



## Court

A meeting of Court will be held on **Wednesday 30 September 2020** at **2pm via Zoom**.

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### AGENDA

Item	Title	Lead	Paper No.	Action
1.	<b>Welcome, Apologies, Introductions, Noting of Pre-Court briefing, Declarations of Interest</b>	Convener	<b>Oral</b>	
2.	<b>Minutes of meeting held on Tuesday 23 June 2020</b>	Convener	<b>2.</b>	For approval
3.	<b>Matters arising not otherwise on the Agenda</b>	Convener	<b>Oral</b>	
	<b>Reports 4 to 8 below show some items as starred*. Starred items are the main items for discussion and/or approval.</b>			
4.	<b>*Covid-19 Update and Planning</b> Including: Work-streams and medium-term plan; Financial impact	Principal/ David Duncan/ Gregor Caldow		
5.	<b>*Risk Register</b> <b>Papers withheld FOI Exempt/Commercially confidential</b>	Gregor Caldow		For approval
6.	<b>*Report from the Principal</b> <i>* World Changing Glasgow Transformation programme</i> <i>*Student Admissions including RUK</i> <i>*League Tables</i> <i>*Higher Education Developments</i>	Principal	<b>6. and annexes</b>	For information/discussion
7.	<b>*Report from the University Secretary</b> <i>*Covid-19 - work streams update</i> <i>*USS</i> <i>*Glasgow Green</i> <i>* Student Contract</i> <i>*ELIR Report</i>	David Duncan	<b>7. and annexes</b>	Items for approval/otherwise for discussion/information
8.	<b>* Annual Report for the Scottish Funding Council - Institution Review of Quality Academic Year 2019-20</b>	Jill Morrison	<b>8. and annexes</b>	For approval
9.	<b>Student Matters, including: SEC Report, SRC President update</b>	Liam Kirby	<b>Oral report</b>	For information/discussion

<b>10.</b>	<b>Reports of Court Committees</b>			
10.1	Finance Committee  Papers withheld FOI Exempt/Commercially confidential	Graeme Bissett		For information/discussion
10.2	Estates Committee	Ronnie Mercer	<b>10.2</b>	For information/discussion
10.3	Audit & Risk Committee  Papers withheld FOI Exempt/Commercially confidential	Heather Cousins		For information/discussion
<b>11.</b>	<b>Any Other Business</b> Court members are asked to inform the Secretary of Court 2 days in advance of the meeting, if they have items of Other Business for discussion	Convener	<b>Oral</b>	
<b>12.</b>	<b>Date of Next Meeting</b> Wednesday 25 November 2020 at 2pm via Zoom. A Pre Court Briefing will be held at 12pm.  Please note that due to the current situation there will be no Court Dinner and we will look to do one towards the end of academic session.			



## Court

### Minute of Meeting held on Tuesday 23 June 2020 by Zoom

#### **Present:**

Cllr Susan Aitken Glasgow City Council Assessor, Ms Teresa Baños SRC Assessor on Court, Mr Graeme Bissett Co-opted Member, Ms Heather Cousins Co-opted Member, Mr David Finlayson Co-opted Member, Professor Carl Goodyear Elected Academic Staff Member, Professor Nick Hill Elected Academic Staff Member, Mr Christopher Kennedy Elected Professional Services Representative, Dr Simon Kennedy Elected Academic Staff Member, Mr Scott Kirby SRC President, Professor Kirsteen McCue Elected Academic Staff Member, Dr Morag Macdonald Simpson General Council Assessor, Ms Margaret Anne McParland Trade Union Nominee, Mr Ronnie Mercer Co-opted Member, Dr June Milligan Co-opted Member, Mr David Milloy Co-opted Member, Professor Sir Anton Muscatelli Principal, Ms Elspeth Orcharton Co-opted Member, Ms Elizabeth Passey Co-opted Member (Convener of Court), Mr Gavin Stewart Co-opted Member, Dr Ken Sutherland Co-opted Member, Ms Lesley Sutherland General Council Assessor, Dr Bethan Wood Elected Academic Staff Member

#### **Attending:**

Mr Liam Brady (SRC President Elect, Observing) Mr Gregor Caldwell (Group Financial Controller), Professor Frank Coton (Vice-Principal Academic Planning & Technological Innovation), Dr David Duncan (Chief Operating Officer [COO] & University Secretary), Mr Robert Fraser (Director of Finance), Ms Amber Higgins (Executive Officer and Clerk to Court), Professor Neal Juster (Senior Vice-Principal and Deputy Vice-Chancellor), Professor Jill Morrison (Vice-Principal & Clerk of Senate), Professor Chris Pearce (Vice Principal Research).

#### **Apologies:**

Dr Craig Daly Trade Union Nominee

#### **CRT/2019/47. Announcements**

There were the following declarations of interest in relation to business to be conducted at the meeting: Professor Sir Anton Muscatelli as a Trustee of USS, as an ongoing declaration, given the updates on the scheme.

Court was reminded that papers and business were confidential.

#### **CRT/2019/48. Minutes of the meetings held on Wednesday 15 April 2020**

The minutes were approved following minor modification to CRT/2019/44 Senate Matters.

#### **CRT/2019/49. Matters Arising**

There were no matters arising.

## **CRT/2019/50. Covid-19/Coronavirus Update and Planning**

Court received an update from the Principal on the current planning and progress made on the reopening of the campus. The Principal drew particular attention to the following:

- Workstreams in key areas continued to meet regularly and Health and Safety was the key consideration to all decisions made;
- Spring 2020 examination diet with more than 1,000 exams had been held over a 4-week period; along-side this the introduction of a No Detriment Policy had ensured that no student was disadvantaged due to the pandemic;
- Plans were currently being made to hold virtual celebrations for the graduating students, with the students being offered an opportunity to come back to campus in 2021 for a graduation-style event;
- The introduction of a University Roadmap with a working group specifically preparing for the return to campus. A detailed campus management plan had been published together with shorter guides aimed at staff, students, managers, researchers and homeworkers;
- Provisional terms had now been agreed with the main construction partner regarding the cost of the shutdown of construction sites ordered by the Scottish Government in response to Covid-19. Construction work resumed on most building sites on 15 June;
- Weekly communications to staff and occasional Q&A sessions had been broadcast via FaceBook. The Vice Principal for Research had organised special Q&A sessions for the research community;
- At the start of the 2020/21 academic year, the large majority of courses would start on 21 September with some taught postgraduate programmes beginning in November and January.

During the discussion it was noted that the University was aware that the ongoing situation would be having an adverse effect on staff and students and additional hardship funds had been put in place to support students who faced financial difficulties as a consequence of the pandemic. Staff would also be fully supported as they returned to campus with a specific Moodle Course for staff to complete prior to being allowed back on to campus which detailed all the Health and Safety steps that had been put in place.

Court thanked staff and recognised all of the hard work that had been undertaken during the pandemic to keep the University running during unprecedented times. It was also noted that key staff would be written to and thanked for their contribution and it was agreed that Court's gratitude would also be recorded in the letters.

## **CRT/2019/51 University KPIs**

Court received a presentation from Professor Neal Juster, Senior Vice Principal on the University's Key Performance Indicators – Paper 5. This would be the final report on performance contained in the 2015-20 Strategic Plan *Inspiring People: Changing the World*, and that the new strategic plan would be presented to Court in December 2020. The Senior Vice Principal drew Court's attention to the following:

- 11 KPI's had achieved their respective targets which included Research Output Quality, Service Delivery, Cash Generation, International Student FTE, Mobility,

Carbon Footprint and Widening Access (MD0-40), with a number of areas surpassing the target set;

- 4 KPI's had fallen just short of their target but had shown good improvement over the last 5 years – Gender Equality (Senior Staff), HESA Knowledge Exchange, Income/m2, and Research Income/R&T;
- 4 KPI's had failed to reach their respective 2020 targets – Under Graduate satisfaction was derived from the NSS scores, Assessment and Feedback which had a direct impact on the University's position in the domestic leagues, Under Graduate Progression had declined year on year and was at a five year low, and the % of staff holding Awards which remained significantly short of the original target.

During the discussion it was noted that Assessment and Feedback (AF) satisfaction had dropped from 69.3% to 66.8%, and that although there had been a sector-wide decrease, concerns were raised that this was still an area of concern despite the World Changing Glasgow Transformation Project initiative. It was noted that AF was fragmented across the University and that there was some correlation with areas that were growing quickly. However, it was hoped that as the project progressed it would significantly improve the systems and processes that support assessment and feedback.

The University's position in both domestic and international league tables was also noted and was seen to be a key indicator for student recruitment. Whilst the University remained in the top 20 for the three main domestic league tables, the University had dropped in rank in both tables released this year (QS and Complete), and it was noted that this could have an impact on international student support and scholarships.

Court noted that although the University had performed very well over the strategic cycle, many of the KPI's that had been selected in 2015 to measure performance had lost currency, and it was recommended that the next set of KPI's should include both quantitative and qualitative measures. Key areas to cover would be student experience, research, civic engagement, staff satisfaction, reputation, and financial sustainability. Court thanked the Senior Vice Principal for his presentation.

## **CRT/2019/52 Budget 2020/21 and Financial Forecasts**

**FOI Exempt/Commercially confidential**

## **CRT/2019/53. Report from the Principal**

Court received the report from the Principal – Paper 7 and the following areas were noted:

- Following the pandemic consultation sessions were taking place in relation to the Strategic Plan and would form a key part of the Court strategy day in September. The Strategy would likely be for 2 years and then would be reviewed rather than the usual 5 years. The strategy would then be submitted to Court in December 2020;
- The final allocation of SFC funding had now been published, with an overall increase of 2.7% for teaching, research and innovation. Alongside this an allocation of £15.25m had been made to the University as part of the Scottish Government one-off fund of £75m;

- In light of the COVID-19 crisis, an SFC review had been commissioned by Richard Lochhead, Minister for Further Education, Universities and Science in Scotland. The initial stage would report in August;
- UK Government had announced a package of stabilization measures for HEI's, but this would not increase funding to the Scottish block grant. The UK Government had re-confirmed that HEI's were eligible to apply for COVID Corporate Financing Facility (CCFF) and Coronavirus Job Retention Scheme (CJRS);
- REF 2021 had been put on hold due to the current pandemic but a new submission date was due to be announced shortly.

Court also noted that the Benny Higgins Economic Recovery Report, which had been commissioned by the Scottish Government had recently announced its recommendations. The impact of the recommendations would be evaluated in due course. During discussion it was also noted EU funding changes for students studying in the UK were due to be announced shortly; this would impact on students beyond 2021. The Principal reported that a number of positions within SMG were currently being advertised and that Court would be kept informed of the progress of the appointments. Court thanked the Principal for his update.

#### **CRT/2019/54. Annual Report on Research and KPIs**

Court received a presentation from Professor Chris Pearce, Vice Principal (Research) on the Annual Report on Research and KPI's. The Vice Principal drew Court's attention to the following:

- The University currently had approx. 5,000 researchers and around 4,000 active grants with 35% UKRI, 23% charities and 9% EU funded;
- Sector changes included the impact of the external environment;
- Implications of Covid-19 – opportunity for the University to shine in areas of strength;
- A new research strategy was being drafted and would have Collaboration, Creativity and Careers as key area;
- UofG's Field-Weighted Citation Impact (FWCI) had risen from 10<sup>th</sup> to 6<sup>th</sup> in the Russell Group, with a FWCI now similar to Edinburgh and Harvard Universities;
- REF 2021 Impact – all 139 individual case studies align with at least one of the UN Sustainable Development Goals (SDG). The three main UN SDG for the University are People, Planet, Prosperity;
- Approx 89% of the University's outputs are authored collaboratively, with a 10% growth in international collaborations since 2014;
- The University was leading the Scottish Covid-19 response – had set up the Lighthouse Lab, was supporting the Oxford vaccine trial, and was a key part of the Scottish Covid-19 Response Consortium.

During the discussion Court noted that a number of Covid-19 mitigating actions had been put in place such as – furloughing staff, redeployment of fixed term staff, mitigation and financial support for PGRs, live Q&A sessions, along with guidance and planning for restarting research. Court welcomed the support given to all the research staff affected.

Court also noted that the REF2021 submission had been delayed to 31 March 2021, and that out of 141 potential case studies in the pipeline, all except 12 (~8.5%) had external research

funding: 6 in the College of Social Sciences and 6 in the College of Arts. External funding for research included: UKRI funding councils (including Innovate UK), EU/international funding schemes, UK governments, industry, charities, NHS and any other funding bodies such as Wellcome Trust or the British Academy.

Court thanked the Vice Principal (Research) for his update.

### **CRT/2019/55. Report from the University Secretary**

Court noted the report from the University Secretary - Paper 9. The following areas were discussed in further detail by Court.

#### *CRT 2019.55.1 Black Lives Matter*

In response to Black Lives Matters the University had put out several messages across its social media channels stating that the University was appalled at the brutal killing of George Floyd in Minneapolis. The University stood together with the SRC and the entire UofG community in condemning all forms of racism and discrimination. It was noted that the Principal had asked the Race Equality Group co-chaired by Vice Principal Bonnie Dean and Professor Satnam Virdee to identify additional actions that the University might undertake in response to the situation. The group's recommendations would then go to the Equality and Diversity Strategy Committee for consideration. The University's institutional approach was summarised in the following bullet points.

The University of Glasgow:

- Repudiates racism and racial discrimination of all kinds
- Will strive to become a more welcoming place for prospective staff and students from BAME backgrounds
- Is committed to racial equality for BAME staff and students
- Supports refugees as students, staff and members of the wider community
- Is implementing a programme of work in recognition of UofG's relationship with historical slavery
- Works with representative groups and external agencies to address racial injustice, wherever it is found
- Seeks to inform the wider debate in society about racism and racial equality
- Will use its academic expertise to promote race equality worldwide
- Will forge enduring partnerships with universities and other bodies in the Global South
- Welcomes constructive criticism and accepts the need for change

It was also noted that at the same time, the Race Equality Group was working on a response to the December 2019 EHRC report into racial harassment in universities. Member's attention was also drawn to the wider efforts by SFC and EHRC to strengthen the public sector equality duty following the signing of an MoU between the two bodies in March.

#### *CRT 2019.55.2 Disinvestment petition*

Court received a report from the Working Group (WG) which had been established with Gavin Stewart as chair following the submission of a petition from the Glasgow University Arms Divestment Coalition (GUADC) in December 2019. The petition demanded that the University divest from companies engaged in the arms trade on the basis that it was inconsistent with

the University's Socially Responsible Investment (SRI) policy. Gavin Stewart reported that as part of the process the WG had consulted with the investment managers for the endowments and met with representatives from the student coalition.

The WG noted that the petition raised complex issues and that it was very difficult to see them in isolation. Although the companies were involved in the arms trade, they were also involved in supplying the UK defence forces. Many of the companies were also heavily involved in the general engineering and avionics sectors. The companies operated within the legal framework of the UK and UN treaties and within export licences issued by the UK government.

While recognising the importance of the issues raised by the coalition, the WG recommended that Court should not agree to the demands set out in the petition. However, the WG recommended that the University should now ban investment in companies which produced weapons that contravened international treaties and agreements. The WG also recommended that the University should write to the UK Government making the case that licences should not be issued for the export of defence materiel to countries with an unacceptable human rights record.

Court noted that members had received emails from students in support of the petition and highlighting their concerns. The SRC Assessor added that this was an important issue to students and that the University should be taking a moral stance on investment in companies with a link to the arms trade. The SRC President also raised concerns about the WG outcomes and felt that the recommendations should go further, as he felt the current policy was incompatible with the University policy and support for asylum seekers. There was also concern that the recommendations did not address the point raised in the petition that there could be a reputational impact if Court did not accede to the demands.

It was reported that around 2% of endowment fund investments were currently held in the companies listed. Court also noted that some of the companies named in the petition had long-standing links with the University as funders of research.

Court members noted that there were many challenges around investments and divestment campaigns, and this was an area that many funds were grappling with at present. Many large funds were now using their size and influence to become more vocal and influence companies they might invest in, taking a more activist position. Whilst it was key for the University to engage with the UK government, it was noted that the University could also write to the companies listed in the petition to point out that whilst the work they undertake might not be illegal in terms of UK Government regulation, concerns have been raised by the student body about particular aspects. It was noted that this approach had worked in the gas and oil sector with pension funds taking more of a vocal stance; this had led to the sector moving away from dependency on fossil fuels and looking at more sustainable energy sources.

Following discussion Court agreed to the recommendations as outlined by WG, firstly not to support the petition and also as follows;

- 1) A formal ban on investment in any company that contravenes international / UN treaties related to the arms trade where the UK is signatory to such treaties. This will cover both current treaties and any future ones. (The current treaties this would cover are set out in the main report).
- 2) The University of Glasgow to write to the UK government to challenge the inconsistency between their granting of export licences to firms where the destination countries are ones the government itself classes as being 'at risk' of human rights abuses.

Court further agreed that the University should write to the companies raising these concerns and urging the companies to consider whether their activities were fully compatible with their



publicly stated values.

The outcome of the latter activity would be reported back to Court in early 2021.

### *CRT 2019.55.3 Committee Remit and Appointments*

#### *Court Co-opted Members*

Court noted that Elspeth Orcharton's term on Court was due to end on 31 October 2020. Elspeth had currently served for 4 years and was therefore eligible to continue for a further 4 years.

The Nominations Committee had recommended that Elspeth be reappointed for a further 4 years from 1 November 2020. Court approved the nomination.

#### *Information Policy and Strategy Committee IPSC*

At the April meeting of Court, the remit and membership was agreed and further agreement was now being sought from Court for an amendment to the membership to include an additional lay member. Court approved the change to the membership.

The Nominations Committee recommended the appointment of Kenny Robertson and Andrew Wykes as lay members for 4 years from September 2020 on IPSC. Court approved the nominations.

During the discussion concerns were raised about the gender balance and BAME breakdown on Court Committees. Court agreed that the Nominations Committee should look at ways to target specific groups more efficiently to increase diversity on Court Committees.

### *CRT 2019.55.4 Rectorial Election 2020*

Court noted that this had been due to take place in March 2020 but had now been postponed until early 2021 so that a full-scale election campaign could take place. There will be a vacancy on Court until a new Rector is elected.

### *CRT 2019.55.5 Directors of Research Institutes and Heads of School Appointments*

Court noted the following changes in the College of Science and Engineering:

#### *School of Computing Science*

Professor Simon Gay, would now take up post as Head of the School of Computing Science for four years from 1 June 2020 instead of 1 August 2020 due to the earlier departure of the previous incumbent.

#### *School of Chemistry*

Professor Justin Hargreaves had been appointed Head of the School of Chemistry from 1 January 2021 for a period of 4 years.

### **CRT/2019/56. Student Matters, including: SEC Report; SRC President update**

The SRC President highlighted that a working group had been established to look at the student experience in 2020/21, as it was acknowledged that there was a risk that there could be a detrimental impact from Covid-19, with a blended learning model for academic session 2020/21 and reduced social interaction on campus. Student wellbeing was also being closely looked at, with a case for support being put forward, given the different needs of the student population in the next academic year.

## **CRT/2019/57. Reports of Court Committees**

### *CRT/2019/57.1. Finance Committee*

#### **FOI Exempt/Commercially confidential**

##### *CRT/2019/57.1.1 Anti Bribery and Corruption Policy*

The Committee had received the amended policy and were content with the revised changes.

Court approved the Anti Bribery and Corruption Policy.

##### *CRT/2019/57.1.2 CapEx Applications*

The Committee had received three capital expenditure requests. It was also noted that the Western/Church Street repairs would proceed to prevent further damage occurring. The Committee had agreed to approve the two Capex projects in relation to the Diffractometer and Western/Church Street repairs. The Capex in relation to NIIP Consultancy and PM Fees was also approved following the meeting.

The report was noted.

### *CRT/2019/57.2 Estates Committee*

#### *CRT/2019/57.2.1 Capital Plan*

#### **FOI Exempt/Commercially confidential**

##### *CRT/2019/57.2.2 CapEx applications*

The Committee had approved CapEx applications relating to: Western/Church Street Innovation/Tennent Institute refurbishment, £0.50million; COSE application for bespoke X-Ray diffractometer in the sum of £0.617million.

### *CRT/2019/57.3 IPSC*

The Committee noted that all recommendations were caveated due to potential changes in the quantum and profile of the IT financial plan, with University Court assessing financial scenarios. The Committee had agreed that the Enterprise Integration programme would be re-scaled for essential items to support Assessment and Feedback and Smart Campus. The Virtual Learning Environment Digital Accessibility Business Case (£47K) essential to online teaching had been approved subject to budget assignment from University Services. The Network Infrastructure Investment Program (NIIP) CapEx Application was noted (later approved by CapEx and the Finance Committee).

The Committee noted the operational performance of IT services during Covid-19, including: risk and impact assessment on each service and actions to bolster; Virtual Learning Environment Moodle & Examinations; a new laptop loan service; the quick creation of Glasgow Anywhere by Information Services staff; and Covid-19 LightHouse Lab Glasgow partnership working.

The report was noted.

### *CRT/2019/57.4 Audit & Risk Committee*

The Committee received internal audit reports on: Student Mobility and PGR Scholarships and Discounts. The Committee agreed the 2020/21 internal audit plan; approved an update to the Risk management policy and received the University Risk Register which was still to be updated in light of Covid-19. The Committee approved the proposed External Audit approach

for the year to 31 July 2020. The Committee received an update on Implementation of Outstanding Recommendations from prior internal audits. The University Risk Register would come to the September meeting of Court.

The report was noted.

*CRT/2019/57.5 HR Committee*

The Committee received an update from the Executive Director of Human Resources on activity to manage the ongoing organisational impact of COVID-19 and the current medium-term priorities including an overview of key communications, the University's use of the Government's Job Retention (Furlough) Scheme, plans for the gradual return to Campus and resulting impacts relating to people and organisational change. The Committee received an overview from the Vice Principal for Research on the strategic priorities of the Research and Innovation Strategy 2020-2025 including the three pillars of collaboration, creativity and careers and the important underpinning role played by the People and Organisational Development function.

The Committee received an update from the Executive Director of Human Resources on headline items including the latest position on the development of both the University and the People and Organisational Development strategies, progress on industrial action and the ongoing dispute around pay and pensions, an update on the latest USS pension developments, changes relating to UKVI post-brexite and the impact of COVID19 on annual Pay, Performance and Reward processes.

The Committee received an overview of the institutional application for Athena Swan Silver level award. The Committee received an update from the Director of Organisational Development on the emerging Organisational Development Strategy, the evolution of a new set of university values and plans to review the University's approach to employee engagement.

The minutes for the Equality and Diversity Strategy Committee and JNCC were noted by Court.

The report was noted.

*CRT/2019/57.6 Health, Safety & Wellbeing Committee*

At its meeting in May, the Committee had covered its usual range of business in reviewing standard reports on occupational health activities, audit updates, accident reporting and employee counselling.

The Committee had heard an update on the safety of staff on campus from the Covid-19 task group. The Committee noted that a Campus Recovery Plan would be finalised with the aim of a gradual reopening of campus in line with all public health and social distancing legislation. The Committee noted that a Moodle induction course would be made available to all staff and would be required to be completed prior to being allowed back on campus. The Committee also noted that separate guides were being prepared for staff, students, line managers and staff working from home.

Dr Duncan acknowledged the work of colleagues in Health, Safety and Wellbeing in the current situation, in particular the liaison with the Health and Safety Executive and in ensuring that health and safety was at the forefront of the University's actions and plans.

The report was noted.

**CRT/2019/58. Senate Matters**

The Clerk of Senate referred to the discussion at the Court meeting in April when it had been agreed to reinstate the June meeting of Senate, this had taken place on 4 June 2020.

Court noted that Rachel Sandison, Vice Principal (External Relations) had informed Senate

that in light of the likely impact of Covid-19 on teaching during 2020-21 academic session, a short-term working group had been established to review all the viable options and make recommendations to the University's Senior Management (SMG) on the appropriate course of action. SMG had approved that undergraduate teaching would recommence as originally planned on 21 September, with the exception of a few professional subject areas which had earlier scheduled starting dates. Most PGT programmes would commence on 21 September; however some PGT programmes in the College of MVLS would begin in November 2020, and approximately 70 PGT programmes would start in January 2021.

The Clerk of Senate also informed Senate that the University had developed and approved a No Detriment Policy in conjunction with the Students' Representative Council for the April/May assessment diet. Professor Moira Fischbacher-Smith, Vice Principal (Learning and Teaching) updated Senate on the progress of the Assessment and Feedback Transformation Project.

Court's thanks were given to the Clerk of Senate and Vice Principal (Learning & Teaching), to their teams and to College and School learning and teaching staff, for their tremendous work over recent weeks, and for the excellent nature of the high-level communications with staff and with students. The Clerk of Senate recorded her thanks to all colleagues across the University.

The communication from the Council of Senate was noted.

#### **CRT/2019/59. Any Other Business**

The SRC President, Scott Kirby, was attending his final meeting. Court thanked him for all his hard work over the last year and wished him well. Court also noted that Mr Robert Fraser, Director of Finance was also attending his last meeting as he was due to leave the University after 16 years. Court thanked him for all his hard work and excellent financial leadership over that time.

#### **CRT/2019/60. Date of Next Meeting**

The next meeting of Court will be held on Wednesday 30 September 2020, with further details to be confirmed.

## Court Context Card 30 September 2020 - Principal's Report

Speaker	Professor Sir Anton Muscatelli	
Speaker role	Principal	
Paper Description	For information / discussion	
Topic last discussed at Court	Last report to Court was June 2020	
Topic discussed at Committee	NA	
Committee members present	NA	
Cost of proposed plan		
Major benefit of proposed plan		
Revenue from proposed plan		
Urgency	NA	
Timing	Various	
Red-Amber-Green Rating	Various	
Paper Type	For information / discussion	
Paper Summary	<p>Updates on areas listed in the paper as follows:</p> <ol style="list-style-type: none"> <li>World Changing Glasgow Transformation Programme</li> <li>Student Admissions including International and rUK</li> <li>Higher Education Developments <ul style="list-style-type: none"> <li>SFC Review of Higher Education</li> <li>Government Support Packages</li> <li>Brexit / Visas and Immigration</li> <li>REF 2021</li> </ul> </li> <li>League Tables <ul style="list-style-type: none"> <li>THE World Rankings</li> <li>National Student Survey 2020</li> <li>Guardian</li> <li>Times/Sunday Times</li> </ul> </li> <li>European Universities Initiative</li> <li>Senior Management Group changes</li> <li>Key activities</li> <li>Senior Management Group business</li> </ol>	
Topics to be discussed	In line with paper's headings	
Action from Court	To note/discuss if wished	
Recommendation to Court		
Relevant Strategic Plan workstream	Empowering People, Agility, Focus	
Most relevant Primary KPI it will help the university to achieve	NA	
Most relevant Secondary KPI it will help the university to achieve	NA	
Risk register - university level	<p>Item 1: Risk 2 Effectiveness and Efficiency Strategy</p> <p>Item 2: Risk 1 Income Generation, Risk 3 Government Policy Changes, Risk 8 Student Recruitment Market, Risk 16 Covid-19</p> <p>Item 3: Risk 3 Government Policy Changes, Risk 9 REF2021, Risk 10 Research</p> <p>Item 4: Risk 7 Maintaining and improving reputation, Risk 8 Student Recruitment Market, Risk 1 Income Generation</p> <p>Item 5: Risk 3 Government Policy Changes</p>	
Demographics % of University	Items mainly relate to the University as a whole	
Operating stats % of		
Campus	All locations	
External bodies	UK Government; Scottish Government; UUK, Universities Scotland, Russell Group, SFC; UKRI; European Commission	
Conflict areas		
Other universities that have done something similar		
Other universities that will do something similar		
Relevant Legislation		
Equality Impact Assessment		
Suggested next steps		
Any other observations		

**Court - Wednesday 30 September 2020**

## **Principal's Report**

### **Items A: For Discussion**

#### **1. World Changing Glasgow Transformation Programme**

Court will recall an update on the World Changing Glasgow Transformation update last October from Chris Green, the Chief Transformation Officer (CTO). A briefing paper on progress over the last year and the team's contribution to our response to Covid-19 is attached (**Annex 1**). Neal Juster and Chris Green will attend the Court meeting to present key points.

#### **2. Student Admissions including International and RUK**

As Court is aware, student intake numbers are even more challenging to predict accurately this year than in a normal cycle. In the case of international students, there are a number of factors at play including travel restrictions, temporary closure of Visa centres, and potential deferral requests. The UK admissions system was also disrupted by the situation with A Level and Higher results, when many students had their grades adjusted to Centre Assessment Grades (CAGs) and therefore a number of students who had been rejected subsequently became eligible for University places. SMG have been receiving weekly updates over the past few months and this will continue for the November 2020 and January 2021 PGT intakes. The figures below are derived from a snapshot of registrations as at 18 September. The PGT figures are likely to fluctuate considerably for some weeks as students make final decisions on proceeding with their courses. We will keep Court informed as the picture evolves over the next few weeks.

##### **Undergraduate**

We are seeing a successful outcome in undergraduate admissions. Total undergraduate (UG) registrations are currently 5383 against a target of 5079. Home/EU funded places are on target with 3822 students registered vs 3496 target.

##### **RUK**

RUK registrations are 767 against a 712 target. Student Number Controls (SNCs) were introduced for RUK students in this cycle, with a risk of financial penalties for over-recruitment. However as mentioned above the SNCs were subsequently withdrawn as part of the adjustments made following release of A Level results.

##### **International**

International UG registrations stand at 766 against a target of 871. In addition, a further 220 international UG students have engaged with the registration process and have completed Academic Registration but are yet to complete Financial Registration.

### **Postgraduate Taught Entry (excluding PDGE)**

PGT registrations are being compared on a weekly basis with forecasts based on three scenarios (optimistic, central and pessimistic). It appears currently that the central forecast is the most likely outcome for the September intake. PGT applicants can continue to submit documentation until 12 October for September programmes, and until 2 November for November programmes.

Home/EU/RUK – September intake – 1704 registrations vs central forecast of 1443

International – September intake – 1975 registrations vs central forecast of 1956

## **3. Higher Education Developments**

### **Scottish Government – Review of Higher Education**

At the last meeting I briefed Court on the SFC review of the sector announced by Richard Lochhead on 4 June, on the provision and delivery of teaching and research activity across the FE and HE sector, as well as how activity will be funded. The review is expected to report its first stage of findings by late September/early October.

Karen Watt, Chief Executive of the SFC, has made clear her view that the review should answer not just how the post-16 education system can navigate the current crisis, but also how it should adapt and change in the longer term. The review will therefore have two “parallel tracks”, which will aim to look at dealing with the immediate crisis but also ensure the sector is equipped to deal with the more complex, long-term issues. The review is expected to have three distinct phases, with the first phase addressing fundamental questions on what HE and FE should focus on, do more of, and stop doing; the sustainability of the research base; and models for collaboration. The review board is also expected to consider opportunities for growth; the overall shape and scale of provision; and actions that will lead to high quality learning experiences and better outcomes for students.

For interest, an interview Karen Watt gave to the TES can be found here:

<https://www.tes.com/news/college-and-he-review-consider-nature-provision>

The University of Glasgow submitted evidence to the review which focused on the following key points:

- Greater differentiation between research intensive HEIs and teaching focused HEIs, to allow all institutions to focus on their strengths
- Post-16 Regional Hubs, with Universities as anchor institutions, collaborating with Colleges and contributing in a coherent way to City Region economic development
- Encouraging greater and more effective collaboration within the sector and between stakeholders, with the SFC and Scottish Government acting as facilitators
- Continued commitment to internationalisation, widening participation, on-campus diversity and access to talent.

### **Government Support Packages**

At the previous meeting I summarised the stabilisation measures announced by the UK Government on 4 May. Since then there have been further interventions in support of the sector.

On 27 June, the UK Government revealed additional actions to support the research base. There were two key elements to this. Firstly, to support projects and fellowships impacted by Covid-19, an additional £180m was made available to UKRI for costed grant extensions. Universities will have the flexibility to target these funds in ways which will ensure that disrupted projects can be completed. This includes supporting salaries of research and technical staff employed on grant-funded projects or supporting research infrastructure costs incurred during the pandemic. A further £80m has been made available via UKRI to permit ‘change of use’ of the existing grant portfolio.

Secondly, a package of low-interest, long pay-back loans and government grants will become available from the autumn (at a ratio 75:25, loans/grants). Administered via the Sustaining University Research Expertise Fund (SURE), the package will cover up to 80% of a university’s income losses from international students for the academic year 2020-21, up to the value of their non-publicly funded (including ‘own-funded’) research activity. It has been confirmed that an institution must access the loan element fully to be eligible for the grant portion. I will provide a further update at the meeting on the latest developments concerning SURE.

On 16 July, DfE announced a new scheme to support universities facing severe financial difficulties. To access this restructuring regime, universities will be required to undertake changes which align with wider government objectives, such as the delivery of ‘high quality courses with strong graduate outcomes’ and ‘securing freedom of speech’. Any financial support provided via the scheme will be in form of repayable loans.

As a result of changes to the way in which Higher grades were calculated, on 20 August the Scottish Government confirmed that it will fund additional 2020-21 entrants for the duration of their degree. The SFC has published early guidance on how this funding will be allocated and the University continues to engage with the funding council on the associated requirements.

In response to the similar policy shift over A Level grades, DfE confirmed on 17 August that the student number cap for 2020-21 would not be applied. On 20 August the Universities Minister, Michelle Donelan, announced additional teaching grant funding to increase capacity in medical, nursing, STEM and other high-cost subjects.

### **Brexit / Visas and Immigration**

Negotiations between the UK and EU continue. As the UK has confirmed that the transition period will not be extended, any agreement must be agreed imminently if it is to be formally ratified by year end.

On 1 July, the UK Government published its R&D Roadmap. The Roadmap offered additional detail on the UK’s post-Brexit immigration system and continuing association with European research and innovation programmes. It confirmed:



- The creation of an Office for Talent – the Office will have a remit to review the effectiveness of current immigration rules and assess how the process can be improved so that the UK continues to attract global talent post-Brexit.
- That as part of the new graduate route, to come into force from summer 2021, international students who complete a PhD will be eligible to stay in the UK for 3 years after study.
- That the global talent scheme will be opened to all EU citizens; that the window in which prospective students can make visa applications will be extended; that study time limits at postgraduate level will be removed and that all students will be eligible to switch to another type of visa from within the UK.
- That the UK Government’s ambition is to associate to Horizon Europe if ‘a fair and balanced deal’ can be agreed. However, if an agreement cannot be struck alternatives will be launched as ‘quickly as possible from January 2021’, including a new Discovery Fund to replace ERC funding.

The sector will continue its extensive lobbying in this space and seek additional clarity over association to both Horizon Europe and Erasmus+. The immigration provisions outlined within the Roadmap have been broadly welcomed by both the Russell Group and UUK.

On wider Brexit issues, the Russell Group is to convene a meeting on 7 October to discuss preparations for the end of the transition period. This will focus on practical and operational issues to do with the running of universities, such as:

- Supply chains/procurement of goods and services
- Data sharing
- Clinical trials and other medicines regulation
- Disruption to transport and travel
- Visas and immigration
- Specific issues for the NI/Ireland border – particularly relating to the Internal Market Bill

On 9 July, the Scottish Government confirmed that from 2021-22 onwards, EU students will be required to pay tuition fees. This announcement was anticipated, and the Scottish Government have confirmed that the funding which currently supports these places will remain within the HE envelope. The University is giving active consideration to how scholarships can be utilised to support EU recruitment in future cycles.

Finally, Universities Scotland has been in dialogue with Scottish and UK Governments around the possibility that the UK Internal Market Bill might have implications for the operation of HE in Scotland, including the operation of the rUK fee regime and the potential role of English-based HE private providers in Scotland.

### **REF 2021**

The REF process has now restarted. The revised submission deadline is 31 March 2021. In recognition of ongoing uncertainty prompted by Covid-19, the funding bodies have set a review date in November 2020. This will consider the level of disruption being experienced, and whether further contingency arrangements for REF may be necessary.

It has also been confirmed that the period in which examples of impact may occur has been extended from 31 July to 31 December 2020. A Covid-19 annex has been added to the Institutional Environment Statement. This will outline the challenges the pandemic has posed to the research and impact environment and the University's response.

Despite the disruption to the REF process, the University's submission remains on track. Court should note that all requests for output reductions submitted by the University have been approved. The 10 Units of Assessment identified will all have an increased GPA, which is a good outcome for the University.

In terms of the REF process itself, the R&D roadmap confirmed that Research England, in accordance with the funding bodies from the devolved nations, are conducting a thorough evaluation of the REF 2021, including on the costs of the exercise and its incentive effects on research practice. The Roadmap promises to 'evolve' the framework and articulates an ambition 'to run a system which is fair, unbureaucratic and rewards improvement'.

## **Items B: For Information**

### **4. University Rankings**

At the last meeting, I reported our position from two of the main league tables. In the QS World University Rankings, the University was placed 77<sup>th</sup>: down 10 places from last year. We are however, still one of a small number of UK universities in the top 100 in the QS rankings. I also informed Court that in the UK Complete University Guide, the University moved down one place to 19<sup>th</sup>.

#### **Times Higher Education (THE) World Rankings**

The University has been placed 92<sup>nd</sup> in the THE World Rankings, compared to 99<sup>th</sup> last year. We continue to pursue and refresh our action plan to ensure that our position as a world top 100 University is maintained. This work will be a focus for the newly appointed Director of Planning, Insight and Analytics/Deputy Secretary who is due to join the University in November. I can elaborate on this at the meeting.

#### **UK League Tables**

##### **National Student Survey 2020**

In the National Student Survey (NSS), published on 15 July, overall student satisfaction rose 1% from last year to 87.1%, placing Glasgow 2<sup>nd</sup> in the Russell Group, 5<sup>th</sup> in Scotland and 14<sup>th</sup> across the UK. Glasgow is one of only four Russell Group universities to improve its overall performance.

##### **Guardian**

In the Guardian league table Glasgow's position has improved by two places to 12<sup>th</sup>. This is our best position yet in this table and a marked improvement from four years ago when Glasgow was ranked 26<sup>th</sup>. In the Russell Group we ranked 8<sup>th</sup> for the second year in a row and in Scotland we ranked 2<sup>nd</sup> for the fourth year in a row.

## **Times/Sunday Times**

On 18 September the Times/Sunday Times Good University Guide was published and the University was placed 14<sup>th</sup> in the UK (up two places from 16<sup>th</sup>). The improved position was largely driven by performance in NSS 2020. Some headlines:

- UofG ranked 10<sup>th</sup> in the Russell Group (up 2 places), overtaking Birmingham and Leeds
- Edinburgh was the most improved in the Russell Group, going from 25<sup>th</sup> to 17<sup>th</sup>
- In Scotland, UofG was placed 2<sup>nd</sup> for the fourth year in a row, behind St Andrews
- Napier was the most improved in Scotland from 101<sup>st</sup> to 63<sup>rd</sup>
- Sports Science, Food Science, Animal Science and Dentistry all ranked 1<sup>st</sup> in the UK
- Nursing, Medicine, Veterinary Medicine, Education and Drama/Dance/Cinematics were placed 2<sup>nd</sup> in the UK.

## **5. European Universities Initiative**

The European Universities Initiative from the European Commission aims to strengthen strategic partnerships across the EU between higher education institutions, and seeks to encourage the formation by 2024 of 20 ‘European Universities’ that will revolutionise the quality and competitiveness of European higher education. The Commission sees these as being the ‘Universities of the Future.’

The University pursued a number of opportunities as part of the second call for proposals, resulting in the UofG becoming an associate member of NeurotechEU, an alliance led by Radboud University (Netherlands) which has now been successfully funded. However as this is a very large alliance, with over 200 associate members, we are pleased to have the opportunity to bid for associate member status (leading to potential full members status) of a further European University alliance ‘CIVIS – a European Civic University’. Other members include peer Universities such as Tübingen (Germany), ULB (Belgium), Aix-Marseille (France), and La Sapienza, Rome (Italy). The alliance’s five themed hubs closely align with the University’s research beacons, and involvement with CIVIS’s work packages is an opportunity to further enhance the University’s European collaborations. There is an ambitious student mobility target, set centrally by the European Commission.

I will update Court further at the meeting.

## **6. Senior Management Group changes**

At the last meeting, I advised that Robert Fraser would leave the University at the end of June and that Gregor Caldwell would step into the role of Acting Director, pending completion of the search and recruitment process for a new Executive Director of Finance. I am pleased to confirm that Gregor Caldwell has been appointed to the role.

Court will recall that Professor Dame Anna Dominiczak's term of office as VP/Head of College of Medical, Veterinary and Life Sciences was due to end on 31 July, and that she had agreed to continue in the role until such time as a new Head of College had been appointed. However, on 17 August, Anna began a secondment to the Department of Health and Social Care to oversee the operation of the UK Lighthouse Labs. She remains with the University on a fractional basis as Regius Chair of Medicine and in various other roles. Professor Graeme Milligan is currently Acting VP/Head of College and will remain in this acting role until the recruitment process for a replacement is complete. I am sure Court members will join me in thanking Anna for her leadership of the College since 2010 and wishing her well in her new role.

## **7. Key activities**

Below is a summary of some of the main activities I have been involved in since the last meeting of Court, divided into the usual 4 themes: Academic Development and Strategy; Internationalisation activities; Lobbying/Policy Influencing and Promoting the University; Internal activities and Communications and Alumni events. I have, in the main, provided brief headings and can expand on any items of interest to Court. All meetings were online unless noted otherwise.

### **Academic Development and Strategy**

- Fortnightly: Chaired meetings of the Senior Leaders Forum, comprising SMG, Heads of School and Directors of Research Institutes, Deans, and senior Professional Services colleagues
- Weekly: Chaired meetings of the Appointment Release Group, to take decisions on priorities for staff recruitment
- 25 August: Met with external consultant undertaking review into UofG IP and Commercialisation policy
- 11 September: Met with SMG colleagues to discuss opportunities for cross-College research collaborations
- 17 September: Court Strategy Day

### **Internationalisation Activities**

- 1 July: Along with other Scottish Principals, met with Caroline Wilson, new Ambassador of the UK to China
- 13 July and again on 28 August: Took part in meetings with potential European partners regarding membership of the CIVIS network (the European Civic University)
- 24 August: Guild of European Research Intensive Universities: Discussion on 'Universities of the Future' (European Universities Initiative)
- 1-2 September: Attended and addressed the THE World Academic Summit, which moved fully online. Took part in online panel discussions with fellow VCs, and participated in private networking sessions
- 8 September: Recorded video message for UESTC's International Education Week conference. Underlined commitment to our partnership and mutual support in Covid-19 recovery
- 23 September: Took part in Association of Commonwealth Universities VC/Presidents Roundtable on the campus of the future

- 29 September: Participated in Universitas 21 Peer to Peer meeting: connecting with other VCs in partner universities

## **Lobbying/Policy Influencing and Promoting the University**

### Russell Group Meetings

My 3-year period as Chair of the Russell Group ended on 1 September 2020, and Professor Dame Nancy Rothwell succeeds me.

