



# Universities that Count Annual Report 2009/10

Transforming environmental and social performance in universities





# Section 1 - Concise Review



# Contents - Section 1



This report is in 2 sections: Section 1 provides a concise summary of the 2009/10 programme, and Section 2 presents a detailed analysis of the results.

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# Foreword

Dear colleague

I am delighted to introduce the Universities that Count Annual Report for 2009/10. Providing a sector-focused assessment method for universities' approach to environmental and social issues, Universities that Count is proving to be an effective mechanism for identifying institutions' strengths as well as their areas for improvement. I am pleased to see that during the last year, the sector has continued to demonstrate progress in sustainability and social responsibility, improving its overall performance and increasing the sector's average score from 67% to 75%. This indicates a real commitment from the sector to drive forward improvements in environmental management, sustainable development and social responsibility.

Universities and colleges have the potential to make a significant impact on the environmental challenges facing modern society. We continue to improve campus performance, meeting the aims of delivering sustainable, low carbon 21st Century campuses but it is through the sector's primary functions of education, research and skills training that institutions will truly meet their social responsibilities.

This year's Report demonstrates that as the focus for so many diverse communities, universities are increasingly engaged in sustainable development. The most progressive are adopting new initiatives and embedding sustainability into core business and management practices as well as developing holistic, institution-wide approaches to environmental and social responsibility. Inevitably however this Report also demonstrates that there is still much to do. Last year, we identified institutional leadership for social and environmental issues as a priority issue for addressing and in December 2009, the sector as a whole responded by launching the University Leaders' Statement of Intent on Sustainable Development. This demonstrates strong and visible leadership by Vice Chancellors and their commitment to delivering meaningful change must be commended but the comprehensive integration of social and environmental responsibility into the way institutions operate is still not sufficiently evident. This must therefore be a priority for universities, especially as we move forward into what will inevitably be a difficult period for institutions. As the sector faces increasing economic challenges, now is exactly the right time for institutions to embrace the principles of resource efficiency, realising both economic and environmental savings and contributing to a resourceful, low carbon future.

Crucially however, on a sector-wide scale, institutions are starting to explore and create opportunities for increasing the teaching, learning and research of sustainability and evidence suggests that Universities that Count can be a critical tool for supporting institutions in becoming more sustainable. As such, we are committed to further developing Universities that Count, harnessing its potential as an effective performance improvement tool. Whilst all participants recognise the contribution Universities that Count will make to their strategic development and risk management processes, we appreciate that there is a sense amongst many participants that the mechanism has not yet realised its full potential. We are therefore committed to working closely with the sector and our key strategic partners over the coming months to renew our efforts in developing Universities that Count into a more robust support mechanism, ensuring greater added-value to the sector.

I am delighted to introduce this Report and to offer my congratulations to all those who have been involved in the Universities that Count this year.

Iain Patton  
Chief Executive  
Environmental Association for Universities and Colleges

# UTC Participants

## ESR Index

Aston University  
Bournemouth University  
De Montfort University  
Edinburgh Napier University  
HEFCE  
Leeds Metropolitan University  
Loughborough University  
Nottingham Trent University  
Oxford Brookes University  
The London School of Economics  
and Political Science  
University College Falmouth  
University of Aberdeen  
University of Bradford  
University of Bristol  
University of Edinburgh  
University of Exeter  
University of Glamorgan  
University of Gloucestershire  
University of Lincoln  
The University of Nottingham  
University of Plymouth  
The University of Sheffield  
University of St Andrews  
University of Sunderland  
University of Warwick  
University of West of England  
University of Westminster  
University of Winchester  
University of Worcester

## Environment Index

Anglia Ruskin University  
Arts University College at  
Bournemouth  
Birmingham City University  
City College Norwich  
Coventry University  
Kingston University London  
Liverpool Hope University  
London Business School  
Queen's University Belfast  
Staffordshire University  
University of Bath  
University of Bedfordshire  
University of Birmingham  
University of Cambridge  
University of Derby  
University of Dundee  
University of East Anglia  
University of Hertfordshire  
University of Leicester  
University of Liverpool  
University of Manchester  
The University of Northampton  
University of Southampton  
University of Strathclyde  
University of York

The Universities that Count “Standard” is awarded to universities to celebrate their achievement in attaining the standards of Platinum, Gold, Silver, Bronze or Participant. The sweeping swoosh symbolises the wheel of a bicycle in motion (itself a symbol of sustainability) while reflecting the running track in the Universities that Count logo. The standard incorporates a visualisation of the “four pillars” of Environmental and Social Responsibility - Community, Environment, Marketplace (Students and Suppliers) and Workplace. As each area or “pillar” is introduced, the pillar in the logo is shaded, and the colour varies with the standard attained.



# Big Numbers

**150,955** employees (FTE)

**984,545** students

**28%** of participating universities have female Vice Chancellors

**60%** of Russell Group universities participated in Universities that Count

**51%** of universities completed the optional 'Teaching, Learning and Research' Impact area

**58%** of universities have formally confirmed student environmental stewardship as a high-level strategic objective

**85%** of universities are taking part in the Carbon Trust's HE Carbon Management Programme

**43%** of universities have a formal Environmental Management System (or are working towards one)

**58%** of universities have a sustainable procurement policy

**36%** of universities publicly report their gender pay gap

**49%** monitor scope 3 (indirect) carbon emissions

**64%** of universities include Social Responsibility activities (e.g. employee volunteering, mentoring, outreach activities) in staff development strategies and individuals' development plans.

# Executive Summary

## A successful second year

Universities that Count has had a successful second year, with increased participation in the Environmental and Social Responsibility Index and improved sector average scores in both the ESR Index and the more focussed Environment Index. 54 institutions took part.

## Public reporting of results

UTC has, for the first time, published its results in line with the social responsibility movement's principle of transparency. The Results Tables list participants in bands - Gold, Silver, Bronze and Participant - and award credits for Excellent (75%+) and Outstanding (90%+) scores in specific sections of the Indices. Most universities gained these credits.

## Three Gold Standards

Three participants achieved the ESR Gold Standard - the University of Bradford, Nottingham Trent University, and the Higher Education Funding Council for England (HEFCE). Two Russell Group universities achieved Silver status; the University of Edinburgh and the University of Warwick, along with the Universities of Aberdeen, Exeter, Plymouth and Sunderland. In the Environment Index, the Universities of Dundee and Hertfordshire were accorded the Silver Standard.

## Teaching, Learning, Research and Knowledge Exchange focus

All participants were offered the opportunity to benchmark their academic contribution to sustainability. 27 universities completed this section. These academic areas are increasingly seen as the most significant impact that universities can make on the problems of sustainability.

## Strategic importance

Many participants are using their UTC results in strategic planning and monitoring, and some are integrating UTC into their risk management processes. 100% of ESR Index participants include ESR issues in their Vision and Values statements.

## Independent assurance

UTC is independently assured by Arthur D. Little, who found the level and diligence of the review to be high. They commented that *'the significant level of engagement with Higher Education Institutions coupled with the improved feedback report provides additional value in helping participants to improve performance in the areas covered by the UTC benchmark.'*

## Streamlining the survey for next year

UTC is being developed to make it easier and faster to complete. Options for the future include a self-completion diagnostic tool, development work on a modular and phased approach to completing the sections of the survey, and measures to help universities implement changes indicated by the survey.

“

More than ever we need cross organisation collaboration to achieve behavioural change and meet the goals of efficient use of resources.

This is reflected in the integrated nature of the areas reported upon in Universities that Count and shows the need for an holistic approach to Sustainable Development to be taken by each institution.

”

Derry Caleb  
University of Surrey  
Chair of Association of University Directors of Estates

Roger Bond  
University of East Anglia  
Chair of AUDE Sustainability Advisory Group

# UTC Today



# Comment : Association of University Directors of Estates

Whilst Higher Education Institutions have a responsibility to educate, train, demonstrate Sustainable Development and build the foundations for a UK Low Carbon economy, we in Estates have a vital role in shaping the worldview held by staff and students while they live and work on Campus.

Everyone on Campus will gain an understanding of Sustainable Development if we demonstrate good examples of this through our low energy buildings, our natural surroundings, our physical environment and our operations.

We in Estates can shape students and staffs worldview by what they see, touch, hear, smell and feel on Campus. We can contribute to our institutions' desire to develop Global Citizens by demonstrating best practice in Sustainable Development in our products and services and provide senior managers with information on getting the most out of the estate.

In all aspects of our day to day activities as property professionals and strategic planners we have the opportunity to question and challenge opinions and decisions to ensure that appropriate long term strategies for delivering sustainable development are defined. We also have a role in promoting sustainability within our institutions.

Estates and Facilities have a major role in ensuring that the Higher Education sector gets the maximum out of physical resources by ensuring that the estate is well maintained and remodelling and planned capital maintenance is undertaken in a timely fashion.

We have to engage with our academic colleagues and the student body to achieve energy savings and carbon reductions.

More than ever we need cross organisation collaboration to achieve behavioural change and meet the goals of the efficient use of resources.

This is reflected in the integrated nature of the areas reported upon in Universities that Count and shows the need for an holistic approach to Sustainable Development to be taken by each institution.

Estates teams contribute to the HE sector by delivering the foundation for a Low Carbon economy, they must become ambassadors for carbon reduction and our Campuses must become showcases for Sustainable Development.

**Derry Caleb,**  
**University of Surrey,**  
**Chair of Association of University Directors of Estates**

**Roger Bond**  
**University of East Anglia**  
**Chair, Association of University Directors of Estates**  
**Sustainability Advisory Group**



## Comment : HEFCE

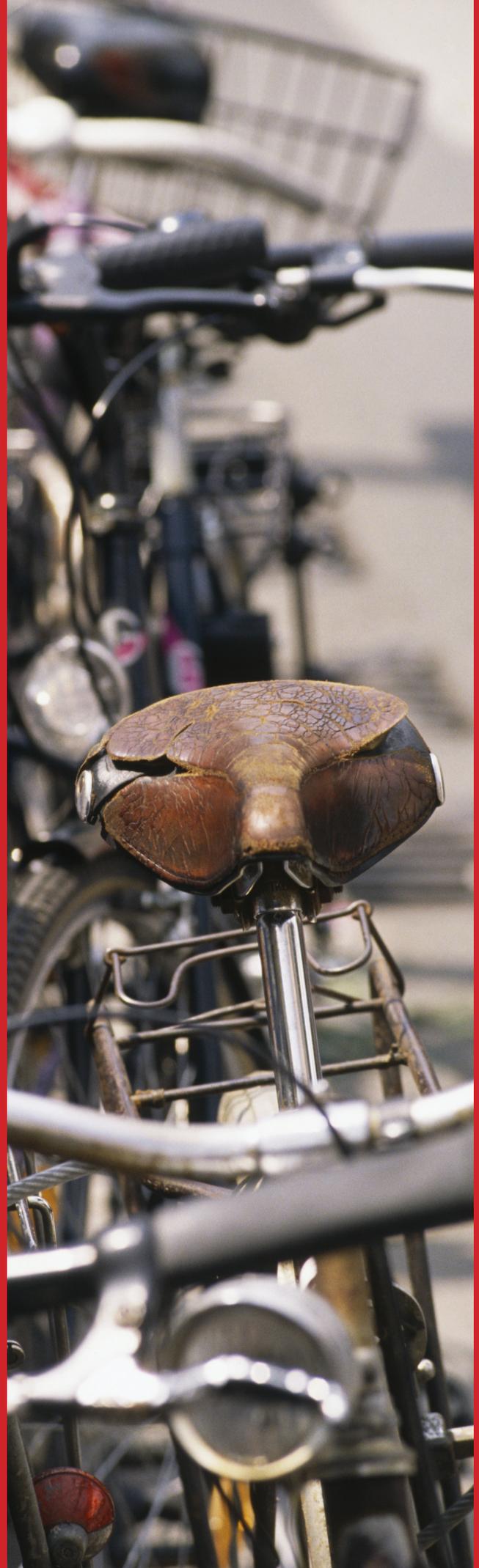
At the Higher Education Funding Council for England we are very committed to Corporate Social Responsibility (CSR). The survey is an opportunity to have an external assessment of how we are doing as an organisation. It also provides recognition of the contributions from members of staff, and it raises awareness and helps promote CSR even more.

For me, an important outcome in participating in the index is the opportunity for identifying and reviewing our CSR activity, so we can see whether there are areas where our performance is not what we would wish, and where to focus our efforts. We have to be mindful though of the resource costs of striving for small percentage improvements.

The survey has enabled me and colleagues to look at CSR across the range of HEFCE's activities, helping integrate those areas into our wider CSR objectives. It has also helped us look at the accessibility of information on our web-site.

Contributing to the survey each year also allows us to see the progress we make and whether actions taken have had the expected result.

**Ian Lewis**  
Head of Finance and Chair of CSR Steering Group  
Higher Education Funding Council for England



There are a number of models of corporate responsibility, ranging from detailed world-wide reporting frameworks such as the Global Reporting Initiative to industry-specific schemes focussing on the issues most relevant to that sector. Universities are a significant sector in the UK economy and interest in the sustainability profile of Higher Education Institutions has grown over the past decade.

Sector-led, voluntary and independently assured, the Universities that Count Index for Environmental and Social Responsibility has established itself as a leading benchmark for the Higher Education sector. UTC is delivered by a tripartite team for the UK HE Sector: the Environmental Association for Universities and Colleges (EAUC); CSR Consultancy; and Business in the Community (BITC). It is part-funded by all four UK Higher Education Funding Councils and each university pays a fee to participate.

## The Universities that Count Index

Business in the Community has established an authoritative Corporate Responsibility Index for London Stock Exchange listed companies worldwide. The results are published in the Financial Times in June each year. Starting with the BITC framework and adding a HE sector specific focus has resulted in Universities that Count, the ESR and environmental benchmarking and performance improvement tool for Higher Education. This Report covers UTC's second year of full-scale operation, having started with a pilot project in 2005.

The development focus for the current 2009/10 UTC Survey was to improve the HE-specific nature of the Survey. New questions were developed including sections on Teaching, Learning, Research and Knowledge Exchange, and Public and Community Engagement. For 2010/11 the emphasis will be on streamlining and simplifying the survey to make it shorter and easier to complete.

## The benefits

Participants say that the Index has helped them to gain a deeper understanding of the ESR issues they face, and has brought the importance of Education for Sustainable Development into clearer focus. For universities, perhaps the greatest impact they can have on sustainability is through producing sustainability-literate graduates who will lead more responsible lives and careers. Research and knowledge exchange is also a vital contribution to our sustainable future. The ESR Index encompasses both the academic and operational activities of institutions; with the former benchmarked in Universities that Count through the specially-written survey section on Teaching, Learning, Research and Knowledge Exchange.

## ESR Index and Environment Index

Two surveys are offered: the full ESR Index covers all areas of university academic and operational activities and the shorter Environment Index focusses on the environmental performance of the institution.

### The process

Universities complete a detailed online questionnaire which is in turn subject to a rigorous review. Universities are guided throughout the process through a range of support mechanisms provided by the delivery team. Once the online surveys are completed, the delivery team puts each submission through a two-stage review process which checks the online self-scored results, balances the scores between institutions which vary in how self-critical they are, and produces a final version of the institution's submission which is used to generate its UTC results.

### The results

Each participant receives a confidential Feedback Report containing its results. This year's Report was redesigned to provide a significantly improved level of information to the participants, including details on the full range of Impact Areas and the award of Outstanding and Excellent Achievement icons - see the Results Tables on p 20 & 21 for full listings. These reports provide a comprehensive gap analysis and focus attention on both individual areas of high and low performance, and the overall balance that the university is achieving in its approach to the different aspects of environmental and social responsibility. The Feedback Reports highlight year-on-year performance, and provide comparisons with peers in both the HE sector and business sector.

### A strategic tool

Participating universities tend to use the benchmarking programme to support their institution's understanding and management of their environmental and social responsibilities, as well as for the benchmarking experience and direct performance improvement activity. An increasing number of universities are using their UTC results as a key performance indicator in their strategic processes, and some use UTC in their Risk Register as a measure of how effectively sustainability risks are being managed.

A range of quotes from UTC participants is included in this report, and many speak of the potential UTC holds to support change and performance improvement within institutions. The programme highlights areas of good performance and areas for improvement, and in the process brings together (sometimes for the first time) colleagues in the university who are responsible for the various aspects of Environmental and Social Responsibility. By including questions on Teaching, Learning, Research and Knowledge Exchange UTC encourages academics to engage with what may often have been an operations-focussed set of ESR concerns, and a number of participants have commented on the benefit of using UTC to help build a holistic, whole-institution view of the university.

It is encouraging that the overall results for both indices have improved from 2008/9 to 2009/10, with the ESR average score jumping from 67% to 75%. This improvement - which includes the diluting effect of new participants - is even more striking when only the returning participants from Year 1 of UTC are included, then the average score leaps from 67% to 79%.

## Performance improvement

Benchmarking is the starting point for 'bench-learning' - a conduit for communicating the learning, knowledge and sharing of best practice - and for the leaders to pass their success on to others. As part of the survey UTC asks participants to list the most challenging aspects of incorporating sustainability into their teaching and learning, and the three best things learnt along the way. Through the sharing of experiences such as these and the capture of this sort of information UTC is committed to finding ways to improving understanding for all.

Unlike most other HE benchmarking or league table schemes, UTC is independently assured to ensure its accuracy and to check that moderation and review protocols are followed consistently throughout the review processes. This assurance is carried out by Arthur D. Little, who perform a similar function for the Business in the Community Corporate Responsibility Index. Their full Assessment Report can be found in Section 2 of this Annual Report and its key conclusions are below. In summary, they found no material issues and complimented UTC on the quality of its process and its comprehensive Feedback Reports:

*“Our 15% sample observations suggest that the key elements of the UTC validation process for the 2009/10 Environmental and Social Responsibility and Environment Indices have been effectively applied. Based on our observations we conclude that each Higher Education Institution within the sample has received a thorough review of their submission. A significant level of engagement was achieved and evidenced with each Higher Education Institution (HEI) such that the final entry presents a true reflection of the HEI’s current position and performance with respect to each of the UTC questions.*

*We support this statement with the following comments:*

- We found the CSR Consultancy team to be knowledgeable across the subject areas of the UTC Index.*
- The level and diligence of the review continues to be high, with sound clarifications raised that looked to challenge HEIs on their answers as well as award further credit where due.*
- The significant level of engagement with HEIs coupled with an improved feedback report provides additional value in helping participants to improve performance in the areas covered by the benchmark.*
- The rigour with which the data has been checked provides a high level of assurance that the submissions are an accurate reflection of a HE institutions performance based on the evidence provided.”*

Arthur D. Little Assurance Statement (extract)

As each year of the UTC programme concludes, we must benchmark the programme's own performance to gauge whether it is on the way to achieving its objective-

UTC aims to transform the way universities approach environmental and social issues by measuring and comparing performance, enabling participants to identify areas of strength and areas for improvement.

The key success factors identified for the programme are summarised in this table:

		Pilot 05-06	UTC 08-09	UTC 09-10	Change (+/-)
No of participants	ESR	5	25	29	+ 4
	Environment	20	31	25	-6
	Total	25	56	54	-2
% of participants completing ESR Index		20%	45%	54%	+ 9%
Average score	ESR	51%	67%	75%	+8%
	Environment	56%	62%	70%	+8%
Highest score	ESR	64%	85%	91%	+6%
	Environment	91%	91%	95%	+4%
No of Environment participants moving up to ESR Index		N/A	7/20	6/32	-1
No of returnee participants	Total	N/A	15/25	46/54	+31

Particularly noteworthy are the 9% swing towards completing the ESR Index amongst the participants, and the increase in the top score in the ESR Index, with the best participant going from 64% in the pilot programme to 91% this year. The objective for next year must be to greatly increase participation numbers, and a range of simpler and easier entry points are being developed to make the UTC survey less of a mountain to climb for new participants.

## Comment : University of Westminster

In 2009, for a second year running, the University of Westminster participated in the Universities That Count survey. We used successive years of UTC surveys to assess our environmental and social responsibility programme and to drive performance improvement and analysis. Measured against other participants, the University of Westminster was one of the biggest improvers. Community Management at University of Westminster was recognised as an 'Impact Area of Outstanding Achievement'. Our Corporate Strategy, Marketplace Management, Social Impact, and Assurance and Disclosure, were all recognised as 'Impact Areas of Excellence'.

Completing the survey is not an end point, on the contrary, it highlights the areas we need to improve and gives us a framework through which we can improve the environmental, social and economic sustainability of the university.

The Universities That Count programme has helped to embed sustainability issues at the university and promoted co-operation between academic and corporate services colleagues. The common aim is to ensure that every student who attends the University of Westminster and every employee will be engaged and energised by our sustainability agenda. Through leading by example, our teaching and learning programme, how we operate as an organisation, the service we provide and the choices we make as an educator and employer - we can help shape the future.

In 2010 The University of Westminster will again participate in Universities That Count. There is a genuine desire to participate and a determination to maintain and improve our performance further and make our university a sustainability leader for the sector.

**Andy Norris**  
**Business Continuity Manager**  
**University of Westminster**



The online survey structure for 2009/10 was enhanced to make it more specific to the Higher Education sector: indeed, complete new sections were constructed covering Teaching, Learning, Research and Knowledge Exchange, Public and Community Engagement, Staff and Student Travel and more. However, this enhancement work left no opportunity for another development objective, the streamlining and simplification of the survey. This work will be effected for the 2010/11 version of the survey, with the objective of deleting any questions which do not provide differentiation in the HE sector, and offering new choices for institutions completing UTC for the first time.

Universities that Count is based on the respected Business in the Community Corporate Responsibility (CR) Index, which uses a self-scored online questionnaire. The questions have been redrafted for a HE context to rate a university's strategic approach to Environmental and Social Responsibility issues, how it integrates its strategy into its operations, and the depth of commitment to ESR displayed by the university and its senior team.

