to the recommendations through the Assembly mandate, wherein the Dean's Office promises to process recommendations within the appropriate bodies. They will also account for the extent to which the recommendations are implemented within the first three months and again after 12 months.



MANDATE

The mandate ensures that there is a clear agreement between the decision-makers (the Dean's Office) and the members of the Climate Assembly. The mandate defines the room for manoeuvre of the Climate Assembly and the obligations of the Dean's Office towards the Assembly. A mandate can have different degrees of strength depending on what the decision-makers commit to. For the Climate Assembly, the mandate reads as follows:

- The Dean's Office mandates the Climate Assembly to prepare impartial recommendations relating to the core task of the Climate Assembly.
- The Dean's Office is obliged to ensure that the recommendations are processed, and that the appropriate bodies investigate the possibility of implementing the recommendations.
- In connection with the processing of the recommendations, the Dean's Office is obliged to account for how recommendations are followed or not followed and in this context explain why they are followed or not followed.
- The Dean's Office will present and process the recommendations in relevant bodies (e.g. Faculty collaboration committee(FSU), Faculty Management Team(FLT), the Climate and Sustainability Committee at SAMF and the Academic Council) and in this connection, account for how the recommendations are followed or not followed.
- The Dean's Office commits to working with FLT on deciding how the recommendations should be incorporated into SAMF's next goal and action plan.
- The Dean's Office commits to investigating whether the Climate Assembly method can be used to ensure the involvement of staff and students in other areas.
- The Dean's Office is obliged to provide two status reports no later than three and 12 months, respectively, after receiving the recommendations.

WHAT THE READER SHOULD KNOW

From start to finish, the recommendations of the Climate Assembly are the members' own words and represent their response to the dilemmas discussed at the Assembly meetings. As such, they are a unique window into the concerns of a representative sample of staff and students at SAMF. The Climate Assembly was tasked with developing recommendations for how SAMF should lower its CO₂ emissions and what its role should be in the green transition at UCPH and in society in general. The remit and questions posed to the Climate Assembly offered many opportunities to delve into different themes and initiatives.

Therefore, it is important to emphasise that the recommendations and initiatives of the Climate Assembly are neither exhaustive nor absolute answers to such a complex issue as the role of research and knowledge institutions in transitions in society. The recommendations are based on the members' knowledge, values, hopes and dreams for the future.

RECRUITMENT AND SORTITION

All staff and students were invited to participate in the Climate Assembly. Together, the third-party secretariat, the independent market research company Analyse og Tal and SAMF chose three selection criteria for the sortition:

1. The composition of the Climate Assembly should reflect the gender distribution of the Faculty.
2. A balance between staff and students should be sought, as the two groups have different affiliations with the Faculty and thus different perspectives on climate action.
3. Finally, the distribution of departments and centres at the Faculty should be considered to ensure that all parts of the Faculty are represented in the Climate Assembly.

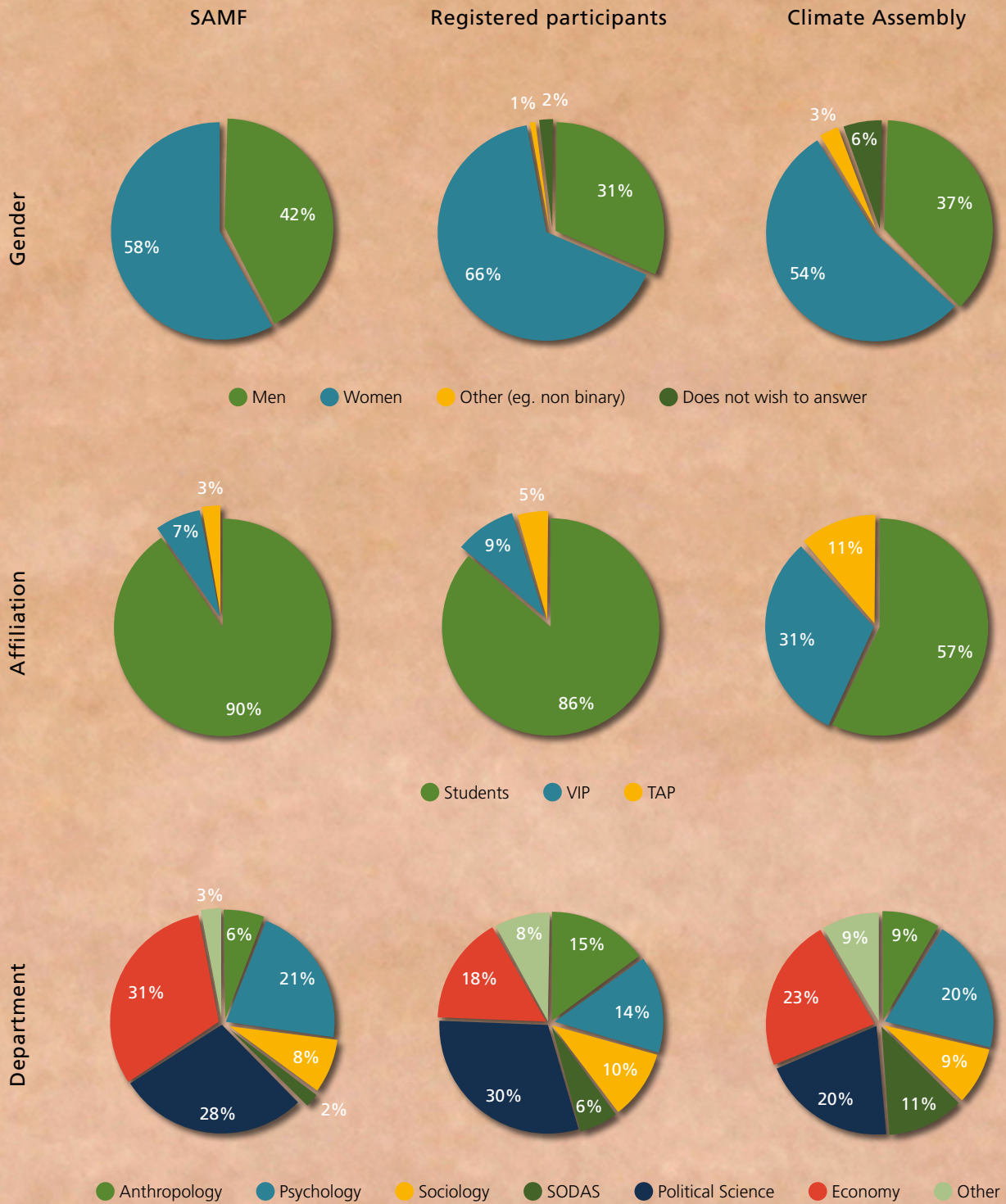
A total of 242 staff and students volunteered for the Climate Assembly, corresponding to 4% of the staff and student population at SAMF. From this group, 36 individuals were selected through stratified lottery by Analyse og Tal. During the work of the Climate Assembly, one person left the Assembly as she changed employer.

Distribution of staff and students

Traditionally, the composition of a citizens' assembly shall reflect the population distribution on parameters such as gender, age and other factors relevant to the issue at hand. In the case of climate action at SAMF, it was deemed relevant to distinguish between staff and student members. As the two groups have different workdays and affiliations with the Faculty, they will be affected in different ways by future decisions in this area.

Therefore, it was decided that the composition of the Climate Assembly should not reflect the actual distribution of staff and students at the Faculty (10% staff and 90% students), but should allow the two groups 45% and 55% of the 36 seats, respectively. This was done to achieve a balance between the two perspectives, while taking into account that students make up the largest group at the Faculty.

COMPOSITION OF THE CLIMATE ASSEMBLY



MEMBERS OF THE CLIMATE ASSEMBLY



Agnete Vienberg Hansen
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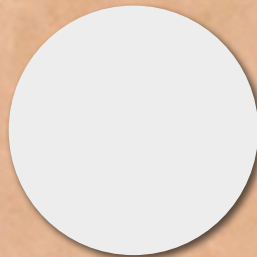
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Head of Study administration
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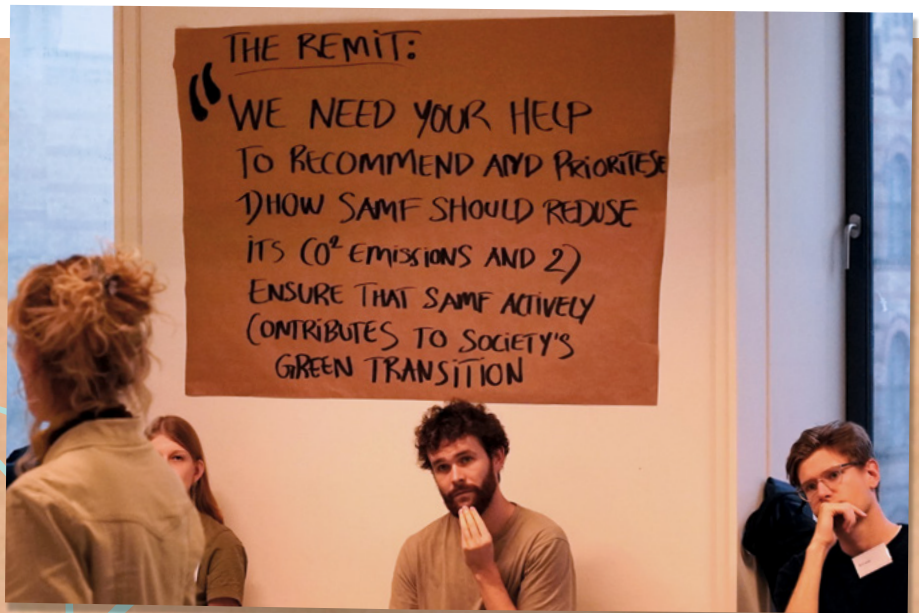
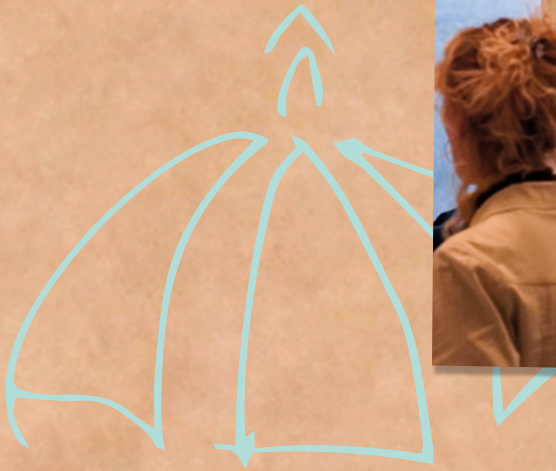


Zoe Horlacher
PhD Fellow
SODAS



Has opted to be anonymous
Student
Department of Sociology





RECOMMENDATIONS OF THE CLIMATE ASSEMBLY

PREFACE

We are a group of staff and students from different departments of SAMF. We are diverse in gender, age and profession. We all work or study at SAMF, and we share an ambition to create a more sustainable campus and more sustainable study programmes with a view to impacting on the green transition in society. The thoughts and recommendations presented in this report are rooted in the fundamentals of academia, which includes preserving academic freedom and providing up-to-date, necessary knowledge.

