THE UNIVERSITY *of* EDINBURGH

Social Responsibility and Sustainability Committee

Thursday 16 March, 10am

Elder Room, Old College

AGENDA

1   Minute   **A**
  To *approve* the minute of the previous meeting on 17 October 2016

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

STRATEGIC AND SUBSTANTIVE ITEMS

3   SRS and the Curriculum   **B**
  To *discuss* and *endorse* a paper from the Assistant Principal Community Relations

4   Community Engagement Strategy Update   **Verbal**
  To *note* and *discuss* a progress report on implementation of the Strategy from the
  Assistant Principal Community Relations and Head of External Affairs

5   Widening Participation Update   **C**
  To *note* and *discuss* a paper from the Head of Widening Participation

6   Measuring the Social Impact of the University   **D**
  To *note* and *discuss* a paper from the Head of Strategic Performance and
  Research Policy

7   University Climate Change Strategy 2016-2026   **E**
  To *discuss* and *endorse* a paper from the Director of SRS

8   Investing for Good- The Case for Social Finance Investment   **F**
  To *discuss* and *endorse* a paper from the Director of SRS

9   SRS Strategy Review Update   **G**
  To *note* and *discuss* a progress report from the SRS Programme Manager

ITEMS FOR FORMAL APPROVAL/NOTING

10   ESSA Project Report   **H**
  To *receive* a report from the SRS Programme Manager

11   SustainEd Festival 2017   **Verbal**
  To *receive* a presentation from the Students' Association VPS

12   Any Other Business   **Verbal**
  To *consider* any other matters from Group members including:

- Update on new sabbatical roles

- University Procurement Strategy

A

UNIVERSITY OF EDINBURGH

MINUTE OF A MEETING *of the Social Responsibility and Sustainability Committee held in the Raeburn Room, Old College on Monday 17 October 2016.*

Present:	Pete Higgins (in chair), Dean of Students, CHSS
	Karen Bowman, Director of Procurement
	Michelle Brown, Head of SRS Programmes
	Laura Cattell, Head of Widening Participation
	Moira Gibson, External Affairs Manager, Communications & Marketing
	Dave Gorman, Director of Social Responsibility and Sustainability
	Gary Jebb, Director of Estates
	Jenna Kelly, EUSA Vice President Services
	Lesley McAra, Assistant Principal Community Relations
	Jane Norman, Vice-Principal People and Culture
	Janet Philp, Joint Unions Liaison Committee
	Heather Rea, Project Lead, Beltane Public Engagement Network
In attendance:	Joe Farthing, SRS Communication Manager, for item 6
Apologies:	Charlie Jeffery (Convenor), Senior Vice Principal
	Gavin Douglas, Deputy Secretary Student Experience, USG
	Hugh Edmiston, Director of Corporate Services
	Zoe Lewandowski, Director of Human Resources
	Phil McNaull, Director of Finance
	James Smith, Vice Principal International

1 In the absence of the Senior Vice-Principal, the Vice Convenor chaired the meeting. **A**
Members welcomed incoming EUSA VPS Jenna Kelly. The Vice Convenor noted
impending changes to roles, with AP Community Relations taking on the vice-
convenorship in the new year.

The minute of the meeting on 2 June 2016 was approved as a correct record.

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

STRATEGIC AND SUBSTANTIVE ITEMS

3 University Climate Change Strategy 2016-2026 **B**
SRS Committee noted the University's Climate Change Strategy 2016-2026, approved
by CMG on 30 August and Court on 26 September. The strategy would be launched at
an evening event at ECCI in late November, with mini-launches on each campus. Local
MSPs and NGOs would be notified. A three-year Implementation Plan would be
developed and presented to the Committee. A renewables group chaired by the Director
of Finance would report back in summer/autumn 2017.

Members recommended that greater mention be made of activity in the Schools, the
MSc Carbon Management, and the Sustainable Development degrees.

4 University Procurement Strategy 2016 **C**
The Committee endorsed the University Procurement Strategy 2016, to be formally
approved by Court and made public by 31st December 2016 in accordance with the new
procurement law. The work of the procurement risk management executives (PRiME)
would continue. The strategy would be reviewed annually and supporting materials
(including action plans and KPIs) would inform future reports to SRSC.

5 SRS Strategy Review **D**
SRS Committee endorsed a project plan for review of the SRS Strategy 2010-20. The
project would run from October 2016, intending to publish a revised strategy in spring

2018. The Committee would oversee review and development, with the SRS Department responsible for coordination and management.

Members recommended that the plan be tied in to new legal obligations, align closely to existing strategies, and make use of expertise within the Schools on the theory, research and practice of SRS. Members noted the intention to seek a Court seminar in late 2017.

<u>Action – DG</u> to remove the reference to the Rector, and ensure Estates Committee were consulted.

6   **SRS Staff & Student Surveys and Response**   **E**
The SRS Communication Manager presented an overview of findings from the SRS Staff and Student Surveys, carried out in spring 2016 to inform future programming and reporting. Priority areas included treatment of staff and employed students, equality & diversity, widening participation, and free drinking water.

SRS would create responses to priority issues, increase promotion of Warp-it, Be Sustainable training, the Switch campaign & Energy Coordinator role, review drinking water feedback and run the surveys again next year.

<u>Action – GJ</u> to investigate drinking water provision with EUSA and SOAG.

Post meeting note: GJ to fund an internship in early 2017, agree with EUSA and SRS.

<u>Action – JF</u> to circulate findings in full, included weighed priorities for the highest impact areas.

<u>Action – All</u> members with questions on methodology or data analysis to contact JF.