## The Four Pillars

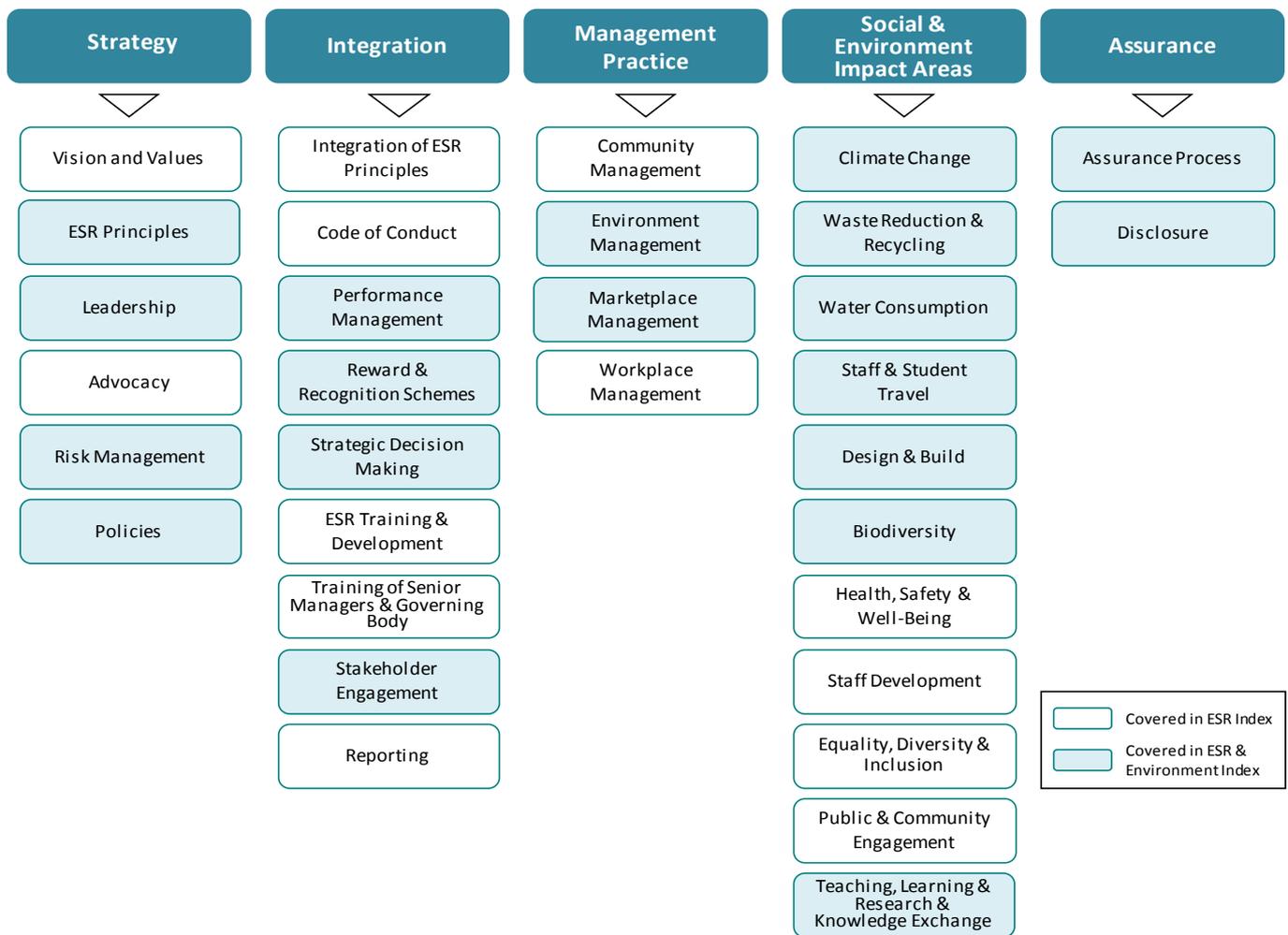
The questions then concentrate on the management of ESR and the performance achieved in four key social and environmental areas - the "four pillars". These cover Community, Environment, Marketplace (students and suppliers) and Workplace (employee) issues. Universities are asked first about how they manage each of these aspects, and then are given the opportunity to report on the impact their work has achieved. They report on 3 environmental impact areas (climate change, waste reduction and one other choice taken from a list of 4) and three social impact areas (chosen from a list of 5), these are shown overleaf. As can be seen in the Detailed Results Analysis section of this report, some significant improvements in performance have been recorded, testifying to the commitment that these universities make to improving sustainability.

UTC also offers participants the opportunity to complete the Environment Index, which follows a similar model but concentrates on the environmental aspects of strategy, integration, management and performance. This is often the entry point for a university that is just starting off. The shaded areas of the diagram below show the areas covered by the Environment Index.

## Education for Sustainable Development

For the first time this year, the academic impact areas of Teaching, Learning, Research and Knowledge Exchange were offered to all participants, not just ESR survey participants as had previously been the case. This reflects the growing importance of this area of ESR in universities as it is increasingly recognised that education for sustainable development and research into a sustainable future are the most significant contributions that universities can make to the problem of sustainability. Measuring these areas of activity is difficult, and a group of leading academics guide UTC on how to develop these questions.

The Index can be represented visually:



## Future development

As the HE-specific aspects of UTC develop, the comparability with the business Index diminishes. For example businesses have no equivalent activity to Teaching, Learning and Research & Knowledge Exchange, and the Public and Community Engagement approach of a university will be very different to that of a corporate, and the questions now reflect this. It seems inevitable that some areas of UTC will develop away from the BITC model, whilst others will remain linked where university practices run parallel to those in the corporate world. In areas such as sustainable procurement and HR practices, HE professionals are keen to retain comparisons with their peers in the corporate world, and this will remain a strength of UTC's origins in the BITC CR model.

# Results Table

# Results Table

For the first time this year, the UTC results are being published. They show significant improvements in performance amongst universities, with the leading environmentally and socially responsible Higher Education Institution - the University of Bradford - improving its score by 14 percentage points since last year. Other big movers were the University of Glamorgan (up 22 points), the University of Westminster (up 20) and Loughborough University (up 14). The sector as a whole improved its average score from 67% to 75%, and in the shorter Environment Index the average improved from 62% to 70%.

The University of Bradford heads this year's university table, achieving the Gold UTC Standard, along with second placed Nottingham Trent University. The Higher Education Funding Council for England - one of the funders of the programme - also completed the survey and achieved the Gold Standard. The Russell Group is well represented, with Silver awards going to the University of Edinburgh and the University of Warwick, with the Universities of Aberdeen, Exeter, Plymouth and Sunderland also achieving this standard.

Results are presented in bands (Gold, Silver, Bronze and Participant) with institutions listed in alphabetical order within each band. The tables indicate which participants are new, which have graduated from the Environment Index to the ESR Index, celebrate those who achieved a score improvement of greater than 10%, and note which HE institutions completed the important Teaching, Learning, Research and Knowledge Exchange question - an option offered to all participants for the first time this year.

High performance is rewarded by a place in the Excellent and Outstanding Achievement columns. Excellent (75%+) and Outstanding (90%+) Awards are numerous, with even new participants achieving 4 Awards and the two of the Gold institutions - HEFCE and the University of Bradford - achieving 6. The key to the Award icons can be seen on page 3 of this report.

Of 54 UTC participants, 45 elected to have their results published this year. Public reporting of results is a significant development for Universities that Count. Transparency and stakeholder involvement are central principles of ESR, and only by publishing results can students, staff, communities and other stakeholders get a true impression of how the sector is improving and where the leading lights are. We are therefore delighted to be publishing these results.

# ESR Index Results Table

Participant (Listed alphabetically within bands)	Band	New to ESR	From Env to ESR	↑ >10%	TLR Impact Area	Outstanding Achievement Impact Areas		Excellent Achievement Impact Areas	
						Environment	Social	Environment	Social
HEFCE	■				N/A	  			 
Nottingham Trent University	■			●	●	 			
University of Bradford	■			●	●		 	  	
University of Aberdeen	■			●					 
University of Edinburgh	■				●	 			
University of Exeter	■				●			 	
University of Plymouth	■				●	 			 
University of Sunderland	■			●					  
University of Warwick	■			●	●				  
Aston University	■	●			●			 	
Bournemouth University	■				●				
Leeds Metropolitan University	■								
Loughborough University	■			●	●				
Oxford Brookes University	■								 
The London School of Economics and Political Science	■			●	●				
University of Bristol	■								
University of Glamorgan	■			●	●				
University of Gloucestershire	■				●			 	
The University of Sheffield	■			●	●				
University of St Andrews	■			●	●	  			
University of West of England	■				●			 	
University of Westminster	■			●					  
University of Winchester	■	●			●				
University of Worcester	■	●	●		●			 	
De Montfort University	■	●	●		●			 	
Edinburgh Napier University	■	●	●		●			 	
University of Lincoln	■	●	●						
The University of Nottingham	■	●	●		●	 			

# Environment Index Results Table

Participant (Listed alphabetically within bands)	Band	New to Env	↑ >10%	TLR Impact Area	Outstanding Achievement Impact Areas	Excellent Achievement Impact Areas
					Environment	Environment
University of Dundee		●				
University of Hertfordshire						
Anglia Ruskin University						
London Business School			●			
Queen's University Belfast				●		
University of Derby			●			
University of Liverpool			●			
The University of Northampton				●		
Arts University College at Bournemouth		●				
Coventry University						
Kingston University London		●		●		
Staffordshire University		●				
University of East Anglia						
University of Leicester				●		
University of Manchester			●	●		
University of Southampton				●		
University of Strathclyde			●	●		

## Comment : Nottingham Trent University

Nottingham Trent University (NTU) has over 25,000 students, of whom over 5,000 are postgraduate and over 5,000 are part-time. We employ over 2,400 staff. Non-UK students make up over 10% of our student body. We have over 4,000 students studying overseas in partnerships. We currently hold £22 million in a wide range of research grants and contracts. Since 2001, our student enterprise centre, the Hive, has helped establish over 150 new businesses with a survival rate of 85% despite the recession. Over £8 million revenue has been generated by Hive companies.

Our ethos and way of working impact on all our activities. If we were to multiply that impact by the 164 publicly-funded Higher Education Institutions in the UK, we can begin to understand the impact of Higher Education Institutions' Environmental and Social Responsibility nationally.

The challenge to capture and evidence our ESR activity across all of the above areas, through Universities that Count, has been a team approach with contributions from over 70 staff from 30 different areas of the university.

Completing the index in the first year was a steep learning curve. The results were well received and created a better understanding and buy-in to the index for the second year. NTU takes ESR seriously - our UTC results bear witness to this. Taking part in successive years has resulted in a consolidated drive to improve our performance in this area.

Due to our focus on continual improvement, we are already moving our ESR work forward bringing together teams from different areas across the university and fostering an institution-wide view and approach.

We believe the opportunity to benchmark our ESR activity against other HEIs and the wider business community is a valuable exercise. Publishing the results in the public domain is appropriate and will help to push forward the sustainability agenda nationally not merely within HE but also in other sectors.

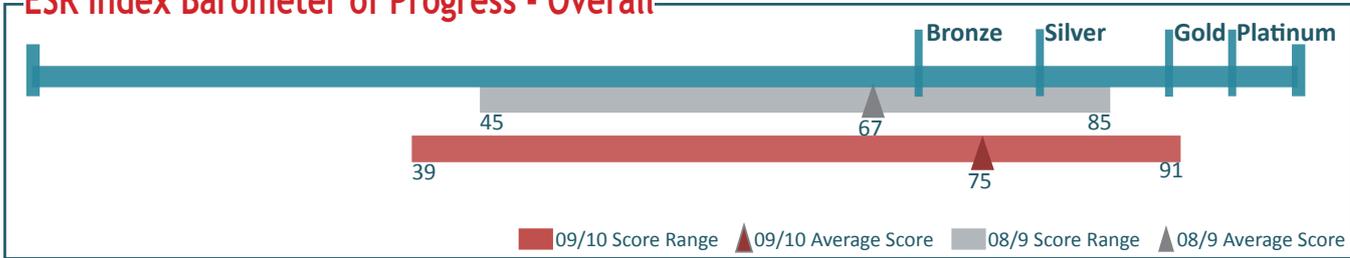
**Stephen Jackson**  
**Chief Financial & Operations Officer**  
**Nottingham Trent University**



# Barometer of Progress

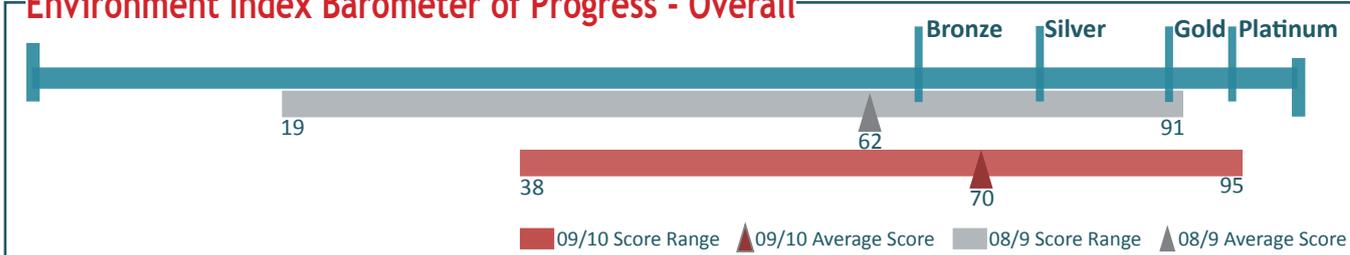
As UTC completes its second year, the year-on-year improvements made by universities can be monitored. The overall results for the two Indices are given here in a “Barometer of Progress” format. The two Barometers below show, for 2008/9 and 2009/10, the Higher Education sector’s average performance and the range of scoring from minimum to maximum.

## ESR Index Barometer of Progress - Overall



The ESR Index Barometer of Progress shows the average score increasing from 67% to 75% and the top score improving from 85% - a Silver standard - to 91%, marking the achievement of the Gold standard by 2 HE institutions. The minimum score has fallen from 45% to 39%, reflecting the arrival in the ESR Index of a number of institutions which, as new entrants, recorded lower scores than their more experienced peers. As detailed elsewhere, if only the returning participants are included in the calculation, the average rises to 79%.

## Environment Index Barometer of Progress - Overall



For Environment Index participants, the average has also moved up, from 62% to 70%, and the range of scores has narrowed significantly, with the lowest score improving from 19% to 38%. This can be attributed to the range of very effective initiatives which encourage HE institutions to improve their environmental performance, and to more targeted use of resources in this field - most universities now have an environment or sustainability manager, whose efforts lead to these improved scores. All ESR Index participants have their Environment Index scores analysed to heighten the focus on this important area of performance and to give the largest possible benchmarking cohort for the Environment Index. At the upper end of the scale, Environment Index scores from ESR Index participants have improved to the degree that one ESR participant - HEFCE - achieves the coveted Platinum band for their environmental performance.

# Sector Grouping Results

Although UTC covers the entire HE sector, the sector groupings - Russell Group, Million+, and so on - are distinctively different in the results they record. Most universities will keep an eye on the institutions they consider to be their peers, and these will often be the other members of their sector grouping. To aid this comparison, this section presents the UTC results broken down by major sector groupings.

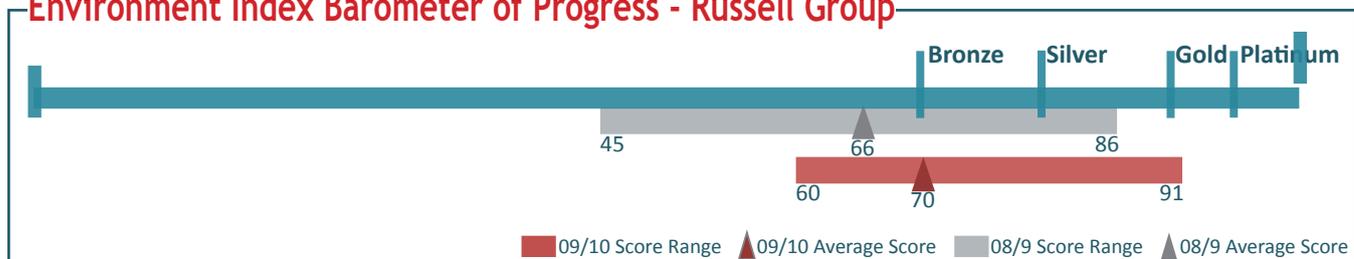
## Russell Group

The combination of their size and their focus on research gives the Russell Group results a particular character. Carbon reduction is a special challenge for a research-intensive university; the quest for knowledge often takes little account of the amount of CO2 produced on the way. The Russell Group covers the largest number of UTC participants of any grouping - 12 universities. The average size of a Russell Group university is 16,200 FTEs (from 6,400 to 22,000) and average annual income is £260 million - so these are huge organisations to effect change within.

### ESR Index Barometer of Progress - Russell Group



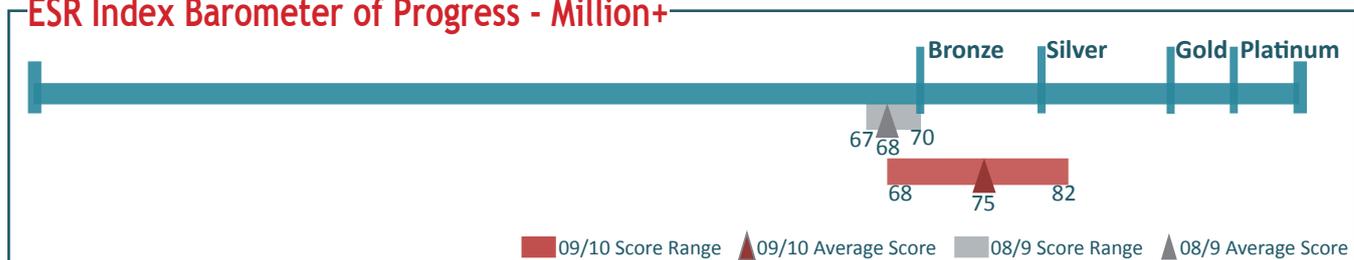
### Environment Index Barometer of Progress - Russell Group



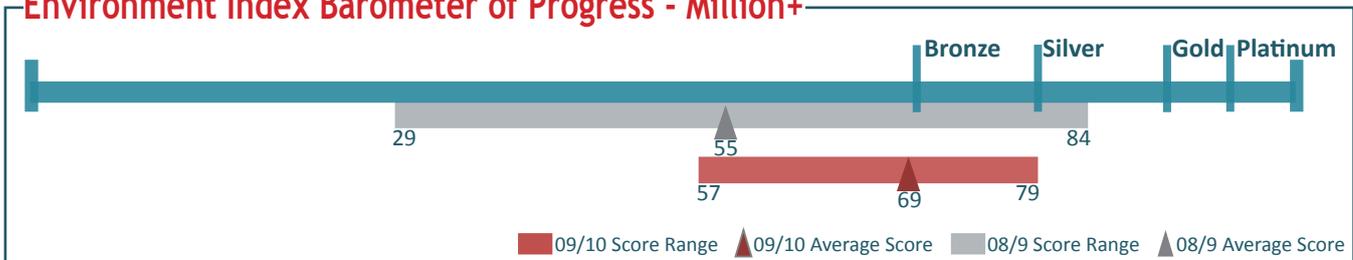
## Million+

Formerly the Coalition of Modern Universities. With a mission to 'enable people from all walks of life to benefit from access to universities that excel in teaching, research, and knowledge transfer', these universities might be expected to emphasise the 'social' aspects of ESR, and the UTC survey shows that, for the Million+ universities who take part, average ESR and Environment Index scores are increasing.

### ESR Index Barometer of Progress - Million+



## Environment Index Barometer of Progress - Million+



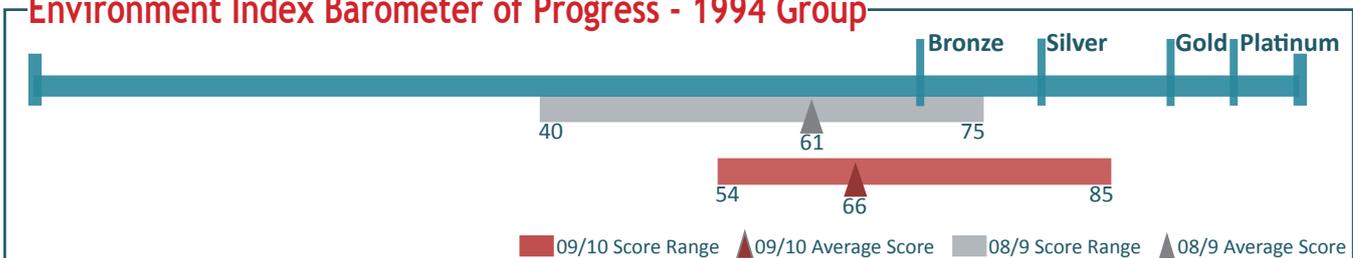
## 1994 Group

The 1994 Group believes that research-intensive universities should play a full role at local, regional, national and international level, that high-quality research and teaching are mutually supportive and serve to reinforce each other, and that students and staff from diverse backgrounds should be encouraged to realize their potential in a well-maintained environment. 9 of the 1994 Group universities take part in UTC, recording impressive increases in their scores over last year.

