THE UNIVERSITY of EDINBURGH

Social Responsibility and Sustainability Committee
Wednesday 17 June, 9am
Raeburn Room, Old College
AGENDA

1 Minute   **A**
To _approve_ the minute of the previous meeting on 2 March 2015

2 Matters Arising
To _raise_ any matters arising not covered on the agenda or in post-meeting notes

STRATEGIC AND SUBSTANTIVE ITEMS

3 Remit of Social Responsibility and Sustainability Committee   **B**
To _consider_ and _approve_ a paper from the Convener

4 SRS Input into the New University Strategic Plan 2016-2021   **C**
To _discuss_ a paper from the Head of Strategic Performance & Research Policy

5 Progress on Climate Action Plan 2010-2020   **D**
To _discuss_ a draft project plan from the Climate Policy Manager

6 Our Changing World Update   **E**
To _discuss_ a paper from Professor Mayank Dutia

7 Reflections on Fair Trade Steering Group   **F**
To _discuss_ and _endorse_ a paper from the Director of Procurement

8 Utilities Savings Practical Planning   **G**
To _discuss_ a proposal paper from the Director of SRS

9 Circular Economy   **H**
To _discuss_ a paper from the Research & Policy Manager

10 Encouraging and Promoting SRS Links in Research, Learning & Teaching   **I**
To _discuss_ and _endorse_ a paper from the Research & Policy Manager

11 SRS Annual Reporting & Implementation Plan 2014/15 and 15/16 Planning   **J**
To _discuss_ and _approve_ a paper from the SRS Programme Manager

REPORTS AND MINUTES FROM SUB-GROUPS

12 SOAG Report to SRS Committee   **K**
To _note_ the minute of 27 May 2015

13 Fair Trade Steering Group Update   **L**
To _note_ the minute of 20 April 2015

ITEMS FOR FORMAL APPROVAL/NOTING

14 Fossil Fuels Review Group Report to CMG & Court   **M**
To _note_ a paper from the Convener

15 Climate Change Reporting under Public Bodies Duties   **N**
To _note_ a consultation response from the Director of SRS

16 Any Other Business   **Verbal**
To _consider_ any other matters from Group members including:
- **Food Policy** – consultation plans in advance of paper to October SRSC

If you require this agenda or any of the papers in an alternative format e.g. large print please contact Jane Rooney on 0131 650 4375 or email jane.rooney@ed.ac.uk

A

UNIVERSITY OF EDINBURGH

MINUTE OF A MEETING *of the Social Responsibility and Sustainability Committee held in the Raeburn Room, Old College on Monday 2 March 2015.*

Members:	Charlie Jeffery (in chair), Senior Vice Principal
	Pete Higgins (Vice Convener), Dean of Students, CHSS
	Tasha Boardman, EUSA Vice President Services
	Karen Bowman, Director of Procurement
	Michelle Brown, Head of SRS Programmes
	Gavin Douglas, Deputy Secretary Student Experience, SASG
	Hugh Edmiston, Director of Corporate Services
	Moira Gibson, External Relationship Manager, CAM
	Dave Gorman, Director of Social Responsibility and Sustainability
	Gary Jebb, Director of Estates
	Phil McNaull, Director of Finance
	Janet Philp, Joint Unions Liaison Committee
	Ian Pirie, Assistant Principal Learning and Development
In attendance:	David Somervell, Head of SRS Futures, for item 7
	David Jack, Energy Manager, for item 8
	Dougie Williams, Energy Systems Manager, for item 8
	Alexis Heeren, SRS Projects Coordinator – Engagement, for item 9
Apologies:	Mayank Dutia, School of Biomedical Sciences, CMVM
	Hamish MacAndrew, Head of Research Office, ERI
	Hugh McCann, School of Engineering, SCE
	Michael Northcott, School of Divinity, CHSS
	Lesley Ross, IS Building and Service Manager (KB)
	James Smith, Vice Principal International

1   SRS Committee noted under item 11 of the previous minute that the   **A**
    Fairtrade Fortnight city event on 28 February had subsequently moved
    from Out of the Blue café as minuted to Summerhall.

    The minute of the meeting held on 22 October 2014 was approved as a
    correct record.

2   **Matters Arising**

    The Committee noted that a number of outstanding actions from the
    previous minute were currently paused pending decisions from senior
    management.

3   **Convener's Introductory Remarks**

    Members welcomed Senior Vice Principal Charlie Jeffery to his first
    meeting as convener.

    SUBSTANTIVE ITEMS

4   Definitions of Social Responsibility and Sustainability   B

The Director of SRS outlined the background to the paper which offered a definition of the terms 'social responsibility' and 'sustainability' and what that might mean for the University in practice. The aim was to clarify and prioritise the scope of the SRS Committee's activities, as a successor to SEAG, identify any governance issues that arise, and provide a clearer framework for the work of the SRS Department.

Members noted a distinction between the relative clarity of operational environmental sustainability and the more open, aspirational understanding of 'social responsibility', though this area was becoming more defined by policy and law. There was general agreement that operational sustainability, food, fairtrade/supply chains should be issues in scope, but there was less support for some of the broader themes being included.

Members recommended that the focus be on translating these definitions into practical and pragmatic objectives that lay within the boundary of issues the Committee was competent to address. In terms of roles, it should be made clear that responsibility for managing these issues lay with the individual managers and functions and not with committees. Benchmarking against other Universities could assist with decisions on the inclusion of complex areas such as community engagement. The University of British Columbia, Harvard, Stanford, and Plymouth and Manchester in the UK were cited as notable examples.

Action – CJ & DG, with input from other members, to reflect further on the issue and DG to present a reduced version of the paper, with a tighter focus, for consideration at June's meeting.

Post-meeting note: discussed under item 3 of June's agenda.

5   Embedding SRS in Learning & Teaching   C

The Vice Convener introduced this paper for noting. The extent of the Committee's involvement in learning and teaching had been a long-running issue. SEAG had previously expressed a view in favour of making SRS available to students as part of their degree programme. The University's Strategic Plan had also expressed a clear commitment to address teaching as a focus for action on SRS: 'embedding our commitment to social responsibility and sustainability in our curricula, policies, strategies and procedures… offering every student opportunities to study the broader aspects of current global challenges, social responsibility and sustainability, and to explore in depth how their chosen subjects relate to them.'

The Vice Convener led a working group set up by Senatus Learning and Teaching Committee and had secured funding from the Vice Principal Learning and Teaching, CHSS, SCE and GESA to establish two posts to develop two courses. These would be led from Moray House and GeoSciences respectively, would be online and available to all students, and would build on existing work and expertise. The courses would be

submitted to the Board of Studies for validation by the end of the year and be rolled out in semester 2 of 2015/16.

Members welcomed the initiative and discussed opportunities to extend access to these kinds of courses to staff and to integrate these elements in induction processes.

Action – PH to keep the Committee updated as work progresses.

6   **Progress on Climate Action Plan 2010-2020**   **D**

The Director of SRS introduced this update on progress against the University's Climate Action Plan 2010-20. While progress had been made on relative carbon intensity, growth of the estate had impacted on progress against absolute targets.

The paper suggested that the original proposal for a stand-alone Review Group had been superseded. The Directors of Estates and SRS would work together to develop a practical energy reduction plan and SRS Committee would take a more fundamental look at strategic elements and future targets and make recommendations to CMG.

Members discussed the implications of not meeting the statutory reduction of 42% by 2020, and the further investment and modelling required to keep to its climate change commitments as the University continued to expand and change. The Committee agreed on the need to set clear and realistic stretch targets that took account of the wider context. In taking on this review, the Committee should assist the University in taking a long-term view.

Action – DG to establish a sub-group to take the review forward, to consider the external regulatory environment and the University's own institutional objectives and produce a paper for the next meeting.

Post-meeting note*: discussed under item 5 of June's agenda.*

7   **Climate Change Reporting under Public Bodies Duties**   **E**

The Head of SRS Futures presented a briefing outlining imminent changes in Scottish Government reporting expectations on publicly funded bodies including Universities. From autumn 2015 there would be a move from voluntary reporting, through the Environmental Association for Universities and Colleges (EAUC) and the Scottish Funding Council (SFC), to mandatory reporting.

The Committee noted that UoE staff were actively engaged in framing the Further and Higher Education Institutions (FHEI) section of the pro forma reporting templates that EAUC-Scotland were coordinating. A Scottish Government consultation had been launched and would run until the end of May. A response would be drafted in collaboration with Scottish Association of University Directors of Estates (SAUDE) colleagues and submitted to the Convener of SOAG for sign off. Concerns were raised that in bringing together reporting from four different sectors, the resulting timeline could be out of step with the University's reporting year. DG noted that colleagues in Governance and Strategic Planning would be briefed.

| 8 | **Climate Emissions – Energy Briefing Update** | F |

The Energy Manager presented this report, previously submitted to SOAG, on energy and utility performance and associated KPIs for the 2013/14 academic year. The report covered utility consumptions and KPIs for the whole estate (including Accommodation Services) and an additional KPI relating to the University's headcount. Headcount and revenue turnover figures showed a steady improvement in relative emissions over the last 3 years.

The Energy Systems Manager demonstrated the Meterology energy display system. Using the University's standard maps, the system displayed data for the year to date, as well as the current day overlaid with the same day the previous week, updated every minute (based on half-hourly readings) and including an estimated cost. The display had proved a useful tool in engaging building users on reducing the University's £20million/year expenditure on heat, light and power. While a number of buildings were currently using the displays, there was no obligation to do so at present.

To reduce consumption it was necessary to communicate figures to all building users and engage to influence behaviours; pursue technological and institutional approaches such as CHP; and ensure that energy and utility performance was taken into account in the design of new buildings.

Action – DJ to circulate more detailed information on UoE consumption and emissions profiles.

Action – CJ, with input from members, to look at ways of increasing uptake of these displays in more buildings.

| 9 | **Business Travel Review** | G |

SRS Projects Coordinator Alexis Heeren introduced the background to this report of current practices, costs, and GHG emissions impacts. The paper had arisen from work carried out by the SRS Department and the Transport Office to estimate the University's carbon footprint from business travel, breaking it down across various modes, and exploring how to mitigate the impact. The report, presented at SOAG in January, had been brought to SRS Committee to communicate the findings and ask for suggestions on how to take this work forward.

As 93% of UoE business travel emissions were from aviation, this constituted the greatest opportunity for carbon footprint reduction, with a particular focus on mode shift from domestic flights to less carbon-intensive options. A domestic aviation workshop had been held in December 2014 as a first step. The Scottish Government Individual, Social and Material (ISM) behaviours tool had been used to explore the

factors influencing business travel decisions and develop a package of interventions designed to address the issue at all levels.

A lot of the responsibility for these decisions lay with individuals and, with many factors out of their control, it was suggested that the issue needed to be addressed at a strategic level. Recommendations included: introducing sustainable business travel guidance; clarifying policies and making them available on a single business travel site; offering incentives and removing barriers; setting up a short-term working group; and reviewing video conferencing facilities. SRS Committee noted that the new IS desktop would include a teleconferencing tool.

The Committee acknowledged that this was a sensitive issue in need of careful management, given the importance of access to flying for academic and university business. There was a clear need to ensure fit to ongoing strategic reviews, further explore the actual, carbon and time costs involved, and secure wider buy-in. Members agreed that the Committee could provide the necessary leadership and oversight with no need for a separate review group.

While emissions were relatively modest compared to electricity and gas, business aviation had considerable signal value in terms of how institutions were judged on sustainability. By showcasing individuals who were setting a good example in this area, the University could take a leadership position. Additional groundwork would be required to raise the profile of this work in a way that could be accommodated within the culture and business of the University.

Action –SRS to work with Estates and Procurement to develop proposals for guidance and best practice and to amend existing guidance as required.

ROUTINE ITEMS

10   SOAG Report to SRS Committee   H

SRS Committee noted the minutes of 5 November 2014 and 28 January 2015.

11   Fair Trade Steering Group Update   I

SRS Committee noted the minutes of 15 December 2014 and 3 February 2015.

12   Student Engagement Update   J

SRS Committee noted the minute of the third meeting of the Student Social Responsibility and Sustainability Forum on 28 January 2015.

13   Any Other Business

NUS Responsible Futures
The EUSA Vice President Services updated the Committee on progress with the pilot scheme. If successful, it would be rolled out in 2016.

Procurement Rules Changes (Sustainability Duty)

The Director of Procurement outlined potential changes to procurement rules including a sustainability duty, highlighted a consultation closing on 30 April, and invited members to attend a roadshow.

Post-meeting note*: Final consultation response available at: http://www.docs.csg.ed.ac.uk/Procurement/News/ConsultationResponseUoEFinalUpdated.pdf*.

ITEMS FOR FORMAL APPROVAL/NOTING

14   SRS Implementation Plan 2014-15   **K**

SRS Committee noted this fifth annual Implementation Plan, which responded to the University's Strategic Plan and recorded actions delivering both existing policies and new commitments. The Plan recognised and celebrated current major activities from across the University working towards SRS objectives and included information on the staff resources and financial costs associated with each task. Historically these Implementation Plans were drawn together from the range of actors involved in evidencing the University's contribution to society, aligned thematically with SRS, but not in terms of delivery.

The Plan acted as a useful but interim measure to demonstrate ambition and for use as a planning tool, with a need to move towards longer term and outcome based targets in due course.

Although the Plan covered the main development areas of activity, the total resource contained was only a component of the overall resources applied in this area. The Plan had been delayed this year and would normally be in place for the autumn.

15   SRS Annual Report 2013/14 and Future Sign Off   **L**

SRS Committee noted the University's Social Responsibility & Sustainability (SRS) Report 2013-14, which would subsequently go to CMG for sign off.

Post meeting note*: CMG approved the publication of the report at its meeting of 4th March.*

The report built upon and developed the previous SRS Highlights reports published annually since 2009/10. The Report would normally come forward earlier in the academic year.

The Head of SRS Programmes outlined the future sign off process for the SRS Report 2014-15, clarifying that it was a University and not a Departmental report. SRS Committee would be responsible for deciding the areas that should be reported on, and time would be set aside at June's meeting to discuss what to include in the next Annual Report.

16   Convener's Concluding Remarks

Having been a member of this Committee and its predecessor since 1990, this would be David Somervell's last meeting. The Convener noted that David had been a part of the many changes the University had seen in this area and thanked him on behalf of the University.

Date of next meeting: 09.00-11.00, Wed 17 June 2015, Raeburn Rm, Old College

7

Social Responsibility and Sustainability Committee

17 June 2015

Remit of Social Responsibility and Sustainability Committee

Description of paper
1. SRS Committee is asked to consider a proposed extension to the remit of the Committee's following discussion at previous meetings.

Action requested
2. SRS Committee is asked to consider the recommendation.

Recommendation
3. SRS Committee is recommended to approve in principle the proposed extension to the remit of the Committee with view to this being discussed at the next Central Management Committee meeting (in August).

Background and context
4. A commitment to social responsibility has long been part of the University's ethos, appearing formally in our Strategic Plan since 2004. The importance of a social responsibility agenda was formalised through the establishment of the Department for Social Responsibility and Sustainability (SRS) in 2014.

5. The University's ambitious social responsibility and sustainability goals are defined within the Social Responsibility Strategy 2010-2020 and augmented by an annual implementation plan. Overall governance responsibilities sit with the Social Responsibility and Sustainability Committee which succeeded the former SEAG in October 2014.

6. Recent meetings of SEAG/SRS Committee have seen discussion of the areas of activity covered by 'social responsibility and sustainability', including a paper exploring the remits of equivalent committees at other universities. A number of key areas of activity were taken forward from SEAG, including: fair trade and procurement, energy efficiency, recycling, and raising awareness of sustainability issues among staff and students. However, work that could be defined as 'social responsibility' was also being undertaken in other areas of the University's activity and this paper proposes a realignment of the strategic focus of SRS to reflect other key areas of social responsibility.

7. It is worth noting that a commitment to social responsibility is not only part of the University's current agenda but it is also high on the current political agenda, particularly in Scotland.

Discussion
8. In addition to its well-established role (inherited from SEAG) in providing strategic leadership around issues of fair procurement and environmental sustainability SRS has also touched in its annual reporting on other important areas in which the work

of the University makes a socially responsible contribution, including community relations, widening participation, and equality and diversity. Recently, responsible investment has also become a prominent theme. There is a strong case that the University could improve its effectiveness and impact by realigning the remit of the SRS Committee to provide a platform for strategic discussion across these and perhaps other issues and for promoting our work in these areas more systematically to relevant external audiences.

9. The development of a Community Engagement Strategy is being actively worked on with the aim of enhancing our engagement, and profile, within the city and the local community. The strategy, being developed by External Affairs Manager Moira Gibson, involves, among other things: work on being a good neighbour; promoting volunteering for staff and students; improving engagement with the City; enhancing policies on planning consultations; developing a community facing web presence and improving internal co-ordination for these activities. It is proposed that this work is taken forward formally within the remit of SRS Committee.

10. There are other areas of relevant work that would also benefit from consideration at a strategic level alongside other areas of social responsibility. These could include the discussion and promotion of our impressive work in Widening Participation led in SRA by Kathleen Hood, and our work in enhancing and promoting our practices as a good employer. The latter could include and extend beyond equality and diversity issues and have a wider focus on issues like apprenticeships and the living wage. These are issues now included in Professor Jane Norman's extended remit as Vice Principal People and Culture. There may be scope also for including Public Engagement activities which involve the wider public (locally, nationally and online) in dialogue about research activity at the University. This is an area currently led by Vice Principal Community Development, Mary Bownes.

11. These considerations of extended remit raise questions about the membership and appropriate sub-committee structure of SRS Committee. There would also need to be discussion about which aspects of the extended remit would fall under the delivery responsibility of the SRS Department. Widening participation and good employer functions are supported through well-established structures elsewhere, and this is unlikely to change. There may be a case for considering an SRS Department role in supporting the delivery of good community relations and effective public engagement. These would be issues for discussion at CMG.

Resource implications
12. There is an opportunity to achieve increased impact from social responsibility and sustainability activities through better strategic coordination and delivery support within existing resources.

Risk Management
13. Key risks include: Setting a definition and scope which is either too wide, raising expectations that cannot be met and encouraging confusion and misalignment; or setting too narrow a definition with impact on ambitions, reputation and a potential loss of opportunity for coordination and development of opportunities.

Equality & Diversity
14. Equality and diversity issues would be one of the areas for strategic discussion at SRS Committee.

Next steps/implications
15. A paper formalising the extended remit and addressing consequential governance and delivery issues will be presented to CMG in August.

Consultation
16. Senior Vice-Principal has consulted with the University Secretary, the Director of Corporate Services, the Director of SRS, the Director of SRA and Vice Principals Norman and Bownes.

Further information
17. Author & Presenter
Senior Vice-Principal Jeffery
5 June 2015

Freedom of Information
18. This is an open paper.

Social Responsibility and Sustainability Committee

17 June 2015

Strategic Plan 2016-2021

Description of paper

1. The current University of Edinburgh Strategic Plan runs to the end of academic year 2016. Governance and Strategic Planning are initiating the process of developing the next strategic plan. This paper updates the Social Responsibility and Sustainability Committee on this process and asks for comments at this point.

Action requested

2. SRS Committee is invited to discuss the paper and comment on the content, structure and process of developing the next strategic plan.

Background and context

3. The current University of Edinburgh Strategic Plan has been highly successful as a unifying document for the University and as an articulation of our ambitions with political stakeholders. We are, however, now quickly approaching the end of the current strategic plan period and this short paper aims to outline our initial thoughts on the process of developing the new strategic plan.

4. The context for the new strategic plan is both challenging, with evolving UK and Scottish funding and policy environments, and likely to be characterised by a polarisation between those Universities willing to respond strategically to increased demand, technological innovation and collaborative opportunities and those constrained by stretched resources. We would therefore hope to use the development process, as well as the strategic plan itself, as a way to engage the university and wider stakeholder community around our shared objectives. The strategic vision for 2025 provides a horizon point for the new strategic plan and should allow explicit debate on the pace with which we pursue our different priorities and aspiration.

5. Developing the Strategic Plan will require several strands of work to progress in parallel. The broad approach proposed by Governance and Strategic Planning is outlined in this paper.

6. These proposals for the process of developing the strategic plan have been considered by the Principal's Strategy Group, Policy and Resources Committee and Central Management Group, and will be considered at Court on 22 June.

7. As the University Court has not yet commented on the process we are not yet initiating the formal process of engagement, but we would be interested in initial views on the structure, content and process of engagement across the university.

8. As is outlined in the diagram on page 5, we are intending to formally engage with key committees and groups across the university and would welcome the opportunity to return to discuss this more fully in the autumn.

9. Early views from the SRS Committee would be welcomed, particularly on the fit of the current Social Responsibility and Sustainability theme within the current plan, the fit with other existing and planned strategies across the university, and the best ways of engaging the university community with the process of developing the plan.

Process of developing the plan

Timescale

10. University of Edinburgh Strategic Plans have typically covered a four year time period. However, we believe that there is merit in developing a five year (2016-2021) plan during this cycle. This is largely driven by the anticipation of several major internal and external events over the 2016 to 2021 period, making 2021 a natural break point for planning.

11. Key events in the 5 year period include the Scottish Parliament election in 2016; a likely EU referendum in 2017 (with implications for possible further Scottish referendum); the next General Election in May 2020; the publication of the next REF results in 2020 and ELIR exercises in 2015 and 2019. A five strategic plan would also allow a slightly longer stable horizon against which our rolling 3 year business plans could be set while avoiding the potential loss of precision which can be associated with very extended plan time-frames.

12. A high level review of the strategic plans of our competitors, suggests a general trend towards longer term plans over the last few years. At the extreme, University College London's plan covers 20 years (2014 to 2034), but five to ten year strategies are not uncommon.

13. We believe that the combination of the long-term Vision to 2025 with a 5 year Strategic Plan would provide the University of Edinburgh uniquely with both a long-term strategic horizon and the clarity of objective and strategic path associated with a medium-term plan.

Structure and content of the plan

14. The 2012 to 2016 plan demonstrates significant continuity with previous plans. This has provided a strong sense of coherence and stability in shared aspirations which have enabled significant change to be embraced. The themes agreed to in the Strategic Vision 2025 sustain that continuity with the University's mission but also emphasise the transformational outcomes to be delivered.   We would expect this "transformational" emphasis to be a key characteristic of the new strategic plan.

15. We anticipate broad support for retention of the strategic goals – it is difficult to imagine a world in which excellence in research, education and innovation are not crucial to the University's success – although we would expect some development of the exact interpretation of these overarching goals.

16. In reviewing the current strategic plan it is clear that there is some significant overlap between our strategic themes. This would therefore appear to be the key area of development within the new strategic plan. Informal conversations have revealed an appetite for drawing some of these together, with one suggestion of 'community engagement' as an overarching strategic aspiration.

17. We would be interested in the Committee's views on the development of the themes.

Values

18. We have identified some enthusiasm for exploring the university's values.

19. We currently have no single articulation of the university's values, though many are encapsulated in the vision and mission in our current plan. However, we are conscious that various departments across the university have developed values statements for their own group, and some have addressed the question of developing values that would serve as whole university values.   For example, Communications and Marketing developed 'brand values' around 5 years ago. We have also noted that the recommendations from the Fossil Fuel Review Group included a reference to "the difficulty of assessing issues against the University's values in the absence of a consolidated single statement and that therefore the University might wish to reflect on this point.'

20. We believe that a clear statement of values will also offer an opportunity to consider the integration of the 'enablers' elements of the current plan. The three enablers – people, infrastructure and finance - are essential to the University but they could perhaps be presented more as integrated elements of who and what we are, rather than as tactical enablers or resources. The fundamental values that we espouse as an institution would be likely to cover many elements of the 'people' enabler, for example.

21. We suggest that we should develop a set of values, as part of the consultation on the strategic plan. The 'brand values' would be one potential starting point for this, but we think there would be benefit in a wider conversation on our 'core values', which could be different from those we want to be visible to the outside world.

22. We are interested in the views of the SRS Committee on the question of values and their place in the Strategic Plan.

Measuring success

23. The current Strategic Plan is monitored through an annual evaluation against the KPIs and targets summarised at the end of the plan, presented successively to CMG, PRC and Court. Current performance against a number of the KPIs and targets are also cascaded to Colleges as part of the annual planning round. While this is an effective way of ensuring that there is engagement from the Court and its committees, the monitoring is relatively limited to those things identified as being numerically measurable. There is also some confusion about the relationship between KPIs and targets and some measures are limited in their ability to influence behaviour because of the significant diversity in baseline performance across the university.

24. Continuity of measurement, allowing a longer timescale over which trends can be monitored and improvements, has benefits and we would not wish to revise all the measures currently used. However, with advances in support for dashboards, and developing understanding of Business Intelligence and Management Information across the University, this seems an excellent opportunity to review the approach to how our monitoring of progress, success and business as usual is carried out.

25. We also consider that the contribution of each of the University's component parts could be better addressed through consideration at the outset of how each School, College and Support Group contributes to the overall plan for the University – in terms of their activities and drivers for actions. This would allow ensure that we have tested the achievability of our University aspirations but also have a much more transparent set of measures for judging whether progress being achieved in each part of the University.

26. In the current monitoring framework, the strategic theme of social responsibility is measured against: 10.0 carbon emissions per £ turnover; and 10.1 reduce absolute CO_2 emissions by 29% by 2020 against a 2007 baseline (interim target of 20% savings by 2015).

Resource implications

27. Developing the new strategic plan is part of the day-to-day business of Governance and Strategic Planning and costs for delivery are therefore built into the department's budget.

Risk Management

28. The changes to the strategic plan may result in changes to the Risk Register. Many of the elements of risk are currently partially managed through the monitoring of the strategic plan.

Equality & Diversity

29. The current strategic plan was developed with Equality and Diversity issues in mind, and specific elements of the current plan (including Strategic Theme 12, Equality and Widening Participation, and Enabler 4, People) explicitly link the University's measures of success to KPIs and targets relating to Equality and Diversity. In developing the new plan we will continue to be mindful of these and seek to embed these further, including through the proposed work on the values. We will also ensure that staff and students from different backgrounds and communities are able to contribute to the planning process.