7   **SRS Programmes Q4 Report 15/16**   **F**
The Committee noted the Annual SRS Programmes Report against 7 priorities: carbon and energy savings; resource efficiency; supply chain SRS; responsible investment; localised advice and projects; community / public engagement; and links to learning and teaching. Outcomes and outputs were tied to KPIs, including the 10% energy saving target.

Members urged that energy issues should continue to have a high priority, having the greatest immediate impact. Responsible investment was identified as a priority due to its reputational impact.

8   **Community Engagement Strategy: Progress Report**   **G**
Members discussed a paper from the Assistant Principal Community Relations and Head of External Affairs on activity undertaken in line with the three key aims of the Community Engagement Strategy approved in February: building relationships between University, city and communities; enhancing community relations through research, teaching and learning; and enhancing interaction and understanding between the University and its communities.

A news item on the Community Engagement Strategy had been published on the University homepage, UoE had signed up to the Scottish Government social impact pledge, a workshop for Community Engagement practitioners was held in June and for SRS Committee members in October which helped build a business case for resources to collate baseline data.

<u>Action – LM & MG</u> to report back on progress at the next meeting.

Post-meeting note: to be discussed under item 4 - 'Community Engagement Update'.

9   **SRS Annual Report 2015/16 and Key Narratives/Themes for 2016/17**   **H**
SRS Committee approved the 2015/16 Annual Report and key narratives and themes for 2016/17. Members recommended incorporating outcomes from the staff and student surveys.

<u>Action – DG</u> to highlight on p115 that 53% of total procurement spend was with SMEs.

Action – LC to liaise with Julia Simon on initial findings due in the next six months.

Action – All to share further feedback on priorities to autumn 2017.

10   Modern Slavery   I

The Committee endorsed the University's statement in relation to the Modern Slavery Act 2015. UoE had a legal duty to report on policy and due diligence to ensure it was not complicit in its own operations or across its supply chain.

Members acknowledged that the University, as a large organisation networked and drawing goods and services across the world, did not have the resource to give full assurance on modern slavery in its supply chains. It was recommended that the statement be shortened, that the comment section make clear that UoE was committing to an outcome, and "we have in place systems" be amended to indicate that while UoE had aspirations, these systems were not as yet in place.

Action – MB and KB to adjust the text and take the statement on to CMG, PRC and Court.

ITEMS FOR FORMAL APPROVAL/NOTING

11   Measuring Performance & Sustainability Benchmarking Update   J

The Head of SRS Programmes updated the Committee on development of an internal benchmarking framework to measure and support SRS performance across academic schools and support groups. SRS participated in a range of benchmarking across the University and the sector. AUDE was looking at the methodology for environmental metrics around estates. UoE was an active participant in the People & Planet Green League and a finalist in the Green Gown Awards. SRS, Estates and Finance were working with the Business School to develop an internal benchmarking project.

Action – MB to follow up with PH on SRS issues in learning, teaching and research.

Action – All members to share their feedback with the Secretary.

12   Staff Training, Learning & Development for SRS   K

SRS Committee noted a project report from the Vice Convenor on SRS training and professional development opportunities for UoE staff. Members emphasised the importance of including SRS issues in staff induction. The University-wide SRS course previously discussed by the Committee was about to be delivered. The ultimate aim was for this course to be mandatory.

The Committee recommended that the course should be practical, taking a 'deeper dive' to show why SRS issues were important to the University, then focusing on how this fitted within individual roles. Members noted the range of change initiatives happening and that any course should be developed to fit within other priorities.

Action – MB & PH to review proposals and come back to the Committee with a considered view.

Action – PH to consult with the Vice-Principal People and Culture and Heads of School.

13   Embedding SRS Issues into Learning & Teaching: The development of an optional   L
on-line undergraduate course

The Committee noted a proposal paper from the Vice Convenor on development of an online optional course embedding SRS into the curriculum, to run from January 2017.

Action – PH to report to and back from Learning and Teaching Committee.

Action – CJ to write to Heads of School to ensure staff were aware of the course.

14   Any Other Business

No items raised.

Social Responsibility and Sustainability Committee

Thursday March 16th 2017

Social Responsibility and Sustainability: Curricular and Co-Curricular Pathways

Description of paper
1. This paper sets out a vision for the further integration of SRS issues into the wider cross-University curriculum. It has been developed in discussion with a range of colleagues across the University with strong research interests in SRS (see appended list), and builds on the Social Enterprise pathway being implemented in 2016/17 as part of the University's Social Impact Pledge[1]. The paper is for discussion.

Action requested
2. The SRS committee is asked to review the contents of the paper and approve the pathways.

Recommendation
3. As per point 2 above

Background and strategic context
4. In January 2017, the Senate Learning and Teaching Committee agreed the final version of the *Learning and Teaching Strategy* (led by the Senior Vice-Principal). Two elements of this strategy are to: support a culture of active and engaged students by providing varied opportunities for independent and student-led learning within and beyond students' main programmes of study; and develop opportunities for experiential learning on campus, in the community, and in businesses and other organisations, nationally and internationally[2]. The University Strategic Plan[3] (*Delivering Impact for Society*, 2016) highlights the qualities of the engagement that we should be seeking with external groups namely that: engagement should 'empower local communities'; and the 'city's local needs [should] influence our core activities'.

5. The University's strategic commitments align with those of the Scottish Government, in particular the ambition to build community participatory capacity (as specified in Part 10 of the Community Empowerment [Scotland] Act 2016[4]) and in the delivery of the National Outcomes related to SRS: 'we live in well-designed sustainable places'; 'we have strong resilient and supportive communities'; 'we value and enjoy our built and natural environment'; and 'we reduce the local and global environmental impact of our consumption and production'[5].