## ESR Index Barometer of Progress - 1994 Group



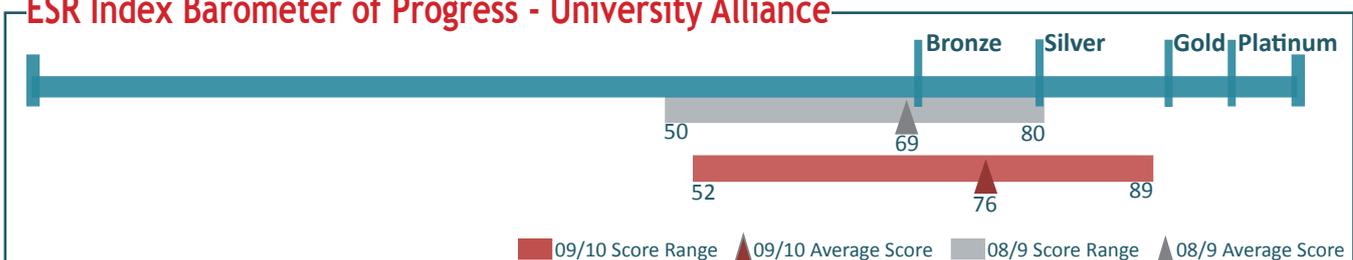
## Environment Index Barometer of Progress - 1994 Group



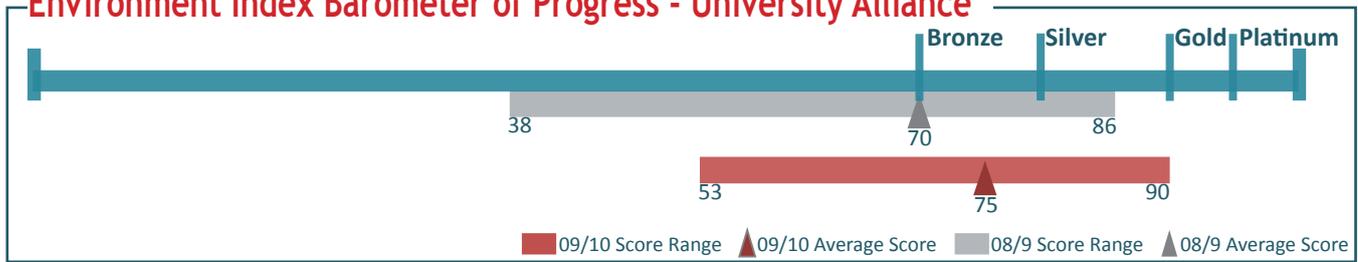
## University Alliance

The University Alliance is a group of 23 major, business-focussed universities. 11 of them take part in Universities that Count, including the two Gold standard Higher Education (HE) institutions - University of Bradford and Nottingham Trent University. The Alliance universities express a deep-rooted commitment to corporate social responsibility; delivering social mobility, access to the professions through flexible provision and taking seriously their responsibility for a sustainable future, factors which come through in the scores they achieve in UTC.

## ESR Index Barometer of Progress - University Alliance



## Environment Index Barometer of Progress - University Alliance



To date, institutions have faced the same degree of questioning whether they are a large Russell Group university or a small university college. Going forward, institutions will be guided towards appropriate choices which fit their size and their place on the ESR journey.

## Comment : University of Glamorgan

The University of Glamorgan participated in the 2008/9 running of 'Universities that Count', in order to test itself. The results were confidential to all those universities that participated, but proved extremely helpful in shaping the university's thinking in terms of both its approach towards sustainable futures and how it would use UTC in the future.

UTC is an extremely thorough survey instrument, with a great deal of work required to provide the supporting evidence to justify claims about practices and achievements. It was clear that UTC is not a 'cheap and cheerful' survey, designed just to satisfy the need to have 'some sort of sustainability league table for universities'.

Two aspects of UTC stand out. Firstly, it is a sincere approach to understanding what universities are actually doing regarding sustainable development on their campuses and across their curricula. Secondly it provides a framework for moving a university forward in terms of its strategic intent regarding 'sustainability' and all that this entails.

The learning that has taken place as a result of understanding where gaps exist in the university's sustainability practices and evidence gathering processes has been extremely helpful. With the support of the Directorate, a paper has been submitted to the university's Board of Governors proposing that 'sustainable development' becomes a foundation position for everything the university does. Glamorgan graduates, whatever their discipline, will be known for a deep and thoughtful understanding and application of what sustainable futures demand of individuals, professions, communities and organisations.

**Dr Alan Lovell**  
**Professor of Sustainable Business**  
**University of Glamorgan**



“ At the Higher Education Funding Council for England we are very committed to Corporate Social Responsibility. The survey is an opportunity to have an external assessment of how we are doing as an organisation. It also provides recognition of the contributions from members of staff, and it raises awareness and helps promote CSR even more. ”

Ian Lewis  
Head of Finance and  
Chair, CSR Steering Group  
Higher Education Funding Council for England

# UTC Tomorrow





## **Comment : The Association of Heads of University Administration**

The Association of Heads of University Administration (AHUA) has been engaged with the Universities that Count initiative and is pleased to support its overall aims and objectives; UTC consultants delivered two workshops at our Autumn conference in 2009 which generated lively interest, discussion and recommendations for improvements amongst members.

It is encouraging that the sector as a whole improved its average score by 8 percentage points in 2009/10. However, there is still much work to be done. Fewer than a third of institutions participated in UTC this year although many could be committed to the principles in other ways. The AHUA therefore welcomes the proposals to significantly streamline and shorten the survey in 2010, which has undoubtedly been a factor in preventing wider involvement in the scheme to date. Participants could also be offered phased entry allowing them to concentrate on different areas of ESR in sequence and an Implementation Year may be introduced. All these initiatives are to be welcomed as significant steps forward in the development and encouragement of wider participation in this valuable initiative.

As Registrars and Chief Operating Officers responsible for a wide range of professional support services, AHUA members have a uniquely holistic view of operations within their organisations. Consequently, they are ideally placed to oversee the various elements and workloads which contribute to the effective implementation of sustainability issues. The AHUA looks forward to continued engagement with the UTC scheme and to supporting further development in the future.

**Alison M Wild**  
**Pro Vice Chancellor (Administration) & University Secretary**  
**Liverpool John Moores University**  
**Chair, The Association of Heads of University Administration**

The key objective for Universities that Count is to increase participation: although ESR index participation has increased, the number of Environment Index participants has fallen slightly and it is clear that, for many Higher Education Institutions, the survey is too daunting a task. However, for others, the rigour of the process is a welcome addition to their strategic development and risk management activities.

The challenge, then, is to offer a simpler and easier entry point for new participants whilst maintaining the in-depth nature of the ESR survey for those who wish to benefit from this. Also, the annual cycle of the survey poses a problem for HEIs wishing to implement change - with the results issued in June and the next survey round starting at the end of the November, there is little time for changes to take effect before the Index process starts again.

A range of development routes is under consideration: at the time of writing these have yet to be finalised, but through large sector input these routes will direct the way that the Index is being tailored to fit the needs of HE institutions.

One objective is to create simpler and easier entry points for new participants. A range of development routes is under consideration: at the time of writing these have yet to be finalised and approved, but they go under the banner of UTC *flexi* to emphasise the way that the Index is being tailored to fit the needs of HEIs.

Options being considered for UTC *flexi* include:

## A new participant's diagnostic tool

A diagnostic tool (based on a simple checklist) could be made available to all new participants (and those wanting to advance from the Environment Index to other 'modules'). The diagnostic tool would help identify opportunities and challenges to completing the survey and help universities decide where to focus their time and resource. The tool could be used with support from the UTC team or independently.

## Focussing on one 'agenda' at a time

This option needs further research and development into its viability, but it envisages three parallel Indices (Academic, Environment and Social/Community). Each participant would be able to choose which Index they wish to complete (after discussion and/or as a result of using the diagnostic tool) and receive a result in that index. However, those wishing to gain entry to the 'ESR Master' (see below) will need to complete a minimum entrance requirement (i.e. complete more than one stream) to qualify.

## **A phased approach to building participation**

If the 'one agenda' option proves practical, participants could choose which modules to complete, according to the way their focus on ESR was changing. The objective would be to build on each year, perhaps completing Academic questions one year, Environment the next, and so on.

## **The option of submitting a revised survey every second year (with time in between to improve)**

This 'Implementation Year' option would be important for those universities working across all areas of ESR. The objective is to give participants time to implement action plans, focus on new areas and generally make the longer term changes necessary. In common with the practice in the BITC Business CR Index, participants would still feature in the public reporting of results during their 'Implementation Year', retaining the score they achieved in the previous year.

## **The 'ESR Master' class**

This option respects the wishes of the leading HEIs who want to see the continuation of an Index that captures all the work they are doing across all ESR agendas. Here the 'Master' class will include all those universities wishing to submit a minimum level of coverage - across the full agenda - to be featured in this Index.

## **More 'bench-learning'**

Since the UTC programme has always been about performance improvement, progressing the agenda and because in many ways 'ESR' for the Higher Education Sector is a new and growing field, the learning on both sides needs to continue and through UTC's bench-learning opportunities universities will be able to drill deeper into the programme and its results and the sector will be able to share learning and growth.

All of these options need careful consideration and development before the next year of Universities that Count goes 'live'. Once development is complete the exact details of the new UTC formats will be available on [www.eauc.org.uk/utc](http://www.eauc.org.uk/utc).

The UTC online survey underwent extensive development after Year 1 was complete: questions were revised to reflect HE practice and new sections were prepared to measure performance in Public and Community Engagement and Teaching, Learning, Research and Knowledge Exchange. For the third year of UTC, the emphasis is to streamline the survey.

The next survey round opens on Monday, November 29th 2010 and recruitment opens at the start of October 2010: contact [utc@eauc.org.uk](mailto:utc@eauc.org.uk) to get more information about UTC Year 3 and how to participate, to ensure your university gets the credit it deserves for its work in ESR.

# Acknowledgements

# Acknowledgements

Universities that Count is a partnership - between those who work on the programme, and between the UTC programme and the HE sector, which guides the programme in its focus and development.

The programme team partnership comprises the Environmental Association for Universities and Colleges (EAUC) as the project managers, CSR Consultancy Ltd, the lead delivery partner, Business in the Community (BITC) the software and governance provider and the University of Gloucestershire which processes the programme funding. Supporting the programme team are independent assurers Arthur D. Little and software developers 73bit.

The project partners acknowledge the financial support of the four UK higher education funding councils -

- Higher Education Funding Council for England (HEFCE),
- Scottish Funding Council (SFC),
- Higher Education Funding Council for Wales (HEFCW),
- Department of Education & Learning Northern Ireland (DELNI)

and thank them for their involvement and advice.

Credit must also go to the 54 Universities that Count participants, each of whom has worked hard to ensure they produce a comprehensive survey response which accurately reflects the work they are doing to advance the Environmental and Social Responsibility agenda. They are listed on the inside front cover of this report: without these universities, there would be no Universities that Count.

# What makes a “University that Counts”?

- = leadership and commitment at the highest level
  - = policies to ensure responsible behaviours across the Higher Education Institutions
  - = environmental and social issues integrated into strategic decision making
  - = objectives and targets set to drive continuous improvement
  - = clear responsibilities defined at all levels
  - = effective communication to share learning and knowledge
  - = training for relevant staff to ensure delivery of objectives
  - = process for stakeholder consultation and engagement
  - = monitoring systems to assess and report progress
  - = public reporting of key issues, targets and performance
  - = willingness to disclose information and share best practice
- + Environmental and social responsibility integrated into teaching, learning, and research

## Project partners



## Our funders





# Section 2 - Detailed Review

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## Comment : The University of Warwick

The University of Warwick's Universities that Count (UTC) Experience could be described as 'Some Pain, Much Gain'. From a very early stage, the University identified that success in the UTC initiative was dependent upon the formulation of a multi-functional group of academic and non-academic staff from across the University. This group represented individuals with intimate knowledge of the University's engagement with one or several of the key social and environmental areas of Community, Environment, Marketplace and Workplace. Individual responsibility for the completion of specific survey areas, together with a collaborative work ethic, has improved the submission detail and representation across the University. Retaining the nucleus of the team, but changing the lead coordinator, has also added a fresh impetus to successive submissions.

The University of Warwick was involved in the original pilot for the Universities that Count initiative and has taken part in the Environment and Social Responsibility (ESR) Index for the last two years. It achieved the Silver UTC Award in the 2010-11 ESR Index.

Our survey results in each of the UTC years have been reviewed and presented to various groups across the University, most notably Steering Committee, Senior Officers' and Environment & Amenities' Committee. The results have highlighted specific areas for improvement and, where appropriate, have been integrated into the development of ESR strategies. This is particularly applicable in some of the "softer" areas where quantitative metrics had not necessarily previously been captured.

The prioritisation of a series of sustainable procurement initiatives within the University Purchasing Office can be traced to the results of an early UTC feedback report. Similarly, the development of the University's community engagement programme has been influenced to an extent by our UTC experience. Warwick has always been active in partnerships with external stakeholders, and has a wide range of community engagement activities. However, involvement in UTC has encouraged the University to develop a more strategic approach to, and quantitative assessment of, this engagement.

**Nick Hillard**  
Environment Manager  
University of Warwick

# Executive Summary

**Section 2 of the Universities that Count (UTC) Annual Report presents detailed results analysis for those interested in a closer look at the Index structure.**

It is intended to be read in conjunction with, Section 1: the Concise Review.

The Environmental and Social Responsibility (ESR) Index is made up of the following sections: Strategy; Integration; 4 Management Areas; 11 Impact Areas; and the Assurance and Disclosure. The Environment Index focuses on environmental issues and its results are presented alongside the ESR results.

**Comparison with business results shows the Higher Education (HE) sector improving rapidly.**

In many areas, Universities that Count's Higher Education results are catching up with the scores recorded in the businesses through their parallel Corporate Responsibility Index tool provided by Business in the Community.

**New HE-specific questions are welcomed by participants.**

Specially-written questions on Teaching, Learning and Research, Sustainable Procurement, and Public and Community Engagement have attracted responses from a wide range of universities.

**The survey is being simplified for next year.**

Options under consideration include a beginners' online checklist, a modular approach to the survey questions, and additional time to implement changes.

**The 2010/11 Survey opens on November 29th 2010.**

Details of how to find out more are at the end of the Detailed Results Analysis. See [www.eauc.org.uk/utc](http://www.eauc.org.uk/utc) for a participation form - recruitment starts this autumn.

## Comment : University of Bradford

Bricolage: The construction or creation of a work from a diverse range of things that happen to be available. The core meaning of this French word is 'fiddle, tinker' and by extension 'to make creative and resourceful use of whatever materials are at hand, regardless of their original purpose'. The word is the equivalent of the English 'Do It Yourself'.

We feel at the University of Bradford that we can describe our approach to sustainable development as 'Bricolage'. When we launched Ecoversity, an approach which puts sustainability at the heart of everything, we knew we wanted to be a sustainable university but we didn't have a blueprint or a road map, nor did we think we would know when we got there. What we did know was we could bring together a diverse range of people and with a creative and resourceful approach we could develop an ambitious and visionary programme that would lead to systemic change across the institution.

Universities that Count has meant that we could be even more resourceful and by using the Environmental and Social Responsibility Index as a management tool we could bring people, materials and processes together. Following the completion of the survey in Year 1 we brought people together in workshops, conferences and Task Groups to review our feedback and identify areas for improvement. We have analysed the gaps, identified opportunities and pushed performance improvement. We believe we have moved from a phase characterised as 'whole institutional change' where structures, processes and methods were being developed to one that we describe as 'normalising' where sustainability is the norm rather than the add on.

**Peter Hopkinson**  
Director of Education for Sustainable Development  
(Ecoversity)

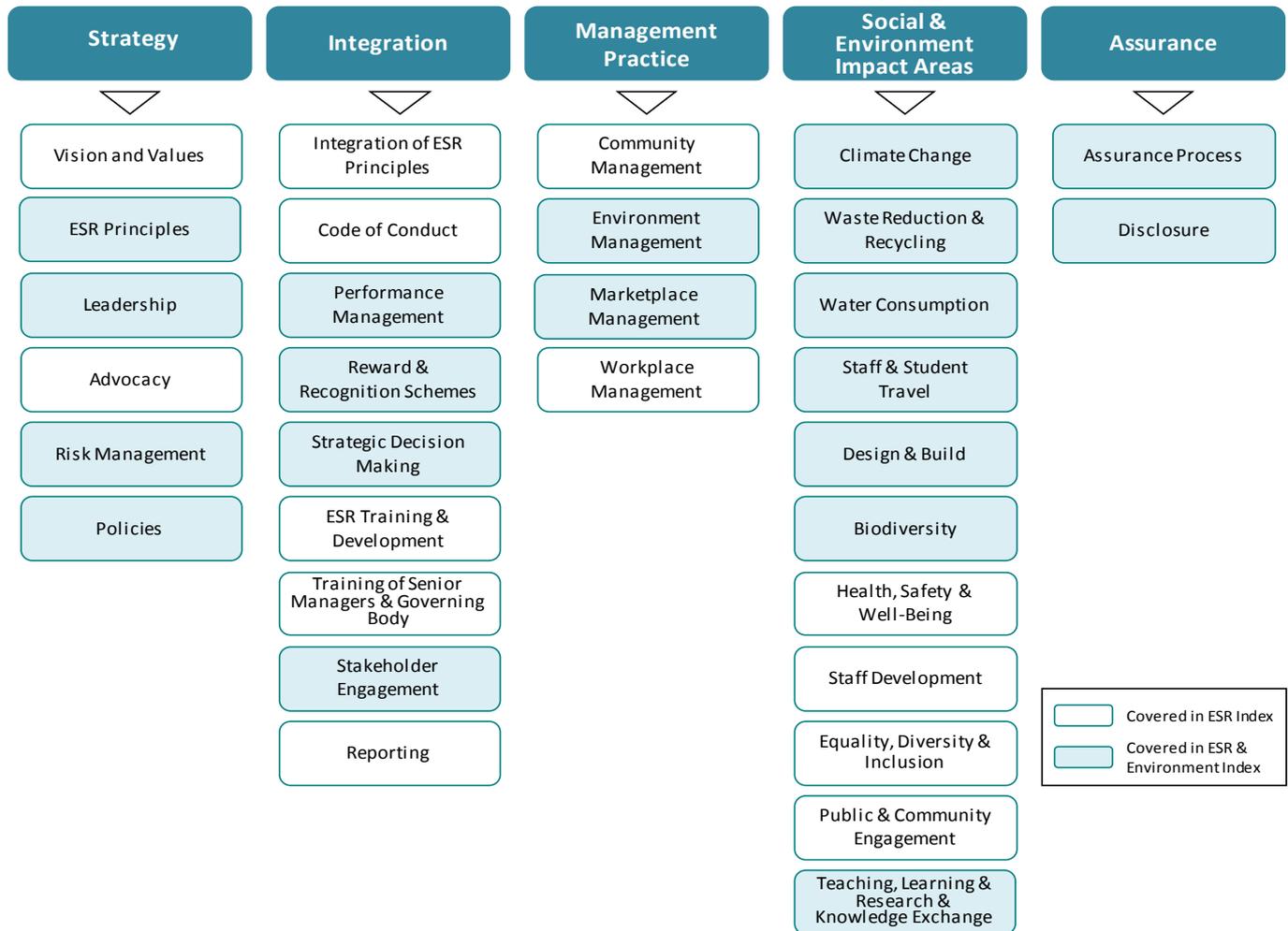
**Emma Griffiths**  
Ecoversity Programme Support Officer  
University of Bradford



# Index Model

Section 2 of the Universities that Count Annual Report adds to Section 1’s Concise Review by offering a detailed analysis of the 2009/10 results, looking at question-level data for both the Environment and Social Responsibility Index and the Environment Index.

The results analysis is structured around the Index Model presented below:



For each section, we present Barometers of Progress for both the Indices, showing how UTC Higher Education institutions have improved their scores over last year. We then present a detailed look at how each question scored, and describe the Key Success Factors that contribute to good results in that section. One of those factors is the subject of a ‘Focus On...’ section, and in concluding each section we celebrate all the participants who achieved an Outstanding score (more than 90%).

Strategy and Integration are the first two sections to be dealt with, and then the analysis moves on to the “four pillars” of ESR - Community, Environment, Marketplace (students and suppliers) and Workplace. In each of these four areas the quality of the Higher Education Institutions’s management of the issues (the third column in the model above) is backed up by evidence of the impact achieved in that area (the fourth column, above). For each ‘pillar’ or area, the management and impact results are analysed together. Finally, the questions on Assurance and Disclosure are examined.

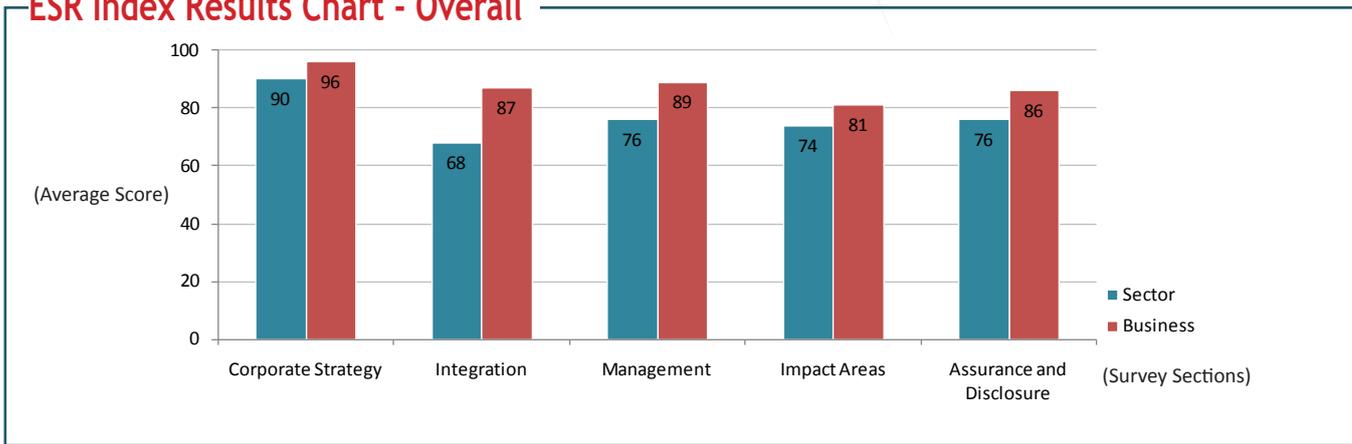
In the analysis that follows, UTC participants will be able to compare their own answers with the way the sector as a whole approached a particular question. By paying particular attention to the Key Success Factors, participants should be able to plan and implement improvements which will lead to a higher UTC score in future years.