Next steps/implications

30. Governance and Strategic Planning will follow the timetable outlined below in developing the Plan.

31. There are several overlapping strands of activity that need to be completed to deliver the strategic plan. The diagram below maps out these strands and the proposed timescales for delivery.

		Preparation and research	Develop plan content	Draft the plan	Develop measures of success			Sign-off		Printing and publication
2015	May	Review other HEIs plans, and existing university plans; organise meetings for engagement	Informal conversations			Establish meaningful KPIs		Of the process		
	June		Formal cross-university and external stakeholder engagement – 1st phase – including engagement with university committees, and focus groups				Ensure fit with other corporate dashboards/ measurement systems		22 June Court	
	July									
	Aug									
	Sept			1st draft	Establish each College and Support Group's contribution to delivery					
	Oct									
	Nov							Of 1st draft		
	Dec								7 Dec Court	
2016	Jan		Formal cross-university and external stakeholder engagement – 2nd phase	2nd draft					8 Feb Court	
	Feb							Of plans for measurement of success		
	Mar									Agree format and layout with CAM
	April			Final draft						
	May									
	June							Of Final	20 June Court	
	July									Printing and translations
	Aug									
	Sep									

Consultation

32. Earlier versions of this paper have been considered at Principal's Strategy Group on 25 May 2015, Policy and Resources Committee on 8 June 2015 and Central Management Group on 16 June 2015.

Further information

33. Author and presenter Pauline Jones, Head of Strategic Performance and Research Policy, Governance and Strategic Planning, 8 June 2015.

Freedom of Information

34. This paper is closed. The final version of the process for development, following Court approval, will be open.

Social Responsibility and Sustainability Committee
Wednesday 17 June 2015
Progress on Climate Action Plan 2010-2020

Description of paper

Following the briefing note on progress against the Climate Action Plan 2010-20 presented at March's meeting, this draft project plan sets out critical success factors and scope, including details of phases, work stream deliverables and timelines. Planned against a one year timeframe (June 2015-June 2016), it will ensure delivery of a final university-wide integrated Climate Change Strategy in Summer 2016.

This new strategy is needed for the following key reasons:

- UoE can make cost savings by revising the current CAP to develop a coherent strategy that leads to reduction in energy demand across the estate
- UoE has not been able to meet the target 3% reduction in carbon emissions. A review of absolute targets and means to meet those targets is required
- As a founding signatory to the Universities and Colleges Climate Commitment for Scotland (UCCCfS), UoE is tasked with reviewing its CAP every 5 years
- Mandatory carbon emissions reporting begins in 2016, requiring systems and processes in place to allow adequate capture and analysis of emissions data
- The new Strategic Plan will require advice on a new carbon target by early 2016.

Action requested

SRS Committee members are asked to note the draft project plan, review the project roadmap and provide comments for further alignment with corporate priorities.

Context

In response to the Climate Change (Scotland) Act 2009 as well as other significant drivers, the University of Edinburgh's Climate Action Plan 2010 proposed a reduction in University carbon emissions of 29% by 2020, with an interim target of 20% by 2015, against a 2007 baseline. Targets set by the University match Scotland-wide obligations to reduce carbon emissions. The University is required to comply with the Public Bodies' Duties, under Section 44 of the Act which states that public bodies must contribute to climate change mitigation, adaptation and must act sustainably.

The University has improved its energy infrastructure through the development of three Combined Heat and Power (CHP) installations, with a fourth online since 2013, and a fifth planned for Easter Bush campus (2016). The first three have saved the University 8,500 tCO_2e per year. Progress has been made against qualitative measures, through behaviour change programmes such as "Switch and Save" and the Edinburgh Sustainability Awards.

At the same time, a recent review of progress has noted an increase in absolute carbon emissions since 2010. The size of the estate has increased due to merger and new build, with student numbers and the physical estate growing substantially since targets were set. Relative emissions figures have remained fairly stable. The University now needs to conduct a comprehensive review of the Climate Action Plan, to reconsider targets and to develop an integrated Climate Change Strategy to achieve those targets.

Resource implications
It is expected that the primary resources for the review itself will come from the SRS Department, supported by Estates.

Risk Management
Key risks for Climate Change Strategy development include: project deadline drift; failure to delivery consultancy work on time/to satisfaction; failure to agree new targets and KPIs; failure to align with core strategic processes; failure to deliver work stream proposals on time/to satisfaction; and lack of awareness, support or buy in from the University community and senior managers during strategy development, and/or once strategy completed.

Equality & Diversity
Due consideration has been given to equality and diversity as a key element of the SRS agenda. An Equality Impact Assessment is not required.

Next steps/implications
Following wider consultation and revision, the finalised project plan will be circulated.

Consultation
This paper is submitted to SRS Committee for discussion; based on its recommendations further consultation will be undertaken with colleagues.

Further information
Author: Elizabeth Vander Meer, Climate Policy Manager, 9 June 2015
Presenter: Dave Gorman, Director of Social Responsibility & Sustainability

Freedom of Information This is an open paper.

University of Edinburgh

Climate Change Strategy Development

PROJECT PLAN

Department for Social Responsibility and Sustainability

2

Contents

Climate Change Strategy Development – Project Plan

1. Executive Summary

The University of Edinburgh has reached a point at which it must review its existing Climate Action Plan (CAP) 2010-20, and replace it with a university-wide integrated climate change strategy. This new strategy is needed for the following key reasons:

- The University can make cost savings by revising the current CAP and developing a coherent strategy that leads to reduction in energy demand across the estate
- The University has not been able to meet the yearly target of 3% reduction in carbon emissions, so that a review of the absolute targets and means to meet those targets is required
- The University, as a founding signatory to the Universities and Colleges Climate Commitment for Scotland (UCCCfS), is tasked with reviewing its CAP every 5 years
- Mandatory carbon emissions reporting to the Scottish Government begins in 2016 and will require the University to have systems and processes in place to allow adequate capture and analysis of emissions data
- The new University Strategic Plan will require advice on a new carbon target by early 2016

The measured and comprehensive approach to reducing carbon emissions that an integrated climate change strategy delivers would ensure that the University sets realistic yet stretching emissions reduction targets and is in a position to identify the most suitable and effective options for achieving them. The University Estates Strategy 2010-20 and the Strategic Plan 2012-16 both highlight the importance of social responsibility and sustainability; the Climate Change Strategy would develop in alignment with the vision and goals set out in these key documents (and their subsequent versions).

Responsibility for the oversight and monitoring of the integrated Climate Change Strategy falls to the new Social Responsibility and Sustainability (SRS) Committee on behalf of Central Management Group[1]. Development of the Climate Change Strategy will be coordinated by the Department of Social Responsibility and Sustainability (SRS), project managed by the Director of SRS and the Climate Policy Manager.

The project plan proposes the following work streams to support strategy development:

- Work stream 1: Scope and Vision
- Work stream 2: Systems and Reporting (review)
- Work stream 3: Emissions Scope 1 and 2 (energy) – (Utilities Savings) Strategies for Action
- Work stream 4: Emissions Scope 3 (waste/water/transport/procurement) – Strategies for Action
- Work stream 5: Target setting, practical planning and recommendations

Work will be progressed through the existing Utilities Savings working group, taking responsibility for work stream 3, and informal advisory groups consisting of key support group and academic staff, which will provide input to progress remaining work streams. The following paper sets out critical success factors, background to development of a climate change strategy, the project roadmap and

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[1] This is a change to previous proposals and agreement will be sought from CMG for this change to governance

scope which includes details of phases, work stream deliverables and timelines, and project control and risk management.

1.1 Critical Success Factors

The Climate Change Strategy development project will revise the existing CAP, including its targets and means to achieve those targets. It relies crucially on thinking strategically and will result in formulation of a long-term approach to climate change that the University can commit to with confidence.   The successful delivery of this project includes the following key factors:

- The University is able to meet revised carbon emissions reduction targets which are recognised as being stretching but achievable, thus avoiding reputational risk
- The University is able to identify the best combination of options from a number of carbon emissions reduction options (identified through carbon modelling/forecasting)
- The University has clear capability to implement projects chosen to reduce carbon emissions
- The University will have the integrating framework required to enact change successfully
- The University's energy costs will decrease compared to business as usual due to implemented measures
- New agreed targets and KPIs are included in the revised University Strategic Plan
- The University demonstrates sector leadership in climate change strategy
- There is increased awareness of climate change issues across the University and support for coordinated change including senior management buy in

A series of KPIs will be developed from these as part of the Climate Change Strategy project.

1.2 Background

In response to the Climate Change (Scotland) Act 2009 as well as other significant drivers, the University of Edinburgh's Climate Action Plan 2010 proposed a reduction in University carbon emissions of 29% by 2020, with an interim target of 20% by 2015, against a 2007 baseline. The University has improved its energy infrastructure through the development of three Combined Heat and Power (CHP) installations, with a fourth online since 2013, and a fifth planned for Easter Bush campus (2016). The first three have saved the University 8,500 tCO$_2$e per year. Progress has been made against qualitative measures, through behaviour change programmes such as "Switch and Save" and the Edinburgh Sustainability Awards.

At the same time, a recent review of progress to date has noted an increase in absolute carbon emissions since 2010, so that the University has not met the original target of a 3% reduction in emissions per year. The size of the estate has increased due to merger and new build, with student numbers and the physical estate growing substantially since the targets were set. These buildings are by their nature energy intensive, driving up the carbon foot print of the University as a whole. However, relative emissions figures have remained fairly stable. For example, 139 tCO$_2$e/£M in 2007 reduced to 122 tCO$_2$/£M in 2013. The University now needs to conduct a comprehensive review of the Climate Action Plan, to reconsider targets and to develop an integrated Climate Change Strategy to achieve those targets.

1.3 Project Plan

The project plan sets out the roadmap for project delivery. It provides an inventory of key tasks, those responsible for completing tasks, related deliverables and approval processes, control and risk management, planned against a one year timeframe (June 2015-June 2016), that will ensure delivery of a final Climate Change Strategy in Summer 2016.

2. Project Roadmap and Scope

The SRS Department is tasked with coordinating Climate Change Strategy development and within that, the review of the University's current CAP.   SRS is contracting consultants to provide a carbon modelling tool, best practice report(s) and outline business cases for renewables and energy reduction to assist with options appraisal, as key steps in providing the University with evidence to make sound decisions on strategies for action.

As part of the programme of work for strategy development, the Climate Policy Manager will organise a series of workshops and meetings to facilitate communication and work within the project work streams.   The Climate Change Assessment Tool (CCAT)[2], developed by Resource Efficient Scotland (RES) to support public sector bodies in meeting their duties under the Climate Change (Scotland) Act, will be used as a starting point for review of the CAP and subsequent formation of work stream working groups. The project will be progressed through 5 work streams and associated working groups, described in detail in the following section.

2.1 Project Work Streams

Work stream 1, Scope and Vision responsibilities include:
- Review of CAP 2010 scope and vision – lessons learnt
- Determining formal scope of emissions (organisational boundary, initial discussion of what Scope 3 emissions to consider – with later feed-in from Work Stream 4)
- Considering the role of learning, teaching and research
- Embedding the living labs approach in strategy (framing)
- Addressing adaptation in the context of the University

Proposed membership: TBC Dave Gorman (SRS), Pauline Jones (or nomination from GaSP), Andy Kerr (ECCI, academic), Elizabeth Vander Meer (SRS), Estates person (Geoff Turnbull and volunteers from CCAT workshop. Academic (Dave Reay?)

Work stream 2, Systems and Reporting includes:
- Detailed review of current systems and reporting to identify gaps/issues
- Analysis of best practice in reporting provided by consultancy
- Reporting on adaptation?
- Proposal for improvements to systems and reporting, to feed into work stream 5

Proposed membership: Matthew Branden (academic), Matt Lawson (SRS), Dave Reay (academic), Elizabeth Vander Meer (SRS), Dougie Williams (or someone else from Estates?), GaSP representative and volunteers from CCAT workshop

Work stream 3, Scope 1&2 Energy Strategy (Utilities Savings) has responsibility for:
- Review of CAP 2010 plan for energy – lessons learnt
- Considering data, feedback and incentives
- Energy and buildings – new developments and standards
- Proposing technical solutions
- Raising awareness and promoting positive behaviours
- Reviewing/analysis of best practice reports and business cases for renewables provided by consultancy, considering the University context

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[2] See http://www.resourceefficientscotland.com/resource/resource-efficient-scotland-climate-change-assessment-tool-ccat

- Proposing novel energy solutions and new ideas and technologies
- Detailed (costed) proposals for action (?) to feed into work stream 5

Membership: David Barratt (Estates), Graham Bell (Estates), Michelle Brown (SRS), Dave Gorman (SRS), David Jack, (Estates) Gary Jebb (as available Estates), Caro Overy (SRS), Jane Rooney (SRS), Geoffrey Turnbull (Estates), Elizabeth Vander Meer (SRS), Dougie Williams (Estates)

Work stream 4, Scope 3 (Waste/water, Transport, Procurement) Strategy includes:
- Review of CAP 2010 plan for waste/water – lessons learnt and strategy proposal
- Review of CAP 2010 plan for travel/transport – lessons learnt and strategy proposal
- Review of CAP 2010 plan for procurement – lessons learnt and strategy proposal
- Development of a Scope 3 strategy proposal to feed into work stream 5, considering what should be in and out of scope for reporting.

Proposed membership: Emma Crowther (Estates, Transport), Fleur Ruckley (Estates, Waste), George Sked (Procurement), Elizabeth Vander Meer (SRS) and volunteers from CCAT workshop

Work stream 5, Target Setting, Practical Planning and Recommendations
- Analysis of carbon modelling tool data, best practice reports and business cases for renewables to determine new targets, approaches
- Defining new vision and objectives, with feed in from other work streams
- Providing final determination of key projects to deliver, vision and targets for work streams 2, 3 and 4

Proposed membership: TBC Dave Gorman (SRS), Pauline Jones (or nomination from GaSP), Andy Kerr (ECCI, academic), Elizabeth Vander Meer (SRS), Estates person (Geoff Turnbull and volunteers from CCAT workshop. Academic (Dave Reay?)

2.2 Project Roadmap

2.2.1 Phases and Approval/Reporting Timeline:
The Climate Change Strategy development project launches with the CCAT workshop in June 2015. Broad project phases include:

- Phase 1 – Review of CAP and lessons learnt, and work stream development
- Phase 2 – Carbon modelling/forecasting, analysis and understanding best options
- Phase 3 – Target setting, practical planning and final strategy recommendations
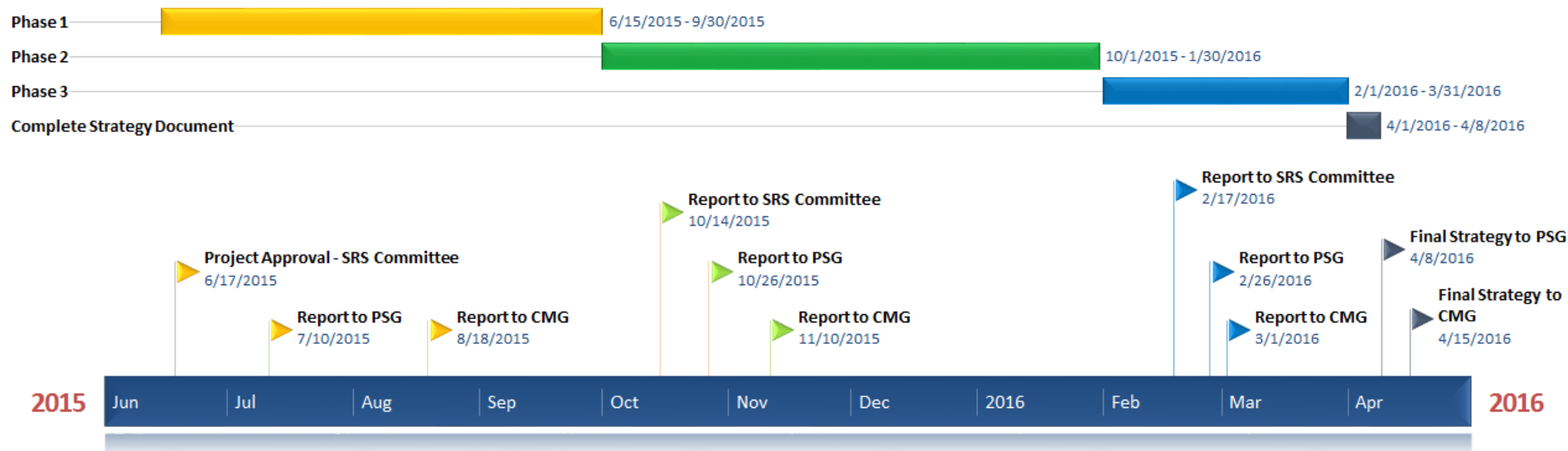
The Climate Change Strategy will require approval from the Social Responsibility and Sustainability (SRS) Committee, Principal's Strategy Group (PSG) and Central Management Group (CMG).   SRS project managers will request approval for the strategy development project from the SRS Committee on 17 June, 2015, with subsequent reporting to PSG and CMG during Phase 1.   Project managers will also report progress in Phases 2 and 3, with approval of the final strategy proposal requested at the * meeting of SRS Committee, and then subsequently at the 8 April 2016 PSG meeting and 12 April CMG meeting, for later Court approval.
NOTE: SRS Committee meetings – dates TBC

8

2.2.2 Reporting Schematic:

9

2.4 Project Scope

The Climate Change Strategy development project will deliver:

- A comprehensive climate change strategy proposal for University carbon emissions reductions, with new target(s), KPIs and scope determined
- A carbon modelling and reporting tool that allows options for emissions reductions to be adequately appraised, as well as yearly reporting of carbon emissions (and comparisons year on year)
- Best practice reports and business cases for renewables that can inform potential decisions and action
- Within the strategy, a revised climate action plan that delivers practical project solutions, providing the University with realistic means to meet targets, reducing emissions and costs
- As part of strategy development, recommendations for revising systems and reporting to ensure data is more robust and captured/shared more efficiently in light of upcoming Scottish Government mandatory reporting
- Increased awareness of climate change issues and support for the strategy across the University, with relevant buy in

Work stream deliverables include:

- Lessons learnt reports from each work stream
- Work stream 1 – review of CAP 2010-20 with collation of lessons learnt, recommendations for scope and vision for the Climate Change Strategy
- Work stream 2 – recommendations for improving systems and reporting
- Work stream 3 – recommendations for Scope 1 and 2 strategy
- Work stream 4 – recommendations for Scope 3
- Work stream 5 - revision of targets and means to achieve targets, responsible for pulling together final draft of strategy document

10

3. Control and Risk Management

3.1 Contracts

The University has recognised that adequate review and revision of the CAP and development of a climate change strategy require the use of a carbon modelling and scenarios tool, a deeper understanding of best practice in the sector and development of business cases for renewables and energy reduction options. SRS is contracting consultancy work to deliver these. The Scottish Funding Council (SFC) are also funding this work to assist the sector in taking forward climate change strategies, and the outputs will have relevance to the wider Scottish sector.

SRS is in the process of appointing a consultant or consultants to:

1) Develop a carbon modelling and scenarios tool

2) Provide a review of best practice in the University sector and provide subsequent recommendations to the University of Edinburgh and the wider sector in Scotland

3) Develop business cases to support investment in renewables, micro-renewables and energy reduction

 The maximum budget for all components is £50,000 (excl VAT). The budget for Lot 1 is in the range of £20,000 – £30,000. The budgets for Lots 2 and 3 are each in the range of £10,000 – £15,000.

Tender documents were made available as part of a Pre-Qualification Questionnaire on 14 April, through the Procurement tender portal and the closing date for noting interest was 28 April. The following timeline pertains to the subsequent invitation to tender:

Action	Time/Date
Tender Return Date	12 noon 25 May 2015
Interview / presentation	Between 1 June and 4 June 2015
Proposed Contract Start Date	Mid June 2015
Final reports deadline	1 October 2015

3.2 Risk Management

Key risks for Climate Change Strategy development include the following:

1. Project deadlines drift so that the final project end must be extended
2. Consultancy work is not delivered on time or successfully/to satisfaction, so that adequate options appraisal cannot be undertaken
3. There is a failure to agree new targets and KPIs
4. The Climate Change Strategy does not align with core strategic processes
5. Work stream proposals are not delivered to time or adequately, which could be due to lack of engagement from members, poor coordination etc
6. A lack of awareness, support or buy in from the University community and senior managers during strategy development, and/or once strategy completed

To mitigate these risks, the following actions will be taken:

11

1. Project managers will set firm project deadlines and ensure relevant individuals are clearly aware of these deadlines (and their fixed nature).
2. Project managers will regularly meet/engage with the successful consultants to provide guidance and exchange so that progress throughout the development process is apparent
3. Evidence will be provided during the process to clearly support target revising, most specifically through use of the carbon modelling tool and other consultancy outputs.
4. GaSP and other relevant University offices will be made integral to the strategy development process, providing input into work streams.
5. Project managers have proposed core members for each work stream, individuals who will be committed to the process and consistently contribute. Meetings will be scheduled carefully and well enough in advance to ensure the best turn-out. Extensive use of engaging mechanisms such as structured workshops to invite comment and ideas, and use of other avenues for input such as via one to one meetings, email or telephone calls will be possible to encourage input from work stream working group members.
6. Outputs from each phase will be reported to senior management seeking agreement and buy in to lock in support. The SRS Communications team will develop a programme for post-strategy communication

3.3 Delivery Strategy

4. Appendices

4.1 CAP 2010-20 and Update 2012

4.2 PBDs

4.3 Consultancy Documents

4.4 Reporting Schedule

Social Responsibility and Sustainability Committee

17 June 2015

Our Changing World Update

Description of paper
This paper provides an update on Our Changing World which comprises a free public lecture series, exploring the challenges facing today's society, and the role of academia in overcoming these challenges, and a 20-point credit-bearing undergraduate course around the lecture series.

Action requested
SRS Committee is asked to note the success of OCW and discuss the paper.

Discussion

"Our Changing World" Update June 2015

Created in 2010 through an initiative led by Profs Mary Bownes, Gareth Leng, Steven Hillier and others and supported by the Principal. Hosted by the School of Biomedical Sciences, and organised by Prof Mayank Dutia with the help of the Global Academies (2013-) and the SRS Dept. (2014-).

Aims:

- to hold high-profile free public lectures showcasing the range of interdisciplinary research being done at Edinburgh, on the theme of "global challenges facing society and the role of science and academia in addressing them". Intended for a live audience of the general public, UG and PG students from all disciplines, school pupils, alumni and staff; and an online worldwide audience via the University YouTube and iTunes U channels, etc.

- to set up a 20-point credit-bearing course around the lecture series, open to all first-year UG students, with the aim of engaging students in thinking about global challenges and the role of University research and scholarship in finding solutions for a better future. Students explore the relevance of their own subject areas in the interdisciplinary context, and develop their abilities for critical thinking, dispassionate appraisal and rational discussion using the lecture topics as examples of complex, open-ended questions of great current interest.

Status:

44 lectures over the past five years (including 5 Enlightenment Lectures given by renowned external speakers, as the culmination of each annual lecture series); attended by >13,000 people in total and viewed online by ~850,000 people worldwide. The impact of the OCW lectures was acknowledged by their inclusion in the University's 2013 REF submission. Many lectures or extracts are also being used as teaching resources both in Edinburgh and elsewhere (e.g. in the MSc in Global Challenges, and the Critical Thinking in Global Challenges MOOC at

Edinburgh; these additional views/downloads are not included in the above figure).
All of the lectures are available on the University YouTube channel
(https://www.youtube.com/playlist?list=PL9E20C4BE37DEBC70).

The demand for free tickets to attend the live lectures has been consistently high: almost every lecture has been sold out, and some moved to a larger venue because of high demand. The Enlightenment Lectures have attracted some 700 – 1000 attendees each year (the latter being the available capacity of the McEwan Hall). Feedback from students and the public was collected through online surveys in 2010 and 2011 and was highly positive (Appendix). This was not done from 2012-15 because concerns were raised that people booking tickets on Eventbrite had not given consent for their emails to be used for this purpose, and administrative support for this has been limited.

50 students were enrolled on the 20-point OCW UG course in 2013-14, and 66 in 2014-15, from Schools across the University. Feedback from students was very positive, with the interactive facilitated group discussions following each lecture and the independent research project assignment, being highly appreciated. In 2013-14 the OCW course was nominated for the EUSA "Best Course" award. (In 2015-16, it is anticipated that course enrolment will reach the maximum of 100 available places, as the School of Biomedical Sciences takes its own stream of Biomedical Sciences Honours students for the first time and this will be a recommended course in the first-year curriculum.)

Students enrolled on Our Changing World 2014-15 came from:

  School Of Geosciences
  School Of Economics
  School Of Social And Political Science
  School Of Philosophy, Psychology And Language Sciences
  Moray House School Of Education
  School Of Biomedical Sciences
  School Of Chemistry
  College Of Humanities And Social Science
  School Of Biological Sciences
  School Of History, Classics And Archaeology
  School Of Engineering
  School Of Informatics
  School Of Economics
  School Of Literatures, Languages And Cultures
  School Of Physics And Astronomy
  School Of Health In Social Science

"Spin-offs":

- "Critical Thinking in Global Challenges" MOOC, 2011, Dr Celine Caquineau and Prof Mayank Dutia, School of Biomedical Sciences, based on and using material from the OCW lectures. This was one of the six "first-wave" MOOCs launched by the University; these MOOCs received considerable attention and critical scrutiny, being seen as a rather daring experiment in this area by a leading UK University. Their success has led to more than 14 further MOOCs being launched

by Edinburgh, which have attracted >1 million students overall. The "Critical Thinking" MOOC has run three times so far, attracting over 260,000 registered students from all over the world. It has a student feedback rating of 4.5 out of 5, and the distinction of being tagged as "Approved by Employers". It has also been adopted into several "blended teaching" programmes, e.g. in the Universities System of Maryland (USA), the Global Challenges Project at the University of Exeter (UK), and the Virtual Online Higher Education project in Rwanda. In November 2014 the Universitas21 group of leading research-intensive Universities launched a new online collaborative teaching initiative based on this MOOC, which is ongoing.

