



Social Responsibility and Sustainability Committee

Thursday 26 February, 2pm

Elder Room, Old College

AGENDA

- 1 Minute** **A**
To approve the minute of the previous meeting on 21 October 2015

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

STRATEGIC AND SUBSTANTIVE ITEMS

- 3 Strategic Direction Setting for SRS Committee 2016-2017** **B**
To discuss and endorse a paper from the Director of SRS proposing an approach to address the new areas of scope in sequence over 2016

- 4 SRSC Away Session 2015 – Strategic Plan Content** **C**
To discuss and endorse a paper from the Director of SRS proposing draft text and indicators for inclusion in the new UoE Strategic Plan

- 5a Community Relations – Draft Strategy**
To discuss and endorse a draft community strategy from the External Affairs Manager **D1**

- 5b Community Relations - Overview** **D2**
To note an overview paper from Assistant Principal Community Relations

- 6 UoE as a Good Employer** **E**
To discuss an overview paper from the Director of HR / VP People & Culture

- 7 Modern Slavery** **F**
To consider and discuss a briefing paper from Procurement Legal Services & the Head of SRS Programmes

- 8 Conflict Minerals Policy** **G**
To consider and endorse a paper from the Head of SRS Programmes

- 9 Climate Strategy & COP21 Update** **H**
To discuss a presentation from the Director of SRS

REPORTS AND MINUTES FROM SUB-GROUPS

- 10 SOAG Report to SRS Committee** **I**
To note the minute of 26 January 2016

- 11 SITG Report to SRS Committee** **J**
To note the minute of 2 October 2015

ITEMS FOR FORMAL APPROVAL/NOTING

- | | |
|--|----------|
| 12 The Commission on Widening Access
To <u>note</u> a briefing on the interim report from the Head of Widening Participation | K |
| 13 Current & Potential Awards in the SRS Area
To <u>note</u> an initial scoping paper from the Director of SRS | L |
| 14 SRS Reporting
To <u>note</u> finalised report and micro-site from the Head of SRS Programmes | M |
| 15 Responsible Investment
To <u>note</u> an update from the Director of SRS | N |
| 16 Any Other Business
To <u>consider</u> any other matters from Group members including: <ul style="list-style-type: none">• Green Gown Awards | |

UNIVERSITY OF EDINBURGH

MINUTE OF A MEETING of the Social Responsibility and Sustainability Committee held in the Elder Room, Old College on Wednesday 21 October 2015.

- Present:** Charlie Jeffery (in chair), Senior Vice Principal
 Pete Higgins (Vice Convener), Dean of Students, CHSS
 Karen Bowman, Director of Procurement
 Michelle Brown, Head of SRS Programmes
 Hugh Edmiston, Director of Corporate Services
 Moira Gibson, External Relations Manager, Communications & Marketing
 Dave Gorman, Director of Social Responsibility and Sustainability
 Kathleen Hood, Head of Widening Participation
 Gary Jebb, Director of Estates
 Urte Macikene, EUSA Vice President Services
 Janet Philp, Joint Unions Liaison Committee
 Heather Rea, Project Lead, Beltane Public Engagement Network
 Jonny Ross-Tatam, EUSA President
- In attendance:** Lesley McAra, Assistant Principal Community Relations
 Zoe Lewandowski, deputising for Jane Norman
- Apologies:** Gavin Douglas, Deputy Secretary Student Experience, USG
 Mayank Dutia, School of Biomedical Sciences, CMVM
 Sarah Gormley, Business Manager & Deputy Head of IS Planning
 Hamish MacAndrew, Head of Research Office, ERI
 Hugh McCann, School of Engineering, SCE
 Phil McNaul, Director of Finance
 Jane Norman, Vice-Principal People and Culture
 Michael Northcott, School of Divinity, CHSS
 Ian Pirie, Assistant Principal Learning and Development
 James Smith, Vice Principal International

- 1** SRS Committee welcomed new members Kathleen Hood and Heather Rea. Lesley McAra would be appointed to the Committee in due course and was present in the interim as an observer. A

The minute of the meeting held on 17 June 2015 was approved as a correct record.

2 Matters Arising

Following on from the report of the Fossil Fuels Review Group discussed at June's meeting it had been anticipated that a similar process would be initiated for armaments. Following a scoping exercise a different approach was agreed under which the University confirmed that it had not and would not invest in controversial weapons. This enabled the discussion to move on to how a positive investment strategy could be further developed to align with the United Nations Principles for Responsible Investment (UNPRI). Further developments in this area were anticipated by January's meeting.

The '[Edinburgh Action for the Climate](#)' organisation-wide campaign had launched, bringing together and celebrating what staff and students were already doing in this area. A series of videos were being produced to showcase this activity in the run up to the 21st Session of the Conference of the Parties to the United Nations Framework Convention on Climate Change (COP21). To see this activity persist beyond the immediate catalyst of the Paris summit, there was an opportunity to link delivery on the University's sustainable development goals into College of Science and Engineering

research into climate science, renewables, and carbon mitigation. There was a role for the social sciences to connect with and contribute to these initiatives, focusing on behaviour change. This focus on climate change should not disrupt work on the broader social agenda – Professor Charles Hopkins, UNESCO Chair of Re-orientating Teacher Education for Sustainability, would be delivering a talk in the Our Changing World series on 3rd November on [UN Sustainable Development Goals, Learning for Sustainability and government policies](#).

STRATEGIC AND SUBSTANTIVE ITEMS

3 Scope, Membership & Remit of SRS Committee

B

The version circulated as paper B had been approved by CMG on 1 September and would act as the foundational document for the Committee in its new guise. SRSC was in a transitional state regarding developing activities under its new remit, and would have an opportunity to think this through at the Away Session on 23rd October. The main focus would be on the division of labour outlined in Table 1. In some areas the SRS Department would lead, in others simply support.

Action – JR to separate out climate and energy issues, indicating the energy lead sits with Estates, though SRS have a critical role in promoting behaviour change.

Post-meeting note: scope document amended as discussed.

The role of the Committee in providing strategic leadership across a number of areas irrespective of delivery would be clarified, and the terminology adjusted to separate SRS Committee and wider SRS reporting from the SRS Department.

4 SRS Reporting & Planning

C

The paper comprised both immediate needs, specifically feedback on SRS content for the Annual Report & Accounts (AR&A), and a framework to develop SRS reporting in future, ensuring narrative and data were consistent and aligned (to be discussed further at the Away Session).

Action – MB to reframe the opening paragraphs to address the additional activities now deemed to be social responsibility, and give a sense of the changed purpose of the Committee.

Action – MB to clarify that the economic impact referenced on p23, paragraph 4 was UoE impact, and not that of the HE sector.

Action – MB to separate public engagement currently collated with community engagement, and work with HR to flesh this out.

Action – All members with specific comments on the content to send these to MB by Friday 23rd October.

Post-meeting note: framework document amended as discussed.

Finalised content would go to SOAG on 4 November, then continue through formal governance channels to CMG.

5 Sustainable Travel Advice

D

The paper followed on from a steer received at SRS Committee in March. Research on scope 1-3 emissions as part of the Climate Strategy Review had highlighted significant carbon attached to the University's business travel. There were opportunities to save financial cost and carbon by thinking differently about business travel, considering non-travel options and travelling by train within the UK.

Business travel emissions data was currently incomplete, including all travel booked through the University approved travel agency and some expenses claims, but not all travel booked personally or tied to grants. It was probable that current data underestimated public transport and other walk-up costs.

The Committee agreed that offering advice was the best approach. There was potential for a business case to improve existing video-conferencing facilities. The Director of Estates proposed a bid put through Minor Works for high quality VC suites capable of supporting positive, interactive meetings. It was proposed that a contact point be added to the advice as a channel to feed back concerns and identify potential barriers. There was scope for further engagement with Heads of School emphasising the financial savings associated with virtual meetings (e.g. for PhD examining). A creative communications plan would be needed.

Action – MB to add contact details, remove the final section ‘Be sustainable where you go’, switch the order of cycling/walking and conference calls and submit the revised paper along with a communications plan to CMG for approval.

Post-meeting note: Sustainable Travel Advice amended as discussed.

6 Fair Trade Steering Group Review

E

The Director of Procurement thanked SRS staff for their help with the review. FTSG was a sub-group of this Committee which had been running since 2004. Members recognised the impact of work initiated by the Group in that time, influencing UoE catering and NUS policy and working with groups across the UK and beyond.

Findings from the review indicated that FTSG in its current form was no longer needed. SRSC endorsed recommendations that FTSG stand down and that this work be carried on through a SRS staff/student workshop, short-life working groups taking forward policy issues, and that supply chain issues should come under the remit of SOAG. This should not be seen as a diminishing in UoE fair trade policy. It was recommended that UoE retain its Fairtrade accreditation.

7 Climate Strategy Phase 1 Update

F

As the existing Climate Action Plan (CAP) was 5 years old, given the changing statutory landscape and the fact that UoE was not on track to meet its targets, there was a need to review the Plan. The review would comprise three phases: evidence gathering, optioneering, and decision-making, and was broadly on track, currently coming to the end of phase 1. The timeline had been reduced to have in place by April 2015 adequate information to inform the next Strategic Plan. Phase 1 would generate the evidence to allow debate to happen, as well as a useful tool to project various interventions and present options informed by best practice.

The climate reporting landscape was changing, with a move toward statutory reporting. Original timelines had given the HE sector 3 months to report where other organisations had 6. Through subsequent negotiations an additional month had been secured. Reporting would start from November 2015. It would be key to establish appropriate and challenging climate and carbon metrics in the next Strategic Plan. These should set adaptable, dynamic and realistic stretch targets. Previous absolute targets had provided little real insight into progress. The Strategy needed to look beyond BREEAM and CHP and be novel in its approach to capturing carbon. The review would agree principles and outline priorities before going out to wider consultation. More research would be done into offsetting and investment in renewables. There were other areas that could be progressed if the metrics became more reliable.

REPORTS AND MINUTES FROM SUB-GROUPS

8 SOAG Report to SRS Committee

G

SRS Committee noted the minute of 16 September 2015. SOAG had refined its membership, needing to ensure there were enough members to represent the various functions without the size of the group becoming unwieldy. There had been significant discussion on reporting, moving away from activity-based to focus on targets into the longer term. It was timely given the extended scope of this committee to reflect on

other awards in the SRS area, including the Principal's Medals and EUSA volunteering awards. There was potential for a design challenge, open to students and staff, focused on small changes to lower the University's carbon footprint in its day to day work.

Action – DG to do initial awards scoping work and bring back a paper for discussion.

Post-meeting note: Awards scoping paper discussed under item 15.

9 Fair Trade Steering Group Update

H

SRS Committee noted the minute of the final meeting of the group on 22 September 2015, which reflected positive discussion and a commitment to fair trade going forward. Next steps would be working with CaM to communicate past achievements and future plans.

Action – JR to organise a 'thank you' event for FTSG members.

Post-meeting note: Event held on 9 December 2015.

10 SITG Report to SRS Committee

I

SRS Committee noted the minute of 2 October 2015. SITG provided a forum for discussion of sustainability issues around IT, as well as broader human rights and supply chain concerns. Following this initial meeting membership would be further refined. As IT at UoE was both central and dispersed it was important to have representation from the Colleges. The Group identified a number of opportunities around reuse to save money and carbon.

A policy on conflict minerals was endorsed by the Group, driven by legal requirements as well as moral concerns regarding materials in phones originating from and driving conflict in Congo. A speaker from Congo Calling would address the issue at the October 2015 SRS Student Forum, followed by communication in the student press. The policy outlined use of existing procurement systems to ask questions of suppliers and raise awareness of the choices available to purchasers. EUSA were passing a similar policy. The University was a member of [Electronics Watch](#), an EU-wide attempt to facilitate investigation into supply chains beyond the first tier. There was scope for some initial awareness raising in the interim, but the main lever would be the policy, which would come to SRSC in February 2016.

ITEMS FOR FORMAL APPROVAL/NOTING

11 Public Engagement Overview

J

The Beltane Project Lead gave an overview of public engagement (PE) activities, which were growing in a dispersed and grassroots way across the University - Beltane did not have full oversight. One of the main challenges was central co-ordination and efforts to provide a virtual front door for public engagement at UoE. There was currently no focal point for PE within planning and resource allocation. The Vice Principal for Community Development would be taking a paper to the Principal's Strategy Group to argue for sufficient priority to be given to PE. The role of this Committee would be to help celebrate and show the value of this activity. Members agreed on the need for a direct link on the website for external engagement. The paper and discussion provided a useful starting point and members would think further on how to present PE in this forum.

12 Widening Participation Overview

K

The widening participation (WP) theme was part of an over-arching recruitment strategy, encompassing undergraduate, postgraduate and international, and designed develop the capacity to offer places to people able to succeed at this university, whatever their background. WP was a strategic theme in the current Strategic Plan and was linked in to development of the new Plan. Among its comparators, UoE was one of the most engaged with WP and its projects were being replicated elsewhere. The

challenge of addressing impact on offer chances was an external issue to be managed through engagement and influencing within the sector. The Commission on Widening Access interim report was due at the end of October.

The Committee recognised the tremendous achievements of the core WP team of four staff plus a graduate intern. Further thought would be given to how this activity plays in to this Committee. UoE achievements in this area were not widely messaged or appreciated beyond the University and there was a promotional role for the Committee in ensuring this activity was better known, supporting but not cutting across current frameworks.

Action – ZL/JN to present an overview paper to the next meeting on UoE as a good employer.

Post-meeting note: discussed under item 6.

13 SRSC Away Day 2015 Briefing Paper – Goals & Metrics

L

The Head of SRS Programmes presented on long-term goals and metrics for the SRS Department and for wider SRS activity across the University, to be discussed further at the Away Session. These discussions would provide a useful frame for thinking more generally about how to integrate the new areas and stimulate collective discussion on how the Committee should operate in future.

The Director of SRS and Head of SRS Programmes had met with the Head of Strategic Performance and Research Policy to explore how the Plan would recognise SRS as a key theme. Members saw a case to retain the wording “make a significant, sustainable and socially responsible contribution to Scotland, the UK and the world”.

Action – MB to separate out Widening Participation, and reword ‘equality’ to ‘good employer’.

Post-meeting note: goals and metrics paper amended as discussed.

14 Governance of Sub-Groups

M

The Director of SRS presented this paper reminding members of the committee sub-structure. FTSG had been stood down and SRSC had taken on joint oversight of SITG with IT Committee. There were significant questions as to how SRSC should relate to other relevant committees, which would require an understanding of the existing landscape so as not to cut across areas where other groups had more of a mandate.

15 Any Other Business

- Procurement Law Update

New statutory guidance was available from the Scottish Government, and further guidance would follow from the Scottish Procurement Policy Forum. A Risk Management Executive Group comprising representatives nominated by Heads of School and subsidiaries would take forward these elements.

- Modern Slavery

From October 2015 there would be a new responsibility on corporate entities to make a public statement on their website regarding what they were to doing to address modern slavery. Discussions were ongoing with the Director of Legal Services and UoE’s legal team.

- Alumni

Further efforts were needed to ensure alumni were included in messaging and that online sustainability courses were made available to them. It was proposed that a representative from Development & Alumni be invited to join the Committee to feed in to discussions around communications, philanthropic giving and industry relations.

Social Responsibility and Sustainability Committee**26th February 2016****Strategic Direction Setting for SRS Committee 2016-2017****Description of paper**

1. SRS Committee is asked to consider a series of proposals to map out a strategic agenda for 2016-17 in fulfilment of its remit to provide strategic leadership and innovation and assist with developing an SRS narrative, in the light of the revised committee remit and membership.

Action requested

2. SRS Committee is asked to discuss and agree or otherwise amend the proposed direction of travel including away '½ days', reviews and updating of the existing SRS strategy in due course.

Recommendation

3. SRS Committee is recommended to approve or otherwise amend the package of proposals presented in the paper.

Background and context

4. The Committee's remit, scope and membership were amended and approved in 2015. An away day in December 2015 proved a success and highlighted that Committee members, existing and new, wished to take a strategic approach to the committee's remit. There was a strong feeling that in undertaking its work, the Committee should provide leadership, test new ideas and approaches, and add value. At the same time, functional reporting and accountability lines must be respected and the Committee needs to avoid duplicating the work of others or undermining agreed accountabilities.

5. By way of reminder, the key areas that fall under the Committee's remit, and associated lead roles, are recapped in Table 1.

Table 1: Lead Roles and Accountabilities for SRS Issues

Issue	Lead functional responsibility	Role of SRS Department
Climate emissions	Joint Estates with SRS department, involving procurement advice as needed	Strategic review of climate action plan when requested; statutory and stakeholder reporting; carbon methodologies and reporting
Energy management	Estates lead	Supporting practical energy action and positive behaviours; statutory and stakeholder reporting

Sustainable operations-buildings and grounds; water, waste, purchasing, transport, ICT etc.	Estates department; procurement office; IS Directorate; SRS department support	Supporting practical energy action; supporting research, staff and student engagement and promoting positive behaviours; advice on sustainable procurement risks and action for mitigation; strategic reviews when requested; reporting
Sustainable procurement, fair trade and supply chain issues	Procurement with SRS Department support Fair Trade is a joint procurement, EUSA, SRS department lead	Support from SRS Department on identifying SRS risks and priorities, mitigations, opportunities and supporting actions and reporting Leadership and policy development with procurement department; EUSA, EUSU, engagement with student societies
Responsible Investment Issues	Joint SRS and Finance lead on RI issues	Support for development of RI policy; support to annual PRI reporting process; development of advice and guidance to integrate RI issues into investment activities
Embedding SRS issues in the learning, teaching and research of the University	L and T committee; global academies; academic colleagues	Support as requested for projects and living labs approach; expert advice and linking learning and teaching to practical sustainability; reporting on the SRS dimensions of L&T; scanning and evidence providence to support research questions; link to operational and supply chain needs; responsible investment coordination of advice
Fair employer and equalities & diversities issues	HR and VP People and Culture	Occasional project support or awareness raising/communications support; evidence and scanning; reporting
Access to education and widening participation issues	University Secretary's Group via SRA; VP Global Access	Development of SRS reporting element and linked up actions promoted through SRS channels
Community relations strategy & initiatives	Senior VP with External Relations Manager	Practical assistance with CE strategy, events, coordination and reporting, communications support
Public engagement with our research	VP Community Development with Beltane	Practical assistance with events, coordination and reporting

Ongoing Work

6. Despite its new remit, the Committee does not have to start from scratch as there is a range of existing activity and ongoing work covering large sections of the remit:

- SOAG receives quarterly reports on operational sustainability activities and outcomes including waste arisings, re-use and recycling, climate change emissions, energy consumption and costs and SRS Programmes.
[also covering travel, procurement, laboratories, supply chains and IT issues]
- SRS Department works with Finance and GaSP colleagues to prepare annual reports on SRS activities and outcomes, with sections in reports to Court, as part of annual report and annual accounts, and as standalone mini-reports and associated website
- SRS Department works with Finance to prepare material on investment and responsible investment issues, working closely with the Investment Committee and ensuring PRI commitments are fulfilled.