- 25 June: Chaired Russell Group meeting with Jeremy Farrar, Director of the Wellcome Trust
- 10 July: Chaired Russell Group Board meeting
- 23 July: Chaired Russell Group Chairs of Working Groups meeting
- 28 July: Chaired Russell Group meeting with Dame Ottoline Leyser, CEO of UKRI
- 13 August: Chaired Russell Group meeting with Universities Minister Michelle Donelan
- 13 August: Chaired Russell Group meeting with Iain Mansfield, Special Adviser to the Education Secretary
- 26 August: Chaired Russell Group meeting with Universities Minister Michelle Donelan
- 14 September: Attended Russell Group Board meeting
- 24 September: Attended Russell Group meeting with Kevin Foster, Home Office minister

### USS

- 30 June: USS Valuation Methodology Discussion Forum
- 6 July: USS Investment Committee meeting
- 13 July: USS Valuation Methodology Discussion Forum
- 17 July: USS meetings
- 20 July: USS meetings
- 22 July: USS Board meeting
- 10 September: USS Board meeting
- 21 September: USS Investment Committee meeting

### Media engagement

- 24 June: Interview with Deutsche Universitätszeitung (German Higher Education magazine)
- 10 July: Interview with BBC Scotland
- 11 July: Interview for BBC Radio 4: The World this Weekend
- 13 July: Interview with Sky News
- 29 July: Broadcast interview with Times Radio
- 7 August: Interview with Douglas Fraser for BBC Scotland
- 7 September: Interview with Radio 4, Today Programme

### Other external engagements

- 23 June and 31 August: Chaired meetings of the Glasgow City Region Commission on Economic Growth
- 25 June: Attended meeting of Glasgow Economic Recovery Group – a group of key stakeholders convened by Glasgow City Council to take forward the City's response to the pandemic

- 29 June: Opened the UK Council for Graduate Education Annual Conference
- 29 June: Met with other Principals of Scottish universities with Dental Schools and the Board for Academic Dentistry to discuss challenges with clinical teaching due to Covid-19
- 1 July: Attended meeting of the Arts and Humanities Research Council Creative Industries Advisory Group
- 1 July: Participated in a webinar run by NIESR and the IFS entitled “Covid-19: Deficits, Debt and Fiscal Strategy”
- 2 July: Attended Scottish Universities Research Reference Group meeting (hosted by SG Universities Minister)
- 2 July: Skills Development Scotland /Universities Scotland post-pandemic recovery discussion
- 3 July: Spoke in a webinar on Brexit arranged by the Franco British Lawyers Society
- 7 July: Participated along with other VCs in discussion of the UK Government R&D Roadmap led by Dame Ottoline Leyser, CEO of UKRI
- 10 July: Scottish Technology ecosystem review – meeting with Mark Logan
- 13 July: Meeting with VCs and Dame Judith Macgregor (Chair of the Global Challenges Research Fund (GCRF) Strategic Advisory Group) regarding the future of GCRF funding
- 14 July: Meeting with the Cabinet Secretary for Economy, Fair Work and Culture
- 15 July: RSE Post-Covid Futures Commission
- 16 July: Participated in UK/Italy (Organised by British Council and FCO) Roundtable on Blended Teaching and student mobility during Covid
- 21 July: Scottish Leaders Mentoring scheme 1:1 meeting
- 24 July: NIESR and Universities meeting
- 27 July: Scottish Leaders Mentoring Scheme 1:1 meeting
- 29 July: Informal meeting of the Standing Council on Europe hosted by Michael Russell, Cabinet Secretary for the Constitution, Europe and External Affairs
- 6 August: NIESR / Royal Economic Society event on Covid and Universities – I was asked to join an expert panel with three other US and UK economic experts to explore the impact of Covid on the HE sector.
- 10 August: Roundtable with Principals and Scotland Office Minister, Iain Stewart
- 14 August: Met with Chief Executive of the SFC
- 26 August: Universities Scotland Main Committee meeting
- 27 August: Skills Development Scotland/Universities Scotland post pandemic recovery: follow up discussion
- 1 September: Attended meeting of Scottish Government Council of Economic Advisers
- 9 September: Gave evidence to the House of Commons Science and Technology committee on challenges for HE in delivering on R&D ambitions
- 14 August, 11 September: Meetings of the NCUB R&D Taskforce – this was commissioned by UKRI and UK Government following the publication of the R&D Roadmap to inform the development of the UK Govt’s R&D plan. In addition to myself and the VC of Oxford and the UUK President, the Taskforce has a number of UK CEOs/industry leaders from key sectors.
- 11 September: With Rachel Sandison, briefed Patrick Harvie MSP (Scottish Green Party) on UofG priorities and activities

- 14 September: Filmed a conversation with Professor Anna Vignoles (University of Cambridge) on the impact of Covid on universities, to be broadcast online by the UKRI/Royal Economic Society 'Economic Observatory'
- 15 September: Chaired the Scottish Government Standing Council on Europe, with the FM and other ministers in attendance
- 15 September: Interview with Times Higher Education – in support of our shortlisted nomination as University of the Year
- 17 September: Scottish Leaders Mentoring Scheme – event organised by Scottish Power
- 28 September: Took part in a panel event for the Stevenson Trust, with Sir John Curtice and Professor Devi Sridhar
- 29 September Santander Universities Entrepreneurship Awards Final and Reception for Vice Chancellors. An opportunity to network with other VCs from the Santander Universities partnership.

### **Internal activities and Communications and Alumni events**

- Daily meetings of Covid-19 communications/operational group
- Various dates: Recording regular video messages for students and staff, for use in University communications/social media channels
- 26 June: Hosted Fundraising Campaign Leadership Board meeting
- 10 July: Spoke to a group of major donors, to brief them on the University's response to Covid-19 as well as future fundraising plans (including fundraising to support Covid-19 response, e.g. work of the Centre for Virus Research)
- 10 July: Regular meeting with the SRC Executive
- 21 July: Internal Marketing and Public Affairs strategy meeting
- 23 July: Introductory meeting with new President of Glasgow University Union
- 29 July: Recording of video message for student induction/welcome
- 4 August: Cairney Conversations event with VP External Relations and Director of Development – panel discussion on University fundraising strategy and opportunities and challenges of Covid
- 12 August: Meeting with VP External Relations and Director of Development and Alumni to discuss future fundraising strategy (on campus)
- 24 August: Regular meeting with the SRC Executive
- 25 August: Filming on campus to contribute to video submission to support our nomination for THE University of the Year
- 26 August: Staff Q&A recording
- 27 August: Attended External Relations team meeting, to thank staff for their work and update them on the University's position
- 27 August: Risk Register discussion with WCGT Director of Programme Delivery focused on the strategic risks which I own
- 3 September: Met with Uzma Khan, incoming Director of Planning Insight and Analytics/Deputy Secretary
- 8 September: Recorded welcome message for postgraduate research students
- 14 September: Delivered Freshers' Address in the Bute Hall, delivered to a small socially distanced audience of students and live streamed.

## **8. Senior Management Group business**

In addition to standing and regular items, which include Covid-19 response, Student Recruitment and REF 2021, the following issues were discussed:

### ***SMG Meeting of 29 June***

- Post-Covid Strategy: Update and Next Steps
- British Academy SHAPE Initiative (Social Sciences, Humanities and the Arts for People and the Economy)

### ***SMG Meeting of 6 July***

- Teaching and Learning 2020-21
- Deferral and Suspension of Study
- Changes to CAPEX Committee
- Post-Covid Strategy: Shadow Board
- REF Consultation: Survey Response

### ***SMG Meeting of 13 July***

- Teaching and Learning in 2020-21
- Post-Covid Strategy: Shadow Board
- People First: Terms of Reference

### ***SMG Meeting of 21 July***

- University Research Strategy 2020-25
- ARPA: Consultation Response to Science & Technology Committee
- Review of PGR Governance
- USS Consultation: Debt Framework
- Bachelor of Dental Surgery: Communications to Students

### ***SMG Meeting of 27 July***

- Capital Spend 2020-21: Prioritisation
- Government Relations Group

### ***SMG Meeting of 3 August***

- Timetabling / Physical Distancing
- Capital Spend 2020-21: Prioritisation
- National Student Survey 2020
- Lord Kelvin/Adam Smith Fellowship Scheme

### ***SMG Meeting of 10 August***

- Capital Projects: Forecast Spend August/September
- Covid-19 Impact on Staffing Structures
- SMLC Compulsory Year Abroad
- SFC Call for Evidence: University Response



- National Student Housing Survey

***SMG Meeting of 18 August***

- Strategic Risk Register
- Capacity to Support Student Growth
- People and Organisational Development Strategy
- Update on Graduations and Ceremonies in 2020-21

***SMG Meeting of 24 August***

- Mitigating the Impact of Covid-19 on Research: SFC Financial Support Package

***SMG Meeting of 31 August***

- Times Higher Education Impact Rankings

***SMG Meeting of 7 September***

- Toxicology Service: Proposed Extension
- University Research Strategy 2020-25
- Annual Assurance Statement on Compliance with Concordat to Support Research Integrity
- European Universities Initiative

***SMG Meeting of 16 September***

- Strategic Risk Register
- SHAPE: Promoting Research and Teaching in the Social Sciences, Humanities and Arts
- People First: Findings and Recommendations
- Strategy 2020-25: Emerging Themes of the Post-Covid Strategy
- Revised Sustainability Strategy and Draft Business Travel Guidance
- Scheduling On Campus Teaching in Semester 2 of 2020-21
- HR Data Analytics

***SMG Meeting of 21 September***

- Student Residences

***SMG Meeting of 29 September***

- Bachelor of Dental Surgery – clinical teaching

## 1. Introduction

This paper provides the annual review of the progress made by WCGT to deliver the goals of the transformation strategy and assess the impact of that progress for the University. At the end of the second year, there has been a significant shift into delivery in line with the development of the main projects in the WCGT portfolio, as well as responding to the implications of Covid 19 and the need to divert some WCGT resource to support the response to C-19.

The paper is structured as follows:

- The strategic context
- Headlines at the end of Year 2
- The plans for Year 3 delivery
- Lessons learnt so far
- Key risks and enablers
- Concluding remarks

## 2. Strategic Context

The transformation strategy ‘*Enabling Excellence, Unlocking Potential*’ was signed off in October 2018. It was informed by the 2015 strategy *Inspiring People: Changing the World* and the experience of trying to deliver significant change using existing resources and skills. This concluded that a dedicated team was required to: focus on delivery, bring in additional skills and expertise and grow internal capability and the proposal to develop an internal transformation team (subsequently named WCGT) in 2017.

Transformation initiatives take time to establish. Thinking needs to be tested and refined and the organisation needs to buy in to change. Understanding this context, tailoring it to Glasgow, recruiting the team, inducting them to the University and developing good communication and engagement channels have been at the heart of our transformation.

Year 1 (2018/19) of WCGT centred on setting up the team; building the relationships across colleges, schools and University Services to understand the challenges they face; and undertaking the initial discovery and analysis to define the scope and scale of the change needed to address our key priorities. The team of 20 FTEs (including some churn as we ensured the people in the team had the right skills and fit with the culture of the University) is now facilitating excellence, supporting change and enabling our people to deliver impact in the form of:

- Significantly improving the quality of services provided to the University community
- Improving value for money and efficiency to support greater investment in our strategic imperatives
- Enabling a culture focused on service excellence and collaboration

The team added change and project management capability to the University which has proved to be invaluable in helping the University navigate the challenges introduced by Covid 19 (see below). Year 2 (2019/20) has seen a significant shift into delivery. Additional capability has been added in the areas of digital delivery and value optimisation. What has been delivered in year 2 is outlined in Section 3.

### ***The purpose of undertaking the transformation***

WCGT is helping prepare the University for the future in a world that is increasingly dynamic, competitive and global. Working with colleagues across the University we continue to transform our people, structures, processes and systems so they can better respond to and shape this environment.

The Critical Success Factors (CSFs) that inform the extent to which WCGT has delivered on that purpose are:

- ***Outcome focused*** – whether that is by improving the students and/or staff experience, supporting research and teaching activity, introducing change that leads to service improvement and/or cost improvement or avoiding future costs
- ***Internally owned*** – where WCGT works in partnership with the University, underpinned by a compelling communication and engagement strategy
- ***Delivering results that are sustainable*** – by enhancing the culture and behaviours needed to enable positive change, enabled by building capability for the longer term.

More detail on the CSFs and associated Key Performance Indicators (KPIs) by which the WCGT Board measure progress and impact are provided in Appendix 1.

Some of the KPIs measures lend themselves to robust data analysis (e.g. cost savings) whilst others are more subjective. In practice the most important element of ensuring progress against a KPI is to identify the plan to enhance performance against that KPI over time. To further strengthen the focus on benefits we have introduced a Benefits Realisation Group (BRG), chaired by Professor Frank Coton, to ensure there is robust link between the annual business planning cycle, the savings targets agreed with budget holders and the role of the WCGT team to enable those savings via improved business processes.

### **Current Portfolio**

The WCGT portfolio currently consists of the following projects:

- **Smart Campus** - Creating the future digital environment for the University campus, with social, technological and economic impact for the University and the city of Glasgow
- **Assessment & Feedback** - Improving the experience for students and staff by significantly redesigning how we undertake the assessment of, and provide feedback to, our students
- **Student Forecasting & Enrolment** - Enhancing the student enrolment experience for UG and PGT students to enable effective decision-making and course selection
- **Professional Services** - Designing services to meet the user's needs, improving the quality of the service delivered and reducing cost
- **Responsive Solutions** - A 'bottom up' service that identifies and addresses important (to staff) challenges in the day to day experience of staff at the University

The one area of the portfolio that has not been as effective as intended is the improvement to our professional services. The reasons for that are reflected in Section 5 on lessons learnt. What we have done is used that experience to develop a more effective approach to how we identify and release value for the University which is more focused on the process enabled change and the need to reduce costs and improve service quality. More detail on that approach is provided in Appendix 2.

Informed by the lessons learnt, we have also reviewed the governance of the transformation activity and introduced a change which enables an ongoing discussion with the five budget holders on the strategy and direction (meeting every 3 months), complemented by a Delivery Board that meets every 6 weeks attended by the project sponsors and service leaders who enable change (People & OD, Information Services and Finance). Both Boards are chaired by the Senior Vice Principal as the Senior Responsible Owner for WCGT. The rationale was to enable more detailed discussions on delivery in the main board whilst retaining engagement with the strategic direction via the discussion with the five budget holders. Both Boards have now met and feedback from both is positive.

### **3. The headlines as we come to the end of Year 2**

The transformation strategy was predicated on a timeline for WCGT of up to 5 years duration i.e. by the end of year 5 all the projects in the portfolio would be completed and the realisation of benefits well underway. At the end of Year 2, the expectation was that all the main design and discovery work is complete, some delivery has taken place and most of the delivery is lined up to take place over the next 12-18 months.

However, understandably, the second half of 2019/20 has been dominated by the impacts of C-19 across the University, including the immediate response to protect our UofG community, and making the necessary changes to ensure the course of normal university business could continue. What this means in practice is that the WCGT team have supported colleagues across the university to design and implement a number of solutions e.g. support to the exam diet, design and implementation of the Covid-19 Helpdesk, Modern Ways of Working website for MPA staff; and accelerate other relevant areas e.g. Online Assessment Management, the Smart Campus App.

As an example of what that means, the two exam diets saw 1850 assessments completed by around 20,000 students with some 40,000 assessments completed and graded online. This included approximately 650 calls to the helpdesk over the two exam diets. This was a whole University effort with the role of the WCGT team to provide project and change management support to enable the move to online exams.

The delivery to date against each of the CSFs and KPIs is summarised below. This will be included in the presentation to Court and the supporting detail is provided in Appendix 3.

## 2.1 Outcome focused.

- **Improving the student experience** – ReachOut service launched, new service desk designed and implemented as part of the wider support to the shift to online exams in response to Covid19. A roadmap for Smart Campus has been completed which illustrates the future digital environment at the University and how it could make a positive contribution to the student and staff experience
- **Improving the staff experience** – the new recruitment self-service was launched to very positive feedback, including a large-scale implementation support led by the Recruitment team. The first Community of Practice was launched, focusing on MyCampus, with further communities of practice underway to increase capacity amongst staff. The Modern Ways of Working website went live early on in lockdown to enhance the tools and support available to staff working remotely
- **Supporting Research and Teaching** – significant support to teaching was at the core of the Covid 19 response work during the past 6 months. The draft 'learning through assessment' policy framework has been developed as part of the A&F Project. We also supported the initial discussions on how to enhance the support provided to our PGR students.
- **Enabling the shift to 'service excellence** - in addition to the recruitment self-service implementation, significant progress was made to support the design and launch of the Ivanti Helpdesk which provides a key building block for other services to make use of a consistent service delivery model especially for transactional services
- **Improving efficiency** – both the recruitment self-service launch and the Ivanti Helpdesk improved efficiency, both of which have seen significant additional demand during the summer and were effective.

## 3.2 Internal Ownership

The two elements we defined to assess the extent we are ensuring the transformation activity is internally owned across the University and where we stand at the end of Year2 is:

- **Working in partnership with the University** – there has been a lot of positive engagement in the early stages of WCGT, however that is not always the same as true partnership or collaboration. As we have shifted into delivery this is becoming more real, either through the building of joint teams e.g. People & OD and Information Services colleagues collaborating on projects; the role of the College team; the Directors of Professional Services and the Change Network (with over 420 members). There is more to do to develop the shared ownership and a lot of the imminent delivery depends on that happening successfully
- **Compelling communication and engagement strategy** – an area of early focus was to recruit the communication and engagement and build the capability. The impact of prioritising this area is paying dividends, both in ensuring good two-way communication and helping to raise our game in this area across the University. It has also provided an effective platform for the wider discussion to enhance internal communications and staff engagement, sponsored by People & OD, External Relations and Information Services colleagues.

## 3.3 Delivering sustainable results

In order to ensure results are sustainable there has been significant focus on the change in culture and behaviours that are integral to the success of any change activity. WCGT have built capability and capacity across the university to enable delivery of change for the long term. The headlines in terms of progress are:

- **Enhancing the culture and behaviour** – the initial focus was on creating and sustaining the Change Network to create a team of willing volunteers to make sure WCGT was plugged into the University at different levels, to share information and get feedback on that from the group. The Change Network is a strong part of the success of WCGT to date and plans to build on that initial success are well in hand, working with colleagues in People & OD e.g. communities of practice
- **Building capability for the longer term** – the starting point for this was to build a strong core team, enhanced as appropriate by external support to work with colleagues via a range of mechanisms e.g. the Change Network, project boards and user research workshops. It has taken time to create the core group and its fair to say that some of the recruits struggled to adapt to the University but the recent

work to support the pivot to online exams and the rapid deployment of the student app are signs that we are now making better progress. A good acid test for this will be the adoption of agile and lean.

#### 4. What's coming next in Year 3

A lot of what is planned for the next 12 months focuses on improving the student and staff experience and making a step change in our ability to improve core business processes as we do that. At a summary level WCGT will deliver (see Appendix 3 for more information):

- **UofG Life:** The new app for students, focused on enabling students to feel part of the University community is now live. The initial design is complete with a limited number of features that will be added to during the next 3-6 months. We may also consider whether developing a staff facing app provides a platform to improve processes and save time and cost of some activities
- **Online Assessment Management** – includes a portal for students to access all their assessment and feedback in one place, simplifies a lot of the underpinning data between Moodle, MyCampus and O365 amongst other systems and enables automated grade aggregation
- **Learning through assessment** – the new policy framework for how we undertake assessment & feedback at the University
- **Service reviews** to improve the quality and consistency of the services provided by People & OD; Information Services and Estates
- **Process reviews** to improve the efficiency and effectiveness of the processes that relate to OAM and timetabling, to simplify and streamline the processes and resources needed and in turn reduce the costs associated with both.

In addition, we will:

- Continue to develop the Smart Campus roadmap, informed by the insights gained from the past 6 months in relation to how we create a more dynamic and responsive environment for students and staff
- Continue with the remaining aspects of the Assessment & Feedback business case, looking at how we build on the OAM capability via the addition of an 'assessment engine' and a curriculum management system as a replacement for the PIP system
- Review the insights from the shift to online exams to inform the replanning of the student forecasting & enrolment project, probably focusing on how to improve the processes that contribute to the student experience e.g. registration and those processes that release resource e.g. room bookings (with a clear read across to timetabling).

All of this activity will deliver a better experience of students and staff, free up time for research and teaching and where possible, improve the efficiency and effectiveness of our processes especially those that are highly transactional in nature, freeing up resource to reinvest in the academic mission. Increasingly, the emphasis will be on how to improve our core processes and services. As outlined in Section 2 above, we have redesigned the approach to that in a service that will identify opportunities to improve our core processes and release resources for the University that has been named value optimisation.

The Value Optimisation service has been developed to improve user experience and service quality by focussing on what matters to our people, implementing more agile and efficient processes and balancing the appropriate level of investment across under invested and over invested areas to ensure that every activity we undertake delivers value for Glasgow. The WCGT Delivery Board approved the proposed strategy to deliver value optimisation and committed to ensuring the necessary enablers were put in place to support delivery across the services and the priority areas to take forward [*For the benefit of Court these were the process improvements associated with the online assessment management project, timetabling (informed by the summer exam diet) and service reviews of People & OD, Information Services and Estates (focusing on Facilities Management)*].

The approach combines best practice process analysis techniques to identify unnecessary activity (so we can remove it), understand and where possible manage the demand for services better or move the 'simple' elements to self-service to reduce the resources needed to deliver it (e.g. the recruitment self-service), reduce the variation in how processes are undertaken especially for processes that are highly transactional and should be done once and in a consistent manner (e.g. making more use of the Ivanti Helpdesk) and introduce more consistent service performance management so that we are more able to assess what an appropriate level of service is relative to the cost of providing that service. More detail is provided in Appendix 2.

## 5. Lessons learnt so far

Two years into a five-year programme is a good opportunity to reflect on the lessons learnt to date to inform future delivery. The main headlines discussed with the WCGT Board(s) are:

1. Being more realistic about the scope and scale of change that can be delivered and over what time period.
2. The need to ensure we have a team with the appropriate depth of technical skill and empathy with what working in a University involves i.e. the focus on the student, the importance of research and so on
3. Keep the governance as light as possible – there are enough Committees and Working Groups so any additional WCGT governance works best when its focused and as easy as possible for stakeholders to engage with
4. Don't get lost in the data - there are multiple sources and interpretation of data. Far more effective to do some initial analysis to understand the landscape and then discuss the findings with people and ensure there is a bias towards action that follows
5. There is a significant frustration about poorly delivered change previously in the institution. It reinforces the importance of how to take people with us whilst listening to their understandable frustrations.

## 6. The key risks and enablers to planned delivery

The main risks linked to delivery of the intended outcomes are:

- There is further change triggered by spikes in the incidence of C-19 that we need to respond to and either prevent or delay delivery of the planned outcomes
- The financial challenges created by C-19 limit/prevent the ability to invest in WCGT or related initiatives e.g. the remainder of the A&F Business Case

The enablers that will enhance our ability to deliver include:

- Maintaining collaboration and support from senior leaders (including Court) across the University as well as the wider University community
- Ensuring good alignment between the business plans for each budget holder and the WCGT objectives i.e. that WCGT helps them to deliver on their objectives, including the need to redesign the core processes to reduce costs
- Completing the discussions on the 'target savings' for budget holders and the role for WCGT to enable those savings as part of an overall focus on benefits realisation (see next steps below).

## 7. Concluding remarks

In addition to the delivery outlined in the paper, the last 2 years has created:

- An internal team that demonstrates the benefits of change and project management, able to rapidly respond to challenges in a positive and collaborative manner. And their skill set is not necessarily constrained to transformation e.g. the support to risk management and the strength in places project have made a major contribution to the overall delivery capability at the University
- A growing cadre of capability and capacity development within the team and across the institution via the Change Network and other initiatives. This includes developing more effective tools and techniques to deliver sustainable change at the University e.g. the introduction of Agile, the shift to digital delivery and the tools and techniques at the heart of value optimisation
- A focus on the aspects that will make a sustainable difference e.g. process enabled change, user led service design, agile delivery across what is a relatively small team in scale and budget when compared to that of other institutions. That doesn't imply we need to spend more, rather that we need to ensure we keep a tight focus on the scope and scale of the team i.e. deliver a few things well.

None of this means the team or the transformation is 'perfect'. Far from it, the lessons learnt demonstrate the need to continue to reflect and improve whilst continuing to deliver. And the two external assurance reviews by PwC and the former Transformation Director at Imperial College completed in the last 12 months reinforce the good progress made but a consistent need to ensure focus and clear articulation of the benefits created from the investment.

## Appendix 1 – Impact Assessment framework for WCGT

The framework for assessing the impact of WCGT including the CSFs and KPIs is summarised below (this was agreed at the WCGT Board in November 2019).

**Figure 1: WCGT Impact Assessment Framework**

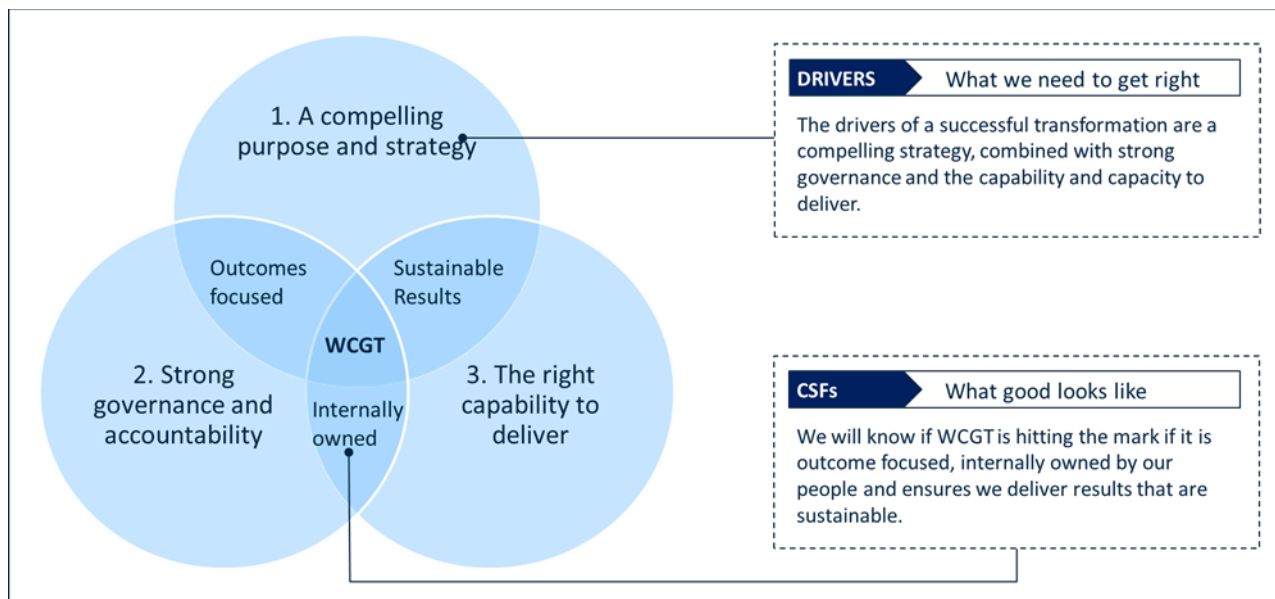


Table 1 below provides the descriptors for how the CSFs translate into measurable outcomes.

**Table 1: Translating the CSFs into benefits**

CSF	Outcome	Benefit/KPI
<b>1. Outcome focused</b>	Improved student experience	Responding to key sources of feedback (e.g. NSS) to inform how we can contribute to improving the student experience.
	Improved staff experience	Responding to key sources of feedback e.g. the staff survey, Cubane, Professional Services service survey to understand how we can contribute to improving the staff experience
	Supporting research	Freeing up time to win and deliver additional grant income
	Supporting Teaching	Freeing up time to teach and develop new course material
	Service Excellence	Adopting more consistent service delivery models to enable better decisions at the right time. Developing 'shared services' for transactional services where appropriate.
	Cost Reduction	Identifying the current cost to serve, looking into opportunities to reduce cost via headcount reduction, process improvement, better and more consistent use of IT, removing duplication, reducing bureaucracy.
	Avoiding future costs	Improving the utilisation of our assets, improving how we source goods
<b>2. Internally owned</b>	WCGT works in partnership with the University	Shared sponsorship of projects, mixed resourcing model e.g. core team balanced with secondees
	Compelling communication and engagement strategy	Two-way communication channels i.e. the voice(s) of the Staff and Students is part of the design of new services, the change and the implementation of the change e.g. Change Network
<b>3. Delivering results that are sustainable</b>	Enhancing the culture and behaviour	Tailored training and development programme that enables the goals of Inspiring People and Enabling Excellence. Designing in appropriate measures to P&DR to deliver WCGT across the University.
	Building capability for the longer term	Changing (for the better) how we do things at the University, upskilling colleagues in change and how to lead services.

To be discussed at the WCGT Delivery Board in September is the initial assessment of the extent to which we have achieved each of these CSFs, recognising there is still some work to complete in relation to the definition and agreement of the targets and some of the assessment is subjective. Table 2 provides a key to the different levels of capability.

**Table 2: Summary of the capability levels for WCGT delivery of benefit**

Capability level	Descriptor
<b>1. Emerging</b>	Basic evidence of activity underway with some insights being drawn e.g. the initial work on the professional services review in relation to as is analysis.
<b>2. Effective</b>	Good evidence of activity underway with a complete set of insights being drawn that can lead to action e.g. the process mapping completed for A&F that evidenced the scale and scope of the variation across the University.
<b>3. Integrated</b>	Building on the initial activity to join it up with related activity to create a more comprehensive solution for the user e.g. the HR Recruitment review was able to progress once the process analysis was combined with the system related changes and delivered via a comprehensive communication and change programme.
<b>4. Wow</b>	Being able to deliver integrated solutions at a level of complexity (i.e. end to end process enabled change) at significant scale e.g. the roll out of the online assessment management capability across the University.

Table 3 provides an initial assessment of 2019/20 and proposed targets for 2020/21 with supporting commentary to be discussed and signed off by the WCGT Delivery Board in September.

**Table 3: Assessment of delivery to date and forward look**

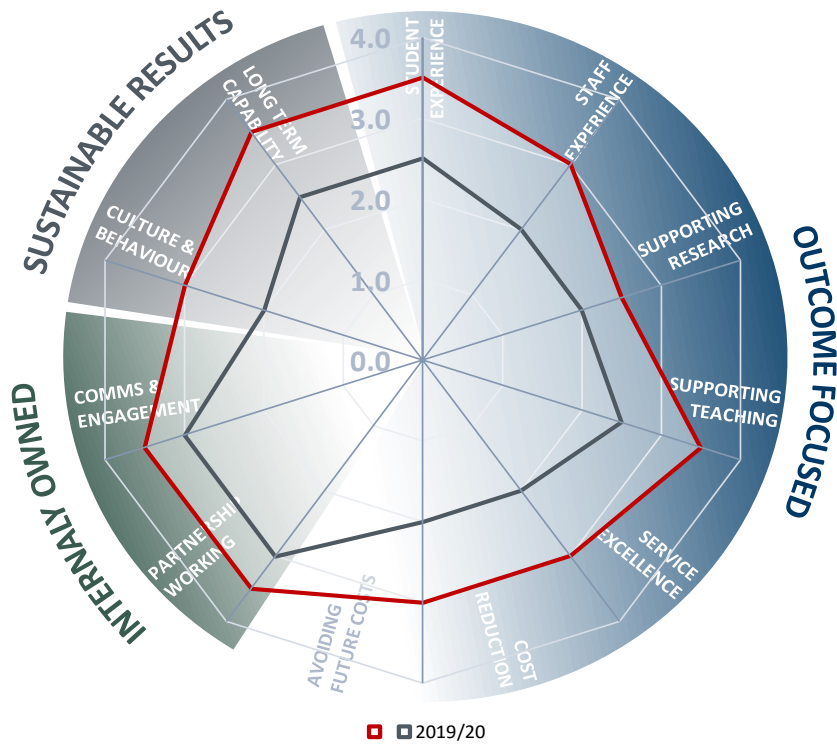
		2019/20	Commentary	TARGET 2020/21	Commentary
OUTCOME FOCUSSED	STUDENT EXPERIENCE	2.5	Design and delivery of Reach Out in partnership with IS as well as active engagement with students to inform designs for smart campus and A&F in particular	3.5	Increased focused on digital services via UofGLife plus online assessment management and insights from C19 response
	STAFF EXPERIENCE	2.0	Design and delivery of new recruitment service in partnership with HR plus active engagement with staff e.g. Design Week to understand key frustrations and	3.0	Design and delivery of enhanced experience as a result of the service reviews planned for IS/People & OD/Estates
	SUPPORTING RESEARCH	2.0	Initial work to redesign the support for PGR Students is a good piece of work but limited in terms of scope and impact	2.5	Ongoing support where appropriate in relation to the new Research strategy
	SUPPORTING TEACHING	2.5	Extensive work to develop the policy framework for A&F plus the support to C19 response	3.5	Progressing via A&F, range of project Integrated Solutions (Learning Through Assessment, MyProgress etc.)
	SERVICE EXCELLENCE	2.0	Introduction of Ivanti Helpdesk and further support to extend its use during C19 response by designing the service desk model	3.0	Targeting service performance in key areas, prioritised via Value Optimisation
	IMPROVED EFFICIENCY	2.0	HR Recruitment review and Ivanti Helpdesk all created opportunity for increased efficiency.	3.0	Delivering the process related change to release value and/or costs, agreed via Benefits Realisation Group
INTERNALLY OWNED	PARTNERSHIP WORKING	3.0	Active engagement with academics via L*TC and Deans for L&T amongst others, the 'College team', Change Network and partnerships with other services.	3.5	Enhanced college and US collaboration to enable successful delivery of online assessment management
	COMMS & ENGAGEMENT	3.0	Consistent creation of effective comms and engagement activities, leading the thinking on how to enhance internal comms	3.5	Change Network and regular multi-format WCGT updates
SUSTAINABLE RESULTS	CULTURE & BEHAVIOUR	2.0	Growing the reach of the change network, developing the modern ways of working with others to enable remote working	3.0	Ongoing collaboration with People & OD to implement People First related initiatives plus further development of the UofG Change
	LONG TERM CAPABILITY	2.5	Introduction to Agile for WCGT Board and key stakeholders, similar for Change network, plus trialling the community of practice model plus recruitment of	3.5	Growth of relevant capabilities around change management and digital delivery

To illustrate how that starts to inform the development of the impact of WCGT and in turn the ongoing development of the capability, Diagram X below shows the outcomes for 2019/20 and the target for 2020/21.



As noted, elements of this assessment are subjective and there is work to do to finish off the more objective aspects e.g. the target setting for cost reduction and agreeing the degree of service quality improvement. Hence the intention of sharing it here is to show the direction of travel and the increasing focus on process improvement and cost reduction.

Figure 2: Draft Impact Assessment output



## Appendix 2: More information on the value optimisation service

### Process Reviews

As part of the response to changes arising from Covid 19, the University has made the move to blended learning an imperative, hence the first area proposed for process review is the relevant elements of the Assessment and Feedback process. We will identify and implement any Learning and Teaching Administration process improvements in parallel with the implementation of the new Online Assessment functionality:

- **Implementation Planning** - Starting with a proof-of-concept stage in one cohort, the tools will be rolled out in a phased manner across each operational area until all four Colleges have access to both capabilities. To facilitate the roll out, a robust Implementation Plan is being developed structured around the University's change framework to ensure that each school is ready to adopt the new technology.
- **Change Readiness Diagnostic** - A diagnostic exercise will be conducted by each individual school to assess their level of Change readiness across four dimensions i.e. Process, Technology, Communications and Change delivery. The output from each diagnostic will help define the specific training requirements for each school ahead of roll out, subsequently determining the phasing, the timescales and the necessary resources required to deliver the plan. The output will also provide insight for potential process improvement

### Service Reviews

The service reviews combine process and improvement and service improvement to enable an improved balance of cost and quality in our core services. The initial services are: People & OD (looking at those activities that are highly transactional in nature to streamline and ideally automate them); Information Services and Estates (focusing mainly on facilities management and how we enable better customer service).






### Process Improvement

The first stage of each service review uses Lean tools to identify process improvement opportunities across four areas to reduce waste, manage demand, reduce variation and improve performance:

- **Reducing waste**- Using process maps created during earlier, "as-is" analysis, each step is critiqued to assess if it adds value as part of a technique known as value stream analysis. Typical outputs from this review include the removal of non-value adding activities and potentially combining multiple steps carried out across multiple departments into one thereby creating capacity and improving right first-time quality.
- **Managing demand** - This step involves reducing the level of avoidable (typically transactional) work by driving self-service and automation, improving input quality to processes, improving the right first time quality of process outputs, improving unavoidable hand-offs using workflow and creating forecasting models to balance and flex capacity and demand particularly where workloads fluctuate significantly throughout the academic year.
- **Reduce variation** - This step involves developing consistent methods using standardisation and consistent work rhythm by baselining realistic activity timescales and service levels to reduce variation and deliver a more consistent quality of service.
- **Improving performance** - This step involves ensuring the appropriate KPIs are defined and displayed to reflect service quality using tools such as visual management and the appropriate performance review ceremonies are in place to facilitate improvement. It requires the roll out of basic lean training across operational teams, empowering them to conduct team-based problem solving and embed performance dialogue as part of the culture.

Figure 3 summarises some typical process improvement areas that we would consider as part of the scope

Figure 3 – Typical Process Improvement Areas

	 SELF-SERVICE	 HELPDESK	 CUSTOMER SERVICE	 PERFORMANCE REPORTING	 ENQUIRY MANAGEMENT
STAFF JOURNEY	"I can easily access self-service materials to resolve my query at a time that suits me."	"I receive a quick response to the Helpdesk ticket I submitted. I know it's been receive by the correct team."	"I know the service time during this period, and can track the progress of my ticket."	"The Service is responsive to my needs and my feedback is valued."	"I do not need to know the structure of the function to get support. Ivanti is a central point of contact for me."
TOUCHPOINTS	Consistent and up-to-date self-service information available in the knowledge-base or the web	Staff have capacity to support, even at times of increased activity	Agreed framework for customer service	Development of Management Information Reporting	Simplified categorisation and routing of Ivanti forms
	Lean processes and document automation	Efficient provision of AV support	Supported by Service Level Agreements (SLA)	Customer Service KPIs	Ivanti forms which are visually and functionally consistent
LEAN	REDUCE WASTE		MANAGE DEMAND	REDUCE VARIATION	IMPROVE PERFORMANCE
	EMBEDDING LEAN FOR STAFF TO IDENTIFY AND DELIVER CHANGE				

### Service Design

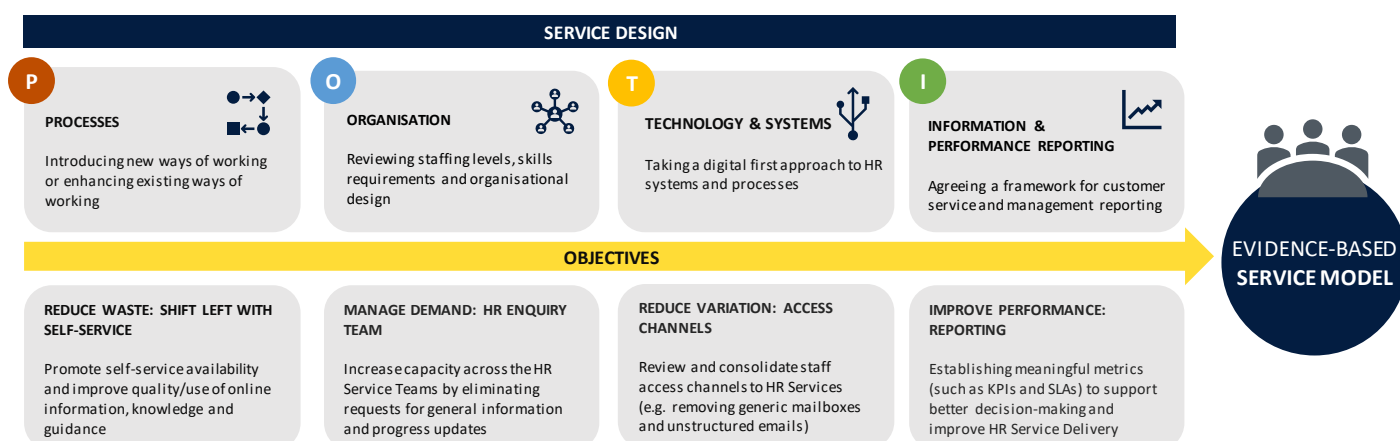
The second stage of the Service review is to redesign the service to address the user pain points identified during the earlier "as is" analysis and we plan to use the POTI model shown in Figure 2.2 to formalise this process which considers the Process implications of the four lever analysis defined above as well as the Organisational, Technology and Information considerations for the redesigned service

This activity would very much complement any ongoing initiatives in the areas e.g. working closely with the Executive Director for HR to think through the broader people related changes e.g. better functionalisation of services, rationalisation of job descriptions, reviewing spans and layers of the organisation.

Similarly, developing service improvements in collaboration with Information Services staff will result in a better balance between reactive and proactive service provision. This should build additional capacity to assist with planning and service improvements aligned with the hugely important Network Infrastructure Investment Programme (NIIP) currently in design stage, as well as any other technological change initiatives.

Figure 4 – POTI Service Design Model


Service design will provide the opportunity to deliver transactional support whilst increasing resource agility and responsiveness, and service quality and consistency. POTI sets the high-level scope of what must be reviewed and integrated into an effective service model.




## What this means for students and staff

As a result of conducting the Value Optimisation Service reviews and Process reviews, we anticipate the following user experience benefits for Students, Academics, Professional Services Staff and the Service Teams.