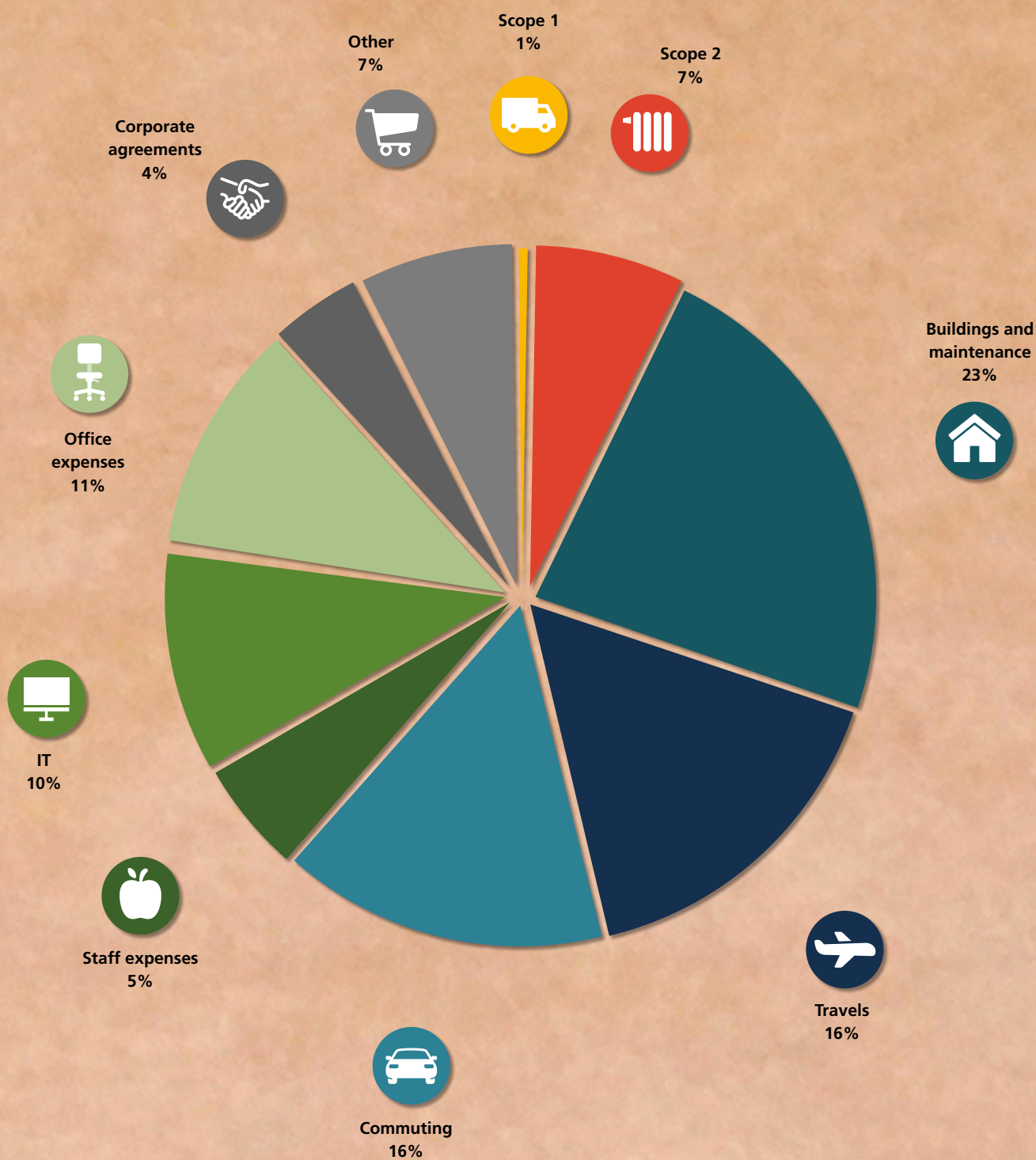
We have gathered knowledge and inspiration from researchers and contributed our own experiences and insight from our work and studies. However, we have not been selected for our expertise in sustainability. Instead, we have been selected because we represent the diversity that exists at SAMF.

Therefore, we hope that our recommendations will be received as a call for responsibility – the responsibility of SAMF as an organisation to consider sustainability in practical and strategic decisions at the Faculty to a greater extent.

We encourage you to be inspired by our recommendations to think outside the box in the strategic direction set by the recommendations and not allow yourself to get stuck on practical details that cannot be done.

We would like to thank the management of SAMF for asking for recommendations for the important task of reducing our carbon emissions and ensuring that SAMF actively contributes to society's green transition.

We hope that everyone working on sustainability and the green transition at SAMF will be inspired by our recommendations, which should also be seen as an invitation to discuss behaviour and education with the Faculty.



READING GUIDE

Our remit is divided into two parts. The first part – “We need your help developing prioritised recommendations for how SAMF can reduce its CO₂ emissions” – has an internal focus. In answering this part of the remit, we have focussed on the challenges facing the Faculty and the solutions for which we have found general support. Our recommendations can be read in sections 3, 4 and 5 and describe how SAMF can reduce its carbon footprint from transport and travel, buildings and facilities and our consumption in general. These focus areas represent the largest share of SAMF’s total carbon footprint.

The second part of the remit “We need your help to recommend and prioritise how SAMF actively can contribute to society’s green transition” – focusses on SAMF’s role in society. In answering this part of the remit, we have taken both a visionary and a more concrete approach to how SAMF can take an active role in society’s green transition and implement a greater focus on climate change and the green transition in research and education.

As a framework for the recommendations, we have formulated a vision for the general behaviour of SAMF in the green transition. This vision is followed by four guiding principles. The principles have guided our recommendations for both parts of the remit but may also guide future decisions.

VISION FOR SAMF’S ROLE IN SOCIETY’S GREEN TRANSITION

Our vision is to make SAMF a role model for society and to lead a paradigm shift towards a sustainable and equitable future. As a university, we acknowledge the pressing need for transformative action on environmental challenges and societal shifts of tomorrow. We envision a future where SAMF’s role in society is to catalyse substantial change.

We aspire to be a beacon of progressive change, fostering a community of conscientious decision-makers who transcend traditional norms and inspire global solutions. SAMF will serve as a dynamic platform for nurturing not just academic excellence, but a deep-rooted commitment to sustainable living and societal well-being.

We aim to supply SAMF students with values of conscious decision-making and equip them with the skills and mindset necessary to combat the climate crisis. Through empowerment, agency and a commitment to action, we hope that our graduates will drive substantial societal change, serving as ambassadors of sustainability in diverse fields worldwide.

SAMF will evolve into a Living Lab for Social and Environmental Solutions, embracing experimentation and providing resources for collective action. We recommend an integration of ecological impact considerations into every facet of our operations, establishing rules and recommendations, support mechanisms and dedicated centres to nurture staff and student involvement in green initiatives.

Guided by principles of social and collective responsibility, earthly care and connectedness to nature, we aim to be a paragon of green leadership in the academic realm. We recognise that our role as a major institution demands proactive measures to initiate structural change, inspiring a ripple effect of eco consciousness across academia and society.

Furthermore, SAMF seeks to be an example of democratic engagement, fostering a community where diverse voices are heard and respected.

Our initiatives, such as the SAMF Green Action Centre and Green University Network, aim to bridge the gap between academia and society, enabling knowledge dissemination and collaborative efforts for a sustainable future. As a university one must have the courage to try new things, even though they may fail – one can only discover by walking down new, unproven paths.

In sum, SAMF's vision is to be a transformative force, igniting change within and beyond academic boundaries. Through education, innovation and collective action, we aspire to lead by example, inspiring a global movement towards a more sustainable, just and environmentally conscious society.

This vision is supplemented by four guiding principles, which are also implemented in the recommendations.

GUIDING PRINCIPLES FOR SAMF'S GREEN AMBITIONS AND EARTHLY CARE

In the Climate Assembly, we have repeatedly considered what we, across staff and students, departments, and generations, believe should be the cornerstones of SAMF's green transition. This work has resulted in four guiding principles, which you can read below. It is important that we as a faculty have clear principles to guide us when we make decisions and set priorities. It has not been an easy task to agree on the four guiding principles, and we fully understand the difficulties decision-makers can face. We hope that our principles will guide the management in making difficult decisions and working on the faculty strategy, and that they may set a clear direction in the development of SAMF, which is supported by both staff and students in the Climate Assembly.



Well-being

SAMF should foster resonance between the ambitions of the green transition and individual and collective well-being. This entails supporting a culture change where we create new ways of thinking about and living good lives. SAMF should aspire to be an open-minded workplace, welcoming diversity and supporting collective efforts for change.



Social and collective responsibility

SAMF should embrace sustainability as a key guiding principle for all aspects of the Faculty's activities. This involves all categories of university staff as well as the entire student population. It concerns all administrative, educational and scientific dimensions of the Faculty. It is essentially a collective endeavour.



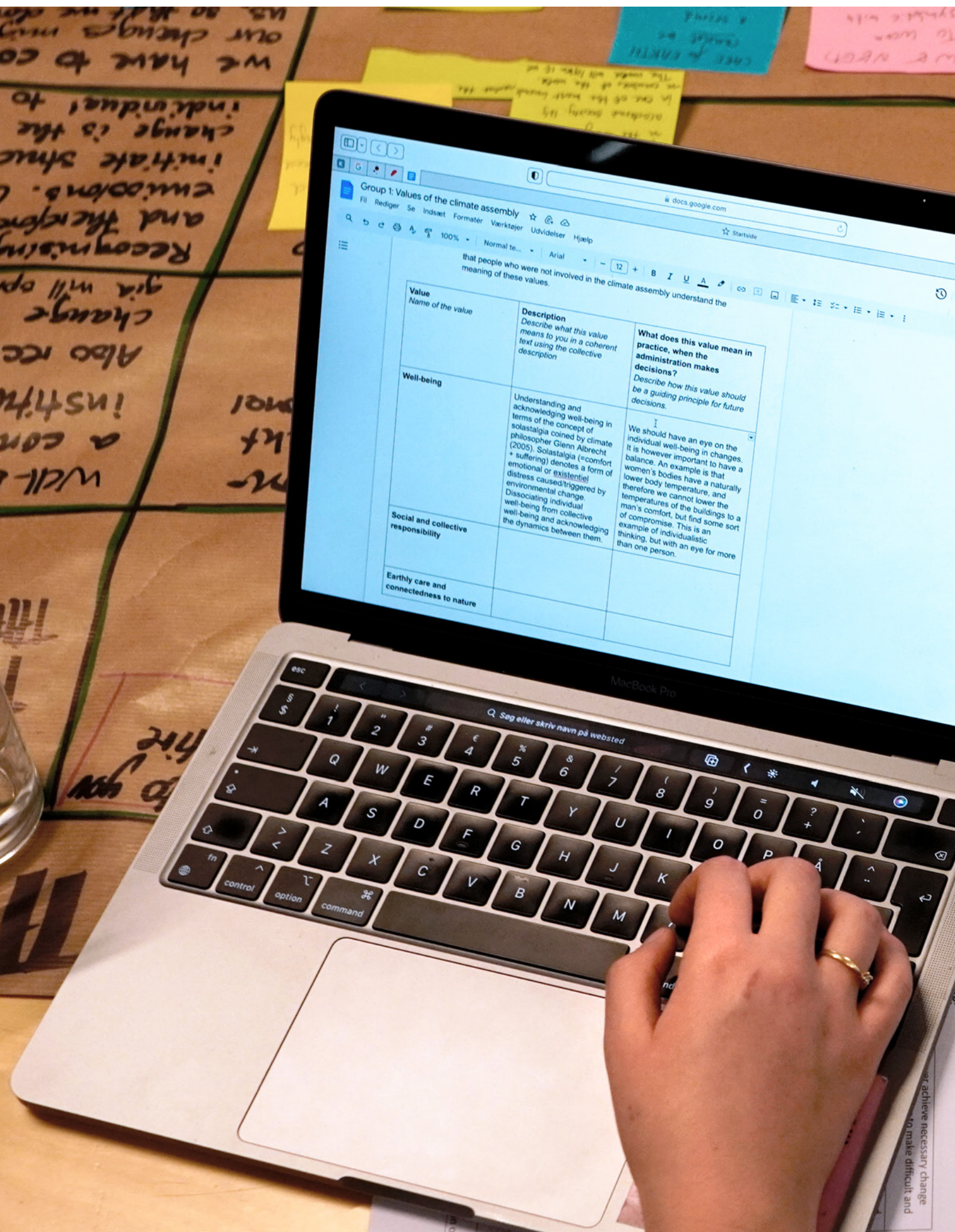
Earthly care and connectedness to nature