# Overall Results

Before going into the detail of each question in the Indices, we present the Section Level results, arranged according to the 'columns' of the Index Model outlined earlier.

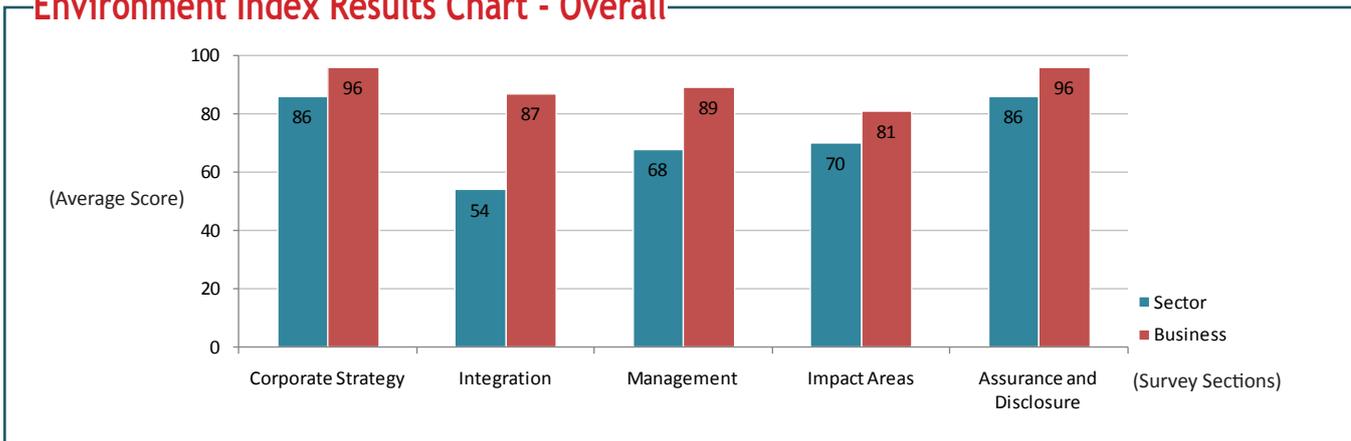
Also shown on the charts are the scores gained by businesses in the equivalent sections in the Business in the Community Corporate Responsibility Index. These companies have been addressing their CR strategies and issues through the Index process for a number of years, so the way that universities are accelerating and approaching the scores recorded by the business sector after only 2 years of Universities that Count is encouraging. 29 institutions completed the ESR Index:

**ESR Index Results Chart - Overall**



The shorter Environment Index is often a starting point for institutions in UTC - this year, 5 new Higher Education Institutions completed the Environment Index and 6 HEIs moved up to the ESR Index from the Environment Index. 25 HEIs completed the Environment Index, which focuses on environmental sustainability.

**Environment Index Results Chart - Overall**





## Comment : Loughborough University

Loughborough University has completed the Environmental and Social Responsibility Index for Universities that Count both this year and last having completed the environment return the year before. Was it easy and has it got easier? Sadly the answer to that is a resounding “no” but we have both got better at approaching it, and better at using the results to make progress.

The key to making it easier has been to increase visibility in the University and to widen involvement - and to do this earlier (as advised by CSR Consultancy but we did not get on with this as early in year one of the full return as we did the second time round). We gained internal visibility by making the results one of the key performance indicators (KPIs) used by Council. All Councils seek to have KPIs which summarise a wide range of metrics, which can be used for drilling down through if there are concerns, and which give an overall indicator of progress. The Universities that Count overall scores provide an excellent example of KPIs which achieve this.

Although we would certainly not recommend management by league table, the survey is so well-established and rigorous that it is a really helpful management tool. The questions certainly make one sit up and ask:

- “why don’t we do that?” or
- “why are we not consistent - particularly in what we make public?” or
- “of course we do that - but where is the evidence?”

Like all Higher Education Institutions we are a large organisation and the return requires us to look across the University at differently managed operational areas as well as our core activities of research, teaching and enterprise. It is very hard to be consistent particularly in areas which have not had the institution-wide consideration such as the environmental and social responsibility areas. The questions asked highlight gaps, inconsistencies and where there is a mis-match of strategy and operations.

So last year after the return was completed we did do a gap analysis and worked out some places we wanted to tighten up on and others where improvements could be made which highlighted developing an ethical investment policy, increasing web accessible information particularly for the local community and improvements in biodiversity as part of our sustainability strategy. We have done the same for this year, highlighting sustainable procurement and some more public reporting. We are doing this not for the marks we could score, but because the survey has identified ways in which our existing practice could be improved.

For us the future success of being involved in Universities that Count will depend on the number of institutions who make a return. We feel that it is a valuable internal improvement tool but we also want to measure how we are doing with both the sector and with organisations who are outside the sector who return through Business in the Community. We also feel it is critical to be able to report to our summer meeting of University Council so that we can report alongside other measures which relate to the previous academic year but before the data being used is more than 12 months old. This means ideally having results by the end of May to meet our schedule for papers for our Senate and Council meetings. We really do see huge value in the results being KPIs for Council.

**Dr Anne Mumford**  
**Director of Change Projects**  
**Loughborough University**

“

Universities that Count (UTC) is an extremely thorough survey instrument, with a great deal of work required to provide the supporting evidence to justify claims about practices and achievements. It was clear that UTC is not a ‘cheap and cheerful’ survey, designed just to satisfy the need to have ‘some sort of sustainability league table for universities’.

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Dr Alan Lovell  
Professor of Sustainable Business  
University of Glamorgan

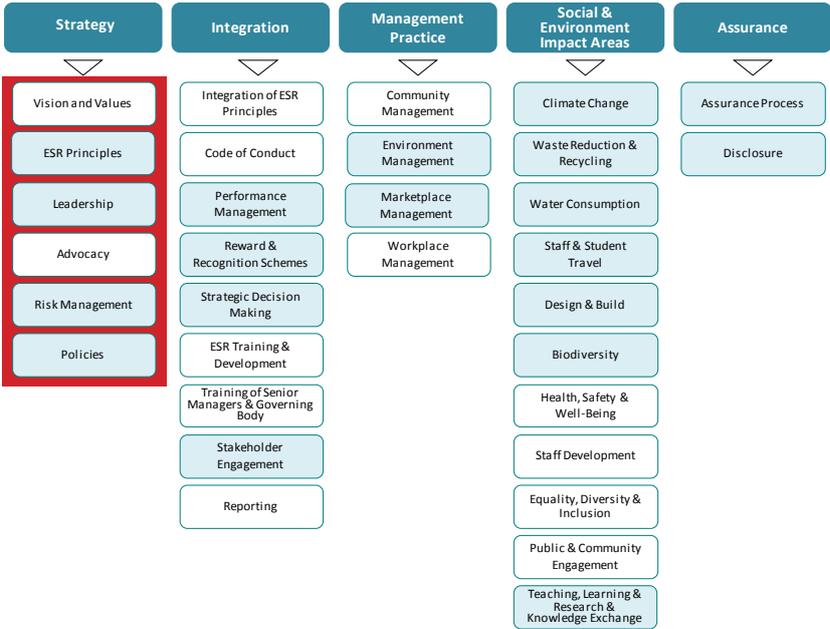


# Strategy



# Overview

# Overview

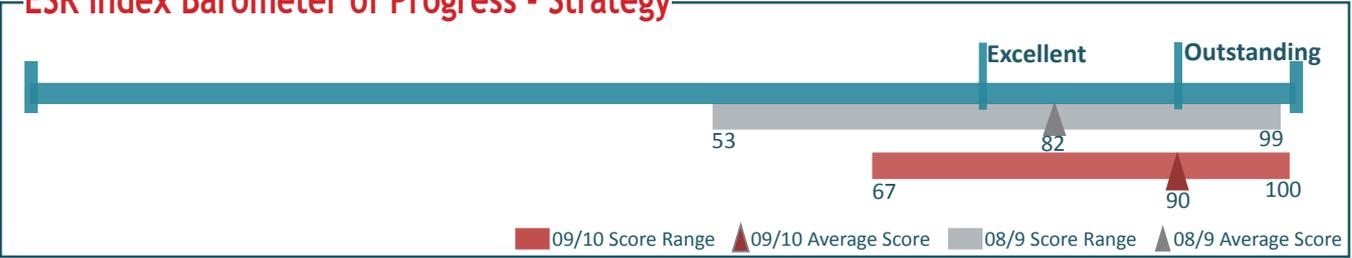


## Strategy - Introduction

This first section of the survey asks about the university’s strategic commitment to Environment and Social Responsibility (ESR) and the environment. Is the subject mentioned in the university’s mission, vision or values? Do specific individuals in the senior management team take responsibility for these areas, and is their involvement declared in the public domain? Have senior university executives advocated ESR or environmental principles in public? Does the university’s Risk Management system include ESR and environmental risks?

As the Barometers of Progress below show, the sector is improving its strategic intentions in this field:

### ESR Index Barometer of Progress - Strategy



### Environment Index Barometer of Progress - Strategy



# Detailed Analysis

# Detailed Analysis

Participants in the Environment and Social Responsibility (ESR) and Environment Indices recorded these answers to the specific questions in this section:

### ESR Index Results Chart - Strategy



As the chart shows, all ESR Index universities include this area in their statement of vision and values (or equivalent), and 99% report that their leading executives practice advocacy around ESR. Universities are also very close to the Business in the Community (BITC) business index scores (represented by red boxes) in this section.

### Environment Index Results Chart - Strategy



Environment Index participants also score close to the BITC business average, and compared to ESR universities they are much better at putting effective environmental policies in place.

## Key Success Factors

To ensure a successful strategic approach to ESR and the environment, Universities that Count (UTC)'s evidence shows that universities need to:

- **Incorporate ESR & Environment concerns in their Vision.** All ESR participants could demonstrate this, and to do so confirms the importance of these areas to the strategic intentions of the university.
- **Allocate leadership responsibility.** If no-one on the senior management team has responsibility for ESR issues, programmes will wither on the vine. The best universities allocate responsibilities across a range of senior people, and make this public on their websites and in Annual Reports.
- **Practice advocacy.** Nothing demonstrates commitment better than public statements from senior figures about these issues. The more senior the better - many university Vice Chancellors are passionate advocates for sustainability, and this leadership percolates through the rest of the university.
- **Include ESR issues in Risk Management.** See 'Focus on' area below.



### Focus On: Risk Management

One of the key challenges in the strategy area is getting ESR and Environment issues onto the agenda of those in charge of planning and implementing university strategy. Too often, ESR issues seem difficult to quantify and will have effect over the long term, leading to them being put to one side in strategic planning. Universities which include ESR issues in their risk management considerations avoid these problems because the issues are analysed in the same terms as every other risk, and therefore accorded the same status as more 'traditional' concerns such as operational continuity and financial stability. Including ESR risks in the risk management system shows that ESR issues have earned their place in one of the top-level strategic processes of the university.

Now that UTC is publishing its results, we are able to celebrate the Outstanding Achievers - those universities which recorded a score of 90% or more in this section. In this Strategy section, the list is long and distinguished, marking the arrival of ESR issues as a fixture in the strategy planning of most universities.



### Outstanding Achievers

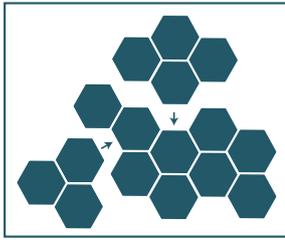
Anglia Ruskin University • Aston University • De Montfort University •  
Edinburgh Napier University • Leeds Metropolitan University • Loughborough  
University • Nottingham Trent University •  
The London School of Economics and Political Science • University of Aberdeen •  
University of Bradford • University of Edinburgh • University of Exeter •  
University of Gloucestershire • University of Plymouth • University of Sunderland •  
University of Warwick • University of Winchester • HEFCE

“

The prioritisation of a series of sustainable procurement initiatives within the University Purchasing Office can be traced to the results of an early Universities that Count (UTC) feedback report. Similarly, the development of the University's community engagement programme has been influenced to an extent by our UTC experience. Warwick has always been active in partnerships with external stakeholders, and has a wide range of community engagement activities. However, involvement in UTC has encouraged the University to develop a more strategic approach to, and quantitative assessment of, this engagement.

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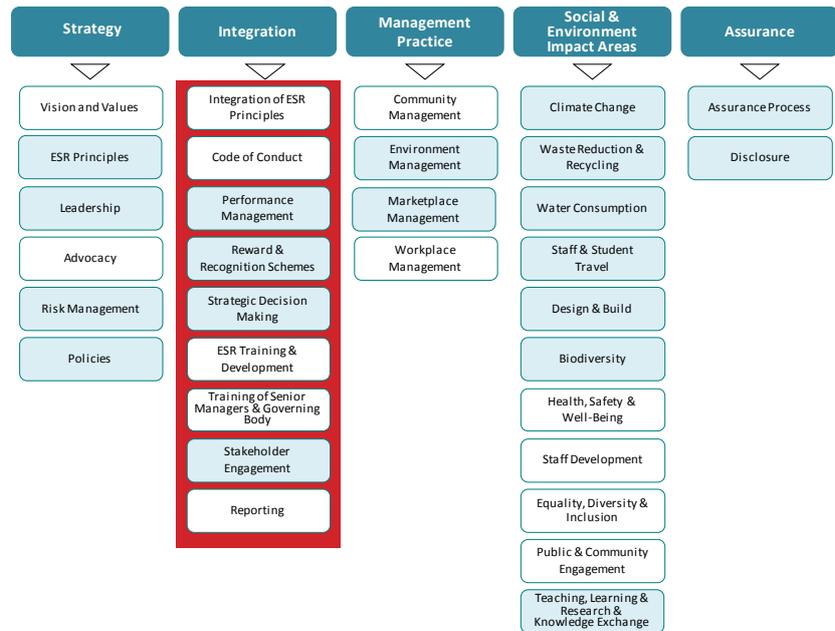
Nick Hillard  
Environment Manager  
University of Warwick



# Integration



# Overview

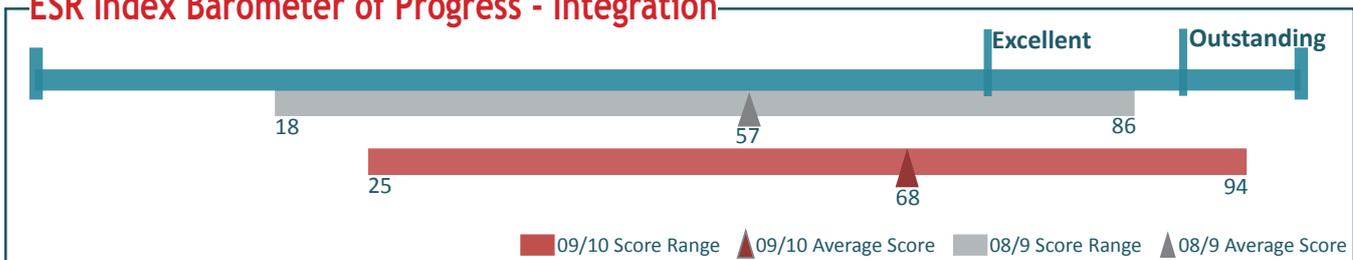


## Integration - Introduction

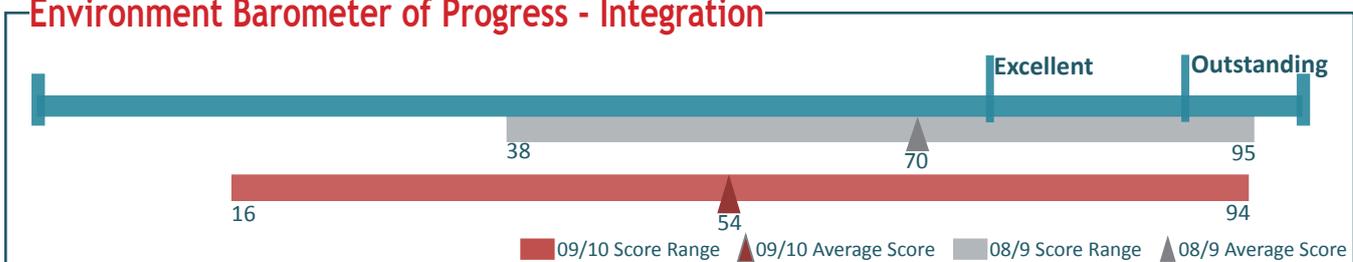
The second section of the survey inquires into the ways that the university integrates its Environment and Social Responsibility (ESR) strategy into the institution. It is essential that ESR and environmental strategies are translated into real life and live in the ‘DNA’ of the organisation. This section of the ESR survey asks how reward and recognition works with ESR strategies, whether training schemes incorporate ESR issues, and how strategic decision making processes are guided by ESR considerations.

As with the previous section, the Barometers of Progress below show that the sector is improving its effectiveness in integrating these factors into its operations.

### ESR Index Barometer of Progress - Integration



### Environment Barometer of Progress - Integration

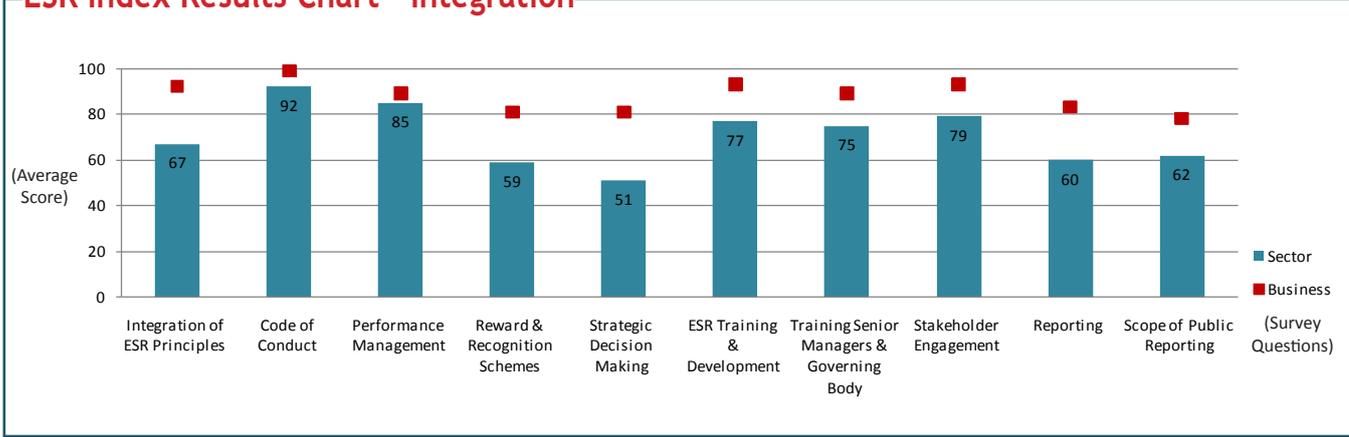


Note: The fall in the 2009/10 average was due to changes in the survey structure, rather than any reversal in university integration activity

# Detailed Analysis

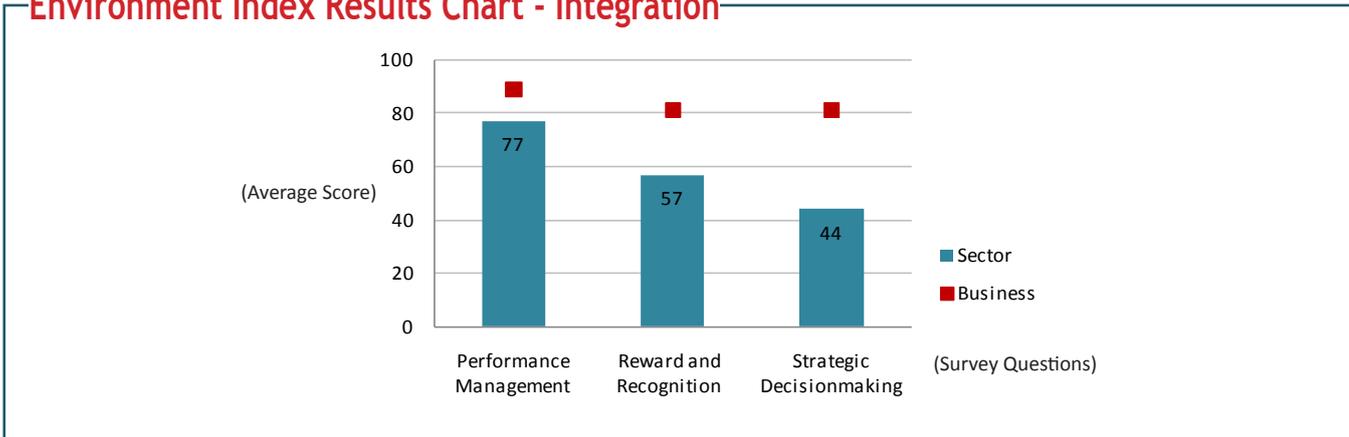
# Detailed Analysis

### ESR Index Results Chart - Integration



Participants in the Environment and Social Responsibility (ESR) and Environment Indices answer slightly different question sets, the ESR survey being the more detailed - Strategic Decision Making is gaining in significance. This question asks how environmental and social factors are considered in a variety of different strategic decision processes, and the leading universities are introducing policies and procedures which apply an ESR 'filter' to all areas of decision making including ethical investment.

### Environment Index Results Chart - Integration



The equivalent question in the Environment Index reveals a lower level of strategic integration by Environment Index participants, who are commonly at an earlier stage of development than those completing the ESR Index.