7. As of February 2016, strategic and development work is also underway to finalise a policy on conflict minerals, to review and finalise the University's Climate Change Strategy, to finalise and implement a plan to reduce energy consumption from a 2014-15 baseline, to finalise and disseminate Sustainable Travel advice, to update University strategy on transport, and policy on waste, recycling and resource use. A new course embedding SRS issues and available to all students is in preparation for 2016/17. Commitments made on responsible investment during 2015 are implemented or in hand, and an active exploration of the potential of social finance to deliver University goals is underway. Finally, work is in hand to understand our duties under the Modern Slavery Act, the new Scottish Procurement Bill (with associated work on evaluating supply chain risk) and a 'Good Food' policy incorporating commitments on healthy, fresh and sustainable food.

8. Linked in with the decision to stand down the Fair Trade Steering Group (autumn 2015) was the recommendation that there continued to be a need for a staff and student forum. Hence a SRS staff/student workshop will be held on 13th April 2016 in advance of the Sustainability Awards ceremony.

9. In line with the desire to reduce unnecessary reporting and take a more strategic approach, the previous practice of assembling detailed (relatively low level) action plans summarising the range of SRS activity has been discontinued.

Discussion

(a) New SRS Strategy

10. The new strategic plan under discussion contains rich possibilities for recognising and further developing SRS issues over the next 5 years. However, it is clear that not all of the potential issues, commitments, objectives and indicators that a full statement of SRS strategy would wish to contain, are appropriate for inclusion in a strategic plan.

11. The University's current social responsibility and sustainability goals are defined within the Social Responsibility Strategy 2010-2020 and were previously augmented by an annual implementation plan. Overall governance responsibilities sit with the Social Responsibility and Sustainability Committee.

12. Whilst valuable as a reference document, a light touch review in 2014 indicated a need to either replace or stand down the strategy. Amongst the weakness of the document are a lack of embedding within a broader University strategic context, lack of specificity in objectives and few meaningful indicators or targets. A more specific and directional SRS Strategy would guide the Committee in its oversight and accountability role, and further assist the SRS Department in aligning to longer-term goals.

13. On balance, it seems advantageous to retain and update the SRS Strategy document to clearly show the direction of travel and it is proposed that this is completed during 2016/17 using insights gained from the Committee's activities during that period.

(b) Shaping SRS Strategic Agenda

14. In trying to balance the need for the more in-depth and strategic conversations that workshop formats allow, with the already heavy schedule of meetings that Committee members face, it is proposed to hold 2 '1/2 day away days' per year on new or emerging themes. The purpose of the away days would be, with the emphasis shifting depending on the topic under review, to explore new objectives and actions, uncover existing work not currently recognised as contributing, improve coordination between activities, and enable the development of a stronger narrative and reporting.

15. These can be facilitated directly by SRS department or supporting more expert colleagues as required, following a format of context setting paper in advance, discussion of current position, opportunities and issues, and agreement on a broad agenda for future development. Depending on the size of the topic, one or two topics could be covered per workshop, giving the possibility of good coverage across the committee's remit by end 2017. It may be decided to restrict attendance to committee members only, or to enlarge for specific topics to ensure key people are in the room. It may be that not all committee members need to attend all topics.

16. Table 2 lists some possible 'contenders' for workshops.

Table 2 Possible Strategic Workshops themes for SRS Committee members

2016	2017
Community engagement/relations and SRS	Finalising SRS 2017-2025 strategy
Linkages and opportunities between Learning and Teaching and SRS	Public engagement/SRS issues
Fair employment and E and D	SRS and emerging research opportunities
Access to education/widening participation	Development and alumni/SRS issues
	Staff training and development in SRS

Resource implications

17. 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

18. Key risks include overcommittal of committee members; duplication of existing committee or functional remits; lack of alignment with other strategic initiatives or failure to manage the time allocated effectively; lack of follow up. These risks can be managed by ensuring we pick

the right topics, understand the purpose of each workshop, execute the workshops well and including the right people, do our homework beforehand to ensure alignment, understand where the Committee leads as opposed to offering creative thinking and challenge, and building in follow up into Committee business.

Equality & Diversity

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

Next steps/implications

20. Once agreed, the SRS department will work with others to organise follow up events and paper as per final proposals.

Consultation

21. Consultation with the Senior Vice-Principal and members of the SRS Committee.

Further information

22. Author & Presenter

Dave Gorman

Director of Social Responsibility and Sustainability

10th February 2016

Freedom of Information

23. This is an open paper.



Social Responsibility and Sustainability Committee

26th February 2016

SRSC Away Session 2015 – Strategic Plan Content

Description of paper

This paper proposes SRS content for the new Strategic Plan including introductory text, potential KPIs and proposals for short case studies.

Action requested

SRS Committee is asked to discuss and endorse the draft content.

Discussion

University of Edinburgh Strategic Plan 2016- Mapping to SRS Themes and Possible Text

1. Definition (for awareness)

SRS was recently defined for the University as including 9 themes¹. Some of these areas are long-standing themes within the strategic plan, led by other functions such as HR or Student Recruitment and Admissions. Others are cross-cutting and require text to be drawn together by the SRS department on behalf of the University.

This paper both comments on and proposes text for the strategic plan across these areas, as well as introductory text, potential KPIs and proposals for short case studies. The current version of the strategic plan text is included as annex 1 and cross-referred to in what follows. As a separate paper on today's agenda proposes the production of a refreshed SRS strategy, this paper also seeks to stimulate discussion on longer-term goals and visions for SRS issues by providing illustrative text that, if not used for the Strategic Plan 2016, could be deployed in any new SRS strategy.

2. Strategic Plan Vision and Mission

Vision:

“As a truly global university, rooted in Scotland, we make a significant, sustainable and socially responsible contribution to the world.”

¹ climate change and energy; environmental sustainability through operations and estates; sustainable procurement and responsible supply chains including fair trade; responsible investment; access to education including global access issues; SRS issues within learning and teaching; SRS issues and research; issues about people and being a 'fair employer' including equalities and diversity; engagement with our communities; public engagement with our research

Comment: This text was used previously in the Strategic Plan 2012-16 and appeared to resonate with staff students and a wider range of stakeholders. It maps well to any vision for SRS issues.

Mission:

"We create, curate and disseminate knowledge. As a world-leading centre of academic excellence we aim to:

- Provide the highest quality research-led learning and teaching environment for the greater benefit of our students and deliver an outstanding educational experience*
- Enable our graduates to be exceptional individuals equipped to achieve and to contribute to society and address global challenges.*
- Enhance our position as one of the world's leading research and teaching universities; measured against the highest international standards and challenging the boundaries of knowledge and insight.*
- Promote good health, economic growth, cultural understanding and social wellbeing, globally and locally."*

Comment: Again this sort of formulation was used previously and maps well onto SRS issues. It may be helpful to have the opportunity for some further 'context setting' text re SRS issues. Some potential text is reproduced below:

"The University of Edinburgh has a long standing commitment to social responsibility and sustainability (SRS). We believe a socially responsible university holds itself accountable for the effect of its activities and influence on its immediate community of student, staff and alumni, wider society both near and far, and on the rest of the natural world. As a global and world leading University, Edinburgh benefits society primarily through the research it carries out, and the students who learn here and whose lives are influenced here.

In addition, as a large organisation with supply chains reaching across the world, the University impacts people and nature through the way in which it operates and carries out its business. The University has an opportunity to proactively contribute to society and create value through all aspects of its operations and its wider outreach in public and community engagement."

In addition, some further amplification of the vision to draw out the meaning of SRS could be helpful. Potential text below:

"We aim to develop a whole-institution approach to SRS. We will embed the principles of social responsibility, high ethical standards and environmental sustainability across all of our activities. We wish to create a place to work, study and visit that demonstrates socially responsibility and sustainability in action.

Our approach combines leading by example, explicitly embedding our commitment to SRS in our policies, strategies and procedures, with actively supporting best practice, innovation and leadership in learning and teaching, research and knowledge exchange, and across our services and physical infrastructure.

We seek to motivate all members of the University community to become effective advocates who actively support best practice, innovation and leadership with regard to SRS. We will demonstrate and report our main social, environmental and economic impacts”

3. Comments on Other Sections of the Strategic Plan

Comments received from committee members in advance of the meeting are summarized below.

1. Would it be better to refer to ‘benefit’ rather than impact in the graphic and subsequently?
2. Proposed rewording from - ‘ We will equip our graduates with the skills and knowledge they need to be responsible global citizens’ to ‘students’
3. Proposed rewording: ‘Closer relationships with partners in Edinburgh leading to enhancing the lives of citizens and the experiences of visitors’

Consider new wording for the ‘contributing locally’ box:

~~Contributing locally~~ Local partnerships

- ~~Working with local partners changing practice across Scotland~~
 - Perhaps something like:
“Work sustainably and strategically with civic and community partners to enhance health and wellbeing, education and culture, and quality of life”
- Widening access: working with all school stages to make higher education an achievable aspiration for all young people
 - Perhaps instead:
 - “Work with education partners to broaden horizons, opportunities and access for learners of all ages”
 - Community and public engagement – research into local change
 - “Engage the widest possible range of audiences in the understanding of our research through public engagement programmes”
 - “Support our staff and students through recognition of the value of engagement and social responsibility activities”
 - “Enrich the cultural and intellectual life of our communities through our programmes of lectures, exhibitions, concerts and workshops, and provide facilities and content to support festivals”
- Local partnerships – Council, City Deal, Living Lab, schools, museums, galleries, zoo
 - is this a list of local partnerships? It would be difficult to be comprehensive and equally difficult to be selective, as we have many formal and informal partnerships. E.g. would we include NHS, professional bodies, voluntary groups etc.? The City Deal is uncertain at the moment. Would it be better to subsume this under bullet point one above?

- Recognition of non-credit student activity through the Edinburgh Award
 - “Through the Edinburgh Award scheme, encourage and reward non-credit-bearing activity of students”
 - “Expand opportunities for students to work, volunteer or study within a community setting during the course of their time at the University”
- o Health and wellbeing – centre for sport and exercise, volunteering
 - subsumed above

4. SRS Themes – Potential Text to Amplify Existing Strategic Plan Text

The following sections propose wording that may be used in the strategic plan, or may be better suited to a refreshed SRS strategy. The text has been prepared by SRS department liaising with colleagues in other functions.

a. climate change and energy

“The historic agreement reached in Paris in 2015 to develop a global treaty on climate change demonstrates both the urgency the world attaches to solving this issue, and the scale of the challenges ahead. We believe that the University is well placed to make a major contribution to addressing climate change.

Our vision is that by 2025 the University continues to actively demonstrate its commitment to address climate change across its teaching and learning, research, operations and investments. Direct emissions from the University will have fallen in line with efforts needed to avoid dangerous climate change and positive and innovative solutions embraced. We will have processes in place to understand the carbon impacts of decisions and will integrate these into our decisions. The University of Edinburgh, as a global civic institution, will take a lead through our research, teaching and knowledge exchange in helping society understand, manage and reduce climate risks.”

“We will fully comply with our legal requirements and work proactively with the Scottish Government, Scottish Funding Council and other stakeholders to fulfil our public bodies duty under section 44 of the Climate Change (Scotland) Act 2009.

We will [reduce our emissions of carbon per £ million turnover by [x]% from a 2007/8 by 2025 and will return our emissions to xx [2007/8] levels by 2025]. We will take action to reduce our energy use, and promote effective use of resources and sustainable travel where possible. We will support positive changes in behaviour and investigate innovative forms of energy saving, generation and storage including the greater use of renewable energy. “

b. Environmental sustainability through operations and estates

“Our goal is to provide a place to work, study and visit where acting socially responsibly and sustainably is the norm. In developing and managing our operations, including our estates, we will aim to minimise our environmental impact, and maximise our contribution to the City and the world. We remain committed to building and managing a world class estate which integrates sustainability and social responsibility, from the design of buildings and open spaces to the procurement of materials, support for sustainable travel, and opportunities to design out waste and design in low impacts for maximum resource efficiency.”

“In our operations we aim to improve our overall management of resources to reduce waste and maximise recycling, whilst exploring the opportunities arising from the emerging circular economy.”

Practising what we teach, researching our practice

“The University aspires to serve as a living laboratory – practicing what we teach and researching our own practice. We want to encourage and support members of the University community to become effective agents of positive change, drawing on the University’s own teaching resources, including the Global Academies.”

c. Sustainable procurement and responsible supply chains including fair trade

“The University’s procurement activities and supply chains will demonstrate our commitment to sustainability and social responsibility (including requirements of the new procurement laws), minimising negative impacts and where possible contributing positively to the environment and people near and far (including workers and consumers). We will maintain and continue to develop our support for fair trade, for human rights in supply chains, and for healthy fresh and sustainable food.”

“We will exhibit high ethical standards, complying with all laws and respecting human rights. In partnership with EUSA, consolidating our long-standing commitment to contribute to meeting the global poverty challenge through fair trade.”

d. Responsible Investment

“The approach the University takes to responsible investment fully supports the stated values and mission of the University. University has made considerable progress in updating and clarifying its approach to responsible investment following the signing of the Principles for Responsible Investment (PRI) in 2014.”

“The PRI is an international initiative that recognises the changing nature of investment, recognising that environmental, social and governance issues are increasingly important to the reputation, success and returns from investment. Over time, the University will increasingly integrate these issues into investment strategy and decisions”

“The University’s review of fossil fuel investments concluded that the University should seek means through investments to support the transition from a high carbon to a low carbon society, as long as actions taken are consistent with other University objectives and values. A further review has also endorsed the identification of controversial armaments as an area in which the University should not invest, alongside a long-standing commitment not to invest in tobacco.”

e. Access to education including global access issues

“Widening Participation is at the heart of our agenda and the University is fully committed to the principles of educational opportunity, increasing diversity and equal opportunities for prospective and current undergraduate students. We are sector leading in the evidence based use of contextual data in admissions and have the most generous bursaries in the UK for the lowest income students. Our outreach projects have real impact with 400 students entering from LEAPS alone last year.

In 2015-16 the University admitted 1158 Scotland-domiciled full-time undergraduate students with one or more measure of disadvantage representing 55% of the Scotland domiciled intake. Combined with RUK entrants the total is 1696 representing 42.4%”

f. SRS issues within learning and teaching

“The University’s learning and teaching strategy includes a commitment to expose our students to social responsibility and sustainability issues as part of their development. Our curriculum will maintain a wide range of relevant courses, including a widely supported and effective course for all students on SRS issues. We will offer 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”

“We aim to create conditions under which students and staff will develop their knowledge, skills and experience in order to engage with and contribute effectively to tackling global challenges in Scotland and the wider world.”

g. SRS issues and research

“The University’s research activities already make a significant contribution to addressing a wide range of pressing challenges facing humanity in the twenty first century. From our world leading research on climate science, mitigation and solutions, to our work on addressing endemic diseases in Africa, the University will maintain its position as a leading provider of knowledge, skills and experience. We will promote opportunities for staff to offer their expertise to address global challenges through engagement with civil society organisations and commercial consultancy.”

“The contribution of our research to society includes greater understanding of social and environmental issues; the development of technical and organisational approaches to addressing them; and critical evaluations of their impact on quality of life and environmental integrity. We aim to enhance these contributions both globally and locally by working more across disciplines and more closely with policy makers, practitioners, communities and businesses.”

h. Issues about people and being a ‘fair employer’ including equalities and diversity

“Our aim is to create and maintain a diverse community of students and staff, thereby enriching the learning, working and social experience for all and demonstrating our commitment to social justice.”

“We recognise our duty to provide fulfilling work and to support them to reach their potential. We recognize the need for fairness at work including the need for respect, for equality of opportunity and for exploring means by which we can widen employment opportunities for those traditionally disadvantaged including previous offenders and those from lower income backgrounds.”

i. Community engagement and relations with the city

“The University of Edinburgh is part of many communities, global and local, including staff, student, alumni, academic, research and business communities. We were founded by Edinburgh’s Town Council in 1583 as the Tounis College and, as the oldest university in the English-speaking world to be established as a civic foundation, we give special importance to engagement with our city and communities. We are proud of our position not only as part of the physical and social fabric of the city but also our role as neighbour, educator, advisor, employer and cultural contributor.

We are committed to making a significant, sustainable and socially responsible contribution to Scotland, the UK and the world, promoting health, economic growth and cultural wellbeing. We actively deliver this at local level and seek to build on this foundation to work more closely and more strategically with partners and communities to strengthen the capacity and ability of both city and university to forge a strong, sustainable and vibrant future for the benefit of all.”

5. Key Performance Indicators

Whilst there would be space for a wider range of indicators in the SRS strategy itself, here it is proposed to have no more than 3 indicators for SRS issues (recognising that HR and WP may also include targets and indicators).

“Social responsibility by its nature includes a commitment to accountability and transparency. Accountability links to measurement. We cannot evaluate progress on issues without measurement or a longer-term sense of direction.”

“The University published its strategy for Social Responsibility and Sustainability 2010-2020 in 2010 and will update that strategy following publication of this plan. That updated strategy will contain a fuller range of SRS indicators...”

- (a) Carbon indicator- *relative metrics; absolute emissions of carbon per annum*
- (b) Community engagement – *100% experiential of community in student curriculum or*

‘More opportunities for students to interact with the community as part of study, work or volunteering programmes’

- (c) Learning and teaching- Potentially refer to ongoing efforts to ensure all students have access to SRS teaching and learning should they wish:

“We offer every student opportunities to study the broader aspects of current global challenges, SRS and to explore in depth how their chosen subjects relate to them.”

6. Possible Case Studies:

If the decision is made to illustrate and add colour to the Strategic Plan by way of short case studies, then the SRS space provides rich opportunities. Potential case studies could be drawn from:

Responsible investment since 2004 and particularly 2013...