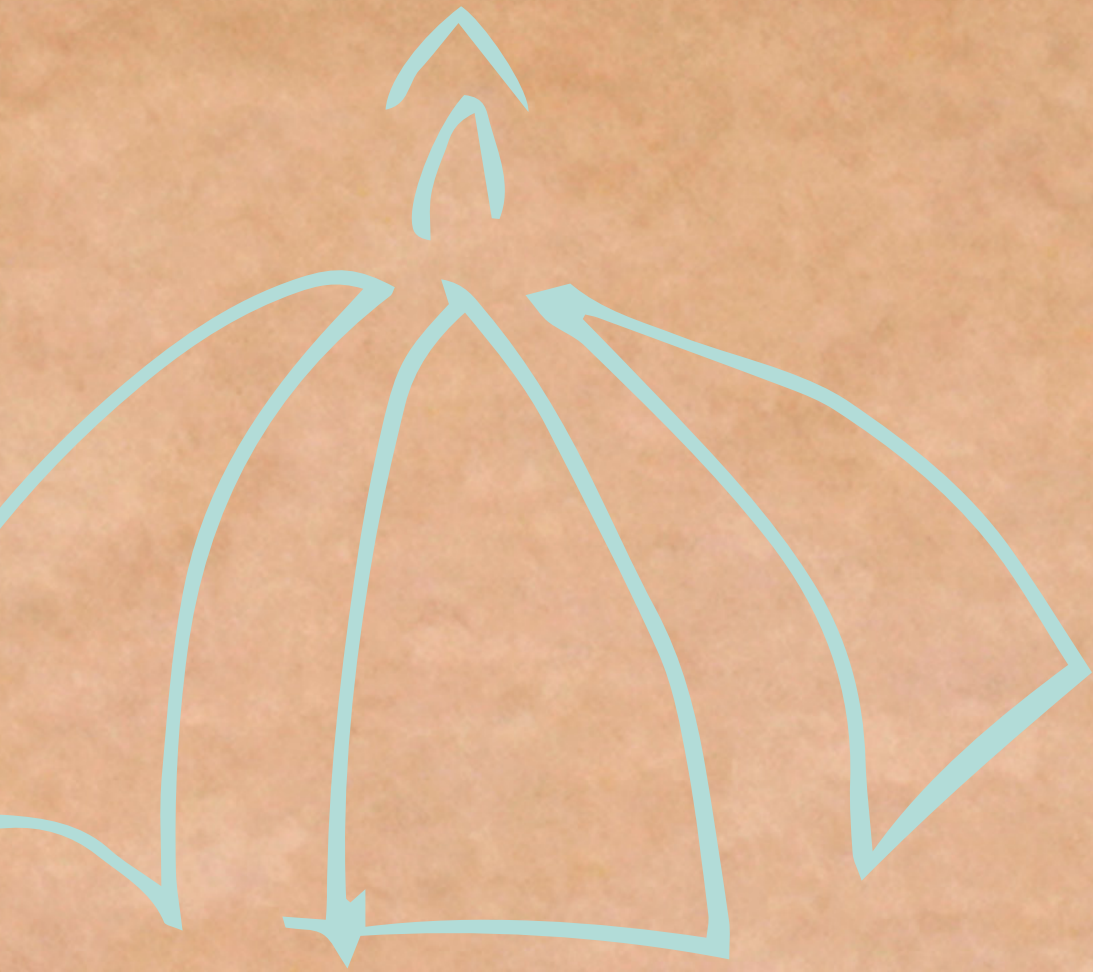
SAMF should conduct research and education that contribute to visionary processes of change towards a green society. It is imperative that these efforts sustain a high level of internationally recognised academic and educational standards. This involves collaboration across all scales of the organisation and the will to engage with new collaborators.



Embracing trade-offs

SAMF should take responsibility for combating climate change on an institutional level through ambitious policies and initiatives. It is important to acknowledge that these changes will entail trade-offs. These may necessitate the abandonment of some practices while cultivating earthly care and connectedness to nature.





RECOMMENDATIONS

- 21 1. **RECOMMENDATIONS FOR SAMF'S ROLE IN SOCIETY'S GREEN TRANSITION**
- 1.1. Create sustainable living labs at SAMF
 - 1.2. Set a solid ground for change
 - 1.3. Monitor and evaluate SAMF's sustainability Performance
 - 1.4. Establish a Green Action Centre at SAMF
 - 1.5. Design SAMF as a green village
 - 1.6. Join and contribute to green university networks
 - 1.7. Support researchers in engaging in the public Debate
- 25 2. **RECOMMENDATIONS FOR GREEN RESEARCH AND EDUCATION**
- 2.1. Implement a basic (mandatory) ecological education for all students at SAMF at the bachelor level
 - 2.2. Celebrate and incentivise green research
 - 2.3. Create a seminar series communicating frontline research on the green transition
 - 2.4. Make it mandatory for courses capable of including knowledge and methods about ecological and green transition approaches to do so
 - 2.5. Collaborate with the Department of Food and Resource Economics (IFRO)
 - 2.6. Create more opportunities for students to go further in to green and ecological research
 - 2.7. Foster green research and recruit capable researchers within this field
- 29 3. **RECOMMENDATIONS FOR BUILDINGS AND FACILITIES**
- 3.1. Better usage of buildings and facilities
 - 3.1.1. Optimise campus space usage
 - 3.1.2. Improve student facilities
 - 3.1.3. Establish flexible work space designs and collaborations
 - 3.2. Reduce, reuse and recycle buildings and Facilities
 - 3.3. More flexible buildings and facilities
- 33 4. **RECOMMENDATIONS FOR TRAVEL AND MOBILITY**
- 4.1. Make data on travel-related carbon emissions Available
 - 4.2. Establish an inter-institutional travel fund at the Faculty
 - 4.3. Install minimum requirements for business travel across departments
 - 4.4. Limit physical attendance at conferences and promote online attendance
 - 4.5. Create guidelines for inviting international researchers to SAMF
- 37 5. **RECOMMENDATIONS FOR SUSTAINABLE CONSUMPTION**
- 5.1. Transition to sustainable consumption in the Canteens
 - 5.1.1. Reduce the amount of disposable tableware in all Campus canteens
 - 5.1.2. Use a concept like Too Good To Go (if/when possible)
 - 5.1.3. Promote seasonal and local products
 - 5.1.4. Differentiate prices according to carbon Footprint
 - 5.1.5. Make the vegan option more appealing than the meat option
 - 5.2. Create local sustainable communities at SAMF
 - 5.2.1. Encourage sustainable communities
 - 5.2.2. Encourage recycling and buying second-hand goods
 - 5.2.3. Reduce the use of paper for compendiums
 - 5.3. Introduce more sustainable waste management
 - 5.3.1. Introduce deposit systems
 - 5.3.2. Establish dialogue on garbage sorting
 - 5.4. Bring in more art as practice and as a source of inspiration for possible futures and changemaking





RECOMMENDATIONS FOR SAMF'S ROLE IN SOCIETY'S GREEN TRANSITION

Major changes are required if SAMF is to play a role in society's green transition. We recognise that the realisation of these recommendations require resources, courage and determination from the management as well as from the rest of the Faculty and the student body. We have focussed on the following challenges:

- Lack of courage based on fear of potential backlash, which hinders the implementation of impactful and necessary initiatives.
- Financial constraints that hinder further progress, while rigid organisational structures slow down adaptation processes.
- Finding a delicate balance between greening, welfare and education adds another layer of complexity.
- Internal conflicts of interest and future reforms from above change our organisation and structures.
- An imminent move to South Campus.

Despite the many challenges, we believe that it is important that SAMF takes decisive steps towards playing a greater role in society's green transition. We recommend:

1.1. Create sustainable living labs at SAMF · 94%

We recommend creating sustainable living labs to support the development of green initiatives and experiments.

We recommend that SAMF makes adequate resources and support available to groups for collective action. This initiative is inspired by the living labs in connection with the UCPH Green Solutions Center: 'Living labs can either be physical or virtual organisations or real-life environments (...) The goal is often to create a common solution, a prototype and test it in preparation for a larger-scale rollout'.

We further recommend that SAMF supports initiatives such as Rodebutikken, counselling, training and economic support for activities strengthening the Faculty's role in society's green transition as well as implementing and testing new solutions and approaches.

In addition, we need staff who can support and establish Sustainable Living Labs. This could be a part of the Green Action Centre at SAMF and include collaboration with actors outside SAMF (the public). This initiative supports short-term as well as long-term experiments with a trial-and-error approach.

1.2. Set a solid ground for change · 94%

We recommend that SAMF formulates more ambitious rules and recommendations that can facilitate positive environmental impacts. These rules and recommendations for SAMF's green transition should be created in a democratic process, where different points of view are included and where expertise helps guide the process. This process should cover all aspects of SAMF – from the administrative top down to the individual students.

In this connection, we recommend scrutinising all of SAMF's activities with a view to identifying potentials for significantly lowering the Faculty's carbon footprint. These areas should include, but not be limited to:

- CO₂ and other emissions with environmental impact included in funding applications.
- All tableware, including cups, plates etc. should be reusable (cf. recommendation 5.1.1).
- Guidelines for minimal distance for air travel (cf. recommendation 4.3).

1.3. Monitor and evaluate SAMF's sustainability performance · 100%

We recommend that SAMF's sustainability performance is monitored and evaluated in an interdisciplinary research project and communicated to the public through physical visuals.

We recommend establishing an ongoing project that involves academic staff and students from all disciplines, e.g. through a rota system. The results could be communicated to the public once a year, on a board/screen at the entrance to SAMF or in another public space (KUnet).

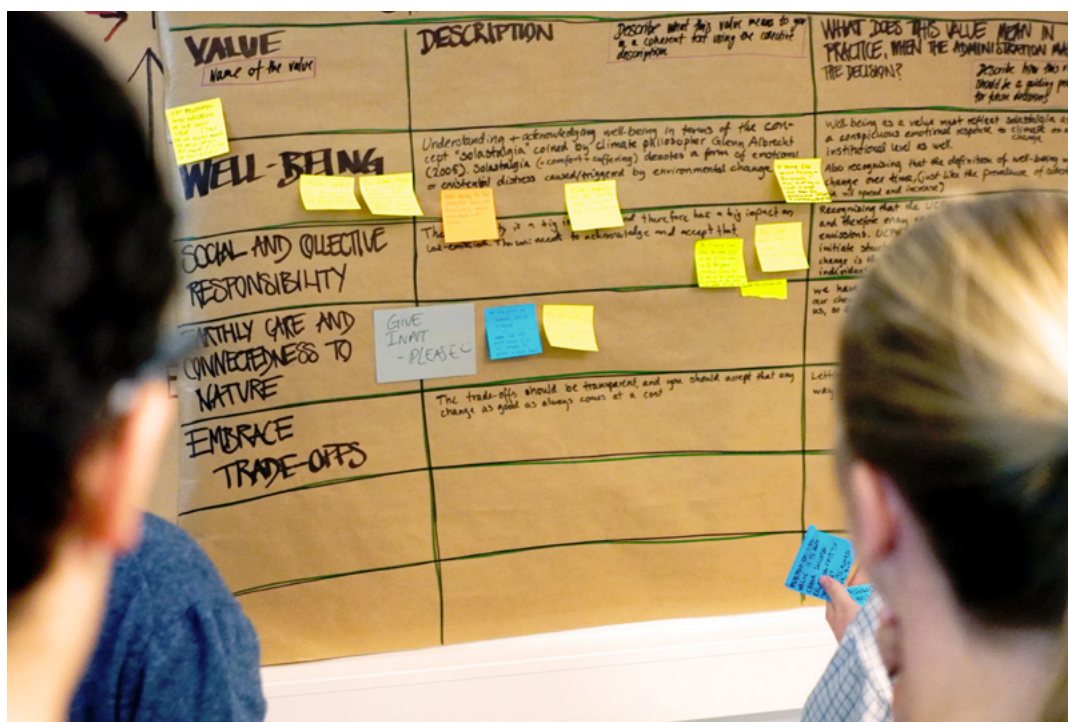
1.4. Establish a Green Action Centre at SAMF · 91%

We recommend establishing a Green Action Centre at SAMF as an addition to the UCPH Green Solutions Centre, which provides resources and ensures student involvement.