## Key Success Factors

The integration section is, for many universities, one of the lower scoring sections and the one where they diverge the most from the BITC business index average score. To succeed in this section, participants should:

- **Have an effective system to review all major strategic decisions against ESR criteria.** The Higher Education Funding Council for England (HEFCE) Sector Impact Assessment is a good example of this type of filter, and many universities are developing something similar.
- **Incorporate ESR issues into performance reviews and reward discussions.** The University of Bradford includes its Ecoversity aims in its Balanced Scorecard, which is used in staff appraisals.
- **Ensure that ESR issues are embedded in training programmes at all levels.** The best universities include ESR elements in all aspects of training from the induction of new staff to board-level away-days.
- **Have an ethical investment policy for investments (of endowments, for example) and rules covering the types of donations that they will accept.** Students are particularly vigilant on this issue, and a clear position on this is increasingly an essential part of a university's reputation.



### Focus On: Ethical Investment

Ethical investment, also known as sustainable or Socially Responsible Investment (SRI), describes an investment strategy that seeks to maximise financial return and social good. It is an approach that has grown considerably in recent years and this trend is also reflected in uptake in universities where an increasing number are recognising and responding to public and student demands for ethical investment policies. A formal policy provides a clear public commitment to environmental and social responsibility and a process by which this is implemented ensures that investments are consistent with the ethical values an institution champions in pursuit of its mission statement and ethos.

The Universities that Count (UTC) ESR Index Strategic Decision Making question asks if environmental and social impacts are considered as part of the strategic decision making process in relation to selecting pension fund providers and making endowment and investment decisions. 50% of ESR participants responded that they always consider both social and environmental issues and many of them had or are in the process of developing policies to support this.

Integration is one of the developing areas of ESR for the sector: hence only 4 universities recorded Outstanding Achievement scores in this section. It is instructive to note that all 4 reached Gold or Silver status in their overall Index scores, confirming Integration as one of the areas which is done well only in the later stages of ESR development.



### Outstanding Achievers

Nottingham Trent University • University of Bradford • University of Hertfordshire • University of Warwick

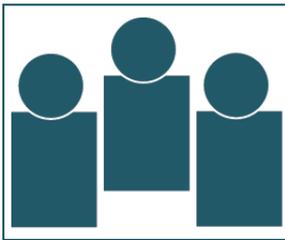
“

We are working with Universities that Count (UTC) to think through how best to enable institutions to recognize the value of their public engagement work, and to improve it. The index provides a unique opportunity to chart progress over time, as well as a valuable benchmarking tool.

”

Sophie Duncan

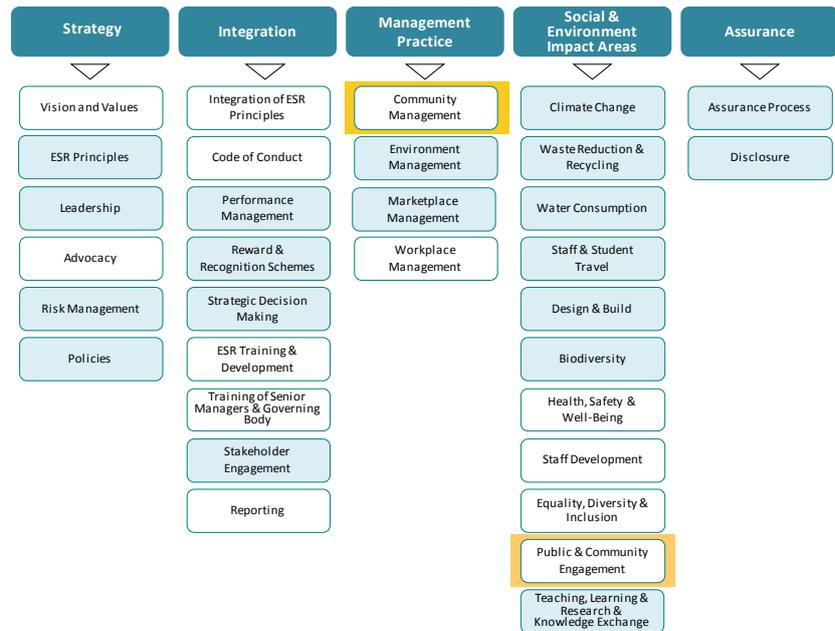
The National Co-ordinating Centre for Public Engagement



# Community



# Overview



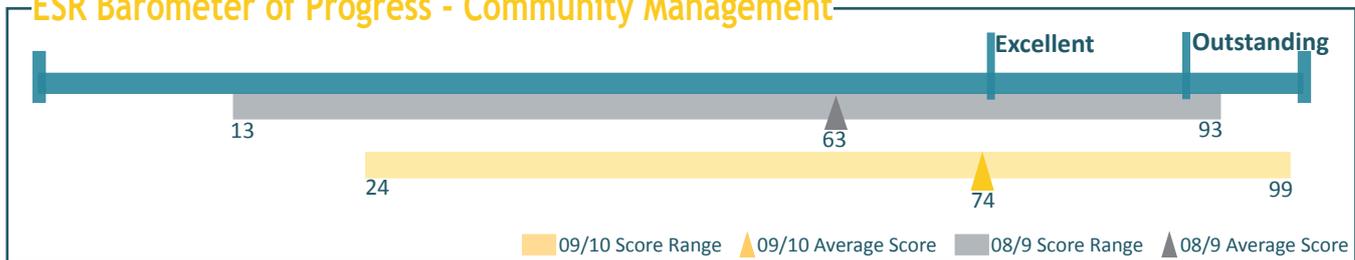
## Community - Introduction

Community is the first of the ‘four pillars’ of Environment and Social Responsibility (ESR) to be covered in the ESR Index. It does not feature in the Environment Index, hence no Environment Index scores are given in this section.

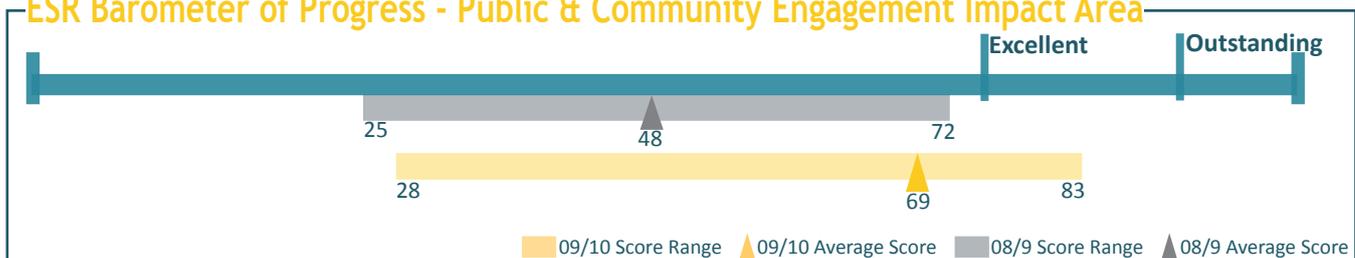
Community Management covers areas such as community strategies, the way that responsibilities are managed within the university, and the community partnerships that universities engage in.

The Community ‘pillar’ has one associated Impact Area - Public and Community Engagement, a specially-written set of questions produced after consultation with the National Coordinating Centre for Public Engagement.

### ESR Barometer of Progress - Community Management



### ESR Barometer of Progress - Public & Community Engagement Impact Area



# Comment : The National Co-ordinating Centre for Public Engagement

The National Co-ordinating Centre for Public Engagement advises and supports universities across the UK to value and develop their public engagement work, and embed it into their core practice.

Funded by the UK Higher Education Funding Councils, Research Councils UK, and the Wellcome Trust as part of the Beacons for Public Engagement project, our vision is of a higher education sector making a vital, strategic and valued contribution to 21st-century society through its public engagement activity. Public engagement describes the many ways that the activity and benefits of higher education and research is shared with, and informed by, the public. There is already a large amount of inspiring activity happening but much of this work is under the radar and vulnerable to shifts in funding. The funders were keen to see how public engagement activity could be embedded into the culture of higher education institutes, and sustained long term.

Our website [www.publicengagement.ac.uk](http://www.publicengagement.ac.uk) is a rapidly growing resource for the sector - with information about funding, examples of good practice, upcoming events, news and other resources. In December 2010 we are launching a manifesto that universities can sign to declare their support and intentions around public engagement. In addition we will be providing targeted resources and support to help universities develop their work in this area.

We are working with UTC to think through how best to enable institutions to recognize the value of their public engagement work, and to improve it. The index provides a unique opportunity to chart progress over time, as well as a valuable benchmarking tool.

**Sophie Duncan**

**The National Co-ordinating Centre for Public Engagement**



## Community Management

The results chart below shows that universities are, to some degree, lagging behind the companies in the BITC CR Index in their community partnership activity. The work of the National Coordinating Centre and the Public Engagement Beacons will improve this situation - many universities engage in a wide range of community programmes and the issue may be a lack of coherent frameworks rather than a lack of activity.

ESR Index Results Chart - Community Management



### Key Success Factors

To achieve a good result in this section, universities should:

Identify their key community issues after a wide-ranging review encompassing all 'communities' - local, regional, national, subject-based and even international where campuses are established overseas.

- **Develop a community strategy** addressing all key issues with clear objectives and measurable targets, including those for economic impact.
- **Work in partnership with relevant community groups**, aiming for agreed outcomes and clear divisions of responsibilities.
- **Devise methods of monitoring progress** appropriate to the projects involved.



### Focus On: Regional Economic Impact

The economic impact of the Higher Education sector is increasingly well-defined. After Universities UK's report on Economic Impact - which found that universities generated £59 billion of output - a number of universities have produced reports on their own local and regional economic impact. The University of Birmingham estimated its regional economic effect at £780 million, while the University of Aberdeen put its figure at £508 million. As public spending choices are put under more intense scrutiny, the effectiveness of the sector as a contributor to the economy must be re-emphasised if funding is to be properly directed.



## Outstanding Achievers

5 universities and the funding council Higher Education Funding Council for England (HEFCE) achieved an Outstanding score (90%+) in this section of the survey.

Aston University • Nottingham Trent University • University of Edinburgh • University of Exeter • University of Westminster • HEFCE

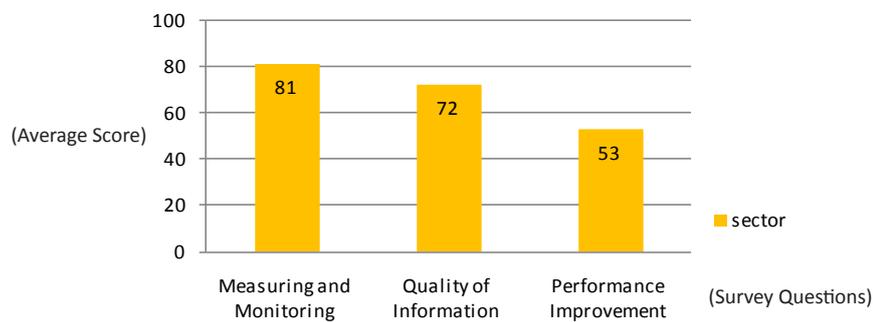


## Public & Community Engagement Impact Area

After the first year on Universities that Count, HE sector feedback made it clear that the Community Investment Impact Area - transferred from the BITC business index - should be revised to produce a better fit with the way that universities relate to their communities. With help from the National Coordinating Centre for Community Engagement, the Public and Community Engagement question set was produced. 8% of UTC participants chose to complete this optional section.

As with a number of these newly developing areas, the emphasis for improvement seems to be on measuring and monitoring impacts in the community - once measurement is reliable, then performance improvement can be monitored over time.

### ESR Index Results Chart - Public & Community Impact Area



Note: No business averages are given because the business index does not contain equivalent questions.



### Focus On: Public Engagement Centres and Beacons

The National Coordinating Centre for Public Engagement defines Public Engagement as *“the many ways that the activity and benefits of higher education and research is shared with, and informed by, the public”*. They comment in their contribution to this Annual report that there is already a large amount of effective activity happening but much of this work, they say, is not properly recognised. In December 2010 the NCCPE will launch a manifesto that universities can sign to declare their support and intentions around public engagement. The NCCPE and the Beacons for Public Engagement will provide targeted resources and support to help universities develop their work and live up to the aspirations of the manifesto.

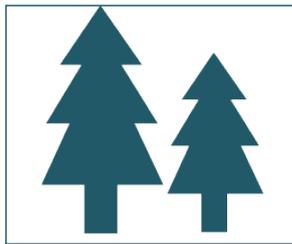


The survey is so well-established and rigorous that it is a really helpful management tool. The questions certainly make one sit up and ask:

- “why don’t we do that?” or
- “why are we not consistent - particularly in what we make public?” or
- “of course we do that - but where is the evidence?”



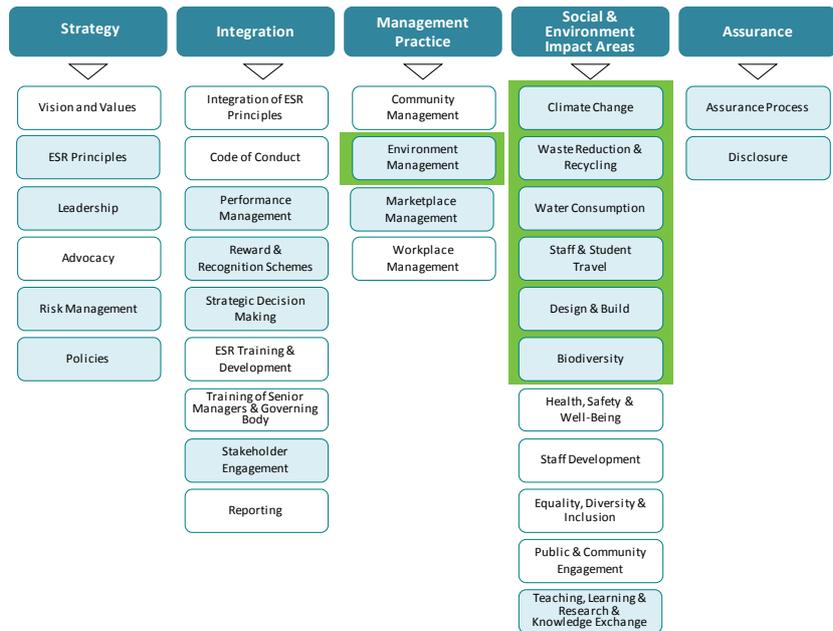
Dr Anne Mumford  
Director of Change Projects  
Loughborough University



# Environment



# Overview



## Environment - Introduction

Environment is one of the ‘four pillars’ of Environment and Social Responsibility (ESR) covered by the ESR Index, and is the main focus of the Environment Index. Most universities start their ESR journey by dealing with environmental concerns, and for many success in this area leads to branching out into the other areas of ESR - community, workplace, and marketplace (students and suppliers).

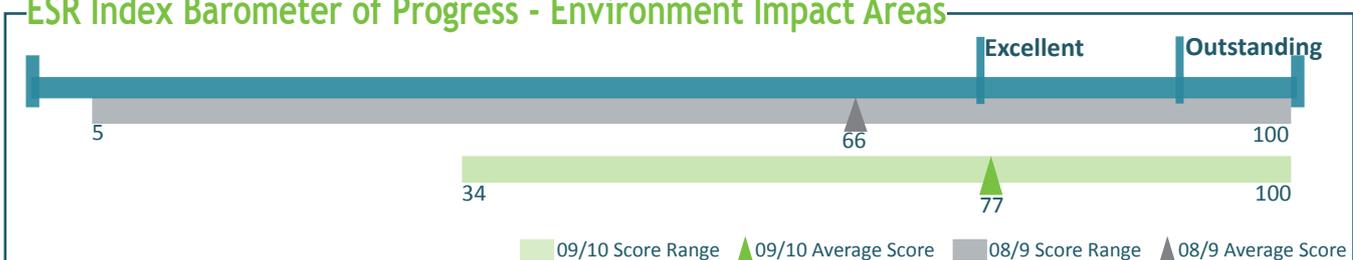
In this section, we combine the reporting of the Environment Management scores with the results from the Environmental Impact Areas - Climate Change, Waste Reduction and Recycling, Staff and Student Travel, Water Conservation, Design and Build of New and Refurbished Buildings, and Biodiversity.

In both the ESR and Environment Indices, questions concentrate on measurable carbon reduction, and the effectiveness of the many sector initiatives focussed on this can be seen in the improved scores recorded in the Barometers of Progress.

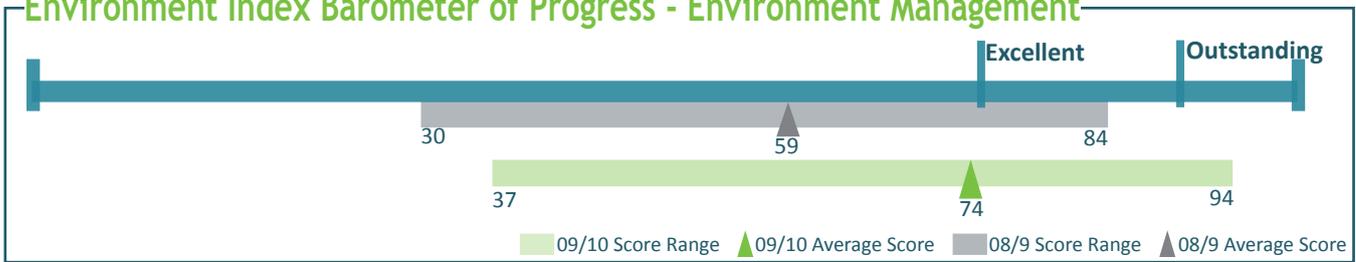
### ESR Index Barometer of Progress - Environment Management



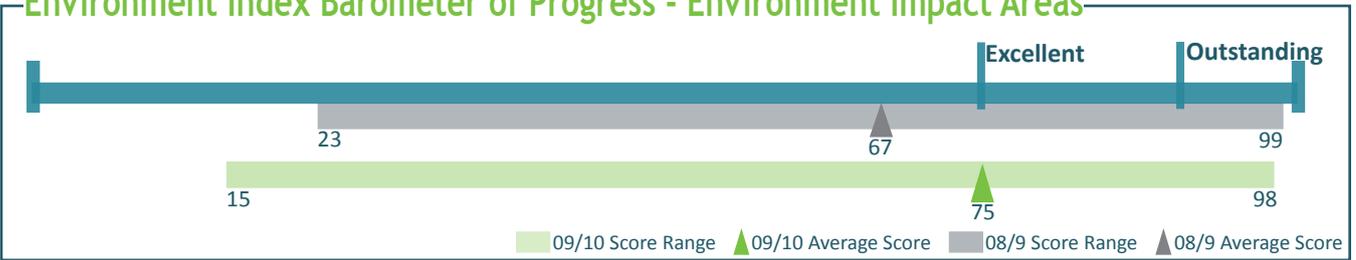
### ESR Index Barometer of Progress - Environment Impact Areas



## Environment Index Barometer of Progress - Environment Management



## Environment Index Barometer of Progress - Environment Impact Areas



As can be seen from the Barometers of Progress, in both management and impact areas, universities are raising their game. Analysis of Universities that Count (UTC) data has shown that good environmental management scores show a very high correlation with good scores in the environmental impact areas, demonstrating the relevance of the survey measures.

# Detailed Analysis

## Environment Management

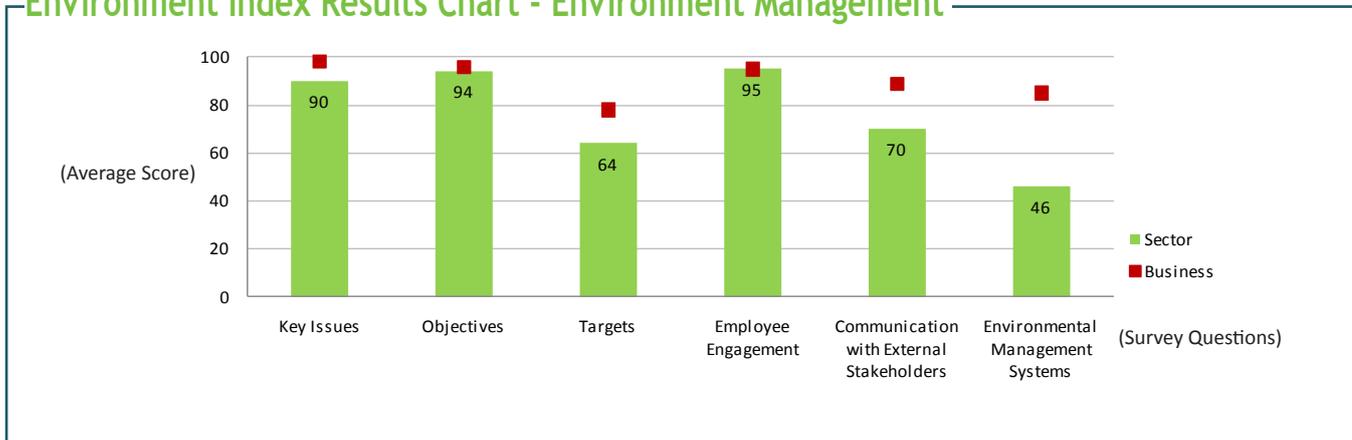
ESR Index participants demonstrate high levels of employee engagement on environmental issues. They are also good at analysing their key issues and setting clear objectives, but there is room for improvement on establishing clear, numerical targets, and on communicating with external stakeholders. Half of participants operate or are in the process of implementing an Environmental Management System.

ESR Index Results Chart - Environment Management



Environment Index participants exhibit a similar pattern with high levels of employee engagement and lower figures for target setting and external communication.

Environment Index Results Chart - Environment Management



## Key Success Factors

The consistency of results in Environmental Management between ESR and Environment Index participants means they share the same Key Success Factors:

- **Focus on carbon reduction** - in all areas of operations, the best universities strive to reduce their carbon impact.
- **Clear and publicly available targets** - many Universities that Count participants now produce Environment or Sustainability Reports, and devote sections of their websites to recording their targets and the progress they are making.
- **Effective employee engagement** - newsletters, action groups, cycle and season ticket loan schemes are just some of the methods used to get university staff engaged in environmental campaigns. Not only are staff very effective agents of change, environmental programmes strike a chord with their personal values and can be highly motivational - leading staff to understand that their employer cares too.