6. Within the University two working groups have been set up under the aegis of the Assistant Principal Research-Led Learning, which are reviewing curricular wide courses in the University and ways of better embedding research into learning and teaching (with the aim of up-skilling students beyond their core discipline, and enhancing their employability).

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[1] http://www.communityscot.org.uk/social-impact-pledge/who-has-made-pledge/pledges-made-so-far/university-edinburgh/

[2] http://www.ed.ac.uk/files/atoms/files/agendapapers20170125.pdf

[3] http://www.ed.ac.uk/governance-strategic-planning/strategic-planning/strategic-plan

[4] http://www.legislation.gov.uk/asp/2015/6/pdfs/asp_20150006_en.pdf

[5] http://www.gov.scot/About/Performance/scotPerforms/outcomes

Additionally these groups are reviewing extant barriers to cross-University delivery of courses including: income attribution models; mechanisms for course approval; and practical issues relating to boards of examiners. The pathways model, however, offers some quick wins to the University, given that it draws on existing courses and modes of pedagogy, and can be mobilised immediately. The Social Enterprise pathway has already resulted in an exponential growth in activity including: new courses to be run by the Business School from 2017/18, led by Winston Kwon (Chancellor's Fellow); new/extended student social entrepreneurial projects (for example ECO-SET – solar hubs in refugee camps, and ETC.2 a partnership between IKEA and ECA fashion students); a grant application, of some £150K, to the *European Social Innovation Fund* in partnership with Edinburgh Social Enterprise and the Charteris Community Centre; and strong interest from potential sponsors – currently being nurtured by Development and Alumni.

7. Stanford University one of our global competitors with a high profile in public service, currently offers a suite of 'Cardinal Courses' for students, delivered through its Haas Centre, aimed at contributing to a more 'just and sustainable world'[6]. Our proposed pathways have been constructed to link more firmly into world leading research programmes. They will give all students across the University (no matter their degree programme) the opportunity to learn more about social responsibility and sustainability and, crucially, build core competencies to enable affirmative action, as part of their Edinburgh experience.

Discussion
8. It is proposed that the pathways model be extended from social enterprise to include four additional themes linked to SRS: sustainability; global citizenship; leadership through innovation; and design for well-being. The stages of the new pathways models are set out in table 1 below. As with the social enterprise pathway, the models aim to align extant activities and courses more effectively in support of a truly developmental approach through the student life-cycle. They involve: a series of workshops for students interested in learning more about SRS issues; a curated portfolio of courses building skills and knowledge which can be taken as electives within degree programmes and opportunities to undertake SLICC project work (based on reflective learning and a portfolio mode of assessment) linked to thematic activities; a programme of placements and mentoring, with involvement from Alumni; a capstone community-based project (undertaken over one year as part of a new SRS Edinburgh Award) supervised by the Assistant Principal Community Relations in collaboration with SRS. The students who have completed the capstone project will receive their awards at the annual SRS ceremony and the pathway accreditation will be included in their Higher Education Achievement Record.

Resource implications
9. The pathways can be met within existing resources, but they will require articulation between a number of key appointments across the University (including the Assistant Principals Community Relations and Research-Led Learning, the SLICCs Course Organiser and the Course Organisers of the portfolio courses) as well as the mobilisation of support for the models from Schools; the Department for Social Responsibility and Sustainability; and the Careers Service (specifically re the Edinburgh Award).

Risk Management
10. The University and its distributed communities have much to gain from a campus which nurtures partnership working and student experiential learning. Indeed there could

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[6] https://haas.stanford.edu

be significant reputational risks should we choose not to develop an integrated support strategy for such activity. Because it builds on existing strengths, the pathways set out below, are low in risk and offer efficiencies in terms of resource deployment. Aligning an Edinburgh education with a wider SRS and community engagement strategy will play a key role in developing a greater sense of identity and purpose amongst our student body, with attendant benefits to the community at large.

Equality & Diversity

11. An Equality Impact Assessment has been undertaken. Greater support for an integrated programme of SRS learning and teaching accessible to all students will enhance equality of opportunity and make a positive contribution to the wider community.

Next steps/implications

12. Subject to the outcome of discussions at the SRS committee, this paper will be presented for approval at both the Learning and Teaching Policy Group and the Senatus Learning and Teaching Committee. Once final approval is given, advertising and recruitment to the pathways activities will be undertaken during induction week by the SRS Department in collaboration with the AP Community Relations and the new community engagement project manager. The Assistant Principal Community Relations will be responsible for overseeing the implementation of the pathways, including consultation with the Schools providing their course-based components and the Careers Service. She will also work closely with EUSA in terms of communicating and supporting the implementation of the pathways.

Consultation

13. The pathways have been discussed with the following individuals and groups:

Prof Pete Higgins (Moray House)
Prof Andy Kerr (ECCI)
Prof John Lowry (ECA)
Prof Jonathan Silvertown (Biological Sciences)
Prof Karen Forbes (ECA)
Dr Winston Kwon (Business School)
Prof Stephen Osbourne (Business School)
Prof Dave Reay (AP Global Environment and Society)
Dr Liz Grant (AP Global Health)
Prof Fiona McKay (HoS School of Social and Political Science)
Prof Charlotte Clark (HoS Health in Social Science)
Dr Simon Riley (Medicine)

Dr James Stewart (School of Social and Political Science)
Prof Ewan Klein (Informatics)
Prof Wendy Loretto (HoS Business School)
Gavin McCabe (Careers Service)
Shelagh Green (Careers Service)
Dr Andy Cross (Geosciences)

CAHSS Employability Network
Global Environmental Academy Management Board
CAHSS KE Network
Beltane Threshold's Network
Community of Practice (Community Engagement)