Figure 5 – User Experience Benefits



Students	Academics	PS staff	Service teams
Improved service quality	Improved service quality	Improved service quality	More time to add value
Joined-up services	Joined-up services	Joined-up services	Reduced crisis management
Single point of access	Reduced effort to access	Reduced effort to access	Reduced fractional roles
Holistic support	Reduced admin burden	Reduced admin burden	New career pathways
More staff time available	More time for research	Effective strategic support	New service analytics
More time to learn	More time for teaching	More transparent data	Greater satisfaction



## Benefits realisation

The Value Optimisation service will deliver a range of quantitative and qualitative benefits. Our level of appetite to realise these benefits may result in the redeployment of created capacity or re-investment of cashable savings into under-resourced or under-performing value enhancing areas. As such, an agreed strategy by which manage benefits needs to be defined and governed through the Benefits Realisation Group.

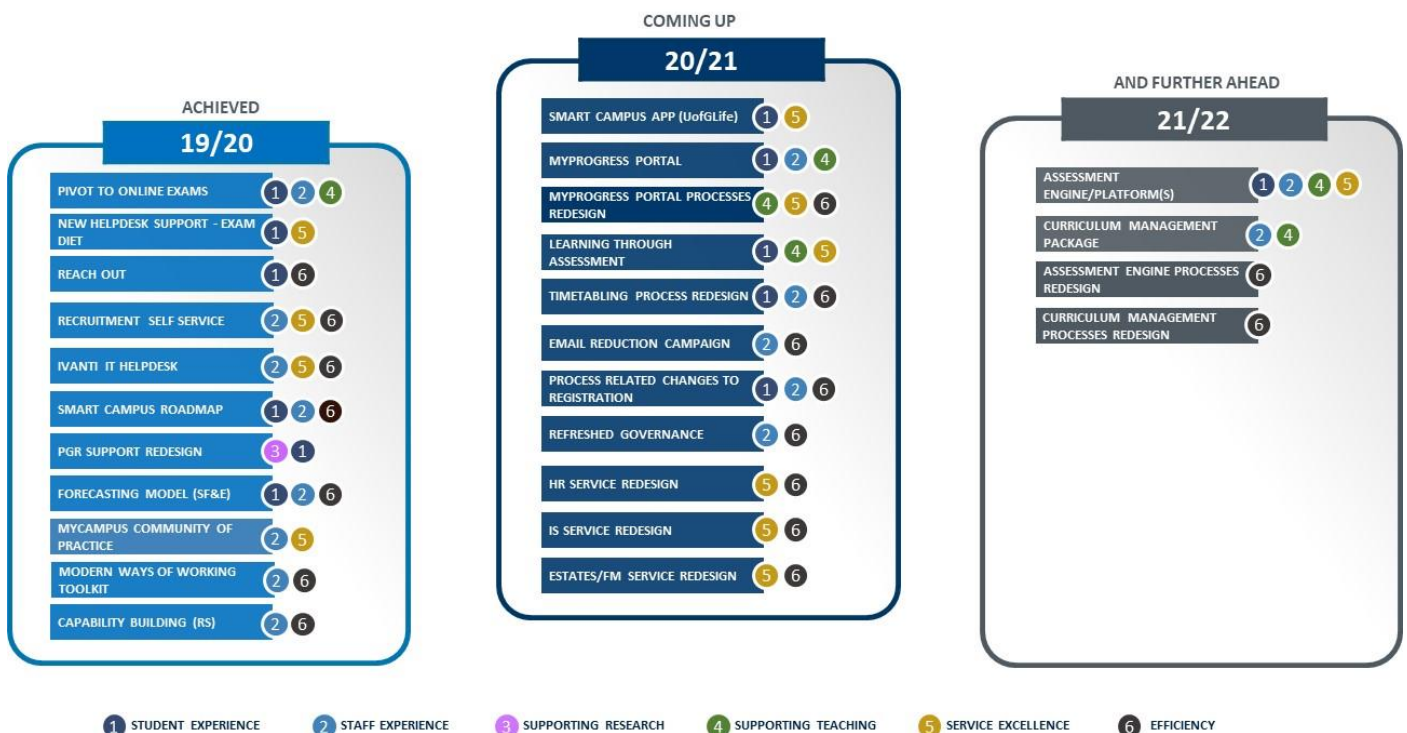
## Appendix 3 More detail on the WCGT Portfolio delivery

The challenge in any change initiative is to ensure there is clarity on what is being delivered, why and the benefits. Often this can get lost because the discussion is mainly about the big-ticket projects. What this appendix provides is more detail on the tangible outputs – what we have called *integrated solutions* – showing what has been delivered to date and what is coming up next.

### What has been delivered and what is coming next

Diagram X below illustrates the integrated solutions that have been delivered as we come to the end of Year 2 of WCGT and look ahead to the next 12-18 months. The six coloured dots link this diagram to the realisation of benefits which has been explained in earlier sections of the Court update. The presentation on the day will focus on this summary and provide an opportunity for Court to ask questions as appropriate.

Figure 6: Overview of WCGT Delivery



Two examples illustrate the benefits that have been delivered to date:

- 1) **Student Support Services (S3D)** - the S3D project created two Integrated Solutions – implementing a new **Ivanti Helpdesk in IT** and establishing the **Reach Out service for students**, each solution created several Items of Impact:

#### Ivanti Helpdesk

##### SERVICE EXCELLENCE

- Better Processes / Fewer Handoffs leading to faster resolution of queries
- Increased Self-Service
- Improved Analytics / Data

#### Reach Out

##### STUDENT EXPERIENCE

- Clear and engaging branding
- Multi-Skilled Team and a more consistent service
- Increased Service Coverage

And in turn the Ivanti Helpdesk was part of the support to students and staff during the summer exam period, providing a single point of information and advice.

- 2) **HR Recruitment Review** - this project delivered an Integrated Solution for **Recruitment Self Service** aimed at increasing the level of user self-service available on the platform, creating benefits and impact as follows:

<b>SERVICE EXCELLENCE</b>	<ul style="list-style-type: none"> <li>● Reduced Staff Effort (MPA, R&amp;T, Ops, T&amp;S)</li> </ul>
<b>EFFICIENCY</b>	<ul style="list-style-type: none"> <li>● Reduced Form Filling and staff time to complete activities</li> <li>● Role Grading</li> <li>● Improved Response and Resolution</li> </ul>
<b>STAFF EXPERIENCE</b>	<ul style="list-style-type: none"> <li>● Hiring Manager Increased Satisfaction</li> <li>● Increased Staff Engagement</li> <li>● Reduced Policy Queries</li> </ul>

To note, the original plan had been to run a service satisfaction survey in March

post implementation to give a better comparison with the same survey completed pre implementation. That plan is now on hold although initial feedback in the workshops undertaken to support roll out was staff anticipated a significant improvement in the service as a result of the changes the team introduced.

### Integrated Solutions

The WCGT portfolio contains a range of projects to progress change with the ability to return impact value quickly is central to portfolio design. Projects vary in scale, scope and ambition – a key principle being that a good mix of different sized initiatives is needed to establish effective change, not just a single massive programme or many small (often disconnected) projects.

This approach is intended to provide the University with the optimum return in terms of outcomes, making best possible use of the available resources and focusses on delivering clear and tangible outputs. All projects move forward at a consistent pace and within agreed timeframes using the Agile delivery approach. Specific project outputs are referred to as *Integrated Solutions*. At present there are c23 Integrated Solutions defined across the portfolio at present, 8 of which have been completed as summarised below in Table 4.

**Table 4: WCGT Portfolio – integrated solutions**

Project	Integrated Solution	Summary Description
Smart Campus	Smart Campus app MyUofGLife	<i>An integrated app focused on creating a more connected student community</i>
	Medium term roadmap	<i>Outlining a diverse range of Digital options to consider in strategic Smart Campus planning.</i>
Assessment & Feedback (A&F)	Learning Through Assessment	<i>New Academic model that enables our new way of conducting A&amp;F</i>
	MyProgress portal	<i>Single pane' access for initially students and then staff to access and use an assessment calendar and feedback</i>
	Assessment engine/platform	<i>End to end process management of the assessment &amp; feedback process</i>
	Curriculum management package	<i>Replacement for PIP as the store of course information</i>
A&F / Value Optimisation	Tbc 1 - MyProgress processes	<i>Redesign of underpinning processes/structure aligned to the My Progress portal</i>
	Tbc 2 - Assessment Engine processes	<i>Redesign of underpinning processes/structure aligned to the Assessment Engine/platform (s)</i>
	Tbc 3 - Curriculum management processes	<i>Redesign of underpinning processes/structure aligned to the curriculum management package</i>
Student Forecasting & g &	Process related changes to registration	<i>Tactical deliverable of Student Forecasting &amp; Enrolment project</i>
	Timetabling	<i>Redesigning of underpinning processes/structures aligned to the SF&amp;E proposal for timetabling</i>
Value Optimisation	HR service re-design	<i>Details TBC</i>
	IS service re-design	<i>Details TBC</i>

	<b>Refreshed governance</b>	<i>Removing governance that C-19 has shown us we no longer need. Should free up time and speed up decision making.</i>
	<b>Estates/FM service redesign</b>	<i>Details TBC</i>
	<b>Integrated solutions that have been delivered</b>	
<b>HR Recruitment</b>	<b>Recruitment self service</b>	<i>Enabling staff to raise, progress and track recruitment with removed bureaucracy</i>
<b>Student Support Services</b>	<b>Ivanti helpdesk</b>	<i>New business system for staff and students to access self-help (T1) or raise a ticket for more specialised support (T2 to T4)</i>
	<b>REACH OUT</b>	<i>New service desk model for Library and Fraser Building. Student Support offering and branding consistent across all locations</i>
<b>RS</b>	<b>Email campaign</b>	<i>Reducing the volume of email traffic (campaign completed but put on hold until after Covid 19 response)</i>
	<b>Modern Ways of Working toolkit</b>	<i>Online support for remote working – support provided included content creation, co-ordination of input from subject matter experts, design and implementation of the new website</i>
	<b>MyCampus community of practice</b>	<i>Creating and co-ordinating different pockets of MyCampus expertise and knowledge. Also tested the concept to introduce a community of practice model at the University to increase capacity. Concept being taken forward by the OD team</i>
	<b>PGR</b>	<i>Support to the redesign of support to PRG Students and related activity</i>
<b>C-19</b>	<b>New service desk - exam diet</b>	<i>Design and delivery of a new Service Desk for C19 response</i>
	<b>Pivot to online exams</b>	<i>Project management support to the shift to online exams in the two exam diets completed in summer 2020.</i>

To note, we expect to identify additional integrated solutions as the design activity in some of these projects moves forward e.g. there are over 20 technologies identified in the Smart Campus medium term roadmap and the work to define and agree the scope of the value optimisation project is ongoing and will almost certainly identify other areas to address.

## Court Context Card 30 September 2020 - University Secretary's Report

Speaker	Dr David Duncan	
Speaker role	COO and University Secretary	
<b>Paper Description</b>	For information / items for approval; items for discussion if Court wishes	
<i>Topic last discussed at Court</i>	Last report was to June 2020 Court	
<i>Topic discussed at Committee</i>	NA	
<i>Committee members present</i>	NA	
<i>Cost of proposed plan</i>		
<i>Major benefit of proposed plan</i>		
<i>Revenue from proposed plan</i>		
<b>Urgency</b>	High, Medium & Low	
<b>Timing</b>	Immediate where relevant	
<b>Red-Amber-Green Rating</b>	Green	
<b>Paper Type</b>	Decision/Discussion/Information	
<b>Paper Summary</b>	Report from Secretary on a number of items for Court's discussion/decision and/or information.	
	<p><b>A1</b> Information on University action relating to the Coronavirus outbreak</p> <p><b>A2</b> Information about USS</p> <p><b>A3</b> Information on Glasgow Green - The University Climate Change Strategy and Action plan <b>for approval</b></p>	
<b>Topics to be discussed</b>	<b>A4</b> Information on a GDPR Breach	
<b>Action from Court</b>	<p><b>Specific decisions requested under:</b></p> <p><b>B1</b> Court is invited <b>to approve</b> the student contract for 2020/21</p> <p><b>B2</b> Court is invited <b>to approve</b> the University's ELIR report</p> <p><b>B7</b> Court is invited <b>to approve</b> the extension to the Headship outlined</p> <p><b>B12</b> Court is invited <b>to approve</b> the nomination for GUSA representation</p>	
<b>Recommendation to Court</b>		
<b>Relevant Strategic Plan workstream</b>	Empowering People, Agility, Focus	
<b>Most relevant Primary KPI it will help the university to achieve</b>	NA	
<b>Most relevant Secondary KPI it will help the university to achieve</b>	NA	
<b>Risk register - university level</b>	Item 1: Risk 1 Income Generation and Expenditure, Risk 8 Student Recruitment Market, Risk 12 Campus Development Programme, Risk 16 Coronavirus	
<b>Risk register - college level</b>		
<b>Demographics</b>		
<b>% of University</b>	100% Cross University application on several items	
<b>Operating stats</b>		
<b>% of</b>		
<b>Campus</b>	All locations	
<b>External bodies</b>	UK and Scottish Governments; EU; Public health authorities;	
<b>Conflict areas</b>		
<b>Other universities that have done something similar</b>		
<b>Other universities that will do something similar</b>		
<b>Relevant Legislation</b>	Scottish Government Roadmap; industrial relations legislation	
<b>Equality Impact Assessment</b>		
<b>Suggested next steps</b>		
<b>Any other observations</b>		



**Court – Wednesday 30 September 2020**

**Report from the University Secretary**

**SECTION A - ITEMS FOR DISCUSSION / DECISION**

*A.1 Covid-19 Update*

Preparations for the start of the academic session were intense. The buildings had been prepared for the return of staff and students with Estates staff putting a number of measures in place, and making sure all facilities were also available to use. The University had held an outdoors Freshers Fayre on campus in Scotland, with the South Front and Quads being utilised for this. The first week of teaching had taken place with lectures delivered online to students.

The University is currently dealing with a Covid-19 outbreak, mainly in some of the student residences. The University is making every effort to ensure that any students affected have sufficient food and other supplies. Support and advice are also being offered on medical issues, including mental health and wellbeing, and students were being reminded of their responsibilities in relation to Covid-19 related rules.

*A.2 USS*

As Court is aware from earlier updates, discussions are now underway about the Technical Provisions aspect of the 2020 USS pension scheme valuation. A consultation process is now being undertaken by UUK to seek employer's views. USS has recently published a range of both deficit and contribution rates dependant on the different scenarios for the covenant which showed a range between £9.8bn to £17.9bn. The contribution rate range shows increases over current budgets of £8m p.a. to £43m p.a. A USS Sub-committee had been established to review the information and to consult more widely with the sector on the response before a submission is made to UUK by 30 October 2020.

*A.3 Glasgow Green – The University of Glasgow's Climate Change Strategy and Action Plan*

At the last meeting, Court was advised that the Sustainability Working Group was working on a final version of the strategy and an action plan to follow up the University's declaration of a climate emergency. **Annex 1** sets out a proposed climate change strategy and action plan for the University.

**Court's approval for the actions plan as outlined in the report is sought.**

Also attached as **Annex 2** are draft business travel guidelines developed by a group chaired by Professor Sally Wyke; Court's comments on these would be helpful. A further attachment, **Annex 3** sets out options on offsetting; again, Court's views would be useful. The members of the Green New Deal Coalition have submitted an addition to the Glasgow Green action plan - this is attached as **Annex 4**.

#### A.4 *GDPR – Alumni Data Breach*

GDPR data breach in relation to alumni and supporter data held on the Raisers Edge database hosted externally by Blackbaud was notified to the University on 16 July 2020. An update on the data breach is attached in **Annex 5**.

### **SECTION B – ITEMS FOR INFORMATION / ROUTINE ITEMS FOR APPROVAL**

#### B.1 *Student Contract*

The student contract which all students sign up to at registration has been updated for academic session 2020-21. A summary of the key changes is at **Annex 6**. Court's **approval** is sought.

#### B.2 *Enhancement-Led Institutional Review (ELIR 4)*

The University's latest ELIR was held in early 2019 and six recommendations were noted. The follow-up report on the University's reflection and response to the recommendations is at **Annex 7**. Court's **approval** is sought.

#### B.3 *Court Strategy Day 2020*

The event provided an opportunity for Court to be updated on the Covid-19 response and planning for the start of the academic session. Areas in the update covered included:

- Wider impact of Covid-19 and sector response
- Student recruitment update
- Financial impact and planning
- Campus readiness
- Implications for staff
- Student life
- New opportunities

Court also received a presentation by the Senior Vice-Principal on the University's Strategic plan and the main emerging themes; this allowed members to contribute to development of the new strategic plan. A more detailed report on the emerging themes and next steps for the strategic plan will be available shortly.

#### B.4 *New and continuing Court members*

Mr Chris Cassells was nominated as the Trade Union nominee from among the University's support staff, for 4 years from 1 August 2020.

Liam Brady began his term on Court on 1 July 2020 *ex officio* as SRC President, for one year.

## B.5 *Apps*

The University has introduced 2 new apps for staff and students: UofG SafeZone which puts staff and students directly in contact with the security team instantly, whether for a general enquiry, first aid or an emergency; and the UofG Life app which provides a single portal for crucial information and services in real-time, and supports a more personalised experience for our staff and students on and off campus.

Staff and students are also being strongly encouraged to download the Scottish Government Protect Scotland app.

## B.6 *Court Business 2020/21*

The Schedule of Court Business for the coming year is at **Annex 8**, for reference, along with the Statement of Primary Responsibilities of Court and a list of remits/memberships of Court Committees for this session.

The above information is also available on the Court website at <http://www.gla.ac.uk/services/courtoffice/universitycourtandcourtmeetings/> together with other resources for Court members.

A 'Fast Facts' document for Court members is being refreshed to include 2020/21 information, including up-to-date financial/accounts information and will be circulated shortly. It will also be available from the Court Office together with a list of acronyms used in HE and the University. The acronyms list is circulated regularly with Court papers.

The attendance lists for meetings of Court and its Committees for 2019/20 have been reviewed. There are no matters to report in connection with this. Details of Court attendance will be published on the website, in connection with the annual accounts.

## B.7 *Organisational Change*

Staff within the School of Psychology and the Institute of Neuroscience and Psychology will be consulted on the possible consolidation of the School and Institute. The review will be conducted in an open and transparent way and no jobs are at risk. The appointment of the Directorship of INP and Headship of the School will therefore be extended for 6 months from the 31 July 2020 or until the conclusion of the consultation.

**Court's approval is sought for the extension.**

## B.8 *Summary of Convener's Business*

A summary of activities undertaken by the Convener since the last meeting is provided to Court members. The details are at **Annex 9**.

## B.9 *Honorary Degree Nominations*

Following the cancellation of the graduations for 2020, it had been agreed that the nominations for 2019/20 would be awarded during the ceremonial and graduation events in 2021.

B.10 *Head of College Appointments*

College of MVLS

Professor Dame Anna Dominiczak Professor has been seconded to Department of Health and Social Care to the NHS test and Trace Programme. As Deputy Head of College, Professor Graeme Milligan has stepped in as Acting Vice-Principal and Head of College of MVLS. As Court is aware, the appointment process for Dame Anna's successor as Vice-Principal and Head of College is ongoing, and will hopefully be completed in late September.

B.11 *Head of School Appointments*

College of Arts

*School of Critical Studies*

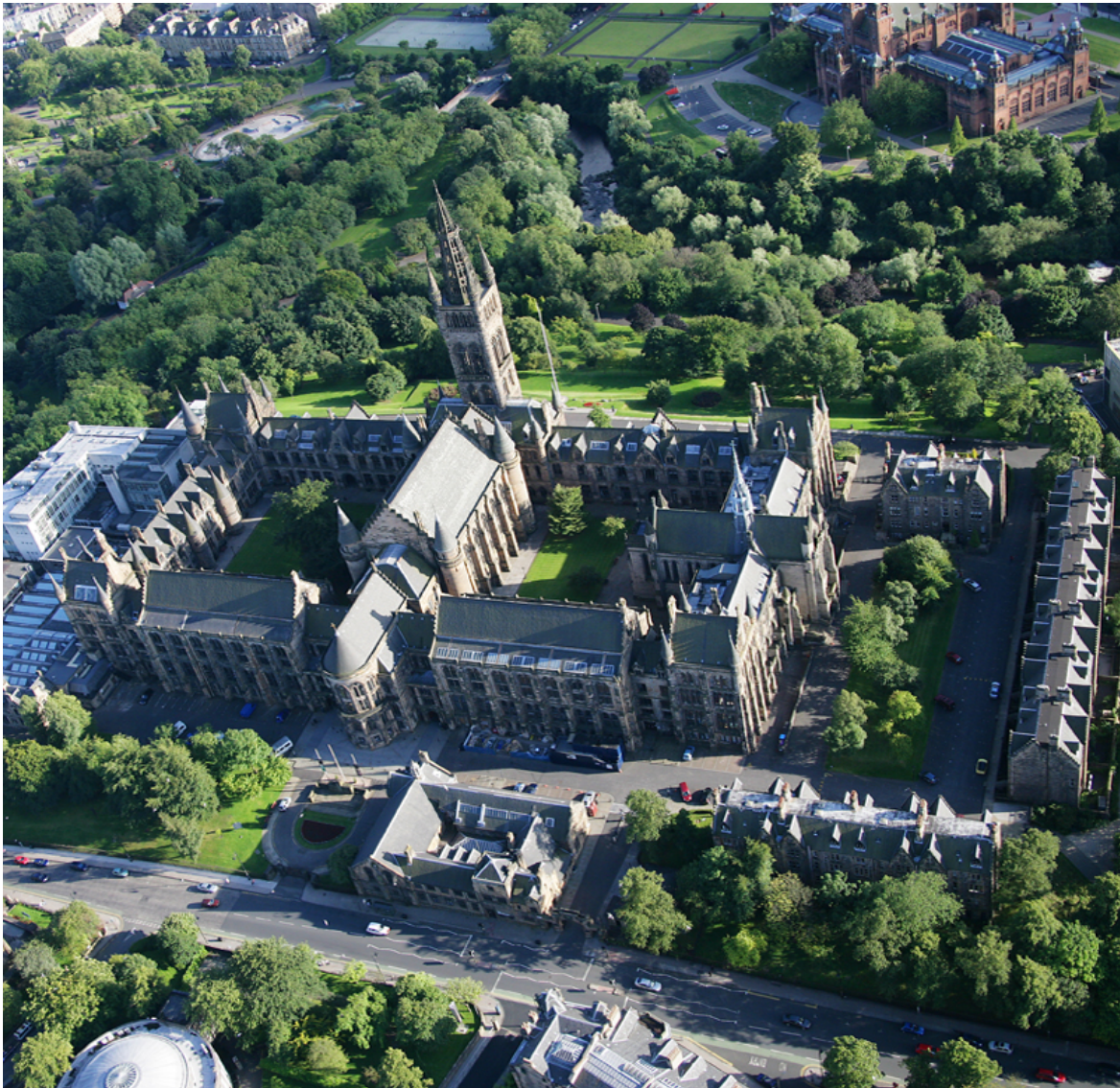
Professor Alice Jenkins has been re-appointed as Head of the School of Critical Studies from 31 December 2020 to 31 July 2022.

B.12 *GUSA Court representative*

Des Gilmour the current representative is due to move to an honorary role on the GUSA Council. A proposal has been made for Kirsty McConn-Palfreyman, Head of Student Engagement, to take over the role of Court representative on GUSA.

**Court's approval is sought.**

*Glasgow Green*  
The University of Glasgow's Climate  
Change Strategy and Action Plan



## Introduction

This paper sets out a proposed climate change strategy and action plan for the University of Glasgow. It follows the Principal's declaration of a climate emergency in May 2019 – a statement which was reported world-wide and which reinforced similar messages from the UK Parliament and the Scottish Government as well as other universities around the globe.<sup>1</sup>

The following sections outline the context in which we are operating, review progress to date in reducing carbon emissions and set out a route to 'net-zero' carbon emissions by 2030. The paper goes on to propose a series of actions under five headings:

- Engaging and Empowering Our Community
- Promoting Efficiency
- Governance and Policy
- Continuous Improvement Initiatives
- Building Resilience through Partnerships

Engaging the University community more effectively is central to this strategy. We believe there are huge opportunities – people at all levels are treating the issue of climate change with a heightened sense of urgency and are willing the University to act. A second theme relates to the University's place in the world – rather than being inward looking, we want to use our influence and expertise to address key challenges and inspire others to action. At the same time, we need a strategy that is affordable and achievable – one which allows the University not only to fulfil its primary objectives, but to make sustainability an essential element in those objectives.

The strategy draws on discussions at Senior Management Group, Senate and the Student Experience Committee, consultation seminars with staff and students, and a wider survey. These discussions demonstrated that all sections of the University community agree that we should go further and faster in addressing climate change; there is also a consensus that we should monitor the impact of our actions and make our data public in an open and transparent manner.

## The Global Context

All members of the University community will be aware of heightening global concerns about climate change. The Paris Climate agreement, drafted in 2015, saw 195 countries agree on the need to limit the increase in average temperature to 1.5°C.<sup>2</sup>

In 2018, the Intergovernmental Panel for Climate Change (IPCC) published a special report which indicated that limiting global warming to 1.5°C would require 'net zero' carbon

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<sup>1</sup> See, for example, *Los Angeles Times*, 10 July 2019 – "Higher education groups worldwide warn of 'climate emergency', UN reports".

<sup>2</sup> [https://unfccc.int/sites/default/files/english\\_paris\\_agreement.pdf](https://unfccc.int/sites/default/files/english_paris_agreement.pdf)

emissions by around 2050 (IPCC, 2018); the Panel recognised that any additional warming above 1.5°C would significantly worsen the risk of drought, floods, extreme heat and poverty for hundreds of millions of people worldwide.<sup>3</sup> More recently, the United Nations Environment Programme (UNEP) Emissions Gap Report stated that in order to meet the 1.5°C temperature goal of the Paris Agreement, carbon emissions would need to be cut by 7.6% a year, each year, for the next decade.

### The Legislative Context

The United Kingdom has also been active in this space. The Climate Change Act 2008 committed the UK government to reducing greenhouse gas (GHG) emissions by 80% below 1990 levels by 2050<sup>4</sup>. A series of Scottish acts, announcements and reports followed, culminating in the Climate Change (Emission Reduction Targets) Scotland Act 2019; this established a legally binding net-zero target of 2045 for Scotland. It set interim targets of 75% and 90% reductions compared with 1990 levels by 2030 and 2040 respectively<sup>5</sup>.

### The Reputational Context

As a ‘World-Changing’ University, Glasgow must react to the global climate crisis – it is undeniably the right thing to do given the scale of the challenge. Putting climate change at the heart of our agenda is consistent with our status as a values-driven institution which aims to change lives for the better, for our own community, for the world at large and for future generations.

Successfully and vigorously addressing climate change can only enhance our global reputation. Now, more than ever, the climate emergency is prominent on the political agenda; all bodies in the public and private sectors are being held to a higher level of scrutiny in this regard. Given the academic expertise they possess and the role they play as education providers, Universities have a special duty to provide leadership in thought and action. There is also strong pressure from both staff and students to demonstrate what can be achieved and to apply our research knowledge in this sphere. Students are significantly more engaged with the climate change agenda than other sections of the population – in response to a NUS survey in May 2019, 91% of students responded that they were ‘fairly or very concerned about climate change’. This is the highest percentage to date – an increase from 74% in 2016.

### Declaration of Climate Emergency

In October 2017, the University of Glasgow signed the Sustainable Development Goals Accord. This committed us to combatting poverty, inequality, climate change and environmental degradation, and to promoting peace and justice. In May 2019, in response to a call from the Environmental Association of Universities & Colleges (EAUC), we made a formal declaration of climate emergency and pledged to achieve carbon neutrality by a specified date. To support this work, we commissioned consulting engineers to review our current position and advise on next steps.

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<sup>3</sup> <https://www.ipcc.ch/sr15/>

<sup>4</sup> [http://www.legislation.gov.uk/ukpga/2008/27/pdfs/ukpga\\_20080027\\_en.pdf](http://www.legislation.gov.uk/ukpga/2008/27/pdfs/ukpga_20080027_en.pdf)

<sup>5</sup> <http://www.legislation.gov.uk/asp/2019/15/section/1/enacted>

## The Current Position

The University has made some progress in recent years. In 2015/2016, our carbon footprint was 69,591 tCO<sub>2</sub>e; by 2018/2019 the figure had reduced to 61,487 tCO<sub>2</sub>e – a decrease of 11.65%.<sup>6</sup> This is largely attributed to increased efficiencies from the introduction of the Combined Heat & Power (CHP) system and the decarbonisation of the national grid.

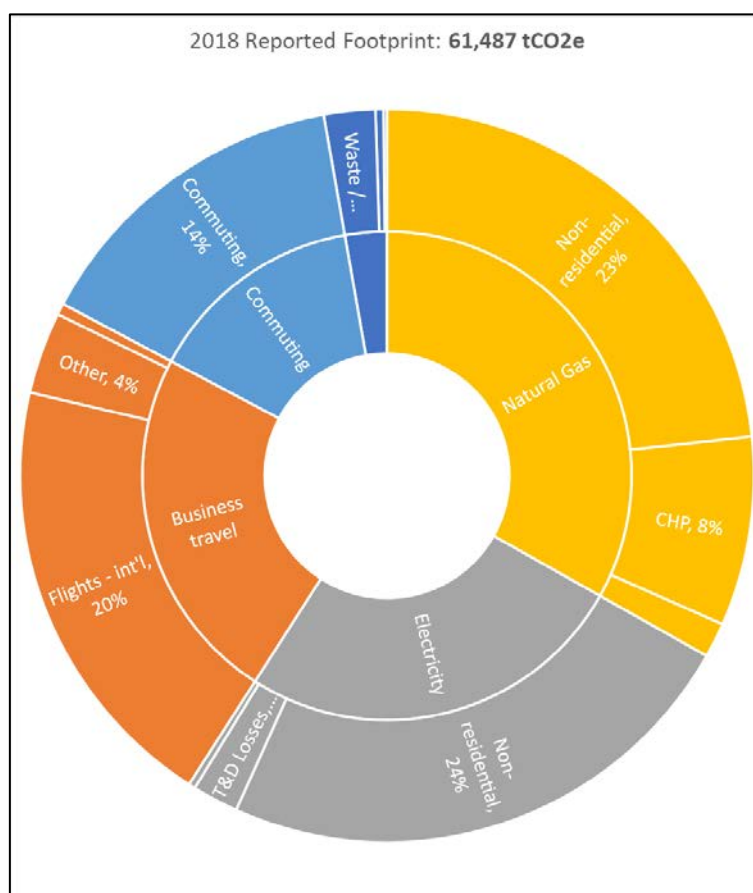


Figure 1: 2018 Reported Footprint Breakdown (Taken from ARUP report September 2019)

However, looking forward, our next publicly stated target (as per our public sector climate change duties report) is a reduction in emissions to 55,500 tCO<sub>2</sub>e by 2020/2021; this would entail reducing emissions by 20% from a 2015/16 baseline. It now looks as if we will meet this target but only because the lockdown caused by the Covid-19 pandemic has dramatically reduced commuting and business travel since March 2020.

<sup>6</sup> The figures in the paper include Scope 1 (direct) and Scope 2 (indirect) emissions. They also include some Scope 3 emissions such as business travel. For definitions of the Scopes, see <https://www.carbontrust.com/resources/faqs/services/scope-3-indirect-carbon-emissions/>



## Shrinking our Carbon Footprint

According to the consultants, if the University maintains its pre Covid-19 trajectory, our carbon footprint will rise to 64,940 tCO<sub>2</sub>e by 2035 and to 75,366 tCO<sub>2</sub>e by 2045. Instead of this, we propose a series of actions which, taken together, will reduce our carbon footprint to 32,122 tCO<sub>2</sub>e by 2035. The professional advice is that further reductions below this level will be very hard to achieve, but that we could aim to hold steady at that level thereafter.

The graph below displays the potential reductions in carbon emissions until 2045 (starting with the pre-Coronavirus assumption that we would miss our 2020 target of 55,000 tCO<sub>2</sub>e).

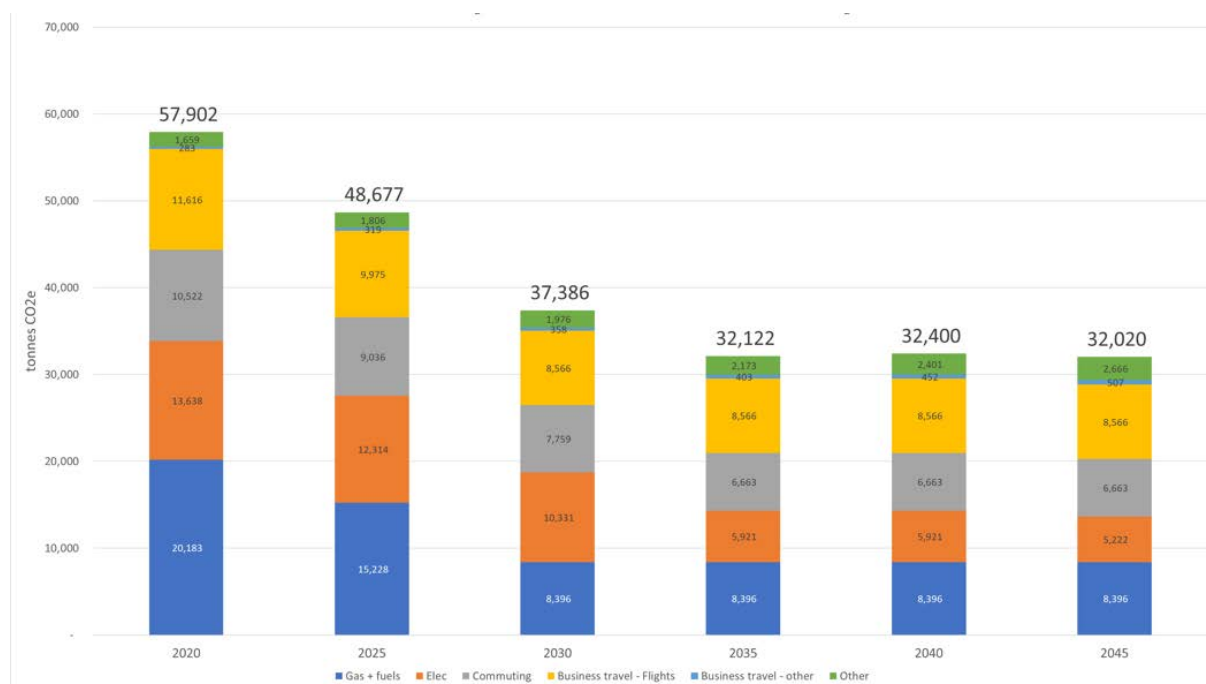


Figure 3: Projections for Aggregated CO<sub>2</sub> Emissions to 2045 (Taken from ARUP report September 2019)

The following actions are proposed to achieve these projections (figures are estimates only, and at today's prices):

1. Energy Efficiency improvements involving lighting, heating, ventilation, air-conditioning, insulation & fabric improvements to specific buildings; these could reduce emissions by **4,200 tCO<sub>2</sub>e over ten years** at a capital cost of **£3m per year (total £30m)**.
2. Installation of a Water Source Heat Pump at the Garscube Campus in 2025. This is projected to displace **2,375 tCO<sub>2</sub>e** with capital cost of **£9m**.
3. Installation of a WHSP at Gilmorehill in 2030 projected to displace **3,800 tCO<sub>2</sub>e** at a capital cost **£11m**.
4. Deployment of Air Source Heat Pump in suitable standalone buildings at a capital cost of **£1.2m**.

## 5. Introduction of solar panels in suitable locations at a cost of **£10m**.

The total cost of these works is estimated at £61.2m, exclusive of fees and inflation. In addition, we are assuming further grid decarbonisation, no further expansion of the estate beyond the western infirmary site, and a reduction in business travel flights and commuting emissions of **3% per annum** until 2035, then stabilisation. Lastly, the numbers assume that the University's staff and student headcount will grow by only 3% a year over the period.

### A Requirement for Carbon Offsetting

We propose that the University focuses on reducing its carbon footprint as much as possible between now and 2035; at the same time, we will phase in the use of offsetting to help reduce our net carbon footprint during the 2020s (see appendix), and achieve net carbon neutrality by 2030. Gold standard offsetting (involving carbon credits that are real and verifiable) costs £20 per tCO<sub>2</sub>. If emissions are reduced to 37,000 tCO<sub>2</sub>e per annum by 2030, this would mean a cost of **£740,000 per annum** from 2030, reducing to approximately **£640,000 per annum** from 2035.

Offsetting is not just about salving our institutional conscience – it can also deliver tangible benefits. For example, reforested land in Scotland could provide research and learning opportunities for academics and students, while projects in Low- & Middle-Income Countries (LMICs) can improve the quality of life for people around the world; again, these interventions could be combined with research initiatives funded by the UK's Global Challenges Research Fund and other sources. Organisations like the EAUC are exploring the scope for collaboration across the higher education sector to provide a bespoke approach to offsetting which can be seamlessly linked to academic activity; the benefits for local biodiversity and local communities will also be paramount.

As well as using offsetting to help achieve net carbon neutrality in relation to Scope 1 and 2 emissions, we also propose to address the impact of international student travel by offsetting one return journey a year for every student from outside Europe.

We will monitor carefully the financial cost of different interventions on the road to carbon neutrality and will be prepared to amend our approach as more detailed data on costs and benefits emerges.

### Additional Interventions to Consider

There are several other interventions which will be necessary and important aspects of our strategy whether or not they are essential for achieving net zero carbon neutrality.

Firstly, we need to address the issue of space utilisation much more seriously than we have up till now. Despite the pressure of numbers in our growing University community, the use of space across campus is patchy – there is considerable scope for progress in this area through central management of rooms, more efficient sharing of accommodation and strategic

disinvestment of inefficient buildings. Flexible working policies (on which more below) will be an important part of this story.

We propose to work closely with Glasgow City Council, which is also developing a plan to achieve carbon neutrality by 2030. Through our involvement with Sustainable Glasgow, we will contribute to and benefit from collaborative initiatives such as improved public transport, joined up active travel provision and low-carbon district heating networks<sup>7</sup>.

Thirdly, alongside efforts to increase usage of public transport and active travel, we may be able to reduce the impact of commuting by encouraging the use of electric and hybrid vehicles. Many members of staff live at a distance from the campuses and remain dependent on use of private vehicles for commuting; we should encourage a trend which is already underway towards environmentally friendly vehicles through a range of financial and other incentives. The take-up of electric vehicles may advance more quickly than is assumed in the consultants' projections, yielding further reductions in emissions.

Finally, we will continue to foster green spaces and biodiversity on the University's campuses. This should help to raise awareness of sustainability issues as well as creating a more pleasant and healthy working environment. In addition, it will create a test bed for research and education by using the campus as a 'living lab'.

## Climate Change Adaptation

In addition to the above, the University's future climate resilience also needs to be addressed. Under the Climate Change Scotland Act (2009), the University has an obligation to ensure our estate is resilient in the future. We have already developed a Climate Change Adaptation Plan for the University, which describes a range of adaptation actions that we propose to take over the next 10 years. However, the University cannot achieve climate resilience in isolation – we must continue to address this through the Climate Ready Clyde partnership. Continued collaboration in such areas as transport infrastructure, utilities and IT will be essential. Building new partnerships with like-minded organisations will enable the sharing of best practice across and beyond the city of Glasgow.

## Action on Climate Change – Key Strands

What are the specific steps we need to take to achieve carbon neutrality and resilience, and contribute more generally to the sustainability agenda? We propose to organise these around the following headings:

- Engaging and Empowering Our Community
- Promoting Efficiency
- Governance and Policy
- Continuous Improvement Initiatives
- Building Resilience through Partnerships

### **1. Engaging and Empowering Our Community**

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<sup>7</sup> <http://www.glasgow.gov.uk/councillorsandcommittees/viewDoc.asp?c=P62AFQDN0GZ30GNTDX>

Under this heading, we will ensure that the climate emergency is placed at the heart of what we do over the next 20 years. We will strive to engage the entire University community and ensure that everyone is enabled to make a difference.

Specifically, we will:

- Ensure that the forthcoming University Strategy places a strong emphasis on our commitment to addressing the climate emergency.
- Invoke the help and support of the Centre for Sustainable Solutions to signpost funding opportunities for academics, publicise our sustainability-themed research and related projects, ensure that sustainability is woven into the fabric of the curriculum, develop tools to improve staff/student knowledge and facilitate behavioural change.
- Promote the development of Green Impact Teams across the University to encourage active engagement by staff.
- Continue to use the GUEST (student intern) network to raise awareness and promote engagement within the student body.
- Ensure clear and coherent communications regarding environmental actions at the University of Glasgow.
- Create a new ECO-HUB space on campus to allow for more effective engagement with our student body.
- Significantly enhance staff and student engagement through regular public forums to help forge an organisation-wide response to the climate emergency.
- Organise an annual careers fair, showcasing green job opportunities to our students.
- Overhaul and expand our catering offering to promote sustainable, climate-friendly, healthy diets, emphasising locally sourced produce, seasonality, organics, and vegetarian options.
- Promote flexible working that fosters a healthy work/life balance, enables home-working and reduces the need for commuting.
- Continue to expand the range of online postgraduate programmes, professional development opportunities, short courses and MOOCs (massive online open courses) that we offer.

## **2. Promoting Efficiency**

By promoting efficiency, we mean ensuring that our estate and infrastructure is optimally organised to reduce our carbon footprint and minimise harm to the environment. The Smart Campus initiative offers a major strategic platform to address this area by harnessing cutting-edge digital technology.

We will:

- Develop an asset management strategy which ensures that our estate is appropriately maintained, with a focus on improving energy efficiency and ensuring climate resilience.
- Put in place robust project governance mechanisms to ensure that any building refurbishment work is carried out with sustainable outcomes in mind.
- Improve the utilisation rates of both centrally and locally managed spaces and ensure that all newly designed and refurbished spaces adhere to agreed space specifications.