- "OCW-Extra" events: While the OCW lectures take place through Semester 1, additional events throughout the rest of the year hosted by the Global Academies (workshops and conferences, invited seminars) which relate to the topics of OCW lectures, will be brought together under an "OCW-Extra" branding on the Global Academies webpages, to enhance the visibility of University research in these areas and provide a greater breadth of online resources for use in teaching and for reference. OCW Extra events which would take the form of open, drop-in group discussion sessions for members of the public following selected lectures were also discussed with the SRS Department.

Resource implications
This paper has no direct resource implications associated.

Equality & Diversity
Due consideration has been given to equality and diversity as a key element of the SRS agenda. An Equality Impact Assessment is not required.

Next steps/implications
Investigation of opportunities and future planning will be shaped by discussions at SRS Committee and through subsequent wider consultation.

Consultation
Reviewed by the Senior Vice Principal.

Further information
Author & Presenter
Prof Mayank Dutia
9 June 2015

Freedom of Information
This is an open paper.

Appendix – free text comments from 2011 survey

- A very interesting course, with some brilliant lecturers (with Dr Milne and Aubrey Manning the particular highlights!)
- Although I didn't take the course, it was a really nice activity for Tuesday evenings with good speakers and important topics. Will definitely go next year.
- Delighted to see that UoE has taken a lead in putting on this lecture series, and is obviously in the forefront of research in the important fields.
- Difficult for me to comment as I was an actual lecturer.
- Don't want to take more courses but would be interested in panel or round-table discussions on population reduction - especially if they were designed to evolve over several meetings, so that participants (possibly many of the same people) can gradually take the topic deeper.
- Edinburgh University are to be congratulated for running such an interesting series of lectures.
- Would have liked to attend A Manning's lecture but never received notification although on the reserve list.
- Excellent lecture series. Well done to the organisers for picking up the speakers. Fantastic lecturers and an important initiative.
- Good
- Great idea. I hope you repeat it
- Had plans to attend two other lectures but did not manage to make the time.
- A real treat to have these on our doorstep. In Q 4 none apply: I did know but did not look (not found the time)
- Hope Edinburgh Uni do loads more like these in the future
- How I wish I was a student again ;-)
- I am still slowly working my way online through lectures I missed so cannot cover in depth. For any course I would prefer week time tutorials mostly
- I really enjoyed most of these lectures and am looking forward to next year's programme.
- I wish I had had time to attend more than one of these lectures - it was incredibly interesting!
- I would have been interested in most of the lectures if I'd heard about/noticed then before!
- It's great to have access to these lectures. I wish I had heard about them earlier.
- Not sure of the answer, but free pre-registering of tickets for popular speakers (e.g. last one) doesn't ensure a full house - no penalty for registering and then not showing
- Only able to attend one lecture in the series but found it very worthwhile.
- Richard Milne gave a really great, well-presented lecture. Although I already believe that climate change is real and is happening, the reality isn't something I dwell on too much so this lecture gave me a lot of food for thought. His points about how to separate scepticism from denial, science from politics, etc. were well made, and clarified some issues for me. This came in very useful in an argument I had in a pub a couple of weeks ago.
- Some chose to ignore the reality that alternative energies do not balance their energy consumption against their output. e.g. electric and hydrogen cars are not C-free - where does the energy come from and hydrogen from water depends on enormous energy input. There is a conspiracy of silence against nuclear to satisfy the politically-funded need to expand wind etc. etc. A wind farm the size of Midlothian has an output = 1 power station and a 50km radius of biofuel = 1 power station; and both only refer to the outputs, ignoring the inputs. I did not hear Aubrey Manning, but suspect he was realistic on the wider picture. The politically-driven proposal for an off-shore wind farm in Cromarty Firth (£4.3) will use more energy than it produces; the report in the Scotsman only referred to the optimistic outputs! Sadly the solution is in nuclear power but politicians are scared to support it.
- The lectures I attended were of a high standard and a good showcase for the University, the questions and answers were also stimulating and the whole series very rewarding. I hope that it gets wide publicity for a future series and supporting events are also set up - an example was the fair/free trade debate which I attended and was a stimulating event.
- The venue was good and I appreciated that all lectures I attended began on time
- This was a really great series of lectures which were relevant, informative and enjoyable.
- A valuable contribution to understanding on issues that concern us all and about which we will have to make fundamental political and economic decisions.
- Thank you! Very interesting/relevant subjects - and presented with good balance.

Social Responsibility and Sustainability Committee

17th June 2015

Reflections on Fair Trade Steering Group (FTSG)

Description of paper

1. This paper describes some reflections on the role of the Fair Trade Steering Group in relation to the (new) SRS Committee, and recommends a Review (see 5 below).

2. The paper reflects how the University's community aligns to its Strategic Plan & Vision 2025 in going '**beyond fair trade**' (see 6 and 4 below) e.g.

   i) incoming **legal duties** on (sustainable, fair trade, ethical) procurement, needs strategic leadership around issues of environmental sustainability and financial probity and social responsibility e.g. conflict of interest, tax duties, criminality (support to SMEs, third sector) or in workplace issues, equalities duties, community benefits.

   ii) remit of the SRS Committee and role of SRS Department in **engaging** our staff or students in research / teaching, outreach to communities, business, third sector.

3. A change of name is suggested for FTSG staff/student group and to create a separation from compliance duties, to allow more of a reflective/**advisory** role.

Action requested

4. SRS Committee are asked to **note** and to **approve** the Recommendations below:

To **note**: legal change, successful collaboration, strategic plan context, policy/ outreach.

4.1 Legal duties changes during 2015 - 2016
Central Management Group on 20th January 2015 were advised in a Closed Paper on Consultation on the Procurement Rules; SRS Committee on 2nd March 2015 in short Annex, of a new 'sustainable procurement duty[1].

Current and future laws include and extend beyond equality and diversity issues and have a wider focus on issues like local impact, apprenticeships, the 'living wage' by our suppliers. Court or delegated authority will need to meet new procurement governance.

- Date of enactment (still unknown) for Scots/EU law, but is live **before April 2016**.

4.2 Successful collaboration during 11 to 13 years
- Eleven years of successful staff/student volunteer-led collaborations on fair trade.
- Fairtrade Foundation UK Fairtrade University[2] status award to 26 **September 2016**.

4.3 University Strategic Plan Context (2012-16)

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[1] *Annex 3 Paper B SRS Committee 2 March 2015*
[2] http://www.fairtrade.org.uk/en/what-is-fairtrade

(page 21) *"in partnership with EUSA, consolidating our long-standing commitment to contribute to meeting the global poverty challenge through fair trade."*

4.4. University Fair Trade Policy was endorsed by Court in June 2013.

Successful outreach action, which currently relies on volunteers, staff and students, could be seen to include the aims of being a **good neighbour**; promoting volunteering for staff and students; improving engagement with the City and Holyrood; enhancing policies or consultations; developing a community facing web presence and improving internal co-ordination - and taking a leadership role in the UK HE and FE sector e.g.

- steering Edinburgh City Fair Trade Initiative,
- contributing to Holyrood Fair Trade Parliamentary Cross Party,
- influencing Scottish Government policy & commercial best practice, toolkits,
- building our global academic and community of practice networks,
- collaborating on APUC SUSTAIN and supply chain codes, social audit,
- member of Scottish Fair Trade Forum,
- member of Workers' Rights Consortium,
- founding member of Electronics Watch,
- presenting international papers, and public lectures or seminars.

4.5 We are Scotland's first Fairtrade University since 2004 and our *academic work & procurement* won a **Special Recognition Award** by Scottish Fair Trade Forum in 2014.

4.6 We have a Just World Institute hosted Fair Trade Academic Network and although the term 'fair trade' is contested and the Fairtrade label no longer a trusted 'brand', our *Fair Trade University* policy defines the context. The SRS Committee is asked under item 10 on June's agenda about linking our academic research and teaching to practice/operations.

Recommendation
5. SRS Committee are asked to **approve the Recommendation to:**
   i) **Change** Fair Trade Steering Group to (*working title*) FAIR TRADE ADVISORY GROUP to indicate a more advisory / reflective role, away from compliance.
   ii) **Review** group remit, membership and reporting frequency to SRS Committee, Review to be undertaken by convenor, assisted by Head of SRS Programmes.

Discussion
6. **University Strategic Vision to 2025** - 'fair trade' advisory work will be in context:

   "Sustained and enhanced global impact through… innovations and excellence"
   "Strong and vibrant communities within and beyond the University…"
   "A deeper and earlier collaboration with industry, public sector and the third sector…"
   "… giving our students the best possible set of skills for their future."

Comments
7. The current group does not meet during the summer months, so a revised draft remit and (any new) membership plan can be proposed at first meeting in AY 2015-16, and the External Affairs Manager Moira Gibson is a member, whose advice would assist.

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Resource implications [there are currently none which are not already identified]

8. *Fair Trade Advisory Group* could meet less often, reduce any duplication or overlap with SOAG and the engagement work of the SRS team or procurement strategies.

   As yet the University is **not resourced** to explore, engage, conduct research in all of our supply chains. Procurement teams need support for policy and champions, with key priorities from students, staff, EAUC used in APUC [SUSTAIN], and influence the development of appropriate and useful guidance [from Scottish Government laws].

Risk Management

9. *University's Risk Appetite* There is a risk that a new group is unclear in scope, hard to convene, loses interest of students still further. Or that it takes on the mantle of dictating a procurement policy for delegated authorities or the procurement team - which is not its role.

10. If such a group does not advise diligently, research and practices go out of step, affecting **Reputation**, e.g. choosing to be *innovators* - or become *laggards* - in social responsibility and how far we choose to go behind 'labels'[3]. There is a **Legal** Compliance Risk if we do not prioritise the procurement issues e.g. using good evidence in assessments and award.

Equality & Diversity

11. *Equality Impact Assessment* (EIA) not necessary as *equality duties* in law and policy.

Next steps/implications

12. A revised group remit and membership, and SRS related work programme is needed to take us into AY 2015/16. Current members have meeting scheduled for September 2015.

Consultation

13. Senior Vice Principal Prof C. Jeffery & Director of Social Responsibility & Sustainability.

Further information

14. Current remit (FTSG can be found at): http://www.seagfsg.estates.ed.ac.uk/remit.cfm.

Author & Presenter
Karen Bowman, Director of Procurement (convenor current FTSG)
09 June 2015

Freedom of Information

This is an open paper

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[3] New laws are expected to have statutory guidance on use of 'labels', workplace issues, community benefits as well as on a formal '**sustainable procurement duty'** and review of **social, economic, environmental** factors.

3

THE UNIVERSITY *of* EDINBURGH

Social Responsibility and Sustainability Committee

Wednesday 17 June 2015

Utilities Savings, Practical Planning: Awareness and Promoting Positive Behaviour

Description of paper

Following some initial discussions between SRS and Estates on utilities savings and practical planning (in order to deliver a shared goal of a 10 percent financial savings), the purpose of this paper is to highlight areas of work in order to:

- Clarify different work streams and linkages to the climate strategy review
- Agree on a clear split of ownership and who needs to do what for practical planning
- Highlight current understanding of gaps / risks for success.

Action requested

SRS Committee members are asked to note the paper, review work streams and provide comments for further alignment with corporate priorities.

Context

Utilities currently cost the University approximately £20M per annum and a target has been set to achieve a 10 percent savings over a 2 year period to 2017 (i.e. £2M).

In addition to identifying cost savings, the University also has a duty to reduce its carbon footprint. The Climate Action Plan 2010 proposed a reduction in University carbon emissions of 29% by 2020, with an interim target of 20% by 2015, against a 2007 baseline. Despite progress made through investment in energy infrastructure (in particular Combined Heat and Power), and other efficiency measures as well as behaviour change programmes, the University is not on track to achieve its current carbon reduction targets. A Climate Change Strategy will be developed over the next 12 months proposed in three phases: Phase 1 - review of existing CAP and work stream development, Phase 2 - carbon modelling, analysis and identification of options and Phase 3 - target setting, practical plan and strategy recommendations. A paper will go to the SRS Committee in June 2015 to sign off on these proposed next steps.

Unlocking savings from utilities (financial or carbon) will require a joined up approach taking into consideration: building design and refurbishment; specific issues within laboratories; promoting positive behaviour change; ensuring incentives are in place for managers and administrators; identifying technical initiatives for energy supply and unlocking funding mechanisms to drive local buy in.

Discussion

Practical Planning for Utilities Savings: Discussion, Issues and Next Steps

Estates and SRS have been tasked with developing practical planning for Utilities Savings with a goal to achieve 10 percent savings from business as usual over a 2 year time period (equivalent to £2M) while also considering potential implications in relation to the proposed climate strategy. On 29th April 2015 an initial discussion on key themes and work being developed took place. As background to the group a note was circulated with areas for

consideration. Table 1 shows the different work streams and Annex 1 provides initial plans on 'Awareness and Promoting Positive Behaviours'.

Table 1: Potential work streams for practical planning on utilities savings

Proposed Work Streams	Areas for consideration	Led by - TBC
Data, Feedback and Incentives	• Programme of metering and analysis of data to provide strategic and operational energy information • Improved feedback to users on energy performance and benchmarks • Use of data visualisations to summarise complex information • Benchmark against leading universities on energy consumption data • Introduce or pilot peer-to-peer structured audits (building on labs experience) where energy users audit each other's performance • Resource allocation and budgeting process to incentivise energy management and reduction	
New Developments and Standards	• Continue to promote energy efficiency in new build and major refurbishments via BREEAM • Explore mechanisms to deliver 'government soft landings' routinely – building on successful pilots • Prepare design guidance for laboratory construction and management standards • Identify other design principles and guidance needs that promote energy efficiency and management (including exploring alternatives to BREEAM?) • Benchmark against leading universities on design principles and standards	
Technical Solutions	• Install planned new CHP • Continue to promote energy efficiency funded activities • Develop proposals for a 'sustainable campus fund' with broader scope and supporting local activity in a coordinated way • Sustainable labs practical work - freezers, fans, fume cupboards etc. • Explore opportunities via new IT products and services with new CIO, including considering activating Sustainable IT group	
Awareness and Promoting Positive Behaviours	• Coordinated and targeted campaigns via engagement team on areas of high usage or inefficiency, with associated target • Competitions, awards and peer to peer comparisons • Repurpose and re-promote switch and save with associated target • Build energy efficiency and management into inductions/courses • Request specific actions from schools as part of annual planning rounds. • Continued promotion of positive transport and recycling/waste minimisation behaviours	
Novel Energy Solutions and New Ideas and Technologies	• Investigate business case for owning/co ownership of offsite renewables including opportunities from SRUC alignment • Investigate business cases for on-site solar, wind or bio-energy • Review developments in heat pumps, particularly large scale innovations • Explore funding routes from government to support innovation	

Issues for Consideration / Potential Gaps

Joined up Strategic Approach on Financial Savings and Carbon Savings:
It will be important that a joined up approach is taken to unlock opportunities for savings (both financial and carbon). Given the urgency of taking action to save on costs of utilities as well as carbon emissions, there is a need to plan now for immediate action while also recognising that the Climate Strategy work streams will provide further analysis and targeted forecasting. While utilities savings planning is looking at efficiencies over 2 years, there may be longer term financial implications related to cost of carbon which should also be factored in.

Building Buy-in from Around the University:

While strategic oversight for Climate Strategy will be conducted through the SRS Committee, it is important that SRS Committee members are kept informed of developments and practical planning on utilities links into the Strategy. Similarly for the Utilities Practical Plan, there will be an opportunity to engage Sustainable Labs Steering Group and proposed Sustainable ICT as well as others around the University. Engagement with Heads of Schools and College Registrars will be important.

Incentives for Schools and Integrated Accounting:

If Heads of Schools and Colleges do not see the importance of energy matters, it will impact on the likelihood of gaining positive results. Feedback from some school administrators has been that until people have to factor in the cost of utilities / carbon, change will be challenging. However, there are also opportunities through harnessing academic expertise in planning to build in shared ownership. Planning needs to consider how wider processes such as the Resource Allocation Model (RAM) and the Transparent Accounting Group (TAG) will (could) help drive change and ensure that people account for utilities in their own areas. Many private sector companies have moved to putting an internal 'cost on carbon' to drive change in different business units which the University may want to explore. A clear message on timing of budget devolution and expectations from Schools in relation to costs of energy will help.

Unlocking Funding to 'Spend to Save':

Supportive funding mechanisms need to be in place as opportunities for local efficiencies continue to be identified. The current Energy Efficiency Fund has produced savings through implementation of innovative improvements to BEMS, lighting, heating and ventilation. As part of planning for 15/16 and beyond it will be important to clarify how people can access funding to drive local action, what is available centrally vs. what needs to be funded locally and what criteria are required and how this is monitored and evaluated. Progress may be impeded if energy efficiency projects are funded by the College / School but are not incentivised to save energy. Other resource efficiency projects (i.e. Helium recycling) do not have any clear 'home' if they are not specifically focussed on energy savings. A broader 'sustainable campus fund' could unlock further efficiencies. A proposal regarding how to establish and manage such a fund is under development.

Measuring Impact:

Clarification will be needed on how the different work streams can contribute to the overall goal of 10 percent energy savings and related priorities. Clearly there will be 'bigger wins' in some of the work streams. In addition, direct attribution of contribution of engagement and communications programmes to energy savings is difficult, but as one key stakeholder noted, 'if we cannot get people concerned about the cost of energy within 3 years then we will have failed'. We will need to ensure we have the systems in place to measure utilities savings while also understanding the contribution of different work streams towards these savings.

Proposed next steps:

- Confirm if work streams highlighted in Table 1 are appropriate and therefore who needs to do what for practical planning as well as timelines (i.e. SRS Programmes assumes focussing on Awareness and Promoting Positive Behaviours and will contribute to other streams)
- Estates and SRS work to pull together a joined up plan
- Clarify any other potential gaps or risks to success
- Clarify scope, boundaries for current Energy Efficiency fund and / or development of a wider Sustainable Campus Fund
- Clarify linkages to RAM or TAG or other potential drivers and local incentives.

Risk Management

There are recognised and significant financial risks as well as reputational risks for the University in terms of the costs of utilities. Mitigation of these risks will need to include:

- Clear and joined up plan which clarifies responsibilities and accountabilities and linkages to other key strategies of the University (UoE Strategic Plan, Climate Strategy, Estates Strategy, etc.)
- Evidence based: planning should make use of expertise around the university and targets will need to be stretching but realistic
- Communicating the plan with clear messages from 'the top' on expectations
- Bringing the plan to life and engaging with staff and students across campuses on actions that can be taken, recognising that different strategies will be needed for different groups
- Provision of analysis and / or tools to support Schools and Colleges with integrating changes into their own planning (which decisions will have bigger 'wins'), clarity on funding mechanisms for implementing spend to save projects, and information and reporting which connects day to day work with the bigger picture.

Equality and Diversity

Equality and diversity has been considered in relation to current work undertaken. Future planning will need to ensure equality and diversity within various work streams.

Consultation

Based on preliminary discussions with SRS and Estates in April, internal SRS discussions, and information received from Energy coordinators around the University and other channels.

Further information

Author: Michelle Brown, Head of SRS Programmes, 9 June 2015
Presenter: Dave Gorman, Director of SRS

Freedom of Information

Open paper.

SRS Committee

17th June 2015

Circular Economy at the University project

Description of paper

1. This paper informs the Committee of a project coordinated by the SRS Department from December to May 2015 on 'Circular Economy thinking and action at the University of Edinburgh'.

Action requested

2. The Committee is asked to note the project process, findings, recommendations, and next steps.

Recommendation

3. The Committee is asked to be aware of the Circular Economy theme as a current priority for sustainability in Scotland and beyond.

Background and context

4. From December 2014 – May 2015, the SRS Department coordinated a project looking at Circular Economy thinking and practice at the University – in research, teaching and operations, with support (including £10,000) from Zero Waste Scotland. The Circular Economy is about transitioning from a 'take-make-dispose' linear approach to resource use, to systems that encourage reuse and extraction of maximum value before returning resources to the biosphere, which relates to the University's commitment to sustainability. The University of Edinburgh provides a context in which these principles can be researched and studied from different disciplinary perspectives (for example in Design, Engineering, Chemistry, Business, Geosciences, etc.). Edinburgh Research and Innovation (ERI) can enable links to businesses and research impact expertise. Circular Economy practices can be enacted through our operations – linking Procurement to Waste and Recycling and in activities promoting and integrating social responsibility and sustainability more broadly across the University.

For more background, see this video 'Re-thinking progress: the Circular Economy' by the Ellen MacArthur Foundation http://youtu.be/zCRKvDyyHmI

Discussion

5. The SRS Department recruited a core research team from the Sustainable Business Initiative (SBI) in the Business School to carry out the main piece of research, and smaller teams to focus on specific aspects of Circular Economy from the Schools of Geosciences and Chemistry. A report has been produced which details the findings of the project. It presents a review of the concept of the Circular Economy, approaches taken at other universities, the results from the stakeholder engagement at the University of Edinburgh, and a summary of the current initiatives at the Edinburgh that use Circular Economy thinking, even if they are not presently recorded or known as such.

6. In terms of findings, a range of practical initiatives, research and teaching on Circular Economy thinking is taking place, which could be developed and promoted further. These include initiatives such as the WARP-it re-use portal for staff, the student led Swap and Re-use Hub (SHRUB) cooperative SHRUB, and activities of the UK Biochar Research Centre, which uses waste to enhance soils. Courses looking at the Circular Economy are on offer in the School of Education and Edinburgh College of Art, and a number of courses where the themes are used but can be further embedded have been identified in School of Geosciences and the School of Chemistry.

7. There is interest in taking Circular Economy practices further among many academics and practitioners within the University, and recognition of the opportunity the concept holds for positive impact on the environment and society. However, the project found an overall lack of awareness or understanding of what the term Circular Economy means – pointing to a need for clear definitions and sharing of practical examples. The research highlighted a well-recognised need to better link research, teaching and operations, and to create further links between academic disciplines. It is recognised that institutional structures, ways of working, and mind-sets within a large and complex institution can be hard to change, and that a combination of top-down strategy, and encouraging bottom-up initiatives among students and staff, could help bring about change.

8. The study outlines opportunities and suggests next steps for taking Circular Economy thinking and action further at Edinburgh. These include:

- identifying opportunities to further integrate Circular Economy in University strategy, policy and practice (through further analysis and engagement with staff and students),
- improving communications and reporting on what is already being done in and around the University (and clarifying metrics for measuring change),
- developing an accessible university-wide elective module (or even a degree programme) on circular economy which draws on aspects from various schools and allows for an across discipline learning experience,
- appointing a Circular Economy champion, or even an academic Chair,
- collaborating with other universities, institutions and organisations,
- continuing to incorporate the Circular Economy theme in events and volunteering programmes, identifying opportunities for courses and hosting a conference.

9. These initial research findings were presented to a group of over 20 staff from the across the University (Schools, ERI, operations) on 1st April 2015, who offered feedback and discussed potential next steps, which are detailed in this report. Ideas for an online toolbox of Circular Economy resources have developed through the course of the project and it is recommended that this is developed further, perhaps in collaboration with other organisations. It is also hoped that the network of internal stakeholders along with external collaborators created by this project will continue to work together in the planning and implementation of next steps.

10. Following the project, the SRS Department has signed up to the Ellen MacArthur Foundation Network Universities scheme on behalf of the University, to facilitate dialogue with other institutions.

11. Full report can be found at: http://www.ed.ac.uk/about/sustainability/news/circular-economy-report-published

Resource implications
12. We seek to integrate learning from the project into programmes on labs, resource efficiency and sustainable procurement (together with colleagues in Estates and Procurement). Coordination of some aspects of Circular Economy work going forward will be provided by the SRS Department from existing staff. Opportunities for further external funding are currently being discussed.

Risk Management
13. It is considered that there are more important risks associated with not working further on Circular Economy as an institution (reputational, risk of inefficiencies and continued waste of resources…) Risks associated with pursuing this theme further include lack of buy-in due to lack of clarity of the concept, and lack of joined up working, which the SRS Department's coordination role aims to overcome.

Equality & Diversity
14. This paper does not propose new policies or practices as such, and so and Equalities Impact Assessment (EIA) has not been carried out. However, if new practices are implemented as a result of this project, EIAs will be carried out where appropriate.

Next steps/implications
15. The SRS Department will continue to facilitate networks looking at Circular Economy across the University, and is exploring which of the project recommendations to take forward and how.

Consultation
16. This project involved engagement with a wide range of staff (full details in the report), and the final report incorporated comments from staff and external partners.

Further information
17. Author and Presenter
Liz Cooper
SRS Department
June 2015

Freedom of Information
18. Open paper.

SRS Committee

17th June 2015

**Encouraging and promoting SRS links in Research, Learning and Teaching:
Living Labs and Recognition / Awards**

Description of paper
1. This paper informs the Committee of two proposals of initiatives to encourage more research among students and staff on SRS themes, following exploratory projects coordinated by SRS in collaboration with other staff in 2014/15. These are:
- *the University as a Living Lab*
- *establishing SRS Dissertation Prizes*.

Action requested
2. The Committee is asked to consider/approve the proposed approaches to encouraging and promoting research on SRS themes, and the specific recommendations made for Dissertation Prizes and encouraging Living Labs projects.