### Focus On: Environmental Management Systems

Environmental Management Systems (EMS) follow the same approach as other management systems by providing a framework through which environmental performance can be monitored, improved and controlled. This year's UTC submissions have seen an increase in uptake of formal Environmental Management Systems. Overall, 13% of participants have got a fully implemented and externally certified EMS in place. A further 30% are at varying stages of implementation.

Many are following the Eco Campus scheme but this year has also seen an increase in the use of BS8555, which is also a phased approach to implementation of an EMS.

The results in the impact areas support the value of using an EMS framework to manage environmental performance. The average score for those institutions with a fully implemented externally certified EMS is an average of 7% higher than the sector average across all impact areas.



### Outstanding Achievers

8 institutions and HEFCE recorded an Outstanding Achievement award in Environmental Management, reflecting their understanding of the Key Success Factors listed above:

- Anglia Ruskin University • Bournemouth University •
- Nottingham Trent University • University of Bradford • University of Bristol •
- University of Gloucestershire • University of West of England •
- University of Worcester • HEFCE

# Environment Impact Areas

The survey offers 6 environmental impact areas, of which participants complete 3. Questions on Climate Change and Waste Reduction and Recycling are completed by all, and the third area is a choice between Staff and Student Travel, Design and Build of new and refurbished buildings, Water Consumption and Biodiversity.

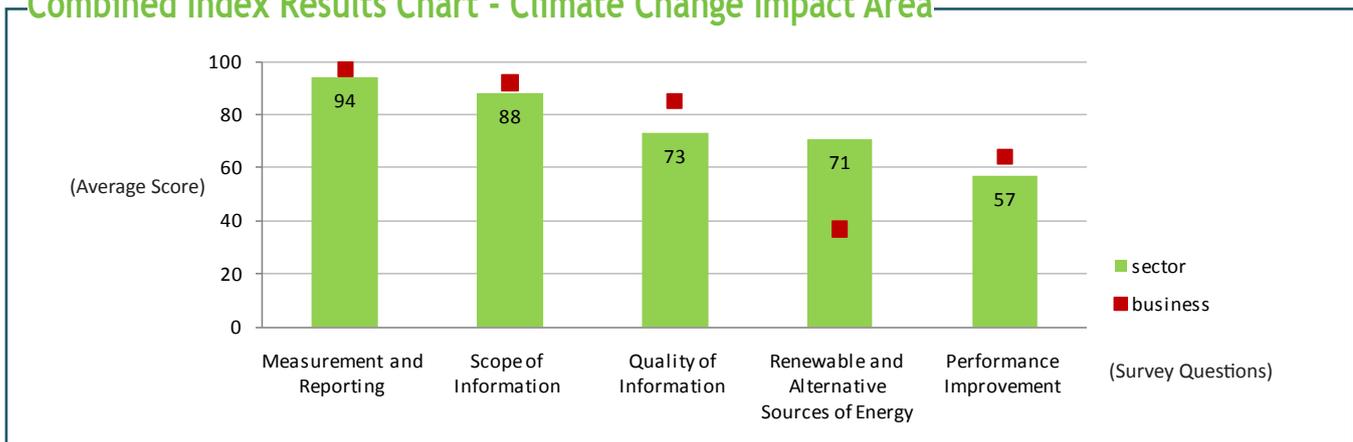
The individual question level results are given here - they demonstrate the wide range of environmental initiatives being implemented by universities.



## Impact Area: Climate Change

These questions look at the participants' approach to greenhouse gas reduction. With many sector-wide schemes in place, and opportunities for institutions to generate their own renewable energy, the results are improving each year, with the Higher Education average outstripping the business average score in renewable energy and almost equalling it in performance improvement, greenhouse gas scope and measurement and reporting.

### Combined Index Results Chart - Climate Change Impact Area



### Focus On: Climate Change

The “scope of information” result above shows how universities are widening the scope of their greenhouse gas reporting to include Scope 3 emissions. 85% of Universities that Count participants are in the Carbon Trust’s Higher Education Carbon Management Plan, 25% are Carbon Trust Standard bearers, 24% are in the EU Emissions Trading Scheme and 87% are in the Carbon Reduction Commitment.



### Outstanding Achievers

The HE sector achieves a high level of performance in this area, but particular credit must go to these universities, all of whom achieved a score of 90% or more:

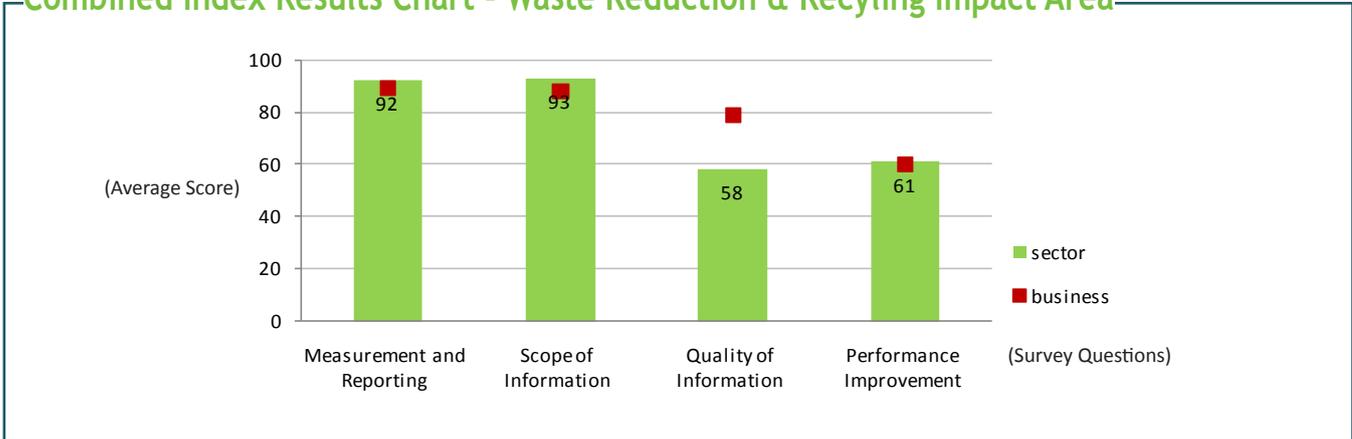
- Nottingham Trent University • University of Bath •
- University of Dundee • University of Exeter • University of Plymouth •
- University of St Andrews • HEFCE



## Impact Area: Waste Reduction and Recycling

In the Waste Hierarchy - Reduce, Reuse, Recycle - the proportion of reuse achieved by universities is increasing. The termly and annual cycles of resource use and reuse opportunities are better understood (for example, storing second-hand student household items over the summer vacation for use by new students in the new academic year) and on-campus recycling facilities are markedly improved.

### Combined Index Results Chart - Waste Reduction & Recycling Impact Area



Once again, university impact achievements equal those recorded by businesses in the BITC Index - an excellent result.



### Focus On: Waste

Universities are exploring new ways of dealing with organic waste, including food waste - a number have installed Rocket Composters and Anaerobic Digestion is also being used in some areas. Collaborative programmes with other big food waste producers such as hospitals are building the critical mass in such initiatives.



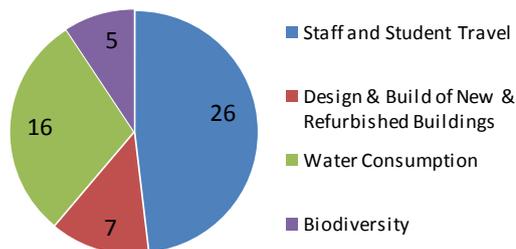
### Outstanding Achievers

8 institutions scored 90% or above in this area:

- De Montfort University • Nottingham Trent University • University of Birmingham
- University of Edinburgh • The University of Nottingham • University of St Andrews
- University of Warwick • HEFCE

## Optional Impact Areas

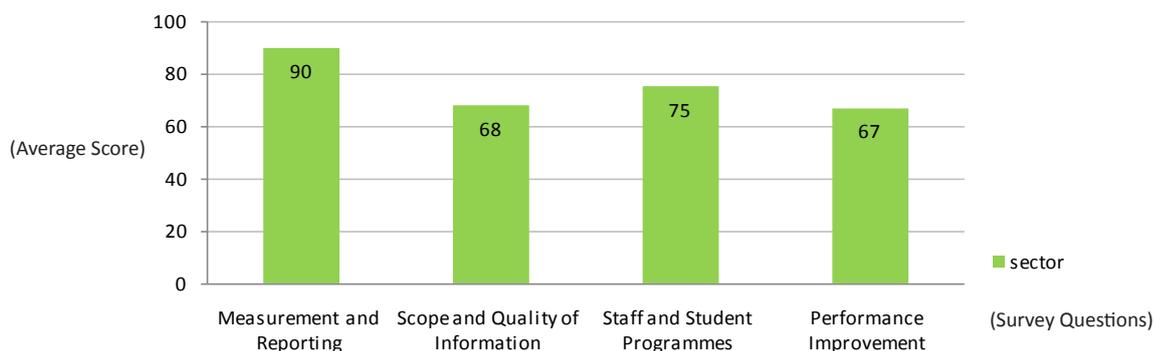
Of the remaining 4 impact areas, participants chose one. Their choices balanced out in the percentages shown in this chart:



### Impact Area: Staff & Student Travel

In dealing with this Impact Area, universities face a complex set of factors: staff commuting patterns are changing, the opportunity for international travel to attend conferences and seminars can be seen as part of the benefits of some posts, and increasing internationalisation means that student CO2 figures are tending to rise. However, initiatives such as offering free car parking to low-emission cars and car-sharers, paying mileage rates to cyclists, and merging wellbeing programmes with healthy journey-to-work plans are all having an effect.

#### Combined Index Results Chart - Staff & Student Travel Impact Area



Note: No business averages are given because the business index does not contain equivalent questions.



#### Focus On: Measuring Travel

In the end, the objective of university travel plans is to reduce CO2 and increase the use of healthy options such as walking and cycling. It is important to select the right performance indicators, and a wide variety are used by Universities that Count participants. The most common indicator (for staff commuting purposes) is the percentage of single-occupant car usage - this data can be collected by visual sample surveys or questionnaires, and for many staff is a more practical change than switching to public transport, cycling or walking.



#### Outstanding Achievers

3 universities achieved Outstanding (90%+) scores in this Impact Area:

Leeds Metropolitan University • Oxford Brookes University • University of Edinburgh



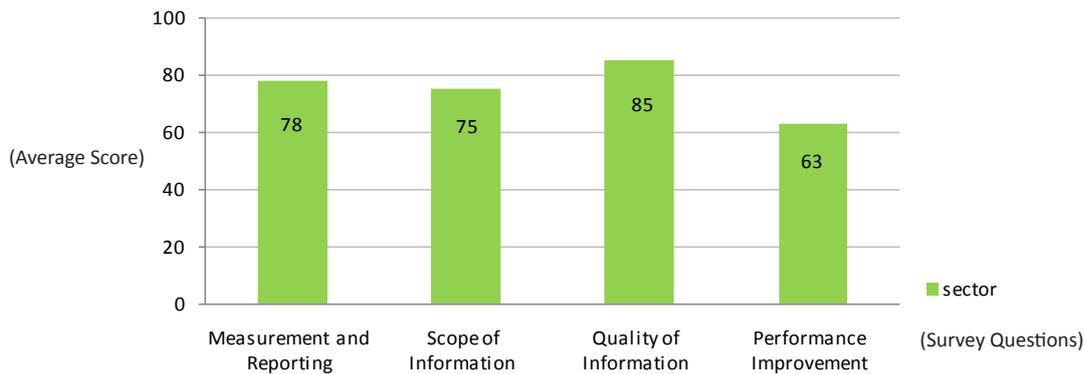
## Impact Area: New and Refurbished Buildings

As the chair of the Association of University Directors of Estates says in his contribution to this report,

*“We in Estates have a vital role in shaping the worldview held by staff and students while they live and work on Campus. Everyone on Campus will gain an understanding of Sustainable Development if we demonstrate through our low energy buildings, our natural surroundings, our physical environment and our operations as being good examples of Sustainable Development.”*

It is in the built environment that some of the most striking examples of the sector’s commitment to a low carbon future can be seen. New buildings with BREEAM “Excellent” ratings cannot fail to influence those who live and work in them, and sustainable refurbishment is increasing in importance as budgets become more restricted. To cover this, Universities that Count recommended that universities declare the percentage of their building and refurbishment spending that was covered by sustainable policies, and the University of Leicester, London School of Economics and University of Warwick all reported in this way.

### Combined Index Results Chart - Design & Build Impact Area



Note: No business averages are given because the business index does not contain equivalent questions.



### Focus On: Life Cycle Analysis

Although iconic new buildings with remarkably low environmental impact may seem to be the obvious way towards a more sustainable estate, considering only the lower running costs (in money and carbon) of a new building can give a distorted picture. When the embedded carbon in the materials used to construct the new building are factored in, and if consideration is given to the ‘sunk’ carbon in an existing building that could be refurbished and adapted, new build may not turn out to be the most effective choice.



### Outstanding Achievers

In this impact area, scores of more than 90% were recorded by 2 universities:

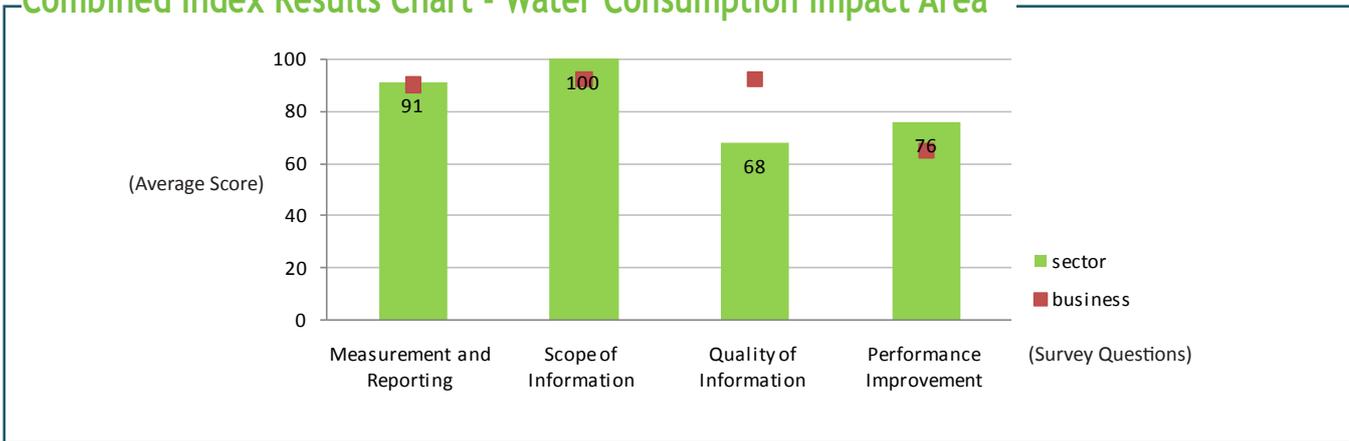
University of Bath • University of St Andrews



## Impact Area: Water Consumption

This was the second most popular optional impact area, after Travel. Using easily available technology, universities can achieve significant water savings in the first stages of an improvement programme: the challenge is to maintain the savings beyond the initial phase. Compared with business index participants, the HE sector recorded a much higher level of performance improvement. With some commentators describing water as ‘the next carbon’ in terms of its sustainability focus, such improvements will increase in importance.

### Combined Index Results Chart - Water Consumption Impact Area



### Focus On: Water Amnesty

The University of Sheffield and the University of Westminster collaborated on a ‘Water Amnesty’ programme which included online and mobile phone elements, and achieved significant reductions in both institutions. By highlighting the amounts of water being used for a range of daily activities, Water Amnesty raised the sensitivity to wastage of water - an effect further enhanced by linking those who signed up for the scheme to the One Water charity in Africa.



### Outstanding Achievers

6 institutions and HEFCE recorded scores of 90% or more in this impact area:

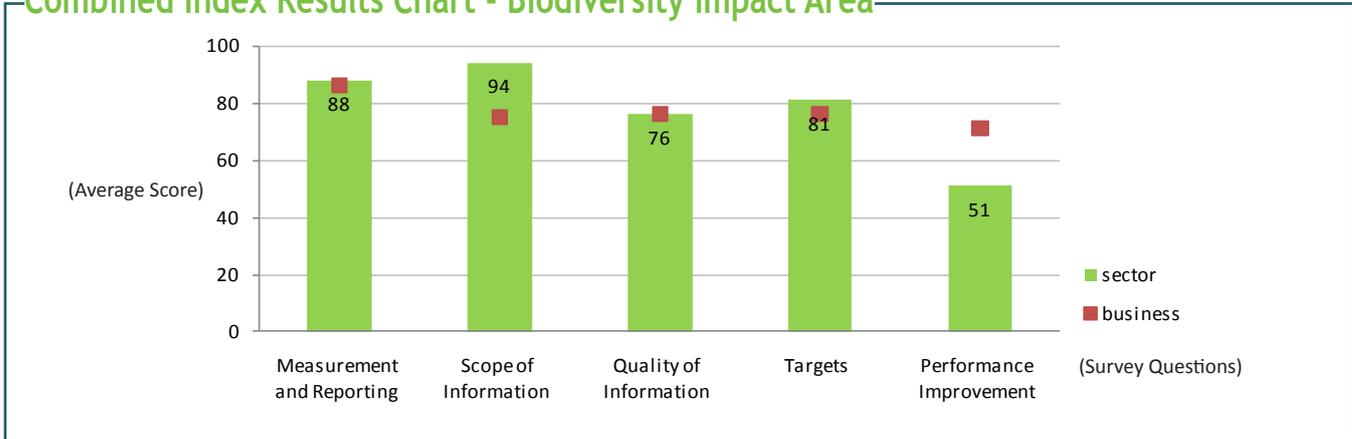
- Bournemouth University • Edinburgh Napier University •
- University of Gloucestershire • The University of Nottingham •
- University of Plymouth • The University of Sheffield • HEFCE



## Impact Area: Biodiversity

For urban and campus institutions alike, a focus on Biodiversity adds to the richness of the student experience and fulfils a stewardship role that may have been embedded in the founding principles of the university - at least one UTC participant is located in what was once a botanical garden.

### Combined Index Results Chart - Biodiversity Impact Area



Once again, the HE sector performs at or above the level recorded by businesses in the BITC CR Index. The lower level of performance improvement can be addressed by better evidence-keeping in Higher Education Institutions (HEIs). It appears that business index participants are better at this aspect of their operations, but this may be related more to the challenges of record keeping than any major difference in effectiveness.



### Focus On: The Campus as a Learning Environment

Biodiversity is increasingly seen as more than an end in itself - it is also a way to enhance the learning experience of students through the ‘informal learning’ effect of being surrounded by a rich ecology of flora and fauna. Kingston University’s Biodiversity Policy includes the use of a Geographic Information System to track species and habitats across its campuses, and to use indicator species to record changes in the level of biodiversity.



### Outstanding Achiever

7% of participants selected Biodiversity as their optional impact area, and one recorded a score of more than 90%:

Kingston University London



AUPO is pleased to support the UTC initiative as it is beginning to provide a consistent benchmarking approach to sustainable procurement development in the sector for institutions and for the profession.



Jenny Bushrod  
Head of Procurement and Sustainability  
University of Plymouth  
Chair, Association of University Procurement Officers

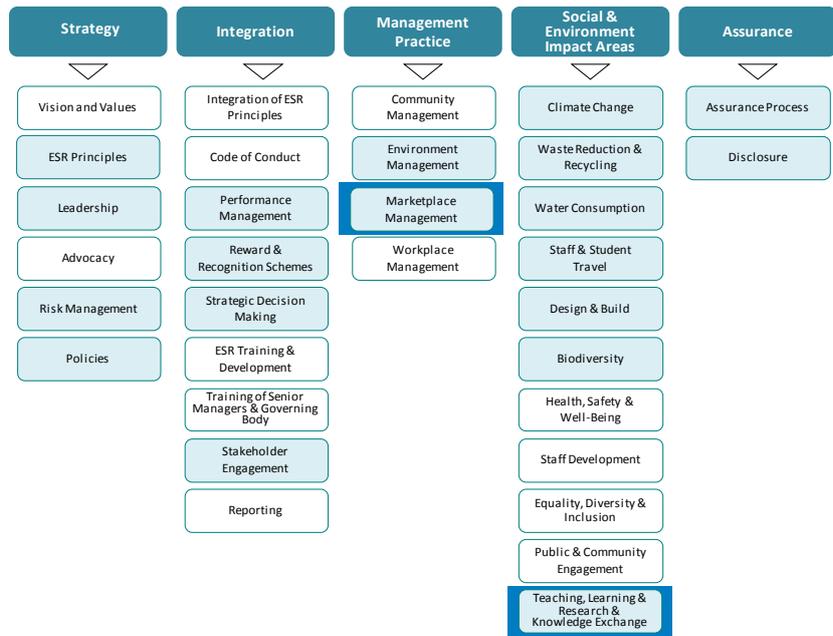


# Marketplace

+ Teaching, Learning, Research  
& Knowledge Exchange



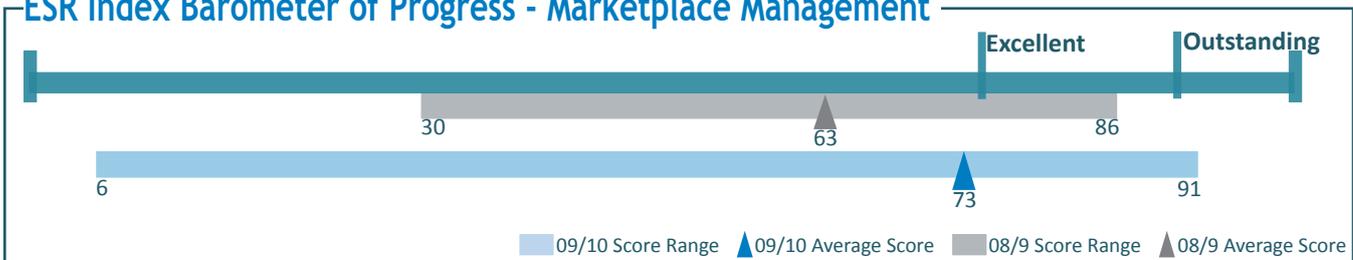
# Overview



## Marketplace - Introduction

The third of the 'four pillars' in the Environment and Social Responsibility (ESR) index contains what many see as the most significant impact area for universities - the academic impacts of Teaching, Learning, Research and Knowledge Exchange. The marketplace management questions also include a section on sustainable procurement - an area of growing importance as universities grasp their influence as buyers of goods and services. The Environment Index also contains a smaller number of Marketplace questions.