Climate plan- action for the climate- personal examples and academic expertise

Athena Swan award or other E and D activities

WP examples- opportunity to change lives

Sustainable labs- good practice and award

Food and awards/supply chain provenance- both our academic work and ongoing accommodation services efforts

Equality & Diversity

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

Consultation

Consultation with the Head of External Relations & Assistant Principal Community Relations.

Further information

Author & Presenter

Dave Gorman

Director of Social Responsibility and Sustainability

10th February 2016

Freedom of Information

This is an open paper.

Annex 1- University of Edinburgh Strategic Plan 2016

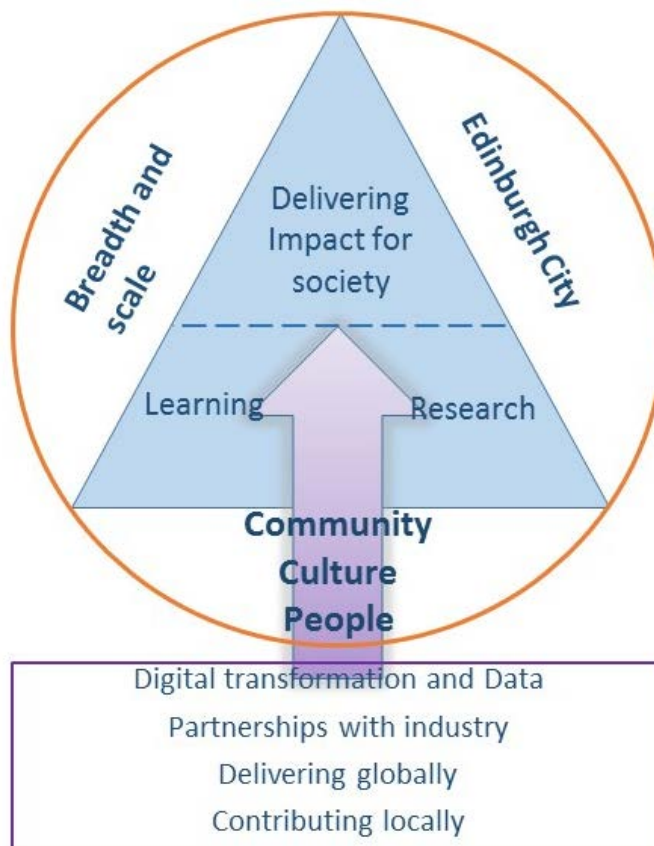
Vision:

As a truly global university, rooted in Scotland, we make a significant, sustainable and socially responsible contribution to the world.

Mission:

We create, curate and disseminate knowledge. As a world-leading centre of academic excellence we aim to:

- Provide the highest quality research-led learning and teaching environment for the greater benefit of our students and deliver an outstanding educational experience
- Enable our graduates to be exceptional individuals equipped to achieve and to contribute to society and address global challenges.
- Enhance our position as one of the world's leading research and teaching universities; measured against the highest international standards and challenging the boundaries of knowledge and insight.
- Promote good health, economic growth, cultural understanding and social wellbeing, globally and locally.



What makes us Edinburgh

The work we do in the University of Edinburgh is constantly expanding the depth of human knowledge and improving the lives of ordinary people. Research conducted here led to the discovery of chloroform anaesthesia, the Higgs boson particle and in-vitro fertilisation. Our academics have advanced the public understanding of how our behaviours affect ageing, helped protect forest ecosystems, and helped bring broadband to remote communities. Our students make a difference while they are studying at the university through their outreach work in local schools and communities. And as graduates, our alumni go on to make positive impacts on the world using the skills, experience and knowledge gained at the University.

Our **people**, and their communities of work and study, are the University of Edinburgh. Our students and staff are independent, critical, creative thinkers whose innovations develop the character of the university and its influence on the world. Our people share a learning culture and a supportive environment in which they develop their individual potential and skills. The university is a magnet for talented individuals from across the world and with 42% of our students from outside the UK, both the university and our world heritage city which surrounds us have become richly diverse places.

This **city** is fundamental to our sense of place and our identity. Our relationships with the citizens of Edinburgh are key to our continued success and we seek ever stronger engagement with the communities that we serve through our iconic buildings, our cultural offerings, our learning programmes, our philanthropic activities and our outstanding research and innovation. We work in partnership with educational and cultural institutions across Edinburgh to benefit the wider community.

With 35,000 students, 13,000 staff and 550 buildings, the University of Edinburgh's **scale** is large and distinctive in Scotland. This scale supports our international reputation, and our ambition to achieve still more. It facilitates one of our greatest assets: the **breadth and depth** of our subject mix, which make possible the interdisciplinarity and collaborations that make Edinburgh extraordinary. We build on a long and proud history of advancing knowledge for the public good – from our foundation in 1583, through our flourishing of talent and sceptical enquiry in the Enlightenment of the 18th century to the present day. We have led and continue to lead in the creation of new disciplines and domains from Geology and English Literature to Bayesian Statistics and Epigenetics. Only through our comprehensive academic expertise across a wide range of disciplines can we make the connections and enable experimentation that make new discoveries and maintain our tradition of creating new disciplines, supporting deep effective partnerships and new methods of delivery, as we address both local imperatives and global challenges.

To ensure we can make a strong contribution, through enhanced resource and continued growth – in size, in diversity, and in seizing opportunities - we will reinforce our position as one of the leading universities in the world. To do this we will invest in our brilliant students, our inspiring staff and in step change improvements to our estate to produce student-centred, research-intensive, industry-engaged campuses that influence the world and enhance Edinburgh.

Our strategic objectives

Learning and teaching and research are our fundamental, mutually reinforcing activities and have equal priority.

Through our leadership in **Learning** and **Research** we will deliver **Impact for Society**.

Delivering impact for society

Both learning and research deliver major benefits for society.

We will equip our graduates with the skills and knowledge they need to be responsible global citizens with a sensitive and intelligent approach to their own life choices and in their careers.

We will improve the way we operate so that we create the conditions for partnerships between our academics and businesses, the public, policy makers and public service providers to use research findings and the insight of our outstanding graduates to deliver real world solutions.

Working with commercial partners to make use of the intellectual property created through our research will expand our sources of funding and enhance financial sustainability

Our schools, research institutes, global academies and global offices engage in interdisciplinary, innovative research to meet world-wide challenges, from development, health, justice, environment

Close relationships with the City of Edinburgh leading to improving the lives of citizens and the experiences of visitors

Climate change is one of the world's biggest threats: we can lead the way in reducing the threat through our improving own practices and through our research into energy sources and reducing emissions

Our knowledge can change the world: from transforming the way food is produced to brokering constitutional change and researching peace building, our people are helping to shape the world we live in

Graduates take the knowledge we create and curate into the wider world: using the tools and knowledge learned in the workplace and in daily life

Learning & Research

The value we place on learning through teaching and research creates an environment in which students can have an outstanding experience of studying; in which academic staff are supported to develop novel methods of delivery to facilitate learning; and creates graduates who are well positioned to flourish after their studies.

Delivering an outstanding student experience within formal learning and beyond

A clear offer for all our students: we want to be the best place for independent, creative, rational and critical thinkers who can develop as researchers, innovators and explorers

Valuing excellent teaching: recruiting, recognising and rewarding world-class teachers, and supporting academics with high quality evidence, spaces and time to innovate

Flexible pathways through programmes – developing new online and blended learning opportunities and less traditional approaches to teaching and assessment; and enabling student co-creation of learning

Supporting all students to develop their academic knowledge and skills; and pastoral support to help navigate all aspects of student life.

Invest in student accommodation supporting learning and strong links with the Edinburgh community

Opportunities for students to explore interests beyond formal programme: quantitative methods, languages, study abroad

We are renowned for our world-leading research but aim to create ever better knowledge, culture and discoveries. We will continue to support and develop early career and established researchers of the highest quality, and sustain a research environment of the highest calibre.

Support and develop research leaders: from undergraduates to professors

Support deep partnerships with academic peers and industry across the globe

Enable interdisciplinary working to create new disciplines and research without boundaries

Continue to support research across the broad range of subjects in which we currently excel and support new endeavours, for example in Agriculture and Food Security, Data Science, Area Studies and Intelligent Commerce

Optimal infrastructure: from physical spaces, to digital research services, to high-quality equipment and facilities

Provide the best research environment that we can for researchers at all levels: from appropriate PhD funding and support, to training and development for early career researchers, to creating an estate with space for research leaders to carry out research programmes that will deliver results and expanded opportunities for interdisciplinary work

Students involved in research and exploitation to drive innovation.

Involving students in the research process: developing students' research skills and a mindset of enquiry and questioning

Research informing teaching and training: for the next generation of researchers, and for all students' learning practices

How will we approach our objectives?

We will succeed in our goals through focussing on these priority themes.

<p>Digital transformation and Data</p> <p>Learning through innovative delivery mechanisms</p> <p>Courses of use for all delivered online</p> <p>A 'federation of excellence' in delivering support for research: using technology to support research and better utilising existing facilities like Archer and DCC</p> <p>Quantitative methods and data analytics essential skills for all students</p> <p>External face: Alan Turing Institute and Data Technology Institute</p> <p>Using evidence from data to inform our decisions: on support for students, on changes to space usage, on where to target investment in research; to help our students design their way through curricula;</p> <p>Opening up data to wide use wherever we can: to help the city build apps to help tourists and local businesses; to help students design their way through curricula</p>	<p>Partnerships with industry</p> <p>Talent, skills and employability:</p> <ul style="list-style-type: none"> • industry contributes to course development; student industry placements; • joint industry supervision of postgraduates; • IT and data science skills for all <p>Research and development</p> <ul style="list-style-type: none"> • Industry searchable databases of skills and expertise • Topic-specific entrepreneurs in residence • Career runway for PhD to industry <p>Innovation and entrepreneurship</p> <ul style="list-style-type: none"> • Industry engagement executives trained with industry • Consultancy through to strategic relationships • Focus on high-value IP <p>Support for strong public services: key partnerships with e.g. NHS delivering integrated research and teaching for mutual benefit</p> <p>Strategic partners engaged across all areas of strategy and with a range of disciplines</p>
<p>Delivering globally</p> <p>Global community: enable the brightest and best talent to come to Edinburgh and engage our global community of staff, students, alumni and supporters</p> <p>Global partnerships: Deliver transformational partnerships with business, industry and academia overseas ensuring that we are strongly positioned to contribute to emerging opportunities across key regions of the world.</p> <p>Global mobility: Offering all our students an international learning experience</p> <p>Global Responsibility: promote sustainability and social responsibility across all our functions</p> <p>Global Challenges and Impact: carry out research into issues that affect the whole world, making a difference where it matters most</p>	<p>Contributing locally</p> <p>Working with local partners changing practice across Scotland</p> <p>Widening access: working with all school stages to make higher education an achievable aspiration for all young people</p> <p>Community and public engagement – research into local change</p> <p>Local partnerships – Council, City Deal, Living Lab, schools, museums, galleries, zoo</p> <p>Recognition of non-credit student activity through the Edinburgh Award</p> <p>Health and wellbeing – centre for sport and exercise, volunteering</p>

Social Responsibility and Sustainability Committee**26th February 2016****Draft Community Engagement Strategy****Description of paper**

This paper outlines a Strategy for Community Engagement across the University. The draft Community Engagement Strategy 2016-18 (attached as Appendix 1) is based on an audit of University activity in the Community as at 2013 (available from the Secretary on request).

Action requested

The Committee is asked to discuss the paper and approve it.

Background and context

The University's 2009 Community Relations Plan requires to be updated. There is an increasing need, reputationally and politically, for the University to be able to demonstrate how it contributes to the communities within which it is located, and to work in partnership locally. This Strategy addresses these challenges.

Discussion

The University of Edinburgh was established by the townspeople in 1583 and is physically embedded in much of the city centre. It is not only part of the history and geography of the city, but a vital part of its educational, economic, social, cultural and international frameworks. We have a historic debt to the citizens, and the past and future of town and gown are inextricably linked.

Community relations in Edinburgh have recently been strained because of concerns in the Southside that increasing student numbers are creating unbalanced and unsustainable communities. During consultations, it became clear that there was little understanding of the University's activities and aspirations, or of the contribution the University makes to the city. Equally, the University had not been alert to the concerns and anxieties of local people. Relationships and communications need to be strengthened and sustained in order to build local support.

Elsewhere in the UK, the political (and therefore funding) climate has clarified expectations that universities will play a significant role in supporting economic development in city-regions and make a major contribution to civic and community life. This is increasingly the view amongst Scottish politicians. Community activity may well become a factor in rankings and reporting to governments. Additionally, academics applying for funding are increasingly being asked for details not only of their public engagement activities but also of their institution's engagement with its community.

It is likely, therefore, that the University will increasingly be required to demonstrate how it delivers on this agenda. In this respect, we have much to be proud of, but we also have an incomplete understanding of the extent of our community engagement activity and plenty of scope to strengthen and co-ordinate our efforts to promote and communicate its benefit.

It is part of our Mission Statement to make a 'significant, sustainable and socially responsible contribution to Scotland, the UK and the world, promoting health, economic growth and cultural wellbeing'. In the same way that internationalisation has become embedded in the University's activities, it is crucial to recognise the importance of 'taking care of our own back yard'. We will

also benefit from resourcing and implementing a more strategic approach to Community Engagement through building political and local goodwill, enhancing the quality of life for citizens thereby making it a place that is more attractive to staff and students, developing recognition and capacity amongst staff, creating wider opportunities for research, knowledge exchange and experiential learning.

Resource implications

The implementation of this Strategy can to some extent be delivered using existing resources, including the Assistant Principal Community Relations, the Institute of Academic Development, the External Relations Manager and the Department of Social Responsibility and Sustainability, in collaboration with EUSA and EUSU. However, some further funding is required to deliver key elements of the Strategy, i.e.:

- a Schools Engagement and Learning City Co-ordinator;
- £50,000 for a 'small grants' scheme to support civic and community projects;
- Support for new communications initiatives including a leaflet, e-newsletter and dedicated part of the institutional website.

These requests will be discussed in advance of 2016/17 with SRS Director, CaM Director and via future submissions to planning round.

Risk Management

There are reputational and political risks in failing to implement a strategic approach to community engagement. As has happened in England, it is likely that there will be increasing political pressure for universities to demonstrate their support for and value to their local communities. There is benefit to the University in building local support for and goodwill towards our activities and our ambitions.

Equality & Diversity

A strategic approach to Community Engagement will enhance equality and diversity across the city and our communities. It will not impair equality and diversity internally.

Next steps/implications

The Assistant Principal Community Relations will oversee the implementation of the Strategy, working with colleagues and partners as appropriate, and taking into account the new Strategic Plan, and the strategies for Social Responsibility and Sustainability, and for Learning and Teaching.

Consultation

There has been widespread consultation with colleagues across the University over the past two years, culminating in a Workshop last autumn at which most of those active in community engagement were present, including EUSA. More recently, there has been consultation on this paper with the Director of Social Responsibility and Sustainability, with the Senior Vice Principal and with the Assistant Principal Community Relations.

Further information

Moir Gibson
External Affairs Manager
February 2016

Freedom of Information

This is an open paper.



COMMUNITY ENGAGEMENT STRATEGY 2016-18 - DRAFT
Enhancing the University's engagement with its communities

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The University of Edinburgh's Mission includes an aim to make a significant, sustainable and socially responsible contribution to Scotland, the UK and the world, promoting health, economic growth and cultural wellbeing.

University of Edinburgh Strategic Plan 2012-16

1. BACKGROUND

The University of Edinburgh is part of and contains many communities: global, academic, research, student, alumni, local and more. We were founded by Edinburgh's Town Council in 1583 as the *Tounis College* and, as the oldest university in the English-speaking world to be established as a civic foundation, we give special importance to engagement with our city and communities. We are very proud of our position not only as part of the physical and social fabric of the city but also our role as neighbour, educator, advisor, employer and cultural contributor.

The mission statement laid out within our Strategic Plan 2012-16 clearly identifies our commitment 'to make a significant, sustainable and socially responsible contribution to Scotland, the UK and the world, promoting health, economic growth and cultural wellbeing'. We already deliver on this promise at local level but we seek to work with others to play a more strategic role in strengthening the capacity and ability of both city and university to forge a strong and vibrant future.

We know that the University of Edinburgh brings major educational, economic, social, cultural and international benefits to the city and the region. We also know that the setting of our university in a beautiful, vibrant and safe capital city is as important as our academic reputation in attracting undergraduates to study here. With over 25,000 students, 12,000 staff and many alumni living locally, we form a significant proportion of the community we serve. The fortunes of both town and gown are thus inextricably linked.

A recent survey* shows that 90% of citizens believe we are an asset to the city, and 77% believe we serve the city as a whole, not only staff and students. However, 66% do not understand what we do, and 65% have never used our services or facilities. It is clear, therefore, that there is a significant opportunity to enhance our outreach and engagement with citizens and communities.

The audit of University activity (at Appendix 1/*online only?*) outlines the many ways in which we already interact with our communities. This Strategy seeks to build on that foundation by developing a dialogue with the city and partners in our local communities to find ways of working together to strengthen this historic and symbiotic relationship for the benefit of all.

* *Progressive: Perceptions of the University of Edinburgh, October 2015*

2. ENGAGEMENT AT THE UNIVERSITY OF EDINBURGH

The University, within its Strategic Plan, is committed to and undertakes a wide range of engagement, locally, nationally and globally. Several areas operate within their own agreed strategy and many of these have some impact in the local community. This Community Engagement Strategy seeks to complement existing frameworks:

- Public engagement focuses on the dissemination of research findings to a wide range of audiences through channels such as publications, traditional and social media, café discussions, public lectures, exhibitions, stand-up comedy, documentary films and festival workshops. Memorandums of Understanding between the University and several national institutions have cemented existing links and fostered new ones. The Beltane project co-ordinates this work across all Edinburgh's universities and there is overlap between public and community engagement.
- Engagement with schools is often related to student recruitment, including widening participation, seeking to raise aspiration and attainment in primary and secondary schools. Staff visit schools and pupils and teachers are invited onto campus for Open Days and special events. Additional in-school activities encompass science workshops, student teaching modules, student volunteering (e.g. sports, languages), study-related work (e.g. formal teacher-training, music in the community), and staff volunteering e.g. giving talks about their discipline or serving on School Boards and Parent Councils.
- Economic and business engagement spans a wide array of interactions from the Entrepreneurs Club in the Business School to the work of Knowledge Exchange Officers and Business Development Officers within Schools and Departments to the links the Careers Service has with local, national and international employers. Edinburgh Research and Innovation, with its focus on commercialisation of research, consultancy and science parks, has very strong business and economic links, as does the Assistant Principal for Industry Engagement. The University is member of the Edinburgh Business Forum and is committed to procurement from local suppliers where possible.
- Engagement with alumni at home and with individuals and international chapters abroad is managed by the Development and Alumni department through a range of communication tools, including Edit and social media. Face-to-face events include biennial meetings in Edinburgh of the General Council, alumni weekends, reunions, talks, receptions and fundraising drives.
- International engagement is conducted primarily through the International Office which not only recruits and looks after over 14,000 international students, but manages four overseas offices (Beijing, Mumbai, Santiago, New York City), oversees Global Academies, encourages home students to study abroad, and much more. It works to create links between international students and their host community through initiatives such as the Gather Festival and International Hospitality Scheme.
- Parliamentary engagement is carried out at a range of levels, with the Principal and senior staff meeting regularly with key Ministers and civil servants at Scottish and UK levels, supported by staff offering briefings for debates, motions, parliamentary questions and responses to enquiries and FOI requests. The University holds debates, events and receptions and the Beltane public engagement body, which spans all four of Edinburgh's universities, also engages with parliamentarians.
- Civic and community engagement sees extensive local activity, some of which is listed above. University staff work with officials at the City of Edinburgh Council and Midlothian Council on planning issues, and there are many other connections relating to the training of our students, for example teacher training in local schools.