Recommendation
3. It is recommended that the Committee approve both initiatives as valid ways forward for the University, and that the Committee *agrees to encourage Schools to collaborate* on both projects by:
- supplying judges for and promoting dissertation prizes
- Promoting the Living Lab approach on SRS topics

Background and context
4. The Department for Social Responsibility and Sustainability supports the University in achieving its strategic direction through support, advice and practical programmes. In 2014/2015 SRS Programmes have focussed on the following broad areas:

- Operational Social Responsibility and Sustainability: Providing support and practical programmes helping to reduce negative impacts and increase positive impacts (Awards, Labs, Energy, Waste, Travel, Fair Trade)
- Living Lab: Supporting and enabling student and staff access to research, teaching and learning opportunities on connections between SRS issues environmental and University practices
- Inspiration and Communications: including campaigns and events
- Contributions to Governance and Planning: such as SRS Reporting

5. The Department is currently pulling together its 3 year plan based on learning to date. In the first year, we have worked to develop relationships with academics and practitioners along with specific initiatives to link learning, teaching, research and policy on SRS issues. We have sought to deliver and support a range of extra-curricular volunteering opportunities and academic placements for university students on environmental and social issues. At the same time we recognised that more work was needed to understand how a Living Lab concept could be applied here at Edinburgh, and that there are opportunities to develop our awards schemes to include prizes for research, awarded in collaboration with academic colleagues.

Discussion

6. **Proposal 1: the University as a Living Lab** Treating the University as a Living Lab [LL] means using the University's research capabilities to solve sustainability issues related to the University's infrastructure and practices. A LL aims to bring together and engage all stakeholders, including researchers, operations staff and students who cooperate to share their resources, knowledge, and expertise to tackle real life problems. The concept was introduced in the early 2000s by MIT, and was since embedded by a variety of prestigious academic institutions, and the European Commission. It is part of the International Sustainable Campus Charter Network (ISCN) to which we have committed to.

7. It is recognised that the concept of a LL is starting to develop in different areas in the University, in addition to the work already done by SRS and partners. There is an Edinburgh Living Lab coordinated by James Stewart, Ewan Klein and Arno Verhoeven - ways of collaborating with this existing approach are being explored.

8. A postgraduate student is acting as a consultant for the SRS Department from April to June 2015, to carry out research on how the LL concept could be applied at Edinburgh, with a focus on SRS benefits. *A full report will be available around the end of June. This paper summarises preliminary findings and recommendations.*

9. **Methodology** Literature review included academic publications, methodological handbooks, guidelines for universities and reports from currently operating LLs. Fourteen University staff members (6 academics, 4 operations and 4 other staff) have been interviewed, a focus group of 5 students was carried out and 3 questionnaires have been filled in by LLs coordinators from other universities.

10. **Living Labs and universities** The University of British Colombia, Yale University, Cambridge University and Manchester University are amongst an increasing number of academic institutions that have successfully introduced LLs at their campuses. It has been reported that reductions in electricity consumption and hot water use, installation of renewable technology systems, revision of purchasing models and new research funding have resulted directly from LL activities.

Findings from stakeholder engagement at Edinburgh

11. **Overall perception of LLs is positive** The majority of staff and all students interviewed were in favour of implementing a LL within the University. For example, LLs were described as: *'a great tool and a perfect example of what students could get involved with'* (operations). It has also been said that *'LLs would be good because it is exactly what is missing in our current structure'* (academic) and *'LLs would be not only be beneficial but are essential for what universities should stand for. That's what we should be calling education'.* (students). Respondents envisaged the LL as a platform for tackling University sustainability related problems, enhancing teaching and learning, encouraging multidisciplinary collaboration, bridging gaps in communication and reducing organisational silos.

12. **There are a number of projects at the University that reflect the concept** However these are often disconnected, such as initiatives around sustainable food or projects focusing on tackling building efficiency. Various links between specific courses and University practices have already been made. Furthermore, there is a clear potential for bringing existing Living Lab projects together to share methodologies, raise the profile of existing efforts and encourage more such projects.

13. **A number of SRS issues have been expressed that could be tackled in LLs** such as building energy performance, working conditions, overall carbon footprint emissions, or student experience. The ethos of bringing academics and practitioners together on different SRS topics has worked well in a number of topics already (i.e. working with GeoSciences on R&Dialogue). Further projects ideas have originated from respondents across many disciplines. Willingness from most respondents to collaborate has been expressed. However, there is currently a lack of leadership that would initiate and provide the support framework to take it forward.

14. **Students are seeking more opportunities to gain practical skills, to enhance their employability and make the curricula more relevant.** Students interviewed for this research project highlighted that they feel like passive receivers of knowledge and that LLs could compliment the emerging Vision for Learning and Teaching.

Recommendations:

15. **Identifying opportunities to develop LL projects within different courses**

16. **Mapping expertise, interest and activities related to LL:** key activities and stakeholders including particular course organisers, students and operations (some of this information has been gathered through this research project).

17. **Initiating flagship LL projects** to showcase the approach and results. Key stakeholders, coordination, governance and funding would need to be looked at on a project by project basis.

(Further details to be provided in full report).

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19. **Proposal 2: University-wide SRS dissertation prizes** This proposal is based on consultation with interested academics, via the SRS Academic Network (currently over 120 members). The proposed approach to awarding prizes for SRS-related dissertations will involve collaboration between academic staff from different Schools, to form multi-disciplinary judging panels (5-10 people).

20. **Judging criteria**
- The only criterion is whether the work has *'contributed to furthering knowledge and/or understanding of social responsibility and/or sustainability'* and is open to interpretation and discussion by the multi-disciplinary judging panels (consultation has taken place on whether more specific categories and criteria should exist, but it was felt that this broad approach would be more appropriate, considering the diversity of disciplines and types of work that could be submitted)

21. **Eligibility**
- UG and Master's students on any programme may submit their dissertations, once marked, if they feel the topic is suitable
- Dissertations must already have been marked, and received a grade of 65 or over to be eligible

22. **Submission process**
- A 1-page case for consideration must be submitted by the student along with their full dissertation – explaining why the dissertation is eligible for the prize. This 1 page will form the basis of the judging, with the full dissertation only verified after shortlisting

23. **What do winners get**
   - Dissertations/summaries published on SRS site and promoted widely
   - A monetary/voucher prize e.g. £300 (for up to 3 winners?)
   - Chance to give a talk on their research at a high profile event?

24. **Commitment required from Schools/Colleges**
   - Ensure academic representatives from different disciplines are on the judging panel for both UG and PG dissertations – judges must read entries and be available for a face to face meeting to agree winners. A number of academics have already expressed interest in being involved
   - Promote the prizes among supervisors and students throughout the year

25. **Commitment from SRS Department**
   - Provide a web page to promote the prizes
   - Collect entries
   - Organise and facilitate judging panel meetings
   - Promote winning dissertations online
   - Liaise with those responsible for graduation ceremonies and transcripts if appropriate

26. **Timescale**
   - Summer 2015: Gain commitment from Schools/Colleges and those responsible for graduation ceremonies/transcripts if appropriate
   - Throughout academic year: communications campaign
   - Summer 2016: receive UG submissions, panel to assess, UG prizes awarded.
   - Autumn 2016: receive Master's submissions, panel to assess, Master's prizes awarded.

27. **Measures of success** (to be reviewed annually)
   - At least 20 entries
   - Appropriate judging panel established reflecting a mix of disciplines
   - At least 2 prizes awarded

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28. **Resource implications**
These projects are intended to be developed using existing staff time (within SRS but including time commitment from partners across the University), seeking external funding where necessary/appropriate.

Risk Management
29. **Risks – Living Lab**
   - Lack of buy-in from staff, or only attracting those already working on relevant projects
   - Or potentially too much interest and expectation from staff and students with not enough capacity to coordinate and support

30. **Risks – dissertation prizes**
   - Timescales are tight between students receiving their dissertation grades and graduation ceremonies
   - Possibility of low levels of entries
   - May not manage to recruit enough suitable judges, as voluntary and in addition to existing workload

- Possibility of judges not reaching consensus
- Students from some disciplines may not be able to choose a dissertation topic that would be relevant e.g. lab-based programmes

31. It is noted from the University's Risk Appetite that the University is prepared to take higher risks with research, education and student experience, and environment and social responsibility. These projects will be carefully planned and managed to minimise risks and issues, and do not present significant reputation or financial risks, or any compliance risks. Of course individual research projects linked to these initiatives will be assessed in terms of their own risks in the appropriate manner.

32. **Equality & Diversity**
No Equality Impact Assessment (EIAs) have been carried out during the planning stage of these proposals, as no related risks have been identified. However, advice will be sought as to whether EIAs are needed once any plans are made to make changes to practices.

33. **Next steps/implications**
Following consultation with interested academics in 2014/15, the next step would be to establish SRS research prizes during summer 2015 following the process outlined above. This would be coordinated by the Research and Policy Manager

34. The report from the research project on Living Labs is intended to be completed by the end of June and the SRS Department will review in light of planning and resourcing and how learning can be integrated within programmes.

35. **Consultation**
The Living Lab research project has gathered views from many staff and students. The dissertation prizes proposal has been shared among the SRS Academic Network, with 19 staff members completing an online survey on the topic in December 2014. 17 out of 19 thought establishing such prizes was a good idea; more detailed recommendations have been incorporated in this paper *(full survey results and minutes from meeting available on request)*. A meeting with a small group of academics was held to develop this proposal in January 2015.

Further information
36. Author and Presenter
Liz Cooper
SRS Department
May 2015

37. Living Lab research findings provided by: Patrycja Graczyk, consultant researcher (postgraduate).

Freedom of Information
38. Open paper.

Social Responsibility and Sustainability Committee

Wednesday 17 June 2015

SRS Annual Reporting & Implementation Plan 2014-15 and 15-16 Planning

Description of paper
This paper presents SRS Committee with a proposed scope for content for the SRS Annual Report 2014-15. In addition, this paper sets out the framework to review the SRS Implementation Plan for 2014-15, and populate for 2015-16.

Action requested
SRS Committee is invited to discuss and _agree_ the scope of the content for the SRS Annual Report 2014-15, and _agree_ the framework and process to review the SRS Implementation Plan for 2014-15, and populate for 2015-16.

Background and context

1. SRS Annual Report

In 2014, the newly formed Department for SRS was tasked by the then Director of Corporate Services with improving the University's reporting and to bring it in line with key stakeholder expectations and good practice guidelines. This included a recognition that accountability and transparency are part of our commitments to SRS and would be incorporated into future reporting.

The Annual Report for 2013-14[1] followed best practice set out by the Global Reporting Initiative (GRI) guidance based on issues that were important to the University. This included issues included within the University's Strategic Plan 2012-16 and SRS Strategy 2010-20, including direct operational performance as well as actions on learning and teaching, research, and celebrating the work of staff and students. Guidance on the approach and scope of the report was provided by key stakeholders including the Sustainable Operations Advisory Group (SOAG), the SRS Committee and senior management.

A condensed version of the report was included as a section within the University's Annual Report and Accounts. This approach to integrated reporting, as well as an associated timeline, will be further developed within the coming months with colleagues from Finance.

A timeline and sign off process for the annual report for 2014-15 was endorsed by the March meeting of the SRS Committee, this includes final sign off by the Central Management Group (CMG).

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[1] Previous reports are available online www.ed.ac.uk/about/sustainability/governance-publications-reports/reports

Date	Meeting	Purpose
17 June 2015	SRS Committee	Discussion on scope of report
21 October	SRS Committee	Share proposed design of physical report
23 October	Performance data to be submitted to Department for SRS	
4 November	SOAG Committee	Share first draft of physical report
9 November	Share draft copy with colleagues including senior management, SRS committee members and contributors	
19 January 2016	CMG	Sign off
February	Publish annual report (physical and online version)	
17 February	SRS Committee	Share published report

2. SRS Implementation Plan

The purpose of the SRS Implementation Plan is to provide an overview of current priority actions from across the University working towards SRS objectives. The document is used to update senior management and external networks on current progress, and is published on the SRS website (minus costs and staff input information). The plan enables risks and opportunities to be identified in progressing SRS across operations, learning and teaching and governance structures.

It is important to note that although the plan covers the main development areas of activity, the total resource contained within the plan is only a component of the overall resources applied at the University to progress SRS objectives.

In previous years the Department for SRS has been responsible for collating priority actions by engaging directly with key individuals across operations, and learning and teaching. Responsibility for providing progress updates to the relevant SRS committees has also been within the remit of the department.

Discussion

1. SRS Annual Report 2014-15

Over the last year the University has undertaken work to develop a formal definition of SRS, together with options for the scope of that definition in practice within University life, with the aim of improving clarity and prioritising future work.

This included a light-touch review of the University's SRS Strategy, first adopted in 2010, which took place during 2014. A great deal of useful feedback has been received including from a series of events with key operational staff, academics, students and a short online consultation. A paper was presented at the March meeting of the SRS Committee providing options for an operational definition of SRS for the University, a further concise paper has been presented at today's meeting.

The newly agreed definition and scope should therefore be reflected in the scope of content for the SRS Annual Report 2014-15. This would follow best practice as promoted by the GRI sustainability reporting guidance, as extensive engagement has been undertaken to engage key stakeholders such as academics, professional staff and students to identify material issues that are of importance to both the University and stakeholders.

2

Figure 1 summarises the proposed scope in terms of issues and practical examples.

Figure 1 – Issues within Scope of SRS Annual Report 2014-15

Issue	*Practical*	*Included within GRI?*
Climate emissions and energy management	Absolute and comparative targets, district heating	Yes
Environmental performance of estate	Staff and student commuting, BREEAM standards achieved	Yes
Sustainable operations	Waste, water, transport and travel, biodiversity ICT	Yes
Learning and teaching	Number of SRS courses, number of students reached	No, but this is a core requirement for sector reporting purposes
Research	Circular Economy, renewables, ethics	No, but this is a core requirement for sector reporting purposes
Food issues	Healthy eating, local food, social impacts	Yes
Fair trade	Ethical and socially responsible procurement	Yes
Responsible supply chain management/procurement	Labour standards, use of small and medium enterprises	Yes
Responsible investment	UN PRI reporting	Yes
Volunteering	Student led projects, charitable efforts	Yes
Labour practices	Equalities and diversity, health and wellbeing, professional development	Yes
Widening participation	Scholarships awarded, outreach to schools	No, but included within the social responsibility scope
Community and public engagement	Engagement with the city, Edinburgh Beltane	Yes

It is important to recognise that the material issues identified are implemented by multiple departments and individuals, reflecting the shared ownership of the University's SRS Strategy. The actions listed within the SRS Implementation Plan will highlight case studies and achievements that should be included. The content collated on these issues will be used for multiple external reporting purposes.

It is recommended that the SRS Committee discuss and agree the proposed scope for the SRS Annual Report 2014-15.

2. SRS Implementation Plan 2014-15 and 2015-16

The SRS Implementation Plan 2014-15 framework includes priority actions across a wide scope covering studying, research, engagement, operations and planning, governance and reporting. This has been previously noted by the SRS Committee and endorsed by the former Sustainability and Environmental Advisory Group (SEAG). The SRS Implementation Plan 2014-15 is included within Appendix One. Last year's delayed plan acted as an interim measure during the development of both the Department for SRS and SRS Committee. There is recognition that this coming year's plan needs to act as a planning tool to evidence progress, identify outcome based targets and generate collaborative ownership between departments. It was recognised that in order to achieve this, academic schools or units, as well as support groups the request for priority actions would need to be submitted through departments and senior management rather than ad hoc meetings with key individuals.

The SRS Implementation Plan 2015-16 should include priority actions to support current priorities of the University within the newly developed scope of SRS. This could include the review and development of the Climate Action Plan, the efforts to reduce the University's utilities annual costs, development of the sustainable food policy and operational application of the circular economy concept.

In order to achieve the above aims the following actions are recommended.

1. The SRS Committees and Governance Officer will contact lead individuals named within the SRS Implementation Plan 2014-15 and request a progress update. This will be due by Wednesday 7th October.

2. SRS Committee members and individual departments will be requested to identify priority actions (and associated outcomes and resources) for 2015-16. This will be coordinated by the SRS Committees and Governance Officer and will be due by Wednesday 7th October.

3. Completed SRS Implementation Plan 2014-15 and proposed plan for 2015-16 to be presented at the next meeting of SRS Committee on Monday 21st October.

Resource implications
Staff time for collating data and preparing the SRS Annual Report is factored into the work plans of the Department for SRS with assistance from colleagues across the University. Limited staff time from named individuals will be required to update the SRS Implementation Plan for 2014-15 and provide content for 2015-16.

Risk Management
Reporting should be transparent about what we have achieved and where we have challenges. While reporting on performance in areas where the University has not achieved its stated aims could be viewed as a potential reputational risk, in the medium and long term improving our reporting systems should assist with improving the focus we give to these issues.

4

Equality & Diversity
Due consideration has been given to equality and diversity as a key element of the SRS agenda.

Next steps/implications
Once the scope of the SRS Annual Report has been agreed the Department for SRS will start liaising with academic colleges and support groups to collate information for the content of the Annual Report 2014-15.

Once the framework and process for the SRS Implementation Plan has been agreed the Committee Secretary will send out a request to colleagues to provide updates for 2014-15 and content for 2015-16 by Wednesday 7th October.

Consultation
This paper is submitted to SRS Committee for discussion and agreement. Input from colleagues from the Department for SRS has been included within the paper, in addition to content from previous SRS Committee papers.

Further information
SRS Reports from previous years are available online at: www.ed.ac.uk/about/sustainability/governance-publications-reports/reports/overview

Further information about good practice guidelines for sustainability reporting is available online at: www.globalreporting.org

Author and Presenter: Matthew Lawson, Programme Manager
17th June 2015

Freedom of Information
This is an open paper.

5

Appendix One

SRS Implementation Plan 2014-15
Social Responsibility and Sustainability

The Social Responsibility and Sustainability (SRS) Strategy 2010-20 was adopted by Court in 2010 to guide the University over the decade to 2020. This fifth annual Implementation Plan responds to the University's Strategic Plan 2012–2016 and records actions delivering both existing policies and new commitments.

The purpose of the implementation plan is to provide an overview of current major activities from across the University working towards SRS objectives. The document will be used to update senior management and external networks on current progress, and will be published on the SRS website (minus costs and staff input information). For the first time, included within this is information on the staff resources and financial costs associated with each task.

This implementation plan is based on discussion with key stakeholders and the Department for SRS's understanding of key work areas planned across the University in 2014-15 linked to the current SRS Strategy. It is important to note that although the plan covers the main development areas of activity, the total resource contained within the plan is only a component of the overall resources applied in this area[2].

A. Studying						
Tasks	**Lead Contact**	**Dates**	**Outputs / Outcomes**	**Resources**		
A1. Embedding SRS into Learning and Teaching				Person Days	Non-staff financial costs	Staff financial costs
A1.1 Formation of a steering group and establish action plan /remit of group.	Pete Higgins	Spring 2015	Development of strategic approach. Roadmap of next steps	15 days	Costs covered by School of Education, IAD SRS and colleges	
A1.2 Carry out analysis of SRS integration in CMVM (IAD Placement)	Sharon Boyd	2014-15	Improved understanding of SRS courses	12 days	£1880 cost covered by Royal (Dick) School of Veterinary Studies	

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[2] For more information on SRS Programmes see the 14/15 Programmes Plan available from the Department for SRS.

			available to students, raising awareness and identifying gaps in learning and teaching, scope for extended project in 2015.			
A1.3 Establish links with academic courses to provide SRS work based placements for students	Matthew Lawson	2014-15	Develop knowledge and employability skills of students, enhanced understanding of SRS issues	30 days	Costs covered by SRS	
A2. NUS Responsible Futures Pilot						
A2.1 Establish a working group to undertake the pilot and gain accreditation mark.	EUSA / SRS Dept	2014-15	Greater opportunity for input by students, ability to benchmark against institutions	16 days	£1938 annual cost covered by SRS	
A3. Global Academies						
A3.1 Fostering interdisciplinary responses to global challenges	Jake Broadhurst	2014-15	Promote development of new SRS relevant programmes on campus and online.\n\nSupport further integration of SRS to existing GA linked courses.	Staff resource covered by Global Academies	Costs covered by Global Academies	

7

Tasks	Lead Contact	Dates	Outputs / Outcomes	Resources	
			Support a new online course on 'Sustainability' open to all students		
			Work to ensure that GA work-based placement schemes have opportunities to work on SRS-related issues		

B. Research

Tasks	Lead Contact	Dates	Outputs / Outcomes	Resources	
B1. Global Academies					
B1.1 Collaborate with SRS on connecting the academic community to policy development via the new Leverhulme Doctoral Programme	Jake Broadhurst	2014-15	To link academics and doctoral students with the SRS Academic Network To contribute to the Department of SRS development of SRS thinking, policies and critiques from each Academy's perspective To develop further PhD funding streams on SRS	Staff resource covered by Global Academies	Costs covered by Global Academies

8

			To ensure the effective implementation of the Leverhulme Doctoral Programme which has an integral focus on SRS			
B1.2 To target PhD funding on understanding the connection between environment, development, justice and health outcomes and interventions	Jake Broadhurst	2014-15	Identify consequences for SRS and assist incoming 'GA PhD students to connect research agendas with SRS	Staff resource covered by Global Academies	Costs covered by Global Academies	
B1.3 Fostering interdisciplinary responses to global challenges	Jake Broadhurst	2014/15	Incubate new multidisciplinary communities and ideas, explore fundable collaborative activities to develop and disseminate cutting-edge multi-disciplinary thinking on global challenges	Staff resource covered by Global Academies	Costs covered by Global Academies	
B2. SRS Academic Network						
B2.1 Establish the SRS Academic Network.	Liz Cooper	2014-15	Provision of a neutral space for linkages and collaboration on SRS-related	5	Costs covered by SRS	

9

			research, knowledge exchange and teaching – primarily an email list, with potential for linked events			
B2.2 SRS researcher-practitioner mixer events	Liz Cooper	2014/15	Organise events to exchange of knowledge and ideas for future research and action on key SRS themes: circular economy, prisons and trade justice.	15	Costs covered by SRS	
B2.3 Circular Economy – research, case studies and recommendations for next steps with funding from Zero Waste Scotland	Michelle Brown Liz Cooper Fleur Ruckley Kenneth Amaeshi Marc Metzger Mark de Vries		Identifying how principles of the Circular Economy be further embedded in University of Edinburgh Operations, Research, Learning and Teaching and potential collaboration with Ellen McArthur Foundation	Staff resource covered by SRS, Business School, School of GeoSciences, School of Chemistry	External funding secured from Zero Waste Scotland- £10,000	

10

Tasks	Lead Contact	Dates	Outcomes	Resources	
B2.4 PTAS Research on Professional Training and Social Justice	Dr Nataša Pantić (PI) with Project Team members from Project Team members from School of Education, the School of Law, and from the SRS Department		Understanding Future Professionals' Perceptions of the Impact of Programme Curriculum, Pedagogies and Wider University Environment on their Development as Agents of Social Justice	PTAS Award for Research Assistant	PTAS award- £ 14,478
B3. Food Research in Edinburgh Network					
B3.1 Collaborate on shared seminars. Develop a co-sponsored seminar in November 2015 for the Scottish Year of Food and Drink. Marisa Wilson to chair Visions for Change event on food as a commodity (February 2015)	Dr Marisa Wilson	2014/15	Run a seminar series and capacity-building events on food research funding and impact.	Staff resource covered by HSS	Costs covered by research grants and HSS

C. Engagement

Tasks	Lead Contact	Dates	Outcomes	Resources	
C1. Student Engagement					
C1.1 EUSA, supported by the Department for SRS to	EUSA VPS and Lucy Miu	2014-15	Collaborative projects between student/societies,	20 days	£1000 costs covered by SRS

establish the SRS Student Forum.			and input into wider SRS Governance			
C1.2 Develop and manage volunteering opportunities for students on initiatives enhancing SRS co-curricular activities.	Matthew Lawson and Lucy Miu	2014-15	Provide enhanced skills, experience and training	40 days	Costs covered by EUSA/SRS	
C1.3 Student Community Engagement	Dawn Smith	2014-15	Opportunities for increasing SRS as a mainstay of the Edinburgh student experience	Staff resource covered by CAM	Costs covered by CAM	
C1.4 Innovative Learning Week	Johanna Holton	2015	New student skills and innovation in academic roles	40 days	Costs covered by IAD.	
C1.5 Fair Trade Fortnight 2015	Fair Trade Steering Group / SRS Department	2015	Raise awareness, celebrate and support for FT activities	Staff resource covered Fair Trade Steering Group and SRS	Costs covered by Procurement, SRS, EUSA	
C1.6 Support student societies and co-operatives	Lucy Miu and EUSA	2014-15	Projects providing skills, experience and training.	25 days	£2000 Student Project Grant covered by SRS	
C2. Staff Engagement						
C2.1 Plan, deliver and evaluate Edinburgh Sustainability Awards and increase the amount of departments participating in 2014-15.	Caroline Overy / Alexis Heeren	2014-15	Aim for 35 teams, further embedding of the awards.	245 days	Costs covered by SRS	

12

C2.2 Deliver engagement projects on energy, food, procurement, travel and waste in collaboration with colleagues.	Caroline Overy	2014-15	Embedding good energy efficiency practices across the University. Engaging staff and students in active travel. Embedding correct recycling and reuse. Identifying opportunities for further action aligned to University strategy.	225 days	Costs covered by SRS (£2350 SRS, £3330 from Transport & Parking for Cycle Roadshows)	
C2.3 Identify next steps for engagement on biodiversity	E&B / SRS	2015	Action Plan for 2015	10 days	Costs covered by Estates/SRS	
C2.3 Manage an effective communications plan to promote SRS across the University	Joseph Farthing	2014-15	Communications campaigns that will inform about the issues and practices and encourage involvement and recruitment in activities.	130 days	Costs covered by SRS	
C3. External Engagement						
C3.1 Organise and run a series of SRS related events.	Matthew Lawson and Lucy Miu	2014-15	A series of SRS events to raise the profile of SRS issues and expertise within the University, including events in	80 days	£8000 SRS Events budget to cover costs	