The Green Action Centre should be a central entry point for both internal sustainability research and external interests. The centre should disseminate research results from SAMF and provide input to teaching on relevant subjects throughout the Faculty. It should be a contact point for companies and other societal actors interested in collaborating and help journalists and the public get in touch with experts in the area at SAMF:

Ideas for the centre:

- Apply for funding and create an 'ecological transition policy centre' (a research center similar to SODAS and CEBI) run by SAMF and IFRO.
- Create a hub, where researchers can meet across disciplines and cultivate collaborations.
- Attract external funding.
- Interact with stakeholders.
- Provide input to teaching on relevant subjects throughout the Faculty.
- Reach out and collaborate with similar centres around the world.



1.5. Design SAMF as a green village · 79%

Investigate whether converting SAMF into a 'green village' is a viable way to lower the Faculty's CO2 emissions. By 'green village' we mean a campus area effectively used by the public (e.g. outside office hours for a small fee) and by shops and facilities promoting sustainable living. Consequently, the campus would be more in sync with and not at the cost of its surroundings.

Ideas for the green village:

- Sell organic and biodynamic products from small shops.
- Opening up to the public could be a green way to participate in the yearly Culture Night.

1.6. Join and contribute to green university networks · 94%

Take the lead by connecting UCPH with green international university networks. A first step could be to host a large event, celebrating and boosting the possibilities for climate action (rather than the limits). We recommend setting ambitious common standards and creating regulations while collaborating with the network internationally.

Specify these standards and when a seminar or conference is virtual, improve students' opportunities to take courses on ecological issues across the university network, e.g. 4EU+ (a university alliance), and share experiences with green initiatives with a view to inspiring and being inspired. In addition, this could be a good way to promote the Climate Assembly internationally.

1.7. Support researchers in engaging in the public debate · 88%

We recommend that SAMF encourages staff and students to get involved in the public debate by providing media training and legal support for researchers who experience conflicts. The University should support and be a safety net for academic staff and students, and SAMF should create a new prize acknowledging their effort in this area.



Student introduction - Photo: Sara Galbiati





RECOMMENDATIONS FOR GREEN RESEARCH AND EDUCATION

We believe that the most impactful way in which SAMF can aid the fight against climate change, is not only through hard reduction in our carbon emissions, but through our unique ability to influence the perspective from which the next generation of social scientists will face global challenges. While it is important that initiatives and ideas are brought forward to help reduce climate change, it is just as crucial that people are capable of understanding the reason and necessity for these changes – so that they can help carry them through.

Being a part of a university, grants SAMF the ability to empower our staff and students and faculty with the tools that they need. As seen, we have given many concrete suggestions that we believe will enable us to better face the challenges of tomorrow – which at their very core all share one value: People need to have the knowhow and toolset, to be able to properly understand the changes we need to make.

Recommendation 2.1 below suggests introducing a mandatory course on eco literacy and sustainability at SAMF in order to address the critical societal need for multidisciplinary understanding of climate challenges. However, implementing such a course is not without its challenges. It may compete with other essential subjects such as digital literacy and AI skills, straining resource allocation. Mandating a specific course also raises concerns about academic freedom, potentially limiting students' choices. However, as a university, the core structure of study programmes has already been established. Balancing the necessity of understanding climate issues with maintaining academic flexibility is crucial to fostering a comprehensive and inclusive educational environment. That is why we suggested an introductory level course, which would take place at the beginning of bachelor degrees, where much of the educational program is already established.



2.1. Implement a basic (mandatory) ecological education for all students at SAMF at the bachelor level · 88%

We recommend that all bachelor students at SAMF receive a mandatory minimum level of 'ecological education' in view of the issue of global warming and the consequences it will have on all departments at SAMF.

The aim should be to establish a common foundation for all students, ensuring a shared understanding of sustainability concepts across disciplines. Furthermore, introducing students to the topic and the contributions they can make from within their field may act as a 'teaser'. Based on this basic information, students may decide to delve into sustainability-related courses later in the programme when choosing electives.

The ongoing reform of the master's degree programmes creates an opportunity to incorporate and make climate change an integrated part of the curriculum of degrees at SAMF. It acts as a precursor, allowing students to explore the relevance of sustainability and the green transition within their respective fields.

Further specification of the proposed course:

- By 'ecological education' we mean e.g. understanding the interconnectedness of ecological systems (system thinking), the impact of human activities on the environment, concepts like sustainability, carbon footprint and resource depletion and the importance of conservation.
- A minimum of 3.75 ECTS credits: The members of the Climate Assembly agree that 3.75 is a realistic figure (around half of an ordinary course at UCPH). This way, the different departments could self-tailor the course and would not be forced to remove other courses to make room for the 'ecological education' course.

- The 'ecological education' course should be cross-disciplinary, and this should be made explicit to the students. The course should as a minimum include perspectives from the given field or discipline, e.g. economy or sociology, and thereby the role and importance of e.g. economists or sociologists in addressing ecological education-related issues shall be made clear.
- The 'ecological education' is followed up by the use of examples or cases of climate change in mandatory courses with respect to the subject at hand.
- Another approach could be to do something along the lines of the digital literacy project. First, an expert group would define 'eco literacy' and the competences SAMF students are expected to acquire. Second, the competences not covered by the mandatory 'ecological education' course should be mapped out across the remaining courses offered by the department.

2.2. Celebrate and incentivise green research · 79%

Look for organisations or funds that can create prizes celebrating students' and researchers work, especially on ecology and green transition.

- A prize for the best bachelor project at each department.
- A prize for the best master's thesis at each department.
- A prize for good dissemination and impact by researcher.
- A prize for the most valuable research at each department.

2.3. Create a seminar series communicating front-line research on the green transition · 84%

Seminars constitute a large part of the everyday work life of academic staff and an excellent way to stay up-to-date on the current state of research. Furthermore, seminars enable researchers at SAMF to connect with different groups of researchers in their respective fields.

We wish to support the Faculty's researchers in engaging with further research on ecology and the green transition, where their specialised expertise can bring something new to the table. One way to do this is through seminars focussing on ecology.

All departments employ researchers specialising in ecology-related issues, which we applaud. However, meeting the goals of the Danish Government and the Paris Agreement will require a radical transformation of virtually all aspects of society. We believe that all SAMF researchers have excellent expertise in different parts of society, and that their academic perspectives on ecology and the green transition are needed and wanted. We expect that there are many researchers who wish to contribute perspec-

tives from their research area to topics relating to the green transition and ecology – but they are not currently engaged in this area. We support researchers who wish to explore ways in which their expertise can be part of the broader research agenda. One way to do this is through seminars with researchers who are ahead of us in this arena.

Therefore, we need to allocate time and resources for academic employees at each department to explore the literature, analyse green transition aspects and organise seminars. We wish to be inspired by and connect with frontline researchers from various SAMF disciplines studying the green transition.

Furthermore, we suggest that each department should consider how they can make sure that their researchers have the time to go to seminars and wish to do so.

2.4. Make it mandatory for courses capable of including knowledge and methods about ecological and green transition approaches to do so · 84%

We recommend that SAMF either has a dedicated person or resources at all faculties to do research and make sure that relevant courses provide a sufficient level of ‘ecological education’, e.g. in the form of lectures, cases and reading material. In essence, courses that may present and use ecological aspects should do so by default.

All of these courses must include at least one lecture with a corresponding curriculum and exercises/assignments on ecological issues and how the course topic can approach or relate to it. Similar to how it relates to other research areas. We acknowledge that this is ambitious, and it should therefore be possible for lecturers to reframe it if they do not consider it feasible and are able to get the approval of the study board.

2.5. Collaborate with the Department of Food and Resource Economics (IFRO) · 87%

IFRO has considerable expertise in several of the initiatives we recommend – and more than that – and it does not make sense to operate in isolation. We should make it easier for students to register for cross-faculty courses, facilitate collaboration among researchers and possibly consider a merger of sorts. By doing so, we can consolidate resources, streamline efforts and enhance the overall effectiveness of our sustainability education initiatives.

2.6. Create more opportunities for students to go further in to green and ecological research · 87%

In the new master’s degree programme (1.25 years), students should be able to choose between an eco-impact project and the traditional thesis. This project is meant

to be alongside the 1,25 year – so it starts already at the beginning of the master education, as it takes time to innovate, carry out, improve and evaluate an impact project. The project should be conducted by an interdisciplinary group of students and be supported by small-scale courses (like design-thinking or behavioural modification (provided by The Lighthouse) or special guidance/supervision by researchers. The aim or subject of the project should be practical or with feasible impact, and the pedagogical approach shall be action-based learning.

We recommend substantially increasing the number of elective courses at each degree programme dealing with ecology (both at bachelor, master and PhD levels) and that SAMF creates at least one summer school course on an ecological topic.

SAMF can also offer specialisation tracks in connection with each master’s degree programme. These may include:

- Political Science: Create a specialisation track on ecological aspects in the Political Science Master’s Degree
- Economics: Create an Ecological Line in the Economics Masters degree similar to the Finance Track
- Psychology: Create a specialisation track at Psychology MA, similar to the existing Clinical Psychology, Work and Organisational psychology Neuropsychology, Applied Cognitive Psychology and Community Psychology.
- Sociology: Create an ecological track (“Fagpakke”) at the MA in sociology
- Anthropology: Create an ecological specialisation track similar to the Business and Medical tracks.

2.7. Foster green research and recruit capable researchers within this field · 82%

We recommend that departments at SAMF foster more research that is related to the green transition and seek to attract excellent researchers working in this area. These researchers should work closely together and not in silos (cf. recommendation 2.7). As recruitment is a lengthy process, it may be beneficial to make it more attractive for existing researchers to turn their research attention to ecological issues.

Departments should also look into other incentive structures, e.g. other work and tasks (incl. external funding) than just research publications in top journals as promotable. Furthermore, this could entail rewarding dissemination, group projects, networks etc. There are existing incentive structures that prioritise some types of research over others, and that needs to change.

(This is related to recommendation 1.4, as the proposed research centre may serve to connect researchers).



CSS courtyard · Photo: Jens Markus Lindhe





RECOMMENDATIONS FOR BUILDINGS AND FACILITIES

We identified three key challenges relating to buildings and facilities.

First, we think it is important to address the usage of space at SAMF, as spaces are underutilised due to the nature of working and teaching hours and the quality of study facilities. Furthermore, work-spaces should be designed to meet the needs of staff and students. Second, the reuse culture is not reflected properly. Third, in connection with new construction more attention should be paid to the flexibility of buildings.

The following can be taken into account when we make recommendations about buildings and facilities:

Perspective

It is important to note that our recommendations for buildings and facilities are based on a societal perspective and not just a university perspective. In concrete terms, this means that we have considered how we can optimise the use of buildings and facilities at SAMF to reduce the carbon footprint of buildings and facilities at a societal level. Our broad framework allows for the inclusion of sustainable initiatives that cannot be directly quantified in SAMF's carbon footprint, but which remain beneficial at a societal level. One example is letting out buildings outside working hours for purposes and contexts that are not limited to the Faculty's own activities. These initiatives may not reduce the climate footprint of SAMF's buildings and facilities, but they will have a positive effect from a societal perspective, and we believe it is important to have a broad perspective and focus on SAMF's role in society's green transition, as the green transition is a collective challenge that calls for collective solutions.

Transparency

We need a higher degree of transparency regarding the move from City Campus to South Campus. This will enable the recommendation of relevant climate initiatives in general and help the Faculty implement and maintain the recommended initiatives. For now, we lack information to make context-dependent initiatives.