More recently, we have been closely involved with six local authorities in the city region in developing a bid for a City Deal.

Staff and students interact with local communities in very many ways, not least as citizens themselves, but also through activities in schools, provision of sports facilities and cultural venues, short courses and summer schools, participation in festivals, volunteering and fundraising, and much more (*see Appendix 1*).

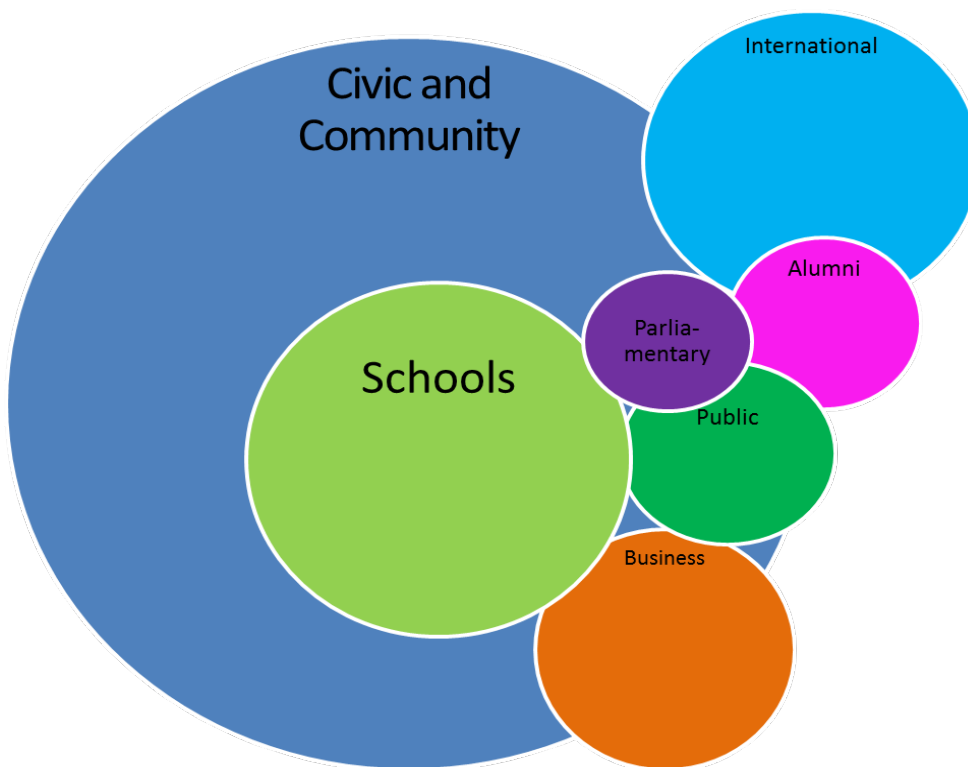


Fig 1: many kinds of University engagement take place in our local communities

3. COMMUNITY ENGAGEMENT: SETTING THE SCENE

The University of Edinburgh is a vitally important part of the communities of Edinburgh and Midlothian. We are a key driver of their economies, with additional economic impact across Scotland. We are the third largest employer in Edinburgh, with over 13,000 staff, supporting a further 10,000 jobs and delivering £1.2bn GVA (gross value added). In Midlothian, we support over 1,000 jobs and £61.6m GVA. In addition, our research and knowledge exchange activities are important in supporting R&D in businesses in the city, offering facilities such as science parks and business incubators, creating start-up and spin-out companies, enhancing tourism and attracting inward investment.

In educational terms, the University not only delivers undergraduate and postgraduate degree programmes, but comprehensive lifelong learning opportunities which range from access courses to philosophy, languages, and art and design to Continuous Professional Development and online learning opportunities. This is complemented by outreach and workshops in schools, public events and lectures, and participation by staff and students in the city's many festivals.

Socially and culturally, we make a significant contribution to the quality of life in Edinburgh through student volunteering and fundraising for local good causes; by sharing our museums, galleries and collections through a year-round programme of events, exhibitions, concerts and lectures; through outreach via initiatives such as the Free Legal Advice Clinic and the vets' care for the pets of homeless people; and by sharing our sports and arts facilities and expertise. Our international staff and students play a significant role in much of this enrichment activity and their presence in the city augments its diversity, its cosmopolitan feel and global outlook.

Whilst it is incontrovertible that the city's prosperity is important in attracting new students and staff as well as inward investors and employers, and that it should remain a safe and attractive place in which to study, work, live and visit, we must also recognise that measuring success in terms of economic metrics only does not capture the whole picture and that the goodwill of the community towards the University is invaluable.

Around 58,000 students from four universities live in the city of Edinburgh, approximately half of whom attend the University of Edinburgh. The way in which students and residents interact, as good neighbours and responsible citizens, is of great importance in ensuring community safety and cohesion. The University is supportive of the need to maintain balanced and sustainable communities in the city and will seek to build stronger links and a deeper understanding of each other's needs and concerns.

On a more strategic level, civic relationships between the University of Edinburgh and the Council which founded it deserve to be strengthened through more regular dialogue at senior level. While good relationships between individuals and departments at the University and in local authorities are valued and valuable, there is an opportunity to build a stronger partnership which could offer a more co-ordinated approach to address wider and bigger issues in our communities such as education or health and wellbeing. Ensuring that all parties are aware of and supportive of each other's activities and ambitions will offer a firmer foundation for planning and progress.

4. DEVELOPING, HARNESSING AND STRENGTHENING RELATIONSHIPS

Good relationships between the University and external bodies, including local authorities, communities, businesses and voluntary groups, are crucial to engendering trust and creating mutual understanding.

It is particularly important that civic engagement between the University and local authorities is embraced by the respective senior management teams in order that regular meetings can take into account the wishes, needs and concerns of the city and communities within which we are located when considering how best to achieve our strategic aims. These meetings could also review strategic issues where there might be mutual benefit in formulating deliverable solutions.

The University is also home to an immense knowledge base which could be of value in addressing many of the challenges which face cities and communities. An example of this is the work of the Edinburgh Centre for Carbon Innovation, which is working with the City of Edinburgh Council on low carbon initiatives, and the work of the College of Medicine and Veterinary Medicine which supports the National Health Service in improving the health and wellbeing of local people and their pets.

At present, relationships are often generated and owned by individuals. This is both a strength and a weakness: individuals are empowered to make links unencumbered by bureaucracy but, as far as the University is concerned, these relationships and their history may be lost when the individual moves on.

In order to build a more sustainable network of association, we wish to put in place a user-friendly database which regularly maps and captures this web of connections. The aim is not to manage relationships but to gain a wider perspective on institutional interactions so that synergies and gaps can be identified and opportunities optimised. In particular, as experiential learning becomes an integral feature of curricula, an appropriately tailored database will prove to be a very valuable resource.

It is also crucial to work closely with EUSA, its societies and EUSU to understand more fully how our students engage externally and to seek to include, where appropriate, their data. Joint working is reputationally important because many of those not directly involved with the University do not distinguish between the 'official' institution of the University and the student body, seeing them both as 'the University of Edinburgh'.

Increased understanding of current and proposed activity would also allow identification of opportunities to co-ordinate certain types of initiative in order to provide greater support for staff and students involved in delivering them, for example engagement with schools. It would also supply an evidence base for developing discussions with key partners about delivery of projects and initiative on a more strategic and sustainable basis.

There is enormous potential in the University harnessing and strengthening its current relationships and in developing new ones. It would yield opportunities to listen, consult, inform and partner as well as to ask for help and cross-fertilise opportunity. Key to successful relationships is communication and, with a better knowledge of its network and reach, we could ensure that appropriate channels of communication are established, targeted and evaluated (*see Aim 3*).

We are increasingly aware that, as the University has grown in recent years, its impact on its environs and communities has also intensified. Pressures of space within a small city which is also a World Heritage Site present special challenges, particularly in the sphere of estate development and student accommodation where both city and University agree that maintaining sustainable and balanced communities is necessary for personal wellbeing and social cohesion. Students seek affordable accommodation of a decent standard and communities, while welcoming students, do not wish to feel overwhelmed by them.

In order to build stronger relationships between students and their communities, we will seek to enhance Good Neighbour initiatives, supporting students living in the community to play productive roles as citizens and neighbours. We will seek to build on the successful Community Guide, jointly produced by staff and students, and

to work with EUSA, the Council and the Police to develop better education for students about community and personal safety, the obligations of communal and tenemental living, waste disposal and recycling, opportunities to take an active part in community life and all-round citizenship.

It is important that the University's relations with Councillors and communities do not become defined by planning and studentification issues. In order to broaden out the range of interactions, we will work to support programmes which reach out to the community by assisting and recognising staff volunteering, by strengthening our Friends initiatives, by supporting community fundraising schemes and outreach, and investigating ways in which we can develop more opportunities to share our facilities.

The University has also signed up to a number of socially responsible schemes, including the Scottish Business Pledge and the Edinburgh Guarantee, both of which commit us to helping local people. The establishment of a 'small grants' scheme for community projects will demonstrate the University's commitment to the potential of joint working.

AIM 1: TO BUILD AND STRENGTHEN RELATIONSHIPS BETWEEN THE UNIVERSITY, THE CITY AND OUR COMMUNITIES

How we will achieve our aim:

- **hold regular high level meetings between the University of Edinburgh and the City of Edinburgh and Midlothian Councils to explore issues of common strategic interest and mutual benefit**
- **meet regularly with local Councillors and neighbourhood and community groups to build positive relationships**
- **enhance support for students' awareness of positive practice as good neighbours and citizens**
- **strengthen relationships with external partners by developing an improved mechanism for capturing and collating engagement between them and the University and EUSA/EUSU**
- **identify opportunities to share facilities with the community e.g. sports facilities, meeting rooms, green space, equipment**
- **establish and promote a 'small grants' scheme to support local community projects**
- **support EUSA's and EUSU's volunteering programmes and societies' outreach to local communities**
- **support staff volunteering: identify, collate, publicise opportunities**
- **support the Edinburgh Guarantee scheme (hiring local school leavers as apprentices, technicians, clerical support)**
- **explore the potential for greater community support of Collections and further 'Friends' schemes**

5. WORKING WITH COMMUNITIES THROUGH RESEARCH, TEACHING AND LEARNING

Many of our staff, both academic and professional, and our students work and study within local communities whether on teaching or research projects, or through processes such as planning and procurement.

Particularly amongst academic staff involved in community engagement, there is support for establishing a community of practice which would allow them to share knowledge, experience and contacts, with provision of training, mentoring and a database of case studies. This might be done in association with the existing Beltane Threshold network for public engagement and with the Institute for Academic Development, making use of the proposed database outlined under Aim 1. In this way, the value of community engagement work and its practitioners will be better recognised, supported and valued.

Involving the community in the University's research programmes is already a feature in some Schools of the University where citizens participate in research into medicine, neuroscience, bilingualism, law, constitutional affairs, veterinary medicine, and in many other areas, helping to find new treatments for disease as well as answers to social problems. Public engagement with research has been increasing in profile and scope for the past several years and it is hoped that the synergies between public and community engagement can be maximised.

In addition, the University's capacity to address local challenges of all kinds through its extensive knowledge resources and its research and consultancy services is perhaps insufficiently well-known and there is scope to work more closely with statutory and voluntary bodies and businesses to increase awareness of these valuable resources.

Increasingly, students are learning in community settings. This is perhaps most evident with students learning to be doctors, nurses, social workers, teachers and community educators, architects, musicians and so on. Further opportunities are now in place for students of other disciplines, such as GeoSciences and Informatics, through programmes such as education modules and Living Labs. Students value these opportunities for interaction beyond the walls of the classroom and can be rewarded through credit for study, through the Edinburgh Award or simply take pride and pleasure in learning from and helping others. In order to enhance the experiential learning agenda within the Learning and Teaching Strategy, we will investigate the possibilities for developing more openings which would benefit both students and community.

As part of this outreach, and in consultation with local authorities, we wish to examine the potential of developing a more strategic and co-ordinated approach to our many and varied engagements with local schools which currently embrace recruitment and widening participation activities; science, art and music workshops; CPD and virtual resources for teachers; sports activities; language volunteering; staff volunteering on School Boards, and much more. Appropriately resourced, this could assist in providing a wider spread of relevant expertise and activity; help develop good practice and support amongst our staff in delivering experiences which enrich staff, students, teachers and pupils; and ascertain the extent to which this type of outreach raises pupils' aspiration and attainment.

Student learning in the community and schools outreach which succeeds in raising attainment can be complemented by strengthening our provision of lifelong learning opportunities, for example through the remit of the Office of Lifelong Learning and our Community Education programmes, and the ever-growing scope of digital and online education in forms such as MOOCs, the Digital Ambassadors programme and the proposed Virtual Edinburgh project. Consultation with communities on what content would be most useful and relevant and which methods would be most welcomed should form part of the preparation for delivery, in which students and staff can participate as appropriate.

There is enormous potential within the exciting vision for a *Learning City* to create a transformative sea-change in our educational engagement which could benefit individuals, schools, communities, our students and the

knowledge economy. In tandem and where appropriate, we would seek to co-operate with and support other engagement programmes within the community, such as public engagement and the social enterprise agenda emerging within the University.

AIM 2: TO ENHANCE COMMUNITY RELATIONS THROUGH RESEARCH, TEACHING AND LEARNING

How we will achieve our aim:

- **build a community of practice for academic staff already involved in or interested in developing community engagement activities to build capacity to enhance the student experience and benefit the community**
- **scope and, where possible, expand the capacity to offer students an opportunity to work, volunteer or study within a community setting during the course of their studies at the University in order to enrich their experiential learning and benefit the community**
- **develop and implement a vision for Edinburgh as a *Learning City*:**
 - **a) work with local authorities to develop a more strategic and co-ordinated approach to our current and potential engagement with schools and identify resources required to achieve this**
 - **b) scope, harness and develop opportunities for engaging with lifelong learners**
- **support the University's public engagement activities by developing a directory of those willing to speak to community and interest groups**
- **support knowledge exchange activities within the city and communities**
- **support the University's emerging social enterprise agenda.**

6. RAISING AWARENESS AND UNDERSTANDING BETWEEN THE UNIVERSITY AND THE COMMUNITY

While recent research shows that 78% of those surveyed think the University is world class and 72% agree that we make them proud to live in Edinburgh, 66% have no knowledge of what we do, 65% have never used our services or facilities, ie never visited our campus, and only 22% have visited our website.

Improving two-way communication between town and gown is therefore essential if we are to understand each other better, live together and work for a brighter future for our city and communities.

One direct way in which the University can raise awareness and understanding amongst communities of our purpose, activities and achievements is to improve our collation within the University of 'good news' stories relevant to local people, partly through using the database mentioned in Aim 1. We will create a new section of the website to highlight these stories, attracting visitors by establishing a new regular e-newsletter and using our existing social media accounts. This could also host information about upcoming events and opportunities for engagement.

An annual stakeholder forum or conference would provide a further opportunity to get to know partners new and old, to showcase our contribution to the wellbeing of the communities within which we are located, and to hear from, discuss and work with others on issues and themes of current concern.

The value of keeping local communities informed about and supportive of the University's activities and aspirations should not be underestimated. Further opportunities for meaningful engagement exist in arenas such as estates consultations, Open Days, festivals and public engagement events, where visitors may welcome the chance to learn more about wider aspects of the University's work, just as we may wish to hear their views about us. A short leaflet, widely distributed, could be very effective.

Creating more opportunities for the community not only to understand us but also to interact with us, and have a genuine dialogue, will be a vital part of this approach. A virtual 'front door' within the institutional website will make the University more comprehensible, more accessible and more welcoming of approaches from civic, voluntary and business groups and associations. In order not to duplicate effort, and where appropriate and possible, we will identify synergies with other parts of the University engaged in external engagement and outreach.

AIM 3: TO ENHANCE INTERACTION AND UNDERSTANDING BETWEEN THE UNIVERSITY AND ITS COMMUNITIES

How we will achieve our aim:

- **enhance communication of our community engagement activities and achievements**
- **scope and develop more opportunities and methods by which the community can understand and interact with the University, and vice versa**
- **establish an annual forum at which the University of Edinburgh can host a dialogue with key partners in the community and beyond to address issues of common interest**
- **strengthen the University's engagement activity, where appropriate, by finding synergies between our various external interactions**
- **recognise more fully the impact of the University's built environment on the community, enhancing good practice in consultation and communication**

7. SUMMARY

The University has a closely integrated and symbiotic relationship with the city of Edinburgh. The city gave birth to the University and the attractiveness of the city is a major lure for students and staff. Our fortunes are closely intertwined.

The University's international reputation for excellence in teaching, learning and research enhances the capacity of the city to attract inward investment and tourists, to prosper, and to support many economic, social and cultural activities. In turn, the beauty, history and quality of life of the city are undeniably powerful factors in enticing students and staff from across the world to study and work at the University. For almost five hundred years the University has been an indivisible part of Edinburgh, accessible to the community and an asset to the city. We seek to be a good neighbour and to foster an environment where city and University work closely together for mutual benefit.

Located securely alongside the global and other contexts in which we engage, a Community Engagement Strategy necessarily has a local focus on the mutual benefit to be derived through interaction between the University and the city and its communities. In the spirit of Patrick Geddes, a famous son of Edinburgh, 'think global, act local'.