### ESR Index Barometer of Progress - Marketplace Management



### Environment Index Barometer of Progress - Marketplace Management



Note: Marketplace Management did not figure in the 2008/09 survey

### ESR Index Barometer of Progress - Teaching, Learning, Research & Knowledge Exchange Impact Area



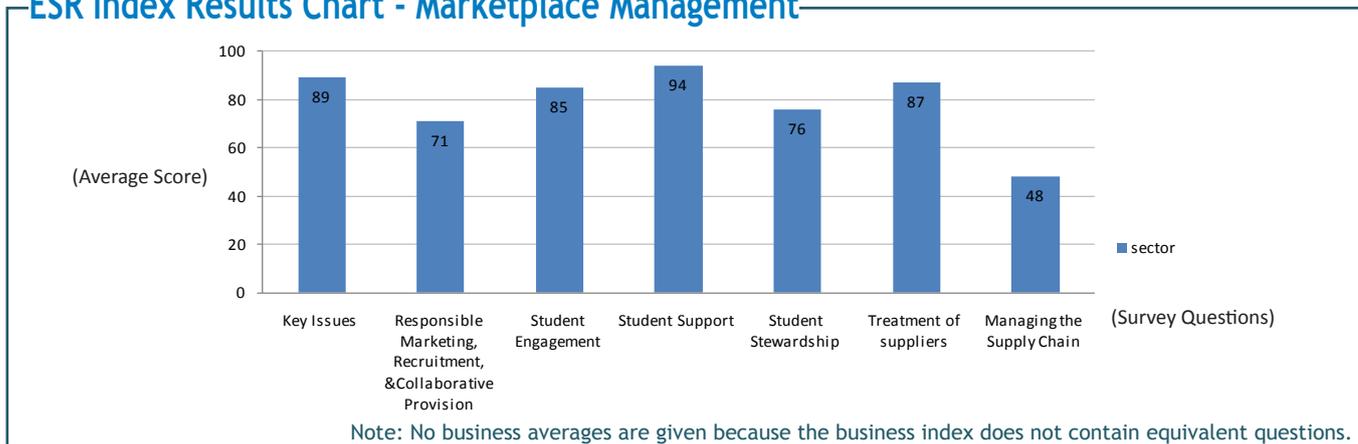
# Detailed Analysis

## Detailed Analysis

### Marketplace Management

The Marketplace Management questions ask about the marketing and quality assurance mechanisms for courses, how students are engaged in ESR activities on campus, and the type of support given to students with various needs. The 'stewardship' of students - influencing them to consider more environmentally and socially responsible lives - is covered, as is a detailed review of sustainable procurement practices.

#### ESR Index Results Chart - Marketplace Management



#### Environment Index Results Chart - Marketplace Management



In the Environment Index, a shorter series of questions asks about student stewardship and supply chain issues.

### Key Success Factors

Marketplace success is based on:

- Responsible marketing and recruitment practices with effective checking mechanisms, especially when operating overseas
- A programme of student engagement and encouragement on ESR issues
- A sustainable procurement approach which balances social and environmental needs



## Focus On: Student Engagement

Universities are increasingly tapping into the energy of the student body to help achieve sustainability objectives. Whatever the design quality of new buildings, the way that users use them will be critical in determining their success as sustainable places to live and work.

Individual students are often passionate advocates of sustainable lifestyles. The sector is now harnessing those individual values to contribute to campus-wide schemes such as Student Switch Off. To motivate even the least 'green' students, schemes like these offer prizes of parties and free beer, guaranteeing an inclusive approach from all.

Perhaps the most extensive example of engagement is the Transition University, such as the University of Edinburgh. Many of the issues which sometimes hinder Transition Towns and Cities - such as questions about geographical boundaries, cohesiveness of communities and funding problems - are less uncertain in the university context, and the Transition University movement looks set to grow.



## Outstanding Achiever

A single, Gold Standard UTC participant achieved a 90%+ score in this section:  
Nottingham Trent University

# Comment : Association of University Procurement Officers

A university's procurement strategy is one of its strongest ways of supporting sustainability. In England alone, Higher Education spends over £8 billion a year on non-pay costs, and how that money is spent will have a significant social and environmental impact.

The 2009/10 Universities that Count survey contained a new set of questions on sustainable procurement more closely aligned to our HE procurement arrangements and measures. The answers revealed that many institutions have a sustainable procurement policy or make reference to sustainable procurement within other policies, for example, within an environment policy. Many also include questions on sustainable procurement within supplier selection processes.

Other aspects of sustainable supply chain management are less developed at this stage. For example, the results show that very few institutions set targets in relation to sustainable procurement or monitor and review the performance of suppliers. As this question set has developed to become more HE specific, less opportunity exists to accurately benchmark against business and the BITC index, but it would still indicate that whilst making progress, the sector is some way behind business in the maturity of its approach to sustainable procurement.

The majority of institutions belong to one or more purchasing consortia with an average spend through the consortium of 18.5%. Only a small proportion (13%) of respondents described their university's policies and standards in relation to sustainable procurement as more developed than their consortium's. The remaining 87% was equally split between describing their policies and standards as the same, or less developed so many institutions could benefit from adopting their consortia's approach to sustainable procurement.

AUPO is pleased to support the UTC initiative as it is beginning to provide a consistent benchmarking approach to sustainable procurement development in the sector for institutions and for the profession.

Jenny Bushrod  
Head of Procurement and Sustainability  
University of Plymouth

Chair, Association of University Procurement Officers

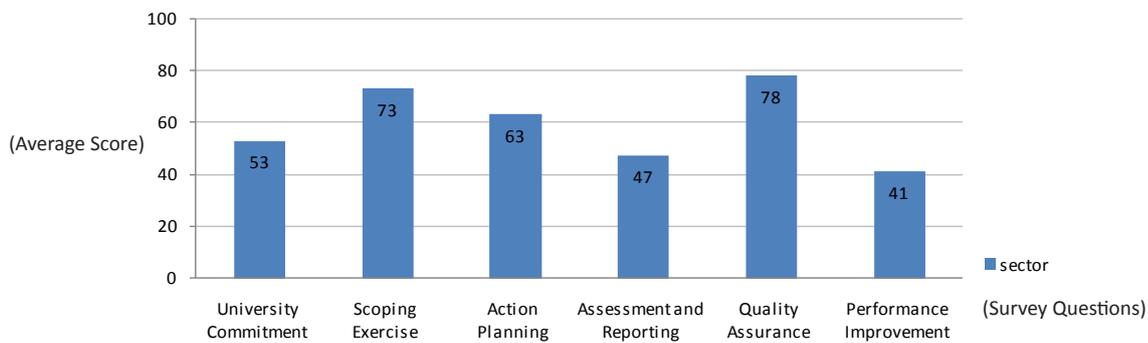




## Marketplace Impact Area: Teaching, Learning, Research and Knowledge Exchange

This question set covers the areas considered by many to be the most important contributions that universities can make to a sustainable future and has been extensively rewritten under the guidance of a Development Group of leading academics working in Education for Sustainable Development.

### Combined Index Results Chart - Teaching, Learning, Research and Knowledge Exchange Impact Area



Note: No business averages are given because the business index does not contain equivalent questions.

The Teaching, Learning, Research and Knowledge Exchange questions ask about:

- **A university's commitment** - does the university formally recognise the importance of including sustainability in the curriculum? Does it tell 'the world' about its ambitions?
- **The current state of play** - does the university know what's going on right now? I.e. has the university assessed or scoped out its existing teaching and learning for sustainability in the curriculum?
- **Action planning** - Has the university started planning - and implementing plans - to increase or improve the level of sustainability learning opportunities?
- **Sharing success with colleagues and seeing the full picture** - does the university have a process in place to help communicate where and how progress is being made?
- **Quality of information** - as with any academic activity; assuring a certain standard of quality is important. Has the university found ways to make sure the work it is doing in this area is of a high standard - and the information it is collecting around 'progress' is reliable?
- **Improvement cycle** - An important 'measure' of success is the ability to demonstrate a positive impact. Has the university found an 'indicator' to measure success? And gauge performance over time?

In the current Universities that Count survey, these Teaching, Learning and Research questions were completed by 27 of 53 universities, giving a solid foundation for effective bench-learning.



## Comment : University of Exeter

A £30 million Environment and Sustainability Institute (ESI) is planned to be built at the University of Exeter's Cornwall Campus. This complements our research strengths in Climate Change and Sustainable Futures, including the university's strategic research partnership with the Met Office.

The ESI will generate world-class research and teaching into the causes of environmental change and how to manage its effects. More than 100 top quality academic staff will be recruited to work across three selected themes: clean technologies, natural environment, and socio-economic research.

The ESI will be housed in one of the most environmentally-friendly buildings in the UK in a new BREEAM Outstanding rated building on the Cornwall Campus near Falmouth, and will be ready for occupation in summer 2012.

Professor Steve Smith, Vice-Chancellor of the University of Exeter, said: *"This is great news for Cornwall, especially at a time of national cutbacks in public spending. The ESI will build on the University's research strengths in climate change and environmental science."*

Investment for the new project comes from the European Regional Development Fund Convergence Programme for Cornwall and the Isles of Scilly, the South West Regional Development agency, Higher Education Funding Council and the University, it will help put Cornwall and the Isles of Scilly at the forefront of environmental and climate change technologies.

The University of Exeter has participated in the UTC and related projects for the last three years, achieving a consistent top five position for its corporate responsibility work. The new Institute comes under the Teaching, Learning, Research and Knowledge Exchange Impact Area, where Exeter has been identified as one of the 'Ones to Watch' (UTC 2010). Other developments at Exeter include working in partnership with WWF to design "The One Planet MBA" for launch in September 2011.

**Heidi Hallam**  
Stakeholder and Corporate Responsibility Manager  
University of Exeter



## Focus On: Integrating Education for Sustainable Development into the curriculum

One of the key academic challenges facing institutions is how to integrate education for sustainable development into the curriculum in a manner which exposes all students to the challenges of the subject. The London School of Economics and Political Science won a 2010 Green Gown Award for its LSE 100 programme.

LSE100 is an innovative new course that is compulsory for incoming undergraduates from 2010-11, running alongside students' degree courses. LSE believes that no important issue can be fully understood through a single lens and LSE100 aims to produce students whose intellectual grounding in their discipline is complemented by an understanding of different ways of thinking across the social sciences. The course blends lectures, small classes, coursework and group work to explore 'big' questions with world-wide economic, environmental and social implications:

- How should we manage climate change?
- Does culture matter?
- Can we make poverty history?
- Why are great events so difficult to predict?
- What caused the financial crisis?
- Who owns ideas?
- Is population growth a good thing?

*"LSE100 is focused not just on the 'what' but also on the 'why' of social phenomena. I thus believe that LSE100 can be the spark needed to recalibrate the focus of social sciences in the 21st century and I relish the opportunity to engage with my students in this exciting collective endeavour"* commented one LSE100 teacher.

LSE100 aims to:

- Promote a critical, interdisciplinary-approach to understanding key current issues, including a range of sustainability issues in, for example, climate change, poverty, culture and development and population growth.
- Produce graduates who can integrate a holistic approach into their specialist areas when examining such issues.
- Provide models of engagement in public debate through lecturers such as Professor Lord Stern, Howard Davies and Professor Michael Cox.
- Enable students to find and assess evidence, evaluate competing explanations and theories, and present arguments persuasively.
- Strengthen students' critical skills: research (information skills and data analysis) and communication (writing and presentation skills).

LSE's Director, Howard Davies, sums up the programme:

*“It’s important for us to say that LSE graduates have experience in analysing and debating some of the big issues of our time. LSE graduates not only have a real depth and analytical understanding of their subject area but through LSE100 we can ensure that they can engage in issues of public policy, of contemporary history, of economy and societal organisation, and can do that with people of different backgrounds and different nationalities.”*



### Outstanding Achievers

Two universities, each well-respected for their contribution to a sustainable future, achieved more than 90%:

University of Bradford • University of Gloucestershire



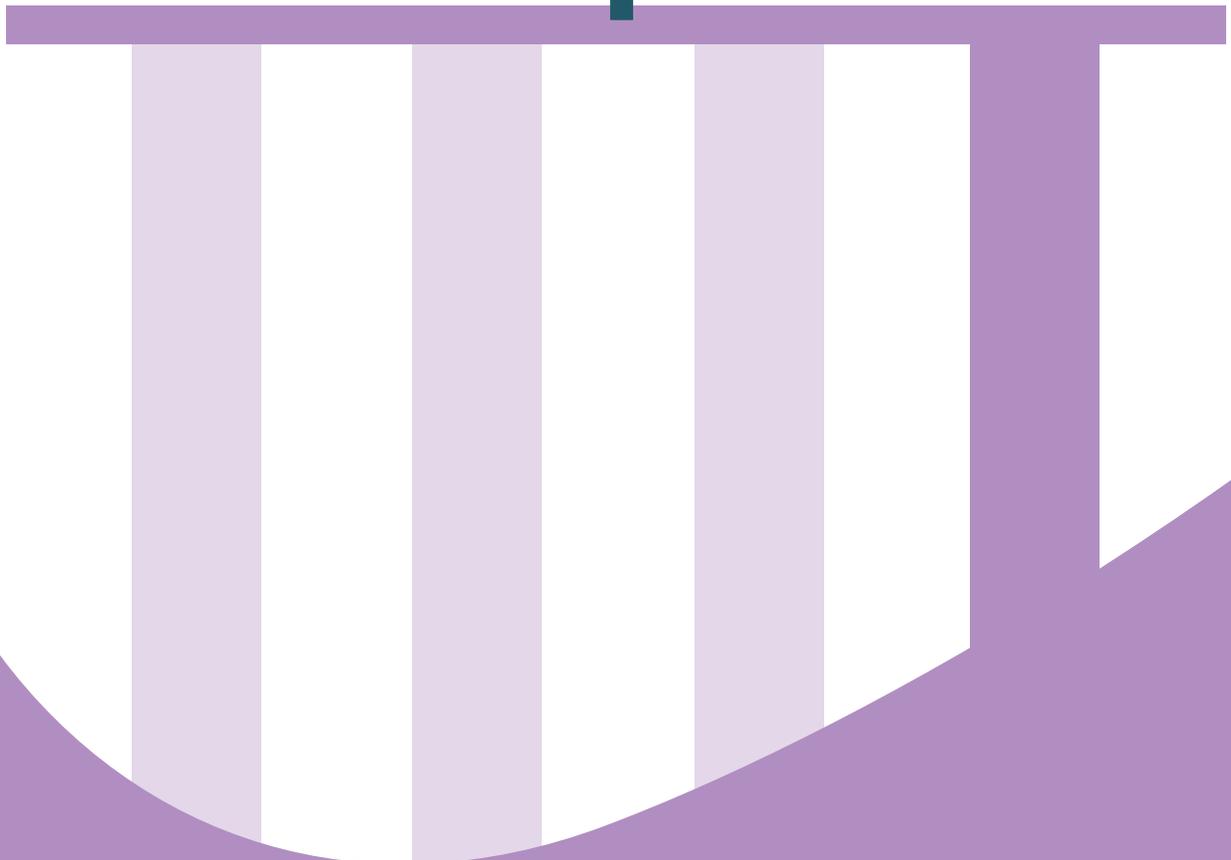
The importance of environmental and social responsibility (ESR) is increasingly evident in the workplace. Visible, meaningful activity in environmental and community programmes is increasingly sought by the talented individuals we seek to attract to our institutions. Recent graduates, who make up a significant proportion of entrants to the Higher Education sector each year, place a high premium on environmental and social responsibility.



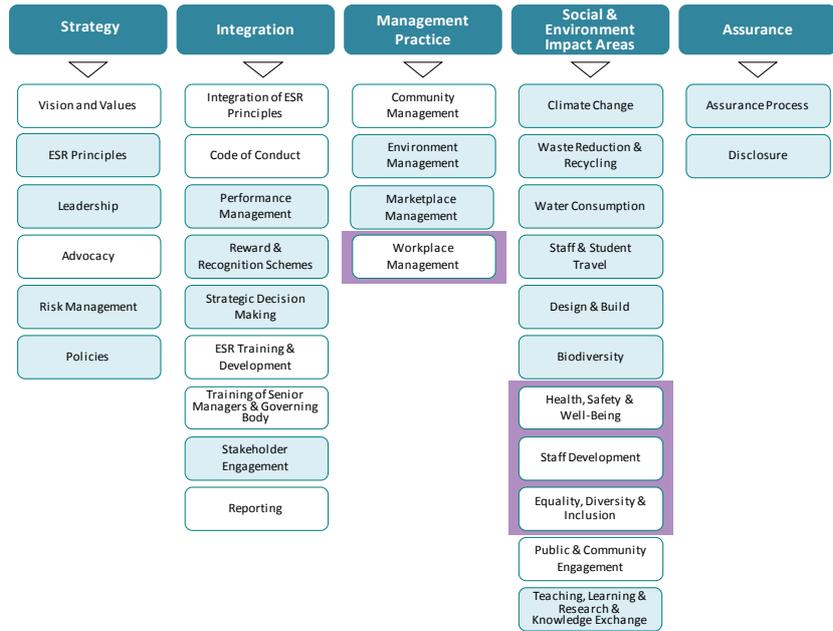
**Mary Luckiram**  
Director of Human Resources, St George's, University of London  
Vice Chair (Elect)  
Universities HR



# Workplace



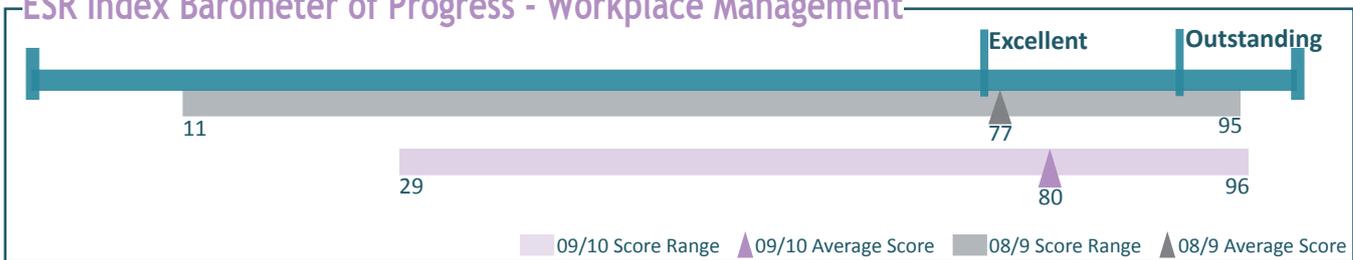
# Overview



## Workplace - Introduction

Workplace is the last of the ‘four pillars’ of the Environment and Social Responsibility Index, and concerns the way a university works with its staff to achieve its aims. This section also reports on 3 Impact Areas related to the Workplace - Health, Safety and Wellbeing; Staff Development; and Equality, Diversity and Inclusion.

### ESR Index Barometer of Progress - Workplace Management





## Comment : Universities HR

Universities HR (UHR), the key organisation for human resources professionals in higher education in the UK, welcomes the launch of the Universities that Count Annual Report. The importance of environmental and social responsibility (ESR) is increasingly evident in the workplace. Visible, meaningful activity in environmental and community programmes is increasingly sought by the talented individuals we seek to attract to our institutions. Recent graduates, who make up a significant proportion of entrants to the Higher Education sector each year, place a high premium on environmental and social responsibility.

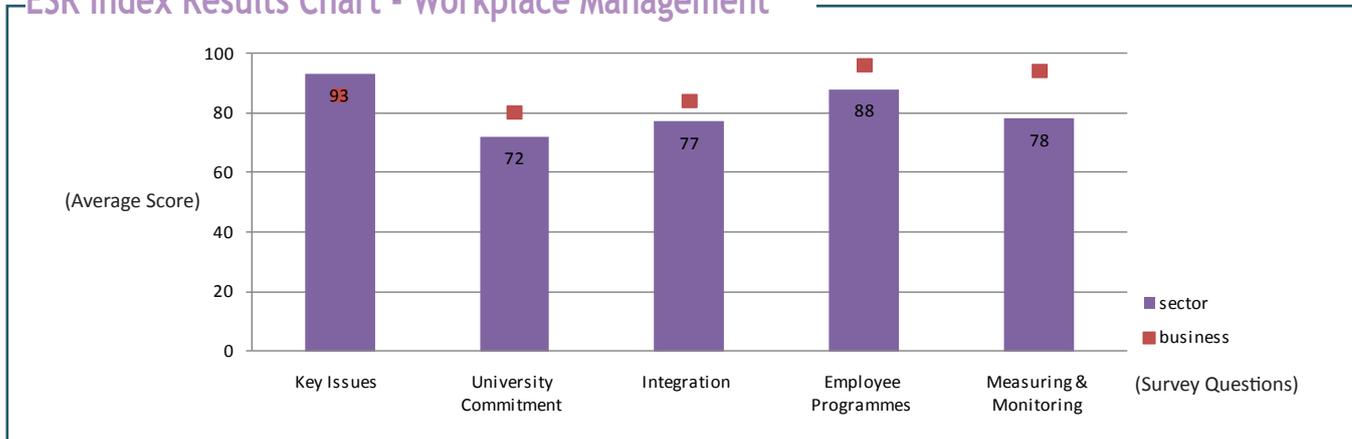
A challenging financial climate for universities will affect staff motivation and morale. Issues such as: internal communications; employee wellbeing; recognition and reward programmes; the reputation or brand of the University as an employer; talent management at all levels of the organisation; and, the development of leadership capacity in the organisation will assume increased importance in the workplace. As with training and development budgets, ESR initiatives are at risk of being casualties of financial retrenchment. The Universities that Count Report demonstrates that this is a critical time for institutions to place greater emphasis on these activities as part of an institution's ESR strategy.