Think of people as different

We recognise that staff and students have different needs and that there is no one-size-fits-all solution. We need to ensure that the implementation of our initiatives will not compromise the well-being of staff or students. One way of doing this is to assess their needs to ensure that the implemented changes and transitions fit the statistical significance of end-users (staff and students). This can be done through surveys, consulting study boards and student councils and directly observing how work and study spaces are utilised. Furthermore, SAMF should guide individuals towards a more sustainable use of buildings and facilities. We also recommend a continuous monitoring of such needs, since they may be subject to change (e.g. buildings and facilities are used differently in the teaching period and exam period, respectively).

3.1. Better usage of buildings and facilities

We wish to ensure that SAMF's buildings and facilities are both flexible (joint facilities) and tailored to meet the needs of staff and students.

3.1.1. Optimise campus space usage · 91%

We recognise that work and study spaces at campus are left unattended/unused in the late afternoons, evenings and on the weekends. In response to this, we recommend:

- Extending the use of campus facilities during non-traditional working hours, evenings and weekends to accommodate different schedules and activities.
- Taking into consideration differences in the use of space during teaching periods, exam periods and holidays when optimising the usage of campus spaces. E.g. we suggest transforming a building into a culture house, providing rooms for cultural initiatives and evening classes.
- Expanding lecture hours into the afternoon and evening to create an ecological flow in the usage of work and study spaces.

3.1.2. Improve student facilities · 97%

We recognise and address the tendency that campus is not being used by students outside of school hours (both before and after lectures/classes). In response to this, we recommend:

- Improving facilities for evening, night and weekend studying, including installing a communal kitchen with essential amenities. Many students go home in time for dinner. We already have kitchens on campus, so by making them communal in the after-hours we could ensure more use of the common spaces.
- Identifying and addressing so-called 'dead spaces' resulting from poor spatial design and lighting and allowing them to be transformed into multi-usage

spaces. This would necessitate the creation of varied spaces catering to different needs, such as silent study areas (e.g. during specific days or periods).

3.1.3. Establish flexible work space designs and collaborations · 94%

We recognise that the designated spaces for staff and students do not meet the needs of the users. In response to this, we recommend:

- Encouraging a transition from a one-size-fits-all approach to an approach that emphasises continuously flexible work space designs by periodically (once or twice a year) assessing and adapting spaces based on the changing needs of staff and students.
- Probing the needs of staff and students in a contemporary context. This should be addressed in the respective Student councils in collaboration with different members of the Faculty who represent the staff.
- Letting staff share work spaces, including desks, to maximise space usage and allocate more areas for diverse purposes. We acknowledge that some members of staff need a private work space; this should be addressed in the periodical surveys or assessments.
- Creating 'silent boxes' open to both staff and students, accommodating their need for a private and/or silent space.
- Considering energy conservation measures such as saving on heating during non-peak hours.

3.2. Reduce, reuse and recycle buildings and facilities · 100%

We believe that the topic of reutilisation is not being prioritised to a satisfactory degree by SAMF. For instance, in the maintenance department, the solution of buying new tools is preferred to repairing existing, broken ones.



We strongly recommend a transition away from this attitude. Furthermore, we highlight that the reduced energy consumption of new buildings does not mitigate CO2 emissions nor the value of constructing them for a very long time. Therefore, we recommend:

Prevent more

When buying new items, we recommend prioritising the quality of the items bought as opposed to categorically opting for the lowest price in order to save money. Items of poor quality need to be replaced at a much higher frequency in comparison to items of high quality. Consequently, items of poor quality are not sustainable.

Reuse more

We recommend giving priority to the reuse of items such as tables, chairs, computers and other electronic devices instead of buying new ones.

This would entail making inventories that reveal to departments and other faculties which items SAMF has in stock but does not use. This setup should encourage the exchange of items across institutions, departments, and faculties.

We also recommend introducing initiatives that encourage staff and students to reuse items. One initiative could be to install water dispensers that allow staff and students to fill and reuse their water bottles.

Recover

We recommend prioritising repair of items over buying new ones.

This includes accepting that repairing items may cost the same or be more expensive than buying new ones.

We are aware that adopting the hierarchy of reusage might necessitate a cultural change at SAMF.

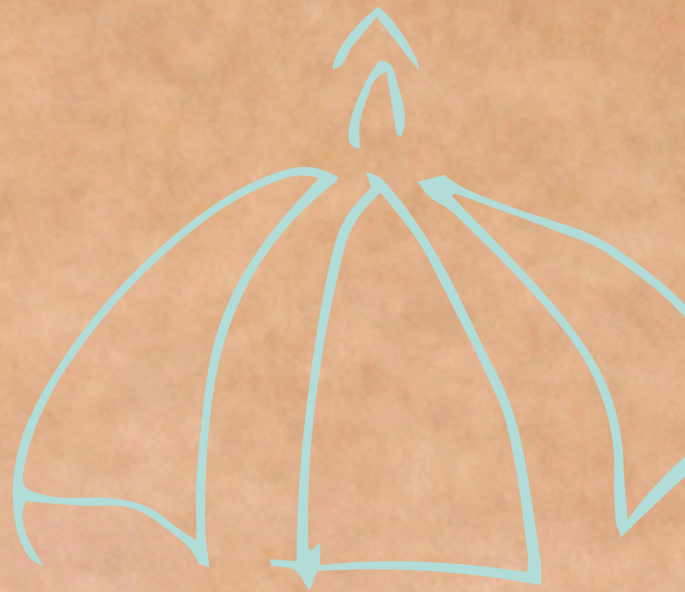
3.3. More flexible buildings and facilities · 91%

New construction should assign a high priority to flexibility. Perhaps we can draw inspiration from older buildings made of bricks and local materials, which are typically more flexible than new ones. We do not know what the future needs will entail, and therefore building designs should be more flexible.



Bikes at CSS - Photo: Jens Markus Lindhe





RECOMMENDATIONS FOR TRAVEL AND MOBILITY

Within the focus area of travel and mobility, we have identified key challenges in making the necessary changes to reduce our carbon footprint.

First, people often think that switching to another mode of transportation comes at a cost, but they fail to take into account that time spent on public transport can be used for working or relaxing, and when it comes to air travel we often forget that it takes time to commute to and from the airport, go through security etc. Reducing CO₂ emissions from travel therefore requires overcoming the perception that eco-friendly options are always costlier.

Another challenge is managing financial travel budgets to avoid inadvertently increasing emissions, meaning that budgets should not be a limitation when choosing greener modes of transportation, but on the other hand the budget should not be used as an excuse for more travel. In addition, the need for travelling can vary from department to department, from research field to research field and from person to person. Therefore, regulations need to remain flexible in order to live up to the current academic standards at UCPH.

Additionally, the lack of comprehensive data on travel patterns hampers informed decision-making. Addressing these issues necessitates a holistic approach, combining awareness campaigns, adjustments and data-driven strategies to foster sustainable travel practices within SAMF.

4.1. Make data on travel-related carbon emissions available · 97%

We recommend implementing this initiative at university level.

This recommendation is two-fold:

- 1) The first part concerns making existing data available to staff and researchers in an easily comprehensible manner: We recommend making information on the amount of emissions related to different travel modes (plane, train) and distances travelled available to staff and students in an easily understandable and interpretable manner. E.g., the carbon footprint of flying to Rome and back again is the equivalent of almost 11 new smartphones. This can be supplemented with guidelines on how to spend your time well while travelling and on the pros (of more sustainable) and cons (of less sustainable) of different modes of travel. E.g., you can spend your time on the train relaxing, and air travel usually takes longer than anticipated due to the commute to and from the airport and time spent at security.
- 2) The second part relates to the future data-generating process: Data on travel should be generated on a micro level, so that it can be traced back to the title of the individual (e.g. a junior researcher at Political Science). By thus making data transparent, it can be used across research areas and carbon accounting practices. We should develop tools for measuring the extent to which we commute and travel to and from university-related activities (incl. the daily commute) as this will enable us to develop data-driven interventions and evaluate our progress.

4.2. Establish an inter-institutional travel fund at the Faculty · 91%

We recommend implementing this initiative at faculty level.

We recommend that when staff and internal organisations purchase travel tickets, they should pay an extra fee in addition to the cost of the ticket. This fee will then be channelled to an internal fund set up by the Faculty, which means that these resources remain at the Faculty. A similar setup is seen at the University of Oxford and the University of Gothenburg, and they can thus be used as a guideline and inspiration to solve the challenges such as difficulties with external funding, additional bureaucracy etc. The size of the fee should be determined by the amount of emissions resulting from the journey rather than by the price of the ticket. Hence, air travel will trigger an exponentially

higher fee than train travel, as evident from CONCITO research data.

The money in the fund should be reserved for green transition initiatives at the Faculty. This could include, but should not be limited to funding climate change research within different fields, investing in online infrastructure promoting the use of online meetings and classes and other sustainability initiatives presented in this report.

4.3. Install minimum requirements for business travel across departments · 91%

The departments at the Faculty are in the process of formulating guidelines for business travel. We recommend that these guidelines should meet a number of minimum requirements as outlined below. The proposed requirements should be adjusted to fit the needs of the different departments, though, based on local investigations. E.g., some departments may have valid reasons for travelling more or less than others; in any case, they should be ambitious). Individuals can apply for a dispensation from these regulations if they have personal reasons for why they are unable to follow them due to (e.g., disabilities, health or mental health issues, urgent family matters etc).

- a) Air travel is only an option when the destination is either more than 600 kilometres away or takes more than nine hours to reach by train.
- b) Staff members can only travel to destinations outside of Europe if they plan to stay there for more than four days; otherwise, online participation should be prioritised.
- c) Staff members should only be allowed to travel by plane a specific number of times and kilometres per year. Trips that exceed either of these must be approved by the head of department or a member of the Faculty Board (or another appointed person). We recommend a maximum of three flights per year not exceeding a total of 10,000 kilometres (again, this should be adjusted to fit the needs of the departments, though in any case, these numbers should be at least 30% lower than the current average of flights and kilometres travelled at each department).
- d) Reducing emissions should be prioritised over reducing financial costs.

We recommend considering the above requirements rather than recommendations. Anyone who is unable to meet these requirements must apply for a dispensation.

4.4. Limit physical attendance at conferences and promote online attendance · 82%

We recommend implementing this initiative at department level.

We recommend that staff members should only travel to conferences if they will be participating actively in the conference, e.g. presenting a research paper.

When several staff members from a given department are asked to present a co-authored paper at a conference, the group should select a representative and only the representative should attend the conference. Alternatively, they should consider prioritizing junior researchers. Likewise, it could be considered that all remain in Copenhagen and instead present the paper together online. We recommend implementing an incentive structure for researchers who choose not to travel.