In order to identify and deliver this mutual benefit, a strong network of relationships with key partners in and across the city and our communities must be strengthened and maintained. The opportunities to work with partners to advance research, teaching and learning which is of value to the University and local people, organisations and businesses hold immense potential.

It is clear that activities already generated by the University at many levels meet all five of the city's key strategic aims: developing the economy of the city region, improving the quality of life for all, improving health and wellbeing, supporting educational excellence and promoting environmental sustainability. Citizens benefit greatly from the research and services offered by University staff, students and facilities, and from the academic, economic, social, cultural and international advantages that accrue from having a world class university in their midst.

While it is clear that almost all parts of the University succeed in generating a huge range of useful activity, evidence of activity is not always evidence of engagement or outcomes of mutual benefit. It is not always apparent to what extent the community contributes to and participates in our activity, to what extent they are aware of it or our role in it, or how much they value it or benefit from it. Recent benchmark research indicates that our community is proud to have a world class university in its midst, whilst not fully comprehending what we are and what we do. Therefore, enhanced opportunities for an exchange of information and dialogue will help to bridge this gap in understanding, to increase awareness and appreciation of our work, and to build support.

The University's Community Engagement Strategy with its agreed objectives seeks to advance our core purpose of research, teaching and learning, to build stronger relationships with our partners, to inform and enhance a dialogue with our communities for the benefit of all, and to build the goodwill of our fellow-citizens towards the University. In particular, we hope that our vision for a *Learning City* will be shared by our partners.

The University of Edinburgh benefits hugely from being located within a beautiful European capital and a thriving metropolis which is not only home to most of our staff and students, but also provides a safe and welcoming space for our international community, a prosperous economy, an engaged citizenry and business base, and a unique and highly-valued quality of life. These elements are of incalculable value and the University must do all it can to ensure that it plays its part in sustaining the important relationship between town and gown for the benefit and wellbeing of all.

MEASURES OF SUCCESS

- More opportunities for interaction at senior level between the University and its partners and for wider interaction at neighbourhood and community level
- More opportunities for students to interact with the community as part of research, study, work or volunteering programmes supported by a community of practice
- More co-ordinated engagement with local schools leading to increased enrichment of pupils' experiences and, where possible and appropriate, their attainment
- More citizens involved with *Learning City* initiatives
- A database containing relationship information
- Establishment of Good Neighbour support for students and enhancement of good practice in Estates consultations
- Establishment of a small grants fund for community projects
- Increased support for joint University-community outreach and projects e.g. Edinburgh Guarantee, social enterprise scheme, Friends schemes
- Creation of a virtual 'front door' and web pages to support two-way interaction between University and community, supported by other communications channels and working with colleagues involved in other forms of external engagement
- An annual audit of community engagement activities across the University and an Annual Partnership Forum at which this is reported.
- Survey of community perceptions shows increased awareness, knowledge and appreciation of the University and its activities



Social Responsibility and Sustainability Committee

26th February 2016

Community Relations

Description of paper

This paper outlines a direction of travel on community relations and social responsibility.

Action requested

The Committee is asked to note and discuss this paper, with further opportunity for discussion during the workshop proposed in Paper B.

Discussion

Community Engagement and Social Responsibility

‘The task that awaits us is to help the University rise to the challenges it faces so that we can succeed in making the fullest use of our exceptional resources for the benefit of all of humankind.’

Professor Derek Bok (former President of Harvard)

Introduction

This paper builds on the Community Engagement Strategy, by setting out an academic vision in support of the strategy and highlighting progress made in translating this vision into practical action. In doing so it aims to align the Community Engagement Strategy with the evolving University Strategic Plan, demonstrating the ways in which community engagement enables our institution to meet the stated objective of ‘promoting good health, economic growth, cultural understanding and well-being’¹.

Critical reflections on how the University engages with the Community

There is currently much activity within the University linked to ‘high level’ City engagement (as for example: the discussions relating to the City Deal; executive sessions being led by the Assistant Principal External Relations; and interactions with cultural leaders, supported by the Vice Principal Community Development, and industry, led by the Assistant Principal Industry Engagement). As indicated in the Community Engagement Strategy, there are also myriad modes of engagement at a more local level across Schools and Colleges involving staff and students (from volunteering organised through EUSA, to research-related and teaching-related projects and programmes, such as the Geo-Sciences outreach course and the Living Labs initiative).

¹ As set out in the draft strategic plan circulated by Tracey Slaven, 12th February 2016.

However, a SWOT analysis of extant services and support for community engagement suggests that current practice is somewhat fragile as innovation is heavily dependent on the motivation and creativity of a relatively small number of individuals and staff teams. There is also: limited evidence of sustainability planning at an institutional level; poor communication both internally and externally; complexity and some confusion in terms of governance, funding streams and strategic narratives (with major overlaps between ‘public’ and ‘community’ engagement, ‘global’ and ‘local’, plus a need to think more creatively around the concept of ‘distributed communities’); and perceived barriers to inter-disciplinary working linked to income attribution models, the ways in which workload is measured and more basic issues relating to timetabling and space availability. More importantly there is limited historical evidence that local communities (as opposed to city leaders) have been consulted in a *systematic* manner to identify needs and what the University can do to support communities to address those needs. The *Perceptions of Edinburgh University* survey commissioned by CAM, found that those living in the poorest communities and those from the lowest socio-economic groups were the least likely, of all responders, to be aware of services provided by the University (including outreach services) and the least likely to make use of such services.

Participants at the University workshop on Community engagement (led by the Community Relations Manager, September 2015) called for a clearer articulation of the ‘problem’ which the University is ‘trying to solve’ and highlighted the need for the University to evolve collaborative and more democratic approaches to engagement: a University with, in and for its community.

The problem to be solved?

As was stated, one of the University’s objectives is to promote good health, economic growth, cultural understanding and well-being. Research has shown that within the City of Edinburgh there are concentrations of disadvantage (in terms of health inequalities, social and economic adversities; as well as cultural disengagement and disempowerment) which have been sustained and reproduced over many decades. Findings from the *Edinburgh Study of Youth Transitions and Crime* highlight the ways in which poverty, police recorded crime, incivilities (such as vandalism, graffiti, burnt out cars), rates of school exclusion and imprisonment cluster in five main areas across the City: Wester Hailes; Pilton/Muirhouse; Gilmerton; Craigmillar /Niddrie and parts of Leith (see: <http://www.apexscotland.org.uk/wp-content/uploads/2014/10/apex-annual-lecture-2014.pdf>). Life expectancy for men in the poorest wards is 68 years (as contrasted with 77.2 in the most affluent wards) and 75.9 for women (as compared with 81.8 for women living in the most affluent areas) http://www.edinburgh.gov.uk/downloads/file/1643/integrated_action_plan_to_tackle_health_inequality

The reasons why poverty and health inequalities are spatially distributed and reproduced are complex. There has been much inward investment into these multiply deprived communities, and there are many active community-led organisations, faith communities, as well as much third sector and mainstream service provision, aimed at addressing local needs. While the City Deal has the potential to be a game-changer, progress is slow and interventions are currently delivering less than optimal impact. Partly this is due to fragile funding structures for

voluntary and third sector projects and activities (especially the need to demonstrate 'impact' to sustain funding, with limited time or resource to conduct requisite evaluation), cuts being made to mainstream services (including education and social work), and the vagaries of more macro level economic imperatives over which local communities have no control (see: http://scottishjusticematters.com/wp-content/uploads/SJM_3-3_November2015-Complete.pdf).

A 'Whole University' approach to engagement

If the reproduction of multiple deprivation is installed as 'the problem' to be solved then the University needs to evolve smarter modes of collaborative and partnership working to support the logic of meaningful change. In particular there is a need to build more holistic teams to support the requisite cross-disciplinary thinking (drawing on expertise related to well-being from medicine, social science, art and design, education, engineering, human geography, climate science etc.); to rearticulate our conception of graduate and staff profiles (towards a model where staff and students have a core knowledge base but multiple skills to work with greater agility within teams); and to provide the requisite infrastructure needed to support up-scaled and sustainable outreach and engagement activity.

Practical action and progress made

Some of the work need to implement the Community Engagement Strategy has already begun, in particular aspects of the strategy related to learning and teaching. (This has been achieved by way of the community engagement and experiential learning components of the evolving learning and teaching strategy led by the Assistant Principal Community Relations). Examples of action and progress made are as follows:

Infrastructure

(i) Community of Practice (See Aim 2 of the Community Engagement Strategy)

The community of practice (CoP) is being installed in IAD. Two academic secondments to IAD will be contributing to the evolution of the CoP (Andy Cross from Geosciences, who led the Geosciences Outreach Course, and Simon Riley, from Medicine, who is leading the second phase pilot of Student Led Individually Created Courses - a key pedagogic model which can support community curricular engagement). The Director of IAD and the Assistant Principal Community Relations are in discussions about a grant application to build a Centre for research into community curricular engagement. If funded, there is potential to build an associated doctoral programme of action-research into modes of experimental and experiential pedagogy (possibly using a professional doctorate model).

(ii) Communications Strategy (see Aim 3 of Community Engagement Strategy)

In support of the CoP, a register of activity is to be developed. The Assistant Principal Community Relations in collaboration with CAM, the Community Relations Manager, and Corporate Services is scoping business needs and devising a case for the development of a 'virtual front door' (to provide an easily navigable digital pathway for community partners to find the right parts of the University/requisite services, and to promote interaction and dialogue). The aim is to have a register of activity by end of the June and a functional communication portal by the Autumn.

(NB The scoping of business needs has uncovered at least three parallel initiatives within the University aimed at mapping and collating activities, and creating better links through the website. It is vital that there is coherence and multi-functionality built into design solutions. A better approach may be to evolve one overarching communication strategy with different pathways: community engagement; industry partnerships; public engagement and impact related to research).

A Community Engagement (CE) role within Schools across the University is to be created. It is recommended that the remit of Knowledge Exchange Officers where they exist is expanded to include CE or that a KE and CE office bearer is created. This would result in over 20 potential champions of activity who would identify and report on evolving School level initiatives, articulate ongoing and future resource needs, and promulgate best practice. The Assistant Principal Community Relations has begun to liaise with Schools and relevant College office bearers (e.g. CHSS Associate Dean KE and Impact) to create the network, with the aim of holding the first meeting of the network at the end of April.

(iii) Curriculum innovation and graduate profiles (Aim 2 of the Community Engagement Strategy)

As part of curriculum innovation it is suggested that, by 2020, all students (UG, PGT, PGR, on-campus and on-line) should have opportunities to undertake work of benefit to the community as part of their educational experience (either for credit, certificated as part of the co-curriculum or through volunteering). Community in this context extends beyond Edinburgh to local communities across the globe and to virtual and digital communities. The international offices in Asia and South and North America have the potential to support engagement for credit in locations away from Edinburgh and our global online presence creates opportunities to promote novel and sector-leading modes of digital community engagement.

A newly established curriculum innovation group will be reviewing graduate attributes and the optimum pathway for their acquisition (supporting student leadership development, their capacity to innovate and produce creative solutions to real world problems, to be resilient and improvisational in the face of challenge, to apply and disseminate their expert knowledge base and to learn the values of public service and ethical and responsible citizenship). The curriculum innovation group will also explore the possibility of evolving a common core curriculum as part undergraduate learning and teaching: a portfolio of courses from which all undergraduates would select a specified number of credits (depending on degree configuration). These might include courses such as *Our Changing World*, 'Q-step' courses on statistical literacy, *Languages for All*; the philosophy of science; and courses on leadership, entrepreneurship and strategic thinking. There is a major opportunity to up-scale specified (and proven) models of community engagement for credit to form part of this common core, in particular SLICCs, Living Labs and Student Outreach, and to evolve new approaches (such as short intensive 10 credit courses run over one week – e.g. utilizing reading week or ILW - based on a 'Jam').

Projects

(i) The 'Learning City' (see Aim 2 of the Community Engagement Strategy)

The concept of the learning city was originally developed by Moira Gibson (CAM), predicated on educational outreach and support for learning across primary,

secondary and further education within the City. It connects strongly to the aims of the emergent City Deal, and Scottish Government ambitions to raise educational attainment. The project is being developed in three phases and in collaboration with colleagues across the University:

Phase one aims to build on Student Outreach Projects, with students acting as teachers in specified subject areas (including languages and STEM subjects), or involved in extracurricular activities aimed at supporting access to learning and school inclusion. This would mark a significant up-scaling of a tried and tested model (from Geo-Sciences). The External Relations Manager and AP Community Relations are consulting the City Council on student outreach, with the aim of understanding better the needs of schools and to configure, appropriately, the University offer. As part of the process consultations have been held (or are planned) with the Head of Widening Participation and the School of Education.

Phase 2, aims to refine our MOOC provision with students as tutors supporting pathways into further and higher education. This is being undertaken in collaboration with the Vice Principal Digital Education. (MOOC provision will include 'Football More than a Game', 'Code Yourself' and two further new MOOCs around the themes of cars/engineering and choreography/dance).

In Phase 3, the Learning City concept will be extended to support a whole University project linked to Prof. Jonathan Silvertown's City-Scope project (the creation of an open access digital platform for the capture and dissemination of multi-disciplinary information about Edinburgh) and capitalising on the skills and operational opportunities offered by the Office of Life Long Learning. It is planned that City-Scope will provide 100 student research projects in the academic year 2017/18, with students working within the community to produce digital content for City-Scope. This will provide a resource bank and tool kit for learning and teaching, with students subsequently using materials to support their outreach work. Students will also act as digital ambassadors, up-skilling community members to make use of and/or contribute to the platform (see also below).

(ii) The Edinburgh 'Field-Force'

Drawing on the research evidence and discussions with local service providers, there is an opportunity to develop a field-force project to provide a research resource for communities in support of local evaluation and knowledge generation and curation. The Field force project would be akin to the model of 'Science Shops' developed in Denmark, the Netherlands and now installed in Northern Ireland, which offer free or very low cost research support:

<http://sciencescitoyennes.org/an-introduction-to-the-concept-of-science-shops-and-to-the-science-shop-at-the-technical-university-of-denmark/>

The aim would be to train students in social research methods (or indeed to capitalise on skills which they already have), to enable local projects/community groups to self-evaluate. An administrative hub would be established in the new Outreach Centre (Edinburgh Law School). A business case is now being scoped to support this work. (NB One commission has already been requested – for the University to support evaluation of a project aimed at understanding how children use food as an emotional tool). Students could undertake this research work as: a volunteer; to gain an Edinburgh Award; to gain credits via SLICCS or to support degree based research projects (masters or undergraduate dissertations).

(iii) Digital Ambassadors Pilot (see Section 5 of the Community Engagement Strategy) This six month pilot project is training students to support elderly people in the community to use the internet, linked to SRS computer recycling programme. The resource for the pilot is being provided by IS and a management group is being set up to include SRS, AP Community Relations, IS, Education and Health in Social Science. A post-doctoral fellow has now been appointed to lead the pilot. An evaluation is planned for July/August to review the capacity to sustain and upscale activity.

(iv) Social Enterprise (see Aim 2 of the Community Engagement Strategy) Social enterprises can play a key role in the evolution of a fairer and flourishing society. Staff involvement in social enterprise supports pathways to research impact and utilizes skills and expertise for wider social benefit. EUSA are currently developing proposals for University investment in social enterprise and the new Quartermile project linked to the Business School strategic vision opens up further opportunity.

For staff, a model akin to the Beltane Public Engagement fellowships could be constructed to support the evolution of social enterprise. A requirement of the fellowships might be that students should have input to the enterprises, with placements for credit forming a core aspect of social enterprise management. The University could also signal a commitment to social enterprise by investing in a series of student fellowships or bursaries to enable students to design and implement social enterprises (with appropriate training from the Business School, mentoring facilities, and in partnership with community bodies), a process which could be credit bearing via SLICCs or Living Lab/action-research modes of assessment. Champions for social enterprise are located across the University, and the work of Jamie Cross (in his capacity as member of the Global Development Academy) is being drawn on here to advise and evolve strategy.

Further work is being undertaken to explore the opportunities for impact investment and funding models following the recent 'Opportunities for Impact Investment Event' organised by the Vice Principal Global Access. This will also link into discussions with the Business School as to how Quartermile can further support and provide a locus for social enterprise.

(v) The 'Edinburgh Village': Proof of Concept

A further whole university project is centred around the concept of the 'Edinburgh Village'. This is at a very early stage in development and taking it forward in practical terms would require major sponsorship from a range of external partners. However, evolving the proof of concept provides the opportunity to build student and staff collaborative design and research projects. The Cityscope programme (mentioned above) offers the opportunity to build a virtual model as part of proof of concept development and an event will be held in May to begin this process.

Building on the extant *Leith Intervention Project* (led by ECA), the aim of the Village project is create a 'model community'. Drawing on research knowledge from a range of disciplines across the University (including knowledge linked to human centred design, community safety and crime prevention, factors promoting health, happiness and well-being, human geography, and business and entrepreneurialism), the model community would comprise sustainable social housing, student and

private accommodation (a mixed economy of housing). Teams of staff and students would be involved at all stages from design, procurement, building, and then evaluate and monitor the well-being of the 'village' as it matures over time. Social enterprise and commercial pop-ups could be a feature of the village and the construction of the village would offer opportunities for apprenticeships and other employment within the City.

The village supports learning and teaching at all levels and research projects for credit at undergraduate and PGT. It would demonstrate major investment of Edinburgh University in its own City. A model akin to the village has been evolved via the London Collectives and this has been successful in attracting the necessary industry sponsorship.

(vi) Prisoner Placement: Reviewing Capacity (see Aim 1 Community Engagement Strategy)

Discussions are underway between the University and Scottish Prison Service with a view to developing a scheme within the University for prisoners to undertake work on day release towards the end of their sentences. Placements are of vital importance in terms of rehabilitation and reintegration, and are closely supervised by prison staff, and regular risk assessments are undertaken. A management plan is being evolved within the University with a view to exploring how placements could work within our institution to support the skills development and employability of prisoners whilst also meeting business needs. Offering a suite of placements would be an important signal of our widening participation commitment, but any such offer would require careful implementation and oversight. A meeting is being held at the end of February between the AP Community Relations, SRS and SPS to explore management issues.