13

			collaboration with academic partners across the university (Visions for Change, Ethics Forum, Fairtrade Fortnight). Range of outcomes from learning outcomes to raising awareness to supporting engagement and behaviour change			
C3.2 Our Changing World	Mayank Dutia / Global Academies	2014-15	Public lectures on the global challenges, and UoE scholarship in tackling these	Staff resource covered by OCW Steering Group and SRS	Costs covered by Global Academies	
C3.3 Beltane network	Heather Rea	2014-15	Encourage partnership working and quality engagement, sharing of best practice and lessons learned	Staff resource covered by IAD	Costs covered by IAD	
C3.4 Prepare and submit our progress to external accreditation schemes.	Matthew Lawson	2014-15	Promote the SRS efforts within the University	20 days	Costs covered by SRS	
C3.5 Community Engagement Strategy	Moira Gibson	2014-15	Auditing of community	Staff resource	Costs covered by CAM	

14

Tasks	Lead Contact	Dates	Outputs / Outcomes	Resources		
			engagement activity to be conducted and draft to be shared	covered by CAM		
C3.6 Identify further opportunities for integration of SRS into Festival	SRS / Festivals Office / Energy Office	2015	Review 2013 & 2014 research findings and scope 2015 roadmap	Staff resource covered by Estate and SRS	Staff resource covered by Estate and SRS	
C3.7 Collaborate with EAUC Scotland to establish Edinburgh Regional Network	Matthew Lawson	Spring 2015	Share best practice ad identify opportunities for collaboration with regional institutions	5 days	Costs covered by EAUC Scotland	
C3.8 Develop partnerships with international networks, organisations and higher education institutions.	SRS Dept / Global Academies	2014-15	Establish opportunities for knowledge exchange and sharing of best practice	Staff resource covered by Global Academies and SRS	Costs covered by SRS and Global Academies	

D. Operations

Tasks	Lead Contact	Dates	Outputs / Outcomes	Resources		
D1. Energy Efficiency Projects						
D1.1 Invest Energy Efficiency Budget in engineering and building performance improvements.	David Jack/Dougie Williams	2014-15	Energy conservation projects at Main Library, QMRI, JCMB, CSE	Staff resource covered by Estates	£812,400 covered by Energy Efficiency Fund within Estates	

D2. Energy Infrastructure Projects						
D2.1 Identify and invest in engineering and building performance improvements.	David Barratt	2014-15	Extension of Holyrood CHP to Old College and new CHP at Easter Bush Campus	Staff resource covered by Estates	Costs covered by Estates	
D3. Sustainable Estates Development						
D3.1 BREEAM and relevant targets	Graham Bell	2015	Very good or above BREEAM standards for refurbishments and new builds (design and construction stages)	Staff resource covered by Estates	Costs covered by Estates	
D3.2 Undertake campus biodiversity baseline review of Central campus and review of biodiversity targets	John Turpin	2014-15	Undertake by professional ecologist biodiversity survey through summer/autumn 2015	10 days	Estimated cost £5000 covered by Estates	
D3.3 Space Frontiers Project - looking to rationalise under-used spaces with a view to changing their uses in new and innovative ways	Richard Mann / Gillian Nicoll	2014-15	Improved room use within the estate and opportunities identified for integrating SRS into space planning	Staff resource covered by Estates	Costs covered by Estates	
D3.4 Pilot SKA Rating, an assessment tool for sustainable fit-outs.	Steven Poliri	2015	Understanding of where it can be applied	On Hold		

16

D4. Waste Reduction & Recycling					
D4.1 Analyse reports from contractor and gain better understanding of waste	Fleur Ruckley	2014-15	Increase the % of waste diverted from landfill	Staff resource covered by Estates	Costs covered by Estates
D4.2 Undertake audits of university waste	Fleur Ruckley	2015	Increase understanding of waste and reduce the contamination rates of waste streams	Staff resource covered by Estates	Costs covered by Estates
D4.3 Complete the roll out of WARPit, a redistribution network	Alan Peddie	2014-15	More equipment being reused across UoE	20 days	£2500 fee covered by Waste & Recycling
D5. Travel					
D5.1 Updated University-wide Travel Strategy	Emma Crowther	2014-15	Publish strategies for mode shares including public transport, walking, cycling and private vehicles.	Staff resource covered by Estates (+ consultant)	Costs covered by Estates
D5.2 Roll out pool of electric bikes	Emma Crowther	2015	Raise awareness and increase use of electric bikes by staff	Staff resource covered by Estates	Costs covered by Estates

D5.3 Support an intern to analyse scope 3 carbon emissions from business travel	Emma Crowther/Alexis Heeren	2014	Analysis and breakdown of business travel data with recommendations to engage departments.	20	Costs covered by Estates	
D6. Procurement and Fair Trade						
D6.1 Respond to ScotGov law change consultation	Karen Bowman	2014-15	Review SRS procurement and fair trade implications, consult and draft response.	15	Costs covered by Procurement	
	George Sked	2014-15	Plan for changes in procurement journey	15	Costs covered by Procurement	
D6.2 Work with APUC to develop and implement the Sustain procurement tool	Karen Bowman	2014-15	Complete collaborative tool for assessing Supply Chain Sustainability	6	Costs covered by Procurement	
	Stuart McLean	2014-15	share outcomes and engagement for APUC suppliers (around 35% spend)	10	Costs covered by Procurement	
D6.3 Continue to develop processes and systems for supply chain risk management	Stuart McLean	2014-15	Training tools tested; SPPT and Sustainability Test Tool, (ScotGov), to guide assessment	30	Costs covered by Procurement	

18

and embedding of SRS in procurement			for all high-risk and high-spend areas.			
	Chris Litwiniuk	2014-15	Create Methodology and deliver focus "Super Users" groups training and facilitation	5	Costs covered by SRS	
D6.4 Research and develop a draft policy on conflict minerals.	Liz Cooper	2014-15	Publish policy and supports Sustainable ICT developments	10	Costs covered by SRS	
	George Reid	2014-15	Implement Policy output via Marrakech Sustainability Test Tools and outputs from SPPT	5	Costs covered by Procurement	
D6.5 Continue to identify further opportunities for Fair Trade with staff and students	Karen Bowman / SRS /EUSA	2014-15	Members of Fair Trade Steering group to deliver outputs agreed	12	Costs covered by Procurement, SRS, EUSA	
D6.6 Electronics Watch review reports and agree actions to improve awareness	Liz Cooper	2014-15	Monitoring progress on EU funded research, identifying education, research and procurement impact for Sustainable ICT developments	3	Costs covered by SRS	

19

	George Reid	2014-15	Reflect output of research into operational ICT Procurement	3	Costs covered by Procurement	
D6.7 WRC review reports and improve awareness	Liz Cooper	2014-15	Understand policy and research implications,	3	Costs covered by SRS	
	Evelyn Bain	2014-15	Review sports and shop procurement and implement where required	3	Costs covered by Procurement	
D7. Sustainable ICT						
D7.1 Confirm membership and remit of Sustainable IT Committee to identify and promote the sharing of practice across the University.	Dave Gorman / Simon Marsden	2014-15	Establish Sustainable IT Committee and set KPIs.	On Hold		
D7.2 Provide procurement input to the sustainable ICT developments	George Reid	2015	Identify and review risks with ICT category	6 days	Costs covered by Procurement	
D8. Socially Responsible Investment						
D8.1 Review and publish new Socially Responsible Investment policy.	Phil McNaull/ Dave Gorman	2014-15	Publish a new SRI policy	35 days	Costs covered by Finance and SRS	
D8.2 Prepare and submit University's annual return to the PRI	Lynne Ramsay / Michelle Brown	2014-15	Transparency on the implementation of Principles for Responsible Investment	5 days	Costs covered by Finance and SRS	

20

D10. Sustainable Labs						
D10.1 Deliver and manage an effective programme to support technical staff technical and research staff to promote and implement efficient practices within University laboratories.	Andrew Arnott	2014-15	Technical staff promote and share best practice on efficiencies in laboratories	40 days	£2000 SRS Labs budget to cover costs	
D10.2 Establish a Laboratories Steering Group to provide expertise on designing and running sustainable laboratories	SRS Dept	2015	University wide strategic approach to labs, identify opportunities for shared services	30 days	£2000 SRS Labs budget to cover costs	
D10.3 Develop procurement step by step guide for laboratory equipment for purchasing and reuse, alongside a guide for laboratory waste, ensuring alignment with engagement work	Andrew Arnott/Procurement	Summer 2015	Guidance and improved efficiency of use of equipment and materials	30 days	£2000 SRS Labs budget to cover costs	
D10.4 Manage cold storage research project, support helium recovery project and support requests from technical/academic staff	Andrew Arnott	2015	Improved understanding of potential energy/resource efficiencies of equipment/materials	50 days	Costs covered by SRS	
D11. Food						
D11.1 Undertake consultations with staff and students to review and develop a Sustainable Food Policy and implementation plan	SRS Dept /Accommodation Services	2015	Publish policy	19 days	Costs covered by SRS	

21

E. Planning, Governance and Reporting						
Tasks	**Lead Contact**	**Dates**	**Outputs / Outcomes**	**Resources**		
E1 Governance						
E1.1 Finalise governance arrangements for new SRS Committee and continuous improvement in committee management	Jane Rooney	2014-15	Clear structures and remits for SRS committees	20 days	Costs covered by SRS	
E1.2 SRS Horizon Scanning and Briefing	David Somervell	2015	Information outlining SRS opportunities and obligations for wider dissemination	20 days	Costs covered by SRS	
E1.3 Engage staff and students on reviewing and evolving the University's SRS Strategy	SRS Dept	2014	Events took place on 22nd April, 23rd May,20th August 21st Nov with academic staff, operational staff and students to discuss how to progress SRS objectives	30 days	Costs covered by SRS	
E1.4 Undertake background research into best practice climate strategies within leading Universities	SRS Dept	2015	Refreshed objectives, material issues and monitoring processes	25 days	Costs of review covered by SRS	

22

E2. SRS Reporting						
E2.1 Identify opportunities to improve internal carbon reporting	SRS / Estates	2014-15	Publish 2013/14 carbon data via online tool and roll out process for 2014-15.	30 days	£9144 cost for carbon accounting platform/external audit/support covered by Estates	
E2.2 Identify and agree long-term best in class approach to SRS reporting	Michelle Brown / Matthew Lawson	2014	New SRS reporting based on GRI adapted	25 days	£1200 SRS budget to cover design/printing costs	
E2.3 Work with stakeholders to identify SRS Goals and Metrics linked to SRS Strategy and to Reporting	Michelle Brown / David Somervell / Dave Gorman	2014/15	Clarification on SRS Goals and Metrics and links to Strategic Planning	25 days	Costs covered by SRS	
E2.4 Work in partnership with People & Planet, EAUC and AUDE to develop the Green League methodology	Matthew Lawson	2014-15	New format for the Green League in 2015 with sector-wide buy in	10 days	£300 annual costs covered by SRS	
			Total	**1483** (minimum estimate)	**£877,520** (minimum estimate)	**£178,776** [3] (minimum estimate)

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[3] Staff financial costs calculated using UE07 point one daily rate £120.55

23

UNIVERSITY OF EDINBURGH

MINUTE OF A MEETING *of the Sustainability Operations Advisory Group held in Main Library Meeting Room 1.11 on Wednesday 27 May 2015.*

Members:	Hugh Edmiston, Director of Corporate Services
	David Barratt, Engineering Operations Manager
	Liz Beattie, Assistant Director, Accommodation Services
	Tasha Boardman, EUSA Vice President Services
	Michelle Brown, Head of SRS Programmes
	Dave Gorman, Director of Social Responsibility & Sustainability
	Sarah Gormley, Business Manager & Deputy Head of IS Planning
	Andrew Haddon, Head of Estates Finance
	David Jack, Energy Manager
	Andrew Kerr, Director of Edinburgh Centre on Carbon Innovation
	Matthew Lawson, SRS Programme Manager
	Phil McNaull, Director of Finance
	Brian McTeir, Roslin Campus Facilities & Services Manager
	Fleur Ruckley, Waste & Environment Manager
	George Sked, Assistant Director of Procurement
	Geoff Turnbull, Assistant Director, Estates Operations
	Elizabeth Vander Meer, Climate Policy Manager
	Dougie Williams, Energy Systems Manager
In attendance:	Ian Macaulay, Assistant Director – Catering Services
	Andrew Arnott, Programmes Facilitator - Laboratories, for item 6
	Caro Overy, SRS Engagement Manager, for item 7
	Alan Peddie, SRS Projects Co-ordinator – Waste, for item 8
Apologies:	Hugh Edmiston; David Barratt; Liz Beattie; Tasha Boardman; Andrew Haddon; Andrew Kerr; Matthew Lawson; Elizabeth Vander Meer

1   The minute of the meeting held on 28 January 2015 was approved as a correct record subject to amendment of item 3 'Climate Emissions Report'. Paragraph two to read: "Work was ongoing to establish the relative contribution of the top 40 buildings. A two-year target was in place to get consumption data to Heads of Colleges."   **A**

In the absence of the Convener, the Director of Social Responsibility & Sustainability chaired the meeting. SOAG welcomed new member Sarah Gormley, Business Manager & Deputy Head of IS Planning, replacing Lesley Ross.

2   **Matters Arising**

There were no matters arising not covered on the agenda or in post-meeting notes.

SUBSTANTIVE ITEMS

3   **Waste and Energy Carbon Quarterly Report**   **B**

The Energy Manager presented a report on the core academic estate utilities consumption and associated emissions for the first, second and third quarters of 2014-15 (including some estimates). Data from Accommodation Services would be included as an update once available. Electricity and gas constituted the largest emissions and opportunity for the greatest savings.

The Waste & Environment Manager summarised data for the last three quarters for the main waste contract (excluding Accommodation Services). The weight of waste collected under the main contract continued to rise. The capture of recyclable glass had increased as every kitchen and laboratory should now have a glass waste caddy. The main contractor for the core estate had changed to Biffa Waste Services and as of January 2015 landfill diversion (from the main contract) was 100%.

The Energy Systems Manager presented a report on possible solutions to mitigate rising energy prices, highlighting the need to input into new builds at the design stage; install energy meters wisely; and investigate innovative technology. A pilot project on Demand Based Ventilation (DBV) was ongoing within the Main Library. Similar schemes could be applied to animal houses, with BRF areas running 24/7 at between 15 and 20 air changes per hour. Members welcomed the project and recommended that findings be contextualised and delivery expressed as a percentage relative to the total achievable target.

SOAG discussed the purpose and future format for quarterly reporting, which should tie in to annual objectives. Estates and SRS were expecting to be set a target of 10% energy savings across the University. Retaining properly contextualised quarterly reporting would help identify pathways to this and other future targets, assist with forward planning, and provide needed visibility on a quarterly basis.

Concerns were noted that reporting on quarterly targets diverted resource away from key functions and that efforts could be wasted in gathering too much data at too spurious a level of accuracy. It should suffice to secure sufficient data to make an impact on senior managers. The importance of presentation was stressed in getting the message across to the target audience.

As the practical operational group working on these issues, SOAG agreed to take this approach to reporting, producing data for the whole University estate, broken down into work streams. Discussions would continue outwith the meeting.

4   **Climate Change Reporting under Public Bodies Duties**   C

The Director of SRS introduced this response to the Scottish Government Climate Change (Duties of Public Bodies: Reporting Requirements) (Scotland) Order 2015 consultation, closing on 29 May 2015. The response had been reviewed and approved by the Director of Corporate Services.

The Scottish Government proposed to make an order under section 46 of the Climate Change (Scotland) Act 2009 requiring specified public bodies to prepare annual reports on compliance with climate change duties. The aim was to improve the quality and consistency of climate change information reported across the four main areas of the public sector in Scotland.

The UoE response expressed support for statutory reporting using comparable and consistent data. One point of dissidence was on the proposed unification of timelines which UoE found unnecessary and unacceptable - not aligned to the academic year, these new timelines would give universities two months to report where other public bodies would have six. The amount of information asked for was also considered excessive, particularly given the scale of University operations.

Action – JR to amend the response to question 14 to read "We don't believe it will have any policy impact."

SOAG endorsed the amended consultation response for submission to the Scottish Government Public Bodies Duties Team.

5 **Utilities Savings, Practical Planning: Awareness and Promoting Positive Behaviour** **D**

The Head of SRS Programmes outlined the context for this pre-plan, designed to prompt discussion on utilities savings, clarify different work streams and linkages to the Climate Strategy Review, and decide responsibilities in terms of practical planning to deliver £2M saving to 2017.

The current cost of utilities was £20M per annum, plus carbon cost. A meeting chaired by the Assistant Director, Estates Operations had taken place on 29 April to consider potential work streams for practical planning on utilities savings (outlined in Table 1). Attendees had discussed issues around data, technical energy solutions, awareness raising, building buy-in and incentives; identified gaps; and agreed on the need for a joined-up strategic approach.

Members discussed funding opportunities for spend-to-save, the energy efficiency fund, and the proposed revolving sustainability fund for projects which did not fit into utilities savings (e.g. helium recycling). SOAG noted that staff at College level were not being adequately incentivised to save energy. Further communication was needed to convey the cost of energy, feeding in through the Resource Allocation Model (RAM) and the transparent accounting model, and to highlight where it was in the Colleges' interest to invest to cut energy use.

Work was ongoing with the Energy Office on awareness raising and to agree next steps. There would be further consultation on the 'Led by' column (Table 1), on the work streams, and to allocate action. The focus would be on identifying action-orientated mini-projects that could deliver measurable output by an agreed date. A practical plan would be developed quickly, prioritising data that would yield clear financial benefit.

6 **Sustainable Laboratories Implementation Plan 2015** **E**

SOAG welcomed Andrew Arnott, Programmes Facilitator – Laboratories, noting major opportunities in this work area, given the high carbon intensity of lab space. The proposed Sustainable Laboratories Implementation Plan 2015, devised following consultation with academics, lab users, SRS and Estates staff, included priorities for action, how progress would be achieved, and where responsibility lay.

Utilities efficiency would be the target of work over the next year. To support recommendations on utilities an evidence base was needed, outlining potential savings, costs and impact on University operations. Case studies across the UK and North America were being reviewed to develop this evidence base.

The activities should increase knowledge and awareness of sustainability with a focus on lab users – looking at induction and exit procedures, workshops and events, and engagement as an extension of ongoing SRS activity. The Sustainability Awards were identified as a key route to engage with lab users and levels of participation were encouraging.

Members discussed potential funding streams, noting that the SFC, while broadly supportive, did not necessarily have the funds available at present. Involving other institutions could help secure funding, however securing funding was itself key in attracting interest from other universities.

Action – All to feed in their ideas on funding sources.

SOAG acknowledged that it was essential to have input at the design stage. The Programme Facilitator – Laboratories had been able to input into the Darwin redevelopment plans. The strong connections between SRS and Estate Development on the Darwin project were encouraging and would hopefully continue.

Following the first meeting in January it was agreed that the Sustainable Laboratories Steering Group was too large, with too broad a remit. The Group had split into a core strategic group and a series of operationally-focused workshops. The first Labs Workshop, on waste and procurement, had taken place on 26 May. SLSG would endorse the Implementation Plan on 2 June and report back to SOAG on 16 September.

SOAG welcomed the Plan, noting that these activities would incur a cost and requesting indication of the benefit, quantified and in priority order (including financial, carbon and energy savings). Contextualising activities, sharpening up the narrative, and including long-term goals and indicators should facilitate identification of potential funding streams. This would need to be linked to the University Strategic Plan to ensure correlation and avoid duplication.

Action – AA to prepare outline business case for labs energy saving in due course.

| 7 | **Edinburgh Sustainability Awards 2014-15** | **F** |

The Engagement Manager introduced this paper on outcomes, participation and evaluation. In 2014/15, 45 awards were given across office, lab, student society and special categories. There were 31 office teams, 16 of which were new to the scheme. Participants in the Labs Awards had particularly valued peer auditing, facilitating exchange of best practice – this could be trialled in the context of the office awards. The scheme as a whole gave students insight into practical sustainability on campus as well as auditing skills that are valuable in the job market.

Overall participants reported that the awards were valuable in changing attitudes and behaviours, building upon existing Health and Safety and Procurement guidelines, bringing agendas together, approaching improving sustainability in an organised way, yielding social benefit and team building.

Negative aspects included the time-intensive nature of the scheme, estimated at between 5 and 16 hours depending on the level and team size. Some participants felt that aspects of the bronze level award were simply box ticking. Others queried the inclusion of welfare and wellbeing under a holistic definition of SRS. The toolkit in its current form was not prioritised beyond division into Bronze, Silver and Gold levels. Thought would be given to further prioritisation and review of the toolkit to ensure the actions asked for were impactful. At present the scheme concentrated on grass-roots actions. In future it should be able to give recognition for leadership and for more strategic approaches to SRS.

Next steps included setting targets for wider participation, review of the process for continuous improvement, and development of additional supportive tools and resources. The time commitment involved would be reviewed as well as how to maintain the motivation of repeat Gold award winners.

Members stressed the need to factor in the varying conditions (e.g. fabric of building) that teams were working in. The inclusion of a special award focused on energy should help align the scheme with operational priorities. The scheme was envisaged as a celebration of success, reflecting what departments were already doing. If it was taking a lot of extra time then teams could be missing the point. A more freeform approach could be beneficial, potentially including interviews at the second stage. It was proposed that teams that had won a Gold Award three times be invited to take part in judging.

Action – All to share any further thoughts with the Secretary.

8 **Waste Update – WARP-IT and external charitable partnerships** **G**

The Waste and Environment Manager presented this paper focused on reuse at UoE, which was doubling year on year and currently yielding a 25% saving on waste related emissions. The market was worth £3billion per annum. The main commodities involved were electrical appliances, textiles and furniture. Items donated were very valuable contributions to small third sector social enterprises. A lot of informal reuse and repair had been going on within the University community, though tracking this had been a problem. These items now went through the WARPit resource reuse portal.

There was an inherent element of risk in reuse, and the main concern was ensuring the process was covered from a legal standpoint. The receiving organisation had to have the right paperwork and registration to ensure UoE received the data to enable it to demonstrate that it was meeting its legal requirements. The Director of Legal Services had highlighted issues that still needed to be investigated. Electrical appliances came with their own liabilities. Guidelines were being drafted to test out the robustness of the process and would be cross-checked. The main focus currently was on PCs, which offered major opportunities environmentally and socially, but had legal and reputational risks that needed to be identified and managed. Trying to capture the value often crystallised these risks.

The SRS Projects Co-ordinator demonstrated the WARPit dashboard. The tool cost £3,750 for the 18 months it had been in operation (not including staff time) and so far had saved £27K, 14,000kg of waste and 14,000kg CO_2e. The process of widening the scheme to include electronics had begun with those that held no data. Following discussions with IS, Records Management, Waste and SRS basic guidance was agreed and existing internal PC cascading lists were transferred to WARPit.

The pilot was rolled out initially to computer reps in CSG and USG, overseen by Myles Ewen. The scheme currently had 250 PCs, though storage was a serious issue both for WARPit and for the University as a whole. Talks were ongoing with IS on an automated wipe for PCs, to eliminate the need for storage by allowing direct transfer person to person.

In the last year the University sent three thousand PCs to CCL North. It was envisaged that in future 95% of these could be diverted to reuse companies. A robust SLA would be set up with these organisations to meet the University's legal requirements.

Members noted that the number of registered users was low relative to overall staff numbers. This was initially deliberate, to grow the scheme in a controlled and manageable way. Admin staff had been targeted, before rolling out to other groups (e.g. lab users). SOAG noted the business potential for students to get involved and offer solutions in this area.

ROUTINE ITEMS

9 **Sustainable Procurement Update including Public Procurement Rules Consultation** **H**

The Assistant Director of Procurement shared an update on sustainable procurement activities over the last twelve months, including a briefing on the Procurement Reform Bill. The paper tied activities to the University's strategic themes.

Highlights included signing up to Electronics Watch, an EU-funded initiative bringing together public bodies across Europe to leverage against electronic goods producers. As universities buy through national contracts, institutions were lobbying

APUC and the Scottish Government to include more workers' rights criteria in their tenders.

The updated Sustainable Procurement Prioritisation Tool (formerly Marrakech) was being piloted, initially in the area of ICT, and feedback issued to the Scottish Government. Use of the tool would be mandatory once the new procurement laws came into effect.

Procurement, in partnership with ECCI, were rolling out a series of workshops for small to medium enterprises (SMEs) on how to improve their sustainability. The first workshop had been held with Estates suppliers in March and future events focused on ICT and laboratories were planned.

A paper on the progress of the Procurement Reform Bill had been submitted to CMG on 19 May and was included as appendix 1. Procurement had organised consultations on the new laws with various groups within the University. The new law had major implications included regulated procurement down to the £50K mark, more mandated requirements and resource and compliance implications. Further feedback was available on the Procurement website. The new legislation would be enacted by April 2016 at the latest.

SOAG noted that Scope 3 reporting was an average weighting done on simple expenditure, not factoring in whether the institution was buying sustainable products or arranging for sustainable delivery. This had been raised as part of the consultation response and through Estates to feed back to HESA. While institutions normally only received data on their own performance, it was possible to request others' data for benchmarking purposes. This could be accessed through Paul Cruickshank in Estates.

10   Update on Sustainable Laboratories Activities   I

SOAG noted the minute of the SLSG meeting on 27 January.

11   Any Other Business

The University had been invited to join the Edinburgh Living Landscapes partnership, a coalition of different groups aiming to maximise the integrity and value of green space within the city.

The Director of SRS highlighted that the activity-based SRS Implementation Plan (shared with the Group in January) would be repeated again for the next academic year, moving toward a RAG report format.

ITEMS FOR FORMAL APPROVAL/NOTING

12   Edinburgh Food for Life Partnership report   J
SOAG noted this report of the key achievements of the Edinburgh Food for Life Partnership, which was approaching completion. Members recognised the success of the scheme and commended Accommodation Services, which would continue with the Catering Mark certification.