Further information

14. Author and Presenter
Professor Lesley McAra
Assistant Principal Community Relations
March 2017

Freedom of Information

15. Open

Table 1: Social Responsibility and Sustainability: Curricular and Co-Curricular Pathways

Key stages	Sustainability	Global Citizenship	Leadership through Innovation	Design for Well-being
1. Awareness raising	Annual 'Taster' workshop series in collaboration with SRS and linking to events run by the Global Environment Academy	Annual 'Taster' workshop series in collaboration with SRS and linking to events run by the Global Justice Academy	Annual 'Taster' workshop series in collaboration with SRS and linking to events run by the Business School and Informatics	Annual 'Taster' workshop series in collaboration with SRS and linking to events run by ECA, the Global Academies in Environment, and Health
2. Knowledge, skills development and 'mindset' Students with a strong interest in one of the SRS pathways themes select from a suite of courses as part of electives within their curriculum*, for additional credit*, or on an auditing (attendance only) basis†.	(i) Our Changing World (level 8) * † (ii) SRS online course (level 8) * † (iii) Sustainability, Society and Environment (level 8) * † (iv) Sustainable Development 1a: Introducing Sustainable Development (level 8)* * † (v) Sustainable Development 2a: Perspectives on Sustainable Development(level 8) * † (vi) SLICC on sustainability: reflective research project on a theme linked to sustainability ; or reflective learning from involvement in EUSA volunteering initiative linked to sustainability (at level 8)* At a more advanced level enable: (vii) Placements with NGOs, with reflective learning as part of dissertation research at UG or PGT level, or as part of a SLICC (at level 10 or 11) * Further opportunities: (i) Utilise EUSA's Volunteering database to provide volunteering opportunities linked to sustainability issues (ii) Reflective learning in the co-curriculum via the Edinburgh award	(i) Our Changing World (level 8) * † (ii) SRS online course (level 8)* (iii) Introduction to Community Education (level 8) * † (iv) Politics in a Changing World: An Introduction for non-specialists (level 8) * † (v) International Development, Aid and Humanitarianism (level 8) * † (vi) SLICC on citizenship: reflective research project on a theme linked to citizenship; or reflective learning from involvement in EUSA volunteering initiative linked to citizenship (at level 8)* At a more advanced level enable: (vii) Placements with NGOs, with reflective learning as part of dissertation research at UG or PGT level, or as part of a SLICC (at level 10 or 11) * Further opportunities: (i) Utilise EUSA's Volunteering database to provide volunteering opportunities linked to sustainability issues (ii) Reflective learning in the co-curriculum via the Edinburgh award	(i) Our Changing World (level 8)* † (ii) SRS online course (level 8) * † (iii) Fundamentals of Innovation-Driven Entrepreneurship(level 8) * † (iv) Innovation and Entrepreneurship (level 8) * † (v) Introduction to Entrepreneurship (level 8) * † (vi) SLICC on leadership through innovation: reflective research project on a theme linked to innovation ; or reflective learning from involvement in EUSA volunteering initiative linked to innovation (at level 8)* At a more advanced level enable: (vii) Placements with NGOs, with reflective learning as part of dissertation research at UG or PGT level, or as part of a SLICC (at level 10 or 11) * Further opportunities: (i) Utilise EUSA's Volunteering database to provide volunteering opportunities linked to sustainability issues (ii) Reflective learning in the co-curriculum via the Edinburgh award	(i) Our Changing World (level 8) * † (ii) SRS online course (level 8) * † (iii) Data, Design and Society(level 8) * † (iv) Contemporary Issues in Health and Wellbeing (level 8) * † (v) Learning from the Lives of Others (level 8) * † (vi) SLICC on design for well-being: reflective research project on a theme linked to design; or reflective learning from involvement in EUSA volunteering initiative linked to design (at level 8) At a more advanced level enable: (vii) Placements with NGOs, with reflective learning as part of dissertation research at UG or PGT level, or as part of a SLICC (at level 10 or 11) * Further opportunities: (i) Utilise EUSA's Volunteering database to provide volunteering opportunities linked to sustainability issues (ii) Reflective learning in the co-curriculum via the Edinburgh award
3. Mentoring and placements	Formal scheme based on a mentoring bank from local and global NGOS with possibility of short-term placements and/or shadowing	Formal scheme based on a mentoring bank from local and global NGOS with possibility of short-term placements and/or shadowing	Formal scheme based on a mentoring bank from local and global NGOS with possibility of short-term placements and/or shadowing	Formal scheme based on a mentoring bank from local and global NGOS with possibility of short-term placements and/or shadowing
4. Capstone project	Group project co-produced with community groups	Group project co-produced with community groups	Project co-produced with community groups	Group project co-produced with community groups

Social Responsibility and Sustainability Committee

16 March 2017

Measuring the Social Impact of the University

Description of paper
1. This paper outlines early stage plans for developing a social impact measurement for the University.

Recommendation
2. The Committee is invited to note the paper and provide any feedback to Governance and Strategic Planning.

Background and context

Strategic Plan 2016
3. The University's Strategic Plan 2016[1] is titled 'Delivering Impact for Society' and the concept that the university exists to create broad social benefit is embedded in our Vision statement:

   'We deliver impact for society. As a truly global university, rooted in Scotland's capital city, we make a significant, sustainable and socially responsible contribution to the world.'

4. The concepts of global and local benefit are also highlighted in two of the Strategic Plan's development themes: 'Influencing Globally' and 'Contributing Locally'.

5. The University has in the past measured its economic impact, most recently in 2014 when Biggar Economics assessed the economic impact of the University on the UK and beyond. However, the social impact of the university – its positive or negative impacts on different groups of people, in different dimensions[2] – is less well understood.