Conclusion

The University has the capacity to be sector leading in the area of community engagement and to position itself as a hub of innovation in, with and for its city, the nation and the wider world. Community engagement flows into our research, teaching and learning, our institutional employment practices and the services which we deliver in support of community well-being. The suggestions set out in this paper will enhance a shared sense of community between academic staff and students as well a shared sense of community between the University as a whole, and the distributed external communities which it serves. They will create sustainable models for experiential learning outside the class room; opportunities for scholarships linked to social enterprise and experiential learning; and purpose digital education as a fundamental part of outreach. Finally investment now will beget further income: through philanthropic giving and wider sponsorship, attracting international students to a sector leading public service institution, and supporting pathways to impact (a fundamental dimension of research grants and REF funding).

Further information

Lesley McAra,
Assistant Principal Community Relations,
February 2016

Freedom of Information This is an open paper.



Social Responsibility and Sustainability Committee

26th February 2016

UoE as a Good Employer

Description of paper

This paper gives an overview on the University of Edinburgh as a fair, inclusive and socially responsible employer, one of four new areas in the Committee's widened remit.

Action requested

SRS Committee is asked to note the paper.

Discussion

Fair Employer

- Since 2012 we have paid the living wage to our employees by uplifting the bottom point(s) on our pay scale to match the living wage. In July 2015 we signed up to the Scottish Business Pledge, making a public commitment to pay the living wage to our employees.
- We are currently exploring the option of becoming an accredited living wage employer which will require us to put an agreed plan in place to ensure that over time all third party contracted staff are paid the living wage.
- We moved away from using "Hours to be notified" contracts at the end of 2014, with the majority of staff formerly on these types of contracts now on "Guaranteed Hours" contracts which provide a guarantee of the minimum number of hours to be offered over a specified period. We are continuing to work in partnership with our recognised Trade Unions and with the Student's Association to enhance the employment experience of our hourly paid staff.
- We have a generous holiday pay entitlement – 36 days personal leave plus 4 public holidays for staff in grades 6-10 and 32 days personal leave plus 4 public holidays, rising to 36 days personal leave plus 4 public holidays for staff in grades 1-5.
- Staff have the opportunity to join a defined benefit occupational pension scheme with a substantial employer contribution. Membership of the pension scheme includes life insurance cover.
- We have partnership working arrangements with our recognised Trade Unions.
- A number of departments across the University hold Investor's in People (IIP) Accreditation.
 - For the last 10 years we have held the HR Excellence in Research award, indicating our strong commitment to supporting researchers' careers.

Inclusive Employer

- The University has held an Institutional Athena SWAN award for ten years, renewing at Bronze level in 2009 and 2012 and achieving an Institutional Silver award in 2015, the first Higher Education Institution in Scotland to do so and one of only 7 HEIs in the UK to hold this level of award. (Athena SWAN is an initiative to advance the careers of women in higher education and research.
- All STEMM (Science, technology, engineering, maths and medicine) Academic Schools/Departments have achieved departmental Athena SWAN awards at Bronze level or above and all remaining eligible Schools/Departments are preparing to submit for an award.
- We were one of a small number of Universities to be invited to submit an application for the pilot of the Race Equality Charter mark in Spring 2015. Although we were not successful (no institutions in Scotland and only a small number in England were) we have been invited by the Equality Challenge Unit to resubmit our application with a revised action plan, and will be doing so by the end of July this year.
- We have been a signatory to the SEE ME pledge since January 2012 indicating our commitment to challenge stigma and discrimination around mental health issues. Colleagues in UHRS, Occupational Health and Student Services are exploring options for collaborative working on mental health issues for both staff and students.
- In January 2016 we appointed a Staff Disability Officer and have started to take forward a number of initiatives to support staff with both physical disabilities, specific learning difficulties and mental health issues, and to promote inclusivity and positive attitudes to disability in the work place.
- We have been a member of Stonewall, an organisation for the promotion of equality and justice for gay men, lesbians and bisexuals, since 2011 and are currently a Stonewall Scotland Diversity Champion. We established an LGBT Network in 2012 to provide a forum for LGBT staff in the University.
- We established a Disabled Staff Network in 2014 to provide a forum for disabled staff in the University.
- We established a Race Equality Working Group in 2014 to provide a staff forum and to inform and support work toward achieving the Race Equality Charter Mark.
- In 2010 we introduced an annual lecture series to celebrate International Women's Day (IWD). We launched an Inspiring Women Photography Exhibition as part of International Women's Day celebrations in 2014.

Socially Responsible Employer

- We offer apprenticeships in a range of departments across the University including Trades apprenticeships in Estates and Buildings, Veterinary nursing apprenticeships and Modern Apprenticeships in a range of different areas, from Administration, to IT to Technical services through the Modern Apprenticeships framework.
- We have developed an apprenticeships policy and a detailed website to support managers and guide them through the process of recruiting and employing a modern apprentice. We “soft launched” this at the beginning of 2015 and plan a

more high profile roll-out later this year to encourage greater uptake of the employment of apprentices across the University.

- We have made a number of commitments to support the Edinburgh Guarantee – an initiative to help every school-leaver in the city secure a job - or an educational, training or volunteering place as a stepping stone to realising their future career ambitions.
- The University offers paid leave of up to 12 days per annum for staff taking on public duties e.g. School Governor, member of statutory Tribunal. We also offer 1 week's additional paid leave to members of the TA for attendance on compulsory TA training.
- In 2015 we signed the Scottish Business Pledge which, in addition to the core commitment to pay the living wage, includes commitments to a wide range of socially responsible employment practices, including investment in youth, promotion of a diverse workforce, effective workforce engagement, and no use of zero hours contracts, in addition to the core commitment to pay the living wage.
- We support local recruitment agencies through a number of framework agreements which we use to identify suitable candidates to fill our vacancies.

Caring Employer

- We have generous sick pay provisions rising with length of service to a maximum of 6 months full pay followed by 6 months half pay.
- We have a free confidential counselling service which is available to all members of staff.
- In 2015 we were successful in achieving a “Carer Positive Employer Award” recognising our commitment to embedding a culture of support for carers and our ‘Caring for Carers’ guidance has been highlighted as good practice by Carers Scotland.
- We have a range of family friendly policies which include flexible working and provisions for emergency leave for care for dependants.
- We offer enhanced Maternity/ Adoption/Surrogacy/and Shared Parental Leave provisions, which include enhanced pay and waiver of the statutory qualifying period.
- The University has held a Gold, “Healthy Working Lives” award, since 2010 (renewed in 2013) awarded as part of the national initiative run by the Scottish Centre for Healthy Working Lives in recognition of our activities in health promotion and safety at work.

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.

Further information

Author & Presenter

Zoe Lewandowski

Director of Human Resources

12th February 2016

Freedom of Information This is an open paper.

SRS Committee**26 February 2016****Modern Slavery Act 2015****Description of paper**

1. The Modern Slavery Act 2015 was introduced in UK law in March 2015¹ encouraging organisations to assess, prevent, mitigate and account for any risks of forced and / or compulsory labour. Section 54 of the Act requires the University to produce a slavery and human trafficking statement for each financial year.

Action requested

2. This paper invites SRS Committee to acknowledge the legal duties imposed by the Modern Slavery Act and to approve a cross department consultation and action plan with the ultimate goal to define what steps the University will take to assess and manage any risks of Modern Slavery in our own operations and in our supply chains.

Recommendation

3. The authors suggest the creation of a short life working group to lead on a cross department consultation in order to determine which steps the University will take to ensure that slavery and human trafficking do not take place either in its supply chains or its own business. The authors suggest that at least the following groups/ departments should be represented:

- Procurement
- SRS
- HR
- Students/EUSA
- Relevant researchers / academics (i.e. Global Justice Academy).

Background and context

4. *See 5. Discussion*

University practices towards people are underpinned by principles of dignity and respect, equality and diversity, health, safety and well-being. Sustainable procurement at the University of Edinburgh seeks to minimise social, environmental and other risks (which would include human rights related risks). For example, via the APUC Code of Conduct, current and potential suppliers are asked to acknowledge compliance with principles which include Modern Slavery (i.e. "Employees should be free to choose their employment and leave that employment without hold by financial deposit or personal items. Forced, bonded or involuntary prison labour shall not be used.")

The Modern Slavery Act deals with slavery, servitude, forced or compulsory labour and human trafficking. An example of this is where people are coerced to work through "use of violence or intimidation as well as more subtle means such as accumulation of debt, retention of identity papers or threats of denunciation to

¹ Please note that some provisions are not applicable in Scotland. This paper is written from the University of Edinburgh's perspective and therefore only covers provisions applicable in Scotland.

immigration authorities”, as well as human trafficking and debt bondage. An estimated 21 million women, men and children are still trapped in forced labour all over the world.

Discussion

5. Modern Slavery Act.

Who does the Act apply to?

University? Yes.

Section 54 of the Modern Slavery Act requires every organisation carrying on a business in the UK with a total turnover of £36m or more to produce a slavery and human trafficking statement for each financial year of the organisation.

The UK Government Guidance indicates that ‘carrying on a business’ can include activities of organisations pursuing primarily charitable or educational aims or purely public functions. In a paper produced for the Higher Education Procurement Association, Weightmans LLP stated that HE institutions with the required turnover would be caught.

The University’s in-house legal department supports this view.

University subsidiaries? Yes, if turnover above £36m.

Finance have confirmed that no University subsidiaries currently have a turnover above £36m. This does not prevent University subsidiaries to comply with the University’s policy as good practice.

What does the University need to do?

The University must publish a slavery and human trafficking statement for each financial year.

- **Where?** The statement must be published on the University’s website with a link in a prominent place on the homepage.
- **When?** The statement should be produced as soon as reasonably practicable after the University’s financial year end, and in any event within six months. For the University, this means as soon as reasonably practicable after 31 July 2016 and in any event by not later than 31 January 2017. One possibility is to include it as part of the Corporate Governance statement within the Annual Report and Accounts, submitted to Court in December each year.
- **Content?** A slavery and human trafficking statement is a statement of the steps that an organisation has taken during the financial year to ensure that slavery and human trafficking is not taking place either in its supply chains or

its own business.² The Modern Slavery Act does not dictate in precise detail what a statement must include or how it should be structured. It does, however, provide a non-exhaustive list of information that may be included:

- ✓ The organisation's structure, business and its supply chains;
 - ✓ Its policies in relation to slavery and human trafficking;
 - ✓ Its due diligence processes in relation to slavery and human trafficking in its business and supply chains;
 - ✓ The parts of its business and supply chains where there is a risk of slavery and human trafficking taking place, and the steps it has taken to assess and manage that risk;
 - ✓ Its effectiveness in ensuring that slavery and human trafficking is not taking place in its business or supply chains, measured against such performance indicators as it considers appropriate; and
 - ✓ The training about slavery and human trafficking available to its staff.
- **Who must approve?** The statement should be approved and signed by an appropriate senior person in the organisation. For companies, the Act states that the statement must be approved by the board of directors and signed by a director. The authors suggest that the statement should be approved by Court and signed by Professor Lesley McAra, Vice Principal for community relations and social responsibility and sustainability with delegated authority from Court. The statement could possibly be appended to the Corporate Governance statement within the Annual Report and Accounts.

What happens if the University doesn't comply?

If the University fails to comply (i.e., fails to publish a statement), the Secretary of State may bring civil proceedings in the Court of Session for an injunction requiring the University to comply.

The University may also suffer reputational damage.

Resource implications

6. The University must take steps to ensure that slavery and human trafficking is not taking place in its supply chains and in its business. Identifying those steps will require a wide consultation exercise involving colleagues from a number of departments and students. This will require some time and commitment from these individuals.

Until this consultation is completed, it is unclear if any of the steps proposed will have further resource implications.

² Alternatively, it can be a statement that the organisation has taken no such steps.

Risk Management

7. Not taking steps to avoid slavery and human trafficking and not publishing these steps in an annual statement may cause injury or loss of life, legal risks as well as reputational damage to the University.

Equality & Diversity

8. Women and girls face greater risks of modern slavery in the UK and around the world. People living in poverty, in situations of social and political instability and from areas affected by war are also likely to face greater risks of slavery. Due consideration has been given to equality and diversity as a key element of the SRS agenda. Equality & diversity impacts will be kept under review as the proposals develop.

Next steps/implications

9. The authors ask for this paper to be considered by the SRS Committee and seek volunteers to form a working group which will work on the content of the statement and consult with other departments where appropriate. Recommended key stakeholders in this group would be:

- Procurement
- SRS
- HR
- Students.

Consultation

10. The authors have consulted with Sarah Smith, University Secretary and Leigh Chalmers, Director of Legal Services.

Further information

11. Further information can be obtained from Lewis Allan (Head of Court Services), Michelle Brown (Head of SRS Programmes) or Sabrina Jenquin (Solicitor, UoE Legal Services). Link to the Act

: <http://www.legislation.gov.uk/ukpga/2015/30/contents/enacted>

Author

12. Sabrina Jenquin (Solicitor, UoE Legal Services)
Michelle Brown (Head of SRS Programmes)
Lewis Allan (Head of Court Services)

Presenter

Michelle Brown
(Head of SRS Programmes)

Freedom of Information

13. This is an open paper.

SRS Committee**26th February 2016****Proposed conflict minerals policy for the University****Description of paper**

1. This paper provides a proposed conflict minerals policy for the University for endorsement by the group.

Action requested

2. The Group is asked to consider and approve this policy.

Recommendation

3. It is recommended that the group approve this policy.

Background and context

4. With a growing awareness of the fact that some minerals found in products we use (primarily electronics but also others) are extracted in parts of the world where profits are controlled by rebel groups, and used to fund violent conflict, a process to research and develop a policy began in November 2014. Extensive research and engagement with academics, procurement colleagues, EUSA reps and external experts/campaign groups took place throughout 2015, including hosting a public event and a workshop for students during Innovative Learning Week. No other University has been found to have a specific conflict minerals policy, but a small number mention conflict minerals in their overall procurement strategies and policies. This policy has been developed iteratively, and the final version being presented is draft 6. EUSA has concurrently developed a conflict minerals statement for the student association, led by VPS Urte Macikene.

Discussion

5. The draft policy is provided below, which would be made publicly available.

Resource implications

6. Resource implications relate to staff time for the implementation of this policy – responsibilities for SRS and those commissioning procurements are outlined in the policy.

Risk Management

7. Ethical, reputational and legal risks associated with this issue, and with not having a clear policy, have been explored in the policy development consultation paper which was shared with numerous colleagues and other stakeholders. The proposed policy would help us manage these risks.

Equality & Diversity

8. No Equalities Impact Assessment has been carried out in relation to this policy, as it fits within a wider approach to social responsibility and no direct equalities risks have been identified.

Next steps/implications

9. Once endorsed, this policy will be taken to Court for approval. The policy would then again be communicated with relevant stakeholders to ensure implementation, and published on the SRS website.

Consultation

10. The draft policy has been reviewed and endorsed by staff in Procurement, SRS, EUSA, the Chief Information Officer, senior ISG managers, the Sustainable IT Group and some academics. The Fair Trade Steering Group endorsed the policy in September 2015.

Further information**11. Author**

Liz Cooper

SRS Research and Policy Manager

Presenter

Michelle Brown

Head of SRS Programmes

Freedom of Information

12. This is an open paper.



THE UNIVERSITY *of* EDINBURGH

Conflict minerals policy

1. **Purpose** – this policy publicly commits the University of Edinburgh to continuing to work collaboratively to eradicate conflict minerals from the goods it buys, reflecting its Strategic Plan (2012-2016) that includes ‘making a significant, sustainable and socially responsible contribution to Scotland, the UK and the world, promoting health and economic and cultural wellbeing’.

Background – Profits from mining around the world may be being used to fund armed conflict, as many mines are under the control of armed groups. The most widely-cited instance of conflict minerals is in the Democratic Republic of Congo and neighbouring countries, where tin, tungsten, tantalum and gold are mined. These minerals are all used in the manufacture of electronics products procured and used by the University, and to varying extents in our laboratories. Other examples of minerals with potential links to conflict include copper, cobalt, platinum and diamonds. A number of initiatives have been developed to break the link between mineral extraction and conflict, such as certified conflict-free smelters and refiners. Regulation requiring transparency from companies on mineral sourcing has been developed in the US (the Dodd-Frank Wall Street Reform and Consumer Protection Act, section 1502 on Conflict Minerals Dodd-Frank Act, 2012), and negotiations on potential legislation on conflict minerals are taking place at EU level (following a Parliamentary vote in May 2015).

The vast majority of electronics goods used by the University are bought through collaborative framework agreements for the Higher and Further Education sector or for the wider public sector, which are managed by procurement consortia. While some steps are already being taken in the procurement processes used by the University to avoid conflict minerals in our supply chains, namely asking questions to suppliers during tender stage, there is a need for increased visibility of these efforts, and for further action. Efforts to reduce any links our procurement practices may have to funding conflict reflect the University’s wider commitment to Social Responsibility and Sustainability.

2. **Scope** – The University understands the term conflict minerals to mean any minerals that have been found to be being used to fund conflict in any part of the world. This is broader than a common understanding of conflict minerals to include only tin, tungsten, tantalum and gold mined in the Democratic Republic of Congo and surrounding Great Lakes Region of Sub-Saharan Africa. While the focus of this policy is on conflict minerals, it is recognised that a conflict-free claim does not guarantee that human rights of workers are respected. This policy forms part of a broader approach to socially responsible supply chains.

This policy primarily covers procurement of electronics goods bought in large quantities through collaborative framework agreements, but also commits to ongoing efforts to bring conflict minerals considerations into smaller scale purchasing of electronics equipment containing minerals, and of minerals themselves (for use in laboratories). The policy also makes reference to collaboration between academic researchers, Social Responsibility and Sustainability and Procurement within the University to further our knowledge and action in the area of conflict minerals.

3. The Policy

1. When purchasing electronics goods in large quantities, either directly or through public procurement consortia, the University is committed to striving to ensure these goods do not contain conflict minerals. Delegated authorities of Court, who are commissioning procurements or specifying relevant goods (or services), must demonstrate this commitment through:
 - a. Ensuring questions about what efforts suppliers are making to combat conflict minerals are included in tender or other acquisition processes, requesting concrete evidence of actions and outcomes,
 - b. Requesting detailed progress updates on conflict minerals at supplier contract management meetings (which can be as often as quarterly) during contract management stage,
 - c. Encouraging procurement consortia which manage framework agreements to continue to improve their practices regarding eradicating conflict minerals, including asking questions of suppliers at all stages of the procurement process
2. Efforts will be made to raise awareness among and advise students and staff regarding small-scale and personal purchases of goods that may contain conflict minerals and of raw minerals for use in laboratories
3. Academic research from different disciplines within the University on conflict minerals and related themes, plus external research on best practice, will be highlighted and recommendations shared with Procurement staff
4. Student engagement in conflict minerals through teaching, projects and events will be encouraged
5. Learning and best practice on conflict minerals will be shared with other institutions

4. **Procedure and responsibility** – this policy has been developed in collaboration between the SRS Department and Procurement Office. The Procurement Office will strongly recommend all delegated authorities and collaborative procurement partners take the appropriate steps outlined in point 1 above, with support from SRS where appropriate. The SRS Department is primarily responsible for points 2 to 4, that is, engaging with staff and students on small-scale purchasing, keeping track of relevant developments and research to inform engagement with suppliers, and offering/encouraging student engagement opportunities, including in partnership with EUSA. Point 5, sharing our learning with other institutions, is a shared responsibility.