Date of next meeting: 09:30-11:30, Wed 16 September 2015, Rm 1.07 Main Library

UNIVERSITY OF EDINBURGH

MINUTE OF A MEETING *of the Fair Trade Steering Group held in the Torridon Room, Charles Stewart House on Monday 20 April 2015.*

Members:
Karen Bowman (in chair), Director of Procurement
Kenneth Amaeshi, Lead, Corporate Responsibility & Governance Network
Evelyn Bain, Procurement Manager
Tasha Boardman, EUSA Vice President Services
Conor Bond, Sports Union President
Michelle Brown, Head of SRS Programmes
Jill Bruce, Development and Alumni
Sarah Conway, Careers Service
Liz Cooper, SRS Research and Policy Manager
Joe Farthing, SRS Communications Manager
Hannah Genders Boyd, People and Planet Representative
Moira Gibson, External Affairs Manager, Communications and Marketing
Dave Gorman, Director of SRS
Davy Gray, EUSA Environmental Officer
Stephannie Hay, Technology Enhanced Learning Services
Tim Hayward, Director of the Just World Institute
Matthew Lawson, SRS Programme Manager
Ian Macaulay, Asst. Director of Accommodation Services, Catering
Lucy Miu, SRS Programme Facilitator
Ali Newell, Associate Chaplain
Briana Pegado, EUSA President
Christina Schmidt, EUSA Global
Vikki Stewart, Estates and Buildings Representative

In attendance: Jess Acton; Mena Grossman, M.Sc. Environmental Sustainability students

Apologies: Kenneth Amaeshi; Tasha Boardman; Conor Bond; Jill Bruce; Sarah Conway; Joe Farthing; Dave Gorman; Stephannie Hay; Tim Hayward; Matthew Lawson; Briana Pegado; Christina Schmidt; Vikki Stewart

1   Minute   A

The minute of the meeting held on 3 February 2015 was approved as a correct record.

2   Matters Arising

Covered in post-meeting notes.

SUBSTANTIVE ITEMS

3   Review of Fair Trade University

Presentation

MSc Environmental Sustainability students Jess Acton and Mena Grossman presented on fair trade at the University, including how fair trade relates to the equity principle of sustainable development:

"Fair Trade is a trading partnership, based on dialogue, transparency and respect, that seeks greater equity in international trade. It contributes to sustainable development by offering better trading conditions to, and securing the rights of, marginalized producers and workers – especially in the South" (World Fair Trade Organization).

The presentation (circulated with the minute) covered the context of fair trade at UoE, including the 5 Fairtrade Foundation (FTF) goals and broader awareness-raising activities. The aims of the project, carried out through literature review and informal interviews, had been:

- to research what universities do in terms of fair trade
- to generate recommendations on how UoE could go beyond the FTF goals
- to produce recommendations on how UoE could raise awareness of fair trade.

Legal, institutional, academic and logistical constraints in pushing the fair trade agenda further included: communication problems within the University and between institutions; lack of research on Fairtrade universities and differing understandings of fair trade; and the limited number of fair trade products.

The project group's recommendations included:

- embedding fair trade in the curriculum
- enhancing the profile of fair trade within the Sustainability Awards
- providing topic guidance and incentives to promote research in this area
- engaging with other institutions and with FTF to improve goals (e.g. golden awards, though limited funding prevented these initiatives in the short-term - FTF's focus was on mainstreaming)
- adopting innovative / best practice examples from other institutions to appeal to a broader audience (e.g. fair trade city map; fair trade fashion show; engagement with schools; unfair football match, 'Hunger Banquet'; building links between producers and consumers).

In terms of fair trade awareness, the project noted reduced engagement over time, as well as a loss of trust in fair trade labelling schemes as not reflective of companies' wider values, and recommended:

- providing accessible, bite-sized information
- consistent, year round and year-to-year engagement and events (Freshers' Week was already overloaded)
- dedicated stands to raise the visibility of fair trade products on campus
- collaboration with societies, especially international societies
- targeted engagement with demographics less likely to be familiar with fair trade, including international students
- fair trade areas in shops
- the internet as a valuable forum for discussing and raising awareness of fair trade
- Events (wine tasting, free food, fashion show, sports matches).

Q&A

The Convener thanked the presenters, recognising that a significant amount of research and thought had gone into this work.

A. Q&A Discussion on Student Engagement

The presentation had reinvigorated a key issue for FTSG: the necessity, in order to continue, of engaging students, and that the nature of that engagement would change from one generation to the next.

(a) FTSG noted that the project group felt the best way to get students motivated and engage with the issue was to embed fair trade in the curriculum.

B. Q&A Discussion on Fair Trade Awareness

Members discussed the narrative for the Google Trends graph (slide 10) showing a net decline in mentions of fair trade in online articles over time, noting that the peaks corresponded with Fairtrade Fortnight. The project group confirmed the impression that

many UoE students were not aware that their institution was a Fairtrade University. The decentralisation of the University had made it difficult to get an overview of what was going on in this area.

(b) FTSG noted the absence of reference to the Fairtrade Café, which was pushing the fair trade agenda every week, and discussed ways of highlighting and promoting this work.

C. Q&A Discussion on Fair Trade Retailing and Labelling

Members discussed sustainability as part of the world food / street food trend and associated accreditation debates (Soil Association / FTF / Rainforest Alliance). It was possible that, as long as spend continued to rise and the fair trade choice continued to be made, falling awareness levels were not necessarily a problem, and were, to a certain extent, inevitable due to increasing normalisation and a lack of new products.

EUSA as a commercial union also reported that fair trade had become normalised for some consumers and some products, current students having grown up with it as part of their retail landscape. However there was felt to be a growing cynicism, particularly with fair trade labelling if the brand was not associated with ethical trading generally. There had also been expansion in the amount of ethical products competing with the fair trade label in a wider context of ethical consumption. The broader idea of 'fairness in trade' was much harder to deliver.

(c) FTSG noted that within the new procurement law there would be an emphasis on food procurement and labelling schemes, and recognised that UoE had a responsibility not just in terms of what it buys but also in educating its students.

D. Q&A Discussion on Potential Student Mapping Project

Work on a fair trade map for Edinburgh had been started. Similar work was ongoing within the Student Experience Project, and the Fairtrade City Group had a register of fair trade outlets.

(d) FTSG noted that there was potential for a student project to complete the map for areas near campus and halls of residence.

E. Q&A Discussion on Terminology

The Group acknowledged the need to look again at the terminology and at 'fair trade' as a label versus alternatives such as 'fairness in trade'. 'Sustainable procurement' was not felt to be as user-friendly as 'ethical buying'. Issues of definition alone could provide the basis for a potential dissertation.

Action – MB to reflect on how project findings and recommendations could link in to review of the Sustainability Awards, follow up with the EUSA VPAA, and decide whether to provide course directors with a list of practical projects.

Noted SRS dissertation prizes would be discussed at SRS Committee in June.

Action – LC to work with the project group to establish how best to publicise their findings (e.g. 500 word summary for SRS blog).

Fair Trade International Symposium paper

Members noted that the Research and Policy Manager would present a conference paper on linking academics and practitioners within universities on fair trade issues at the Fair Trade International Symposium in Milan at the end of May.

4   **Procurement Rules Consultation – SRS Policy Implications**   **B**

FTSG noted consultation currently ongoing on the rules which would be coming into mainstream procurement law. The Scottish Fair Trade Forum had written to the Scottish

Government to emphasise the importance of including fair trade. Publicly-funded bodies would have to consider their sustainable procurement duty every time they spent over £50K (the threshold may change). Procurement and the SRS Department were working to unpack the issues for each item. Work was ongoing through APUC on labelling schemes and accreditation along supply chains.

<u>UoE Suppliers' Tax Practices</u>

Tax avoidance and evasion would be covered in the law and details would be published on the HMRC website. When procuring through the framework agreement, this would be covered at the tender stage.

5   Electronics Watch and Procurement   **C**

FTSG noted positive collaboration between People&Planet, UoE and other buying organisations. UoE Procurement had met with the Scottish Government procurement team to urge them to include consideration of Electronics Watch and fair trade. Public consultation was open until 30 April and members could respond as individuals.

6   Student Placements Update

Two students would be going to Malawi in May for 4 weeks with JTS to look at the supply chain for pulses (livelihoods, value chain analysis, etc.). The students would have dissertations, photos and other material that the Group and the SRS Department could promote and publicise. The Group discussed how to promote this on the University's main page and proposed organising an event for the students to feed back, hosted at the parliament, and inviting the Cross Party Group. The event would need to be in June, before the students graduated and the parliamentary recess.

<u>Action</u> – LC to follow up with Martin Rhodes on dates.

***Post-meeting note**: Moira Gibson has highlighted this to CAM as a good news item and they will be in touch with LC. LC is liaising with the students on their travel dates to see what sort of event will fit around them.*

There would be an additional placement within the SRS Department focusing on the garment industry.

7   Conflict Minerals Policy Scoping/Progress   **D**

The Research and Policy Manager was in the early stages of producing a draft policy. Having assessed the risks and opportunities, consultation with stakeholders was ongoing, including a meeting with the University of St Andrews procurement team and a public event in February. A more detailed paper and policy would be shared with the Group in due course. If UoE adopted a conflict minerals policy then all IT buyers would have to follow it, and the University would need the supply chain to match it.

The Director of Corporate Services would soon sign off on relaunch of the Sustainable ICT Group. If the food dimension had normalised and plateaued, conflict minerals and other social issues in electronics supply chains could provide the next main focus, particularly as the University had significant spend and influence in this market. Focus on electronics supply chains also offered linkages to the circular economy and zero waste agenda.

FTSG noted some expertise / leadership in this area from the US, including the Conflict Free Campus Initiative and the Dodd-Frank Act (2010), reflecting concerns about the exploitation and trade of conflict minerals by armed groups. More so than the garment industry, electronics was an area where the University could have a major impact. It was proposed that this could be the focus for Fairtrade Fortnight 2016. A number of events on the topic had already taken place, during Fairtrade Fortnight and Innovative Learning Week.

ROUTINE ITEMS

8   Workers' Rights Consortium

A meeting between EB, LC and procurement staff from Durham had been positive, but they were broadly in the same position as UoE – struggling to implement the recommendations such as finding out who all suppliers of garments are.

Durham are carrying out their own tender for garments/workwear, whereas Edinburgh are trying to influence national agreements but bound by specific procurement rules. A Skype conversation between UoE and WRC had been enlightening at the time, but not much further had come from it. Although the information on their website was accessible without signing up, both institutions had agreed that it was better to be a member and to work with the WRC to make membership more meaningful for UK institutions. FTSG recognised the success of the consortium as a lobbying group on sweatshops around the world, though their resource to influence suppliers was limited. Edinburgh and Durham discussed the possibility of linking up together and with other UK members of WRC to engage further with WRC on taking the work further within the UK context.

As poor practice was widespread throughout garment trade supply chains, it was important for the Group and the University to support those looking into it, even if UoE spend in this area was minimal. Estates as the largest garment purchaser, while under significant budget constraints, was procuring some fair trade cotton uniform items for its servitorial and cleaning staff. Procurement could encourage departments to buy in accordance with the University's Fair Trade Policy, but the decision ultimately lay with the budget holder. Greater leverage and the ability to draw more information from suppliers may come with the rules changes next year, when tenders would include fair trade caveats.

A Master's student will be carrying out a placement with SRS on university garment/textiles supply chains this summer to look into WRC, Fairtrade cotton and other considerations further.

9   EUSA Fair Trade Update

The EUSA Environmental Officer assured the Group that the incoming VPS would be fully briefed with regard to fair trade. FTSG noted an appetite within EUSA to move on from the coffee and chocolate dimensions to the wider fair trade agenda. Engagement with students would continue through the VPS and the SRS Student Forum.

Members discussed ways to re-establish links with the Fairtrade Café, including asking representatives to join if only for part of a meeting, offering monetary incentives, and moving some meetings to take place in the café.

Action – AN to approach the Fairtrade Café to explore ideas and investigate how they would like FTSG to work with them.

10   Fair Trade Communications Update

Work was ongoing looking at how to take forward the newsletter.

11   Any Other Business

Action – All to feed in to the secretary on the items to cover at May's meeting.

ITEMS FOR FORMAL APPROVAL/NOTING

12   APUC Sustain Update

Carried forward to May's meeting.

Social Responsibility and Sustainability Committee

17 June 2015

Fossil Fuels Review Group Report to CMG & Court

Description of paper
This paper presents the report of the Fossil Fuels Review Group, established by CMG at its meeting of 8 October to review the request from EUSA to divest from fossil fuels.

Action requested
SRS Committee members are asked to note the report.

Background and Context
The University has reviewed its existing Responsible Investment policy- a process which has included consultation with staff, student and alumni communities, review of best practice elsewhere and production of a new draft Responsible Investment policy statement. During the process of consultation, the Edinburgh University Students' Association (EUSA) formally requested that the University consider divestment from fossil fuels and armaments companies and the request to consider divestment was agreed at the Central Management Group (CMG) meeting of 8 October 2014.

A short life review group (the Fossil Fuels Review group- 'the group') was formed to consider the issue of divestment from fossil fuels in depth and to report back to the CMG on possible options in this area and the impact of those options. A copy of the group's full report is included as Appendix 1.

Principles Informing the Group's Work
The review group was formed to consider the issue of divestment from fossil fuels in depth and to report back to the CMG on possible options in this area and the impact of those options. The group was chaired by the Senior Vice-Principal, Professor Charlie Jeffery, and consisted of a range of experts in climate policy and science, geosciences and law, as well as representation from EUSA and senior University managers. The group met on 6 occasions between November 2014 and April 2015. The approach was evidence-led, drawing on evidence of various kinds to help assess the case for divestment against the following criteria provided by CMG:
- Whether investment in fossil fuel companies is an activity wholly contrary to the values and ethos of the University
- The impact of divestment on investment capital and returns
- The ease of avoiding investment within realistically available investment options

- The impact of divestment on other areas of University activity (research, teaching, fund raising, procurement)
- The University's view of future changes and 'direction of travel' in the area of fossil fuels.

This was the first time these criteria had been applied to a live issue. The group's role was not to decide the matter, but to examine the issues closely and ensure that all relevant issues had been considered, that CMG was presented with a range of options and that the impact of those options was stated as clearly as possible.

Main Findings and Recommendations
The group concluded that the evidence on the changes happening to the climate was clear and that a substantial transition to a low carbon future is required over the coming decades. The Group agreed that the University of Edinburgh, as a global civic institution, should take a lead through our research, teaching and knowledge exchange in helping society understand, manage and reduce such climate risks.

The range of decisions made by other Universities led the group to conclude that the nature of these decisions is complex and that each University must decide based on its own values, institutional context and impacts applying expert judgement to questions where the evidence was unclear, partial or contradictory. The group came to the clear conclusion from this evidence that taking no action on this issue was unacceptable.

It was also clear that whatever choice was made on the specific question of divestment, the University would continue to make a significant contribution to mitigating risks associated with climate change through its teaching, research and procurement activities.

A review of University values indicated that the University should be involved in activities to mitigate, and adapt to, climate change. However the group concluded that investment in fossil fuels per se could not be deemed 'wholly contrary' to those values for a number of reasons including the lack of current alternatives for some communities in developing economies. Beyond agreement that action should be taken, the question appeared to the group to become one of balancing the evidence and making a judgement about which actions were most likely to make an effective contribution in a way that was commensurate with the other values and activities of the University.

The group concluded that full divestment would have an impact on learning and teaching and research. Full divestment could – and likely would – be seen as calling into question the appropriateness of teaching about fossil fuel exploration, and the appropriateness of carrying out research on means of exploitation of fossil fuel resources. Students and staff wished to know about, and understand fossil fuels and their usage and impacts. Full divestment would amount to an undue limitation on academic freedom and potentially impact negatively on interlinked research such as Carbon Capture and Storage. Full divestment from fossil fuels could increase the risks associated with investments, due to the reduced range of investments that could be used.

2

The group noted that there are mixed views on the impact of divestment campaigns on capital availability and the value of targeted activities. However, campaigns can have important signal value to society. The desire expressed in University strategic documents to act as an agent of change suggested concentrating action where most impact can be made and that engagement with companies can be an important part of that process.

The group concluded that the aim of any options put forward should be to assist the University in making a contribution to solving the climate problem via its investments, but not in a way that inappropriately restricts its ability to make free choices on research and teaching. Action taken may accept some financial impact but should not be at the expense of the broader financial health of the endowment funds. In producing a range of options for CMG to consider, the group considered that there were a series of options and choices that existed, beyond a simplistic choice between divestment and taking no action.

The group considered six main options, as summarised below and discussed at length in the full report:

Option 1 – No Additional Action
No action taken on investment but the University continues to make a significant contribution to solving the climate problem through its research, teaching and operations.

Option 2 – Assess Stranded Assets Argument
The Investment Committee should keep the 'stranded assets' argument under active review, identify indicators that would suggest University capital or returns were at risk from stranded assets, and take action as appropriate

Option 3 – Identify and Replace
Commit to low or zero carbon investment products that deliver the same level of return and risk as existing investments

Option 4 – Report, Benchmark and Improve
Press companies to measure and monitor their carbon emissions and to effect more efficient uses of energy across the chain of fossil fuel production, refining and use

Option 5 – Divest From Highest Carbon-Emitting Fuels Where Alternatives Exist
Divest from companies that are substantially engaged in the production or refining of high carbon-intensity fuels (such as coal or tar sands), where alternatives exist and where they do not also invest sufficiently in carbon emissions reduction technology

Option 6 – Full Divestment from All Energy Related Fossil Fuel Companies *Full divestment from all energy-related fossil fuel production and exploration companies over, say, a period of 5 years.*

3

The options developed were not mutually exclusive but drew upon the evidence and themes discussed above. The group could not recommend either Options 1 (no action) or 6 (full divestment).

The group felt that Option 2- Assessment of the stranded assets argument, was a necessary option to pursue but should not be pursued in isolation and could not therefore be recommended on its own. The group developed further options to: Identify and replace investments with lower carbon alternatives (Option 3); Report, benchmark and improve (focus on companies that are the highest emitters to reduce carbon emissions) (Option 4) and Divest from highest carbon activities where alternatives exist (Option 5). The group felt that options 3, 4 and 5 could be recommended to CMG, either on their own or as part of a wider package of measures.

The decision on which package of options to pursue is a decision for University management, but on balance the group recommends that options 2,3,4 and 5 should all be pursued.

The group also makes a series of additional recommendations for the CMG to consider:

Recommendation 1 - Further action on learning and teaching Working through the Senate Learning and Teaching Committee and with the support of academic colleagues, the University should explore further means to enhance the student offer on climate change and sustainability issues within the curriculum building on the existing strong foundation.

Recommendation 2 - Scanning and Advice
The group recommends that horizon scanning to identify sustainability and social responsibility issues of concern should be formally embedded in the activities of the Investment Committee to assist it in anticipating future issues, taking the advice of the SRS Committee as appropriate.

Recommendation 3 - Further Embedding of Environment, Social and Governance (ESG) Issues
The group noted that the PRI commitment requires the embedding of ESG issues into the investment strategy and the appointment of investment managers and recommends that guidance is produced as soon as possible on how this is to be done by the University.

Recommendation 4 - Single Statement of Values
The group noted the difficulty of assessing issues against the University's values in the absence of a consolidated single statement and that therefore the University might wish to reflect on this point.

Recommendation 5 - Research Ethics
The group recognised that different aspects of the University's values could stand in tension with one another. The group was concerned to ensure that individual academics were free to continue to develop their research and teaching in line with principles of academic freedom, but within a framework that was able to take

<div align="center">4</div>

account of the sorts of issues raised by investment choices including decisions of the University to divest from specific types of economic activity. This is not a new issue – it has for example existed for some time around the tobacco industry – but the University does not have an explicit means to address it. The group considered that the most appropriate means of addressing the issue was through the research ethics process, and recommends that the Research Policy Group should consider this issue as part of its review of governance and procedures.

Conclusions
The group found this to be a complex undertaking and its recommendations are accordingly nuanced and represent a package of measures to take forward. It is important to engage with investment managers and companies prior to finalising action.

It is recognised that there is a great deal of public and stakeholder interest in the recommendations of the group and associated discussions have taken place with Communications and Marketing.

The work of the group was intensive, involving six lengthy meetings and significant work in preparing evidence for discussion and drafting reports by group members, but in particular the Department of Social Responsibility and Sustainability. This work was necessary in addressing an issue of great complexity on which powerful countervailing arguments have been made both within and beyond the University community. As CMG has agreed to consider EUSA's other request for consideration of divestment from the armaments industry it may wish to reflect on how best to take an armaments review forward.

Resource Implications
In due course action on any recommendations will have implications for the investment approach of the University, the Investment Committee and investment managers and support groups within the University including finance, SRS, procurement and academic colleagues. These will need to be managed from within existing resources.

Risk Management
The group's report seeks to balance the need to maintain the capital and returns for the University via the endowment fund, with the need to take action on climate change, and to consider all aspects of the reputation of the University in this debate. The group proposes a package of measures to achieve a balanced and proportionate response to the issue.

Equality & Diversity
No assessment required, as the consideration of equality and diversity issues are inherent in the nature of the consideration of socially responsible investment.

Consultation
A consultation with staff and students on the PRI and the revised responsible investment policy was undertaken in 2014. Discussions have taken place with student groups and with staff within Geosciences.

5

Further information

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9 June 2015

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Freedom of Information

Can this paper be included in open business*?* Yes

6

THE UNIVERSITY *of* EDINBURGH

REPORT OF THE FOSSIL FUELS REVIEW GROUP

APRIL 2015

1

Table of Contents

Fossil Fuels Review Group Report April 2015

1. *Background and Introduction*

This is the report of the University of Edinburgh Fossil Fuels Review Group. It summarises the group's working method and the evidence it reviewed, and presents options for the University's Central Management Group (CMG) to consider.

The University of Edinburgh has a long history of engaging on responsible investment issues since the development of its first Responsible Investment policy in 2003 and the decision to divest from tobacco companies. In January 2013 the University became the first University in Europe and only the second in the world to sign the United Nations Principles for Responsible Investment.[1] As a result of that commitment, the University is actively reviewing its existing Responsible Investment policy – a process which has included consultation with staff, student and alumni communities as well as a review of best practice elsewhere.

During the process of consultation, the Edinburgh University Students' Association (EUSA) formally requested that the University consider divestment from fossil fuels and armaments companies and the request to consider divestment was agreed at the CMG meeting of 8th October 2014.

A short life review group (the Fossil Fuels Review Group- 'the group') was formed to consider the issue of divestment from fossil fuels in depth and to report back to the CMG on possible options in this area and the impact of those options. The remit of the group and membership is included as Annex 1.

The group was chaired by the Senior Vice-Principal, Professor Charlie Jeffery, and consisted of a range of experts in climate policy and science, geosciences and law, as well as representation from EUSA and senior University managers. The group met on 6 occasions between November 2014 and April 2015. The approach was evidence-led, drawing on evidence of various kinds to help assess the case for divestment against the following criteria provided by CMG:

- Whether investment in fossil fuel companies is an activity wholly contrary to the values and ethos of the university
- The impact of divestment on investment capital and returns
- The ease of avoiding investment within realistically available investment options
- The impact of divestment on other areas of University activity (research, teaching, fund raising, procurement)
- The University's view of future changes and 'direction of travel' in the area of fossil fuels

A summary of material reviewed is provided in Annex 2. The group sought clarification from EUSA on the definition of fossil fuels companies included within the scope of the request. It was clarified that the request referred to those companies whose primary business is the extraction of fossil fuels and that this could be identified via the Carbon

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[1] http://www.unpri.org/

Underground top 200.[2] The minutes and papers of the group's work are available **here** and further information on the University's endowment fund is available **here**.

2. Evidence Reviewed and Findings

This section summarises the type of evidence that the group reviewed during the course of its work.

a. Climate Science

It was important that the group understood the scientific evidence on changes to the climate system and the evidence of human impact due to fossil fuel use, together with predicted impacts of those changes. The group therefore reviewed the findings of the Inter-governmental Panel on Climate Change's Fifth Assessment report. In reviewing that material the group agreed the following statement as the foundation for its work:

"The Fossil Fuel Review Group takes, as its starting point, the findings of the recent Intergovernmental Panel on Climate Change (IPCC)'s Fifth Assessment Report. This noted that human influence on the climate system is clear; continued emission of greenhouse gases will cause further warming and long lasting changes in all components of the climate system; and strategies for adaptation and for substantial emissions reductions over the next few decades can reduce climate risks in the 21st Century and beyond. The Group agrees that the University of Edinburgh, as a global civic institution, should take a lead through our research, teaching and knowledge exchange in helping society understand, manage and reduce such climate risks."

b. Evidence Gathered from Other University Reviews

Information was provided to group members on decisions made by universities around the world on divestment questions related to fossil fuels, with decision documents related to three institutions considered in more detail. Those three were Harvard (no divestment), Glasgow (full divestment) and Stanford (partial divestment). Annex 3 provides links to further information.

After discussion, the group agreed that, whilst it had access to a potentially very wide range of further information on the decisions of other universities, it would draw its own conclusions.

c. Evidence on Fossil Fuel Dependence, Mitigation Strategies and Relative Contributions by Fuel Type

The group sought to understand the extent of society's current dependence on fossil fuels for energy and other uses, the relative contributions to climate emissions by different fuel types, and the extent to which cost-effective alternatives to energy and other uses were realistically available. More information is contained in the papers in Annex 2. The group noted that it was the release of carbon into the atmosphere that was connected with climate change, rather than the use of fossil fuels per se.

Evidence gathered highlighted the high level of carbon emissions within the energy system arising from the generation, transmission and distribution of energy using fossil fuels, increased by inefficiencies within the overall system, and similarly within manufacturing systems arising from the use of fossil fuels in the production of products such as steel, fertilisers or plastics.

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[2] http://fossilfreeindexes.com/the-carbon-underground-2014/

4

Coal is predominantly used in industry and power stations; oil in chemicals and transport applications, and gas in a variety of industrial uses, agriculture and power stations. In terms of carbon intensity, broadly speaking coal is higher in intensity than oil which in turn is higher in intensity than gas, with coal having approximately twice the carbon intensity per unit of energy as gas. Thus although oil makes up a larger percentage of global fossil fuel use, coal is the source of over 40% of global emissions.