Strategic Plan performance measures
6. Governance and Strategic Planning have been leading on the development of a suite of performance indicators to monitor progress against the Strategic Plan aims. The overall framework has been agreed by Court at its 6 February 2017 meeting, at which Court also received information on various measures for which data is readily available. Economic and social impact were highlighted as measures that should be developed further in the framework.

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[1] http://www.ed.ac.uk/governance-strategic-planning/strategic-planning/strategic-plan
[2] Definition of social impact adapted from http://www.socialimpactscotland.org.uk/understanding-social-impact/

Discussion

7. Governance and Strategic Planning intend to renew the model used to assess the economic impact of the university through an open tender process, which will be initiated in the next few months. The intention is to procure a model which is open to changing inputs – such as investments in new areas - to assess likely economic impacts. The previous reports, by Biggar Economics, have been static reports of the estimated economic impact of the university in terms of the GVA and jobs created by our activity.

8. In parallel, we will work with academic and support group colleagues from within the University to scope out what social impact measurement for the university should mean. While there are external consultants who carry out social impact assessments, there are also academic experts within the university who we expect will be able to give clearer guidance on the dimensions of social impact, potential areas of focus, and how best to go about the assessment.

9. Our initial plan is to organise a workshop of academic experts in the late spring 2017, to scope the possible elements of social impact that we explore further, what indicators should be used to assess impact, and the best mechanism for taking this forward.

10. As the total social impact of the University may be very broad, one suggestion so far is that we focus initially on the social impact of the University on the city of Edinburgh. This is an attractive option, as it would allow close alignment with the Community Engagement strategy and the measures of success identified within this strategy. If the approach is successful this could be expanded to and enable a piloting of an approach to social impact, which could then be expanded to wider geographic areas.

Resource implications

11. At present, the initial work on social impact proposed is exploratory, and the costs of this will be met from existing budgets. If, through the workshop and further exploratory work, we identify that a larger project is required it is likely that additional budget would need to be requested.

12. The costs of the economic impact model will be met from within an identified Governance and Strategic Planning budget.

Risk Management

13. Having a better understanding of the social and economic impact of the University, and how changes in our activities and investments will affect the impact that we have, will enable a better understanding of the risks to our reputation, finances, people and culture.

Equality & Diversity

14. A measurement of social impact will help the university understand the impacts that it has on different groups of individuals with different protected characteristics and socio-economic backgrounds.

Next steps/implications

15. The next step is to work with the Schools of Law and Social and Political Science to identify academics with expertise in this area; and to set up a workshop to scope the possible elements of social impact that we explore further, what indicators should be used to assess impact, and the best mechanism for taking this forward. Following this workshop an assessment of the costs of different approaches to assessing impact will be carried out and a project plan developed.

16. In parallel, during Spring and Summer 2017 we will procure an economic impact model.

Consultation

17. The proposals outlined above have been discussed with the Director of Social Responsibility and Sustainability, the Head of SRS Programmes, the Assistant Principal Community Relations and Senior Vice Principal. We have also made initial contact with the Heads of Schools of Law and Social and Political Science.

Further information

18. Pauline Jones or Jennifer McGregor, Governance and Strategic Planning.

Freedom of Information

19. This paper is open.

Social Responsibility and Sustainability Committee

16 March 2017

Next Steps: The University of Edinburgh Climate Change Strategy 2016-2026

Description of paper
1. This paper provides a brief update on next steps for the implementation of the University's recently agreed 10-year climate strategy.

Action requested
2. This paper is for comment and agreement.

Discussion

1. Introduction

3. After an extensive period of evidence gathering, best practice review and emissions and target modelling, the University agreed its new climate strategy in autumn 2016. The strategy was successfully launched with events across each campus and with a positive reception from staff, students and stakeholders.

4. This paper sets out key next steps over 2017-2020 to begin to make the strategy real in practice including an implementation plan, integration into the strategic plan monitoring framework, actions on IT, travel, waste, energy management, design standards and renewables.

5. As a reminder the key targets are:

- **We will reduce our emissions of carbon per £ million turnover by 50% from a 2007/8 baseline year by 2025.**
- **We will return our carbon emissions to 2007/08 baseline year levels by 2025.**
- **We will become a net zero carbon university by 2040.**

2. High Level Implementation Plan

6. A three year **Implementation Plan, 2017-2020**, will be finalised by summer 2017, setting out our initial view of critical steps and timeframes for programmes integral to achieving both the Climate Change Strategy targets and the overall approach. We are committed to delivering the Strategy through a whole institution approach, which relies on a wide range of effective measures, and we highlight key initial projects and proposed upcoming key dates here.