5. **Equality and diversity** – this policy fits within a wider procurement strategy and advocates conforming to all applicable public procurement regulation, which includes consideration of Equalities Duties. A separate Equalities Impact Assessment has therefore not been carried out for this specific policy.
6. **Support systems** – The SRS Department can provide contacts and advice regarding implementation of this policy.

7. **Approval and review**

<i>Date policy approved</i>	
<i>Final approval by</i>	
<i>Consultations held</i>	SRS Department carried out face to face and email consultation with stakeholders (procurement staff, academic staff, students, EUSA, selected suppliers, other universities, other experts and campaign groups) throughout 2015.
<i>Date of commencement of policy</i>	Immediate.
<i>Dates for review of policy</i>	July 2017 or sooner if relevant regulatory changes.
<i>How policy will be reviewed</i>	Joint SRS and Procurement review of implementation successes and challenges, and of developments in the sector.
<i>Policies superseded by this policy</i>	This is the first conflict minerals policy for the University.

8. **Contact** – for further information, or if this policy is required in an alternative format, please contact Jane Rooney on 0131 6504375 or email jane.rooney@ed.ac.uk.



Social Responsibility and Sustainability Committee (SRSC)

Friday 26 February 2016

Climate Strategy Update

Description of paper

This paper provides an update on Lots 1, 2 and 3 of the technical consultancy work supporting review of the University Climate Strategy.

Action requested

SRS Committee is invited to note and comment on the paper.

Background and context

As part of the new Climate Strategy currently under development for the University external consultants were appointed to undertake three lots of work:

1. development of a carbon modelling and scenarios tool
2. review of carbon management best practice in the sector along with recommendations
3. development of business cases to support investment in renewables, micro-renewables and energy reduction.

Discussion

Technical Consultancy Support

Progress Report

To assist with its Climate Strategy Review the University of Edinburgh appointed consultants to deliver the following three projects; develop a carbon modelling and scenarios tool, undertake a review of carbon management best practice in the University sector and provide subsequent recommendations to the University of Edinburgh and the wider sector in Scotland, develop business cases to support investment in renewables, micro-renewables and energy reduction.

The Scottish Funding Council (SFC) has provided funding to assist the sector in taking forward its climate change strategies, and the outputs from the technical consultancy support will be shared with the wider Scottish sector.

The carbon modelling and scenarios tool requires further data and development for the University's purposes. The review of carbon management best practice has been completed and a final report is due shortly. The development of business cases project has been completed and a final report has been received.

Carbon modelling and scenarios tool

Aether UK

The process for developing the tool has been beneficial in developing calculations to project and forecast future carbon emissions. Further work is required to develop the tool for the University's purposes however the tool will be of value to the sector going forwards (especially for those institutions without CHP). The tool currently reports carbon emissions against campus sites – this would need to be altered to meet the specifications of each institution.

The carbon modelling and scenarios tool has been designed to be used as the central hub for collecting data related to energy use in buildings, from transport, water consumption and waste generation and will compile and calculate resulting carbon emissions. The tool will act as the repository for the historical time series dating back to the University's baseline year 2007/08, and provide insight into potential future emissions based on the trends in historical consumption, on carbon saving projects and potential changes to the university's operations (e.g. floor area and student population). Functionally, the tool has taken the form of an excel workbook providing the data repository and calculation mechanism, which generates a number of scenarios through an online dashboard.

The tool has been developed further based on feedback from University stakeholders however further work is required to ensure it produces accurate and robust projections and forecasts. Further energy data is required to ensure the carbon assessment generated by the tool for 2013/14 is close to the figures reported by the University. Ensuring emissions from the University's Combined Heat and Power (CHP) Energy Centres and Networks are accurately represented within the tool continues to be a challenge.

Review of carbon management best practice

Aecom

Best practice identified through the research will be shared with the wider Scottish sector and will compliment research previously carried out by the EAUC/SAUDE and the Sierra Club. Feedback on a draft report has been provided by University stakeholders, with an updated report due week commencing the 11th January.

The report on best practice in carbon management in the University sector is based on research into practices at UK universities, considering first Russell Group universities, and some exemplar universities internationally. A questionnaire was developed and thirty two institutions were contacted. In the report a total of twenty institutions were included through interviews, completed questionnaires and desk based research.

Universities were asked to provide information on carbon targets and metrics target setting processes and decision tools, governance and reporting, financial assessments and rules, key actions, innovative approaches, green revolving or sustainable projects funds, behavioural change initiatives and communications, approaches to energy provision and use, micro renewable usage and incentivisation, accounting for energy, travel and waste, laboratories design and management, building design including laboratories and research areas, capital programmes, green IT, space management and off-site renewable energy production.

The report includes summaries of the Scottish universities carbon management performance review undertaken by EAUC/SAUDE and the Sierra's Club report on 'America's Greenest Universities'.

Developing business cases

Aecom

A final report with templates for business cases have been provided to the University, and will be of great benefit to the University's Climate Strategy Review. The research into renewables, micro-renewables and energy reduction measure will be of benefit to the wider Scottish sector. The business case templates can be adapted and used by institutions. A meeting to close the project will be arranged for February.

The project included the following work;

1. Development of business case information and presentation (this evolved to providing a carbon assessment spreadsheet for the business case template developed in conjunction with the University's Finance Department)
2. Technology assessment - a list of technologies was developed and input gathered from stakeholders on what could be suitable for the University, with high level assessments carried out to identify benefits where possible,
3. An investigation into potential technology funding options - input was gathered from the Finance Department and external funders including the Green Investment Bank and Scottish Equity Partners to build an understanding of how projects could be funded
4. The provision of example business cases - business cases were provided using the carbon assessment spreadsheet, with supporting information in this report.

Additional research was completed to provide a better understanding of the decarbonisation of the electricity grid, levelised costs for future energy generation and offsetting through land carbon sequestration.

Resource implications

No direct resource implications. Primary resources for the review 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. Strategies are in place to manage and mitigate these risks including use of a project management approach, stakeholder workshops and dialogue, and discussions with GaSP on the new strategic plan.

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

SRS Committee will continue to receive updates as the review progresses through to spring 2016.

Further information

Author: Matthew Lawson, Programmes Manager, 12 January 2016

Presenter: Dave Gorman, Director of SRS.

Freedom of Information This is an open paper.

UNIVERSITY OF EDINBURGH

MINUTE OF A MEETING *of the Sustainability Operations Advisory Group held in the Cuillin Room on Tuesday 26 January 2016.*

Members: Hugh Edmiston, Director of Corporate Services
David Brook, Acting Head of Estates Operations
Michelle Brown, Head of SRS Programmes
Rab Calder, Energy & Utilities Manager
Michelle Christian, Senior Accommodation Manager
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
Julia Laidlaw, Project Manager, Estate Development
Urte Macikene, EUSA Vice President Services
Phil McNaul, Director of Finance
Brian McTeir, Roslin Campus Facilities & Services Manager
Fleur Ruckley, Waste & Environment Manager
Candice Schmid, Health & Safety Advisor
George Sked, Assistant Director of Procurement

Apologies: Michelle Christian; Sarah Gormley; Andrew Haddon; Andy Kerr;
Julia Laidlaw; Urte Macikene

- 1 The minute of the meeting held on 16 September 2015 was approved as a correct record. **A**

SOAG welcomed new members David Brook and Rab Calder, replacing Geoff Turnbull and Dougie Williams respectively. Candice Schmid joined the Group as representative for Health and Safety.

On behalf of the Group the Convener thanked outgoing member Fleur Ruckley for her substantial contribution to sustainability issues over the last 9 years.

2 Matters Arising

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

SUBSTANTIVE ITEMS

3 2014/15 Waste Annual Report + Q1 **B**

The Waste & Environment Manager introduced this paper summarising academic and support estate performance for the 2014-15 academic year and first quarter of 2015-16. The Waste (Scotland) Regulations, in force from 1 January 2014, had moved waste issues up the agenda. UoE annual waste and recycling performance continued to be positive overall and preliminary Q1 data suggested a slowing in the increase in arising.

Headline data:

- 13% more waste arising (due in part to UoE's expanding portfolio)
- 40% less CO_{2eq}
- 47% less waste to landfill.

The quarterly breakdown indicated consistent progress, with a few anomalies partly resulting from major clear-outs and IGMM coming onto the waste stream. An increase in waste to incineration was being investigated. Recycling and reuse were up, with the exception of books and WEEE. Recovery increased in Q1, with recycling slightly down. Food continued to rise, with better segregation and more cafés coming on stream.

Notable achievements in this period included more reuse and more reuse routes, being shortlisted for an award, securing Zero Waste Scotland funding for a PC reuse project, landfill continuing to fall, new waste management and hazardous waste training being rolled out, a website refresh and better, more consistent communications. A Masters project on communications had yielded useful insight and there was potential for further student projects investigating waste arising.

Immediate next steps included finalising compositional analysis auditing, a “bin fullness” exercise, continuing to tackle difficult wastes and address storage issues, further engagement around reuse, contract tenders and policy updates. Key risks centred on cost and were mitigated through contract management and bin fullness exercises. The cost of waste in general was rising and had been built in to the 2016-17 planning round.

Members proposed a range of future changes including that reports expand to include financial data to give a better understanding of the financial implications and how these achievements were saving the University money. As three years of data was available, enabling trends to be analysed, resource efficiency targets could be considered, though the basis of these would need careful consideration. While current data was for the academic and support estate, SOAG requested that future reporting include Accommodation Services, despite concerns around data robustness, as any future Government targets would be set for the whole University.

Action – FR to do further work on scope, and meet with DG to discuss follow up action.

Post-meeting note: *follow up meeting on scope, financial data and target setting on 10 February.*

SOAG endorsed the paper for publication on the SRS microsite, along with relevant targets.

4 2014/15 Energy Annual Report + Q1

The Energy Manager gave an outline of 2014/15 emissions and Q1 performance for the whole estate including Accommodation Services. Gas and electricity were the main contributors, in particular non-CHP derived (grid) electricity, which had shown a slight decrease over the last two years.

The trend over the last three years (excluding UoE-owned vehicles and business travel) had been a reduction in carbon emissions levels despite institutional growth, with electricity emissions going down and gas emissions remaining constant. CHP heating and cooling had increased as expected as the Holyrood CHP took on more load. Non-CHP electricity and non-CHP gas had reduced, and CHP gas had increased, as expected. Water consumption was starting to show a downward trend as Residential Water had been corrected with Scottish Water at sector level.

The Energy Manager was confident the data was robust, as it was mostly fiscal, through CHP-controlled sources, and had been through a quality assurance process. The challenges lay in breaking it down to building level. 96% of electricity consumption was covered in the 20 top consuming buildings. The ultimate aim was to have robust data for the top 20-40 buildings, aligned to Colleges.

The meeting welcomed the positive trends but agreed that a revised format for reporting this complex information was needed. The Director of Finance proposed reporting in future using a grid which included all the data (including at a building level where available, even if this would mean some blanks) rather than qualifying the figures that were presented. This would give greater visibility of improvements year on year relative to targets and translate into planning. The key was to have a single narrative across the three elements of carbon, consumption and cost, with KPIs tracking across, presented in a consistent way.

Action – SRS to prepare a revised template for the Energy Manager to report into for energy and carbon issues.

5 SRS Programmes Update

C

SOAG noted a paper from the Head of Programmes reporting on 2014/15 and Q1 2015/16 performance of SRS programmes against seven agreed priorities.

Highlights included: increase in the number of Energy Coordinators (vital to achieving energy and carbon reduction targets); Green Gown award recognising sustainability achievements in laboratories; resource efficiency work on WARPiT, reuse opportunities around the University, and links to social enterprises and community engagement strategy; led or substantially contributed to saving or generating £650,000 over the last year; student placements taking a deep dive into fair trade work with real world impact.

Members encouraged greater use of data in compiling the report, to include total values, targets as a percentage of this, and an outline of how these would be achieved. This is linked to future longer term objectives for SRS that the University may wish to set.

6 Utilities Project Brief

D

The Director of SRS presented a paper outlining the programme of work and next steps towards achieving 10% reduction from business as usual during 2015-2017 from a 2014-15 baseline. Beginning with a project definition, the brief outlined broad areas for action, quantifying what could be achieved and identifying a lead in each responsible for delivery, and set out a series of assumptions.

As the data would not always be available the paper proposed a rule of thumb based on industry standards which could be proved to be reasonably robust. One assumption was that UoE would invest in 'spend to save' and a Sustainable Campus Fund was proposed as a mechanism to allow for this. The Head of SRS Programmes was following up on energy efficiency with Heads of Professional Services in each of the Schools.

SOAG endorsed the recommendations for onward transmission to SRS Committee and for approval at forthcoming capital projects and Estates Committee meetings in March.

7 Sustainable Campus Fund Proposal

E

SOAG endorsed a paper proposing a Sustainable Campus Fund to support carbon, cost and energy reduction projects across the University, following success of similar funds at US institutions and HEFCE's Revolving Green Fund, and linked to the 10% energy reduction target.

Members advised taking the proposal as a business case to Estates Committee on 23 March asking for £2.75M for specific projects offering a clear return on investment. While there were not large sums involved, these projects were important in terms of strategic objectives and the fund would help generate projects and greater engagement. These would then be screened and put forward to EC in bundles. The paper could be taken to the Capital Projects Group on 14 March as a dry run.

Action – All to share their comments before the revised version was submitted to EC.

Action – DG to follow up with PM, HE & GJ as required, and seek approval at forthcoming capital projects and Estates Committee meetings in March.

8 Climate Strategy Update

F

SOAG noted a progress report on the technical consultancy work supporting the Climate Strategy review.

The Lot 1 carbon modelling and scenarios tool required further data and development, but would be useful to better understand what carbon would look like in the future. The Lot 2 review of sector best practice was nearing completion and had highlighted a number of interesting initiatives. SRS were working with Finance to translate the Lot 3 business cases for renewables into suitable formats in advance of a paper to PSG on 22 February. It was noted that St Andrews had reported a business driver for their renewables investments.

Action – DG/PM to follow up with Andy Goor, Finance Director at St Andrews.

The new Climate Strategy would take a whole institution approach rather than focusing on operations, bringing in linkages to teaching and research, cross referencing what was being done on responsible investment, and aligning with the overall Strategic Plan.

ROUTINE ITEMS

- 9 Update on Sustainable Laboratories Activities** **G**
 SOAG noted the minute of 17 November 2015 including a report from the S-Labs Conference, a presentation on lab refurbishment at Strathclyde, an update on the Labs Implementation Plan and discussion on long-term strategic priorities and the future of the Group.
- 10 Utilities Working Group & Practical Plan Update** **H**
 SOAG noted the minute of 8 October 2015. Once the Utilities Brief was agreed this group would take work forward.
 Members proposed including a brief summary of sub-group meetings where necessary in place of tabling full minutes.
- 11 Any Other Business**
Green Gown Awards
 The Director of SRS attended the 2015 Awards Ceremony in Bristol on 26 November. UoE was shortlisted for four awards, winning in the category 'Facilities and Services' for the project 'Sustainable Laboratories – sharing best practice through peer learning'. This had been a collaborative project with Estates and CMVM. SOAG agreed the press release should be promoted on the University homepage.
Action – HE to follow up with the University Secretary and CaM on highlighting SRS issues.

ITEMS FOR FORMAL APPROVAL/NOTING

- 12 SRS Reporting** **I**
 SOAG noted an update on 2014/15 SRS Reporting. The standalone report had been scaled down as more of the narrative was integrated into the Annual Report & Accounts. The aspiration was to become more data rich, with more infographics and less text. The primary audience for the standalone report was staff and students attending SRS events and external stakeholders working with the department.
Action – MB to ask the Senior Vice-Principal to review the report.
- 13 Supply Chain SRS Risk Assessment** **J**
 The Assistant Director of Procurement presented an update on the proposed process for assessing SRS risks and opportunities in procurement and supply chains. UoE had been asked to trial the Sustainable Procurement Prioritisation Tool (SPPT). An initial trial focusing on ICT had been carried out, including a series of workshops, and findings fed back to the Scottish Government. The next major areas would be labs, estates, food, and travel. The new legal requirement would only apply to new contracts and were not required when procuring through a framework contract.
- 14 Mandatory Climate Change Reporting under Public Bodies' Duties** **K**
 The Head of SRS Programmes updated the Group on mandatory reporting from November 2016, findings from the UoE submission in pilot year 2015 and response to the consultation giving feedback on the template and validity of the questions.
- 15 Consultation responses to HM Treasury review of Climate Change Levy** **L**
 The Director of SRS introduced a summary of AUDE and UoE responses to HM Treasury proposals to simplify energy taxes, advocating for Climate Change Levy (CCL) exemptions to be retained. Significant change in the carbon fiscal landscape was anticipated.

UNIVERSITY OF EDINBURGH

MINUTE OF A MEETING of the Sustainable Information Technology Group held in the Elder Room, Old College on Friday 2 October 2015.**1 Welcome and Introductions**

The Convener welcomed attendees to the first meeting of the Group which included representation from across the University, both physically and in terms of function.

The purpose of the relaunched Group was to generate discussion on possible action in terms of SRS and IT. It was noted that proposed membership had grown during the lengthy pre-meeting phase, and now needed to be reduced.

Action – All to give feedback through the Secretary on appropriate membership for the Group, including any additions and signalling if any areas were over-represented.

2 Membership, Remit & Governance Arrangements

A

The Convener introduced a paper on representation, scope and strategic oversight for the relaunched Group. The key element was the proposed remit in section 3 - in particular reaching an understanding of the footprint associated with IT and identifying opportunities to make energy, carbon and cost savings to contribute to review of the University's Climate Strategy.