Despite strong recent growth in renewables, fossil fuel continues to dominate global energy consumption. The evidence highlighted the dependence of society on fossil fuels for energy and for a range of non-energy products and uses of fossil fuels in manufacturing and agriculture. It was also clear that there were no readily developed alternatives to some fossil fuel uses at present. In particular, fossil fuel-derived products such as plastics and chemicals, certain industrial processes, and energy dense transport applications (air travel; heavy goods vehicles) are poorly served by alternatives. Alternatives are available at reasonable cost for bulk energy use in electricity generation, heating and short-distance travel in developed countries, and increasingly in developing countries. However, the provision of heating, clean water and refrigeration in many developing countries is still wholly dependent on fossil fuel usage, and an abrupt shift away from fossil fuel use would seriously impact the well-being and human rights of some of the world's poorest communities.

The group noted the 'stranded assets argument'.[3] That is, it is now widely accepted that there is a limit to the aggregate amount of carbon that can be released to the atmosphere if the increase in global temperatures is to be kept to a maximum of 2 degrees.[4] The stranded assets argument makes the claim that this physical limit will impact on fossil fuel companies' book value because not all of the oil, gas and coal currently within known company reserves will be able to be exploited. It is generally accepted that in the absence of successful means to capture and store carbon released during fossil fuel burning, only around 20-30% of known reserves could be exploited while still keeping to the 2 degree limit.[5] The group noted that this is an argument highlighted, alongside other concerns expressed on ethical grounds, by divestment campaigners as a financial argument for divestment from fossil fuels companies.

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[3] http://www.smithschool.ox.ac.uk/research-programmes/stranded-assets/
[4] See for example: http://www.ipcc.ch/pdf/assessment-report/ar5/syr/AR5_SYR_FINAL_SPM.pdf
[5] See for example http://www.carbontracker.org/wp-content/uploads/2014/09/Unburnable-Carbon-Full-rev2-1.pdf

5

World* total primary energy supply from 1971 to 2012 by fuel (Mtoe)
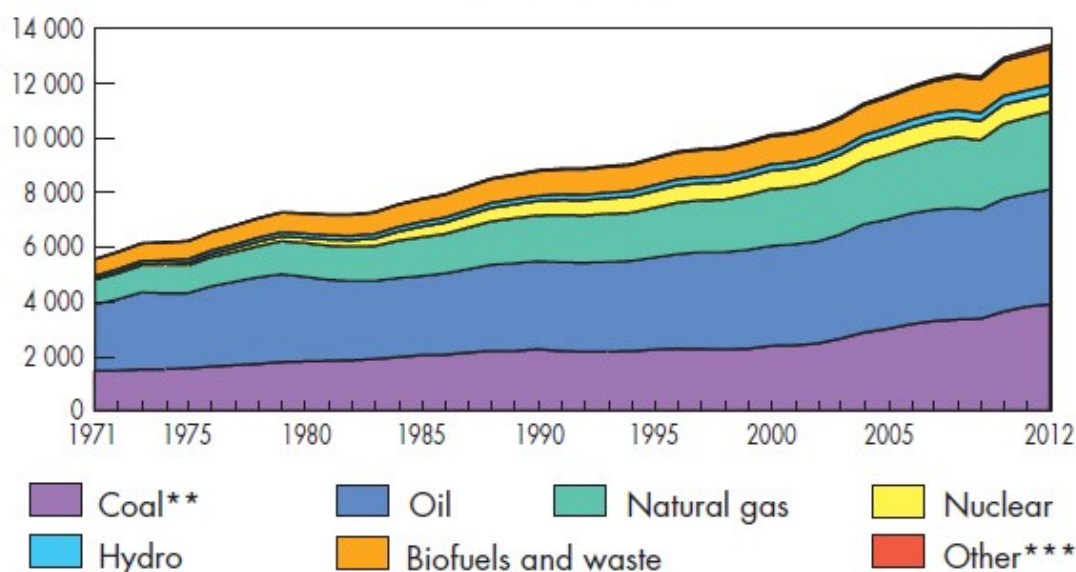
Source: IEA World Key Energy Statistics

d. University Learning and Teaching and Research

The group recognised the central importance of learning and teaching and research to the mission, values and activities of the University community. The group agreed that in coming to its recommendations, it was important to recognise the potential implications of any decisions on fossil fuel investments for these activities, and in particular the possible impact on academic freedom.

Evidence reviewed suggested that the balance of teaching between climate mitigation/sustainability and fossil fuels exploitation/exploration is strongly towards climate mitigation/sustainability, and the trend is increasing in that direction. The evidence also indicated that the University continues to have a significant provision of teaching in the exploration/exploitation of fossil fuels.

Evidence gathered on careers was limited by definitional difficulties and an inability to track graduates beyond their first career job, but suggested that careers in fossil fuel based businesses were a small but significant component of graduate careers.

Evidence indicated that while the University already supported students to appreciate the range of ethical, social justice and global environmental issues surrounding professional development and career pathways, the group felt that more could be done to offer further scope for students to explore these issues across the curriculum as part of the student offering.

Evidence on research was drawn from submissions to UK-wide research assessment processes and research income data. Review of the evidence from the Research Excellence Framework (REF) and Research Assessment Exercise (RAE) submissions over the period 2001-2014 suggested a strong and increasing presence of research designed to better understand the earth and its climate and other systems, and of research on the development of climate change mitigation strategies including renewables

6

development and carbon capture and storage (CCS). At the same time there was a smaller but significant element of research devoted to fossil fuel and resource exploration and exploitation. Often the mitigation/sustainability and exploration/exploitation research had linkages and synergies, notably in the field of CCS.

There are significant challenges in the precise attribution of research income to different fields of research at University level. However a detailed examination was carried out of research income generated in the School of GeoSciences, which has a high degree of research involvement in both climate systems/climate change and fossil fuels exploration/exploitation. Total external research income to the School from all sources (research councils, charities, industry, governmental organisations and non-governmental organisations) is on average around £14M per annum (pa). This comprises around £5M pa for research related to anthropogenically-driven climate and environmental change and its deep-time geological baselines, around £2M pa to research related to alternative energy sources or to climate change mitigation strategies and technologies such as CCS, and around £1M pa to research that may be applied to hydrocarbon production. Around £6M pa funds research that is unrelated to climate change, fossil fuels or energy.

The group noted a number of submissions from the University community and wider, appealing to different aspects of the University's values and reflecting a diversity of views from opposing any divestment to requesting full divestment. These submissions included a note from the Management Committee of the School of Engineering opposing divestment and arguing that divestment could compromise its freedom in delivering its teaching, research and industry engagement. They also included a submission from the Edinburgh branch of the People and Planet society, and a letter from a group of University academics. Both of the latter called for full divestment, highlighting ethical arguments and referencing the University's commitments to addressing major global problems like climate change. In the School of GeoSciences, the views of staff were solicited and exhibited a range of views, with cogent, evidence-based arguments, appealing to different kinds of values, proposed both for and against divestment.

e. University Values
In coming to a view as to whether fossil fuel investments are wholly contrary to University values, it was important to understand what these values are.

The University of Edinburgh aims to recruit and develop the world's most promising students and most outstanding staff and be a truly global university benefiting society as a whole. It is committed to principles of academic freedom in teaching and research.

The Mission of the University, as a world-leading centre of academic excellence, requires that alongside our commitments to research, teaching and employability outcomes we also make:

> "A significant, sustainable and socially responsible contribution to Scotland, the UK and the world, promoting health, economic growth and cultural wellbeing."

The values embedded in this statement resonate through our Social Responsibility and Sustainability Strategy (2010-20) and our Climate Change Action plan. These documents explicitly recognise the need for the University to provide holistic solutions to important global challenges, through research and teaching, and both to reduce our carbon footprint and to contribute to wider societal action on mitigating and adapting to climate change.

7

In reflecting on the University's values the group found that it was difficult to conclude that investment in fossil fuels per se could be deemed 'wholly contrary' to those values, for a number of reasons: there are currently no suitable alternatives to the global use of fossil fuels for certain activities or in certain countries, especially developing countries; fossil fuel-related knowledge and developments directly enables potentially-transformative carbon mitigation strategies or technologies such as carbon capture and storage; and the University's activities and investments related to fossil fuels are greatly outweighed by activities and investments outside of the fossil fuels sector including in particular activities related to climate change and its mitigation.
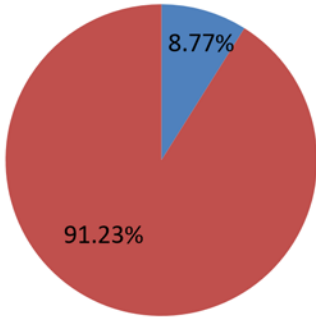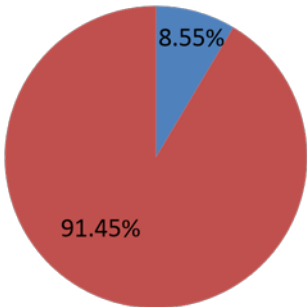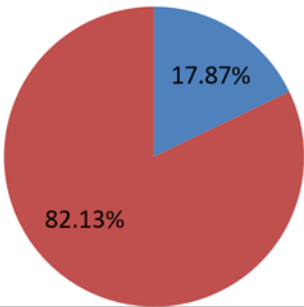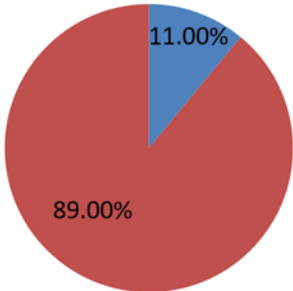
However the group felt that the University was on a direction of travel - apparent in the changing portfolio of research and teaching – that supported a goal of transition from a high carbon to a low carbon society. It concluded that it would be consistent with this direction of travel for the University to seek means through its investments to support that transition as long as actions taken remained aligned with other University objectives and values. It recognised that different aspects of the University's values could stand in tension with one another, requiring careful judgements about the balance of different aspects.

f. Investment, Financial and Behavioural Issues

The purpose of the University's endowment funds and the reason why the donations were originally made were to ensure the University's continued development as a world leading institution. The group was clear that the primary contribution the University makes to solving the climate question comes from the university's research, knowledge exchange and teaching activities, with operational activities and investment impact important, but essentially second order contributions.

Impact on investment - Evidence gathered suggested a significant component of the University's endowment funds were invested in fossil fuel activities (c8-9%). Advice suggested that the impact of any decision to divest from fossil fuels might be felt more around the increased risk to the portfolio from a smaller investment universe, as opposed to direct and significant immediate impact on annual returns. Figure 1 summarises the University's endowment fund's exposure to fossil fuel exploration and mining companies as at December 2014.

8

Figure 1 - University of Edinburgh Endowment Fund - Exposure to Fossil Fuels as at 31st December 2014

Total exposure	fossil fuels ■ other investments ■ 8.77% 91.23%	

Fund manager	% managed	Total £m	Other £m	Fossil Fuels £m
BG	47.08%	145	133	12
BlackRock	18.51%	57	47	10
RLAM	14.29%	44	39	5
Other	20.13%	62	62	0
		308	281	27
			91.23%	8.77%

Baillie Gifford (BG)

8.55%
91.45%

Sector	%	£m
fossil fuels	8.55%	12
Other	91.45%	133
		145

BlackRock

17.87%
82.13%

Sector	%	£m
fossil fuels	17.87%	10
Other	82.13%	47
		57

RLAM

11.00%
89.00%

Sector	%	£m
fossil fuels	11.00%	5
Other	89.00%	39
		44

Engagement with companies on climate issues - The group noted evidence that the University's investment managers are actively engaging with companies on a range of climate change related issues, particularly Blackrock and Baillie Gifford, and that climate change and material risks arising from this were of increasing importance to investors.

Evidence on Impact of Divestment Campaigns on Company Behaviour - Evidence gathered pointed to mixed views and a limited stock of evidence on the economic impact

9

of divestment campaigns. There appeared to be limited impact, for example, on the capital available to tobacco companies subjected to previous campaigns.

Divestment from publicly listed companies also does not affect the behaviour of privately listed and state-owned entities which tended to be less amenable to changing behaviour through engagement and which control the majority of fossil fuel reserves. The group noted the argument that holding shares in a company provided some leverage and a say in the future direction of the company.

The group also noted evidence that suggests that the act or even the threat of divestment can have an important signal value in prompting change in either company or societal attitudes towards the targeted activity. Given these arguments about leverage and signal value, the group agreed that should CMG consider divestment or other action, the companies concerned should be given the opportunity to respond and potentially change behaviour over a reasonable timescale, prior to investment choices being finalised.

Investment Committee and investment management - The University's Endowment Fund of c £300 million is relatively modest in investment terms. Lack of scale meant that it made financial sense for the University's Investment Committee to outsource investment management activities. Thus some of the options available to larger endowments were neither cost-effective nor straightforward for the University to progress, including the appointment of Responsible Investment staff to directly track evidence and carry out environmental, social and governance analysis, or to create substantial stand-alone investment funds for responsible investment activities such as green technology start-ups. At the same time, use of expert investment managers such as Blackrock allowed the University to tap into the very large resources such companies tended to have for analysis and engagement.

The group noted the possibilities of requesting consideration of more investment in key low-carbon or transformation technologies. The group recognised that, in general terms, the more complex the strategy given to an investment manager the more costly it would be and the fewer the managers who would be willing to take it on. Currently there appeared to be relatively limited market incentives for investment managers to respond to calls for investment in low carbon or transformation technologies, but the group considered there was an opportunity for the University to signal leadership by directly engaging with investment managers to explore potential action in this field.

The group noted the value of harnessing in-house academic expertise in considering and guiding future thinking on responsible investment. This may take the form of specific research, or workshops with internal and external experts which may be useful in generating analysis and advice for the University and its committees to consider.

3. Establishing Options for Consideration

In reflecting on the evidence, it was clear to the group that whatever choice was made on the specific question of divestment the University, as a civic institution committed to social responsibility and sustainability, would continue to make a significant contribution through:
- its activities as a leading institution researching sustainability and climate change mitigation and management
- the significant range of courses and learning provided

- the commitment to sustainable and socially responsible operations such as its low carbon Combined Heat and Power schemes[6].

The group was also clear that any options put forward as a University contribution to addressing the climate problem via its investments needed to be weighed against its ability to make free choices on research and teaching. It recognised that certain options for action could increase financial risks, and that such risks would need to be weighed carefully against the broader financial health of the endowment funds.

In producing a range of options for CMG to consider, the group recognised that a wide range of possible options existed with 'no additional action' at one end of that range of possibilities, and full divestment at the other. It felt that the options at either end of this range were simplistic and did not reflect the complexities of the evidence the group had considered.

In addressing those complexities, the group felt that action could be taken in line with two distinct rationales: whether the focus for action was on climate change per se and the need to take action to reduce emissions ('a climate focus'); or whether the focus was on the impact of climate change on investment returns and risk ('a financial focus').

Drawing on the evidence and themes discussed above the group identified an initial range of six options. These were not understood as mutually exclusive. Each is described below and then evaluated in section 4 according to the criteria given to the group.

Option 1 – No Additional Action
No action taken on investment but the University continues to make a significant contribution to solving the climate problem through its research, teaching and operations.

This option would recognise that the University already makes a significant contribution to the mitigation of climate change through the research and teaching undertaken as explained above, and via the improvements it makes to its operations. This option would recognise the increasing contribution over time to the mitigation of climate change through the University's activities. No changes would be made to the investment strategy or portfolio.

Option 2 – Assess Stranded Assets Argument
The Investment Committee should keep the 'stranded assets' argument under active review, identify indicators that would suggest University capital or returns were at risk from stranded assets, and take action as appropriate

This option has a financial focus and reflects the 'stranded assets' argument prompted by global campaigns but also by work completed by groups such as Carbon Tracker.[7] This argument suggests that a number of energy companies invested in fossil fuels are overvalued due to potential future constraints on the unabated burning of fossil fuels, and therefore that this over-valuation represents a risk to capital or returns.

The form of action under this option would be to ask the University's Investment Committee to work with the University's investment managers to assess this argument

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[6] See for example http://www.ed.ac.uk/polopoly_fs/1.134640!/fileManager/UoE%20CHP-DH%20Case%20Study.docx [7] http://www.carbontracker.org/our-work/

and, should need be identified, to take action to protect the University's investments. In taking any such action, the University's Investment Committee should engage with companies via its investment managers to allow them to respond to the arguments made.

Option 3 – Identify and Replace
Commit to low or zero carbon investment products that deliver the same level of return and risk as existing investments

This option has a financial focus whilst recognising the desirability of the University contributing to supporting the transition to a low-carbon economy. As part of its overall approach to investment, the University's Investment Committee assesses risk and desired levels of capital protection and investment returns. This option would commit the University to investments in low or zero carbon investment products that deliver the same level of return and risk as existing investments.

In practice, this might mean that where two products within an investment class exist but one has lower carbon emissions, for example two stock market trackers, and where risks and returns are similar, that the University would opt to invest in the low or zero carbon alternative. Clearly, there will not always be suitable products to invest in, and there may be occasions where unacceptable risks or returns would follow, but overall the option seeks to recognise the need for good financial returns, whilst using the University's leverage to drive change. Where no such products or opportunities currently exist, the option calls also for the University to use its leverage to press for new opportunities.

Option 4 – Report, Benchmark and Improve
Press companies to measure and monitor their carbon emissions and to effect more efficient uses of energy across the chain of fossil fuel production, refining and use

This option has a climate focus. It is premised on asking our investment managers to engage with companies on a "comply or explain" basis about whether they (a) are monitoring, measuring and reporting their carbon emissions according to internationally agreed standards; and (b) meeting or exceeding international benchmarks for the carbon efficiency of their products and services. This option would extend beyond fossil fuels companies to encompass companies involved in the full range of activities associated with emissions, ranging from energy exploration and production, through manufacture and refining to energy end use. If companies were not prepared to meet these expectations on reporting and benchmarking their performance, the University would consider divestment.

Taking up this option would have two elements. The first would involve the University working through its investment managers to identify appropriate investment products that distinguished companies that monitor, measure and report their carbon emissions according to international carbon accounting standards from those that did not. There is widespread demand from institutional investors for listed companies to properly measure and report emissions. It would not be appropriate for the University to invest in listed companies that did not meet agreed international standards of carbon reporting, as the University is itself required to do. The University would engage with companies, via our investment managers, to seek such change.

The second element would involve the University working through its investment managers to identify appropriate investment products that distinguished the carbon efficiency of companies with the aspiration of investing only in those that meet agreed international

12

benchmarks. For example, companies might be asked to make improvements over time to the level of carbon emitted per quantity of product made or service provided. Whilst such benchmarking is increasingly common and used to inform investment decisions in energy intensive industries, we note that appropriate investment products are not available today across all sectors. There would therefore need to be a period of transition as new investment products are introduced into the market. The University could work through its investment managers to support the development of such products.

In addition to action via direct investments, this option would also call upon the University itself to build further on its good record in embedding sustainability into its procurement activities, by further driving action across its supply chain. The University has a sustainable procurement policy in place and has been active in working with the sector's collaborative buying organisation and students to create a measurement and reporting tool for carbon emissions associated with procurement. Additionally, the impending review of Scottish procurement law may add further requirements in this field.

Option 5 – Divest From Highest Carbon-Emitting Fuels Where Alternatives Exist
Divest from companies that are substantially engaged in the production or refining of high carbon-intensity fuels (such as coal or tar sands), where alternatives exist and where they do not also invest sufficiently in carbon emissions reduction technology

This option has a climate focus and seeks to take proportionate and effective action to support the transition to a low carbon world, consistent with the University's values, financial objectives and other activities.

This option recognises that there is a wide variety in the carbon emissions of fossil fuel activities, particularly by fuel type. It also recognises that whilst low carbon alternatives are well developed for some uses, they remain poorly developed or uneconomic for others. This option would involve the University divesting from companies involved in the highest carbon-emitting fuels, where feasible alternatives exist and where the companies are not also investing sufficiently in technology such as CCS to significantly reduce or eliminate their carbon emissions to the atmosphere.

It should be recognised that the definition of 'highest carbon-emitting' and 'where alternatives exist' will change over time, so that the exact nature of the investment decisions may change over time. It should also recognise that certain activities may move in and out of scope as technology develops. For example, the development of cost effective CCS technologies may allow certain activities currently classed as high carbon emitting to move to low carbon-emitting. What matters is the actual carbon emitted to the atmosphere, rather than the carbon content of fuels per se.

That said, for the sake of clarity, the group considers that at present lower-carbon emitting alternatives exist for the heating and electricity sectors, and that some companies involved in producing the highest carbon-emitting fuels are not currently investing heavily in technologies to reduce emissions. Companies associated with those activities should therefore be subject to divestment should initial engagement not bring about change in behaviour. This would currently include companies involved in the exploitation of coal and tar sands. The University would ask the Investment Committee to work with its investment managers to prepare a list of companies associated with fuels that would currently be considered high carbon and to engage with them, giving them the opportunity to respond and, ideally, change behaviour prior to any final decision on divestment.

13

Option 6 – Full Divestment from All Energy Related Fossil Fuel Companies
Full divestment from all energy-related fossil fuel production and exploration companies over, say, a period of 5 years

This option proposes full divestment from all energy-related fossil fuel production and exploration companies. For the sake of clarity, the group has assumed this would be over a period of 5 years, which would give investment managers sufficient time to refocus investments. This option goes further than the original EUSA request in considering divestment from all energy related fossil fuel companies and not simply the top 200.

The group also assumes that engagement with companies to discuss the threat of divestment would be undertaken under this option, prior to any final decision to divest.

4. Evaluating the Options

In evaluating the options the group considered the five criteria provided to it by CMG (alignment to values; impact on capital, risks and returns; availability of investment products; impact on other areas of activity; alignment to University direction of travel).

Option 1 - No Additional Action
It is possible to argue that the option of taking no action is aligned to the University's values, as action is taken elsewhere on learning and teaching, research and in operating sustainably. The group was clear that whatever decision was taken on divestment the University's contribution to mitigating climate change was strong and increasing over time. Additionally, it could be argued that with the majority of world energy consumption continuing to be in the form of fossil fuels, and with limited alternatives for many parts of the world, including the poorest, that continued investment in fossil fuels was essential.

The impact on capital, returns and risk would be nil, although this option does ignore any risk posed by the 'stranded assets' argument. As no action is being proposed, there is no impact on the availability of investment products, nor on other activities such as research or teaching. Taking no action would address the concerns of some academics within the university community that research options or teaching might be constrained by a divestment decision.

However, taking no action does not, in the group's view, reflect sufficiently seriously the University concern on climate change issues or the direction of travel evident across the University's activities of supporting the transition to a low carbon society.

The group's discussions had indicated that the University's investments should play a role in supporting the transition to a low-carbon future, and felt that proportionate and useful action could be taken, commensurate with the values of the University, its financial objectives and its broader research and teaching portfolio. Taking no action did not seem consistent with this goal, and the group therefore could not recommend it.

Option 2 - Assess Stranded Assets Argument
As with option 1 it could be argued that this option is consistent with the University's values as although no immediate action is proposed, there is already action undertaken elsewhere on learning, and teaching, research and sustainable operations. If a need for action were identified, the impact on capital, returns and risks would be by definition

14

positive, as the purpose of the option is to protect the University's investment arising from the threat of overvaluation of a key sector of the market. This option would not have any impact on other areas of activity such as research, teaching or procurement.

The group felt that this option was aligned to the University's direction of travel as it was consistent with the desire to take action on climate change. It was also clearly focused on limiting financial risk. However the group felt that this option was essentially a reactive one and did not as a result and in itself appear to align with a direction of travel that supported transition from a high carbon to a low carbon society.

The group felt that an initial assessment should be completed over the next 6 months to ensure that a timely response to the risk is available. Further, the group recommends that this argument and associated risk is kept under active review, and that consideration is given to the 'triggers' that might indicate that the risk is materialising. Subject to any findings, action would be taken by the Investment Committee across its normal decision making cycle. If the assessment points to no immediate action, it is recommended that further assessments are completed when agreed triggers suggest that the risk is becoming material.

In conclusion the group felt that while this option had merit, it did not represent a full response to the issues identified. It should though be considered as one part of a wider package of measures.

Option 3 - Identify and Replace

The University would ask its Investment Committee to work with its investment managers to examine the range of low-carbon investment products and where suitable to begin the process of switching. Where no such products exist, the University would ask the Investment Committee to consider the best means to encourage the development of alternatives.

This option appeared to be compatible with the University's values as it sought to make changes to take action on climate change, but in a way consistent with other values. In principle the option should be fully compatible with the goal to protect capital, risk and returns as it was designed to mimic existing performance. In practice, it was not clear that the range of necessary products was currently available, or that indeed performance could be maintained whilst restricting the investment universe.

This option would appear to have limited impact on other areas of activity such as research, teaching and procurement. The option appeared well aligned to the University's direction of travel - in terms of values, existing investment approach and by potentially increasing demand for low or zero carbon investment products. There would also be a strong signal value arising from this option as the University would be effectively seeking to create a demand for new investment products where none existed.

Overall the group felt that this option should be recommended to CMG, either on its own or as part of a broader package of measures.

Option 4 – Report, Benchmark and Improve

On the investment side, exploratory action could begin immediately with the University investment managers. However, because of a lack of readily available investment products, we note that there would need to be a transition phase to the ultimate aspiration

15

of only investing in companies that meet international standards for monitoring, measuring and reporting their emissions; and investing only in companies that meet or exceed international benchmarks for the carbon efficiency of their products and services. The University could also work with the wider investment industry to encourage the provision of the necessary corporate data and information to enable the development of appropriate investment products. This approach works with the grain of current industry initiatives, including the Carbon Disclosure Project and the existing UN PRI Montreal Pledge.

On the issue of procurement, action would contribute to the University's ongoing commitment to sustainable procurement; to the further development of its carbon-reporting tool; and in complying with the implementation of new national procurement rules.