- Exploit advances in renewable energy technology to ensure that our estate is heated in the most carbon-efficient manner, employing water and air source heat pumps, and solar panels.
- Improve the energy efficiency of other infrastructure, including lighting, HVAC, fabric, and sensors.
- Ensure that sustainability is prioritised as part of a revised video and telecommunications strategy, making it easier for staff and students to reduce unnecessary travel.
- Seek a balance between on-campus and cloud-based data centres to ensure efficient power consumption
- Improve the utilisation rates of teaching laboratories and design new research facilities with energy efficiency in mind.
- Improve the energy efficiency of laboratories through the S-labs programme and by acquiring Green Lab Certification through the Laboratory Efficiency Assessment Framework (LEAF).
- Design future buildings that are district heating network-ready and able to exploit low-carbon heat sources.
- Drive further improvements in space efficiency and foster collaborative working practices by refurbishing office spaces that facilitate agile working.

### **3. Governance and Policy**

Under governance and policy, we will structure our governance and management, and allocate appropriate resource under both capital and revenue to initiatives that make a significant impact on our carbon footprint.

In particular, we will:

- Ensure appropriate oversight of all climate emergency-related work through regular meetings of our Sustainability Working Group, with reference to the views of the University community sought through staff and student engagement.
- Monitor progress at Senior Management Group, University Court and other relevant forums.
- Review our capital spending plans to ensure that there is sufficient resource available to effectively respond to the climate emergency.
- Develop and implement a travel policy, with the aim of reducing the number of journeys undertaken for business, promoting active travel and reducing carbon emissions from business-related travel.
- Develop a servicing strategy for our estate that is efficient, minimises the number of vehicle movements, reduces the associated impact on pollution (carbon emissions and particulates), and prioritises the safety of pedestrians and cyclists.
- Set interim carbon reduction targets for the University which match with the UNEP Emissions Gap Report and determine the most appropriate form of carbon offsetting to help achieve these targets.
- Review all other existing environmental policies and action plans, in the light of our declaration of climate emergency, to ensure they are fit for purpose (Energy Strategy, Strategic Travel and Transport Plan, Waste Strategy, Biodiversity Strategy, Design Standards, Sustainable Food Strategy).

- Pursue opportunities to collaborate with the City of Glasgow and other local and national partners, such as the Sustainable Glasgow Partnership, in order to further mitigate our carbon emissions.
- Continue to implement the existing University policy of disinvesting in companies engaged in fossil fuel production.
- Use the COP26 UN Climate Change Summit (to be held in Glasgow in November 2021) to showcase our research output and impact, along with our approach to both climate change mitigation and adaptation.
- Require papers to Court, its sub-committees and Senior Management Group to include a sustainability impact section.
- Review this strategy and the targets it proposes at five-yearly intervals, with annual interim reports.
- Monitor the impact of policies to ensure fairness and avoid placing a disproportionate burden on disadvantaged groups.

#### **4. Continuous Improvement Initiatives**

Under this heading, we will take forward a range of initiatives which help us reduce waste and contribute to the wider sustainability agenda.

- Roll out improved internal recycling and composting facilities across our estate over the next three years.
- Re-launch the University's *WARPit* asset reuse portal, with a much broader focus than just furniture.
- Install freely available water fountains for staff, student and visitors in all our main buildings.
- Phase out single-use plastics from our catering operations by 2022 at the latest.
- Promote active travel and enable staff and students to use environmentally friendly transport methods.
- Provide electric vehicle charge points for staff on campus.
- Introduce the *Ecovadis* system for monitoring sustainability-related risks and driving improvements in our supply chain.
- Introduce *Ecosia* (which uses all profits to plant trees) as the default search engine on University computers.
- Continue to implement the actions defined in our Climate Change Adaptation Plan.

#### **5. Building Resilience through Partnerships**

We will lead or contribute to a range of initiatives which help prepare us for the effects of climate change over the decades to come.

In particular, we will:

- Continue to play a role as an active partner in the Climate Ready Clyde initiative, influencing decision making at a city-level, to ensure that the city region is prepared for climate change.
- Freely exchange the knowledge we have gained from the Climate Ready Clyde partnership, to ensure that this innovative approach to delivering climate resilience can be replicated elsewhere.

- Be an active member of the Sustainable Glasgow partnership and contribute to strategy development for the city region, including co-hosting sustainable solutions partnership events in the lead up to COP26.

## Conclusion

We commend this strategy and action plan, which reflects the strength of feeling across the University community. Staff and students alike want to see the University of Glasgow play a lead role in tackling climate change – not only to eliminate its own carbon footprint but also to effect change in the UK and beyond. We can do this through our example, through public engagement, via formal education, and through the world-changing research and knowledge exchange we undertake. By setting out a clear strategy and engaging hearts and minds throughout the University, we can also make our own community stronger, giving staff and students a sense of belonging to a common endeavour.

Dr David Duncan and Professor Dan Haydon  
Co-chairs, Sustainability Working Group  
September 2020

# University of Glasgow

## Guidance for Sustainable Business Travel for Staff

### Scope

This guidance lays out recommendations and actions to reduce carbon emissions from the University of Glasgow's business travel. By business travel, we mean all travel associated with our work, including for research and for recruitment and teaching.

The guidance supports the University's Climate Change Strategy and Action Plan, "[Green Glasgow](#)".<sup>i</sup>

It should be read in consultation with the [University of Glasgow Policy for Overseas Business & Study Travel Safety](#) which covers risk assessment and planning, travel and insurance booking, pre-travel information, advice and training, in-trip traveller communications, support and monitoring, emergency support, care and extraction, incident reporting, recording and post-trip debriefs.

Commented [SW1]: hyperlink

### The Global Context

In 2015, in the United Nations Paris Climate Agreement, 195 countries agreed on the need to keep global temperature increases this century to well below 2°C, while pursuing efforts to limit the increase to 1.5°C.<sup>ii</sup>

In 2018 the Intergovernmental Panel for Climate Change (IPCC) demonstrated that limiting global heating to 1.5°C would require 'net zero' carbon emissions by around 2050. Allowing global heating to increase by 2°C would risk many more potentially catastrophic impacts in many parts of the world, including drought, floods, extreme heat, and poverty for hundreds of millions of people around the world.<sup>iii</sup>

This means that sustainability is an increasingly prominent issue in higher education: some research funders (for instance, the Wellcome Trust<sup>1</sup>) are now including environmental impact criteria in grant conditions, including asking grant-holders to minimise travel as far as possible.

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<sup>1</sup> <https://wellcome.ac.uk/funding/carbon-offset-policy-travel>



### The University Context

We have made public commitments to reduce our carbon emissions:

#### **The University of Glasgow's commitments**

In October 2017, we signed the Sustainable Development Goals Accord<sup>iv</sup>, which committed us to combating poverty, inequality, climate change, environmental degradation, and promoting peace and justice.

In May 2019, in response to a call from the Environmental Association of Universities & Colleges<sup>v</sup>, we made a formal declaration of a climate emergency and committed to achieving carbon neutrality. Given our commitment to the UN Sustainable Development Goals we will continue to deliver reductions in carbon emissions from each of the sources highlighted in Figure 1.

Our next publicly stated target is a 20% reduction in emissions to 55,500 tCO<sub>2</sub>e by 2020/2021.

A [consultation with the university community](#) to set the University on a course to net zero emissions showed that staff and students clearly expect UofG to play a leading role in tackling climate change. They supported action on a range of measures, including reducing emissions associated with both business travel.

#### **Pre-COVID we were on course to miss our target**

This is because gains that had already been made from the decarbonisation of the national grid were being substantially eroded by our increase in flying.

**COVID-19 has reduced our travel massively and increased our use of digital communications. With this experience, we need to renew our commitment to avoid a rush back to unsustainable practices**

## Why are we focussing on flying? – The background

### Increased emissions from business travel

Pre-COVID business travel accounted for 22% of the University's total carbon footprint (Figure 1). Most of our travel related emissions come from flying, and both domestic and international flights have increased sharply in recent years (Figure 2).

### Flight-related emissions are unequally distributed

Current data do not allow a break-down of air travel by seniority at the University of Glasgow. Evidence from other universities suggests that the use of flights for business travel is unequally distributed among academic staff, with a small proportion of individuals accounting for most emissions.

For example, a 2012 survey of staff at the Tyndall Centre for Climate Change Research found that 20% of individuals were responsible for 55% of flight-related emissions, and seniority was a strong predictor of flights<sup>vi</sup>. Beyond the UK, similar results have been shown in studies at the University of British Columbia (where 25% of individuals were responsible for 80% of emissions)<sup>vii</sup>, the University of Maine, and of attendees at various academic conferences<sup>viii</sup>.

In the Tyndall Centre survey seniority, geographical location, and flying for personal reasons were significant predictors of flying for business. Similarly, the UBC project and other research has found that seniority is associated with much higher flight-related emissions.

**The unequal distribution of flight-related emissions means that those who travel most – the most senior staff – can do most to reduce the University's emissions. Simultaneously, the benefits of travel for career development may vary across career stages or for those based in the Global South. In planning to achieve targets, senior staff can take this into account in decision-making.**

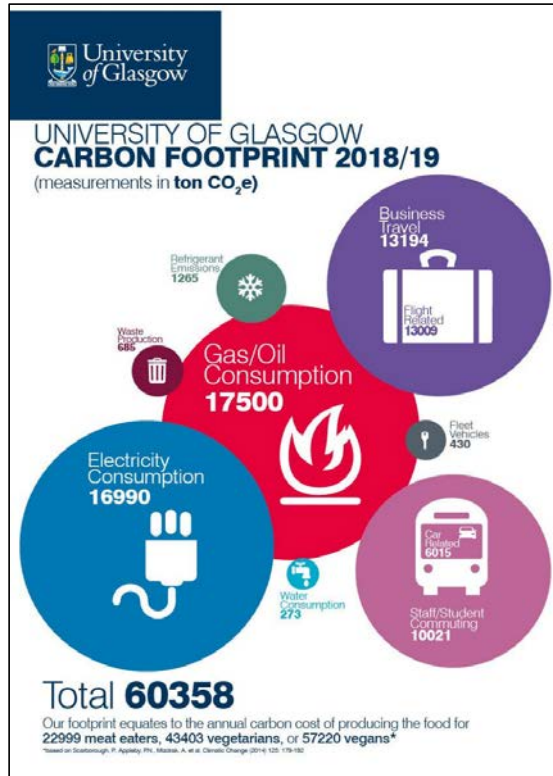


Figure 1, University of Glasgow carbon footprint in 2018/19

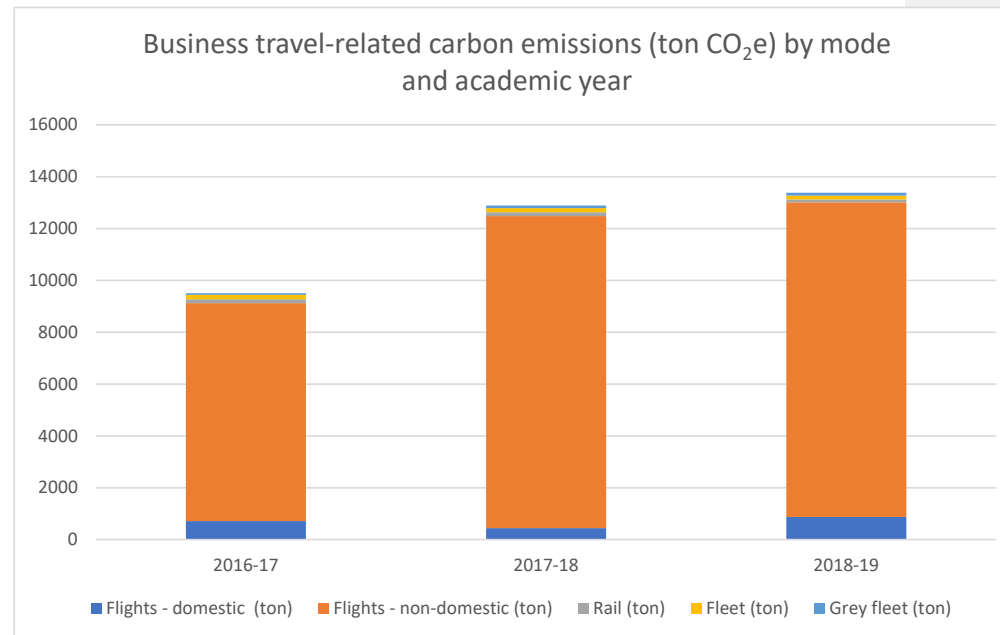


Figure 2, Business travel carbon emissions, flight, rail, fleet and 'grey' fleet (domestic car use) 2016/17 to 2018/19

### Target for reducing business travel emissions

Maintaining reductions in emissions from business travel that we have experienced since COVID will support the University of Glasgow's commitment to its net-zero emissions target. We have set an important target, taking into account that it must be achievable in the context of our vital international collaborations.

#### **University of Glasgow's Target for Sustainable Business Travel**

**To reduce emissions from Business Travel from 13,194 ton CO<sub>2</sub>e in 2018/19 to 5597 ton CO<sub>2</sub>e in 2029/30**

**This equates to a reduction of 7.5% year on year, and is in line with recent advice from the United Nations Environment Programme**

### **Achieving our target**

#### How to achieve the target?

Four main actions will enable every member of staff, at every level of seniority, in every Service, School and Institute to contribute to achieving this target. The Sustainable Business Travel decision aid at the end of this document is designed to facilitate these actions, with suggestions for each stage and links to useful resources.

- 1. Avoid travelling where possible** – Use alternatives instead, such as teleconferencing and videoconferencing. We now have a lot of experience of that.
- 2. Identify opportunities to fund and use technological solutions for virtual working in grant proposals** – especially to support partner organisations which do not have access to high quality virtual working technologies.
- 3. Choose public transport (such as trains) when travel is required** – The University's expectation is that:
  - Travel by train and other forms of public transport are to be used for travel within the UK, with domestic flights only taken where there is specific justification, as discussed with your line manager, e.g., for a person with caring responsibilities or as a reasonable adjustment for people with disabilities.
  - This principle applies even where taking the train is more expensive option.
  - Line managers will support staff in taking sustainable travel options even when this requires more time and cost.
- 4. Maximise the value of any given travel episode** – By, for example, combining opportunities for further research links when attending a conference.

#### To support these actions, the University will:

- Ensure that guidance and policies on reducing carbon emissions from business travel are proportionate, fair, and equitable, seeking to redress existing inequalities within the sector (e.g. by gender, career stage, global inequalities of opportunity, caring responsibilities, disability and other protected characteristics).
- Change promotion criteria so that staff who reduce or eliminate international travel are not disadvantaged.

- Build on staff experiences of working from home during the COVID-19 crisis to prioritise the use of videoconferencing facilities accessible to all staff, with appropriate [guidance and support](#) on their use.
- Support and promote the use of alternative means of disseminating research, such as [social media](#), including advice on how to [gather and evaluate social media “reach”](#).
- Ensure good communication with line managers to prioritise low carbon travel for all staff in decision-making about travel.
- Seek to obtain discounts for low-carbon travel where possible, through the bulk purchasing of season and other tickets from travel providers and developing sustainability discount agreements with, e.g. NextBike, ScotRail with the University’s travel agent providing lower carbon travel options at the time of travel requests. See [here](#) for current benefits.
- Ask applicants for internal grants to comment on sustainability/environmental footprint on all internal grant applications.
- Advocate for changes in travel patterns throughout the higher education sector, in collaboration with other HEIs and funding bodies, e.g. ensuring advice and support for grant application budgets seeking to include sustainable travel, e.g. for grants built around international collaboration.

**To support these actions, staff can:**

- Use the [decision aid in this guide](#) to support decisions for every episode of travel.
- Ensure that grant applications consider (and include budget items where appropriate) for technological alternatives to travel, increased costs of domestic and continental European travel by train (including time commitments) and the distribution of travel amongst team members. Alternatives to travel should be particularly emphasized when all partners have appropriate technologies to support virtual working while support for technological infrastructure (e.g. hardware, software, mobile data) should be considered for applications with partners where virtual working is not currently a feasible option. Advice on the eligibility and suitability of including various travel alternatives in funding applications is available from GCID, RSO, and the relevant funding body.
- Promote the use of alternatives to travel (including remote access) among their teams, with partner institutions, and in planning for events and conferences.
- Avoid domestic flights and business/first class flights (especially for shorter international flights) unless there are specific justifications (such as reasonable adjustment for people with disabilities). Figure 3 shows that business and first-class flights carry considerably higher carbon costs.

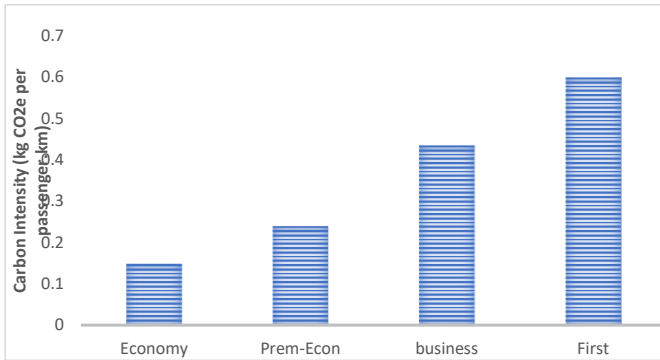


Figure 3, Carbon intensity of long-haul flights

### Examples

The examples below illustrate how simple changes to travel plans can help contribute to meeting our target:

#### **Example 1: Collaborating in Tanzania**

A large three-year research project with collaborators in Tanzania involves ten UofG staff. Joint meetings with collaborators are held annually over three days and each time all ten collaborators attend. Digital conferencing is difficult because of low bandwidth in Tanzania. Next year, to reduce carbon emissions, the group plan:

- To buy data to use for wifi for the Tanzanian colleagues from UofG-held funds.
- That the PI joins remotely, but ECRs associated with each work package attend, alongside the operational manager, having been prepared on how to manage if links break down.
- That all other project staff will join by videoconference.
- That the PI will ensure good meeting planning and etiquette to ensure full participation for all participants and specifically prepares ECRs in-country to step in where necessary.

#### **Example 2: Fellowship Awards Interviews in London**

A Professor is a member of a Fellowship Awards Panel which meets to interview candidates in London. Instead of flying on an early flight and returning on a late one, he reads a bedtime story to his children, takes the sleeper, showers in Euston Station, and takes a late afternoon train back to Glasgow. He takes a late start the following morning if needed.

#### **Example 3: Planning Funding Committee Meetings**

A Professor is chair of a funding committee for a panel in UKRI which meets three times a year. She suggests the panel has one face to face meeting each year, arriving in time for lunch and networking, which enables same-day travel. The other two meetings will be held on Zoom, which allows recording for checking minutes and actions, screen-sharing, and breakout room facilities. Because the committee members have become familiar with using Zoom during COVID-19, everyone is happy to be at home and uses this tool with confidence.

#### **Example 4: Necessary International Travel**

A member of SMG is travelling for a Universitas21 meeting in Singapore, having consulted the guidance with their line manager and decided that the prospect of a major collaboration with

a new country partner required in-person attendance. They combine the meeting with an invited lecture at a local university, having negotiated to bring the date of the lecture forward by six weeks to enable the two to be combined in the same trip.

**Example 5: On-line Learning after COVID-19**

Building on the experience during the Covid-19 pandemic, a School Programme Leader redesigns their courses for the 2021-22 academic year to increase the proportion of remote teaching versus lab-based classes. This reduces the amount of travel required of students.

**Example 6: Conference Attendance**

A PI normally attends an annual conference, where she introduces colleagues to new early career researchers and PhD students in her group. In 2021 she decides to forego conference attendance as she has already attended multiple other meetings that year. Instead she has one of her PDRAs who is presenting take responsibility for introducing new members of her group to colleagues at the conference.

**Example 7: European COST Action Grant**

A PI is leading a European COST Action Grant, which normally involves partners from across the EU meeting regularly. All the members of the consortium are well-equipped with video conferencing facilities, so the application includes a reduced number of in-person meetings and several virtual meetings. For the in-person meetings that do take place, the meeting locations are chosen to facilitate train travel by participants and the group develops a project-wide commitment to avoiding air travel where possible.

### **Implementation and monitoring**

This guidance will not work unless we pay careful attention to implementation and monitoring. Implementing the guidance will be the responsibility of the Sustainability Working Group. To support implementation:

- Monitoring will take place at School/Institute/Service level. To allow this the Procurement Unit, together with sustainability staff, will provide data on carbon emissions from business travel twice a year (once in each semester) to each School, Institute and Service. Feedback will include carbon emissions for travel by type of travel and grade of staff.
- Each School, Institute and Service is asked to implement sustainable travel practices from January 2021. They may consider:
  - A working group to include members of staff at every level of seniority to support the relevant [Sustainability Champion](#);
  - A plan for sustained communications;
  - Noting and evaluating every action to offer learning about successful initiatives to other Schools, Institutes and Services.

**School/Institutes will be asked to report bi-annually to their College Management Group/Professional Services Group and the Sustainability Working Group will report progress bi-annually to SMG.**



## Sustainable Travel Decision Aid

This decision support aid is designed to help you identify low-carbon travel alternatives and maximise the benefits of your travel emissions. It is adapted from the [Tyndall Centre Travel Strategy](#) and the Alliance for Sustainability Leadership in Education (EAUC) [Travel Better package](#), which offer more detailed decision support for those wishing to review their travel.

### 1. Deciding whether to travel

#### What do I want to achieve?

- Why am I attending this event and how will it benefit my work, the university, or society more broadly?
- What specific benefits will in-person attendance provide?

#### What are the benefits of not travelling?

- Could time/money for travel be better spent on other means of dissemination?
- Can other ECR or PGR colleagues benefit more from attending?
- Can my decision support others to take more sustainable choices e.g. through leadership or improved logistics?
- Does high-carbon travel affect my reputation – especially if working in areas such as environment, health, social justice? See [article here for example](#).

### 2. What are the alternatives?

- How many people from my team really need to travel - could another colleague represent me, and how could we share learning from event?
- Is it feasible to attend remotely ([tele/videoconference](#))?
- Can I request that these options are provided, if not already? [More on low-carbon conferencing](#).
- Could I use alternative means of dissemination and networking? Guidance on social media use [here](#) and [here](#).

### 3. Alternatives to flights

Trains and ferries are a feasible alternative for many destinations, especially in the UK and Europe. They are often more suitable for working and go directly to city centres. Within the UK, travel times are often similar to flying once you account for travel to the airport, passing through security, etc.. [Seat61](#) is useful for planning train journeys worldwide.

Options to consider:

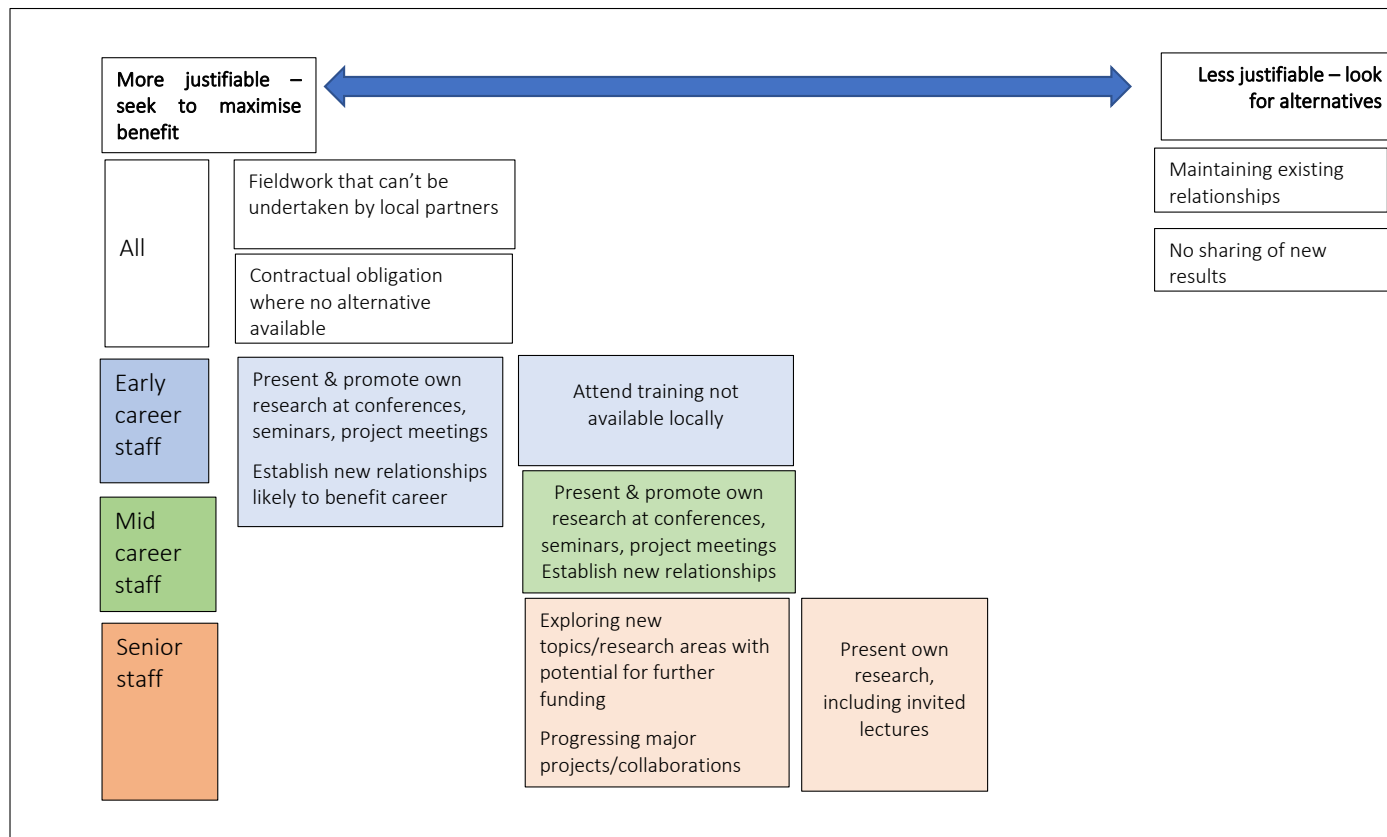
- Using sleeper trains.
- Combining with meetings in intermediate cities to break journey e.g. London, Paris.
- Using travel as dedicated time for a suitable piece of work e.g. others have used them for [‘writing retreats’](#) and [pre-conference meetings](#).
- Budget in grants for technology to support remote working e.g. laptops, dongles, Bluetooth headsets.

### 4. Maximising the value of travel

- Can I combine this trip with other meetings, fieldwork, or visits to another institution which would otherwise require additional travel?
- What are my specific objectives for networking?
  - What relationships do I want to create/build?
  - What difference will they make to my work?
  - Can I contact key individuals beforehand to arrange introductions or 1:1 meetings?

Examples of more and less justifiable purposes for high-carbon travel, with career stage weighting

(Adapted from Tyndall Centre Travel Strategy - [https://tyndall.ac.uk/sites/default/files/tyndall\\_travel\\_strategy\\_updated.pdf](https://tyndall.ac.uk/sites/default/files/tyndall_travel_strategy_updated.pdf))



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- <sup>i</sup> <https://www.gla.ac.uk/myglasgow/sustainability/climatechangestrategy/>  
<sup>ii</sup> [https://unfccc.int/sites/default/files/english\\_paris\\_agreement.pdf](https://unfccc.int/sites/default/files/english_paris_agreement.pdf)  
<sup>iii</sup> <https://www.ipcc.ch/sr15/chapter/spm/>  
<sup>iv</sup> <https://www.sdgaccord.org/>  
<sup>v</sup> <https://www.eauc.org.uk/>  
<sup>vi</sup> <https://tyndall.ac.uk/sites/default/files/twp161.pdf>  
<sup>vii</sup> [https://pics.uvic.ca/sites/default/files/AirTravelWP\\_FINAL.pdf](https://pics.uvic.ca/sites/default/files/AirTravelWP_FINAL.pdf)  
<sup>viii</sup> <https://www.mdpi.com/2071-1050/6/5/2718/htm>

## Appendix – Off-setting options

The Scottish Government has taken the approach of publishing annual reduction targets which take them steadily towards their CO<sub>2</sub>-net-zero position<sup>1</sup> and it is important that the University carefully considers its own approach to the setting of interim targets on the path to its net-zero position.

We need to move from our current 19/20 position of 60,000 tCO<sub>2</sub> to net zero by 2030, anticipating that our actual emissions can only be reduced to a minimum of 32,000 tCO<sub>2</sub> by sometime between 2030 and 2035, and thus necessitating the need for a substantial off-setting program. Consequently, the University needs to consider the timelines for both emission reductions and the introduction of off-setting.

The United Nations Emissions Gap report<sup>2</sup> indicates the need to reduce CO<sub>2</sub> emissions by 7.6% per year over the next 10 years in order to meet the 1.5°C temperature goal of the Paris Agreement. This is the obvious science-led trajectory to adopt, and it would be reputationally damaging to miss these targets (year-on-year reductions of 7.6% over 10 years take us to just below our 2030 target of 32,000 tCO<sub>2</sub>). However, the relative contributions of real-emissions reductions and off-setting needs to be determined. The consultation makes clear that off-setting as a substitute for possible emissions reductions is not regarded as acceptable, but whether off-setting should be used as a means to ensure that we can and do meet interim targets, or taken off the table so that interim targets **can only be met** by real emissions reductions is a policy decision that must be taken. Here we seek the Courts views on three options for the period 2020-30 (and illustrated on page 2):

### A. No off-setting until 2030

Commit to reducing emissions by 7.6% each year and if we fail, live with the reputational consequences.

*Off-setting cost over 10 years: £0*

### B. 'Minimal' off-setting until 2030

Commit to reducing net emissions by 7.6% each year primarily by real emissions but with the option to use off-setting for up to one third of the difference between each year's realized and intended interim target.

*Off-setting cost over 10 years: up to a maximum of £190k*

### C. 'Phasing-in' of off-setting to 2030

- Option C1: Commit to reducing net emissions by 7.6% each year (i.e. B) and in addition, off-setting increased incrementally from now as an increasing percentage of annual emissions (for example, increasing by 10% each year, ending up with 100% off-setting of remaining emissions by 2030).

*Off-setting cost over 10 years: £4.1m*

- Option C2: As for C1 except conditional on making the 7.6% net annual reduction, use a decreasing percentage of these funds to invest in our sustainability research and teaching agenda (starting with all of it, and ending up with none of it by 2030).

*Off-setting cost over 10 years: £2.7m for off-setting, £1.4m for investment in research and teaching<sup>3</sup>*

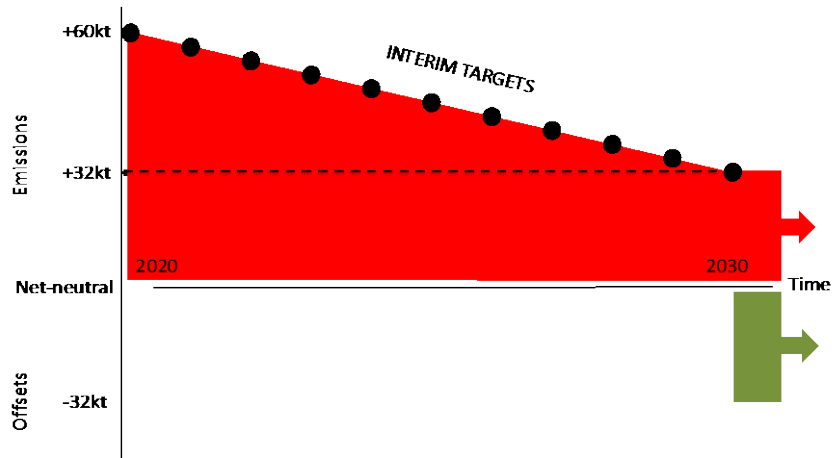
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<sup>1</sup> <https://www.gov.scot/policies/climate-change/reducing-emissions/>

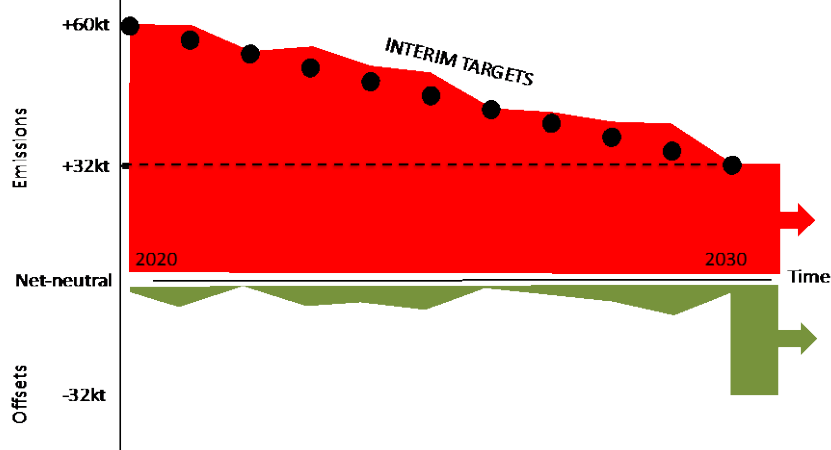
<sup>2</sup> <https://www.unenvironment.org/resources/emissions-gap-report-2019>

<sup>3</sup> Assumes that in 2021 90% of this funding is used to invest in research and teaching and 10% for off-setting, transitioning in regular increments to 0% for investment in research and teaching and 100% for off-setting in 2030.

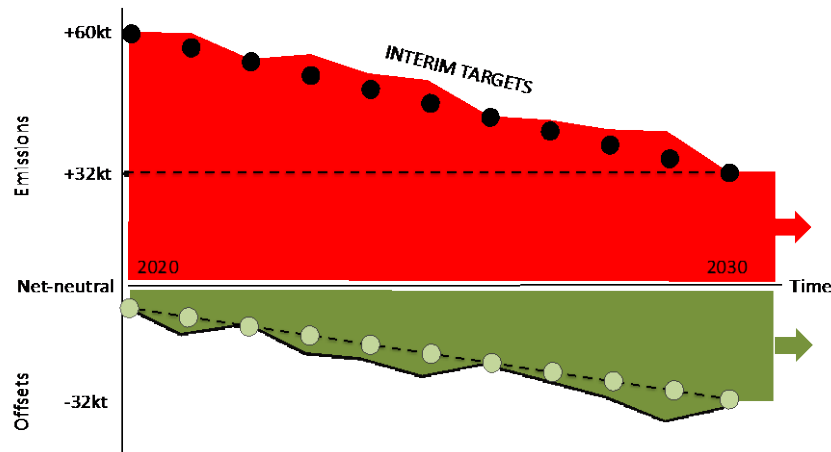
A. Commit to reduce real emissions by 7.6% pa, delay introduction of **any** off-setting until 2030 at anticipated cost of £660k pa. Offsetting cost to 2030: £0.



B. Commit to reduce real emissions by 7.6% pa, off-setting introduced prior to 2030 only to the extent necessary to meet interim targets that would otherwise be missed but limited to a maximum of 30% of target. Off-setting cost to 2030: between £0 and £190k.



C. Commit to reduce real emissions by 7.6% pa, off-setting used to meet targets if necessary, and in addition off-setting introduced as an increasing proportion of remaining emissions (with 100% of remaining emissions offset by 2030). Option to use some of the funding for off-setting on investment in related research and teaching. Total cost to 2030: £4.1m.



# University of Glasgow

## Green New Deal

July 2020



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# Statement on COVID-19



The members of the Green New Deal Coalition would like to express our condolences to friends and relatives of the victims of the pandemic. We would also like to show our gratitude to the frontline staff and key workers who have battled on, often without the support or recognition they deserved.

This pandemic has exposed the failings of a system in which economic interests have been prioritised over health and wellbeing. From inadequate care, to food insecurity and unsuitable spaces for distancing, such a situation must never be repeated: it is imperative that we build back better.

We acknowledge that the economic crisis following the pandemic will place the University in a more difficult position to implement some of the required changes included in this document. However, we cannot afford to ignore or delay the pressing demands of the climate crisis: any regeneration that is not sustainable is intrinsically destined to fail and will harm us in the long term.

The University's rapid response to the pandemic has shown that big changes can occur over a very short time frame when crises are treated as such. Anecdotal achievements include the thorough re-adaptation of entire buildings and mass removal of air conditioning units over a single weekend, operations that in normal circumstances could have taken months. In addition, this pandemic has accelerated a transition into a work from home and videoconferencing culture which can be implemented and adapted in the future to reduce unnecessary travel.

Glasgow City Council has been equally swift in introducing the necessary measures: new pop-up bicycle lanes and streets closed to traffic during the pandemic have dramatically improved the conditions for cyclists and pedestrians. This shows that the Council has the power to make active commuting a much safer and inviting option for residents, and that residents are overwhelmingly in favour of these changes.

This same level of determination must be exercised in our response to the climate emergency. If we are to create a resilient campus fit for the future, the University must act on all fronts. The team for the Glasgow economic recovery to the pandemic is made up of sixteen members. Four of those (25%) are senior figures within the University of Glasgow.

This is a unique opportunity for the University to push for the wider changes outlined in this document that require collaboration with the Council, and pressure to make permanent the road closures and bicycle lanes created during the pandemic. At the same time, we expect the University to simultaneously and comprehensively enact the measures that lie within their own power to create a truly sustainable campus.

It is in times like these that World Changers take proactive action to make their community a better place. The University of Glasgow must live up this challenge and lead the way in sustainability and climate justice. We expect nothing less.



# Introduction



As the first Scottish University to declare a climate emergency, the University of Glasgow clearly understands the urgency of the climate crisis. Yet, this crisis and its symptoms, the manifestation of rising temperatures and sea levels, soil erosion, and the permanence of 'climate feedback-loops' demand measures bolder than those currently being considered by the University of Glasgow's Senior Management Group (SMG).

The 2018 IPCC report has explicitly warned us of the consequences of temperatures rising to 1.5C degrees above pre-industrial levels, giving us 12 years (now 10) until the damage is irreversible (1). This has been reinforced by 11,000 scientists strengthening the alert with a "World Scientist's Warning of a climate emergency" in which they asserted '*scientists have a moral obligation to clearly warn humanity of a great existential threat*'. We understand the crisis will require national and international action; however, this does not mean the University does not have a moral obligation to act with vigour and bravery.

The Strategy, while a step in the right direction, amounts to surface level and infrastructural tweaks, while key areas such as education are only mentioned in passing. Meanwhile, the University's plan to renege on its 10-year fossil fuel divestment shows a complete lack of commitment to practices that are ecologically ethical. We believe this indicates a failure of University governance in the face of climate catastrophe, that action it necessitates, and the University's obligation to act as a moral institution.

The following document is a proposal to the University of Glasgow composed by a collective of students and staff committed to redirecting the University's efforts to address the climate crisis and improving democracy within the institution.

Enacting such measures will allow the University to claim, without hypocrisy, that they have taken substantial steps to ensure they do not contribute further to the climate emergency and are truly 'world leaders'. We recognise that many of these demands will require significant restructuring of university procedure. However, here is the chance for the University of Glasgow - as a world-leading institution - to set in motion a global movement for justice, and pioneer real, commendable change.

These demands have been created through a process of consultation with students from a range of student societies (see the images on page 4). These suggestions were compiled as draft demands, which were then sent to academics and staff unions for further consultation. This report represents a significant amount of hard work by a committed body of students, an extended period of staff-student collaboration, and contributions from across the University community.

We hope that our proposals will reach further than just our university, inspiring other institutions locally and globally to improve their sustainability and adapt to the climate emergency.

The report begins with proposals that aim to demonstrate the link between the corporate structure of university governance and decision making; such a focus aims to reflect wider institutional challenges blocking adequate responses to climate change and the development of long-term strategy. Our belief is that the current structuring of university governance hinders both student and staff initiatives, lacks true transparency and the hallmarks of decent, democratic accountability.

# Introduction



This manifests itself in alienation between the University's Senior Management Group and the rest of the University polity and, more worryingly, an overwhelmingly timid response to ethical and sustainable issues.

Following this, there is a detailed account of six distinct areas where the University would profit greatly from greater attention in the form of sustainable planning, advocacy, or renunciation. These areas are **Investment Practice; Travel & Transport; Energy Provision and Carbon Offsetting; Food; Buildings and Infrastructure;** and, perhaps most importantly, **Curricular and Academic**. Each will be introduced with a brief contextual preamble demonstrating the link between the area in question and the means by which the University of Glasgow can adopt or reform strategy to best respond to a warming world.

References: (1) <https://www.ipcc.ch/sr15/>

# Demands



1. Implement democratic practices and forums to maintain a consistent dialogue with staff and students around environmental performance.
2. Adopt, implement, and abide by our revised version of the socially responsible investment policy. Divest from ecologically damaging industry (fossil fuels, arms, and industrial livestock) and commit to investing in local sustainability projects.
3. Include student representation on the University's investment committee.
4. Invest in virtual conferencing facilities and support alternatives to international travel.
5. Implement a sustainability agreement with contracted travel agencies for staff travel.
6. Make all GUSA and University Vehicles Electric/Low Emissions by 2022.
7. All subject specific university trips to Europe & Within the UK should be taken by bus or train.
8. Include all University-related flights by international and domestic students in university offsetting calculations.
9. Engage with Glasgow public transport providers to improve the efficiency and accessibility of local and regional public transport, particularly by supporting the public ownership of transport systems locally and throughout Scotland.
10. Support the public ownership of transport systems locally and throughout Scotland.
11. Work with public transport providers to discount all public transport passes for students and staff by 50%.
12. Work with appropriate partners to provide better infrastructure for cyclists in Glasgow, invest in dedicated 'world leading' cycle lanes, improve infrastructure on campus and increase the provision of facilities to support active travel.
13. Enter into a Power Purchase Agreement to purchase all electricity from renewable sources.
14. Move away from using natural gas as a heating and energy source and invest in onsite renewable energy provision.
15. Become the first university in the UK to achieve a net-zero position by offsetting all CO<sub>2</sub>e emissions.
16. Aim to have offset all CO<sub>2</sub>e emissions ever produced by the university by 2030 with a promise to have done so by 2035.
17. Reach base CO<sub>2</sub>e emissions earlier (2025 with a promise to have done so by 2030) by speeding up the roll out of planned efficiency measures and renewable energy (water source heat pump, solar).
18. Give Carbon Footprint and other sustainability aspects Primary Key Performance Indicator status.
19. All food served on campus should be plant-based and cruelty free.
20. Procurement of non-meat produce must abide by ecology and undertake critical assessment through this lens.

# Demands



21. University food procurement should support local, ethical food providers.

22. Implement an 'edible campus' scheme of communal food growing on university land.

23. Implement sustainable menu regulations for all food-providing outlets on campus.

24. Implement waste management measures to achieve zero waste by the end of 2020.

25. Place an immediate ban on the use and sale of single-use plastics on campus.

26. Ensure energy efficiency of all university building work meets the highest efficiency standards (Passivhaus House Standard for new builds and EnerPHit standard for retrofits) and implement efficiency measures such as pipe lagging and light sensors in all buildings.