Area of action	Key project(s)	Key dates
Research, learning and teaching	Action for the Climate campaign Course and career offerings in climate change University as a living lab	**October 2016:** Increased activity at strategy launch and following **End December 2016:** Mapping of further opportunities completed **Summer 2017:** Further work to fully define approach including working with global academies
Energy reduction and positive behaviours	Sustainable Campus Fund Longer-term approach to energy targets Sustainable Travel Advice	**October 2016:** Official launch **Summer 2017:** Year 1 report on progress **Summer 2018:** Deliver 10% reduction target subject to funding and capacity to deliver identified savings Ongoing energy behaviour change programmes supported by improved data and feedback **During 2017**- Map out longer term approach, targets and options as review of energy function concludes **Summer 2017:** Finalise draft advice and launch 'socialisation' process and campaign
Estates development	Sustainable Design Principles	**Winter 2016-17:** Agree approach and plan for review **Summer 2017:** Aim for firm recommendation on way forward for building standards including labs
Renewables investment	Renewables Task Group	**Winter 2016:** Group formation, aiming to report **summer/autumn** 2017.
Adaptation planning	Strategy development	**Summer 2017:** Prepare initial adaptation assessment framework (TBC)
Growing partnerships	Sector-wide engagements	**Summer 2017:** strategy for partnership working completed
Integration into Strategic Plan Monitoring	Agree metrics and reporting deliverables Undertake further modelling on pathways 2016-2025	**Early 2017:** Agreed metrics and reporting **Autumn/winter 2017:**Agree proposed pathways and milestones
Internal Opportunities Identification	Programme of presentations and discussions	**Early 2017:** Programme of presentations and discussions to highlight new strategy **Summer 2017:** Consolidate joint working opportunities into 3-year implementation plan
Carbon appraisal	Carbon appraisal in developments and refurbishments	**Summer 2017:** Confirm approach to simple carbon appraisal of estate developments and refurbishments

3. Renewables Review Group

7. The group has commenced its work and is aiming to report late summer/early autumn. There is a balance to be struck between ensuring a suitably robust evidence base is prepared, engaging with the broader university community, ensuring options are robust and completing to a reasonable deadline.

8. The initial focus of the group has been on evidence gathering and preparing an assessment framework, with a need to then consider possible options and the cost, carbon and broader implications for stakeholders, university objectives and public policy. Discussions at a high level with Scottish Ministers are anticipated once the broad shape of proposals are clearer. Following the group's report, and depending on whether its recommendations are agreed, a substantial programme of further assessment, development and implementation is likely to be required, extending over a 5+ year horizon.

Resource implications

9. Achieving new absolute carbon reduction targets will require investment in renewables and carbon offsetting in the longer term. Some changes (building design, energy reduction, travel, IT) may require investment but should represent sound financial investments in their own right. Staff resource will be required from across the university to implement the plan but should come from within existing resources (primarily from Corporate Services Group but with input from ISG, USG and Colleges in specific areas). Initial energy reduction activity will be funded from the recently agreed 3-year sustainable campus fund.

Risk Management

10. As with other risks to be managed, managing our carbon will first require prevention before looking towards offsetting the risk. Not addressing carbon emissions will have financial, reputational and operational risks for the University. However, this can also present opportunities for innovation and for achieving multiple strategic objectives.

Equality & Diversity

11. Climate change has implications for global equality and diversity. Impacts such as drought, floods, extreme weather events and reduced food and water security, particularly affect the world's poorest, most disadvantaged and disproportionately affect women from the developing world.

Further Information

12. Author & Presenter
Dave Gorman
Director of Social Responsibility and Sustainability
February 2017

Freedom of Information.

13. This is an open paper.

Social Responsibility and Sustainability Committee

Thursday 16th March 2017

Social Responsibility and Sustainability Strategy Review Update

Description of paper

This paper provides an update on progressing the review of the Social Responsibility and Sustainability (SRS) Strategy 2010-20, with the intention to publish a new strategy in spring 2018.

Action requested

SRS Committee is asked to _note_ and _discuss_ the progress report.

Background and context

The University has now reached a point where a review of the SRS Strategy is now necessary to deliver against a new strategic plan for the University, providing a framework for the University to demonstrate leadership on SRS issues. The SRS Committee endorsed a project plan for a review of the SRS Strategy 2010-20. The project started in October 2016, with the intention to publish a revised strategy in spring 2018.

The following work streams are included within the project:

1. **Review and work stream development** (October 2016 – February 2017)
    a. Review of current strategy and meeting key stakeholders.
    b. Scope sector and analyse similar strategies.
    c. Develop structures and plans for remaining work streams.
	2. **Development of SRS issues** (March 2017 – June 2017)
	    a. Analyse SRS staff and student survey results.
	    b. Extensive stakeholder engagement.
	    c. Develop outline of new strategy.

3. **Strategy formulation** (July 2017 – October 2017)
    a. Staff and student workshop.
    b. Strategy formulation.
    c. Identify objectives and key performance indicators.
    d. Review monitoring and governance processes.
	4. **Writing and strategy sign off** (November 2017- March 2018)
	    a. Draft text and design strategy.
	    b. Departmental feedback and sign off.
	    c. Wider stakeholder feedback.
	    d. Committee sign off.

5. **Publication and promotion** (April 2018 onwards)
    a. Development of relevant communication materials.
    b. Internal communications campaign.
    c. External communications campaign.	

The SRS Committee oversees review and development, with the SRS Department responsible for coordination and management.

The strategy review aims to build on the scope and definition agreed by the SRS Committee, by developing future visioning and measurable objectives. This will recognise current strategies to support progress on these issues.

Discussion

The initial focus for the strategy review has been to deliver against Work Stream 1 'Review and Work Stream Development'. This has included reviewing the current strategy, scoping out best practice in the sector and developing plans for the remaining work streams, including identify areas for greater consideration.

Review of current strategy

The starting point for this project was to review the SRS Strategy 2010-20 and to understand its original purpose, impact and outreach. Key stakeholders were interviewed in semi-structured interviews and a review of relevant documentation (implementation plans, policies and reports) contributed towards this. Colleagues involved in developing, writing, monitoring and implementing the strategy were interviewed. The main findings included the following:

1. Provided legitimacy and raised the level of strategic importance attached to SRS issues.

2. Provided the basis of which the Department for SRS was established.

3. Strategy written for a senior management audience contributing towards a lack of awareness in the staff and student community.

4. Whole institution approach is still very much a work in progress.

5. Lack of SMART targets and boundary/scope contributed towards challenges in monitoring and reporting progress.

A briefing note will be made available to colleagues detailing the above. We are also keen for further feedback from key stakeholders who would be keen to contribute.