Exemptions to this rule must be granted by the head of

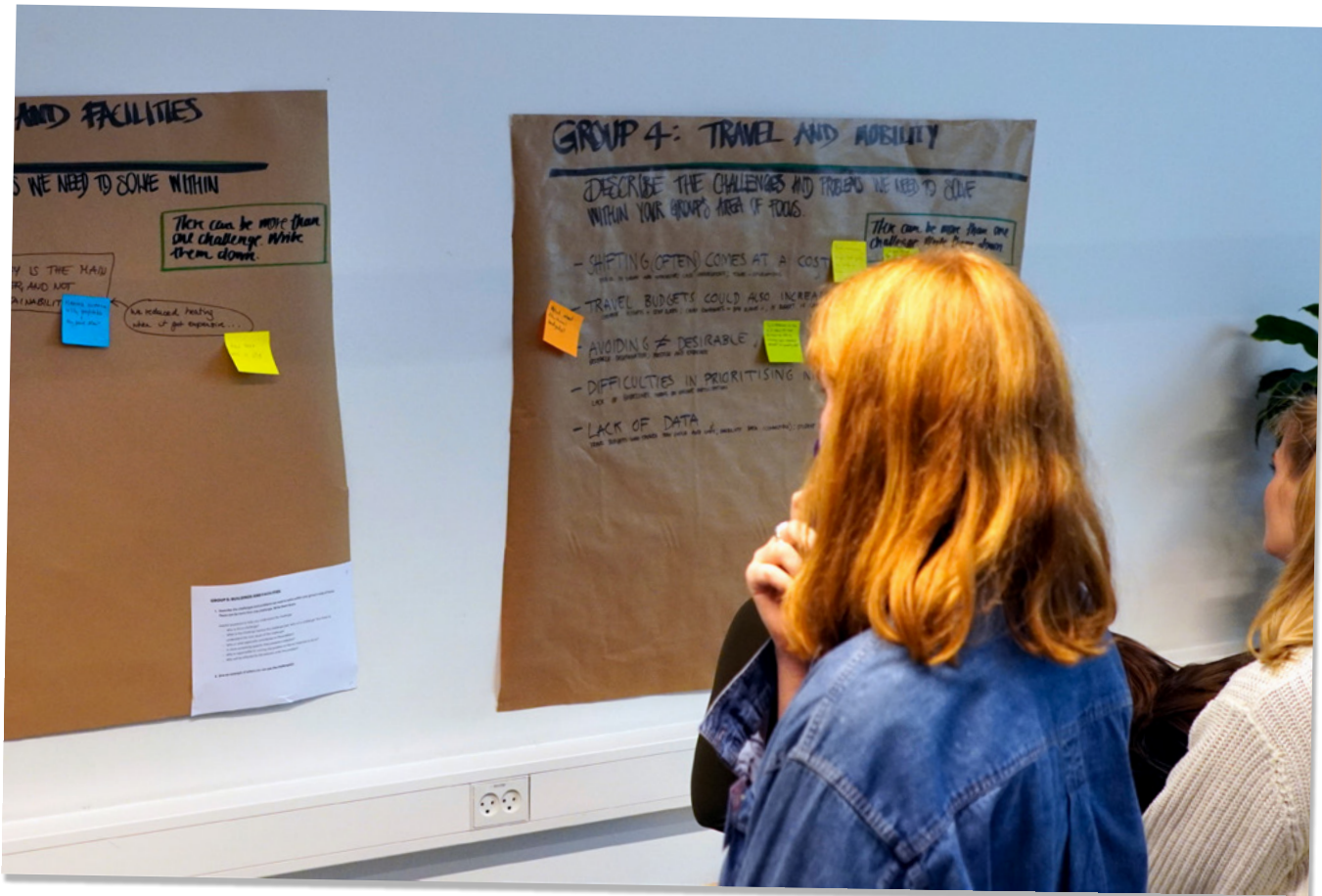
department, Faculty Board or another appointed representative.

This practice will contribute to shifting norms regarding physical conference attendance in academia.

4.5. Create guidelines for inviting international researchers to SAMF · 91%

We recommend that SAMF also focusses on the environmental impact of hosting international researchers and replaces shorter timeframes (e.g. one to four days) with longer timeframes or online meetings.

SAMF should always offer guests invited to give a presentation or talk or attend a conference hosted by SAMF the opportunity to participate online. We must make sure that online participation is as good an alternative as physical participation. This should be supported by a strong digital infrastructure.





Waste sorting station at SAMF





RECOMMENDATIONS FOR SUSTAINABLE CONSUMPTION

We can see that there are several ways to transition to a greener university, especially when it comes to consumption. In this section, we present our recommendations for the first steps towards a green campus, which requires more sustainable consumption.

5.1. Transition to sustainable consumption in the canteens

SAMF should take steps to make the canteens more sustainable. This includes both the production of food, the type of food sold, the way it is wrapped, the tableware provided and waste management practices in kitchens and canteens.

5.1.1. Reduce the amount of disposable tableware in all Campus canteens · 97%

- The plastic in to go products should be replaced with recyclable solutions.
- Single-serving bags of salt should be replaced with dispensers.
- Student-driven cafés should not be allowed to use disposable tableware. Although this is outside the Faculty's jurisdiction, we nevertheless recommend that SAMF encourages the student-driven cafés to introduce this initiative.
- The canteens should encourage and make it easier for staff and students to use their own cups when buying drinks, thus reducing the amount of water used.

5.1.2 Use a concept like Too Good To Go (if/when possible) · 100%

The canteens should either introduce a 'too good to go' concept or sell leftover food at a discount just before closing to ensure that less food goes to waste.

5.1.3. Promote seasonal and local products · 94%

It is important not to use food from distant countries. Instead, focus should be on seasonal and local produce, and canteens should only be allowed to buy a limited number of high-emission products, including, but not limited to beef, pork, lamb, avocado etc.

5.1.4. Differentiate prices according to carbon footprint · 94%

Today, vegan sandwiches and meat sandwiches cost the same. SAMF should consider making meat products more expensive than vegan products.

5.1.5. Make the vegan option more appealing than the meat option · 94%

This could involve descriptions, presentation, and availability as well as taste and showcasing them more than potential meat options. This is definitely also about what is in the vegan options – vegan options should be delicious.

5.2. Create local sustainable communities at SAMF

5.2.1. Encourage sustainable communities · 88%

Encourage second-hand flea markets for idle items, fostering a sustainable and social environment. This could be aligned with the living lab initiative and take place during weekends when buildings and facilities are unoccupied.

5.2.2. Encourage recycling and buying secondhand goods · 91%

Support initiatives like Rodebutikken and online book markets through promotion and funding. This can empower students to create sustainable systems, contributing to a circular economy.

5.2.3. Reduce the use of paper for compendiums · 94%

Make compendiums available for digital purchase and allow students to order printed versions at additional cost. In terms of books, teachers should prioritise online materials.

The Faculty should introduce a circular economy for book resale by implementing a deposit system, where SAMF buys back books at the end of the semester. This initiative will reduce book waste and enhance sustainability.

5.3. Introduce more sustainable waste management

5.3.1. Introduce deposit systems · 97%

We recommend introducing a bin for products subject to a deposit (in Danish: pant). It is up to the Faculty to decide how the content and profit shall be managed, but we recommend investing the profits in sustainability initiatives or donating them to shelters for the homeless. Either way the profits should go to something socially sustainable. In addition, bins for food waste should be fitted with compostable bags.

5.3.2. Establish dialogue on garbage sorting · 94%

The Faculty should establish dialogue with the kitchen about garbage sorting. It is important to make correct garbage sorting a priority, not just around campus, but also in the kitchen.



5.4. Bring in more art as practice and as a source of inspiration for possible futures and change-making · 72%

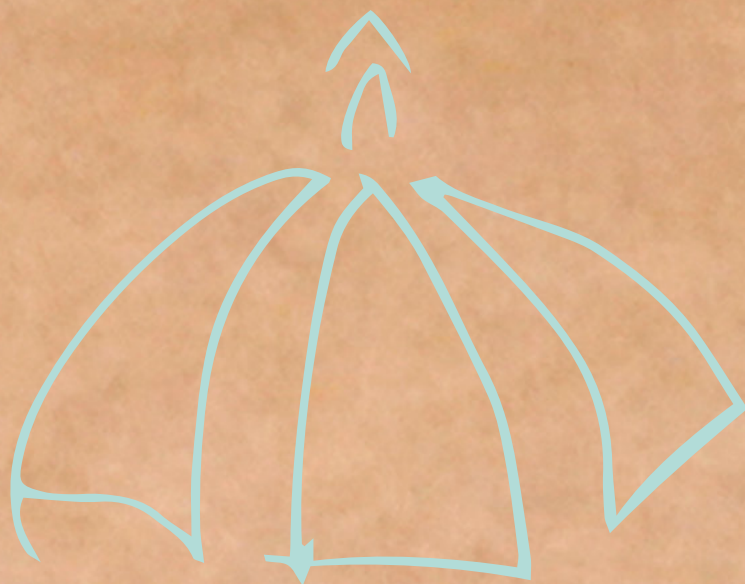
We recommend that SAMF introduces more art and similar methods that will make us not only think about the climate crisis and the green transition, but also to feel and sense it in our everyday lives. Art can help us envision abstract concepts such as the green transition. This will also help us build solidarity across bodies, when creating a sustainable SAMF.

The very concept of imagining a different future can at times be extremely abstract. It can be hard to envision something that does not have a de facto platform in which it can be showcased. However, art can take an in-

tangible phenomenon and turn it into something we can see and experience.

Introducing other modes of understanding the climate crisis can promote action and mobilisation in terms of sustainable transitions and create a stronger sense of solidarity across our different day-to-day activities and fields.

This could also involve other methods that inspire creative thinking. An example could be the performance group Sisters Hope, which seeks to show a different way of living with a sensuous and aesthetic rather than a purely economic focus.



STATEMENTS FROM THE ORGANISING GROUPS

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STATEMENT FROM THE DEAN

To my esteemed colleagues and students who have participated in the Climate Assembly, I extend my gratitude for your time, active engagement, and willingness to generously share your expertise. I am equally appreciative of your remarkable courage in recommending initiatives that may have a substantial and yet unpredictable impact on your own professional and academic endeavours.

Climate issues have been a key focus for the Faculty of Social Sciences for the past five years, under the name SAMFClimate. During this time, we have expanded our range of climate-related teaching and initiated several new research projects on climate issues. Despite these and other efforts, there is still more work to be done. Recognising the importance of student engagement in the climate agenda, the faculty leadership has emphasised the need to integrate it into our daily activities on campus.

At the same time, I experience a sense of disconnection from the collective, democratic decision-making process at the University. This is evident in the low participation observed in university elections. To preserve the cherished and distinctive characteristic of university life – its democratic environment, we must innovate our democratic practices within the University.

The Climate Assembly served to tackle these pressing challenges. It not only functioned as a democratic experiment but also as a platform to foster innovative ideas for the advancement of campus life in a more sustainable and climate-friendly direction.

At the beginning of the experiment, we were uncertain if anyone would commit to five evenings of engaging discussions on abstract concepts to enhance SAMF's sustainability. 250 staff and students registered for the Climate Assembly. From this group, 36 individuals were carefully chosen through a stratified lottery. In the Assembly, the usual hierarchies and distinctions between staff and students took a backseat in a deliberative process that resulted in several specific recommendations.

During the inaugural gathering of the Climate Assembly, I acknowledged that this endeavour could only succeed and serve as a genuine blueprint for future democratic processes with the commitment of faculty leadership to implement the recommendations.

The Assembly's recommendations are actionable, and I am happy to be able to deliver on the promise to act on them. Some of the recommendations are immediately actionable. I have instructed Financial Services to include a model for a travel fund in the 2024 budget and directed that a climate footprint be included in the departments' budget memos.

Other recommendations need a bit more work to become actionable. A working group will be established to explore the creation of a Green Action Centre. Additionally, climate and ecology will be incorporated into the revisions of our new master programs. Furthermore, Study Boards will be encouraged to discuss the Assembly's recommendations and consider introducing dedicated courses on these issues at the BA-level.

Another category of recommendations relates to issues which facility management will need to deal with. This is outside my authority, but I will make sure that facility management is presented with the recommendations.

As you are aware, I will be stepping down from my current position in April. Consequently, it will be my successor who will have the opportunity to meet with the members of the Climate Assembly for the initial feedback session in May. I am confident that the new Dean will be able to report that the Assembly's recommendations have been thoroughly discussed in staff meetings across the departments, as well as during a meeting in the Research Committee and the Academic Council. Moreover, I expect that several specific actions will have been taken to effectively implement these recommendations and that the Assembly members can be presented with the initial results.

Once again, I would like to express my heartfelt gratitude for your invaluable contribution to this deliberative process. I also want to extend my sincere appreciation to We Do Democracy for their invaluable assistance. It is important to remember that we are still in the initial stages of this journey. Creating a more engaging and deliberative university democracy will take time, and we will not realise all our opportunities for a greener SAMF and greener world in the next couple of months. However, we will begin. And this is a good beginning.