27. Commit to invest £15 million in fitting university buildings with solar panels

28. Install green roofs wherever possible on both old and new buildings, and incorporate green walls on new buildings.

29. Include the carbon emissions generated in the construction and demolition phases of all buildings in offsetting calculations.

30. Avoid concrete where feasible. If not, any concrete structural elements shall be specified with at least 60% OPC substitutes.

31. Provide a new interdisciplinary course on climate and eco-awareness that is available to all students.

32. Ensure all staff include eco-awareness in their curricula via a new section on Course Specification (PIP) forms requesting they detail how sustainable development has been appropriately considered in course content and course design.

33. Add a mandatory question to evasys course evaluation so students can give feedback on environmental awareness in their course curricula.

34. Implement active solution-based education alongside any new information taught regarding the climate crisis.

35. Include environmental criteria in the evaluation of applications to the Learning and Teaching Development Fund.

36. Include a mandatory eco-literacy module for all staff in LEADS PGCap provision.

37. Cut ties with Barclays, prohibit their provision of projects to engineering students, and actively investigate alternative ecologically responsible funding sources for engineering courses.

38. Remove institutional barriers (e.g. financial and workload allocation models) to interdisciplinary teaching.

39. Incentivise and support the creation of new interdisciplinary degree courses at both graduate and undergraduate level.

40. Increase the amount of internal University funding for both subject-specific and interdisciplinary research on the climate crisis, and potential local action, via the Centre for Sustainable Solutions.

# Demands



41. Develop a living laboratory for socio-ecological systems.
42. Develop and support environmental research and impact partnerships with Glasgow City Council.
43. Add environmental sustainability to the assessment criteria for internal research funding.
44. Employ significantly more staff on the sustainability team and ensure that all staff employed within the sustainability team are provided with adequate pay, and resources and especially training to commit fully to their jobs.
45. Reduce the number of fixed-term contracts for all staff and end unequal treatment of staff.
46. Improve pay and conditions for graduate teaching assistants.
47. Commit to ensuring that all staff affected by a transition towards a more sustainable university will be treated fairly, and a just transition will be implemented.
48. Implement resilience teaching for both the direct members of the university community, and the wider Glaswegian community who will be affected by climate change.
49. Ensure adequate and timely wellbeing and mental health support is provided for everyone in the university community.
50. Create a new academic administration role for an “eco-awareness representative” in each department.
51. Disavow the Prevent scheme and uncompromisingly support any member of the university community who chooses to engage in non-violent protest action regarding the climate crisis.
52. End the participation of employers with poor environmental records at all career fairs and replace them with more ethical and sustainable employers that follow the university’s ethical guidelines.

# Accountability & Transparency



Throughout the research conducted in the composition of the Green New Deal, the pressing need for accountability and transparency surrounding the University's legislative and governance procedures has become apparent. Beyond the sustainability and mitigation strategy plans, it is very difficult to gauge the willingness of the University's Senior Management Group to endorse sustainable change, let alone the principles that inform this.

For example, ongoing deliberations around re-engaging with fossil fuel investment, despite having declared a climate emergency, show that the actions and decisions of the University's governance do not always align with the principles it has explicitly endorsed.

Moreover, the lack of engagement with students and staff surrounding these issues shows management's isolation from the expressed sentiments of the community it claims to serve. These decisions are made behind closed doors in finality by a handful of individuals over (almost all of) whose appointment students have no say.

The urgent need for a formal and integrated accountability framework cannot be overstated. Greater transparency will be crucial in any such structure, ensuring that university documents on potential decisions, for example, are openly available and easy to access.

It is essential for the University to execute ethical, respectful, inclusive, and fair policies with transparency to ensure good and effective governance of policy. A refusal for such transparency on the University's behalf would be indicative of a deficit of intention – we remain optimistic that this is not the case.

Universities exist *for* students. We believe the University has an obligation to sufficiently inform and involve students in decision making and legislative processes around plans for sustainability, as well as providing precise and publicised targets and commitments. This will be key for our vision of the University of Glasgow as a national and global role model.

## OUR DEMAND

### 1. Implement democratic practices and forums to maintain a consistent dialogue with staff and students around environmental performance.

Accountability demands that students, staff and external parties can access the following:

- Accessible & transparent minutes from the Sustainability Working Group and other working groups that discuss environmental or sustainable changes, such as arms divestment.
- Accessible & transparent minutes from the Investment Advisory Committee.
- Precise publication of targets and progress regarding University of Glasgow's promise to divest from fossil fuels in 2014.
- Precise assessments of the carbon footprint of the university's procurement paths.
- A detailed analysis of the carbon output emerging from student and staff flights, the trends that define this, and how this is expected to change in future years.

# Accountability & Transparency



To ensure both student and staff buy-in and continued, constructive cooperation, moves must be taken to forge the following relationships:

- An efficient student-staff liaison with University policy regarding the implementation of environmental changes.
- Implementation of a direct democracy process by which a threshold number of students (we would recommend 40) can put a motion before university court (following the model of UK government parliamentary petitions). We believe this is necessary as the current composition of court cannot, or will not, adequately entertain student and staff concerns.
- While we note that currently the President of the Students' Representative Council (SRC) sits on University Court, we believe that this does not fully reflect student/staff voices for the following reasons:

☐ it is undemocratic that only one elected student representative can oversee decision making procedure.

☐ SRC elections rely on student engagement for a brief period, and it is only so relevant as a structure for representing the student voice, relying upon all students who might ever have concerns about the University's decision making to be engaged over a short period of time.

We would also ask that a sub-section on the University of Glasgow homepage should be added displaying the following:

- A timeline of the changes to sustainability, strategy and environmental engagement that details the events leading up to the

present, as well as any measures planned or in the process of being enacted.

- In-depth explanations of chosen mitigation measures and how these will be achieved. This will include why they were chosen, why they are essential and the likelihood of not achieving these targets.
- In-depth explanations of wider sustainability changes and initiatives, with an explanation of how these will be achieved. This will include why they were chosen, why they are essential and the likelihood of not achieving these targets.
- Documents linked on the University website revealing the research that defined current carbon output figures and the methods by which these estimate output for the future.
- All University research, and researchers, related to climate change impact, adaptation, mitigation, and reduction strategies, from all fields, listed in one central place.
- A change to the University of Glasgow prospectus to include such information as is relevant to a new student looking to engage in climate-related fields of study. Further, they should include an abridged version of the university's sustainability goals and progress.

This would provide public documentation of the university's commitment to recognising the climate crisis as well as the steps taken to address this. Such action would position the University of Glasgow as a world leader and would be beneficial to other institutions wanting to implement similar measures, as well as demonstrating the University's appreciation of the scale and urgency of such changes.

# Investment Practice



*'Climate action necessitates the restriction of negative activities, not just the incentivization of positive ones.'* (World Economic Forum, 2020).

In 2017, the European Parliament adopted a motion which “calls on governments and public and private financial institutions, including banks, pension funds and insurance firms, to make an ambitious commitment to aligning lending and investment practices with the global average temperature target of well below 2°C,”(2) and the commitment to “divesting from fossil fuels, including by phasing out export credits for fossil fuel investments”.

The proliferation of new fossil-free financial products is making it easier to divest from ecocidal industries and invest in solutions to combat the climate crisis. Regulators, advisors, and scientists, including the G20 Financial Stability Board’s Task Force on Climate-Related Financial Disclosures (3) and the Intergovernmental Panel on Climate Change (4), are unanimous and explicit as to the extreme consequences and risks that climate change poses. Additionally, great risk is posed by stranded fossil fuel assets (5) which are maintained in spite of the scientific consensus.

Whilst the moral case for divestment from fossil fuels is undeniable, the practical economic argument is becoming increasingly compelling. Outgoing Governor of the Bank of England Mark Carney has warned against “the catastrophic business as usual scenario” (6) which economists’ current approach to the climate crisis embraces. He describes the inevitable chaos built into our economic system, which does not prepare for the shock therapy to which the climate crisis will subject it. This is not business as usual; we are in our death throes, and to act otherwise is not simply callous but violent.

The University of Glasgow has a moral obligation to forge a new path and pioneer ethical and socially responsible investment practices.

## What is the University doing?

In 2014 the University of Glasgow became the first in Europe to pledge to divest from all fossil fuel industries, committing to a 10-year divestment period (7). In May 2019, the University declared a climate emergency. The early draft of this document sought to commend the University on these commitments as something to take pride in. However, in light of Court’s attempts to renege on its divestment pledge it has become apparent that suspicions of ‘greenwashing’ aroused by the slow nature of progress are well founded. While Glasgow led the way with its 2014 divestment pledge, it has since been eclipsed by changes in practice in other UK universities.

The University of Glasgow website contains their policy on ‘Socially Responsible Investment’ (SRI) (8), which offers the following criteria for investment:

*‘The University will continue to instruct its fund managers not to invest in the tobacco industry because of the harm that smoking causes. Fund managers are also required to abide by the University’s policy regarding investments in the oil and gas sectors which commits the University to progressively divest in these sectors by 2024. Fund managers are also required to take account of any serious breaches of international law committed by companies.’*

It further details that groups have the right to challenge any investments in which:

*‘The issue raised was wholly contrary to the University’s value systems either as reflected in the Mission Statement or the Strategic*



# Investment Practice



*Plan, or whether it raised wider issues of social, environmental and humanitarian concern.'*

While this aspect of the policy leaves important scope for engagement with investment practices, we insist that the University meets its 2024 divestment target and even—given the increased sense of climate emergency since the policy was adopted in 2014—try to bring this deadline forward.

The ability of the University to control their investments is evidenced by their commitment to avoid any investment in the tobacco industry (9). Therefore, it is possible for the University to expand this to companies that cause environmental degradation, human rights abuses and are unethical in their practices.

## OUR DEMANDS

**2. Adopt, implement, and abide by our revised version of the socially responsible investment policy. Divest from ecologically damaging industry (fossil fuels, arms, and industrial livestock) and commit to investing in local sustainability projects.**

**3. Include student representation on the University's investment committee.**

**Adopt, implement, and abide by our revised version of the socially responsible investment policy. Divest from ecologically damaging industry (fossil fuels, arms, and industrial livestock) and commit to investing in local sustainability projects.**

This revised SRI policy constitutes an expansion of what the University will not invest in. Whilst some might see this as a dramatic change, there is clear precedent for this; both the University of Manchester (10) and Leeds (11) have recently adopted similar policies. Adopting revised SRI policy would bring the University of Glasgow in line with other leading universities around the country.

**a) Following on from this, the University must conduct a detailed review of all remaining investments to ensure they are in-line with this revised policy and divest and reinvest accordingly.**

The University of Reading announced sweeping divestment following student pressure in February 2020 (12). Alongside fossil fuels, the University also pledged to 'exclude any holdings in companies producing armaments, tobacco or pornography.' Not only did they listen to the concerns of their university community, they went above and beyond them 'after giving a significant weight to ethical, social and governance issues'. The Vice-Chancellor of the University of Reading, Professor Robert Van de Noort, stated that they 'are going further than the original pledge and are now committing not to have any direct or indirect holdings in fossil fuel companies' (13). Obscuring interests is unacceptable. The University of Glasgow must divest from any and all companies which derive profit from ecocidal activity.

# Investment Practice



The University has a wealth of internationally recognised in-house expertise on finance, investment, and fund management, and could therefore efficiently create an internal working-group of experts to plan and assess any sustainable investment portfolio and identify an array of alternative investments.

## Revised SRI Policy

**The University Court is committed to socially responsible investment and will via its Investment Advisory Committee and Pension Scheme Trustees actively encourage its fund managers:**

- (i) to commit to SRI within their investment policies.
- (ii) to engage with independent audit organisations (such as Shareaction, Eldis or Ethical Investment Research Services) to monitor the behaviour of companies in SRI, alongside the inclusion of the following preconditions to investment realisation, choice, and retainment:

**All fund managers have the entirety of their capital invested in ethically sound enterprises as necessitated by the University's values (and ranked by independent organisations such as ShareAction). This comprises:**

- a. Enterprises that at no point infringe upon the rights of others, and that takes steps to promote liberty.
- b. Enterprises that at no point utilise tactics promoting misinformation surrounding their products, services, investment, or values.
- c. Enterprises that at no point knowingly profit from products, services or investments that cause harm:

Harm here is defined by the following criteria:

- Engaging in the activity of slave labour, human trafficking or any other form of indentured servitude, exploitation or unpaid labour, that come under the definition of 'modern slavery' observed within the UK Modern Slavery Act of 2015, within their own estate, procurement chain and/or immediate business partners.
- Manufacturing, selling, or supporting the production, sale or rental of articles intended for the forced displacement, suppression, intimidation or killing of civilians and/or combatants.
- Acting as intermediaries - financial, infrastructural, advisory or analytical - and/or profiting by some other method from enterprises that manufacture, sell, support the production, sale or rental of articles intended for the displacement, suppression, intimidation or death of civilians and/or combatants.
- This includes enterprises that through current practice or future intentions do or will do significant damage to environmental concerns including, but not limited to, serious contribution to the average global temperature, damage to ecosystems, damage to biodiversity and damage to species threatened with extinction through any or all of the following: loss of natural habitat, loss of sufficient food, water and shelter and loss of life.

☞ We understand that serious contribution to global average temperature – as recognised in the recent International Panel on Climate Change – has and will continue to do significant damage to all aspects of natural, societal, political, and economic life. As a result, any enterprise that receives more than 5% of its revenue through ventures in fossil fuel extraction or refinement must be excluded from any definition of ethical enterprise.

# Investment Practice



Similarly, enterprises that support, financially, infrastructurally, advisory or analytically, other enterprises that receive more than 5% of their revenue through ventures in fossil fuel extraction or refinement are similarly deemed unethical due to their proximity to, and support of, unethical practice.

☐ An understanding of 'serious contribution to the global temperature' must include any enterprise responsible for a significant output of carbon-emissions that exceeds currently the requirements put in place by the IPCC to ensure emissions are in line with the rate of divestment from fossil fuels necessary to achieve net-zero by 2030 and/or that has not composed and adheres strictly to a model to achieve net-zero by this date.

- This includes enterprises that use or rely upon sweatshop workers either in their own production or in their procurement line.
- This includes enterprises that exploit their workers or rely upon enterprises that exploit their workers. Exploitation here includes the unfair termination of employment, over-working of employees and exposing employees to dangerous working conditions without sufficient training and protective material to ensure their long-term and short-term health.

The University will entirely disassociate itself from such individuals, institutions and enterprises that have been proven to engage in such practice. Furthermore, any transgression of these policies by enterprises currently receiving financial investment from the University's endowment funds will render them no longer suitable for investment at this time or at any point in the future during which they continue to engage in such practice(s).

## **b) Make the university's pledge to divest from fossil fuels a reality by the end of the next financial year.**

Oil and gas firms are collectively in \$2.5 trillion worth of debt and it is predicted that \$1 trillion of projects will be cancelled over the next couple of years (14). Accelerated by frontline resistance and the ever-growing fossil fuel divestment campaign, dirty energy is facing an irreversible crisis: investment is simply too risky to continue.

The Paris Agreement (15) outlines a future in which fossil fuels no longer constitute our primary source of energy, and this future can only be reached by swift action and denunciation. To expect the market to self-regulate away from fossil fuel companies is unrealistic. Movement away from fossil fuels requires considering non-market environmental values and natural capital accounting, something that often comes into conflict with a firm's profit maximising decision rules.

Meanwhile, fossil fuel companies (and their stakeholders) who continue to envisage a society dependent on fossil fuels, claim that they can compensate for their contribution to the climate crisis through geoengineering, carbon capture and storage technology. This reveals a profoundly flawed vision. The sustained environmental and health impacts of pollution caused by our carbon-based lifestyle speak to the ineffectiveness of environmental offsets.

This represents a callous attempt by companies to create an illusion of being an environmental steward while continuing to perform ecocide, and the hypocrisy of the University in supporting them. Furthermore, the continued practice of 'greenwashing' such corporations enact causes even seasoned economists to overlook the worrying lack of investment in renewable and 'ultra-low emission' energy (16).

# Investment Practice



The pledge to divest from fossil fuels in 2014 was a clear indication of the University's willingness to take the climate crisis seriously. There must be no intention other than the incontestable continuation and acceleration of the fossil fuel divestment. Given examples such as the University of Reading's agreement to divest from fossil fuel and all associated indirect holdings within three months, there remains no justification for the University of Glasgow to not do the same. Given that it is now generally recognised that we face an increasingly urgent climate emergency, university ambitions should be advanced proportionately with a new target for complete divestment to be achieved by the end of the next financial year.

**c) Exclude financial institutions with poor ethical and environmental ratings, especially Barclays and HSBC, from investment and finance practices, and from campus presence and involvement.**

Despite the move to divest from fossil fuel companies, the university still has a vast amount invested in banks who directly invest in fossil fuel industries that continue to cause untold environmental degradation. For the University of Glasgow to adopt and subscribe to an ethical and socially responsible investment practice, they must also exclude Barclays and HSBC from their investments, due to their unsustainable and morally bankrupt investment practices and operating standards. A holistic policy should encompass the whole business ecosystem supporting fossil fuels.

The university currently has over £3 million invested in HSBC and over £2 million invested in Barclays. HSBC has been linked to unacceptable environmental and humanitarian practices through their investments and funding. HSBC increased its total fossil fuel financing from \$17.4 billion in 2016 to over \$18 billion in 2018 (17). Barclays is the biggest fossil fuel investor in Europe and has the

largest shares in fracking and coal companies of any European bank. Over the past three years, Barclays have sunk more than \$85 billion into oil, gas, and coal extraction projects (18).

Barclays and HSBC invest heavily in both the controversial North-Dakota and Kinder-Morgan oil pipelines (19), which are expected to cause an increase of 23 to 28 megatonnes of carbon dioxide equivalent released into the atmosphere (20).

Banks operate within the market and are thus at least slightly malleable to public pressure, which can be built and maintained far more reliably than shareholder pressure. It is our money, funnelled into their mass gambling machine through their high street retail arm, that allows them to bankroll and profit from ecological destruction, human rights abuses, and climate breakdown.

By joining other universities such as Sheffield (2017), Bristol (2017), Surrey (2019), Reading (2020) and the National Union of Students (2019) (21), we can put up a staunch front to lobby banks and disincentivise unethical investments by proof of their incompatibility with life and liberty. This requires a shift in alignment which at present is being frustrated by a handful of individual gatekeepers operating in University management and it is a position which cannot be justified any longer.

While here we have detailed two of the worst offenders, the financial sector in general seems more committed to short term profits and a business as usual culture without sufficient recourse to the effects on the planet. All investment in financial institutions should be subject to environmental and ethical review.

# Investment Practice



**d) Similarly, all investments into arms manufacturers and military services providers such as BAE systems should be reinvested.**

Not only do arms-trade firms such as BAE systems fail norms-based screening (22), but war - and consequently arms - are one of the main contributors to climate and ecological breakdown. On humanitarian, as well as environmental grounds, it is consistently unethical that an educational establishment should still be investing in arms companies.

Our criteria specified matches that published by the University of Glasgow Arms Divestment Coalition (GUADC): that any activity in the construction, maintenance, or supply of such materials speaks to a deep moral vacuity within a company and therefore precludes their suitability to be associated with the University of Glasgow.

Furthermore, as the climate crisis inevitably worsens, the volume of communities forcefully displaced and the rate and severity with which this will occur due to chaotic environmental conditions will only increase. One must also note that those living outside the global north (such as residents of small island states and Bangladeshi and Syrian farmers) have, and will, suffer the most acute and direct effects of climate change—despite being amongst those least responsible for the climate crisis to date (23).

Here in the global north, given our historic and current responsibility for carbon emissions, we have a moral responsibility to take the lead in addressing the climate crisis. This involves building a humane society motivated by compassion over fear of the inevitable environmental migration in which inequality, ecocide and colonialism are the central factors.

The inadequacy of government to even recognise the true causes of the climate crisis galvanises the need for alternative forces to exert their power. Thus it falls on institutions like the University of Glasgow to take up the mantle of driving society in that singular compassionate direction which is the only hope of redefining our relationship with our planet in the radical fashion necessary to guarantee its long term survival.

Arms companies profit from sales to the Middle East and North Africa while at the same time providing border security services (24). It is an ethical imperative that such companies should not be able to profit from war twice; first by arming states, and then by helping other states keep out those displaced by war and environmental change.

**e) Divest from high carbon livestock companies.**

The University currently has over £50,000 invested in Tyson Food. Tyson have been complicit in causing the largest 'dead zone' in the Gulf of Mexico- 8,000 square miles where no marine life can survive due to toxic fertilizer pollution (25). Furthermore, it was estimated that in 2016/17 Tyson, alongside JBS and Cargill, emitted more greenhouse gases than the whole of France (26). How can the University continue to invest in such a company if it is to hold to its state goal of tackling the climate emergency, given the extremely detrimental impact they are having on our ecosystem?

Globally, livestock and livestock systems are a major source of emissions. It has been predicted that the world's largest meat and dairy companies could surpass Shell, BP, and ExxonMobil as the largest polluters in the coming decades (27). Livestock production has serious impacts on the environment; it affects air and water quality, ocean health, competes with biodiversity and is the largest land user in the world. Livestock contribute 18% of global anthropogenic greenhouse-gas (GHG) emissions (28).

# Investment Practice



## Why active shareholder engagement is a flawed concept:

One argument commonly peddled against divestment is the idea of active engagement - using your position as a shareholder in a company to influence their decisions. In the scale of investments, The University of Glasgow's shares in the fossil fuel industry is miniscule. Although collaboration with other investors with similar goals may lead to greater lobbying power, this process is hypothetical and fundamentally flawed. Although there have been previous examples of effective shareholder activism such as Scottish Widows, there have been many examples in which companies fail to adequately respond to shareholder demands.

At ExxonMobil, shareholder activists backed a measure to create a new board committee to examine "*the potential impacts of climate change on business, strategy, financial planning, and the environment.*" The committee would have had the authority to review and oversee corporate strategy "*above and beyond matters of legal compliance.*" Chevron faced a similar measure. In both cases, the companies opposed the resolutions and the activists lost— winning only 7.4% of votes at Exxon and 8% at Chevron.

One must remember major fossil fuel companies remain businesses and are unlikely to pursue sustainability if it is not in their best economic interest, or something they were already considering doing. Involvement in shareholder activism is a time-consuming and energy -intensive process that would need constant attention for as long as the university held the relevant share. Globally, it is not just shareholder activism that may inspire companies to shift to renewables but also public scrutiny as knowledge increases about the pressing nature of the climate crisis, combined with the symbolic pressure of mass divestments.

One of the leading strategies of the anti-fossil fuel movement is pressuring investors to divest themselves of fossil fuels for moral and economic reasons. The greatest success of the "divestiture" movement so far is harming hydrocarbon valuations by popularizing a narrative that projects a radical decline in oil/gas demand: the "transition to renewables" narrative. According to market surveys this narrative is already causing many investors to negatively revalue oil and gas stocks.

Moreover, the concept of shareholder activism completely fails to understand the obligations of a university as a non-profit centred institution of education and care. The choice to divest from fossil fuels makes visible, moral, and ethical claims to the values that it should represent.

## Non-productive sustainable investments:

As resources deplete, exploitative, colonial practices will intensify, making resource distribution even more undemocratic and inaccessible to the world's most vulnerable communities. This is why it is imperative that the process of reinvestment must be a just transition, as recognised by the Scottish Government. This particular transition acknowledges that the fossil fuel and arms industries are built on imperialism and economic injustice — therefore it is a moral imperative that the transition to a fossil free era must actively undo these legacies. It must be transformative, incorporating reparative justice and equity in resource access.

Under a just transition, the divestment and reinvestment movement must recognise and insist that simply investing in 'green' companies is not enough. The for-profit model of renewable energy stands to reproduce the current exploitative and colonial practices of the extractivist fossil fuel industry.

# Investment Practice



Meanwhile, green colonialism is already causing large-scale dispossession and the transfer of vast tracts of land from food to energy production. For example, in Northern Kenya, Lake Turkana Wind Power (LTWP) is building Africa's largest wind farm on illegally acquired land — a project mired in violence, displacement of indigenous communities and irreparable damage to a fragile region of high biological and cultural diversity. Similarly, wind parks are being constructed at an accelerated rate on the Tehuantepec Isthmus of Southern Mexico, precisely through the reliance of illegal practices. Such land grabbing rests on coercion, manipulation of information and repression.

Instead, we must call for true energy democracy: the inspiring vision of renewable energy produced under participatory control and ownership by workers, users and communities, distributed in ways that prioritise social justice and universal energy access, while safeguarding against exploitation and overconsumption. This is the moral case that these companies have nothing to do with liberty and to be committed to the premise that the world can prosper while they exert dominion over our energy is an act of violence in and of itself.

## **Commitment to investing in on-campus sustainability projects:**

On-campus sustainability projects are not only economically profitable for the University but also allow the opportunity for the University to have greater control over our own carbon emissions, rather than relying upon the national grid to decarbonise. One of the simplest forms of on-campus investment (that typically ensures a payback return of between 5-15%) is improving the energy efficiency of current buildings (29).

There are numerous examples of other universities investing in on-campus sustainability projects that have not only been environmentally beneficial but have also proven to be more cost-effective than existing forms of delivery. For example, the University of Lancaster installed a wind turbine in 2012 at the cost of £3.7 million, which saves them £750,000 in energy procurement per year: this paid for itself by 2018, and will generate around £15,000,000 over its lifespan (30).

## **Include student representation on the University's investment committee.**

This Green New Deal calls for student representation on an Investment Advisory Committee, appointed by students. Of course, criteria such as financial dexterity are essential, but there are plenty of students who can fulfil such a role and successfully represent the student body on these committees. While the SRC President does a commendable job, there is no guarantee of their financial literacy, nor of their ability to devote the time necessary to demystify the University's investment practices and ensure that the committees comply with the policies to which they subscribe.

## **'A Dear Green Place' Consultation responses:**

There were 536 responses to the question of divestment in the consultation on the University's proposal 'A Dear Green Place'. The responses were clear on the importance of more transparent communication with staff and students surrounding investment practices and policies, with many respondents also being in favour of student representatives to formally represent the student body (31). Over 170 respondents called for active investment in green energy and over 140 responses called for divestment from the arms trade.

# Investment Practice



Furthermore, there is explicit mention of the importance of cutting ties with BAE, BP, Shell, and Barclays, which is advocated by the Green New Deal. Over 100 respondents called for faster divestment. **These responses clearly indicate that a large number of students are in favour of many of the demands that this deal is calling for, and there is already an awareness of where the university is falling short in terms of investment practices.**

The consultation responses underline our view that although 'A Dear Green Place' is a welcomed move forward in improving the sustainability of the university, it simply is not ambitious enough. Implementation of the Green New Deal successfully and necessarily addresses the areas of concern where 'A Dear Green Place' falls short.

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# Investment Practice



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# Travel & Transport



In 2015, the United Nations met to determine what collective efforts could be made to combat climate change. The goals focussed on countries and institutions taking initiatives to reduce carbon emissions and for developed countries and institutions to make sure their contributions towards CO2 reductions were communicated clearly and precisely (32). The fact that the University is not including international student flights in their Carbon budget does not seem to follow the above goals. As a top one-hundred global university, the governing body should be doing more to pave the way to a greener university.

There is a large push for the aviation sector to take greater steps to contribute towards achieving the Paris agreement goal. The method to do this would be stringent policies, both short and long term. This will contribute to significant emission reduction (33).

Currently, international air travel contributes 2.8% of total global greenhouse gas emissions, but it is predicted that only 2-3% of the world population participates in this. One of the main contributing groups are academics, due to high numbers of business conferences and travelling for research purposes. A case study from Switzerland demonstrated that reduction of academic air travel emissions is possible, with such policies as replacing all tickets with economy class and replacing short distance flights with rail journeys. The case study showed a reduction of 17% of greenhouse gas emissions (34).

According to the 2018 carbon footprint of the University of Glasgow, business travel accounted for 24% of the calculated carbon emissions. Commuting accounted for 14%, so when both these aspects are added together it accounted for 38% of the University's carbon footprint (35).

We are also calling on the University to use its position within the council to push for publicly owned public transport which is affordable. This is of great importance as the University should be using its voice for the benefit of all within Glasgow and the University community. Publicly owned affordable transport is needed to ensure our societies are greener and fairer.

Making up over a third of the University's currently measured greenhouse gas emissions, travel & transport is an area that needs urgent attention. However, the University's current projected route to carbon neutrality, and their plans to reduce business travel by flights stops after 2030, having only reduced it by 30%. According to the "A Dear Green Place" plan, by 2045 business travel flights will make up the largest part of carbon emissions for the University. As there are feasible ways to avoid business travel, this seems reckless. A greater reduction to the University's carbon emissions within travel and transport is needed, and should be addressed through following these subsequent demands (35)

## OUR DEMANDS:

4. Invest in virtual conferencing facilities and support alternatives to international travel.
5. Implement a sustainability agreement with contracted travel agencies for staff travel.
6. Make all GUSA and University Vehicles Electric/Low Emissions by 2022.
7. All subject specific University trips to Europe & Within the UK should be taken by bus or train.

# Travel & Transport



8. Include all University-related flights by international and domestic students in University offsetting calculations.

9. Engage with Glasgow public transport providers to improve the efficiency and accessibility of local and regional public transport, particularly by supporting the public ownership of transport systems locally and throughout Scotland.

10. Support the public ownership of transport systems locally and throughout Scotland.

11. Work with public transport providers to discount all public transport passes for staff and students by 50%.

12. Work with appropriate partners to provide better infrastructure for cyclists in Glasgow, invest in dedicated 'world leading' cycle lanes, improve infrastructure on campus, and increase the provision of facilities to support active travel.

—  
Invest in virtual conferencing facilities and support alternatives to international travel.

## What the University is already doing:

Currently, staff can use the University of Glasgow Zoom and Teams accounts to host and take part in meetings. The University also has a number of rooms available for video conferencing. These rooms have high quality equipment with radio mics and room audio. In the "A Dear Green Place" document, the following statement is listed under promoting efficiency: "*Ensure that sustainability is prioritised as part of a revised video and telecommunications strategy, making it easier for staff and students to reduce unnecessary travel*" (35).

## Issues with the current situation:

The current rooms are not big enough for large videoconferences to be hosted at the university, the largest one having space for only 100 attendees (36). Due to concerns over technical issues that can arise from video conferencing, it is important that the university has paid staff who are able to assist with technical difficulties on hand during conferences. The above statement from "A Dear Green Place" does not state any intention to invest further in the facilities.

## Solutions and what other universities are doing:

A "Nearly Carbon Neutral" conference model (NCN), was trialled by the University of California, Santa Barbara, in May 2016. The NCN model invites speakers to record their own talks which are then uploaded onto the conference website. Once the talks are on the website, conference participants can engage in Q&A. Comments and responses can be made at any time, meaning participants can take part in the discussion, no matter which time zone they reside in. This conference model allows for greater accessibility than traditional conferences

Travel can be difficult for those with disabilities. Long distance travel can also be very expensive, and universities that cannot afford to subsidise their staff travelling internationally are often excluded from traditional conference models (37). Furthermore, videoconferencing allows the University of Glasgow to build links with universities that would have previously been excluded. The use of videoconferencing would allow Glasgow to establish new, exciting connections with a plethora of universities which would help increase international standing.

# Travel & Transport



The University of Glasgow would be a truly world-changing institution, putting sustainability first and internally promoting the hosting of conferences through the NCN model (37). Investing in the optimum hardware and software for tele-/web-conferencing would allow the University to choose to participate in conferences through video conferencing. As a prestigious and well-respected institution, the University could help influence a culture change around conferencing.

The consultation responses to “A Dear Green Place” show considerable support for using video conferencing and other facilities in order to decrease business travel. With over 300 responses stating this. It also explains how later respondents pointed out how the COVID-19 pandemic had highlighted the potential of online meetings, as business travel was not allowed.

Over 130 respondents also said that the University should invest in improving these services. Responses also argued for the University of Glasgow to host conferences through these means, citing how it will improve accessibility for researchers across the globe, and the important factor of significant reduction in carbon-cost. These responses also argued this would improve the reputation of the University of Glasgow (38).

## Implement a sustainability agreement with contracted travel agencies for staff travel.

### What the University is already doing:

Currently staff travel is managed through a contract with an outside travel agency. The University has a “travel hierarchy” where they try to encourage staff to travel sustainably by raising awareness.

“A Dear Green Place” aims to “*Develop and implement a business travel policy and guidance, with the aim of reducing our carbon emissions from business-related air travel,*” and says it will “*facilitate positive behaviour change*” (35).

### Issue with the current situation:

Contracted travel agencies do not provide the ‘most sustainable’ travel options for staff, only giving options based on time, date, and cost. This means staff are not supported or accommodated in selecting more sustainable travel options.

### Solution and what other universities are doing:

The University should work with travel partners to make sustainability a higher priority in the travel booking process. Agencies could use the Tyndall Centre tool to prompt consideration of the need to travel and to identify the least carbon-intensive option if travel is necessary (39) and ensure travel partners implement University Transport Policy (40). Domestic flights should be discouraged through the booking process (unless to remote locations or for specific individual circumstances such as disability).

As staff take more sustainable travel, they should be compensated and supported in terms of extra time, wages, and extra money for childcare, due to sustainable travel options often taking more time. Extra time should be paid and should not come out of their holiday allowance.

The consultation responses document to “A dear Green Place” stated that all of those who commented on domestic travel advocated for a reduction or a complete ban on domestic flight travel. There were suggestions that train travel should be used as an alternative over planes for business travel within the UK and Europe.

# Travel & Transport



There are also acknowledgements that train travel can take considerably longer, and that staff should be given additional leave days or be able to claim back the extra time which it took for travelling (38).

## **Make all GUSA and university Vehicles Electric/Low Emissions by 2022.**

### **What the University is already doing:**

As stated in the University of Glasgow Strategic Transport and Travel Plan 2016-2025: “Where possible, and as the opportunity arises, the University will seek to replace the current fleet stock with electric vehicles or more fuel-efficient vehicles.” (40). “A Dear Green Place” promises a review of existing environmental policy, including the Glasgow Strategic Transport and Travel Plan 2016-2025 in light of the declaration of a climate emergency.

### **Issue with the current situation:**

The University needs to be more specific and more ambitious in its efforts to make University transport more sustainable and environmentally friendly.

### **Solution and what other universities are doing:**

The University needs to replace all University owned vehicles with electric/low emissions vehicles by 2022. Manchester Met have switched 54% of their vehicles to Ultra Low Emission or Electric Vehicles and aims to increase this figure to 75% by 2020-21 (41), as well as now being host to 36 EV charging points on campus (42). They found savings of approximately £15,000 on fuel – money which could then be better used (43). They are also replacing ageing diesel vehicles with low emission and electric vehicles.

Similar and more ambitious measures at the University of Glasgow will result in staff and societies being able to use low emission forms of travel for their business trips as well as large savings on fuel for the University.

## **All subject specific university trips to Europe & Within the UK should be taken by bus or train.**

### **Issues with the Current situation:**

There is no aim in “A Dear Green Place” or the Strategic Transport and Travel Plan to reduce flights involved in subject-specific University trips. As many of these trips are mandatory, it is vital that the University prioritises sustainable transport.

### **Solution:**

The University should ensure that subject specific trips to Europe and within the UK are not taken by air. Exceptions for this should be for students who are not able to take longer journeys due to a disability or illness.

## **Include all University-related flights by international and domestic students in University offsetting calculations.**

### **What the university is already doing:**

The University currently includes commuting, business travel by flights and business travel using other modes of transport in offsetting calculations.

# Travel & Transport



## Issue with the current situation:

Having an international profile, the University of Glasgow therefore needs to take responsibility for the carbon that students' travel produces. This is not currently included in their offsetting calculations. The University's online consultation says: "*We calculate that if each of our current international students were to make one return flight to Glasgow each year, then the associated carbon emissions would equate to roughly 29,000 ton CO<sub>2</sub>e*".

Additionally, the University's internationalisation agenda is in itself incredibly unsustainable, as constant expansion of student numbers is a key obstacle in achieving net-zero targets.

In a highly globalised world, the University cannot and should not close its doors and limit opportunities for international and domestic students. Therefore, it is important that the University considers their carbon footprint and accounts for student travel when forming their sustainability plans.

This type of economic planning must be reconsidered if the University is going to make any meaningful progress in reaching net-zero targets; any progress made will be countered by increasing international travel. This might have to be counterbalanced by stricter sustainability measures in other areas.

## Solution:

The University should include student flights in its offsetting calculations.

**Engage with Glasgow public transport providers to improve the efficiency and accessibility of local and regional public transport, particularly by supporting the public ownership of transport systems locally and throughout Scotland**

## What the University is already doing:

In the "A Dear Green Place" document, the University outlines that they "*should be working closely with Glasgow City*" surrounding issues on "*improved public transport*" and already have a presence in Glasgow City Council meetings (35).

## Issues with the current situation:

Despite showing clear support for improved public transport, there is no mention of public ownership or free and more accessible public transport.

## Solutions:

The University should specify more clearly what they stand for in terms of the future of public transport. They should work alongside and endorse the campaign 'Get Glasgow Moving' who also have a voice in the council regarding public transport and support their aims (publicly and in council meetings) to aim for outcomes such as the following:

- 1) Public ownership and regulation of public transport.
- 2) A smartcard that works across all modes of public transport.
- 3) An expansion of the subway to provide for more communities and make all stations fully accessible for disabled passengers.
- 4) Free public transport.

# Travel & Transport



Public ownership or regulation through 'franchising' will mean that all transport can be coordinated in terms of routes and timetables, a smart card that can be used across all public transport making it easier to use, and public money which currently subsidises public transport can be better spent and allocated.

Instead of much of the subsidies being kept by the owners of the private companies, public ownership opens up instead the potential for reinvesting in public transport and active travel (44).

This is already exemplified by Lothian Buses in Edinburgh. Last year, Lothian buses returned £7.7m to Edinburgh Council (45). The same could be done in Glasgow to invest in, for example: extending the subway and reinstating routes that have been cut and reducing the fares or making them free.

Free public transport is already happening in 100 towns and cities worldwide, including more than 30 in the USA, 20 in France, as well as Australia, Poland, Estonia and Slovenia. Tallinn, the capital of Estonia and largest city to have free public transport, (with a population similar to Glasgow and Edinburgh) has financially benefited from free transport.

The €12m loss of fares income to its public transport operator was more than offset by a €14m increase in municipal revenues, as more people moved to the city, increasing its tax-base, which continues to grow (46).

Luxembourg has become the first country to have a completely free public transport system (47). More information about how this is done and paid for can be found in Sloman et al. (2018) '*We need fare-free buses! It's time to raise our sights*' (48).

A plethora of cities across Europe offer smartcards that work across all modes of public transport. For example, the Barcelona Card allows unlimited free travel by bus, train & metro, as well as offering discounts and deals on numerous tourist attractions. Another example is the Berlin WelcomeCard which offers travel on the S/U Bahns, Bus, Trams (49).

There may be concerns of job losses for those working in ticket booths if Glasgow were to switch to a smartcard. However, firstly, these ticket booths would still be required for tourists wanting to purchase short term tickets. Secondly, if public transport is massively improved, it will lead to more people using it and therefore more staff needing to be employed.

This could take the form of more bus drivers, more guards on the trains and buses (as public transport becomes busier it is important that an extra focus on safety is applied accordingly). Additionally, under public ownership there is more safeguarding of work conditions & rights so workers will be at the forefront of feeling the improvements.

We are also aware that four of the members on Glasgow City Council's post-pandemic Economic Recovery Team are from the University of Glasgow, including the Principal and the Vice Principal. We think that they should use this influence to push for public ownership of transport systems in Glasgow and throughout Scotland.

# Travel & Transport



**Work with public transport providers to discount all public transport passes for students and staff by 50%.**

## **What the University is already doing:**

Staff currently receive discounted season train tickets through Abellio, and a 10% First Bus Discount (50). The University also provides an interest free transport loan for purchasing an annual rail pass or SPT Zonocard, which is then paid back in 10 equal deductions from one's salary. Students also currently receive 20% off a yearly First Bus pass and a 1/3 off Scot Rail tickets for £30 a year, however this is not due to a University intervention.

## **Issues with the current situation:**

The Glasgow University staff discounts are not substantial enough for it to be cheaper to use public transport rather than to drive in some cases. The University is also using the fact that there are already student tickets for private services as an excuse not to work with the transport companies to reduce prices further.

## **Solutions:**

The University of Sunderland and the University of Canterbury worked with the local bus company to significantly reduce the price of tickets for students (51). The University of Waikato (NZ) has a specific 30% discount on bus services for students which is paid for by parking fees around the University (52). The University needs to liaise more with public transport companies to try and negotiate cheaper tickets for students and staff. Focus should especially be on working with rail companies to reduce fares on sleeper trains in order to allow maximum efficiency on business trips.

In the document with the consultation results to "A dear Green Place" it states that hundreds of responses spoke about the need for subsidised costs for public travel (38).

**Work with appropriate partners to provide better infrastructure for cyclists in Glasgow, invest in dedicated 'world leading' cycle lanes and infrastructure on campus, improve infrastructure on campus and increase the provision of facilities to support active travel.**

## **What the University is already doing:**

In "A Dear Green Place" the following statement is made under governance and policy : *"Developing a servicing strategy for our estate that is efficient, minimises the number of vehicle movements, reduces the associated impact on pollution (carbon emissions and particulates), and prioritises the safety of pedestrians and cyclists."* (35). The University provides approximately 630 places for bikes scattered across different buildings and approximately 15 cages/lockers - some of these are staff/post-graduate specific (53). There are currently 2 bike fixing stations across the University.

## **Issues with the current situation:**

Although efforts are being made to reduce University vehicle movement there is no mention of actually improving the infrastructure for cyclists and there are still many cars that travel through University Avenue that have no link to the University. Many of the roads near the University do not have safe cycle paths, inhibiting mobility of cyclists and putting students and staff at risk.



# Travel & Transport



A vast number of these spaces are unsheltered, poorly lit and/or without CCTV, resulting in a higher possibility of bike related theft. Additionally, with around 29,000 students and around 8,640 staff at the University (54, 55), these spaces only accommodate for approximately 1.7% of its attendees.