This option aligns with the University's expressed values and its direction of travel in relation to fossil fuels and climate change. However, as we noted in section 2e, different aspects of the University's values may stand in tension with one another. The group recognised that taking this option may raise questions about University research activity focused on a sector or companies subject to a possible divestment decision under this option and could be seen as a limitation of academic freedom. The group addresses this in an additional recommendation on research ethics in section 5 of the report.

There is unlikely to be any immediate impact on the University's capital, risk and returns, since the University would need to work with its investment managers to understand, and contribute to, emerging investment products that focus on carbon reporting and benchmarking. Overall the group felt that this option should be recommended to CMG, either on its own or as part of a broader package of measures.

Option 5 - Divest From Highest Carbon-Emitting Fuels Where Alternatives Exist
The University would ask the Investment Committee to identify companies involved in the extraction of high carbon-emitting fuels where alternative low-carbon options exist, and where the companies are not investing significantly in emissions-reduction technologies such as carbon capture and storage.

Initially, an engagement process would be undertaken to explore ways to prioritise other areas of company activity or to substantially increase investment in emissions-reduction technologies to meaningful levels. Where companies did not respond the Investment Committee would be asked to develop a plan to divest from those activities where currently contained in the portfolio, over a reasonable timescale. Additionally, given the fast pace of change in this area, the University would request a review of these matters every 3 years to ensure any investment policy reflected the current state of technology and economic developments (which could, for example, remove particular fuel types from the highest-emitting category).

It was recognised that there could be some impact on capital, returns and risks but this seemed likely to be limited in effect. The group felt that it should be possible to identify investment products to deliver this option, though this would require further investigation. There may be costs in maintaining a list of companies or activities which would not be invested in; there could also be some impact on management fees. However the evidence on emissions and their climate effects suggested that some loss of financial return or increase in risk might be appropriate, should companies fail to take action over time.

The option appeared well aligned to the direction of travel of the University to make an effective contribution to the need for action on climate change, particularly by seeking to

16

achieve change in a clearly targeted way. However, the group recognised that taking this option could raise questions about research and teaching activity focused on the exploitation of high carbon fuel reserves without balancing research and teaching activity on emissions-reduction technology, and hence be seen as limiting academic freedom. This concern was raised in the note received from the School of Engineering. The group addresses this issue in an additional recommendation on research ethics in section 5 of the report.

Option 6 - Full Divestment from All Energy Related Fossil Fuel Activities
As noted above, the group did not feel that this option could be recommended. Though the option appeared aligned with the goal to move to a low carbon future it was felt to be inconsistent with the overall values of the University to propose full divestment given the extent of learning and teaching and research activity in this field under way at the University. A broad-brush decision to divest would likely be seen as a sweeping and undue limitation to academic freedom. This option would also appear to increase the risk to capital and overall risks to the investment portfolio as well as raising serious concerns around the impact on the University's existing investment approach. The group also felt that the lack of fully developed alternatives for some fossil fuel uses meant that full divestment could jeopardise human well-being, especially in developing countries where there are no currently feasible alternatives to the use of fossil fuels in addressing basic human needs such as heating, clean water and refrigeration.

Overall, the group did not feel that such an option would be consistent with the values of the University, nor its financial objectives, and felt that the impacts on other aspects of the University would be unacceptable.

On the basis of the assessment of the six options generated, the group drew the following conclusions. The group concluded that to take no action on investment would be inconsistent with a wider direction of travel supporting the transition to a low carbon economy. However, the group does not consider that full divestment from energy-related fossil fuel activities is desirable as it is neither consistent with the values of the university, brings significant investment risk and could jeopardise human well-being. Full divestment would also impact detrimentally and in an unduly sweeping way on other key areas of University activity. The group could not therefore recommend either Options 1 or 6.

The group felt that Option 2 - Assessment of the stranded assets argument, was an important option to pursue but should not be pursued in isolation and could not therefore be recommended on its own. The group felt that options 3, 4 and 5 could be recommended to CMG, either on their own or as part of a wider package of measures. The decision on which package of options to pursue is a decision for CMG, but on balance the group recommends that options 2,3,4 and 5 should all be pursued.

5. Additional Recommendations to the University

The group noted the clear contribution that the University makes to addressing the challenge of climate change. Going forward the group feels it is desirable for the University to continue to explore opportunities to take action across the full range of its operational, commercialisation, research and teaching activities. The group noted the increasing importance of fairness in understanding and researching climate action questions. The

17

group recognised important concerns around the concept of climate justice,[7] the argument that it is unfair that, having historically burned fossil fuels in order to facilitate its own development, arguments from the developed world should now call for restrictions on fossil fuel use, without giving further consideration to the need for development in less developed parts of the world. Continuing to grow the University's portfolio of teaching and research in the field of climate justice would be desirable.

In reviewing the evidence and drawing conclusions, the group has a number of additional recommendations that it wishes to make to the University for consideration;

Recommendation 1 - Further action on learning and teaching
Working through the Senate Learning and Teaching Committee and with the support of academic colleagues, the University should explore further means to enhance the student offer on climate change and sustainability issues within the curriculum building on the existing strong foundation.

Recommendation 2 - Scanning and Advice
The group recommends that horizon scanning to identify sustainability and social responsibility issues of concern should be formally embedded in the activities of the Investment Committee to assist it in anticipating future issues, taking the advice of the SRS Committee as appropriate.

Recommendation 3 - Further Embedding of Environment, Social and Governance (ESG) Issues
The group noted that the PRI commitment requires the embedding of ESG issues into the investment strategy and the appointment of investment managers and recommends that guidance is produced as soon as possible on how this is to be done by the University.

Recommendation 4 - Single Statement of Values
The group noted the difficulty of assessing issues against the University's values in the absence of a consolidated single statement and that therefore the University might wish to reflect on this point.

Recommendation 5 - Research Ethics
The group recognised that different aspects of the University's values could stand in tension with one another. The group was concerned to ensure that individual academics were free to continue to develop their research and teaching in line with principles of academic freedom, but within a framework that was able to take account of the sorts of issues raised by investment choices, including decisions of the University to divest from specific types of economic activity. This is not a new issue – it has for example existed for some time around the tobacco industry – but the University does not have an explicit means to address it. The group considered that the most appropriate means of addressing the issue was through the research ethics process, and recommends that the Research Policy Group should consider this issue as part of its review of governance and procedures.

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[7] See for example: http://www.mrfcj.org/

18

6. Conclusions and Recommendations

The review group was formed to consider the issue of divestment from fossil fuels in depth and to report back to the CMG on possible options in this area and the impact of those options.

The group concluded that the evidence on the changes happening to the climate was clear and that a substantial transition to a low carbon future is required over the coming decades. The Group agreed that the University of Edinburgh, as a global civic institution, should take a lead through our research, teaching and knowledge exchange in helping society understand, manage and reduce such climate risks.

The range of decisions made by other Universities led the group to conclude that the nature of these decisions is complex and that each University must decide based on its own values, institutional context and impacts applying expert judgement to questions where the evidence was unclear, partial or contradictory. The group came to the clear conclusion from this evidence that taking no action on this issue was unacceptable.

It was also clear that whatever choice was made on the specific question of divestment, the University would continue to make a significant contribution to mitigating risks associated with climate change through its teaching, research and procurement activities.

The review of University values indicated that the University should be involved in activities to mitigate, and adapt to, climate change. However the group concluded that investment in fossil fuels per se could not be deemed 'wholly contrary' to the University's values. Beyond the agreement that action should be taken, the question appeared to the group to become one of balancing the evidence and making a judgement about which actions were most likely to make an effective contribution in a way that was commensurate with the other values and activities of the university.

The group concluded that full divestment would have an impact on learning and teaching and research. Full divestment could – and likely would – be seen as calling into question the appropriateness of teaching about fossil fuel exploration, and the appropriateness of carrying out research on means of exploitation of fossil fuel resources. Students and staff wished to know about, and understand fossil fuels and their usage and impacts. Full divestment would amount to an undue limitation on academic freedom and potentially impact negatively on interlinked research such as Carbon Capture and Storage. Full divestment from fossil fuels could increase the risks associated with investments, due to the reduced range of investments that could be used.

The group noted that there are mixed views on the impact of divestment campaigns on capital availability and the value of targeted activities. However, campaigns can have important signal value to society. The desire expressed in University strategic documents to act as an agent of change suggested concentrating action where most impact can be made and that engagement with companies can be an important part of that process.

The group concluded that the aim of any options put forward should be to assist the University in making a contribution to solving the climate problem via its investments, but not in a way that inappropriately restricts its ability to make free choices on research and teaching. Action taken may accept some financial impact but should not be at the expense of the broader financial health of the endowment funds. In producing a range of options for

19

CMG to consider, the group considered that there were a series of options and choices that existed, beyond a simplistic choice between divestment and non-divestment.

The group considered six main options. The options developed were not mutually exclusive but drew upon the evidence and themes discussed above. The group could not recommend either Options 1 (no action) or 6 (full divestment).

The group felt that Option 2- Assessment of the stranded assets argument, was a necessary option to pursue but should not be pursued in isolation and could not therefore be recommended on its own. The group developed further options to: Identify and replace investments with lower carbon alternatives (Option 3); Report, benchmark and improve (focus on companies that are the highest emitters to reduce carbon emissions) (Option 4) and Divest from highest carbon activities where alternatives exist (Option 5). The group felt that options 3, 4 and 5 could be recommended to CMG, either on their own or as part of a wider package of measures.

The decision on which package of options to pursue is a decision for University management, but on balance the group recommends that options 2,3,4 and 5 should all be pursued.

The group also makes a series of further recommendations for the CMG to consider.

20

Annex 1 - Remit and Membership of the Fossil Fuels Review Group

Remit

The remit of the Fossil Fuel Review Group is to examine the case for, and impacts of, the University endowment fund divesting from fossil fuels and to report back as in a timely, considered and thorough manner to Central Management Group on the options, impacts and consequences of any decisions it may make. In coming to its view the group should:

- Ensure that its deliberations are fully in line with the Responsible Investment policy and taking account of views expressed via the responsible investment consultation process
- Examine the range of opinion and action from other universities and asset owners in this field
- Ensure clarity over the meaning of, and options attached to, terms such as 'fossil fuels'
- Ensure that it provides clear and well justified options for action for CMG to consider, across a range of possibilities and with clear impacts and consequences attached to each option presented
- Involve the Investment Committee in providing investment and risk advice and where necessary consulting with the University's investment managers
- Seek to ensure consensus if possible on the options presented
- Consider the need for further consultation prior to finalising its work, including specific conversations with donors
- Ensure that the options are reported against the criteria contained in the policy, namely:
- "An activity wholly contrary to the values and ethos of the university
- Impact on investment capital and returns
- Ease of avoiding investment within realistically available investment options
- Impact on other areas of University activity (research, teaching, fund raising, procurement)
- The University's view of future changes and 'direction of travel' in the area proposed"

Membership
- Prof Charlie Jeffery, Senior Vice Principal (Convenor)
- Dave Gorman, Director of Social Responsibility & Sustainability
- Tasha Boardman, Vice President Services, Edinburgh University Students' Association
- Mark Connolly, CIO, Fixed Income, Aviva Investors (Member of Investment Committee)
- Prof Andrew Curtis, Professor of Mathematical Geoscience
- Dr Andy Kerr, Executive Director, Edinburgh Centre on Carbon Innovation
- Prof Lesley McAra, Chair of Penology, School of Law
- Phil McNaull, Director of Finance
- Tracey Slaven, Deputy Secretary, Strategic Planning

21

Annex 2 - Material Produced and Reviewed by Fossil Fuels Review Group

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Annex 3 - Summaries of Three Specific University Decisions

University of Harvard – no divestment
Fossil fuel divestment statement, http://www.harvard.edu/president/fossil-fuels 3rd October 2014
Follow-up statement from Office of the President, *Confronting climate change*,
http://www.harvard.edu/president/news/2014/confronting-climate-change 7th April 2014
Summary of decision and why:
At the University of Harvard, the decision has been made not to divest from fossil fuels, based on the position that the university is not a political actor and that endowment funds have the purpose of generating financial returns to advance the university's mission of education and research. It was concluded that divestment from fossil fuels would substantially decrease financial returns, and would remove the opportunity to engage with big energy companies who have the power to develop more sustainable approaches. Recognising the role the university must play in enabling and accelerating the transition away from fossil fuels, contributions to tackling climate change are made through teaching, research and operational sustainability on campus, and a commitment to sustainable investing.

Stanford University – divestment from coal
Stanford to divest from coal companies,
http://news.stanford.edu/news/2014/may/divesthttp://news.stanford.edu/news/2014/may/divest-coal-trustees-050714.htmlcoal-trustees-050714.html 6th May 2014 Summary of decision and why:
Stanford University Board of Trustees has made the decision to stop investing directly in coal mining companies (that is, those whose principal business is the mining of coal for energy generation), following the advice of the university's Advisory Panel on Investment Responsibility and Licensing, which includes representatives of students, faculty, staff and alumni. The decision was made based on evidence that coal is one of the most carbon intensive methods of energy generation, and that other energy sources with lower greenhouse gas emissions are readily available.

University of Glasgow – divestment from all fossil fuels
Glasgow becomes first UK University to divest from fossil fuel industry,
http://www.gla.ac.uk/news/headline_364008_en.html 8th October 2014 Summary of decision and why:
The University of Glasgow has become the first in the UK to commit to divesting from fossil fuels completely over the next ten years, with the caveat that financial impacts must be 'acceptable'. An independent working group heard a range of views on divestment. Evidence from Glasgow University Climate Action Society and the University Investment Committee on the ethical case for divestment based on the effects of climate change on people and planet, and the need to reduce our dependence on fossil fuels, contributed to the decision to divest from all fossil fuels.

Social Responsibility and Sustainability Committee

17 June 2015

Climate Change Reporting under Public Bodies Duties

Consultation Reponse

Description of paper

This paper comprises a response submitted to the Scottish Government Climate Change (Duties of Public Bodies: Reporting Requirements) (Scotland) Order 2015 consultation which closed on 29th May 2015.

Action requested

SRS Committee is invited to _note_ the paper.

Background and context

The Scottish Government proposes to make an order under section 46 of the Climate Change (Scotland) Act 2009 requiring specified public bodies to prepare annual reports on compliance with climate change duties.

The order will set out the form of these reports and the information to be included. The aim is to improve the quality and consistency of climate change information reported across the four main areas of the public sector in Scotland.

Discussion

Response to Public Bodies Duties Team, Energy & Climate Change, submitted by email to: Howard.Steele@scotland.gsi.gov.uk

Date: 28 May 2015

Department for Social Responsibility and Sustainability
The University of Edinburgh
9 Hope Park Square, Meadow Lane,
Edinburgh EH8 9NP
Phone: 0131 651 5588

Dear Howard Steele,

Response to the Scottish Government Climate Change (Duties of Public Bodies: Reporting Requirements) (Scotland) Order 2015 consultation from the University of Edinburgh

Please find attached our response to your online survey. The University of Edinburgh, established in 1583, has an international reputation for research excellence and innovation and consistently ranks in the world's top 50 Universities. With over 45,000 students and staff, and an estate comprising over 600 buildings on five sites across the city, we aim to create new fields of knowledge and make a difference to the societal, cultural, health, environmental and wealth development of communities in Scotland, the UK and across the world.

We are committed to being a world leader in addressing global challenges such as poverty, climate change and the growing demand for energy, food and water, and to embedding the values of social responsibility and sustainability not only in our operational activities but in our research and curricula so that our students develop a clear understanding of their importance locally, nationally and internationally.

As a founder signatory of the Universities and Colleges Climate Commitment for Scotland, the University welcomes this initiative. We recognise that we have an important role to play in improving the quality and consistency of climate change information available to Scottish Ministers, Scottish Government policy officials, and the public sector itself.

While we welcome the Scottish Government's aspirations, there are a number of issues to be resolved in order to deliver on this vision. We therefore have some points for consideration and concerns including:

- The year end for the University sector does not match year end for public bodies, and it is important that the timescales made available to the sector align with those provided to others. The deadline date should therefore be 31 January, six months from year end of 31 July for HEIs.

- The introductory narrative in each report should enable organisations to report on any data they have not been able to provide and / or the reason they have or have not met their emissions reduction targets. Governance, management and other information may not change year to year. This information should be collected with the first reports, with subsequent opportunities to update in future years if changes have occurred. We support early introduction of an online format for reporting and publishing such information.

- The range and scope of additional material requested will help develop more visibility on a range of climate actions but introduces a risk of a lack of clarity over the key indicators and issues. The development of relevant reporting KPIs would bring further weight and clarity to reporting and should be considered.

- Guidance should be provided that stipulates reporting using the same measures (tCO2e). Guidance should also point public bodies/major players to a carbon reporting/prediction tool that can be used across the sector as well as pointing to support available from other organisations, to make the reporting process easier and adequately standardised (everyone referring to the same guidance tools).

- In terms of non-compliance, it must be clearly understood why an organisation has not been able to meet its public bodies duties, and support should be provided, where possible, to build the capacity to enable the organisation to comply.

Yours sincerely,

Dave Gorman

Director of Social Responsibility and Sustainability

To discuss our response further, please contact David Somervell, Sustainability Adviser for SRS Futures,+44 (0)131 650 2073, david.somervell@ed.ac.uk

Consultation Response from the University of Edinburgh

1. *Do you agree that the powers in the Climate Change (Scotland) Act 2009 should be used to improve climate change reporting by public bodies?*

Yes.

2. *Do you agree that standardised reporting will improve the quality and consistency of climate change information reported by public sector major players?*

Yes.

3. *Do you agree with the policy subjects and questions included in the proposed climate change reporting form (see Schedule 2 to the draft order)?*

General points:

The introductory narrative in each report should enable organisations to report on any data they have not been able to provide and / or the reason they have or have not met their emissions reduction targets.

Governance, management and other information that may not change year to year should be collected in the first reports, with subsequent opportunities to update in future years if changes have occurred.

An online format for reporting (where information can be easily stored for each organisation) may be of significant benefit in future.

The University recognises indirect impacts on carbon emissions deriving from an organisation's activities that may contribute significantly to Scotland's emissions, but is aware that these are excluded from reporting content.

Specific points:

Emissions –
- **After 3b – it is suggested that additional sections be added including: "Biogenic emissions from the combustion of biomass" and "Removals from sequestration" (e.g. from managed woodlands, which may be very significant for local authorities)**
- **3f needs further clarification – does it refer to new projects started in the reporting year, or does an organisation include on-going projects that started before the reporting year? Should an estimate of total lifetime savings be included, such as calculated by persistence factor methodologies used by Salix and other funding bodies?**

Procurement –
- **5f – clearer guidance is needed on alignment of procurement policies with climate change duties**

- **5g – procurement activity in the University is devolved and professional influence and impacts normally tracked in financial terms. It would be of benefit if this question is linked to guidance and tools made available to public bodies which allow them to clearly demonstrate compliance and improvement on climate change duties.**

  4. *What would you consider to be an appropriate deadline date for the annual submission of climate change public bodies duties reports?*

The year end for the University sector does not match year end for public bodies. It is not acceptable to the University of Edinburgh, or to the sector, to have less time to reply than other organisations. The deadline date should be six months from year end of 31 July for HEIs, and therefore a 31 January deadline.

Considering a 31 January deadline, it may be challenging to provide data for some data streams, e.g. procurement, which receives its Scope 3 emissions data in late January for the previous year, while it might be possible to provide qualitative data and governance reporting.

  5. *Based on your current level of climate change/sustainability reporting, are there any additional resource implications associated with the proposed reporting requirement?*

More staff time will be required to provide the additional data requested, and considering other reporting that must be done at different times of year. A Climate Policy Manager has been appointed by the University of Edinburgh (SRS) to facilitate coordination of reporting, but there will be additional burden on Estates and Procurement to provide data.

  6. *For public sector respondents only:*

- *Do you agree with the list of "major players" in Schedule 1 to the draft order?*

Yes

- *Would you voluntarily provide additional climate change information if recommended by the Scottish Government?*

Yes.

The University would always provide such information, where the time taken to prepare it is not disproportionate.

It is recommended that information requests – e.g. for indicative lists of projects- be at an appropriate level of detail for each institution without imposing undue burden as a result of needing to compile additional data in different formats.

7. What guidance should be provided for climate change public bodies duties reporting?

It is noted that the Scottish Government reporting template will be pre-loaded annually with selected UK emissions factors. The reporting requirements should require use of the latest or most temporally appropriate Defra/DECC emission factors, or their successor conversion factors. This will help ensure consistency and accuracy of the information - and ensure organisations are not using out-of-date factors. In addition, the Defra/DECC factors publication (2015) is likely to state that reporting entities should only use grid average emission factors for scope 2 - rather than contractual/green tariff factors. It would be good if Schedule 2 also clarified that the Defra/DECC guidance should be followed, and that only grid average factors should be used for reporting scope 2 emissions. Using green tariff contractual factors undermines the accuracy and relevance of GHG accounts.

The University suggests that the Scottish Government define a consistent organisational boundary for reporting, referring to the CRC Energy Efficiency Scheme guidance.

The range and scope of additional material requested will help develop more visibility on a range of climate actions but introduces a risk of a lack of clarity over the key indicators and issues. The development of relevant reporting KPIs would bring further weight and clarity to reporting and should be considered.

Guidance should be provided that stipulates reporting using the same measures (tCO2e) and points public bodies/major players to a carbon reporting/prediction tool that can be used across the sector. Guidance should also include support from other organisations, to make the reporting process easier and adequately standardised (everyone referring to the same guidance tools).

Guidance should indicate clearly how the addition of data in cases where organisations are not initially able to gather robust data for reporting in early years is to be treated in subsequent years (so that this does not appear incorrectly as an increase). This is often known as a 'revisions policy' and is essential for ensuring comparability of time series data.

8. How do you think climate change public bodies duties reports should be monitored?

The Scottish Government could publish yearly sector analyses/reviews that include comparisons of like organisations, with case studies of best practice highlighted.

Alternatively, an organisation such as RES, SSN or EAUC could lead a monitoring process if resource is available.

9. *What should the consequences be if a major player does not comply with the climate change public bodies duties?*

It must be clearly understood why an organisation has not been able to meet its public bodies duties, and support should be provided by the Scottish Government, where possible, to build the capacity to enable the organisation to comply.

While this is to be a statutory return, it is noted that specific organisational circumstances, including year-on-year reductions in funding allocated or strategic growth to meet societal needs, may constrain both the resources allocated and organisational ability to achieve specific targets.

The university sector in Scotland, for instance, is expected to grow to meet national and international pressures for research excellence and learning and teaching opportunities. Both of these have an upward pressure on carbon emissions.

10. *Do you believe climate change public bodies duties reports should be validated prior to submission?*

Organisations should ensure and report the internal quality assurance mechanisms they use. External or peer to peer validation may be useful and appropriate in certain circumstances but could prove too time-consuming and costly for some organisations. The process could be streamlined if the Scottish Government provided a standard pro-forma or audit protocol to verify data, for example for peer to peer validation.

11. *Would you be content for your climate change public bodies duties report to be published annually on the Sustainable Scotland Network (SSN) website?*

Yes.

12. *How much time would your organisation expect to spend preparing a report in accordance with the draft order? (include any external consultancy time)*

70+ hours, or more than 10 person days.

13. *With reference to the draft BRIA, do you think that the policy proposal presented may impact on business, the third sector (voluntary) or any other relevant areas?*

No comment

14. *Do you think that the policy proposal presented may impact on people differently depending on characteristics such as age, disability, gender, race, religion or belief, sexual orientation,*

> *gender identity or marriage or civil partnership status? Could the proposals enhance equality or good relations? If so, please comment.*

The policy proposal should not have an unequal impact on people with different demographic characteristics.

Resource implications
No direct resource implications associated. Indirect implications including additional staff time required will be quantified in due course.

Risk Management
Key risks include: failure to align reporting timescales; lack of clarity over key indicators and issues leading to failure to identify relevant reporting KPIs; failure to standardise reporting and provide adequate support throughout the process and particularly in the case of non-compliance.

Equality & Diversity
Due consideration has been given to equality and diversity as a key element of the SRS agenda.

Consultation
The response has been reviewed by the Director of Corporate Services.

Further Information

Author	Presenter
Elizabeth Vander Meer	Dave Gorman
Climate Policy Manager	Director of Social Responsibility & Sustainability
28 May 2015	

Freedom of Information
This is an open paper.

Annex 1: Respondent Details

Consultation on Climate Change Public Bodies Duties Reporting.

RESPONDENT INFORMATION FORM
Please note: this form **must** be returned with your response to ensure that we handle your response appropriately

1. Name/Organisation
Organisation Name

University of Edinburgh

Title Mr ☐   Ms X☐   Mrs ☐   Miss ☐ Dr ☐   Please   tick   as appropriate

Surname

Rooney

Forename

Jane

2. Postal Address

Department of Social Responsibility and Sustainability
University of Edinburgh
9 Hope Park Square

Postcode EH8 9NP	**Phone** 0131 650 2073	**Email** Jane.Rooney@ed.ac.uk

3. Permissions - I am responding as…

Individual	**/**	**Group/Organisation**
☐	**Please tick as**	X

(a)	Do you agree to your response being made available to the public (in Scottish Government library and/or on the Scottish Government web site)?	**(c)**	The name and address of your organisation **will be** made available to the public (in the Scottish Government library and/or on the Scottish Government web site).
	Please tick as appropriate *X* Yes ☐ No		

(b) Where confidentiality is not requested, we will make your responses available to the public on the following basis
Please tick ONE of the following boxes

Are you content for your **response** to be made available?

Please tick as appropriate
X Yes   ☐ No

Yes, make my response, name and address all available   *X*

or

Yes, make my response available, but not my name and address   ☐

or

Yes, make my response and name available, but not my address   ☐

(d) We will share your response internally with other Scottish Government policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for Scottish Government to contact you again in relation to this consultation exercise?

Please tick as appropriate   *X* Yes   ☐No