Mikkel Vedby Rasmussen
Professor and Dean of the Faculty of Social Science

IMPACT GROUP STATEMENT

We were invited to join the ambitious project of the SAMF Climate Assembly in its early phase, a few months before the Assembly met for the first time, as members of the “impact group.” We work in the Danish media, civil society, higher-education institutions, and we were asked to:

- advise on and support the anchoring and implementation of the process and its recommendations.
- qualify the selection of the independent expert group of the climate assembly; and
- advise on the evaluation design and the implementation process of the recommendations.

We met three times between May and December 2023 to discuss questions raised by the Project Group and to provide inputs from our various perspectives and areas of expertise.

It has been a privilege to follow so closely the design and implementation of the first climate assembly to be held at a Danish university. It has also been a challenge, raising difficult questions: What role would “the citizens” of the Faculty of Social Sciences (SAMF) get in elaborating the path to UCPH’s target of reducing greenhouse gas emissions by 50% by 2030 (compared to 2018)? How could deliberative citizens’ assemblies best promote democracy in a workplace environment? What would be the criteria of success of this first experiment?

Although the effect of the Assembly’s recommendations on the decision-making process within the Faculty and on

the achievement of the emissions reduction target is, to date, uncertain, we consider that SAMF Climate Assembly has already been a success in several respects.

First, it enacts a commitment to “walk the talk.” Danish universities play a central role in generating and continuously updating knowledge about the climate crisis, including its causes, effects, and potential solutions – with democratic innovations often being included among them. Universities also serve as crucial institutions for imparting knowledge about climate change to the generations that will be increasingly impacted by this crisis and for equipping them with the skills and competences to create and implement appropriate solutions. As knowledge institutions, Danish universities can lead by example by taking research findings on climate change and democratic inclusion seriously, and by testing and implementing them within their own organisations. Therefore, the decision to establish the Climate Assembly can have a significant impact in its own right.

Second, the process of the Climate Assembly shows that there is a willingness and openness among students, staff, and management to engage in co-creation efforts towards addressing one of the greatest and most challenging issue of our times. We are impressed and inspired by the dedication of the members of the Climate Assembly and the quality of the collective work done in such a short amount of time. This holds great promise for the future. We strongly recommend to the management at SAMF that the process of implementation of the recommenda-



tions be characterized by genuine openness and a desire to involve all groups within the Faculty. Furthermore, we hope this first experience with innovative democratic participation methods will inspire the creation of further inclusive spaces to address complex agendas that affect us all at Danish universities.

Third, the recommendations of the Climate Assembly are remarkable and ambitious, reflecting courage and a genuine willingness to embrace change, even if it entails limitations and burdens. As members of the Assembly's impact group, we urge SAMF's management to take the recommendations seriously and allocate sufficient time and resources to further investigate and, at the very least, fully implement the recommendations that have a major impact on reducing the Faculty's emissions as soon as possible. It is crucial that the valuable work of the Assembly is not overshadowed by current processes at the university and that it finds its rightful place amidst competing agendas.

Now begins the important and demanding task for the management at SAMF. It entails ensuring that the recommendations are given due significance and are implemented as part of the Faculty's green transition. The full success of the Climate Assembly and the future of the democratic method depends on it. We strongly recommend that continuous evaluation and monitoring of the implementation of the recommendations is carried out and that this process be transparent and open for all to follow. Furthermore, we encourage SAMF to share the great results of the Climate Assembly for the benefit of the wider com-

munity – at the University of Copenhagen and beyond, including other universities and organisations, nationally and internationally. It is our hope that the Climate Assembly serves as just an initial step towards a more democratic and sustainable Faculty, universities, and society.

Members of the Impact group:

- Sarah Hellebek, teacher at Krogerup Højskole and board member of Andelsgårde
- Dorte Fænø Mondrup, Senior project Manager, Circular economy, Gate 21
- Simon Weber, Member of the Youth Climate Council and co-founder of Danish Seaweed
- Hanne Harmsen, Vice Dean for Green Transition, Copenhagen Business School
- Tanja Nyrup Madsen, Former Editor-in-Chief, Mandag Morgen
- Nille Skalts, founder and director of Nordic B Corp Movement
- Christian Riis Stenby, Chief Consultant, Rectorate. Responsible for the implementation of UCPH's sustainability project.
- Troels Claus Baagland, Chief Consultant. Representative for the Climate and Sustainability Group at SAMF.
- Alice El-Wakil, Tenure Track-Adjunkt, Department of Political Science
- Jonathan Eilert Raaberg, Anthropology student

EXPERT GROUP STATEMENT

Our work and independence

We, the Expert Group, have contributed to the work of the Climate Assembly by identifying and qualifying knowledge before, during and between meetings. The task consisted of finding relevant speakers for the meetings and contributing to the collection of materials with reports and articles on the green transition within our areas of expertise, including behaviour and consumption, transport, buildings and facilities, research and education and ways to influence society.

We have been able to work independently, with the freedom to recommend literature and experts in the field.

We would like to stress that this has been a difficult task, both for us and for the Climate Assembly. It has been challenging to summarise complex knowledge on the green transition within our different subject areas. Over a short period of time, members received complex knowledge on many topics and dilemmas. We believe that the task of the Climate Assembly is important, and we would have liked to have been able to provide more knowledge and had more time for professional conversations with members.

Democratic courage and great potential

That said, we are impressed that SAMF initiated the process and built a strong organisation around the Climate Assembly. We consider the Climate Assembly an inspirational initiative and a crucial element in a successful and anchored green transition. It created an opportunity to discuss the University's goals and transition in a new way, which is an important supplement to the formal democracy of universities.

As academic experts, we see great value in ensuring that we as a society achieve the green transition in a way that makes sense to the people who have to make the transition. It is important that solutions are not just technical, but that those who have to live with and make the changes can identify with them. An inclusive and democratic process like the Climate Assembly allows for broad engagement, which can subsequently encourage more engagement.

At the same time, we see great potential in SAMF exploring ways to create participatory change processes, as the Faculty educates students who can become change agents at different levels of society.

Ambitious, but realistic recommendations

We believe that the Climate Assembly's recommendations are ambitious and require major changes for the green transition at the Faculty and in society as a whole. In our opinion, the recommendations strike a good balance between being concrete and realistic solutions on the one hand and being ambitious in their vision and guiding principles on the other. This ensures that the Climate Assembly's wishes are neither too utopian nor too small, and it gives the University Management a lot to work with.

When we look at the specific areas addressed by the Climate Assembly, we have various comments that we hope the recipients of the recommendations will take into account when reading them:

- **Transport and mobility:** The recommendations contain important and good steps, but they are difficult recommendations. It is important to say that only by implementing all of the recommendations, will SAMF be able to create the change needed to reach the Faculty's CO₂ reduction targets. The recommendations show that there is support for rules and guidelines on transport and travel. It is important to look at the recommendations as a whole and to prioritise the difficult recommendations, not just pick the low-hanging fruit.
- **Buildings and facilities:** Members of the Climate Assembly have been able to recognise important nuances in the effort to reduce the carbon footprint of buildings and facilities. These include highlighting the qualitative aspects of the Faculty's existing physical environment, including the possibility of adaptations and repairs, and emphasising the potential of recognising individual human needs for building functions and indoor climate. As clearly stated, there are no one-size-fits-all solutions, and it is important to recognise that unforeseen issues may arise in the wake of new technical initiatives. In continuation hereof, the recipients of the recommendations must be aware that the members emphasise the importance of looking at SAMF's buildings and facilities as part of society's overall building stock. Thus, the climate impact must be assessed from a societal perspective, which is crucial to reducing the impact from the built environment.
- **Research and education:** The recommendations emphasise the importance of making changes in teaching.



We know that this type of change is challenging and requires both time and resources. Now it becomes a question of whether the University Management can and is willing to reorganise. Skills development is time-consuming. We see it as a management task, through continued involvement of staff and students, to create the conditions for change – internally, but also externally. At faculty, university and societal levels.

- Sustainable consumption: The recommendations emphasise the importance of regulation. Research shows that making consumption-related changes requires support and regulation. The sustainable choice should be the cheapest and easiest, as the recommendations suggest. Overall, the section's recommendations suggest that universities should take the lead in creating conditions for sustainable consumption and sustainable habits, but also be critical of unreflected application of practices which may appear to be sustainable but which either have a limited impact on a broader scale (e.g. exaggerated focus on drinking straws over transportation) or induce unplanned side effects (e.g. the replacement of plastic bags with canvas bags generating a problematic overproduction of the latter).

Implementing the recommendations at SAMF

As an expert group, we will follow the process and be curious to see how SAMF creates engagement and involvement going forward. We believe that some of the recommendations will meet resistance, and we will be keen to

see what strategic considerations university management makes to ensure that the recommendations are taken forward and what impact they will have.

Finally, we would like to point out the great potential of interdisciplinary collaboration across faculties, especially in relation to the vision of the Climate Assembly and SAMF's role in the green transition. This could also be linked to collaboration with other universities.

We will follow the physical follow-up meetings and the subsequent process and are happy to make ourselves available for mobilisation and implementation efforts.

The Expert group:

- Associate Professor Peter Arnfalk, International Institute for Industrial Environmental Economics at Lund University, expert in transport and travel.
- Associate Professor Julie Emontspool, Department of Business and Management at the University of Southern Denmark.
- Professor Emeritus Jeppe Læssøe, Danish School of Education at Aarhus University, expert in green and sustainable education.
- PhD Student Thorbjørn Hyldgaard Lønberg, Department of Architecture and Technology at the Royal Danish Academy.
- Professor and Deputy Head of Department Andreas Roepstorff, School of Culture and Society at Aarhus University.



STATEMENT FROM THE THIRD-PARTY SECRETARIAT

We Do Democracy

The climate crisis and the green transition are some of the central challenges of our time – challenges which we not only need to solve at the level of local, national and international politics, but also in the organisations and companies where we spend most of our time.

In the Climate Assembly at SAMF, 36 members have been engaged in answering how the Faculty should reduce its CO₂ emissions and what role the Faculty should play in the green transition. We Do Democracy has been responsible for designing and facilitating the Climate Assembly at SAMF – the first citizens' assembly at a Danish university.

We want to thank everyone who has contributed to this democratic experiment. First and foremost, thanks to the members who have made an impressive contribution to a democratic conversation and spent their evenings on the task, which they have solved with curiosity, engagement and hard work.

Thanks to the Expert Group, the Impact Group, the speakers at the meetings and the students in the Democratic Innovation course. The students have acted as table facilitators and observers, studying and evaluating the process.

Thank you all for making your time and skills available. It has been crucial to the process and quality of the Climate Assembly.

Finally, we would like to thank SAMF for initiating an independent climate assembly and for making a committed contribution to the process. It takes courage to experiment with new forms of participation and to make room for decision-making – on some of the most difficult topics. If we are to achieve changes that are meaningful for those affected by them, we must have the courage to listen to multiple voices and perspectives. Courage is an obligation, and now begins a new and important process of considering the recommendations with seriousness and openness.

The Climate Assembly will be evaluated both by master students at SAMF, by the Faculty and by We Do Democracy, and we are looking forward to unearthing the learning that lies within the results of the evaluation.

From here, there is important work to be done on the recommendations, which will take time and commitment. This year, SAMF will see a change in the Dean's Office, which will require a thorough handover and a strong anchoring of the recommendations in the organisation. The

Climate Assembly has set up a Monitor Group, which has closely followed SAMF's work on the recommendations and is available for questions and follow-up, including at the follow-up meetings held after three months and one year, respectively.

Democratic potential

This is the first time a climate assembly has been conducted at a Danish university. The SAMF Climate Assembly has shown that there is enormous potential in the democratic format for organisations facing difficult strategic decisions or dilemmas before a process of change. By involving staff members in difficult decisions, you can include knowledge about the solutions from different corners of the organisation and thrive ambassadors in the process.

Staff and students have taken a considerable interest in the process, and the dropout rate has been extremely low. Only one member dropped out in the process. The Climate Assembly has shown that both staff and students want to get involved when they are invited to participate in a meaningful process with a clear task and mandate.