## Solutions:

We are aware it is difficult for the University to implement cycle paths as it lies within the City Council jurisdiction. However, as the University holds influence within the Council, they should use this influence to push for better infrastructure for cyclists. Increase the amount of well-lit and well sheltered cycle spaces around the university to accommodate at least 10% of the University's average attendees (Approx. 3700), placed according to the capacity of the buildings they are located outside of/near to, and provide better shower facilities (currently only available in the gym).

The University of East Anglia has spent approximately £1 million on cycle infrastructure ensuring that the campus now has over 3,600 cycle parking spaces campus-wide shower facilities, and improved lighting and CCTV (56).

The consultation responses document to “‘A dear Green Place’ Towards a Climate Change Strategy and Action Plan for the University of Glasgow” said that segregated cycle lanes should be implemented around and between campuses. They also stated that not having this was a safety concern for cyclists. There are also responses pointing to the University's influence in the council and how this should be used to work with the council to make Glasgow safer for cyclists. There are also suggestions for investing in facilities to make active travel more possible. These include safer storage for bikes and access to gym facilities for free (38).

These responses show that there is demand for improved infrastructure and that if changes were made, more students and staff would happily cycle to the University.

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# Energy Provision & Carbon Offsetting



Energy use accounts for 55% of the University's reported carbon footprint (2018). Natural gas and electricity were key contributors to the University of Glasgow's 2018 reported footprint (61,487 tCO<sub>2</sub>e): Natural gas (Non-residential) 23% Natural gas (Combined Heat & Power) 8% Electricity (Non-residential) 24%.

The University proposes a target of achieving a net-zero carbon emission position by 2035 (57) and is already planning energy efficiency improvements: "*Energy efficiency improvements involving lighting, heating, ventilation, air-conditioning, insulation & fabric improvements to specific buildings; these could reduce emissions by 4,200 tCO<sub>2</sub>e over ten years at a capital cost of £3m per year (total £30m)*" (58).

There are, however, problems with using efficiency as a primary strategy for reducing emissions:

## **Decoupling and Zero Growth:**

**Absolute Decoupling** – Refers to the situation when resource use (or emissions) decline in absolute terms, even as output continues to rise (59).

**Relative Decoupling** – Refers to any decline in material intensity (or emission intensity) of output (60).

**Rebound** – "Money saved through energy efficiency, for example, gets spent on other goods and services. These goods themselves have energy costs that offset the savings made through efficiency and sometimes wipe them out entirely.

This somewhat counterintuitive dynamic explains why simplistic appeals to efficiency to achieve the levels of decoupling required for sustainability are inadequate. Relative decoupling sometimes has the perverse potential to decrease chances of absolute decoupling" (61).

Focussing on efficiency often means simply focussing on relative decoupling. Of course, we want emissions to decrease in absolute – not relative – terms. This means that the University of Glasgow must either achieve absolute decoupling or decide not to grow as an institution.

Absolute decoupling has historically been impossible to achieve (62). While this research is only applicable on a national level and it may, in fact, be possible for the University to grow while achieving an absolute decline in material terms, we may have to call any University growth plans into question unless they can prove absolute decoupling.

However, growth is probably going to happen in the University sector whether Glasgow are involved or not. If we are confident in our Green New Deal, surely it would be better to increase the intake of students in the most environmentally-friendly university possible, even if we can only achieve relative – and not absolute – decoupling. The argument for zero growth is, therefore, probably better suited at a macroeconomic, not on an institutional, level.

The closely related problems of decoupling and rebound, however, do show that the university needs to look for alternative solutions to reducing its carbon emissions to net zero and not focussing on efficiency alone.

# Energy Provision & Carbon Offsetting



## Offsetting:

Because of this, offsetting has become a key part of the University's strategy. *"We propose that the University focuses on reducing its carbon footprint as much as possible between now and 2035; we may, during this period, make use of carbon offsetting if we fail to meet the interim targets we set ourselves. After 2035, we propose to use offsetting on a larger scale to achieve a net zero position."* (63).

Offsetting may be deemed as inevitable in achieving carbon neutrality. If this is the case, the University must ensure that offsetting is done in adequate proportion and form, and only when no alternative solution has been found.

## Criticisms of Offsetting:

*"The problem is this. If runaway climate change is not to trigger the irreversible melting of the Greenland and West Antarctic ice sheets and drive hundreds of millions of people from their homes, the global temperature rise must be confined to 2C above pre-industrial levels (...) this requires a 60% cut in global climate emissions by 2030, which means a 90% cut in the rich world. Even if, through carbon offset schemes carried out in developing countries, every poor nation on the planet became carbon-free, we would still have to cut most of the carbon we produce at home. Buying and selling carbon offsets is like pushing the food around on your plate to create the impression that you have eaten it."* George Monbiot, 2006 (74).

Criticisms of offsetting are usually based on a combination of the following points:

- It distracts from the radical social and political transformation required in order to prevent catastrophic climate breakdown.

- It allows individuals and institutions in the richer world to mask their contribution to climate breakdown and continue to consume 'guilt-free'.
- Carbon offsetting is completely insufficient as a process by which we can reach a carbon-free future.
- Many offsetting corporations and schemes are inefficient, poorly managed or downright deceitful and do not provide effective routes by which we can ensure emissions are truly negated.

These comprise a combination of moral and practical criticisms which, while pressing, are partially beyond the reach of the University's decisions. However, it is an understanding of such concerns that should inform our approach to offsetting as a tool. We must balance our criticisms of offsetting with the point that we want the University to massively increase offsetting in the short-term in order to, ideally, become carbon neutral immediately.

We suggest that, going forward, the University use offsetting as a last resort measure as much as possible. The University should, as all institutions should, aim towards absolute zero emissions produced within their estate and procurement lines. As such an aim will be very challenging for a very long time, we must allow that offsetting is a necessary steppingstone.

## OUR DEMANDS:

**13. Enter into a Power Purchase Agreement to purchase all electricity from renewable sources.**

**14. Move away from using natural gas as a heating and energy source and invest in onsite renewable energy provision.**

# Energy Provision & Carbon Offsetting



15. Become the first university in the UK to achieve a net-zero position by offsetting all CO<sub>2</sub>e emissions.

16. Aim to have offset all CO<sub>2</sub>e emissions ever produced by the university by 2030 with a promise to have done so by 2035.

17. Reach base CO<sub>2</sub>e emissions earlier (2025 with a promise to have done so by 2030) by speeding up roll out of efficiency measures and renewable energy (water source heat pump, solar).

18. Give Carbon Footprint and other sustainability aspects Primary Key Performance Indicator status.

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**Enter into a Power Purchase Agreement to purchase all electricity from renewable sources.**

Switching to a green energy provider is an obvious strategy for the University to use. A cost-effective strategy for purchasing green energy is entering into a power purchase agreement to buy electricity directly from windfarms and other clean energy sources in Scotland. Twenty universities did this in 2019 (64).

The University of Glasgow's current energy provider is EDF (who produce only 11% of their energy from renewables, while the UK average is 32%).

The University of Glasgow should explore PPA as an option in consultation with other Universities, Colleges, the City Council, and other public bodies.

**Move away from using natural gas as a heating/energy source and invest in onsite renewable energy provision.**

31% of the University's total carbon emissions and 56% of its energy provision comes from burning natural gas which is not renewable. Therefore, the University should move as much energy provision as possible from gas to electric as soon as possible.

- Eliminate gas central heating as quickly as possible.
- Redirect "dirty" investments from the endowment fund to invest back into the University and its climate resilience.

## **On Campus Clean Energy – Solar:**

Another strategy to use is the increase in solar panels on-site. The University is already planning to spend £10m on solar panels (65). We propose all new buildings to have sufficient solar electricity generation capacity to cover average annual daily demand or for alternative capacity to be constructed elsewhere on University grounds. Edinburgh University recently received a grant to build a solar farm, and Cochno Farm has high potential for solar or wind developments.

## **On Campus Clean Energy - Water Source Heat Pumps:**

The University is also planning on investing in water source heat pumps on campus: installation of a water source heat pump at the Garscube Campus in 2025 is projected to displace 2,375 tCO<sub>2</sub>e with capital cost of £9m; and installation of a water source heat pump at Gilmorehill Campus in 2030 is projected to displace 3,800 tCO<sub>2</sub>e at a capital cost of £11m (66). Instead of commencing so far in the future, this should be a priority and works should commence as soon as possible.

# Energy Provision & Carbon Offsetting



## Become the first university in the UK to achieve a net-zero position by offsetting all CO<sub>2</sub>e emissions

The University of Glasgow should become carbon neutral by the start of the 2020-2021 academic year by purchasing gold-standard carbon offsets. This should not be taken as an alternative to emission reduction but rather an additional measure. Goldsmiths has proposed radical and ambitious targets “*with a promise to be completely carbon neutral by 2030*” and “*with the hope of doing so by 2025*” (67). We must acknowledge that Goldsmiths is a relatively small institution that only emits 3,700 tCO<sub>2</sub>e each year (68) compared to Glasgow’s 61,500 tCO<sub>2</sub>e (69).

However, this emissions figure is over 16 times higher than Goldsmiths despite only having 3 times the number of enrolled students (70). This shows that the University of Glasgow is lagging embarrassingly behind other universities like Goldsmiths and needs more ambitious targets.

Glasgow City Council has declared a net-zero target of 2030 by which Glasgow will be a carbon neutral city (71). The fact that the University is aiming to become carbon neutral five years later than the entire city of Glasgow shows the lack of ambition in the 2035 target.

One proposal for a suitable target might be to match Goldsmiths with a promise to be completely carbon neutral by 2030 and with the hope of doing so by 2025. However, offsetting (see below) could be used in the immediate term to make the University effectively carbon neutral before, for instance, the date of COP26. Responses to the draft plan clearly show that 2035 as a target is widely viewed as insufficient.

As proposed by the “Dear Green Place” document: “We propose that the University focuses on reducing its carbon footprint as much as possible between now and 2035; we may, during this period, make use of carbon offsetting if we fail to meet the interim targets we set ourselves. After 2035, we propose to use offsetting on a larger scale to achieve a net zero position.” (72)

The University’s current strategy only aims to offset extra emissions after 2035. No reason is given for this within the “Dear Green Place” document. If the University intends to maintain their current emission trajectories – which after 2035 are projected to fall – then they must address why they are not willing to offset the emissions in this interim period.

## Aim to have offset all CO<sub>2</sub>e emissions ever produced by the university by 2030 with a promise to have done so by 2035.

The argument could also be made that the University of Glasgow should offset retroactively to include all greenhouse gases emitted over their history.

This would obviously be expensive and difficult to calculate, but the University has shown willingness to pay £20 million in reparations for its links to slavery in the past (73) which shows some signs of hope.

Following a similar procedure to the slavery reparations, the University of Glasgow should aim to offset all CO<sub>2</sub>e emissions ever produced by the University by 2030. Microsoft, who have made the same commitment, can be used as an example.

# Energy Provision & Carbon Offsetting



Reach base CO<sub>2</sub>e emissions earlier (2025 with a promise to have done so by 2030) by speeding up roll out of efficiency measures and renewable energy (water source heat pump, solar).

Proposed measures seem to have a waiting period before they are implemented. They should instead be given top priority. There is no reason not to start all these changes immediately other than to make the transition more comfortable.

However, we can no longer afford such comfortable easing into our new reality since we are living in a climate emergency: we must channel all of our resources and determination into this transformation.

**Give Carbon Footprint and other sustainability aspects Primary Key Performance Indicator status.**

Currently, Carbon Footprint is the only environmental-related indicator and only has secondary status. Giving other sustainability aspects Primary Key Performance Indicator status would show commitment to sustainability and allow for better comparison among other universities.

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# Food



Food is responsible for 15-30% of greenhouse gas emissions in the UK (75). Food choices can have a huge impact on our carbon footprint. It is the University's responsibility to prioritise enabling mass behaviour change towards more sustainable lifestyles. Food sold, and therefore promoted by the University, should be both sustainable and affordable. The University has a duty of care to make sure it is promoting sustainability to the best of its ability and ensuring that it is providing students with environmentally friendly, ethical, affordable, healthy food.

Livestock contributes nearly 2/3 of agricultural GHG emissions and 78% of its methane emissions. The FAO estimates that the potential to reduce emissions from livestock production, especially methane is about 30% of baseline emissions. Clearly, changes in food change practices would have huge impacts, reducing the University's emissions significantly. This must be taken into consideration when working towards a sustainable and climate responsible university.

Around 30% of all food bought in the UK is wasted; a large source of GHG emissions (5-10% of UK total) (76). From this total, 19% of the waste is unavoidable, 20% is potentially avoidable and 61% could probably have been avoided had the food been managed more effectively (77). There are nearly one billion hungry people across the globe. These people could all be fed on less than a quarter of the food thrown away in the UK, US, and Europe (78).

Food waste is not only an incredibly significant environmental issue, but also an important social justice issue. The University should aim to save resources and reduce waste to zero. The University must ensure it has structures in place to avoid all avoidable food waste. There is also a surplus of human-edible crops currently being fed to animals that could instead feed us directly. Switching to plant-based catering is then also a symbolic act of supporting food justice.

There is a need for systematic reviews of the University's food related GHG emissions resulting from different foods and methods of food production and sourcing, to avoid wasteful practice. This would inform policy on where in the food chain the most GHG emissions are produced and how these can be avoided.

## **What the university is currently doing:**

The University is currently not doing enough in relation to improving sustainability of food and waste practices.

The University has two key actors in its food supply chain: The Advanced Procurement for Universities & Colleges (APUC) and The University Catering Organisation (TUCO). TUCO has partnerships with Unilever (79). Unilever is a consumer goods company that sets very low sustainability standards, and is the world's biggest buyer of palm oil, plastic polluter, and pesticide user. The University also uses Premier Foods, a British food manufacturer known for unfair payment practices (80).

The Sustainable Food Branch works across campus to promote positive change and behaviour in relation to food. This is a statement from the Sustainable Food Branch:

*"We engage with all levels of the University on a range of different issues, including implementing and improving policies, working with the catering services towards more sustainable practice, as well as engaging with students to show how they can make their everyday life more environmentally friendly through the food they eat. We also support student initiatives like the Food Co-op and hope to provide a way for students to have their voices and ideas heard on issues regarding the food available to them on campus."*

# Food



*This branch also supports food sharing around campus and helps students gain access to affordable and sustainable food [how is it sustainable?]* (81)

This is vague and misleading, as students we have not seen evidence of this on campus. Furthermore, inadequate support is given to the food co-op, contrary to this statement. The broad claim that food sharing is supported, may be in reference to the single community fridge in the library, one location on campus, but we feel that this claim is not supported. The University's aims, published in their Sustainable Food Policy in January 2019, are listed below:

- 1) Becoming a positive market force: *'Place an increased emphasis on the purchase of local/regional and seasonal food, and support suppliers that promote the highest standards of environmental stewardship.'*
- 2) Addressing the University's impact on people and communities: *'Using our work to benefit and enhance Glasgow, the West of Scotland and the global community, wherever possible.'*
- 3) Respecting the environment: *'Improve the carbon efficiency of our estate and deliver an absolute reduction in our organisational carbon footprint.'* (82)

The general concept of these aims is evidently positive; however, these goals are vague and non-committal, holding the University to no specific promises and to be achieved in no specific time frame. The University must now take immediate and drastic action to achieve sustainable food provision and become a zero-waste facility.

The University has declared a climate emergency – it is now time to act accordingly.

## OUR DEMANDS:

19. All food served on campus should be plant-based and cruelty free.
20. Procurement of non-meat produce must abide by ecology and undertake critical assessment through this lens.
21. University food procurement should support local, ethical food providers.
22. Implement an 'edible campus' scheme of communal food growing on University land.
23. Implement sustainable menu regulations for all food-providing outlets on campus.
24. Implement waste management measures to achieve zero waste by the end of 2020.
25. Place an immediate ban on the use and sale of single-use plastics on campus.

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**All food served on campus should be plant-based and cruelty free.**

Livestock contributes nearly 2/3 of agricultural GHG emissions and 78% of its methane emissions (83). The United Nations Food and Agriculture Organisation (FAO) estimates that the potential to reduce emissions from livestock production, especially methane, is about 30% of baseline emissions. (84)

# Food



Clearly, changes in the consumption of animal products will have huge impacts, reducing the university's emissions significantly. This must be taken into consideration when working towards a sustainable and climate responsible university.

## **Procurement of non-meat produce must abide by ecology and undertake critical assessment through this lens.**

It must be stressed that the University cannot ensure the sustainability of its campus menus if the only action taken is to ban meat. Essential to the proposed overhaul is the adoption of a critical ecological framework for assessing the food systems with which the University materially engages.

The removal of meat from campus is not proposed in order to satisfy the ethical tenets of veganism – however commendable – but in the pursuit of a truly sustainable social ecology which seeks the total renovation of planetary food systems which we as a species must undertake in order to continue to survive on Earth.

While it is still true to say that plant-based diets must be adopted en masse in order to mitigate the effects of the climate crisis, we must produce our food from sources which are not water intensive, which conserve biodiversity and soil health, and which are consumed in the same place that they are produced.

The University must investigate its food sources, given that 'industrial plant agriculture is destroying the soil and the life that depends on it', and exclude any produce whose existence relies on such practices. The destructive potential of plant agriculture extends to the use of artificial fertilisers, which 'account for at least 3% of global greenhouse gas emissions.

The use of these fertilisers (alongside monoculture) also drives resistance and creates even more disruption in the long run, while the 'leaching' run-offs into bodies of water threaten the long term existence of any aquatic life other than the algal blooms which spawn rampantly as a result.

If we continue to degrade the soil at the rate we are now, the world could run out of topsoil in about 60 years, according to Maria-Helena Semedo of the UN's Food and Agriculture Organization. Without topsoil, the earth's ability to filter water, absorb carbon, and feed people plunges. Not only that, but the food we do grow will probably be lower in vital nutrients.

The scale of the damage which industrial agriculture causes is massive, and its effects are myriad. The University menus provide an exciting symbolic and material opportunity to begin to recontextualise humanity's relationship with food. The concerns which must be addressed for all food sourced by the University fall into 2 categories: resource intensity (water usage, packaging, transport/machinery emissions, etc.) and farming techniques (risks to soil health and general ecological stability posed by monoculture, tilling, and chemical leaching from pesticides).

## **Support local, ethical food providers.**

### **a) Shop local first:**

Local businesses such as Locavore, selling local organic produce, should be supported by University of Glasgow. Currently, the University's procurement systems mean it is hard for members of the university community to choose local, ethical suppliers (such as Locavore or Kueche) for events.

# Food



The University should look to increase and support local procurement wherever possible. The University should create opportunities for local businesses to take the place of fast food companies, such as Subway, on campus.

As much food as possible should be sourced from the British Isles. Currently 50% of vegetables and fruit at the University is British (85). We demand that this percentage is significantly increased.

## **b) Impose strict contractual sustainability requirements on suppliers:**

We demand that University of Glasgow holds suppliers to high standards of sustainability.

- Internationally sourced food (such as chocolate and coffee) should be certified FairTrade.
- University of Glasgow must stop funding deforestation through its food sourcing (with companies like Unilever).
- Boycott Coca-Cola: no Coca-Cola products to be sold on campus. Sussex University has become the first campus in the country to ban all Coca-Cola products from its students' union in protest at the company's allegedly unethical practices (86).
- Commit to using only sustainably sourced palm oil. This includes stopping the sale of branded products in vending machines that contain unsustainable palm oil.

## **c) Give funding and support to the University of Glasgow Food Co-op:**

In addition, the University should invest in more places to heat up your own food and more student kitchen areas on campus.

The University should support more food sharing community fridge facilities and a student's community kitchen space, and consider providing an on-campus space to set up a zero waste shop where people can affordably refill containers with dry goods.

## **Implement an 'edible campus' scheme of communal food growing on University land.**

The University should better publicise and expand existing campus growing schemes. Lancaster University has implemented an award-winning and nationally recognised 'edible campus' scheme, with fruit and nut trees planted around the campus, and an 'ecohub' with greenhouses and dedicated growing areas.

Glasgow has the opportunity to do the same across the different campuses, and via Cochno farm. A small space on the farm has been taken over to a staff wellbeing initiative of allotments and a kids' play area.

While we feel this is an important recognition of the benefits of allotment gardening, building the staff community, we feel very strongly that this is something that should be made available to students and, in fact, to the wider neighbourhood of Hardgate/Clydebank where there are limited resources available for allotment gardening.

This would be another positive contribution to the civic engagement of the University, a sustainability commitment to greener practices, and a great way to foster staff and student interaction beyond formal learning.

# Food



**Implement proposed new menu regulations for all food providing outlets on campus.**

**a) Remove all animal products from campus by the start of the 2020-2021 academic year:**

Beef produces around 27kg CO<sub>2</sub> per kg, while lamb produces around 39.2kg CO<sub>2</sub> per kg. Industrial chicken and pork are huge contributors to point source pollution, and animal welfare violations. The university must remove the sale of meat from campus (87). Currently only two-fifths of campus food options are vegan/vegetarian. PETA have created a list of the most vegan friendly universities in the UK and the University of Glasgow does not feature (88).

Vegan and vegetarian diets are proven to reduce risks of heart disease by up to 40% (89). As the University puts a lot of its funding into medical research it should be consistent in this prioritisation of health in the food that it provides. This should be consistent throughout all University catering and events. Currently, One A the Square Brasserie only ensures one vegan soup/main course on offer. (90)

**b) Menus should be focused on seasonal low carbon emissions foods:**

In comparison to beef, lentils have a greenhouse gas emissions value of only 0.9kg CO<sub>2</sub> per kg (91). Choosing these food types will have a huge impact in reducing the University's emissions. Menus should vary throughout the year to reflect seasonal changes in ingredient availability.

**c) All menus should include a carbon emissions value beside each item:**

Food should be labelled with carbon emissions in a traffic light system. TUCO, one of the university's suppliers, has an easy to use emission calculator (92). The University should have carbon emissions beside all food items on the menu. A similar system is currently already in place at Millport field station, where some Glasgow students have attended field trips, and is very effective in terms of student consideration and awareness. The University should also measure, and set targets to incrementally reduce, the total carbon footprint for all food on campus.

**d) Become a 3-Star Food Made Good catering organisation:**

Glasgow University's Catering and Events has been a member of 'Food Made Good' since 2014 (93). 'Food Made Good' is an initiative which seeks to improve the sustainability of restaurants and food providers and rates catering organisations a 0-3 star basis, with 3 stars being the best. University of Glasgow currently has a 2-star rating. (94). Other universities, such as Plymouth and Cardiff Metropolitan were rated as some of the top 20 sustainable 'Food Made Good' catering organisations. (95)

In order for University of Glasgow to reach 3 stars, FMG suggests the following for their 'Food made Good 50' scheme:

- Do not serve meat.
- Ensure dishes are changed to correspond to local and seasonal produce.
- At least half the menu is vegan.

# Food



- Cage-free eggs only.
- Support global farmers by ensuring transparent, direct trade agreements and workers' rights.
- Only use responsibly sourced palm oil (96).

## Implement waste management measures to achieve zero waste by the end of 2020.

Over a third of all global food production is never consumed and goes to waste (108). Global food waste has a massive impact on the climate. Compared to countries' greenhouse gases, food waste would rank third emitter behind China and the USA (97).

In 2019, Glasgow University recorded minimal reductions in its waste tonnage (2017/18 Catering total 35.8 tonnes, 2018/19 Catering total 35.2 tonnes) and stated that it was aiming for these kinds of incremental reductions year by year in food waste. We do not have time for such slow change in the face of a climate emergency. The University must strive to achieve zero food waste and zero non-recycled alternative waste on campus, by implementing new waste prevention and management practices.

- Formalise practice of giving away leftover edible food from all catering areas in order to reduce waste, using the GUEST community fridge.
- Raise awareness of the community fridge project through posters and social media.
- Give leftover food to homeless charities/food banks.

## Commit to improving the ease of use and accessibility of food waste bins.

Many students currently living in halls complain of the absence of food waste bins on-site. University of Glasgow should commit to communicate with the City Council about ensuring a sufficient quantity of food waste bins in student residences, as well as providing information on how to correctly use these bins and spreading awareness of where they are located. Introduce posters on the bins which explain how to bag up rubbish to be put in these bins, as well as what can be put in these bins. Incorporate information about the correct use of food waste bins into introductory talks at student residences.

The University must drastically increase the number of food waste bins on campus to one for every general waste bin. As of 2014 the University stated it would "*investigate the feasibility of composting some of our food waste on site*" as per the Waste Management Strategy Five Year Plan 2016 - 2021 (98), however no evidence of this could be found. We propose the introduction of an on-campus composting site, linked to the vegetable and biodiversity garden.

The University of Glasgow also states that '*Food waste that is generated for your own consumption in your School or office kitchen should be placed in the general waste bin.*' However, this is not feasible if there are not adequate food waste and recycling bins around provided by the university.

In terms of non-food waste, changes to university policy are also necessary. In the Times Higher Education list of best universities for recycling and sustainability, The University of Glasgow is not even mentioned in the top 100; University of Strathclyde is placed 27th and Glasgow Caledonian University is placed 32nd (99).

# Food



The top 5 universities have all implemented waste minimisation strategies. Our university must do the same:

- Increase landfill diversion and make sure that no waste from Glasgow University is shipped overseas (University College Cork was voted the best university for sustainability and recycling in the Times Higher Education list and they have and increased landfill diversion by 98%) (100).
- Cut total wasted tonnes per year by 40% - University College Cork voted the best university for sustainability and recycling in the Times Higher Education list and have cut their total wasted tonnes by 25% (101).
- Increase current recycling rate by 50% and implement a waste minimisation policy to fit with the Scottish Government's Scotland's Zero Waste Scotland Plan.
- An electricals and batteries recycling point on University - this has been introduced at the University of Aberdeen (University of Aberdeen is 5th on the Times Higher Education list of best universities for recycling and sustainability) (102).

## Place an immediate ban on the use and sale of single-use plastics on campus.

We demand a single-use plastic free university. Plastics are causing devastating environmental damage around the globe: contributing to this issue as a University must stop.

- Increase numbers of communal student kitchen areas across campus with kettles, sinks and microwave facilities.

- Stop sale of disposable containers or introduce an additional disposable fee.
- Encourage students to bring in their own food to university in reusable containers.
- Introduce mugs in communal catering areas in order to reduce the impact of single-use coffee cups.
- Only use reusable cups, cutlery, and plates. All unions, including Hive in GUU, must immediately stop the use of single use plastic drinks cups, implementing a cup deposit scheme for reusable cups instead. This has already been achieved at many universities, and we expect our University, as a 'world changing' and 'leading' university, to be able to not only match but out-do the efforts of other universities in becoming sustainable.

The Harper catering department has successfully introduced reusable coffee cups with a £1 cup deposit scheme, managing to completely eliminate all single-use cups from all campus cafes. All takeaway drinks are now served in reusable cups with the University shield, if customers do not already have their own reusable cup (103).

- Following on from discussions around environmental concern and impact, the University of Lincoln Students' Union has banned the use of single-use plastic cups at the union, using a £2 deposit scheme for reusable cups (104).
- Ban disposable cutlery. Compostable cutlery in the Gilchrist postgraduate club - this should be consistently applied everywhere on campus.

# Food



- Drinks dispensers which you can fill up reusable cups with rather than selling in plastic bottles.
- No bottled water - easily accessible water fountains everywhere.
- No more plastic packaging of food sold in university. A focus should be placed on food being made freshly on the premises and therefore not needing plastic packaging.

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# Buildings & Infrastructure



The world is on a precipice. Put together, buildings and construction account for 39% of all global carbon emissions (105). If the University is serious about reaching net zero carbon emissions, it must drastically reduce the energy demands of its buildings.

In addition to this the University must consider the carbon emissions created in the construction of its new buildings, and reduce these as far as is possible.

Such a commitment displays true engagement with the multi-faceted nature of sustainability strategy and shows that a strong institutional response is both possible and necessary.

## **What the University is already doing:**

The University has addressed some aspects of the sustainability of buildings and infrastructure within 'A Dear Green Place'. They detail that energy efficiency improvements involving lighting, heating, ventilation, air-conditioning, insulation and fabric improvements could reduce emissions by 4,200 tCO<sub>2</sub> over 10 years (106).

Given that we are in the midst of a climate emergency this 10 year period is simply not ambitious enough. The University has invested £62 million in the new Learning and Teaching hub with a further estimated £50 million for the Clarice Pears Building (107) despite the fact that the utilisation of current buildings remains significantly low.

There is clearly scope for investment in buildings and infrastructure and this must involve the utilisation and improvement of unused space.

The University website states: *“we will ensure that our new buildings are delivered to the highest standard, with designs based on established methods of sustainable construction and whole life costing principles, in order to minimise energy consumption and carbon emissions.”* (108)

Although this sounds promising there is no detailed description of how this will be implemented or who will ensure this is achieved.

The Dear Green Place document contains a commitment to “Put in place robust project governance mechanisms to ensure that any building refurbishment work is carried out with sustainable outcomes in mind.” The list of demands above would allow this commitment to become a reality.

## **OUR DEMANDS:**

**26. Ensure energy efficiency of all University building work meets the highest efficiency standards (Passivhaus House Standard for new builds and EnerPHit standard for retrofits), and implement efficiency measures such as pipe lagging and light sensors in all buildings.**

**27. Commit to invest £15 million in fitting University buildings with solar panels.**

**28. Install green roofs wherever possible on both old and new buildings, and incorporate green walls on new buildings.**

**29. Include the carbon emissions generated in the construction and demolition phases of all buildings in offsetting calculations.**

# Buildings & Infrastructure



**30. Avoid concrete where feasible. If not, any concrete structural elements shall be specified with at least 60% OPC substitutes.**

**Ensure energy efficiency of all university building work meets the highest efficiency standards (Passivhaus House Standard for new builds and EnerPHit standard for retrofits) and implement efficiency measures such as pipe lagging and light sensors in all buildings.**

**a) All new university buildings must meet the Passivhaus House Standard for new builds:**

Passivhaus is a building standard that is truly energy efficient, affordable and comfortable and can be applied by anyone anywhere. (109) Buildings that adhere to this standard typically achieve a 75% reduction in space.

The University of East Anglia's 'The Enterprise Centre' is one of the most sustainable buildings in the UK. It is built to the Passivhaus standard. It focused on the carbon impact of construction as well as having a low-carbon, low-energy building.

They used local products, focusing on ones that could be grown rather than intensively processed material such as local hemp and timber. It cost £11 million which is around the same as a regular university building (110).

The University of Leicester's Center for Medicine is the largest non-residential project in the UK to get Passivhaus certification. The buildings scored a '19' on energy performance rating which places it in the A category. Since completion, the energy consumption of the building has reduced from 500kWh/m<sup>2</sup> to 80kWh/m<sup>2</sup> (111).

**b) All current university buildings must meet the EnerPHit standard for retrofits:**

Given the listed building status for 53% of the University's buildings we acknowledge the difficulty this entails in renovations. In such situations the Passivhaus standard may not be feasible, instead the Passivhaus Enerphit standard should be implemented.

Where it is deemed impossible to achieve the Passivhaus Enerphit Standard the contractor must show it has been considered and explain why it is impossible. Then within the limits of the building as many design features of the standard should be implemented as possible. This approach has been undertaken by the University of London in their 'Zero Carbon Estates Handbook.' (112)

**c) All construction work must utilise Offsite Manufacturing whenever possible:**

Prefabrication and Offsite Manufacturing gives greater assurance of the performance of buildings, reduces time on-site between 50-60% and can reduce waste by up to 90% (London Assembly, 2018) - significantly improving the sustainability of the delivered building. A variety of components can be prepared in factory conditions: structural beams and columns: floors, roofs and walls - the last which can range from unfinished panels, to fully finished "cassettes".

Engineered timber systems such as Cross Laminated Timber use these prefabrication methods as standard, and have the additional benefit of locking-in carbon dioxide into the building for its entire lifespan (Jones, 2018).

# Buildings & Infrastructure



Significantly, certain prefabricated systems - for example, EcoCocon, highly efficient straw bale insulated timber panels - can now be Passivhaus Certified - effectively guaranteeing exceptional performance due to the rigour of their testing and the guarantees offered by factory conditions. This actively complements 1a) and offers a pathway and solution to deliver it.

**Commit to invest £15 million in fitting University buildings with solar panels.**

Whilst Scotland does not receive as much solar irradiation as somewhere like Africa, India or Southern Europe, the solar irradiation map shown in Figure 1 shows solar irradiance in the UK and Scotland is not dissimilar to that of Germany, one of the largest photovoltaic markets in the world (113).



Figure 1: Solar irradiance map for Europe. Source: EPIA Market Report 2011.

Solar power is clearly a viable form of renewable energy in Scotland, with Scottish Power announcing plans to invest heavily in solar for the first time (114). There is therefore no excuse for the University of Glasgow not to follow suit.

Large scale solar projects at universities are nothing new. In 2017 the University of Sussex finished a project involving more than 3,000 solar panels across 30 buildings at the university (115). The £1.5-million solar project is the largest of its kind of any UK university.

In 2018 the University of Cambridge announced it had completed a large solar array on its new £350 million North West Cambridge development. The 373-kilowatt array is estimated to cut energy use by over 298,000 kilowatt hours a year, according to G&H Sustainability, which completed the project (116).

An investment of £15 million in solar panels across campus would see the University of Glasgow race to the front of the pack, helping it become a true world changing institution.

**Install green roofs on any roofs where it is possible (both old and new) as well as incorporating green walls on any new buildings and hire staff accordingly to make sure maintenance is upheld.**

A green roof or living roof is a roof of a building that is partially or completely covered with vegetation and a growing medium, planted over a waterproofing membrane. The advantages of green roofs are numerous, including:

- They absorb rainwater, which reduces risk of flooding and reduces the amount of sewers that overflow and can then contaminate nearby river systems (117).

# Buildings & Infrastructure



- They reduce temperatures on roofs, as opposed to traditional building materials which radiate the sun's heat, raising a city's temperature (118).
- They create a habitat for wildlife (119).
- They reduce energy consumption of buildings due to natural insulation (120).
- Food can be grown on Green roofs -this could be sold to students and then profit to pay for some of the employment/be invested into more green initiatives - or can be given to those in need e.g. food banks.
- They last twice as long as conventional roofs (121).
- They produce better air quality.

*“Two types of green roof exist: intensive and extensive. Intensive green roofs are essentially elevated parks. They can sustain shrubs, trees, walkways and benches with their complex structural support, irrigation, drainage and root protection layers. The foot or more of growing medium needed for an intensive green roof creates a load of 80-150 pounds (36-68 kilograms) per square foot.*

*Extensive green roofs are relatively light at 15-50 pounds (7-23 kilograms) per square foot. They support hearty native ground cover that requires little maintenance. Extensive green roofs usually exist solely for their environmental benefits and don't function as accessible rooftop gardens.” (122)*

Extensive green roofs usually start at £6 per square foot (123). According to a Canadian study, even a six-inch extensive green roof can reduce summer energy demands by 75 percent (124).

The University of Greenwich currently uses a combination of both intensive and extensive green roofing (125). There is no reason for the University of Glasgow not to follow suit. Intensive and extensive green roofs should be installed on as many University buildings as possible. There is no reason why solar panels cannot be incorporated into green roofing, and a combination of the two would be a huge step forward in creating a sustainable university.

It is very important that staff (gardeners) are hired to look after these roofs & walls as the vegetation will require maintenance like any garden in order to succeed and receive the many benefits it can provide.

**Include and offset the carbon emissions generated in the construction and demolition phases of all buildings.**

In the UK, 60% of material use and waste is attributed to construction, demolition and excavation processes (126). Much of the machinery used in construction still heavily relies upon fossil fuels for utilisation. Globally, the construction industry accounts for 36% of energy use and 40% CO2 emissions (127).

According to the World bank around 1.3 billion tons of solid waste is produced annually, and this is expected to increase to 2.2 billion tons per year by 2025; building material accounts for half of solid waste (128).

# Buildings & Infrastructure



In order to minimise the environmental impact of demolition, it is imperative that the University adopts a 'green demolition' approach. This entails 'the diversion of the maximum amount of materials from the landfill and maximising the social and economic benefits to the community' (129). Any reusable materials should be salvaged from buildings due to be demolished and sold on to be recycled in a sustainable manner.

Green demolition and reclaiming of materials is not only environmentally beneficial but also economically profitable. For example, in 2007 The University of Reading undertook refurbishments of a number of their buildings including removal of doors, heating systems, re-roofing and removal of partitions. By reclaiming and reselling the materials, such as the slate roofing tiles and cast-iron radiators, it was estimated that the economic potential of recycling these was £60,662.

In terms of construction of new buildings, it is essential to minimise the carbon emissions as much as possible. Recycled and refurbished materials should be the first consideration for construction. If unavailable, any new materials used must be sustainably obtained from natural and renewable sources which are located as locally as possible. On the University's website it mentions that all new build developments must achieve a minimum BREEAM rating of 'Excellent' and EPC 'A' (130).

This must account for all aspects of the buildings including construction. When considering construction, it is vital that deconstruction is considered within the framework. This involves greater consideration over the choice of materials used in terms of how easy it will be to reuse them at the end of life stage of the building (131).

The University has a responsibility to ensure their chosen architects are choosing materials that are as sustainable and recyclable as possible to reduce construction waste and emissions.

Where recycling and reusing materials in construction and demolition fails the university must consider offsetting any carbon emissions associated with their buildings and infrastructure projects.

**Avoid concrete where feasible. If not, any concrete structural elements shall be specified with at least 60% OPC substitutes**

Concrete is composed and manufactured from aggregates, hydraulic cement, water, and some form of chemical admixture (132). After water, concrete is the most widely used material on the planet and is responsible for 8% of the world's CO<sub>2</sub> emissions (133). Carbon dioxide emissions attributed to concrete amount to 52Mt per year, which accounts for 9.6% of the UK's carbon footprint (134).

Most of the analyses of CO<sub>2</sub> production are associated with production. In Portland cement making, the process of using the key constituent "clinker" emits 90% of the sector's emissions (135). Not only is concrete one of the main contributors of greenhouse gases, it also makes up 59% of all waste materials from demolition (136). Currently 28% of UK aggregates in concrete is recycled; this figure could be drastically lowered by changing the use of Portland concrete (137).

Any concrete structural elements shall be specified with CEM III B or CEM IV B-V cement grades. The use of CEM I shall be prohibited. Concrete mix design recipe shall be submitted to the University of Glasgow for review prior to any concreting works.

# Buildings & Infrastructure



The use of recycled aggregates in concrete is permitted if sourced from within a 15km radius. All constituent materials used in concrete elements, including reinforcing steel, should be sourced according to a certified BES 6001 responsible sourcing scheme.

Where structurally viable, instead of settling for, and specifying concrete structures for campus buildings, the University should prioritise carbon-sequestering structural systems such as Cross Laminated Timber and Glue Laminated Timber or an almost-endlessly recyclable material like steel. (138)

Cross-laminated timber is manufactured in panels that have an odd number of softwood plank layers laid on top of each other at right angles and glued together under pressure. The panels typically come in widths of up to 3m, lengths of up to 16m - whilst Canada and Nordic countries have demonstrated far more is possible. These panels are typically 50-300mm thick.

Walls, floors, and roofs can be made out of prefabricated panels, reducing construction time and delivering whole-life cost savings. It offers the benefit of having the potential to be structural, whilst providing an exceptionally airtight and thermally efficient building fabric - due to being a monolithic component, only relying upon properly constructed junction and opening details.

Trees absorb carbon dioxide during their growth and store it until they decay or are burned. This makes timber a highly sustainable material. Furthermore, producing timber building components consumes only 50% of the energy required to produce concrete and 1% of that needed to produce steel.

Provided that timber comes from a certified (preferably local) source and the glue is non-toxic, cross-laminated timber can be a highly sustainable material. Buildings can potentially store tens of tonnes of locked-in carbon inside their structure, reducing the carbon footprint of the whole project. When considering that the University plans to expand their campus in the future, it would be irresponsible to not be specifying materials that lock-in carbon and keep it out of the atmosphere.

Unlike masonry, which limits the building's height and leads to heavy, material-intensive construction, 12-storey buildings are possible with cross-laminated timber, using 135 mm internal wall, 125 mm external wall and 125 mm thick floor panels. Furthermore, buildings with increased timber content are generally lighter, which alleviates pressure on foundations and means that savings can be made by reducing their size - actively reducing the concrete content necessary.

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# Curricular & Academic



The University acknowledges in A Dear, Green Place that reacting to the climate crisis is the “*right thing to do*” and that “*putting climate change at the heart of [their] agenda is consistent with [their] status as a values-driven organisation.*” This section of the document argues that sufficient education on the climate crisis is therefore necessary.

Education aims to prepare pupils to be aware of the world around them, just as much as it seeks to provide knowledge to prepare them with skills that will allow them to navigate this world. With the changes that climate change will bring being as devastating and far-reaching as they are, it follows that education should change to accommodate for this where necessary. This is a process that should encompass the entirety of the education system, though here, we are concerned with what the University of Glasgow must do.

One of the main obstacles to combating the climate crisis is the widespread existence of ill-informed, or intentionally misleading narratives. While increasing education on the topic alone will not be enough to disperse malicious attitudes, it is an essential step in promoting awareness and formulating constructive approaches moving forward. The University has shown a willingness to endorse the need for change - evident in their declaration of a climate emergency and their more recent publication of their ‘Dear Green Place’ proposal - which we hope will continue to influence further change.

Yet, although the climate crisis is such a significant issue, the education provided on the subject is woefully lacking. Although the university does have some teaching regarding the climate crisis, this is not integrated into all subjects. We feel it should be.

Where more specialised modules do exist, these are limited to when students have already chosen their specialities, e.g. in 3rd or 4th year, and as such, it is only students with a prior interest in the subject who will choose to pursue this field.

As the climate crisis and its associated consequences affect all aspects of society, it is therefore necessary for everyone to be sufficiently informed about it, understand how it relates to their fields of study, and how it will affect their daily lives.

Yet, in the face of such a global problem, it is necessary for subject-specific barriers to be removed where possible, and an interdisciplinary teaching approach be implemented, to create the open-minded, well-informed, global thinking that is needed to create solutions for the climate crisis.

Although it can be argued that students do not want to learn about the climate crisis, the survey results shown below prove otherwise. Furthermore, the role of a university is not just to educate the students within its walls, but rather to educate members of the wider community too.

Through their provision of education, their contribution to research, and their historic reputation as places to nobly pursue knowledge, universities are held in high esteem and their opinions are widely respected by society at large.