Scoping sector-wide best practice and strategies

Universities worldwide are increasingly adopting innovative approaches to wider sustainability issues, and best practice within the sector can provide inspiration and direction for the University. This will assist with ensuring the new strategy links to the University's Strategic Plan 2016 and its theme of delivering impact for society.

The University of Manchester is one of the leaders within the UK university sector to promote social responsibility. In its Manchester 2020 Strategy, social responsibility is one of three core strategic goals supporting commitments to world-class research and outstanding learning and student experience. Manchester has five priority areas within social responsibility and they include:

- Research with Impact
- Socially-Responsible Graduates
- Engaging our Communities

- Responsible Processes
- Environmental Sustainability

The University of British Columbia (UBC) serves as an exemplar, setting out ambitious goals to support economic sustainability, making the campus a living lab, by integrating research, learning, operations, and industrial and community partners, as well as creating and support a vibrant community of staff and students.

The majority of universities in Scotland do not have a holistic strategy that brings together environmental, financial and social elements of sustainability. Glasgow Caledonian University is one of the exceptions in Scotland with its Common Good approach (highlighted within its 2020 Strategy) outlining the institution's commitment to deliver social benefit and impact through education, research and social innovation. This commitment has been reinforced by Glasgow Caledonian becoming a signatory of the United Nations Global Compact.
Undergraduate and postgraduate students have been supporting this research as part of their academic studies. The findings from the sector-wide review are being collated into a one document and will be made available to key stakeholders.

Developing further work streams

Work has been undertaken to prepare to deliver the second work stream 'Development of SRS Issues'. This includes undertaking a materiality review with opportunities for key stakeholders to input, to develop critical thinking of models and frameworks for SRS issues and to ensure the strategy review links in with other strategic plans.

The SRS Staff and Student Workshop in April, hosted by Lesley McAra, Assistant Principal Community Relations and Dave Gorman, Director of SRS, will be the first opportunity for staff and students to feed into thinking around the long term vision and objectives for SRS issues. This will be followed by further focus groups with staff and students, semi-structured interviews with key stakeholders and the delivery of SRS Committee Workshops. The proposal is for the following:

- SRS linkages & opportunities in Learning & Teaching – late summer 2017 (tbc)
- SRS Strategy Review (opportunity to feed into draft proposals) – late autumn 2017 (tbc)

Pauline Jones from Governance and Strategic Planning (GaSP) will be outlining to the SRS Committee plans to further develop the social impact assessment plan and involvement of key stakeholders.

Research into models and frameworks for SRS both within and outside the sector to ensure we are learning from best practice is underway, with the intention to link these to student projects and dissertations (we have confirmed two students who will be undertaking work based placement dissertations on the Sustainable Development Goals and materiality – both linked to the strategy review). The University's involvement in the 'European Students', Sustainability Auditing' Project will assist with benchmarking the University against the Benchmark Standards for University Social Responsibility across the European Higher Education Area. Trained students from the universities of Kaunas and Porto will audit the University in April.

Going forward we are keen to support the University's ambition in relation to integrated reporting and how best we can account for non-financial capital (natural, social and human) and how this links to sustainability and contributes to the long term objectives of the University (with GaSP looking at social impact assessment). Similar to the Climate Strategy we are keen to better understand and communicate/report our positive impacts that our research, learning and teaching have on wider society.

Efforts are being made to adopt a Living Lab approach where possible within the strategy review. There are opportunities for potential PhD internships that we would like to explore further but this may not be feasible in the timeline for the project. We are keen to support the University's efforts to support the student experience and replicate best practice where possible.

The next all staff and student SRS Survey will be published later this year and this will be utilised to understand the issues that are of importance to staff and students, supporting the materiality review previously mentioned.

Areas for greater consideration

To prepare for the next work stream a number of SRS issues have been identified where greater focus and consideration are required. This will be developed through interviews with key stakeholders and research. This initial list includes:

- Delivery of whole institution climate strategy approach
- Resource management and circular economy thinking
- Collaboration to ensure sustainable and responsible operations with a focus on leveraging global change, especially in supply chains, social finance and investments
- Articulation of research and learning goals for SRS and relationship to learning and teaching ambitions, staff satisfaction and research with impact
- An integrated approach to city and community engagement, aspects of fair employment and widening participation
- Greater consideration of staff and student health and wellbeing and its relationship to the built environment, estate and biodiversity
- Global reputation and thought leadership on SRS issues.

Resource implications
The strategy review will be delivered using existing resources within the Department for SRS. Opportunity for academic fellowships to cement intellectual rigour of strategy if funding could be secured. UBC has a Fellowship programme to support academic research and develop critical thinking on sustainability issues.

Risk Management

Key risks include ethical and reputational, both are associated with not having a clear strategic long-term direction for the University on SRS issues. Other risks include raising expectations, delivering aspirational but unrealistic goals and failing to achieve buy in from stakeholders.

To manage these risks, the project will work on de-risking opportunities and updating a risk log. The project plan clearly sets out critical success factors and deliverables, and highlights stakeholder engagement as a critical element of the project.

Equality & Diversity

Equality and diversity issues are considered as part of the review and development of the new strategy. This includes work to ensure the review engages with a diverse range of stakeholders and making events accessible to all.

Next steps/implications

Recommendations from the SRS Committee will be incorporated within the review and work will be undertaken to deliver Work Stream 2 'Development of SRS Issues'. This will include interviews with key stakeholders, including members of the SRS Committee.