There is no doubt that the members' affiliation with the organisational framework that formulated the task has made the process more relevant and valuable and resulted in a high level of engagement. Working on the recommendations, the members have assigned weight to their values, experiences from their everyday lives, their professional knowledge as well as the knowledge of the Faculty, which has made the recommendations relevant and balanced.

Secretariat validation and OECD principles

We work as democracy advisers based on international principles of deliberative democracy. The principles were developed by the OECD based on an evaluation of 600 citizens' assemblies internationally (the OECD principles).

As the secretariat, we have organised and facilitated the Climate Assembly. It has been important to us that we have been able to design and implement the Climate Assembly in accordance with the OECD principles. This applies to criteria such as impartiality, open stratified draw (by Analyse & Tal), transparency of the process, use of

independent expertise, the required number of hours for deliberation and the commitment of the commissioner to receive and respond to the recommendations.

As a third-party secretariat, we find that the SAMF Climate Assembly has met the OECD's international principles of independence, arm's length and deliberation.

A more sustainable direction

The Climate Assembly's recommendations give a better understanding of what a diverse group of researchers, technical and administrative staff and students from SAMF can agree on when it comes to reducing the faculty's CO2 emissions and ensuring that it actively contributes to society's green transition.

We encourage the management, councils and committees at SAMF, other faculties, the University of Copenhagen, other universities, stakeholders and the public to receive the recommendations with an eye for the change and direction to which they point. The vision and recommendations of the Climate Assembly show that there is broad support for SAMF to be more engaged with – and relate to – the climate crisis that the world is facing. Both in teaching, research, and practical initiatives to lower the climate footprint of the behaviour at SAMF.

We do not believe that the Climate Assembly wants to change the fundamental principles of freedom of research or to move away from being an independent knowledge organisation. Rather, the direction of the recommendations reveals a desire to make use of the knowledge that exists – and is being created at the University – about the projection and consequences of the climate crisis, and to act on that knowledge by taking responsibility and trying to change and push behaviour.

We hope that everyone working on climate goals and sustainability at SAMF will use the recommendations, and that other faculties, universities and organisations will be inspired by their direction and methodology.

On behalf of We Do Democracy,
Sofie Puntervold and Simone Klint



PROCESS AND WORKING METHOD OF THE CLIMATE ASSEMBLY

A SHORT INTRODUCTION TO CLIMATE ASSEMBLIES

Climate assemblies address the challenges of the green transition within municipalities, regions, countries and organisations using the methods of citizens' assemblies. At the core, these are: stratification and deliberation. A citizens' assembly is a deliberative democracy method that gives a representative sample of citizens the opportunity to delve deeper into a given challenge and, on an informed basis, develop recommendations and joint proposals for solutions. The deliberative means that the method is based on consultation and knowledge and focuses on developing solutions that take into account the differences, vary-

ing worldviews and different priorities of a representative group. In this way, citizens or members of an organisation can innovate, qualify and strengthen decision-making processes. The method is internationally recognised and is based on the OECD's principles of deliberation. Citizens' assemblies are becoming increasingly widespread in Denmark, and in recent years, the method has been systematically used in a wide range of major decision-making processes in the EU, Canada, the UK, Germany, Australia, Ireland and Belgium.

ORGANISATION OF THE CLIMATE ASSEMBLY

Third-party secretariat, We Do Democracy

We Do Democracy has designed, planned and facilitated the Climate Assembly process. We have made decisions about inputs based on advice from the Impact Group and Expert Group.

Expert Group

The task of the Expert Group was to ensure that the work of the Climate Assembly was based on neutral, factual knowledge. The Expert Group has contributed articles, figures, reports etc. to the collection of materials provided to the members of the Climate Assembly and assisted in finding relevant speakers for the assembly meetings.

Impact Group

The Impact Group has advised We Do Democracy on the composition of the Expert Group and the implementation of the Climate Assembly and will also contribute to anchoring the recommendations of the Climate Assembly.

Project Group

The Citizen's Assembly project team consisted of staff from SAMF and the third-party secretariat. The project group has been responsible for the ongoing coordination between SAMF and We Do Democracy to ensure that the work of the Climate Assembly is anchored at the faculty. SAMF-participants of the project group will take responsibility for the follow-up process and continued dialogue

with the Climate Assembly members about recommendations.

Steering Group

The Climate Assembly's steering group consisted of a manager and staff from the Faculty and the third-party secretariat. The steering group has made decisions about the Climate Assembly's project framework, such as finances, mandate, strategy for implementing recommendations, etc.

Master course on democratic innovations in the green transition

In the autumn semester 2023, SAMF offered a master course on democratic innovation. The students who had registered for the course followed the work of the Climate Assembly, acted as process hosts and observers at all five meetings and conducted their own evaluation of the Climate Assembly.

Analysis bureau

The random selection of members for the Climate Assembly was made by the independent analysis agency Analyse & Tal. Analyse & Tal calculated the composition of the Climate Assembly and made sure it reflected SAMF in terms of gender, department and division and took into account the different groups at the faculty (students, researchers and technical and administrative staff).

COMPILED LIST OF CONTRIBUTORS TO THE CLIMATE ASSEMBLY

Experts participated in meetings and/or contributed to the collection of materials and provided ongoing expert support to the Climate Assembly. They include:

- Associate Professor Peter Arnfalk, International Institute for Industrial Environmental Economics at Lund University, expert in transport and travel.
- Professor Peter Ditlevsen, Physics of Ice, Climate and Earth at the University of Copenhagen.
- Associate Professor Julie Emontspool, Department of Business and Management at the University of Southern Denmark.
- Professor Bente Halkier, Department of Sociology at the University of Copenhagen, expert in organisational and behavioural change.
- Senior Researcher Anne Jensen, Department of Environmental Science at Aarhus University.
- Professor Emeritus Jeppe Læssøe, Danish School of Education at Aarhus University, expert in green and sustainable education.

- PhD Student Thorbjørn Hyldgaard Lønberg, Department of Architecture and Technology at the Royal Danish Academy.
- Associate Professor Pelle Munch-Petersen, Institute of Architecture and Technology at the Royal Danish Academy, expert in buildings and facilities.
- Professor and Deputy Head of Department Andreas Roepstorff, School of Culture and Society at Aarhus University.

Other contributors:

- Associate Dean for Education Sara Hageman, SAMF.
- Team Leader, Sustainability Tomas Refslund, UCPH
- Acting Faculty Director Rune Heiberg Hansen, SAMF.
- Dean Mikkel Vedby Rasmussen, SAMF (welcomed the Climate Assembly at the first assembly).
- Editor-in-Chief Lea Korsgaard, Zetland magazine (short audio clip inviting the members to be visionary and work on the core elements of SAMF's role in society's green transition).

THE FIVE MEETINGS

The Climate Assembly held four closed meetings in October and November 2023 as well as one open meeting, two online meetings in the Editorial Group and a recommendation launch on 18 January 2024. At the latter meeting, the recommendations were passed on to the Dean's Office at SAMF.



First meeting – Welcome and visions

10 October at 16:30-21:00 – CSS, 5 Øster Farimagsgade, Room 15.3.01

Purpose:

To understand the task of the Climate Assembly, to get to know each other and the process, and to decide on a working method and how to get expert inputs on the core questions.

Agenda:

- 'Welcome to the Climate Assembly' by Dean Mikkel Vedby Rasmussen, SAMF.
- Introduction to the purpose, method and practicalities of the Climate Assembly by We Do Democracy.
- 'Why is it time to act – and what is the role of SAMF?' by Professor Peter Ditlevsen, Physics of Ice, Climate and Earth at the University of Copenhagen, and Senior Researcher Anne Jensen, Department of Environmental Science at Aarhus University.
- Panel talk on SAMF's climate target and current sustainability efforts with Associate Dean for Education Sara Hageman, SAMF, Team leader, Sustainability Tomas Refslund, UCPH, and Acting Faculty Director Rune Heiberg Hansen, SAMF.
- Producing Rules for Collaboration.
- Working on our visions for the future.



Second meeting – Expert inputs

25 October at 16:30-21:00 – CSS, 5 Øster Farimagsgade, Room 35.3.12

Purpose:

To dive deeper into the different focus areas of the core question and collect knowledge and experiences for the recommendations.

Agenda:

- Final vote on the Rules for Collaboration.
- Expert meetings with:
 - Pelle Munch-Petersen, Royal Danish Academy, expert in buildings and facilities
 - Jeppe Læssøe – Aarhus University, expert in green and sustainable education
 - Peter Arnfalk, Lund University, expert in mobility and travel
 - Bente Halkier- University of Copenhagen, Sociology, expert in organisational and behavioural change
- First work on main challenges within each of the themes of the Climate Assembly.
- Deliberating on the core values of the Climate Assembly.



Third meeting – Starting work on recommendations

9 November at 16:00-21:00 – CSS, 5 Øster Farimagsgade, Room 35.3.12

Purpose:

To focus attention on the challenges and dilemmas of the four themes, (1) The role of SAMF, (2) Mobility and travel,

(3) Buildings, (4) Education and research. To begin writing the recommendations, and to get ready for the open meeting.

Agenda:

- Working on recommendations 1: What is the challenge and what needs to change?
- Feedback gallery number one.
- Working on recommendations 2: Deliberate on the received input in feedback gallery.
- Working on recommendations 3: Possible to switch to another group.



Open meeting – Input from inside and outside SAMF

21 November at 18:00-21:00 – CSS, 5 Øster Farimagsgade, Room 15.3.01

Purpose:

To open for inputs from stakeholders from inside and outside SAMF and to test the preliminary proposals from the Climate Assembly.

Guests at the open meeting:

- Students from SAMF.
- Members of the Impact Group.
- Green Youth Movement (Den Grønne Ungdomsbevægelse).
- Head of departments from SAMF:
 - Ayo Wahlberg, Department of Anthropology.
 - Henrik Hansen, Department of Economics.
 - Vibeke Koushede, Department of Psychology.
- Sustainability employees from UCPH.
- Researchers from the Green Research Network (Det Grønne Forskernetværk).
- Members of SCIENCErådet.

Agenda:

- Members of the Climate Assembly met half an hour before the guests arrived to discuss their roles as hosts.

- The guests were given a general introduction to the work of the Climate Assembly.
- The guests were invited to give inputs on one of the themes within the remit. Climate Assembly members presented their ideas and thoughts and took notes on inputs from guests. After 40 minutes, the guests were invited to switch tables and address another theme.
- A debriefing with the members of the Climate Assembly.



Fourth meeting – Finishing recommendations

29 November at 16:00-21:00 – CSS, 5 Øster Farimagsgade, Room 35.3.12

Purpose:

To work on inputs from the open meeting, to elaborate and deliberate on the recommendations, and to get as close as possible to completing the recommendations to give the Editorial Group the best possible basis for finalising the recommendations.

Agenda:

- Deliberation.
- Feedback and suggestive vote.
- Finishing touches on recommendations.
- Establishing an editorial group and a monitor group.

EDITORIAL PROCESS

All members were invited to nominate themselves and others for the editorial process. Eight members volunteered for the Editorial Group. The Group did not make any changes to the content of the recommendations, but made sure the wording was clear and wrote an introduction to the report. The final recommendations were then subject to an indicative vote among all members, which led to the final percentages of support indicated for each recommendation.

FURTHER PROCESS

The recommendations were launched and presented to the Dean's Office on 18 January 2024. SAMF is obliged to respond to the recommendations after three and 12 months, respectively. The recommendations will be processed in relevant committees.

At the last meeting, members of the Climate Assembly were invited to sign up for the Monitor Group whose job is to receive feedback from SAMF after three and 12 months, respectively. Five members joined the monitor group; Mira Kjær Madsen, Anna Ryde, Sofie Liv Petry, John Wismann Bechgaard and Thomas Bro Pold.

GREEN'ER
(WE DO AS THE GROUP)

KU SAME COULD BE
AN EXAMPLE UNTO OTHERS