Especially universities such as this one, with great international links, and reputation, have an immense ability to use their “*influence and expertise to address key challenges and inspire others to action.*”

# Curricular & Academic



With the misinformation being spread regarding the climate crisis, it is necessary that powerful academic institutions engage in the discussion, providing fact-based support for climate information, and lending credibility to the environmental movement as a whole, by endorsing and publicising the information they provide on the topic, and educating the wider community too.

Criticising shortcomings of the current education programmes is not a personal attack upon the people that came up with the content, rather it is a commitment to changing how this institution responds in the face of the climate crisis.

Ultimately, it is in the interests of the University to begin this transition now. Undeniably, the students currently studying within the establishment will emerge into a world that will undergo radical changes.

Without sufficient education preparing us for what these changes will be, as well as how they will affect roles within our lives, we will not be able to utilise our knowledge to respond adequately, nor create the changes that the world would need.

As such we have made a range of demands covering teaching, research, and the university community.

## Survey Results:

As part of this working group's research, we created and distributed a survey for students currently studying at University of Glasgow, to ascertain students' feelings on climate education within the curriculum and highlight the necessity of these demands.

The survey was entitled "**Climate Crisis in the Curriculum at the University of Glasgow**" and asked the following questions:

*Some questions and responses have been omitted for the sake of brevity (e.g. what course do you study?) but a more thorough analysis of the survey results can be provided upon request. Response options are in brackets and italicised.*

- 1) How concerned are you with the current state of the climate?** (*With 1 being 'not at all concerned' and 5 being 'very concerned'*)
- 2) Do you think it is important to learn about the climate crisis?** (*yes/no*)
- 3) To what extent do you currently cover the climate crisis in your course?** (*1 being 'not at all' and 5 being 'extensively'*)
- 4) Do you think that education on the climate crisis should be integrated into your course?** (*'yes', 'no', 'maybe'*)
- 5) Do you think that an evening short course on the climate crisis would be valuable?** (*'yes' or 'no'*)
- 6) Would you attend an evening short course on the climate crisis?** (*'yes' 'no' 'maybe'*)

The survey was completed by 92 students at the university. Although the research method was a simple survey, and the flaws of such a method are acknowledged, this has still allowed us to collect information on a significant number of students' feelings regarding the aforementioned questions.

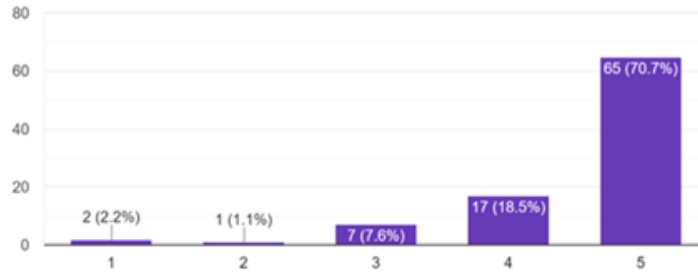
Therefore, this research serves as viable proof for the necessity of the demands in this document. A summary of the responses to this survey can be found in Figure 2.

# Curricular & Academic



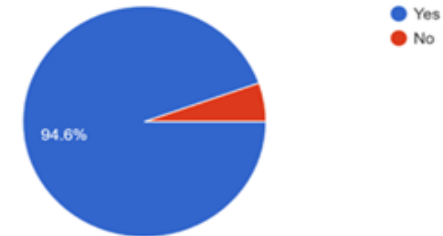
How concerned are you with the current state of the climate?

92 responses



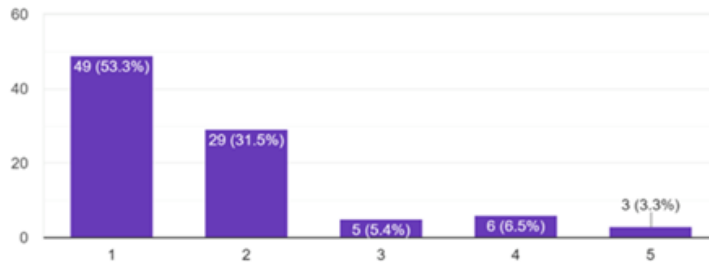
Do you think it is important to learn about the climate crisis?

92 responses



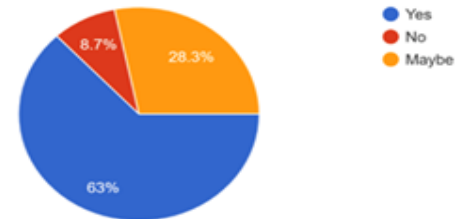
To what extent do you currently cover the climate crisis in your course?

92 responses



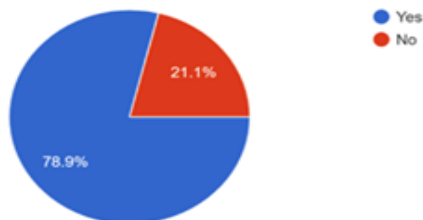
Do you think that education on the climate crisis should be integrated into your course?

92 responses



Do you think that an evening short course on the climate crisis would be valuable?

90 responses



Would you attend an evening short course on the Climate Crisis?

91 responses

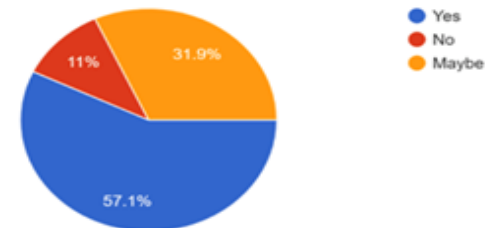


Figure 2: A summary of the responses to the survey "Climate Crisis in the Curriculum at the University of Glasgow".

# Curricular & Academic



It is clear that a significant proportion of the student body finds the teaching regarding the climate crisis insufficient, and would appreciate greater teaching.

We strongly believe that if the University were to conduct a similar survey, the figures would be reliably similar. As such, we believe both in the necessity of gathering such information and implementing what this information suggests.

As an institution that exists for the purpose of knowledge creation through teaching and research, these core functions need to be at the centre of our climate commitments.

## OUR DEMANDS:

### Curriculum and Teaching

30. Provide increased opportunities for all students to partake in interdisciplinary education and projects, including the creation of new interdisciplinary courses on climate and eco-awareness, available to all students.

31. Ensure all staff include eco-awareness in their curricula via a new section on Course Specification (PIP) forms requesting they detail how sustainable development has been appropriately considered in course content and course design.

32. Add a mandatory question to *evasys* course evaluation so students can give feedback on environmental awareness in their course curricula.

33. Implement active solution-based education alongside any new information taught regarding the climate crisis.

34. Include environmental criteria in the evaluation of applications to the Learning and Teaching Development Fund.

35. Include a mandatory eco-literacy module for all staff in LEADS PGCap provision.

36. Cut ties with Barclays, prohibit their provision of projects to engineering students, and actively investigate alternative ecologically responsible funding sources for engineering courses.

37. Remove institutional barriers (e.g. financial and workload allocation models) to interdisciplinary teaching.

38. Incentivise and support the creation of new interdisciplinary degree courses and student-led projects at both graduate and undergraduate level.

### Research

39. Increase the amount of internal University funding for both subject-specific and interdisciplinary research on the climate crisis, and potential local action, via the Centre for Sustainable Solutions.

40. Develop a living laboratory for socio-ecological systems.

41. Develop and support environmental research and impact partnerships with Glasgow City Council.

42. Add environmental sustainability to the assessment criteria for internal research funding.

# Curricular & Academic



## Jobs, Community and Wellbeing

43. Employ significantly more staff on the sustainability team, and ensure that all staff employed within the sustainability team are provided with adequate pay and resources and especially training to commit fully to their jobs.

44. Reduce the number of fixed-term contracts for all staff and end unequal treatment of staff, including improving pay and conditions for graduate teaching assistants.

45. Commit to ensuring that all staff affected by a transition towards a more sustainable university will be treated fairly, and a just transition will be implemented.

46. Implement democratic methods to maintain consistent dialogue with staff and students, and actively collect and respond to their views on teaching regarding the climate crisis.

47. Implement resilience teaching for both the direct members of the university community, and the wider Glaswegian community who will be affected by climate change.

48. Ensure adequate and timely wellbeing and mental health support is provided for everyone in the University community alongside any climate crisis related education.

49. Create a new academic administration role for an “eco-awareness representative” in each department.

50. Disavow the Prevent scheme and uncompromisingly support any member of the university community who chooses to engage in nonviolent protest action regarding the climate crisis.

51. End the participation of employers with poor environmental records at all career fairs and replace them with more ethical and sustainable employers that follow the university’s ethical guidelines.

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## Curriculum and Teaching

Provide increased opportunities for all students to partake in interdisciplinary education and projects, including the creation of a new interdisciplinary course on climate and eco-awareness, available to all students.

We have developed an interdisciplinary, accredited short course, proposed to commence in September 2020, that will provide a basic introduction to the climate crisis from a variety of different perspectives, and will be accessible for all students studying at the University. A course such as this will help to tackle many of the concerns students are having on the lack of coverage of the climate crisis in their various courses, and the idea itself has proved popular amongst students, with 63% of students stating that they would like education on the climate crisis to be integrated into their curriculum (Fig. 2.4) and around 80% saying that they would find an evening short course on the climate crisis valuable (Fig. 2.5).

Furthermore, as a short course on climate education is an idea proposed in A Dear, Green, Place, it would be beneficial for the university to both collaborate with this initiative, and other similar student initiatives, and allow students the space to create curriculum changes such as this, including signposting ways to do this more clearly.

# Curricular & Academic



With the support of the University, the course can be allowed to develop and grow, and could also provide some of the teaching that the University is lacking, which would boost the University's reputation, especially with COP26 coming to Glasgow so soon.

Although this course will be useful, it is a small step in providing the education needed on the climate crisis. The University could support this course by publicising it widely and providing opportunities for this course, and others, to develop and have greater student capacity.

Furthermore, the University should make good on its statement of creating a MOOC on climate education, and provide sufficient funding for such an endeavour, as well as increase staff-student collaboration on such initiatives.

**Ensure all staff include eco-awareness in their curricula via a new section on Course Specification (PIP) forms requesting they detail how sustainable development has been appropriately considered in course content and course design.**

**Add a mandatory question to evasys course evaluation so students can give feedback on environmental awareness in their course curricula.**

The global academic community has increasingly been producing literature with regards to climate change, and as the climate crisis intensifies, so does the significance attributed to their research. The University of Glasgow has proclaimed in its climate change strategy (139) that it would put “a strong emphasis” on “addressing the climate emergency”. However, “regular public forums”, “short courses”, and “an annual careers fair, showcasing green job opportunities” are not adequate approaches with regards to pledging to confront the climate crisis.

We demand a more intense focus that extends to as many degrees – both undergraduate and postgraduate – as possible.

We demand that the current literature be incorporated into all relevant courses offered by the University of Glasgow, with the specific focus of providing a comprehensive and innovative approach to how the University studies are connected to climate change issues. This integration must showcase the range of climate change issues: it cannot be combined solely with the degrees directly linked to the climate, but must be connected to degrees that have differing focuses (for example, in the school of arts and social sciences).

We also demand that this level of attention given to the wide range of climate issues be continuously reviewed and improved. The changes in the climate will be reflected in the research, so the university must consistently try to incorporate the newest, most relevant sources of information into the syllabi.

‘Education for sustainable development is the process of equipping students with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations.’ (The United Nations World Summit, 2005).

Education for sustainable development means working with students to encourage them to:

- Consider what the concept of global citizenship means in the context of their own discipline and in their future professional and personal lives (140).

# Curricular & Academic



- Consider what the concept of environmental stewardship means in the context of their own discipline and in their future professional and personal lives.
- Think about issues of social justice, ethics, and wellbeing, and how these relate to ecological and economic factors.
- Develop a future-facing outlook.
- Learning to think about the consequences of actions, and how systems and societies can be adapted to ensure sustainable futures.

The Education for Sustainable Development approach is characterised by being proactive in main-streaming sustainability across the curriculum rather than simply promoting a sustainability department or stand-alone sustainability course.

Therefore, only committing to supporting a sustainability department or course is not sufficient.

An example is the University of Keele, which has embedded sustainability into their core curriculum in each faculty - natural sciences, humanities and the social sciences, medicine and the health sciences (141).

An equally great example is the University of Leeds' Blueprint programme, that aims to bring together both staff and students to create an action plan that continually aims to improve sustainability within schools or services, and is supported by the Sustainability Team (142).

## **Implement active solution-based education alongside any new information taught regarding the climate crisis.**

It has been shown that although learning about the climate crisis increases feelings of being overwhelmed, a necessary solution to this is engaging in practical projects that actually result in change (143). As such, we would recommend that as much teaching as possible regarding the climate crisis is tied to the creation of practical projects that focus on finding solutions.

Although this may be hard to do for more essay-based subjects, the act of researching and learning about ways climate problems are being adapted to or mitigated elsewhere would provide students with a renewed sense of hope, as well as inspiration to creatively think of their own solutions.

## **Include environmental criteria in the evaluation of applications to the Learning and Teaching Development Fund.**

As noted in A Dear Green Place, students are particularly interested in issues surrounding sustainability on campus. This is further demonstrated by Fig. 2.1, showing that almost 90% of students are either very, or quite concerned about the current state of the climate, and Fig. 2.2 stating that 94.6% of students would like to learn about the climate crisis.

This feeling, coupled with that of feeling insufficiently educated on the climate crisis within their respective courses - shown by around 85% of students feeling that the climate is 'not at all' or only 'very slightly' covered in their course (Fig. 2.3) - leads to an increased incentive for students to create their own initiatives and take lead on their own education regarding the climate crisis.

# Curricular & Academic



This comes in many forms - from involvement with various green student societies and associated events and campaigns, such as awareness weeks, to creating new educational initiatives. The Learning and Teaching Fund should be used to actively encourage and support this.

**Include a mandatory eco-literacy module for all staff in LEADS PGCap provision.**

Employers are increasingly realising the importance of employing graduates with an understanding of environmental and social issues in order to cope with future challenges. As an educational institution, the University should offer free eco-literacy training for all students and staff to improve employability and develop the knowledge and skills to communicate and act on climate change.

Furthermore, as the University has committed to “continue to expand the range of online postgraduate programmes, short courses and MOOCs” related to climate change, these initiatives necessitate having climate-literate staff available to both facilitate and maintain this knowledge. Manchester Metropolitan University is an example of a university that offers regular Carbon Literacy Training (143).

Another proposed method for educating staff is for them to learn alongside their students. Although this may not work in most academic contexts, sustainability is one of the areas where interested students’ knowledge could exceed that of a previously uninterested lecturer: *“it is a pleasure to see how sustainability teaching often dissolves the usual academic hierarchies, where, due to this being a new field, students frequently teach as much as they learn”* (144).

This is not to downplay or criticise the knowledge that lecturers clearly have - this idea simply comes from the fact that an “educator-student partnership” is useful in fields related to ideas and initiatives, and can increase future collaboration.

**Cut ties with Barclays, prohibit their provision of projects to engineering students, and actively investigate alternative ecologically responsible funding sources for engineering courses.**

Barclays Bank have been involved with ‘financing 15 fossil fuel companies with more than \$30bn (£22.6bn) from 2012-17’ (145). By having ties with Barclays, the University is indirectly aiding in their fossil fuel investments which are harming the planet.

If the University is serious about its commitment to divest from fossil fuels by 2024, it must also cut ties with businesses and banks that also invest in fossil fuels.

Furthermore, through Barclays’ provision of projects, the University is giving a platform for the bank to recruit future graduates as employees which gives them no incentive to change their attitude towards the climate crisis.

The University of Glasgow can set an example to other institutions around the United Kingdom and beyond that they can reject supporting businesses that damage the environment, and could potentially cause similar companies, businesses, and institutions to take more serious action in tackling the climate crisis.



# Curricular & Academic



**Remove institutional barriers (e.g. financial and workload allocation models) to interdisciplinary teaching.**

**Incentivise and support the creation of new interdisciplinary degree courses and student-led projects at both graduate and undergraduate level.**

The importance of interdisciplinary teaching and learning is now widely recognised by educational bodies. The Curriculum for Excellence briefings produced by Education Scotland specifically refer to this: *“interdisciplinary learning provides a stimulating and self-motivating context for learning and is both enjoyable and relevant. It leads to a better, more rounded understanding of important ideas and to an increased competence in using knowledge and skills in transferable ways.”* (146).

It follows that as interdisciplinary learning is being integrated into school environments, the same ought to be expected of further education. It is well documented that students who have benefitted from interdisciplinary opportunities perform “as well or better on standardised achievement tests than students enrolled in the usual separate subjects” (147); as such, it stands in the interests of the University to develop such a system within the subject.

The University’s 2010 restructuring of faculties into the present Colleges has enabled more interdisciplinary research to be undertaken, but there are few spaces within undergraduate courses dedicated solely to interdisciplinary study.

This is particularly relevant within already specialised courses - such as Physics with Astrophysics - where students are not given the opportunity to explore wider applications of their current learning, pertaining to their interests.

Incorporating interdisciplinary project weeks into every subject would allow for this, encouraging not only students’ engagement with their chosen field, but enriching the teaching breadth for staff and manifesting practicable projects, credited to the university.

Keele University offers “sustainability projects related to university operations” (148) to undergraduate and postgraduate students, many of which have provided useful data which the university has benefitted from.

The University of Glasgow already offers an elective scheme for medical and engineering students, “allowing flexibility to study areas of personal interest in more depth” (149): such an experience ought to be made available for all students.

An example of a functional Interdisciplinary education centre is the Interdisciplinary Studies Centre in the University of Essex, where students can choose modules from a range of courses, and work with various staff from different departments, with all modules being taught by multiple lecturers from different departments (150).

## Research

**Increase the amount of internal university funding for both subject- specific and interdisciplinary research on the climate crisis, and potential local action, via the Centre for Sustainable Solutions.**

The University is well-renowned for its contribution to research in various fields, with more than 80% of research being assessed as world-leading or internationally excellent in 2014, placing us 12th in the UK for research (151).

# Curricular & Academic



Furthermore, as a founding member of Universitas 21, a global network of 27 leading research-led universities, the University clearly recognises the importance of collaboration, both national and international, in creating adequate research for global problems (152). The University also acknowledges the significant funding being placed into research, with grants and contracts income placing the University within the top 10 in the UK (153).

Furthermore, as noted by the University's prominent involvement with the Wellcome Trust Centre for Global Health Research, the University clearly places an importance on global health research and collaborates nationally with other universities in the UK on this field (154).

As the climate crisis is inextricably tied into global health, with the climate crisis causing hugely detrimental health effects (155) and disproportionately affecting countries in the Global South, it is necessary that the University uses its influence to fund and encourage climate-related research for members of the centre, both in the UK, and internationally, especially from low and middle-income countries, as mentioned (156).

As "The Dear Green Place" states, the Centre for Sustainable Solutions will soon be launched, and will "*signpost funding opportunities for academics, publicise (...) sustainability themed research, ensure that sustainability is woven into the fabric of the curriculum, and develop tools to improve staff/student knowledge and facilitate positive behaviour change.*" If this is successfully implemented, and the values above are followed, the majority of this demand will hopefully be covered by the launch of the Centre for Sustainable Solutions.

However, as the University clearly recognises the importance of these strategies, it would be essential that these values continue to permeate the University's attitude towards research, and all research should be held to these standards from now on.

Especially, as the University's research beacons are "cross-disciplinary areas of excellence" (157), the University clearly recognises the importance of inter- subject collaboration. In the case of the climate crisis, such collaboration is vital. As such, we would ask that this attitude continues to be prominent in climate related research too.

The aim of the proposed Centre for Sustainable Solutions is to '*publicise sustainability-themed research, ensure that sustainability is woven into the fabric of the curriculum, develop tools to improve staff/student knowledge and facilitate positive behaviour change*'. The Centre should be publicised to students as much as possible, and University management should actively listen to their research and implement any policy suggestions.

This can be facilitated through the proposed extra-credit evening class as the aim of the class is to educate students about the potential causes and consequences of the climate crisis, as well as possible solutions.

It would be important to reiterate here, that this is not a one-off, tick-box demand - rather, we expect an ongoing commitment to climate related research, that will be sufficiently funded and publicised, so the University of Glasgow can produce research of a quality as great as that of the University of Exeter, who have hosted conferences, pioneered influential research, and invest £6 million in climate-related interdisciplinary research (158).

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The investment into research should be sufficient enough to encourage researchers to want to work at the University, and should highlight the University's commitment to wanting to take action against the climate crisis.

## Develop a living laboratory for socio-ecological systems

As an extension of the Centre for Sustainable Solutions, the University of Glasgow is academically and financially positioned to develop a living laboratory for socio-ecological systems.

A living laboratory entails using the University's academic and student research capabilities to generate innovative solutions to social responsibility and sustainability problems. It provides a platform for collaboration between researchers, students, external sustainability stakeholders and the Directorate of Estates and Facilities to research and test sustainable solutions, enhance the curriculum and tackle global challenges at a local scale, using the university as a test bed. It provides a platform to deploy and monitor new technologies and services in real world settings.

This is something many universities are currently developing and investing in initiatives and projects to combat climate change. This dedication has already yielded many positive results.

Examples of Universities successfully developing a living lab are as follows:

- The University of Leeds (159)
- The University of Manchester (160)
- The University of Cambridge (161)
- University College London (162)

We are aware that the University of Glasgow is pioneering a living laboratory at QEUH in which precision medicine can be advanced through a collaborative effort of 14 partners (163). As a Russell Group and leading Research University having declared a climate emergency, the University should fund, resource, and support the development of a living laboratory for socio-ecological systems, for example, sustainable engineering.

## Develop and support environmental research and impact partnerships with Glasgow City Council.

As stated in its 'Climate Change Strategy and Action Plan', the University of Glasgow acknowledges the importance of establishing a productive working relationship with the Glasgow City Council in order to confront the climate emergency and its consequences (164).

It also recognises the reciprocal advantages of such a relationship; however, such mutual gain could be maximised if the focus was not solely fixed on infrastructures like improved public transport, but also on the funding and supporting of climate related research.

The University's plan has made important claims that must not be dismissed: making transport, travel and heating sustainable is key to confronting the climate crisis. Nevertheless, as a university, and a home of academic innovation, its energies should also be focused on benefiting the city council by both producing and applying the latest research. The Glasgow City Council should in turn aid through funding and collaboration.

The University of Leeds has pledged to take similar steps (165): it has stated the importance of using shared "knowledge, capacity, networks and influence" to tackle climate change issues.

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Their research initiatives facilitate “collaboration amongst researchers at Leeds, as well as with businesses, governments and communities”, and this is the essential point behind our demands. Encouraging the joint support of academic research by the University and the Council will lead to a stronger more productive relationship.

Although we support the actions that the University has pledged to uphold, and appreciate their importance, we also strongly encourage the University to develop a relationship with the City Council that extends past infrastructure. Glasgow’s academic force has a lot to offer, and with the combined support of its university and its city council, it could aid in establishing a highly beneficial relationship for the students, the university, and the city itself.

## **Add environmental sustainability to the assessment criteria for internal research funding.**

For internally managed research funding, such as SFC GCRF, the environmental performance of projects should be evaluated at the selection phase.

## **Jobs and wellbeing**

## **Employ significantly more staff on the sustainability team, and ensure that all staff employed within the sustainability team are provided with adequate pay, and resources and especially training to commit fully to their jobs.**

Having an extensive policy on sustainability is necessary and commendable. However, such a policy or strategy soon becomes inefficacious if there are not the necessary staff, resources, and support to facilitate its implementation.

It has been repeatedly demonstrated that without the expertise and championing of professional staff dedicated to environmental sustainability, initiatives in universities are unlikely to be systematic, well-coordinated and resourced, or have significant long-term success.

Although the University of Glasgow has some staff dedicated to sustainability, to say that they are equipped and free to tackle the climate emergency which the University has declared is fallacious. As it stands there is currently only 1 staff member (Stewart Miller) who is paid full time to address sustainability and climate change at the University.

We recognise that GUEST serves to represent the student voice regarding sustainability at the University, and has done a huge amount in regards to campus sustainability. Yet, although we value and appreciate the work that GUEST has, and continues, to do, and the initiatives they have implemented, the work of 12 students is simply not enough to tackle the climate emergency the University has declared.

Sustainability, as demonstrated in this document, incorporates a variety of different fields, and no matter how much work these students put in, there is far too much to do for such a small team, and students are likely not informed enough on implementing the large scale policy changes outlined in this document. Furthermore, it would be unfair to push the work the University should be doing onto 12 students employed by the University.

The task of pushing for, innovating, and implementing sustainable change at the University is huge, and one that will inevitably only increase as the need for sustainable change becomes more pressing. For that reason, we believe it is imperative to prioritise the establishment of a team of full-time sustainability staff.

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Proposed staff employment roles:

- At least 2x roles dedicated to eco literacy (development and support for sufficient eco literacy programmes).
- At least 3x roles in sustainability engagement (student engagement, education for sustainable development, learning for sustainable futures, policy and strategy, reporting, campaigning, organisational change research).
- At least 2x roles in travel (sustainable travel planning, cycling enquiries).
- At least 2x roles in waste and recycling (strategy, operations, legal compliance, contract management, recycling initiatives).
- At least 1x sustainable procurement advisor.
- At least 1x director of education for sustainability.

We believe committing to a team of at least this size is neither excessively ambitious nor unattainable. Manchester Metropolitan University is an example of one of many Universities that have an adequately allocated sustainable and environmental team (166).

It is also necessary for the academic changes mentioned further in this document to be coordinated, and consequently, it is necessary for a specific member of staff to be employed to coordinate this. The University of Keele has a dedicated Director of Education for Sustainability (167), and it is not difficult for such a position to be incorporated into the University of Glasgow's staff.

We suggest that this Director remain in continual dialogue with students and staff across campus, so as to be able to cater to any educational changes that would suit what staff would like to teach and students would like to learn.

Even once the appropriate number of sustainably focused staff have been employed, it will be difficult for them to do their job or effectively carry out a sustainability strategy if they are not adequately resourced or financed. There is currently no evidence of an existing public budget for funding sustainability.

**Reduce the number of fixed-term contracts for all staff and end unequal treatment of staff, including improving pay and conditions for graduate teaching assistants.**

According to University of Glasgow UCU: *"nearly 40 per cent of academic staff at the University of Glasgow are on fixed-term or atypical contracts. Working on casual and insecure contracts is a cause of high levels of stress. Casual and insecure contracts negatively impact the mental health of the majority of workers employed on that basis."* We demand staff are properly employed on real contracts (168).

Furthermore, many Glasgow Graduate Teaching Assistants are underpaid for their time and expertise. According to an investigation by University of Glasgow UCU, *"The vast majority of GTAs (over 90%) work 2-4 times as many hours as they are contracted for. This would suggest that GTA duties cannot reasonably be carried out in the allocated paid hours, and thus GTAs are being systematically underpaid for their work."*

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Many report feeling ‘demoralised’ and ‘disrespected’ by this system. Lack of paid hours for teaching and preparation is detrimental to the quality of education that students receive; in order to maintain a good academic standard, pay and conditions should be improved (169).

**Commit to ensuring that all staff affected by a transition towards a more sustainable university will be treated fairly, and a just transition will be implemented.**

A concern that many workers have when considering their jobs and the climate crisis, is that their jobs may be lost and they will lose their source of income. Although this concern may be more relevant in organisations where income directly comes from sources where investment will be significantly reduced in future (e.g. fossil fuels), indirect effects are also relevant.

As we do not know how the University will respond to the demands proposed in this document, and what changes will be implemented, it is necessary to ensure that the University will commit to ensuring that all staff employed by the university, who will be in some way affected by this transition, will be treated fairly.

We propose that a “just transition” is implemented - where when jobs transition into being more environmentally and socially sustainable, they do not “negatively affect the current workforce” (170) but instead “create opportunities to (...) help address inequality and poverty.”

This should also include engaging “meaningfully with workers, communities, NGOs(...)” as outlined by the International Labour Organisation’s “Guidelines for a just transition...” (171), which is utilised by the Scottish Government’s “Just transition Commission” (172).

This concept highlights the importance of engaging with, and fairly treating workers, making sure that no one loses out by a transition towards a more sustainable university.

As follows, we demand that the University ensures, through the signing of a contract that staff at the University are treated fairly, and will ensure that no staff member is unfairly disadvantaged by a transition to a greener university, in that if jobs are made redundant, the staff member will be entitled to a similar job, with the same pay, within a week of the previous job being made redundant.

**Implement democratic methods to maintain consistent dialogue with staff and students, and actively collect and respond to their views on teaching regarding the climate crisis.**

The University clearly recognises the importance of “engaging with, and empowering, the University community” through using “clear and coherent communications regarding environmental actions.”

As such, the University clearly would like to engage with the University community, and maintain a positive dialogue. This is of utmost importance when discussing curriculum changes and how courses might be modified to incorporate climate information, as it is imperative that the knowledge disseminated is relevant to what students want to learn and staff want to teach. As such, engaging with the student and staff bodies about what should be taught is of utmost importance.

Although this is already partially being done in other fields through the publication of surveys, emails asking for feedback, and the occasional focus group, we would like this communication to be made more actively and efficiently.

# Curricular & Academic



Though the aforementioned methods do serve a purpose, they are limited in how engaged students and staff will be, as direct engagement with an issue is rarely required. As such, we demand that the “regular public forums” mentioned in the *Dear Green Place* be made a more prominent feature of University dialogue.

As this statement is not further explained in the document, we would propose that these forums be made more inclusive and democratic than current forums like the SRC and student representative system, which delegate involvement to those who have both the time, interest, and energy to engage with such issues.

Although we recognise that this serves a purpose, as students involved could arguably be more committed as they are expressly interested in engaging with University-wide decision-making, this also means that only a specific demographic of students will be involved who do not proportionately represent the views of the entire student body.

Therefore, we demand that more inclusive approaches, such as citizens’ assemblies (173) are implemented at a University-wide level to both encourage student participation and engagement with university decisions, as well as reflect the diverse demographics present within the University community.

These decision-making methods have been used in the UK and other countries, most notably, in parliamentary cases in the Republic of Ireland, to address important issues, such as equal marriage and abortion, and have been successful.

We demand that these assemblies are run at least every 2 months, so as to maintain a consistent dialogue with staff and students, and ensure that the curriculum is relevant to teaching and learning needs. The implementation of a Director of Education for Sustainability would ensure that these assemblies are coordinated and remain continual.

If implemented, it will ensure the ability to meet its clause of increasing engagement with the University community, as well as making sure that all further decisions include the opinions of all groups of people present at the University, and could decrease any further student/staff dissatisfaction with management decisions.

**Implement resilience teaching for both the direct members of the university community, and the wider Glaswegian community who will be affected by climate change.**

As “The Dear Green Place” states, the Climate Change Scotland Act (2009) requires that the University ensures that the University “*estate is resilient in the future.*” Despite the vague phrasing of this statement, it is clear that the University recognises the importance of resilience infrastructurally.

However, resilience in relation to the climate crisis is not simply limited to infrastructure - the loss of homes due to flooding for example, has been shown to produce significant long-term mental health problems and numerous physical health effects too, as just one example.

Due to the multi-factorial effects of the climate crisis, it would be unwise to neglect to consider the effects of infrastructural damage on individuals’ health and wellbeing.

# Curricular & Academic



As such, it is imperative that, as a university, resilience-teaching is provided both for staff and students directly involved with the University, as well as members of the wider community who will be affected by the climate crisis, especially as Glasgow will be particularly affected by flooding (174).

The statements “influencing decision making at a city-level, to ensure that the city region is climate ready”, and “support and contribute towards the development of a Climate Change Adaptation Plan for the city region” both imply that working towards increasing city-wide resilience is on the University’s radar, and collaborations with organisations such as Climate Ready Clyde should continue to be maintained (175).

**Ensure adequate and timely wellbeing and mental health support is provided for everyone in the university community alongside any climate crisis related education.**

*One of the penalties of an ecological education is that one lives alone in a world of wounds.* - Aldo Leopold

It has been demonstrated that learning about and working on the climate crisis creates feelings of grief, termed ‘climate grief’ (176). The increased knowledge and understanding of the climate crisis, coupled with the inability to continue to emotionally distance oneself from the crisis (as people tend to do to maintain an ability to continue with their daily lives) results in a profound sense of grief for the loss of the planet that one feels deeply connected to.

This results in feelings of sadness, anger, despair, loss, hopelessness, and fear for both oneself and loved ones (177).

Although climate grief is an entirely natural and recognised response to learning about the climate crisis, and people have been shown to be naturally resilient to it, being taught healthy ways to manage these feelings is also necessary, especially when the climate crisis considers ongoing and increasing feelings of grief, compared with the sudden and isolated losses that are generally studied when considering grief (178).

An issue with climate grief is that it is not commonly recognised as a ‘legitimate’ cause for grief, even amongst some activist and scientific circles. This lack of social acceptance makes it an even harder topic to discuss and therefore process, and as such, makes it even more imperative that the University provides opportunities for those learning about the climate crisis to have viable avenues to process these feelings. The counselling service at the University is already vastly oversubscribed, and we demand it be expanded and improved to provide proper emotional support and wellbeing for all.

We also recommend the implementation of climate grief support groups. These would be optional for all people being taught about the climate crisis within all educational contexts (lectures, tutorials, evening classes, projects), and would run alongside the academically educational aspects of the course. They would give classmates a chance to discuss these feelings together, and as such, create a support network amongst people who already know each other, and are therefore more likely to be open about their feelings.

These sessions have been shown to work amongst scientists, as it is clear that people working on the climate crisis want to talk about their feelings on the topic (179). This would also not require extra funding, as it would be student-led, with staff joining in if they so wish.



# Curricular & Academic



**Create a new academic administration role for an “eco-awareness representative” in each department.**

There will be many ways individual schools can improve their environmental performance. To ensure these are identified and acted upon, a new role of departmental 'eco-awareness officer' should be created for each school. This should be recognised in workload allocation and promotion criteria.

**Disavow the Prevent scheme and uncompromisingly support any member of the university community who chooses to engage in non-violent protest action regarding the climate crisis.**

The University of Glasgow must disavow the Prevent scheme in its entirety. As a voluntary scheme, there is no legal obligation to participate in it. In early 2020, Police Scotland circulated a document compiled by English counter-terror police which listed various antifascist, anti-war and climate change groups alongside violent white supremacist and other hate groups, as terrorists.

We understand that (180) has and is used as a tool to safeguard student welfare by identifying dangerous groups which attempt to radicalise vulnerable youth. However, the addition of environmental activist groups and (181) other groups who promote ideas which garner great sympathy on this campus must be understood as an oppressive measure of state control and a restriction of the individual's freedom to expression. Article 11 expresses that every individual in the UK has a right to protest; 'The right to come together peacefully with others and express our views. Authorities must allow us to take part in marches, protests and demonstrations' (182).

Campaigns against the scheme have long held that Prevent is a tool used by the Home Office to ease the implementation of its hostile environment by turning every citizen in public bodies into informants, exerting surveillance on their colleagues and those over whom they have a duty of care. This core purpose of the scheme is incompatible with the trust-based relationship necessary to foster optimum learning conditions, which are also impacted by the burden placed by the scheme on severely time-constrained staff.

Prevent has been judged as openly racist (183) and in desperate need of an independent review (184). It has been described as toxic, racist, Islamophobic and creating a them-and-us culture within society and will cause more harm to students than good by promoting and fuelling racism, hostility, and antagonism on campus (185). The argument that there is no adequate alternative to Prevent falls short on the basis that Prevent itself is not fit for purpose.

The University must not fall for Prevent's veneer of legitimacy through the government's use of 'safeguarding' language. It is crucial that the University does not subscribe to Prevent on the basis of its inaccuracy and violence, and on the detrimental impact it has on students' wellbeing, safety, and future prospects.

**End the participation of employers with poor environmental records at all career fairs and replace them with more ethical and sustainable employers that follow the university's ethical guidelines.**

The University currently hosts companies such as BAE Systems and JP Morgan that are responsible for emitting large amounts of CO2 emissions and have investments in fossil fuels as well as also have poor records on ecology and sustainability.

# Curricular & Academic



Although the University has previously hosted sustainable business, as well as conservation NGOs and is also planning a sustainable fair at COP 26, they need to do more to ensure that the University is not responsible for aiding the legitimisation of these enterprises. The University is also planning to 'Organise an annual careers fair, showcasing green job opportunities to our students' as part of its future climate strategy. While these moves should be welcomed, eco-consciousness should be at the heart of all career fairs and employment opportunities that are on offer.

Therefore, we propose that the university invite companies like TerraCycle, Ecotricity, Vertis, and RES to all Career and Internship Fairs. It is important to do this because students that are studying subjects and courses concerning sustainability need to be aware of jobs that are available in these fields.

Furthermore, the University needs to ensure that its graduates are aware of all opportunities in sustainable employment so as to not work for employers that are contributing to the ecological collapse. This ban should be extended to companies that invest in fossil fuels and whose business activities increase the amount of greenhouse gas emissions.

Universities such as Vrije Universiteit Brussel have held Sustainable Job Fairs (186). However, the presence of sustainable employers should not be limited to fairs that deal only with sustainability but, instead all careers fairs should follow this practice.

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- (174) <http://climatereadyclyde.org.uk/glasgow-city-region-sets-out-first-comprehensive-climate-risk-assessment-as-world-leaders-discuss-city-resilience/>
- (175) <https://www.tandfonline.com/doi/full/10.1080/0142159X.2019.1623870>
- (176) <https://www.climateandmind.org/what-is-climate-grief>
- (177) <https://www.climateandmind.org/what-is-climate-grief>
- (178) <https://www.theguardian.com/science/2020/jan/12/how-scientists-are-coping-with-environmental-grief>
- (179) <https://www.tandfonline.com/doi/full/10.1080/0142159X.2019.1623870>
- (180) <https://platform.vubsocialentrepreneurship.com/project/9681>
- (181) <https://www.preventwatch.org/environment-and-animal-rights-activists-being-referred-to-prevent-programme-uk-news-the-guardian/>
- (182) <https://www.theguardian.com/uk-news/2020/feb/07/police-scotland-sent-out-guide-listing-extinction-rebellion-with-neo-nazis>
- (183) <https://www.independent.co.uk/news/education/education-news/sandwell-college-dave-muritu-prevent-poster-racist-university-college-union-petition-a8945161.html>
- (184) <https://www.theguardian.com/commentisfree/2017/nov/10/prevent-strategy-statistics-independent-review-home-office-muslims>
- (185) <https://www.preventwatch.org/about>
- (186) <https://student.vub.be/en/events/2018/sea-sustainable-job-fair>

## **Update to Court on Blackbaud Incident (16 Sept 2020)**

### **1. Working Group**

Amanda McKeown, Head of Planning and Development Operations, Development and Alumni

James Coleman, Database Manager, Development and Alumni

Claire Munro, Senior Contracts Manager

Chris Edwards, Information Security Co-ordinator, IT Services

Johanna King, Head of Data Protection / Freedom of Information Office

The Working Group is managing UofG's response to the incident:

- Ensuring security of data
- Establishing details of data affected
- Ensuring data subjects are notified as required
- Ensuring reporting to ICO and any other bodies as required
- Conducting investigation into the incident to include:
  - Review of agreement with Blackbaud to establish contractual and legal position
  - Review of forward arrangement with Blackbaud

### **2. Details of the incident**

UofG were notified of the breach on Thursday, 16<sup>th</sup> July 2020.

Further information on the categories of data affected was provided by Blackbaud on 23<sup>rd</sup> July 2020. A notification was posted to UofG website on that day

[www.gla.ac.uk/alumni/blackbaudsecurityincident/](http://www.gla.ac.uk/alumni/blackbaudsecurityincident/)

All those individuals affected by the breach that could be notified by email were contacted on Wednesday, 29<sup>th</sup> July 2020, segmented to give recipients information on the types of data affected. The notification was successfully delivered to 109,473 individuals. Responses were received from approx. 70 individuals - each have been responded to individually.

Development and Alumni and IT are carrying out further investigations in order to identify any further data affected.

### **3. Information Commissioner's Office (ICO)**

A full report was made to the ICO on 10<sup>th</sup> August. No response has been received as yet. A copy of the full report can be provided by DPO/FOI Office.

### **4. Security**

As part of the investigation into whether Blackbaud met their contractual obligations, Chris Edwards has reviewed:

- The most recent third-party audit report from Blackbaud. The report states that technical and organisation measures were in place.
- Blackbaud's response to addressing the 'vulnerability' that caused the breach. Chris views the improvement roadmap to hardening the security environment as reasonable.

### **5. Timing of the Breach Notification**

It could be viewed that there was undue delay in notifying UofG. ICO may take a view on Blackbaud's actions in this regard.

## **6. Contracts with Blackbaud**

Contracts have been reviewed by Claire Munro and Development and Alumni. UofG holds two contracts with Blackbaud:

**Raiser's Edge database:** currently in the 3rd year of contract which is due for renewal in August 2021.

**Net Community:** contract is up for renewal on 31 October 2020. Working group recommend renewing this for one year for business continuity purposes.

A review of both Raiser's Edge and Net Community products will be carried out as part of a systems review in advance of the next renewal dates.

## **7. Next Steps**

- Receive response from ICO.
- Continue investigations in order to identify any further data affected.
- Review contract for renewal of Net Community.
- Conduct systems review of Raiser's Edge and Net Community products.

# University of Glasgow

**Court: 30 September 2020**

## **Student Contract: Student Terms and Conditions – Update for 2020-21**

**Ms Helen Butcher, Senate Office**

### **Introduction**

The student contract which all students sign up to at registration annually has been updated for academic session 2020-21. Full details of the information provided to students is [online](#).

Due to the scheduling of completion of updating and the requirement to publish the Student Terms and Conditions before the opening of registration on 4 August 2020, approval of the update was taken under summer powers by Dr David Duncan, Chief Operating Officer and Secretary of Court.

The student contract also includes reference to the University Regulations which are updated annually. Court is advised of a change to Regulation 13: *Payment Of Monies Due To The University* (clause 13.5) which was also approved Dr Duncan under summer powers.

### **Note of Changes to the Student Terms and Conditions**

The full Terms and Conditions document is attached. Updates were made with oversight from the University's legal team.