Attendees noted that setting targets for consumption per area and reporting progress against these could be potentially burdensome, and that representation on the Group may not be at the right level to secure such reports.

Members discussed the prevalence of personal devices, agreeing to include in the Group's remit all University-owned devices, and noting that impact would vary by item (e.g. the conflict minerals issue was strongest in relation to mobile phones). As with the business aviation issue, the best approach would be to offer guidelines and opportunities for staff to test internally.

The Group broadly endorsed the paper, agreeing to rationalise membership.

Action – All to provide feedback on the remit via the Secretary.

3 Climate Strategy Review Update & ICT Contribution

B

In the absence of the Climate Policy Manager, the Convener outlined the context for this update on Phase 1 of the Climate Strategy Review. In terms of the current Climate Action Plan adopted in 2010, while the University had performed extremely well in some areas (such as waste, transport and CHP), emissions continued to rise. Efforts were underway to investigate what could be done, without constraining institutional growth and ambition. Evidence was being gathered on best practice around the world and a carbon modelling tool was being developed. The CIO for Humanities and Social Sciences noted a premade tool used elsewhere in the sector that could be used to get a clear idea of UoE's current position.

Action – FM to share further information on the tool.

The aim was to get a sense of the real scale of the University's IT footprint, as well as potential pathways for improvement. As a first step, members agreed that it would be helpful to establish a baseline to understand how significant in carbon terms the various issues were. Members acknowledged that the Group could identify useful changes while accepting that emissions in this area might still increase.

It was recognised that there had been a lack of rigour with regard to boundaries, though work was ongoing to resolve this. The key was operational control and deciding what this would mean in terms of IT. Historically, UoE had tended to take the entire hit for shared services such as ARCHER, and changing this to a calculated portion was one option. Attendees noted that boundary questions should not be allowed to get in the way of UoE's contribution to society.

Action – follow up with members on baseline and boundary issues linked to carbon footprinting.

4 Sustainable ICT Procurement & Supply Chains

C

The Procurement Manager presented for discussion a paper on the Sustainable Procurement Prioritisation Tool (SPPT), highlighting some of the broad SRS issues which relate to ICT supply chains, and outlining how potential risks are managed.

The Scottish Government Procurement Reform Bill would mandate additional sustainability requirements and changes in reporting. A dummy run using the SPPT had been carried out and the paper proposed a further SPPT exercise to set priorities for the coming years. This session may be held off until after December when the tool would be finalised. The CIO, Humanities and Social Sciences had attended the first SPPT session, found it to be useful, was happy to attend in future and encouraged others to do so.

It was essential to ensure procurement at UoE captured the overall power consumption of equipment, whole life costing etc. which were not necessarily part of current procurement requirements. Attendees proposed adding fair phones as an option for University telephony, which could help boost UoE's ranking in the People & Planet league.

Action – GR to reflect on attendees at the last SPPT session, what range to aim for at the next session, and put a request back to the Group.

No additional workshop- verbal update.

5 ICT in the Context of Reuse

D

The Chief Information Officer, CHSS presented an update on internal and external reuse, including recommendations on hard drive wiping, which had arisen through discussions within the College on PCs that were no longer required. The paper identified barriers to PC reuse (secure data erasure, storage and time constraints) and how they might be overcome to make the process less onerous and drive greater reuse. It was proposed that UoE investigate the use of a commercial product to cleanse PCs to a set standard.

Attendees noted potential risks of cascading internally kit that was more than 5 years old as it was likely to be the least energy efficient and could be cheaper to replace purely on running costs (though the energy involved in producing the piece of equipment should also be factored in). Further thought could be given to whether existing equipment could be made to serve for longer, potentially by upgrading components rather than machines. While there were positive examples of internal reuse saving resources, and members were keen to retain the option of cascading internally, it should be recognised that older kit required more support.

Members discussed selling equipment to staff for use at home. Some areas had taken payment for peripherals (though not desktop machines due to data protection issues) in order to be able to keep track of these through the system.

Equipment approaching end of life was of significant value to charities, and excellent partnership arrangements were already in place. These partnerships had very specific requirements which the Waste and Environment Manager had been working on.

Action – MB to share the protocols that had been developed in this area.

The Group expressed universal support for the idea of doing more in this space, though further debate on the principles and priorities was needed.

Action – FM to reflect further on the key issues and a potential starting point, and report back to the Group following further discussion.

6 Conflict Minerals Policy

E

In the absence of the Research & Policy Manager, the Head of SRS Programmes presented this paper providing background on the development of a conflict minerals policy for the University and offering a draft of the policy to consider and potentially endorse.

SITG noted that the Chief Information Officer and Librarian to the University was broadly supportive of the policy, suggesting it be adopted and reviewed within the year. The intention was to start at the collective buying level, rather than focus on individual equipment. The issue highlighted deep implications within UoE supply chains. These issues generally began as voluntary before becoming mandatory. It was essential for the University to remain ahead of the curve and signal its position for the companies it does business with (though most companies UoE sources from have their own conflict minerals policies).

SITG members endorsed the draft policy. Once consultation was finalised it would be submitted to IT Committee and SRS Committee for approval.

7 2015-18 Framework Planning Exercise

The purpose of this facilitated planning exercise was to gather initial thoughts on SRS opportunities within ICT and where the Group was going to develop into an action plan.

Group 1 identified two main priorities: power efficiency and the circular economy. Developing a broad understanding of the University's IT footprint should be the first step. A review carried out last year found that half the spend associated with IT sits with Information Services and is centrally managed, the other half is distributed and devolved. Once a baseline was established the Group would be in a position to identify efficiencies. If included the Advanced Computing Facility (ACF) would dominate power use figures. The Group was advised not to look to ARCHER for further efficiency savings. These facilities delivered the ability to model, saving energy by running experiments digitally through simulations.

Group 2 focused on the baseline, data availability, and annual audits. Wireless could be used to map and monitor device usage levels. Guidance should be made available including information on the relative impacts of different pieces of equipment to drive positive behaviours. Devolving data and systems budgets could make a difference. SITG could promote a shift to paperless working and increase messaging on positive impacts.

Group 3 discussed the need for an energy consumption tracking tool to collate and analyse data, noting the JISC-funded IT Higher Education Energy Consumption Tool. SITG could look into intelligent power consumption agent software which could generate significant savings. An energy standby policy could be implemented for supported desktops. SITG could promote the introduction of other procurement options (e.g. fair phones as part of the telephony options on the procurement website). It was recommended that the Group seek a student representative.

Action – MB & CO to prepare a summary for circulation with the minutes.

Action – All to send any suggestions for a student member to the Secretary.

Action – JR to schedule quarterly meetings starting in January 2016.



Social Responsibility and Sustainability Committee

Friday 26 February 2016

Current & Potential Awards in the SRS Area

Description of paper

Given the Committee's extended scope, this overview paper has been prepared to stimulate discussion around existing awards in the SRS area and to identify the potential for initiating or extending involvement with parallel initiatives on SRS themes within the University and with partner organisations.

Action requested

SRS Committee is asked to note this initial scoping paper and consider next steps in terms of monitoring and extending involvement with other awards in the SRS area, including the Principal's Medals and The Edinburgh Award.

Recommendation

It is recommended that the Committee note and consider next steps.

Background and context

Awards schemes are one mechanism by which the University encourages staff and student communities to 'make a significant, sustainable and socially responsible contribution to Scotland, the UK and the world, promoting health, economic growth and cultural wellbeing' (Strategic Plan 2012-16). A target to increase the number of students who have achieved the Edinburgh Award to at least 500 was included in the Strategic Plan under the 'outstanding student experience' theme.

Having completed a review of its scope, membership and remit, endorsed by CMG on 1 September 2015, which realigned the strategic focus of the Committee to reflect other key areas of social responsibility, it is timely to reflect on awards as traditionally understood within the SRS area but also links to the other important areas in which the work of the University makes a socially responsible contribution, including community relations, widening participation, and equality and diversity.

Discussion

The primary initiative in this area has been the University's [Sustainability Awards](#) scheme, run annually since 2010, which has become the principal mechanism for engaging staff and students across the University in making working practices more sustainable. The initiative originated from the NUS Green Impact Awards, but has since become bespoke. The University continues to work with Green Impact/NUS Scotland to ensure equivalence, but is able to reflect the University's own multiple leading sustainability initiatives within criteria, positioning the Awards as the underpinning engagement initiative. Key practitioners within the University are consulted annually in the development of the criteria, to ensure they reflect current best practice. Teams work within one of four award categories: Office, Lab, Student Society or Student Residence, each with its own toolkit of specially designed criteria to encourage meaningful action. The toolkit for the Labs Awards is developed in conjunction with S-Lab. Every year teams make a big impact by finding new ways to conserve resources, create positive working and learning environments, fundraise for good

causes and build links with the surrounding community. Award winners receive recognition from senior members of University staff at an annual Awards ceremony. The SRS Engagement Manager is responsible for the delivery of the Awards and reports regularly to SOAG.

Other high profile awards of potential relevance include the Principal's Medals and the Edinburgh Award. The [Principal's Medals](#), first awarded in 2008, are one of the most important ways in which the University recognises staff and students who have made outstanding contributions to both the University and wider communities. The University now awards two Principal's Medals annually, usually at a graduation ceremony. The Exceptional Service Award recognises a staff member or team who have delivered exceptional service by devoting time and energy beyond what is expected of their position to supporting and serving the University community and mission. The [Contribution to the Community Award](#) honours staff members or students, as individuals or groups, who have played a key role in a project to the community they've worked, lived in or contributed to. It is recommended that SRS Committee/AP Community Relations be apprised of developments and, in considering initiatives coming to the Committee, be aware of the possibility of this activity giving rise to or supporting future nominations.

The [Edinburgh Award](#), piloted in 2011/12, gives recognition for involvement in student activities alongside study, including volunteering, part-time work, and wider community involvement. The Award programme wraps around these activities to enhance employability and help students get the most out of their experiences. Recipients are invited to an exclusive end-of-Award event, receive a certificate of recognition from the University and an entry on their Higher Education Achievement Report ([HEARs](#)).

Other University-wide internal initiatives worth tracking for possible linkages and collaborative working opportunities include [The Postcode Lottery Green Challenge Scholarships](#) for graduates who are entrepreneurially-minded and have a green business idea that they might eventually commercialise to pursue postgraduate study linked to sustainable business (e.g. MBA, MSc Entrepreneurship & Innovation, MSc Carbon Finance, MSc Carbon Management) and the [Chancellor's Awards](#), which recognise innovation, relevance, creativity and personal dedication in teaching and research, to support, promote and, where relevant, nominate positive examples around SRS themes. Similarly the [Principal's Teaching Award Scheme](#), running since 2007, should be kept under consideration as a potential source of funding to support or disseminate innovative SRS pedagogical projects aimed at enhance learning, teaching or assessment practices. The [Inspire Launch Grow Awards](#) offer financial support, advice and recognition for commercial or entrepreneurial applications for research, which may be applicable to social enterprises or research or technology-based businesses working in SRS areas. The staff [Contribution Award](#) could offer a vehicle to reward significant contribution to operational sustainability.

At College level, the [CHSS Recognition Awards](#), launched in 2014, should be monitored, particularly the categories 'Excellence in engagement with the wider community' and 'Most effective academic community-building initiative', and the College Research Awards, for outstanding PhD candidates if their research falls within the broad SRS area.

EUSA sabbatical representatives could advise the Committee of potential SRS linkages to the [EUSA Volunteering Awards](#), [EUSA Impact Awards](#) or [EUSA Teaching Awards](#), through student tutoring, projects, research or dissertations on SRS topics, SRS courses, global impact, or the support staff award for contribution to the student experience.

Additionally SRS Committee should be aware of potential linkages to external award schemes such as the [Undergraduate Awards Programme](#) which recognises creativity, excellence and innovative thinking within coursework at undergraduate level, [Athena SWAN](#), and the [Healthy Working Lives Award](#).

With the Fair Trade Steering Group standing down, SRS Committee could note the potential to take on responsibility for putting forward nominations to the annual [Scottish Fair Trade Forum](#) Fair Trade Awards which launched in 2013 to recognise campaigners committed to raising awareness on fair trade across five categories: Volunteer of the Year, Community, Innovation, Campaigner of the Year and Outstanding Achievement, as well as the [Lord Provost's Fair Trade Awards](#), launched in 2006 to recognise the difference that residents, businesses and schools make in promoting fair trade in Edinburgh and presented during Fairtrade Fortnight.

It is proposed that the SRS Department track, monitor, promote and support existing Award schemes in the SRS area, including making any pertinent nominations that arise from business coming to the Committee, as well as more general schemes where they overlap with the Committee's extended remit. Furthermore, efforts should be taken to identify and where possible fill gaps in this area. For example the recently launched [SRS Student Project Grant](#) and soon to be launched SRS Staff Project Grant, which provide small amounts of funding (up to £500) to support projects from the student and staff communities that improve campus sustainability and the University's environmental performance, reduce emissions and promote positive behaviour change. There may be potential for the Committee to set in motion parallel small-scale initiatives, such as launching a design challenge, open to students and staff, focused on small changes to lower the University's carbon footprint in its day to day work.

Resource implications

It is anticipated that any additional funds would be met from within existing budgets and demands on staff time integrated into departmental planning. Primary resource would come from the SRS Department.

Risk Management

Tracking and monitoring systems would be put in place to avoid duplicating activity.

Equality & Diversity

No Equalities Impact Assessment has been carried out as this scoping paper fits within a wider approach to social responsibility and no direct equalities risks have been identified.

Next steps/implications

An update on developments will be presented at the next Committee meeting in June.

Further information

Author & Presenter: Dave Gorman, Director of SRS, 5 February 2016

Freedom of Information

This is an open paper.

Appendix 1: Awards overview

SRS Related	University & College level	EUSA	External
The Sustainability Awards Offer an opportunity for staff and students to make a difference and contribute towards the University becoming more socially responsible and sustainable	Chancellor's Awards Recognise innovation, relevance, creativity and personal dedication in teaching and research. Three Awards annually: •The Award for Teaching •The Award for Research •The Rising Star Award	EUSA Teaching Awards Celebrate the best teaching on offer at UoE (potential linkages through student tutoring, research or dissertations on SRS topics, SRS courses, support staff award for contribution to student experience)	The Undergraduate Awards Programme Recognises creativity, excellence and innovative thinking within coursework at undergraduate level (Potential linkages depending on topic)
Principal's Medals Recognise both support and academic colleagues or current students who have made outstanding contributions to both the University and wider communities. Exceptional Service Award - recognises a staff member or team who have delivered exceptional service by devoting time and energy beyond what is expected of their position to supporting and serving the University community and mission. Contribution to the Community Award - honours staff members or students, as individuals or groups, who have played a key role in a project to the community they've worked, lived in or contributed to	Principal's Teaching Award Scheme Provides funding to support learning and teaching enhancement	EUSA Impact Awards Celebrate outstanding projects and people within Student Representation, EUSA Global and Peer Learning and Support. • Global Impact Abroad • Global Impact at Home • Best PAL Scheme • Best Peer Support Group • Outstanding Class Representative • Outstanding Elected Representative • Best Student-Staff Collaboration • Outstanding Student Leader • Best New Project • Most Innovative Project	Athena SWAN Supporting women in science, engineering and technology, and in the arts, humanities, social sciences, business and law, and in professional and support roles, and for trans staff and students
The Edinburgh Award Gives recognition for involvement in student activities alongside study (volunteering, part-time work, and getting involved in the University community)	Inspire Launch Grow Awards Recognising staff and students with exceptional entrepreneurial talent	EUSA Volunteering Awards Celebrate the contribution volunteering makes to UoE	SFTF Fair trade awards Annual Scottish Fair Trade Forum Fair Trade Awards across five categories: Volunteer of the Year, Community, Innovation, Campaigner of the Year and Outstanding Achievement
The Postcode Lottery Green Challenge Scholarships UoE + Postcode Culture Trust offer scholarships for postgraduate study linked to sustainable business, particularly those graduates who are entrepreneurially-minded and have a green business idea that they might eventually commercialise	CHSS Recognition Awards Honour outstanding contributions by staff employed within CHSS. •Susan Manning Award for an outstanding mentor •Excellence in engagement with the wider community •Outstanding leadership •Outstanding collegiality •Most effective academic community-building initiative •Most outstanding team •Outstanding contribution to the student experience		The Lord Provost's Fair Trade Awards Acknowledge those who have gone the extra mile to support and promote Fair Trade in Edinburgh • Fair Trade Achievement • Fair Trade Faith Community • Fair Trade School • Fair Trade Newcomer • 'Small is Beautiful'
SRS Student Project Grant / Staff Project Grant Provide funding up to £500 to encourage the development or maintenance of projects or initiatives that improve campus sustainability and the University's environmental performance, reduce emissions and promote positive behaviour change	College Research Awards To support PhD research		Healthy Working Lives Awards Recognises the University's commitment to enhancing health and wellbeing in the workplace



SRS Committee

26 February 2016

SRS Reporting

Description of paper

The purpose of this paper is to update SRS Committee members on 2014/15 Social Responsibility and Sustainability (SRS) Reporting.

Action requested

SRS Committee is invited to note the paper and share any thoughts or comments which can be integrated into future years.

Background and Discussion

The University of Edinburgh reports annually on its Social Responsibility and Sustainability (SRS) performance.

For 2013/14 we included SRS content in the University's Annual Report and Accounts and also produced a 14 page standalone document with additional metrics and data.

For 2014/15 we have also included SRS content in the University's Annual Report and Accounts and will only produce a shorter summary as a standalone document with other content online.

- University Annual Report and Accounts were published in December 2015.
 - Pages 24 to 31 focus on Social Responsibility and Sustainability http://www.accounts.finance.ed.ac.uk/sites/default/files/UOE_Annual_Report_and_Accounts_2014-15.pdf?dm_i=2YP3,5AYV,2K3OAA,FO88,1#page=28
- SRS Report 14/15 Microsite and Standalone SRS Summary (4 pages / A3 folded) have been prepared based on information collated. See <http://www.ed.ac.uk/about/sustainability/governance-publications-reports/reports/2014-15>

Staff and students and other external stakeholders are interested in seeing the sustainability reporting and hence a standalone summary document to report performance and practice is beneficial and can help with multiple reporting needs. Within the website we can also provide linkages to additional case studies and stories that celebrate our achievements.

Equality & Diversity

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

Further information

Michelle Brown, Head of SRS Programmes, February 2016

Matthew Lawson, Programmes Manager, February 2016

Freedom of Information This is an open paper.