Consultation

The project plan for the review of the SRS Strategy has been developed in consultation with key stakeholders and approved by SRS Committee. Key stakeholders have so far been consulted and will continue to be consulted going forward as part of the strategy review.

Further information

Author:
Matthew Lawson, Programme Manager

Presenter:
Matthew Lawson, Programme Manager

Freedom of Information

This is an open paper.

THE UNIVERSITY of EDINBURGH

Social Responsibility and Sustainability Committee

Thursday 16th March 2017

ESSA Project Report

Description of paper
This paper provides an update on progress with implementing the 'European Students', Sustainability Auditing' Project.

Action requested
SRS Committee is asked to _note_ the project report.

Background and context
The University of Edinburgh and the Edinburgh University Students' Association are part of a 3-year project led by the National Union of Students looking at Benchmark Standards for University Social Responsibility and students as social auditors.

The project secured funding of €290,745 from the EU Erasmus+ programme and commenced in September 2016. Other partners include the University of Porto (Portugal), Kaunas University of Technology (Lithuania) and their respective Students' Associations.

Over the lifetime of the project, 60 students from the three participating universities will be trained as Social Responsibility Auditors in a student-centred, action-reflection learning based programme, delivering four audits of different European higher education institutions. Students' work is to be recognised through an appropriate assessment. The University will be audited in April 2017.

The Benchmark Standards for University Social Responsibility across the European Higher Education Area will be used in the audits to benchmark progress of the participating universities.

The University is leading on the development of the content for the learning, assessment and certification elements of the overall project. Peter Evans (Depute Head of Institute for Education at the University of Edinburgh) is leading on this. This includes creating a framework for the assessment of the learning outcomes from the training and the 'reflective' experiential learning of the audit process. One of the outputs will be an Open Educational Resource (OER) for a European Credit Transfer and Accumulation System (ECTS) 5 Credit Certificate in Social Responsibility Auditing (EQF Level 6). The course will use the SLICC (Student-Led, Individually-Created Courses) model for students to gain academic credits for co- and extra-curricular experiences.

The following colleagues from the University of Edinburgh and the Edinburgh University Students' Association are involved in delivering the project:

- Peter Evans, Lecturer and Depute Head of Institute for Education, Community & Society (IECS), Moray House School of Education (WP5 Content Lead)
- Michelle Brown, Head of SRS Programmes, SRS Department (Oversight)
- Matthew Lawson, Programme Manager, SRS Department (University Project Manager)
- Jane Rooney, Committees and Projects Officer, SRS Department (Project Support)

- Davy Gray, Sustainability Coordinator, EUSA. (EUSA Project Manager)

Further information about the project is available online at www.essaproject.eu.

Discussion

Current work has involved developing the framework for the assessment and certification elements of the project, preparing for the University's audit in April and undertaking recruitment for the Social Responsibility Student Auditor role.

Assessment and Certification

Efforts are underway to create the content for the learning, assessment and certification elements of the project. The Student-Led, Individually-Created Courses (SLICCs) framework will be utilised for purpose of this project, creating the first international SLICC.

The course proposal has been approved by the School of Education's Undergraduate Teaching Committee and will be tabled for approval at the next meeting of the School's Board of Studies. Students from the University participating in this project will receive the ECTS 5 Credit Certificate in Social Responsibility Auditing (EQF Level 6) as additional academic credit.

Edinburgh Audit

The University will be audited by students from the universities of Kaunas and Porto the week commencing the 24th April 2017. This will involve students reviewing key documentation and undertaking a range of face-to-face interviews and focus groups with key stakeholders. Students from the University will support the visiting students during this week. Invitations have been sent out to key stakeholders and 22 interviews have so for been confirmed, including with SRS Committee members.

Students will present their initial findings during an afternoon session on Friday 28th April. This is open to all interested staff and students. A more detailed report will be provided following the audit. This will directly assist with the University's review of its SRS Strategy.

Student Recruitment

The University and the Students' Association have completed the recruitment for students to be trained as Social Responsibility Auditors. Efforts were made to attract students from a diverse range of academic fields.

A total of 22 applications were received and following interviews a team of 9 students were selected to support the Edinburgh audit in April and participate in the Kaunas audit in October 2017. The team includes students from environmental geosciences, sociology, social policy, sustainable development and nursing. The successful students will be trained in March by colleagues from the University and the Students' Association who attended a facilitator training programme at the University of Porto earlier this year.

The training will enable students to participate in the audits, aiding their own understanding, developing their skills and securing additional academic credits, as well as contributing to the advancement of social responsibility and sustainability in European Higher Education.

A letter from the Professor Lesley McAra, Assistant Principal Community Relations, has been sent out to all the Deans of Undergraduate Studies to raise awareness of the project and to encourage their support for the participation of their students in the project.

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Resource implications

The project is being delivered through the Department for Social Responsibility and Sustainability with the School of Education and in partnership with the Students' Association. This work is being supported by funds from the Erasmus + programme.

Risk Management

Key risks include the inter-dependency of work packages and ensuring all required materials and preparations are in place for the April audit. To manage these risks, the project works on de-risking opportunities and updating a risk log.

Equality & Diversity

Equality and diversity issues are directly addressed by the Benchmark Standards for University Social Responsibility across the European Higher Education Area. Equality and diversity issues have been further considered during student recruitment and the planning of the audit in April.

Next steps/implications

The University will train students as Social Responsibility Auditors and will ensure all preparations are complete for the University's audit in April. Efforts will be undertaken to improve awareness of the project.

Consultation

Key stakeholders have so far been consulted and will continue to be consulted going forward as part of the project.

Further information

Author:
Matthew Lawson, Programme Manager

Presenter:
Matthew Lawson, Programme Manager

Freedom of Information

This is an open paper.