The following changes are noted:

- 1.6 – new section (drawing attention to important sections);
- 2.5 – amended to confirm the use of email;
- 3.6 – amended with additional information on provision of evidence for tuition fee status;
- 3.7 – amended to specify the appeal period for tuition fee status;
- 3.9 – new clause about widening participation support and the provision of information to enable this support;
- 10.2 f) - reference to epidemics added to examples;
- 16.4 - new clause on exclusion of responsibility for any loss or harm during any self-sourced work or volunteering opportunity;
- 21.1 – pandemics added to list of examples;

Schedule 1 revised to cover the impact of Brexit in terms of any forthcoming changes to immigration status for EU and EEA citizens. The Schedule now applies on the following basis: *If you are a national of a country that is or becomes subject to UK immigration control...*

### **Amendment of Regulation 13: Payment of Monies Due To The University**

Clause 13.5 of Regulation 13 has been revised with the deletions noted below, following advice from the Finance Office that under current procedures clauses i) and ii) are inaccurate, as progression and graduation are prevented in these circumstances.

13.5 Academic sanctions will be applied only where alternative methods of seeking payment have been reasonably exhausted and where the University considers an academic sanction proportionate and reasonable following consideration of a student's representations. ~~The University will not seek to impose academic sanctions where:-~~

- ~~i) an arrangement has been agreed with the University in respect of payment of the sum, unless that agreement has been materially or persistently breached; or~~
- ~~ii) the outstanding sum is subject to a dispute which is being pursued in good faith by the student.~~

Regulation 13 is published in full on the Senate Office [website](#).

#### **Action**

Court is invited to note and endorse the Student Terms and Conditions for 2020-21, and also the amendment to Regulation 13.5.

**Court: 30 September 2020**

## **2019 Enhancement-Led Institutional Review (ELIR 4) - Follow Up Report – July 2020**

### **Introduction**

The University's latest ELIR was held in early 2019 by the Quality Assurance Agency Scotland (QAAS) within the Scottish Quality Enhancement Framework's fourth ELIR cycle. There were six recommendations for the University noted in the ELIR outcome and the Technical Report was published in July 2019.

The focus of the Follow-up report will be on the University's reflection and response to the recommendations which has taken place through various strands of activity. Information on developments associated with the commendations made in the ELIR outcome will also be provided.

### **Progress in responding to Recommendations**

In early March 2020 a report was compiled for the University providing an update on progress in responding to the ELIR recommendations; this identified activity to date and also outlined next steps. Very shortly after this, there was significant disruption to the University's normal activity in delivery of learning, teaching and assessment, and in strategic and policy development due to the Covid-19 pandemic. Our focus across the institution was to prioritise a rapid response to the challenges of national lockdown and requirements for social/physical distancing on campus both before and after lockdown. Since March 2020, working with the Students' Representative Council (SRC), the University has had to prioritise the following activity in order to preserve the quality of the student experience and to respond appropriately and compassionately to the far-reaching consequences of the pandemic:

- Ensure completion of delivery of learning and teaching for academic year 2019-20 by offering online/remote tuition;
- Ensure completion of assessment for the academic year 2019-20 by transferring on campus examinations to online assessment. A total of 40,711 exam incidents (individual sittings) scheduled for the 2020 April/May assessment diet were offered online instead of on campus. [In order to manage such a significant transition, priority was given to postgraduate students, and all honours and final year students at undergraduate level meaning that many first and second year student assessments for the diet were cancelled unless subject to professional requirements];
- Introduction of revised assessment and degree regulations in order to recognise the disruption caused by the pandemic (including the disruption to first and second year assessments). The main element being the introduction of a comprehensive [No Detriment Policy](#) to be applied to assessments taken during academic year 2019-20.
- Preparation for academic year 2020-21 prioritising safety for all members of the University community: conversion of academic delivery to a blend of online/remote and face to face delivery with capacity to transfer fully to online delivery in case of further lockdown. Re-structuring of the academic year to allow staggered starts for postgraduate taught degree programmes to meet student demand, particularly the international student cohort.
- Revision to quality assurance arrangements in the context of the pandemic and the need to rapidly revise delivery of learning, teaching, and assessment.



As a result, other activity has been severely compromised in the meantime; this has also affected planned development in response to the ELIR recommendations. The following outlines the current status in our reflection and response to the six recommendations.

**Recommendation 1**

Feedback on assessment – Ensure that staff communicate consistently to students where the stated institutional policy expectations relating to marking turnaround time will not be met. This is in the context of the University carrying out a range of positive work to improve its assessment practice. Refer to paragraphs 53 - 58 of Technical Report.

Activity to date:

This recommendation has been fed into the World Changing Glasgow Assessment & Feedback Transformation Project (AFTP). Separately, the scoping work in the Project has also identified the need for clear information on all aspects of assessment timelines, including feedback schedules and communications for students, as a key user requirement. This is also recognised best practice in the sector. The AFTP will therefore build this requirement into its policy and system developments. One of the key outputs anticipated from the Project is a new assessment management facility, which it is anticipated will include assessment and feedback timeline management within its processes and will thus provide a consistent approach for the University in assessment feedback communications with students.

In the meantime, there is ongoing activity in some Colleges and Schools in the use of Assessment & Feedback Calendars which support students in the tracking of assessment submissions and feedback. They are actively pursuing the development of a standardised approach - linked into the wider AFTP – in the hope that short-term gains can be identified, and where that proves to be the case, a Calendar will be rolled out in advance of some of the wider systems and practice changes.

The former SRC Vice-President Education (now SRC President) has also undertaken some focus group work with students with the aim of improving students' understanding of the University's policy on marking turnaround which is intended to help improve understanding and accurate expectations around feedback timelines among the student body. This work has targeted students in two subjects which had scored less well in the NSS ranking on assessment and feedback. Unfortunately, some focus groups were disrupted by the Covid-19 pandemic. Parallel focus groups were also held with staff in the same subjects to see where student and staff opinion differed, with the intent of highlighting differences in expectations and allowing improvements to be made in these areas. The focus group responses have been presented to the subjects and it has been suggested to them that further work could be undertaken to enhance assessment and feedback through application to the University's Learning & Teaching Development Fund (LTDF) Student-Staff Partnership Scheme.

Next steps:

It is anticipated that full implementation of the recommendation will be achieved through the outputs of the AFTP, and therefore further updates and detail will be provided as the Project progresses and decisions are taken in the selection and implementation of a new curriculum management facility for the University. This will take place during a later phase of the project when the specific elements around

assessment management are implemented in the new system. Following revision to priorities as a result of the Covid-19 pandemic, this work is now scheduled to commence in autumn 2021. The University is, however, accelerating some investments in online exams and marking, plus the creation of a student portal to view assessment and assessment grades, that will support to some extent our efforts to meet the desired marking turnaround times and these will be piloted during session 2020-21. Thus while timelines have been affected by the pandemic, some of the transformation work is continuing in the meantime.

**Recommendation 2**

Advising for postgraduate taught students – In view of differing models operating across the colleges, make certain that arrangements in place for advising postgraduate taught students are communicated clearly to students, in particular, identifying each student’s designated advisor/advisory team at an early stage as well as outlining the advisor role and responsibilities. Refer to paragraph 78 of Technical Report.

Activity to date:

PGT Advising procedures are under review in a number of areas, for example in the College of Arts a new Arts Advising Manager is being appointed and the Undergraduate advising team will be expanded to include support for PGT students allowing College-wide co-ordination of PGT advising; in the College of Social Sciences there are two new dedicated advising posts in the Adam Smith Business School which are PGT focussed. In addition, new Student Support Officer Roles generated from the Student & Academic Services Directorate have been introduced in a number of areas of the University e.g. the Schools of Computing Science, and Interdisciplinary Studies, and these will have an impact on PGT advising as they are designed to provide first line support to UG and PGT students with signposting to specialist services including academic advisers, ensuring that students receive seamless support when they need it. There is also good established practice in other areas, for example within the College of Science and Engineering each School has at least one Senior Advisor (larger Schools have more) and some schools have Advising concentrated in a subset of staff, while others spread the load across all staff.

Next steps:

Some co-ordination activity is required to link into local PGT advising systems to ensure that in all models, the process includes clear information to students, from the outset, on the advisory support available to them, including contact details for their designated advisor/advisory team. This is particularly the case where students study across Schools and Colleges whilst undertaking their PGT programme. The Chief Advisers of Studies Committee (CASC) is a forum which meets at least three times per session and will take an overview of this activity.

Given the evolving but varied approach to PGT student support and advising, the University recognises the need to conduct some analysis and evaluation of the impact of the revised arrangements, for example the introduction of the Student Support Officer roles.

### Recommendation 3

Annual monitoring of the postgraduate research student experience – Ensure that the postgraduate research student experience is monitored systematically, in a manner equivalent to the University’s taught provision. This should enable the University to have an overview of the totality of the postgraduate research student experience including student progression, student feedback, and student engagement with training and research skills provision. See paragraphs 117 and 148 of the Technical Report.

Consideration of this recommendation sits in a wider context of development activity we are undertaking to improve systematically our understanding of the PGR experience. We are commencing more detailed scrutiny of the data from the Postgraduate Research Student Experience Survey (PRES) and have carried out development to enable better local review of data in the four Graduate Schools. An enhanced approach has also been developed for the provision of detailed data for each School and Research Institute and to support the production of REF Environment Statements; these data are being used to drive activity and highlight good practice. In addition, we have commenced a wholesale review of our PGR governance arrangements, including consideration of data and systems, with support being provided by the University’s World Changing Glasgow Transformation team.

Activity to date:

Specific to this recommendation we have looked at current activity which is in place to monitor the PGR experience with a view to finding ways to gain a holistic oversight across the University. Current monitoring is conducted by the Deans of Graduate Studies (DoGS) Committee which takes an overview of matters relating to the PGR student experience and receives reports on a range of activity including:

- PRES outcomes: held every two years
- Demographic data for each Graduate School
- Graduate School Reviews (reports of internal reviews held on a three-yearly cycle)
- Analysis of centrally provided PGR student training for personal and professional development
- Feedback on themes and actions identified at the ‘townhall’ style meetings held once or twice per year for all staff and students with an interest in PGR

Further sources of feedback are also being pursued including:

- i) a report on PGR student complaints identifying any trends from complaints received over the past year; and,
- ii) the development of the Annual Progress Reviews workflow to be managed through MyCampus with the facility for students to comment on their experience, and also provide responses to set questions such as the frequency of supervision meetings.

Next steps:

A revised approach to annual reporting of PGR activity has been agreed. Information on the various activities which cover review and analysis of the PGR student experience will be brought together in an annual report which includes an overview for the University and identifies key themes, areas of good practice, and areas of development where actions have been identified which will lead to an enhancement of the student experience. The report will be agreed by the DoGS Committee and then submitted to the Student Experience Committee to provide an overview of the PGR student experience at University level and

allow the opportunity for alignment of any overlapping themes and actions relating to the student experience at both PGR and taught programme levels.

This new approach will be introduced in the forthcoming academic year and an annual report looking back on 2019-20 will be prepared for submission to the Student Experience Committee in November 2020.

There will also be further steps taken to strengthen links between PGR student representative feedback and the DoGS committee. The SRC President Elect has prioritised the PGR experience and PGR representation in his manifesto, so an emphasis on a more developed partnership approach working with the DoGS is anticipated. A mapping exercise has been completed by each of the Graduate Schools to provide an overview of the PGR Representation structures already in place. This highlighted areas of good practice which will inform future activity in identifying a preferred structure for PGR student representation. The SRC have held further discussions with each of the Graduate School Managers, and further meetings are planned with Directors of Postgraduate Research in Schools and Research Institutes, who work more closely with PGR students, and PGR Representatives themselves. These future meetings will provide greater insight into the role of PGR representatives and how this can be better supported and utilised by staff and students.

To improve oversight of and responsiveness to the PGR experience, the Vice Principal Research, took a paper to the Senior Management Group on 21<sup>st</sup> July 2020 seeking approval to introduce changes relating to all aspects noted here, and to PGR governance. The proposals – which address the issues raised in the ELIR – were approved for implementation in Session 2020-21.

**Recommendation 4**

Review of student-facing professional services – establish a systematic and timely mechanism to review the contribution of the professional support services to the quality of the student experience.

The Vice Principal (Learning & Teaching) has been in discussion with the Chief Operating Officer & University Secretary to consider the most appropriate approach to reviewing student-facing services. Following research to identify approaches taken by comparator institutions the University proposes to fulfil this recommendation by means of the approach described below.

*Context*

As noted in section 123 of the ELIR Technical Report, the University has operated a system of cyclical reviews of individual service units since 2006 and this was suspended over the last two years during the restructuring of all services into eight large directorates. The value of the service by service approach has been reconsidered with a view to adopting an alternative model as a number of limitations were identified in relation to the original structure of periodic review, including: (i) the fixed nature of the cycle did not necessarily coincide with developments affecting the service concerned; ii) support functions that were considered not to be operating optimally might be delivered by more than one service unit and therefore review of problematic issues could be fragmented and not as efficient or well-targeted as they might be. Additionally, the six-year duration of the cycle increasingly does not match the pace, scale and nature of change to which the University has to respond. In practice, substantial and broad changes to student-facing services have been made much more frequently.

### *Approach now operating*

In consequence, the University has developed an approach to monitoring service unit performance that involves a range of mechanisms, which are noted below. These activities conform to the key operating principles of the SFC guidance on Internally-led Review approach and thus involve:

- Significant student involvement, both in oversight and as sources of information on service quality
- An evidence-based approach, using a range of data sources and including external benchmarking
- External expertise through the involvement of 'critical friends'
- Processes of reflection in the context of institutional strategies, with reporting and follow-up and systematic oversight through the governance structure
- A clear focus on service enhancement

Specific activities undertaken include:

- Monitoring of performance – benchmarked against a range of comparators
- Internal audit programme (cross-cutting, thematic and shaped by strategic priorities). Recent examples have included student mental health support, student feedback, admissions and safeguarding.
- Thematic reviews – eg, an externally-led review of disability and counselling/psychological student support
- Initiatives (that typically cut across both central services and support provided in our Schools) in pursuit of delivery of the University Strategic Plan and, notably, the Learning & Teaching Strategy.
- Reorganisation of all University services in 2017 and continuing more local restructurings
- Retention of individual unit reviews where appropriate

In addition, the University has embarked on a large-scale strategic transformational change programme – World-changing Glasgow (WCG). This programme includes a range of projects of varying dimensions intended to improve the student and staff experience. Large transformation projects that impact directly and significantly on the student experience include: Assessment and Feedback; Forecasting and Enrolment; and the Professional Services Transformation project. The WCG programme is supported by a specifically recruited team of project managers and colleagues seconded from across the University. Projects are evidence-based, self-evaluative and systematically include student involvement in their oversight.

Other inputs to the evidence base for monitoring and reviewing service provision include all-student and all-staff satisfaction surveys and systematic learning from complaints.

For the remainder of 2020, review will activity will focus on support for disabled students, and further details of our plans to operationalise reviews from September 2021 will be developed during the autumn once the new appointment of Deputy Chief Operating & Director of Planning has been made. We will therefore provide an update to QAA during Semester 1 with further details of the proposed activity for 2021-22 and beyond.

### *Governance of service review*

The governance of the approach to student-facing service review involves appropriate externality in decision-making and a network of checks and balances. Service provision is

mainly overseen by the Professional Services Group (PSG), chaired by the University Chief Operating Officer and comprising the Executive Directors of service areas and the four College Directors of Professional Services. PSG will therefore set the agenda for review activity which focuses on the quality of the student experience in the delivery of services. On an annual basis PSG will determine the priorities for review, identifying themes and specific areas for review, as well as the nature of review activities to be undertaken each academic year and will receive output reports on these which will also be shared with the Student Experience Committee.

PSG is accountable to the University Senior Management Group, which itself is accountable to the University Court and supports the academic activity of the University, in this working with Senate. SMG members convene the main committees of Senate, including Education Policy and Strategy. The Student Experience Committee is co-convened by the Chief Operating Officer and President of the Students' Representative Council and reports to Court as well as Senate. SMG also systematically receives internal audit reports and directly commissions service review activity. The World-changing Glasgow programme includes individual project boards which report to an overall Executive Board convened by the Senior Vice-Principal which itself reports to Court.

#### *Annual Report to the Scottish Funding Council*

For the purposes of annual reporting to the Funding Council, the University would propose to provide reports from service and thematic reviews, relevant outputs from activity carried out under the Learning & Teaching Strategy and reports on relevant outcomes from WCG projects.

It is the view of the University that the approach to service review which has been developed is faithful to the principles of ILR and the Quality Enhancement Framework more widely as well as principles of good governance. It provides the level of flexibility necessary to maintain service development while ensuring there is comprehensive reflection on effectiveness.

#### **Recommendation 5**

External examiner reports – Make external examiners' reports accessible to students in order to give them the opportunity to engage in discussion and consideration of this element of the assessment process.

Activity to date:

External Examiner reports have been published [online](#) since 2012-13 and have been available to students. However, it is accepted that the reports are not particularly easy to locate, so the following steps have been taken to improve the accessibility of this information for students.

1. Awareness raising of the External Examiner reports on the Student Representation toolkit which was introduced in September 2019. This includes links to the [External Examiner reports](#) in the section entitled 'Taking the Extra Step' which guides student representatives to the various sources of information available to them. It notes that External Examiner reports make suggestions for improvement which Schools will take forward and are therefore a useful resource for student representatives to use when engaging with their School.

2. The webpage which provides access to the External Examiner reports has been revised to include some explanatory text on the role and purpose of External Examiners in terms of quality assurance and enhancement to aid students' understanding of how their work relates to the student experience.
3. There has been dialogue with the University web team to consider the possibility of linking the External Examiner report information at a high level on the University's 'My Glasgow Students' webpages, and while an appropriate permanent location was not found within this space, there will be a link to the External Examiner Reports on the My Glasgow Students website during examination periods when student-facing exam communications are online to ensure increased visibility. Additional links have also been inserted from the general Assessment pages on the Senate Office website.

#### Next steps:

As part of a wider initiative in web design, there will be further development of the webpages for Academic Services and the Senate Office to offer improved accessibility of information. This will identify information aimed at staff, students and other stakeholders and will also present information in a more coherent way to allow improved searching where users can find information on the basis of subject or topic rather than by association to the particular University unit responsible for the content.

There will be further activity to remind Schools systematically of the need to report on actions and improvements arising from External Examiner reports and to ensure that students are kept in this loop, for example through dialogue at Student-Staff Liaison Committees. This will also align to our planned development of the annual monitoring process.

Some wider work has been identified to review the current reporting process with a view to improving the collection and summarising of information provided by External Examiners in order to get a better understanding of the enhancement activity arising from External Examiner feedback and to improve dissemination of this information throughout the University, including to our students. Progress with this development has been impacted by priorities associated with the Covid-19 pandemic, and collation of External Examiners reports for session 2019-20 will include some focus on the impact of the pandemic and the University's response such as the move the online examinations and the No Detriment Policy.

#### **Recommendation 6**

Analysis of exam board decisions on discretion – Develop a systematic way of monitoring and analysing the use of discretion by examination boards in order to have a clear view of the effectiveness of these arrangements and to have clearer and more detailed information about the consistency with which this aspect of the assessment regulations is applied across the University.

#### Activity to date:

Implementation of this recommendation would require significant development of central systems to allow uniform capture of data on decisions made for students whose final overall Grade Point Average (GPA) for their award falls within the zone of discretion. Extensive system changes relating to assessment are already anticipated through the work of the World Changing Glasgow Assessment & Feedback Transformation Project (AFTP), and the design of these will be informed by this recommendation. However, given the scale of the

Assessment & Feedback Transformation Project, changes will not be implemented in the short-term.

Separately, the University decided to review its regulatory policy on the use of discretion in the award of degree classifications. In November 2019 the Academic Standards Committee agreed to take forward a University-wide consultation on the operation of discretion and rounding in the calculation of degree awards ([minute ref: ASC/2019/20](#)), and this consultation was rolled out with initial responses received in March 2020. The consultation sought views on taking an alternative approach in removing the current zones of discretion for final GPA scores and introducing hard borderlines instead, which could lead to a decision to remove discretion entirely. Although initial timescales for the review anticipated that some in-principle decisions would be made before the end of the current academic session (June 2020), this was disrupted by the re-prioritisation of activity in managing the Covid-19 pandemic and therefore this regulatory development work will be resumed as we proceed into the next academic session. However, in the context of Covid-19 through the No Detriment Policy there was a temporary adjustment to the application of discretion for 2019-20 as described in [Appendix 5](#) of that policy. In the context of the revised approach to assessment overall in the No Detriment policy it was agreed that students with a final GPA between .5 and .9 in the zones of discretion would be automatically moved to the higher classification; and those between .1 and .4 cases could be referred to the Clerk of Senate for a decision on promotion. Such referrals were invited for cases where a student's particular profile of assessment indicated that they had not particularly benefitted from the application of the No Detriment Policy and, under normal circumstances, would have met the School's criteria for promotion to the higher classification.

Next steps:

Given the revised arrangements in 2019-20 associated with the Covid-19 pandemic, all students achieving a GPA between .5 and .9 in the zones of discretion will be automatically promoted for the remainder of the 2019-20 assessment cycle and all other cases of degree classification uplift will be recorded centrally given the requirement for approval by the Clerk of Senate. The application of discretion will therefore be monitored, and analysed through input to the ongoing policy review as noted below.

The policy review on the use of discretion will be resumed in academic session 2020-21 and will take into account the temporary revision to discretion arrangements invoked under the No Detriment Policy. If the conclusion of the review is to retain any form of discretion in our assessment regulations there will be two actions:

- 1) For the shorter-term: consider interim measures to allow the monitoring of application of discretion by Examination Boards which are likely to involve an element of manual reporting from Schools to Colleges and the University.
- 2) For the medium-term: submit a development request to the AFTP to ensure appropriate system development to allow data capture and reporting on discretionary decisions to allow oversight and analysis of this regulatory process.

### **Commentary on Commendations**

The University was pleased to receive six commendations in the ELIR outcome and can provide the following updates on these areas of activity.

**1 Student engagement and partnership** - *a strong and productive relationship with the Students' Representative Council is evident, and the University has taken positive steps to engage the wider student body, both on formal committees and in the range of strategic*



*projects underway. Students are clear that their contributions are valued and acted upon.*

Our strong connection with the SRC was a real asset during the extremely challenging period in Semester 2 when the University was required to rapidly close down the campus in response to the national lockdown caused by the Covid-19 pandemic. This is illustrated through the following:

- The University worked closely with the SRC during lockdown to ensure appropriate support and communications with students during a period of great uncertainty. The rapid developments required to assessment delivery and policy were taken forward with substantial input from SRC representatives who were members of the our Covid-Ops Group which met several times a week to plan and implement delivery of assessment of these changes. The SRC officers also provided advice on key communications for students as these were drafted such as videos explaining the no-detriment policy and the way in which the GPA baseline calculations would operate.
- Student interns were employed and trained to support our 24-hour IT Helpdesk desk during the spring exam period. The 30 strong student intern team provided support rostered on 8 or 10 hour shifts, supporting students through 30-70 exams per day. The students provided excellent support, working in their own time zones and had phenomenal communication skills, reassuring students in a stressful situation. The Helpdesk was considered a huge success.

**2 Strategic approach to widening access** - *the University has a long-established strategic approach to widening access which it continues to develop through its engagement with a wide variety of stakeholders. Data and sector benchmarks are used effectively to underpin and inform the University's work in this area, which is helping students to succeed. Through its research-informed approach, the University is influencing the wider sector, for example, the University's 2016 Impact for Access Report includes findings which have informed Scottish Funding Council policy.*

The University has continued to make progress in this key area, working with the Scottish Government, Scottish Funding Council and Fair Access Commissioner to fulfil the aims of the Scottish Government's Commission on Widening Access (CoWA), which cited much of our work as sector-leading best practice. University staff are actively participating in several of the workstreams and working groups overseeing implementation of the CoWA recommendations, such as the Fair Access Framework, the formation of a national framework of bridging programmes and continued development of contextualised admissions and guaranteed offers to target groups.

We continue to increase and meet our Outcome Agreement targets for recruitment of residents of SIMD20 and SIMD40 postcode areas and those with care experience. To achieve this, we have further strengthened engagement in two key areas:

- a) with school pupils and college learners, expanding our WP programmes to work with targeted pupils in all 161 west of Scotland secondary schools; and
- b) with FE College partners, maintaining entrants via Access courses, but enhancing this with a newly created HNC Articulation Programme to increase direct entry routes to year 2 at Glasgow.

For professional degrees we have built on the success of our pre-medicine foundation year Glasgow Access Programme (GAP) in recruiting those from the most deprived SIMD20 postcode with increased funded places for GAP (from 20-25) and the University also won the award for Widening Access Initiative of the Year at the Herald HE awards.

Our contribution to the research and evidence base for widening access has continued, for example, with the publication of the final report of the Blueprint for Fairness in the Glasgow Region Project. This was a joint project involving west of Scotland universities, colleges and Glasgow City Council. The University provided 50% of the research team and membership of the steering group.

**3 Approach to promoting equality and diversity** - *in collaboration with the Students' Representative Council, the University has a pro-active approach to supporting the diverse needs of its student body. Equality Champions, recruited from the University's Senior Management Group, work effectively in conjunction with the Students' Representative Council and the Equality and Diversity Unit. Good progress is being made with equality outcomes across the University, in particular in the areas of mental health, LGBT and student parents and carers.*

A number of developments have been taken forward since the ELIR event including:

- Rolling out CPD training to staff as part of the internal Learning & Teaching Development Fund (LTDF) project *Embedding LGBT Equality in the Curriculum*.
- Approval of the Content Advice Guidelines for staff, in relation to graphic and/or explicit content in the curriculum.
- The implementation of the Digital Accessibility Guidelines, including purchasing Blackboard Ally, identifying prioritisation areas, awareness raising for staff through demonstrations and training.
- The development of an internal analysis tool to review all stages of the student journey including progression and attainment by protected characteristic groups.
- Working with students to develop and plan an event on Decolonising the Curriculum event – this was due for delivery in March 2020, but was postponed due to Covid-19.
- An analytics model has been developed in partnership between the Equality and Diversity Unit and Planning, Insights and Analysis (formerly Planning and Business Intelligence). Working with the VP Learning & Teaching, this model has focused primarily on developing insights into retention, progression, attainment and use of services across the student population according to a range of protected characteristics. Next steps are to do further work with admissions and to ensure that the insights from this model inform policy decisions taken at our Education, Policy and Strategy Committee (EdPSC).

**4 Academic Writing Skills Programme** - *building on an initiative from a Learning and Teaching Development Fund project, the University has developed a mandatory institution-wide course which aims to improve the academic writing skills of all taught students. In addition to the benefits expected from the programme itself, its implementation has led to increased student engagement with other academic support provided by the Learning Enhancement and Academic Development Service.*

AWSP has now run as a compulsory element for all incoming undergraduate and postgraduate taught students for two academic years. Student engagement rates have been beyond expectations, with over 96% of students completing the Programme each year. Following the diagnostic test approximately 1,000 students have gone on to participate in face-to-face AWSP classes each year. The programme has also provided a way of routing students onto the open support provision offered by LEADS with student numbers using these facilities increasing year-on-year. LEADS continue to expand, enhance and develop AWSP to meet the changing requirements of incoming students. Following developments to

support students pre-arrival, in particular those with later start dates during session 2020-21, AWSP will be taken earlier than usual by students and this will allow yet earlier identification of potential learning support and the ability for programme leaders to target that support very specifically where it is most needed.

**5 Progress towards parity of esteem between teaching and research -**

*demonstrable progress has been made since the previous ELIR in reviewing and revising the University's career development pathways and promotions criteria for academic staff on its Learning, Teaching and Scholarship career track. In addition, this work has resulted in strengthening the learning and teaching component of its Research and Teaching career track. Through this activity, the University has made considerable progress in promoting the role of teaching and establishing parity of esteem between groups of staff.*

The outcomes of the current promotions round are yet to be completed but early indications are that there have been many successes on the LTS career track with several professorial appointments on the track. In addition, this is the first year in which staff on the R&T track are required to demonstrate Grade 9 in learning and teaching as a minimum, when they are applying for promotion to Grade 10 (professor).

**6 Periodic Subject Review survey** - *linked to its periodic subject review process, the University has introduced an anonymised survey for all staff within the area being reviewed. The survey allows staff to provide feedback on their experience of teaching, support for University of Glasgow teaching, cultural values associated with teaching and other activities undertaken in the area under review. The staff views are anonymised and communicated directly to the review panel as part of the preparation for the review. The survey draws on practice adopted in an international university network and has been welcomed as a positive initiative by staff and students alike.*

Following the first round of PSR events which included the staff survey, PSR Conveners were asked to review this element of the process. They agreed that the advance survey of staff had added value to subject review, as it allowed them to align the content of the Self-Evaluation Report to staff feedback and helped to inform some of the questions asked during the review. The survey was used again during the 2019-20 round of reviews including in the one subject participating in a pilot of the revised process planned for our fourth cycle of reviews from 2020-21 to 2025-26.

## **ANNUAL SCHEDULE OF COURT BUSINESS**

- (Sept*
- September**
- *Strategy Discussion Day)*
  - Pre-Court Briefing
  - Report on any action taken under delegated powers over summer
  - Court Strategy Day
  - Committee memberships and OCGG remit/membership
  - Statement of Primary Responsibilities
  - Schedule of Court business for forthcoming year
  - Report on previous year's attendance of Court and Committees
  - Learning & Teaching update and KPIs from Vice Principal
  - Summary Income and Expenditure report (Finance Committee)
  - Nominations Committee recommendations
  - Annual report to the Scottish Funding Council on Institution-led Review of Quality
  - Honorary Degree nominations
- November**
- Pre-Court Briefing
  - Audited Accounts/Financial Statements for previous year (including subsidiaries' financial statements and GU Trust statements)
  - Report on Investments (Finance Committee)
  - Summary Income and Expenditure report (Finance Committee)
  - Media report
  - Audit Committee annual report
  - Remuneration Committee report on senior pay review
  - Annual Report on the University's Complaints Procedure
- February**
- Pre-Court Briefing
  - SRC annual report
  - Draft Outcome Agreement for next year from Vice Principal (or in April)
  - Information Policy & Strategy Committee annual update
  - Finance KPIs
  - Summary Income and Expenditure report (Finance Committee)
- April**
- Pre-Court Briefing
  - Research update and KPIs from Vice Principal
  - SFC Main Grant Allocations for forthcoming year
  - Health, Safety & Wellbeing annual report
  - Summary Income and Expenditure report (Finance Committee)
  - Annual Self-assessment, convener appraisal and Code compliance
  - Annual Report from Organisational Change Governance Group
- June**
- Pre-Court Briefing
  - Strategic Plan (annual update)
  - Institutional KPIs
  - Capital Programme
  - Budget Overview for forthcoming year/Financial Forecasts/sustainability
  - Media report
  - Full Risk Register including Mitigation Actions/Risk Appetite
  - Equality & Diversity Strategy Committee annual report
  - Report on Investments (Finance Committee)
  - Summary Income and Expenditure report (Finance Committee)
  - Estates KPIs

# University of Glasgow

## STATEMENT OF PRIMARY RESPONSIBILITIES

The primary responsibilities of the University Court, as the governing body of the University, are:

### General

To be satisfied that appropriate mechanisms are in place:

1. to administer and manage all of the revenue and property of the University and to exercise general control over its affairs, purposes and functions, taking all final decisions on matters of fundamental concern to the institution;
2. to safeguard the good name and values of the University and to ensure that the institution is responsive to the interests of its stakeholders, including students, staff, graduates, the local community and funding bodies;
3. to make provision, in consultation with the Senate, for the general welfare of students;
4. to ensure, in conjunction with Senate, the quality of the Institution's educational provision;
5. to ensure the solvency of the University and to safeguard its assets ;
6. to ensure compliance with the University's Statutes, Ordinances, Resolutions and other rules and regulations of the University, as well as national and international law where applicable;
7. to appoint the Principal and Vice-Chancellor of the University, including the terms and conditions attaching to the appointment, and to put in place suitable arrangements for monitoring his or her performance;
8. to appoint a Secretary of Court and to ensure that with regard to his or her managerial responsibilities in the University, there is an appropriate separation in the lines of accountability;

### Strategic Planning

9. to approve the mission of the University and its strategic plans, setting out its aims and objectives in teaching and research, and identifying the financial, physical and staffing requirements for their achievement;
10. to approve a financial strategy, long-term business plans and annual budgets;
11. to approve an estates strategy for the management and development of the University's estate and buildings in support of institutional objectives;
12. to approve a human resources strategy and to ensure that reward arrangements for its employees are appropriate to the needs of the University;
13. to monitor the University's performance against approved plans and key performance indicators;

### **Exercise of Controls**

14. to make clear and to review regularly the executive authority and other powers delegated to the Principal and Vice-Chancellor, to other senior officers and to other bodies of the University including the Senate and Committees of Court, such authority and powers to be set out in a Schedule of Delegated Authorities;
15. to ensure the proper use of public funds awarded to the University, observance of the terms of the Financial Memorandum between the University and the Scottish Funding Council (SFC) and compliance with the University's Outcome Agreement with the SFC;
16. to establish and monitor effective systems of internal control and accountability throughout the University;
17. to oversee the University's arrangements for internal and external audit and to approve the University's annual financial statements;
18. to ensure that arrangements are in place for the proper management of health and safety in respect of students, staff and other persons affected by University operations;
19. to be the University's legal authority and, as such, to ensure that systems are in place for meeting all the University's legal obligations, including those arising from contracts and other legal commitments made in the University's name.

### **Effectiveness and Transparency**

20. to ensure, through the appointment of co-opted lay persons in accordance with the Statutes, and through liaison with the University's General Council with regard to its Assessors, a balance of skills and experience amongst the membership of the Court sufficient to meet its primary responsibilities;
21. to ensure that the proceedings of the Court are conducted in accordance with best practice in higher education corporate governance and with the principles of public life drawn up by the Committee on Standards in Public Life;
22. to ensure that procedures are in place in the University for dealing with internal grievances, whistleblowing, conflicts of interest and public interest disclosure;
23. to monitor its own performance and that of its Committees, with a formal evaluation of effectiveness undertaken not less than every five years.

September 2020

## Convener of Court

### Summary of Business – 24 June to 1 October 2020

Date	Meeting	Location
24 June 2020	30% Club Japan Connect re Higher Education diversity initiatives	Virtual Meeting
1 July 2020	Phone call: Catherine Stihler, new Convener, The University of St Andrews	Phone call
15 July 2020	USS Briefing	Virtual Meeting
29 July 2020	CUC Plenary	Virtual Meeting
30 July 2020	CUC Committee Meeting	Virtual Meeting
4 August 2020	Committee of Scottish Chairs/SFC Review of Coherent and Sustainable Provision	Virtual Meeting
10 August 2020	Meeting: Gregor Caldwell, Executive Director of Finance	Virtual Meeting
18 August 2020	Research Policy and Strategy Committee Away Day	Virtual Meeting
20 August 2020	Committee of Scottish Chairs	Virtual Meeting
2 September 2020	Association of Colleges & the Environmental Association for Universities (UCEA) - briefing & discussion on the work of the Higher & Further Education Climate Commission	Virtual Meeting
3 September 2020	Phone call: Principal	Phone call
9 September 2020	Audit Committee Course	Virtual meeting
	Pre-Court Officer's Meeting	Virtual Meeting
	USS Discussion	Virtual Meeting
15 September 2020	Finance Committee	Virtual Meeting
17 September 2020	Court Strategy Day	Virtual Meeting
22 September 2020	Bank of England's Agency for Scotland September 2020 Briefing	Virtual Meeting
23 September 2020	Meeting: Sally Mapstone, Principal of St Andrew's University	Virtual Meeting
28 September 2020	Convention of the South of Scotland	Virtual Meeting
29 September 2020	Committee of Scottish Chairs	Virtual Meeting
30 September 2020	Court Pre-Meeting	Virtual Meeting
	IP & Commercialisation Review Follow Up - with Bonnie Dean	Virtual Meeting
	Court	Virtual Meeting
1 October 2020	Phone call: Principal	Phone call

**Court Context Card 30 September 2020 - Report from Estates Committee**

Speaker	Mr Ronnie Mercer
Speaker role	Estates Committee Convener
Paper Description	Report from Estates Committee 1 September 2020
Topic last discussed at Court	Last report to Court was 23 June 2020
Topic discussed at Committee	Various
Court members present	Mr R Mercer (Convenor), Mr D Milloy, Dr B Wood, Mr D Smith, Mr L Brady, Professor K McCue, Mr C Kennedy
Cost of proposed plan	Various
Major benefit of proposed plan	
Revenue from proposed plan	
Urgency	Various
Timing	Short, Medium and Long Term
Red-Amber-Green Rating	Not Applicable
Paper Type	Information
Paper Summary	Minutes including update on Capital programme and Project progress/approval.
Topics to be discussed	
Action from Court	Court is asked to note Estates Committee's approval of CapEx applications as follows: Purchase of Optical Tables for the Western/ New Building/ Research Hub (EC/2019/51.1 refers) Purchase of diffractometer and new multiuser analytical suite College of Science & Engineering (EC/2019/51.2 refers) Purchase of automated quantitative pathology imaging system MVLS (EC/2019/51.3 refers)
Recommendation to Court	
Relevant Strategic Plan workstream	People, Place and Purpose
Most relevant Primary KPI it will help the university to achieve	All
Most relevant Secondary KPI it will help the university to achieve	Effective use of the Estate
Risk register - university level	Risk 9 Estates: Failure to define and implement a coherent, holistic campus development programme which is transformational and offers value for money
Demographics	
% of University	100% staff and students
Campus	Entire University Estate (all campuses)
External bodies	Glasgow City Council; external contractors
Conflict areas	Not Applicable
Other universities that have done something similar	
Other universities that will do something similar	
Relevant Legislation	Building and Planning legislation
Equality Impact Assessment	On a building by building basis/by CapEx, where applicable
Suggested next steps	
Any other observations	



**UNIVERSITY of GLASGOW**  
**Estates Committee**  
**Minute held via Zoom, Tuesday 1 September 2020**

**Present:** Mr R Mercer (Convenor), Mr I Campbell, Professor N Juster, Mr L Brady, Prof K McCue, Mr A Seabourne, Dr B Wood, Mr D Smith, Mr G Caldow, Dr D Duncan, Mr C Kennedy

**In Attendance:** Mr P Haggarty, Mr D Hall, Ms N Cameron, Mr A Griffin, Mrs K Y Biggins (Clerk)

**Apologies :** Professor A Muscatelli (Principal), Mr D Milloy

**EC/2019/44 Apologies**

The Convenor noted apologies from Professor A Muscatelli and Mr D Milloy and welcomed Mr G Caldow and Mr L Brady.

**EC/2019/45 Minute of the meeting held on 5 May 2020**

The Committee noted the minutes of the meeting held on 5 May 2020 and this was approved with the amendment of: Page 2: Offsite payments – title of ownership will transfer once payment is made.

**EC/2019/46 Update on Capital Plan**

*EC/2019/46.1 Update on Capital Plan*

The committee noted that the Minor project budget has been prioritised and more funds will be made available for maintenance ; the apportionment will now be £10m for minor projects and £20m for maintenance, Capex process changed to bring IT into view.

*EC/2019/46.2 Summary Report*

The Executive Director of Estates outlined that the team are working to make information more visual. The presented slides covered to the end of 2019/20. Minor projects will be re-named Core Projects.

The committee noted that the immediate priority is James McCune Smith building and equally this remains a challenge for a completion date in November. It was further noted that the minute of agreement with Multiplex was agreed and it was anticipated it would be signed on the day of the meeting. The ASBS remains paused and subject to design and cost review. It was noted that whilst there are a limited number of projects to approve on the agenda there is an expectation of a considerable number to approve at the next committee.

**EC/2019/47 Update on Western Site Works**

Committee noted that ASBS was deferred for 12 months and a review is ongoing to reduce cost: recommendations are likely before end of calendar year.

Work was ongoing on the Research Hub, JMS and Infrastructure and progressing well albeit on site workers pre Covid-19 was 535 and now down to 430. The completion date for JMSLH is 20 November and is considered to be a challenge. One area to highlight is that the Winter Garden still requires significant work. An External Gateway review has been arranged at end of September .

**EC/2019/48 Update on Contractual and Commercial Matters**

The Director of Construction advised that regular and proactive dialogue with Multiplex was ongoing with the Minute of agreement concluded. A copy was expected today (1<sup>st</sup> September) with the Chief Operating Officer due to review and sign. Multiplex have recently undergone a restructure with Mr Paul Maguire leaving the business.

**EC/2019/49 Construction Health and Safety**

Committee noted that the Health and Safety report was displaying green . The Director of Construction also noted that the University had won the RoSPA gold reward for a second year. The Annual Contractor forum has been arranged for

the 2 September by Zoom. A statement in internal reports relating to JMSLH and Boyd Orr had caused some concern around housekeeping; a follow up safety walk had removed the concern.

#### **EC/2019/50 Institute of Health & Well-being: Review of 3 Months Deferral**

The Committee had previously agreed a delay to the Clarice Pears building for 3 months. It was noted that a further 6 month deferral would cost £1.3-2.6m and as a risk avoidance measure was not regarded as value for money. Committee noted that Site works would recommence on 14 September .

#### **EC/2019/51 CapEx Committee Reports for Approval**

##### **EC/2019/51.1 CoSE . Application to purchase optical tables for the Research Hub**

Following discussion around fixtures and fittings this was approved by the Committee.

##### **EC/2019/51.2 CoSE Application to purchase a diffractometer and a new multiuser analytical suite**

This was approved noting that it will only proceed if grants are successful.

##### **EC/2019/51.3 MVLS Application to purchase automated quantitative pathology imaging system**

This was approved noting that will only proceed if grants are successful.

#### **EC/2019/52 Discussion on Proposed Terms of Reference**

The Executive Director of Estates presented a paper outlining proposed changes to the Committees terms of reference. Following discussion it was agreed that the revised terms of reference are agreed subject to the terms being updated to specify the committees role in reviewing Estates health and safety and specific reference made to duty of care to students and staff.

#### **EC/2019/53 Any Other Business**

The Chair noted that recent reports appeared to be more optimistic with regard international student registration. The Chief Operating Officer confirmed an improved position but offered caution until students had registered..

Group agreed and acknowledged future meeting dates and noted that these will likely continue in an online format until next year.

#### **EC/2019/54 Schedule of Meetings for 2019/20**

The schedule of dates was noted:

Tuesday 20<sup>th</sup> October 2020

Tuesday 12<sup>th</sup> January 2021

Tuesday 2<sup>nd</sup> March 2021

Tuesday 4<sup>th</sup> May 2021