**Mary Luckiram**  
Director of Human Resources, St George's, University of London  
Vice Chair (Elect)  
Universities HR

## Workplace Management

In addition to questions on the key issues affecting this area and the way that ESR is integrated into employment policies, this section also inquires into the employee programmes that encourage staff to engage more fully with the university, and asks how performance is measured and monitored.

ESR Index Results Chart - Workplace Management



## Key Success Factors

The leading universities in workplace management:

- Understand their staff through sophisticated survey and appraisal systems, ideally including attitudes to ESR in these processes
- Have an effective talent management programme, identifying high-potential people and giving them what they need to succeed
- Monitor the effects of programmes to enhance diversity and equality, such as Athena Swan
- Link reward and recognition to contribution, so that the best performers know they are valued



## Focus On: ESR as an Employee Motivator

In their contribution to this Annual Report, Universities HR - the key organisation for university HR professionals - comment on the role that ESR plays as an attractant: *“Visible, meaningful activity in environmental and community programmes is increasingly sought by the talented individuals we seek to attract to our institutions. Recent graduates, who make up a significant proportion of entrants to the HE sector each year, place a high premium on environmental and social responsibility.”* By showing that they care about what their employees care about, universities can significantly improve their perception as an ‘employer brand’. UHR also notes that the challenging financial climate for Universities will affect staff motivation and morale. UHR says that issues such as: internal communications; employee wellbeing; recognition and reward programmes; the reputation or brand of the University as an employer; talent management at all levels of the organisation; and, the development of leadership capacity in the organisation will assume increased importance in the workplace.

Against that prediction, the importance of benchmarking workplace ESR through Universities that Count is obvious.



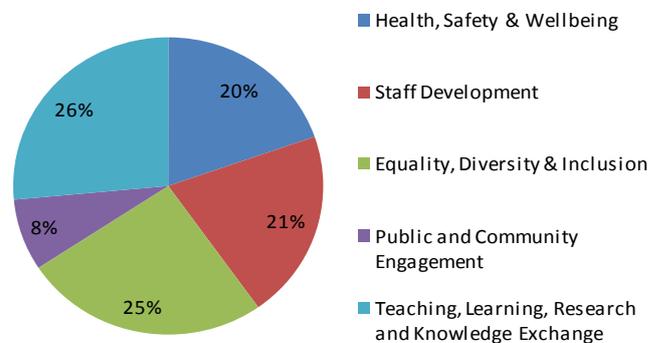
## Outstanding Achievers

7 universities and HEFCE, the funding council, recorded scores of more than 90% in Workplace Management:

Nottingham Trent University • Oxford Brookes University • University of Aberdeen • University of Exeter • University of Glamorgan • University of Sunderland • University of Worcester • HEFCE

## Workplace Impact Areas

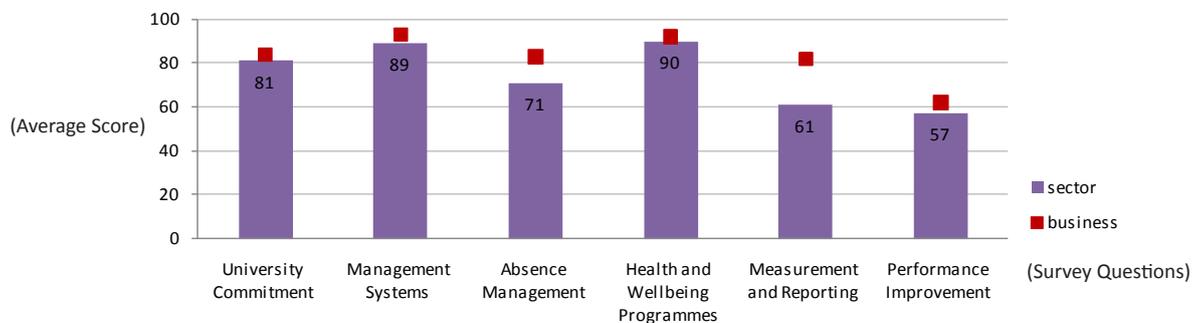
UTC ESR Index participants have a choice of 5 ‘social’ (i.e. non-environmental) Impact Areas, from which they select 3 areas to report on. 2 of these are Public and Community Engagement (the Community Impact Area) and Teaching, Learning, Research and Knowledge Exchange (the Marketplace Impact Area) and 3 concern the Workplace - Health, Safety and Wellbeing; Staff Development; and Equality, Diversity and Inclusion. Participants selected these areas as shown on the chart below:



### Impact Area: Health, Safety and Wellbeing

As with all Impact Areas, the emphasis here is to chart the processes which lead to improvements in performance. The questions ask about accredited management systems, the effects of health and wellbeing programmes, and whether performance has improved - the sector reported an improvement of 57%.

#### ESR Index Results Chart - Health, Safety & Wellbeing Impact Area



#### Focus On: Student Wellbeing

In year 1 of UTC, the Workplace questions focussed exclusively on university staff: this year the questions were extended to cover students as well. Universities are engaged in a wide range of student HS&W interventions, ranging from personal safety programmes to healthy eating and alcohol awareness programmes. HR expertise - developed for staff - is now benefiting students too.



#### Outstanding Achievers

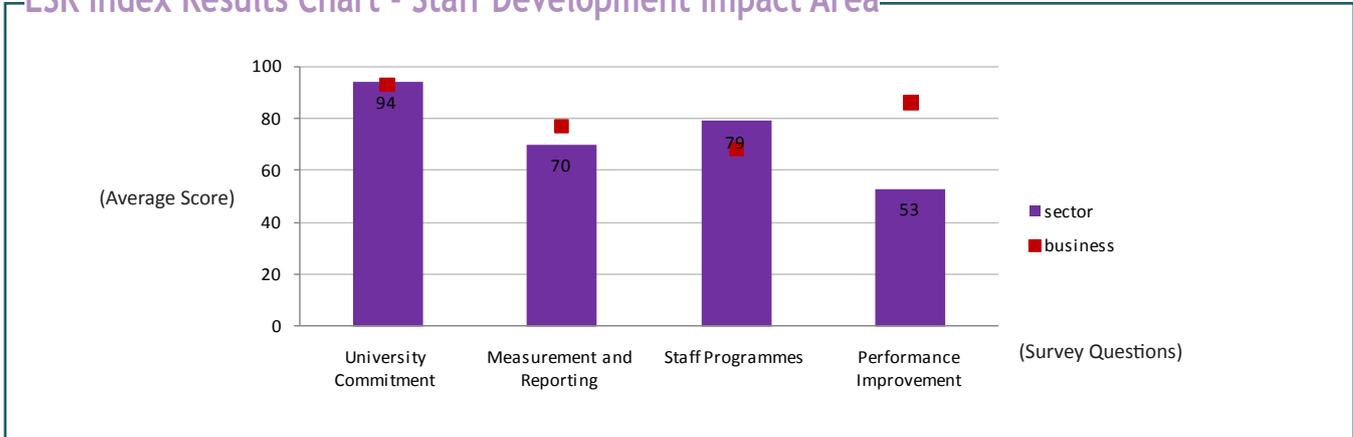
Two universities exceeded 90% scores in this Impact Area:  
 Edinburgh Napier University • University of Exeter



## Impact Area: Staff Development

Universities have always been aware of the benefits of a highly qualified workforce, and as working patterns change the need for development to keep pace increases. This impact area gauges how universities develop their people in line with future skills gaps and changing priorities.

### ESR Index Results Chart - Staff Development Impact Area



### Focus On: ESR in appraisals

For many employees, ESR can seem a peripheral interest - something that happens ‘over there’ but does not really impact on them. One way to bring the issues into closer focus is to include relevant ESR issues in employee appraisals. It is important to stay within the context of the job being appraised, but a number of universities - such as University of Bradford with its Balanced Scorecard approach - have found that including ESR in this way makes it a relevant and understandable part of a person’s job.



### Outstanding Achievers

3 institutions and HEFCE, achieved scores of 90%+:

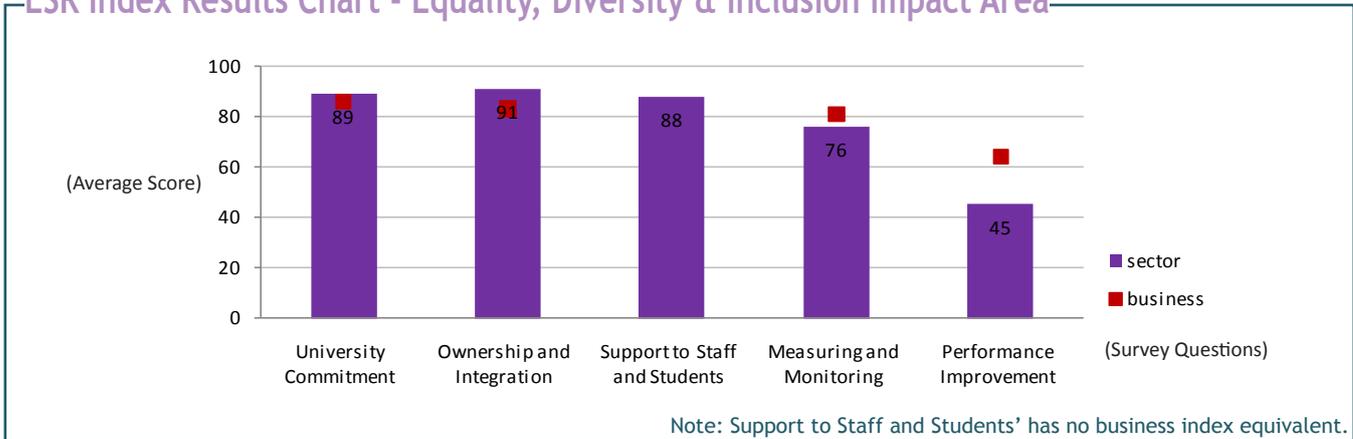
Aston University • University of Aberdeen • University of Bradford • HEFCE



## Impact Area: Equality, Diversity and Inclusion

As with other workplace impact areas, the questions in this section have been widened to include students as well as staff. For this year's UTC, the sector's Equality Challenge Unit helped with the development of the questions.

### ESR Index Results Chart - Equality, Diversity & Inclusion Impact Area



### Focus On: Glass Ceilings

The performance improvement metric used by a number of universities measures the percentage of female staff in senior positions, and how that measure has changed over the years. After a number of years of active pressure on this issue, the figures are improving and the upper echelons of universities are benefiting from more female presence. At the top level, the number of UTC universities with female vice-chancellors jumped from 18% last year to 28% this year.



### Outstanding Achievers

4 universities exceeded the 90% Outstanding score:

- University of Bristol
- University of Plymouth
- University of Winchester
- University of Worcester

“ Universities that Count has meant that we could be even more resourceful and by using the Index as a management tool we could bring people, materials and processes together.

We believe we have moved from a phase characterised as ‘whole institutional change’ where structures, processes and methods were being developed to one that we describe as ‘normalising’ where sustainability is the norm rather than the add on.

”

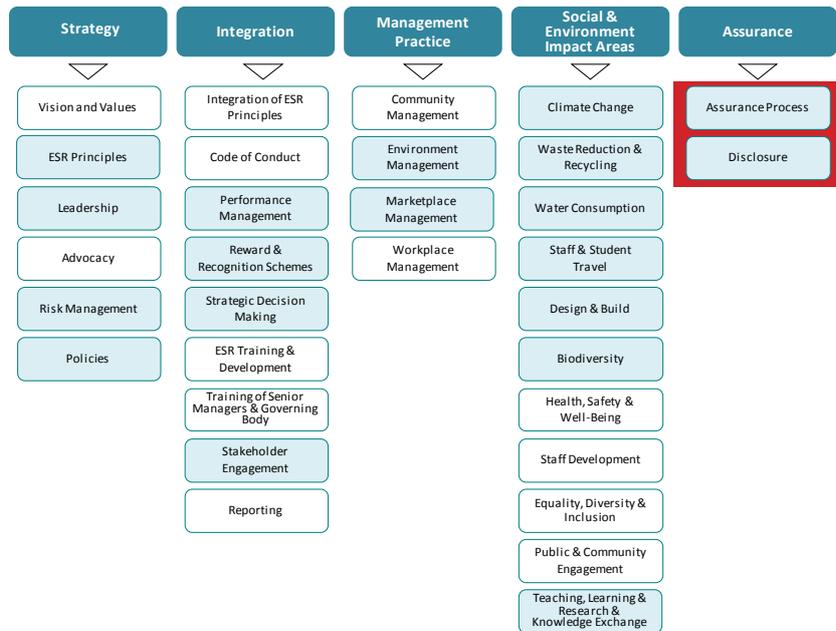
Peter Hopkinson  
Director of Education for Sustainable Development (Ecoversity)

Emma Griffiths  
Ecoversity Programme Support Officer  
University of Bradford

# Assurance & Disclosure



# Overview



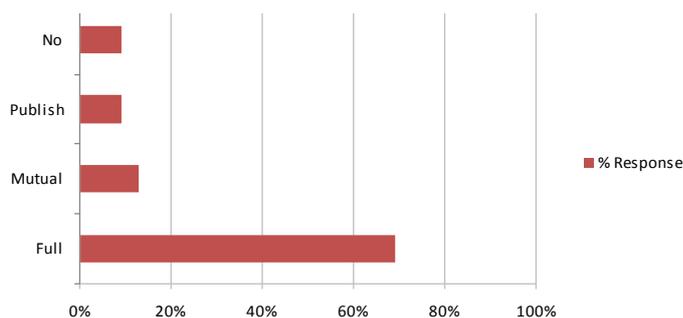
## Introduction

The final section of the survey asks participants how they ensure that the Environment and Social Responsibility and Environment Index answers they have given are reliable and accurate, and inquires into the management and governance processes that impact on ESR performance.

As Universities that Count has seen its first year of public disclosure, participants were asked in the Disclosure question to what extent they were prepared to reveal their individual results.

The fullest level of disclosure requested was that the university would publish its individual Feedback Report on its website. Other options presented were that the university would share its full survey submission (i.e. all its answers to the Survey questions) with other UTC participants on a mutual one-to-one basis, or on a wider release to all UTC participants to help in bench-learning processes. Universities were also asked whether they would share their survey submission with their funding council.

As the chart below shows, an overwhelming majority - 69% - agreed to full disclosure, and only 9% said no. When asked (outside the survey) for permission to publish results in the Results Tables in this report 83% agreed. Those who did not wish to report are using their UTC survey results to improve their performance internally before going public.



## Comment : National Grid

National Grid's vision is to be the foremost international electricity and gas company, delivering unparalleled safety, reliability and efficiency, vital to the well-being of our customers and communities.

We are committed to being an innovative leader in energy management and to safeguarding our global environment for future generations.

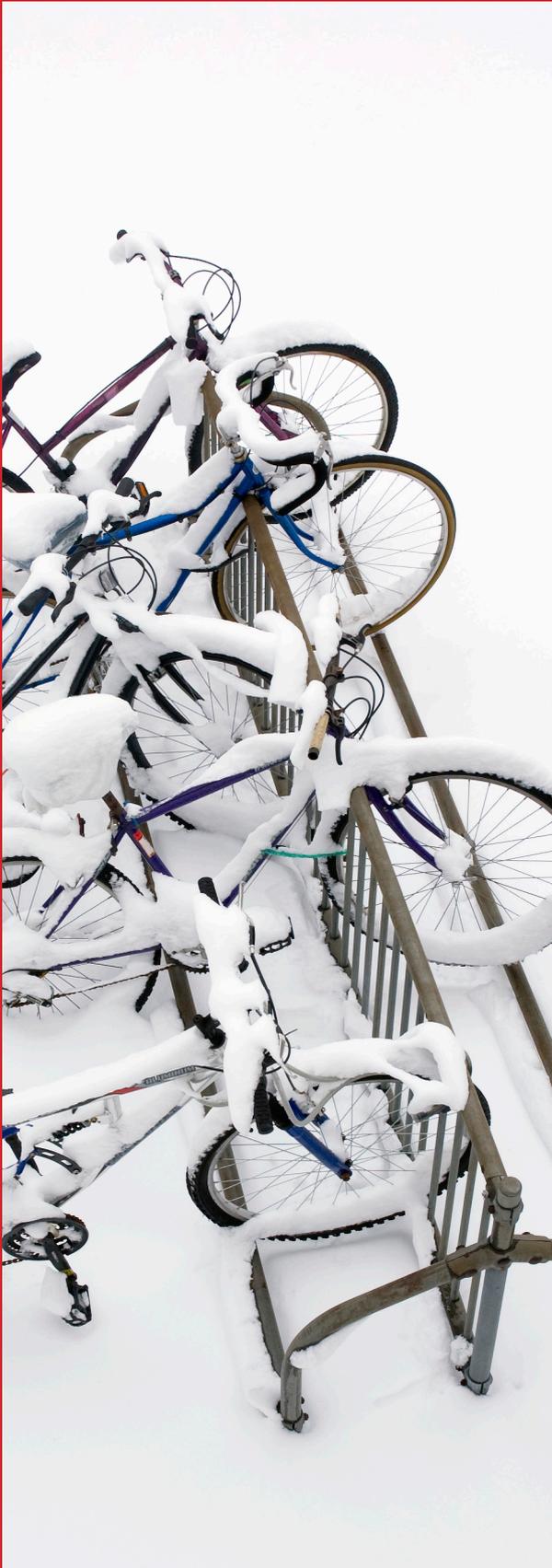
We have been an active member of Business in the Community for over twenty years and have participated in the Corporate Responsibility Index every year since its launch in 2002. The Corporate Responsibility Index is one of six external benchmarks monitored annually by our Board, so is considered to be an important measure of our commitment to run our Company responsibly and sustainably.

Over the years, we have benefited greatly from our involvement. We have found completing the questionnaire in itself can be very challenging. Completing the Index forces you to think hard about what evidence you have that shows a particular approach is both robust and embedded across the entire organisation. As the BITC Member representative on the UTC Stakeholder Advisory Panel, it is interesting to see universities facing these challenges.

We have always found the feedback report helpful in driving continuous improvement in our Company; this has ranged from setting improvement targets for our key impacts to publishing a position statement on our approach to lobbying.

Finally, the resulting benchmark has been very useful, both in terms of identifying best practice and for internal communications - being able to show our employees where we sit alongside household names such as Centrica, M&S and Barclays is very helpful. For us, the Index itself is not the only benefit. We participate in a Peer Learning Programme that meets regularly to explore practical corporate responsibility topics that have been prioritised by peer members. These learning opportunities are a valuable addition to those provided by the Index itself.

Ian Gearing  
Head of Corporate Responsibility  
National Grid plc  
BITC member representative - UTC Stakeholder Advisory Panel



# Validation Statement

One of the key points of difference between Universities that Count and other benchmarking surveys is the rigorous Independent Assurance which UTC is subjected to.

The Assurance is provided by Arthur D. Little, an auditing firm who have provided similar Assurance services for the Business in the Community Corporate Responsibility Index, and therefore understand the processes involved.

Their Validation Statement is reproduced in full below:

*The Environmental Association for Universities and Colleges (EAUC), Business in the Community (BITC) and CSR Consultancy has retained Arthur D. Little (ADL) to verify the data management process followed for the Universities That Count (UTC) Environment and Social Responsibility (ESR) Index and the Environment Index.*

*The UTC index is managed by the EAUC, with the support of delivery partners CSR Consultancy and BITC. CSR Consultancy are responsible for delivery of the index, organising workshops for participants, operating the secure online questionnaire system that collects data for the indices, performing a review and challenge process on the data submitted, and producing individual feedback reports and overall programme reports. To support the UTC programme the project partners asked ADL to provide independent quality assurance of CSR Consultancy's delivery of the index. This is the second year ADL has provided this service.*

*Our assurance of the UTC index process was based on a review of a 15% sample of Higher Education Institution (HEI) submissions which was limited to CSR Consultancy's data management system and their internal validation of company information. We did not look at EAUC's activities as the project managers of the UTC index. We have not verified the content of individual HEI submissions and provide no additional assurance as to the quality of their submissions to the Indices.*

## **Our approach**

*In order to validate the effectiveness of submission review and data management we undertook the following:*

- Discussions with the submission assessment team to check on progress, competencies and identify any gaps.*
- Regular advice on how the process could be improved.*
- Analysis of emerging findings.*

*Our assurance work on 15% of HEI submissions comprised:*

- A review of data flows.*
- A review of Business in the Community's on-line benchmarking tool that UTC uses.*
- An examination of a sample of CSR Consultancy's interventions where HEI submissions were changed because they were either incomplete or inconsistent.*

*In addition we scrutinised and challenged the working methods used by the CSR Consultancy assessment team on a regular basis. Our review looked to assure that CSR Consultancy was applying a fair and consistent review of each HEI submission in terms of depth and robustness.*

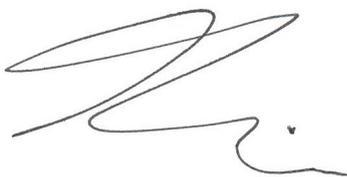
### ***Our opinion***

*Our observations suggest that the key elements of the UTC validation process for the 2009/ 10 Environmental and Social Responsibility (ESR) and Environment Indices have been effectively applied. Based on our observations we conclude that each HEI within the sample has received a thorough review of its submission. A significant level of engagement was achieved and evidenced with each HEI such that the final entry presents a true reflection of the HEI's current position and performance with respect to each of the UTC questions.*

### ***We support this statement with the following comments:***

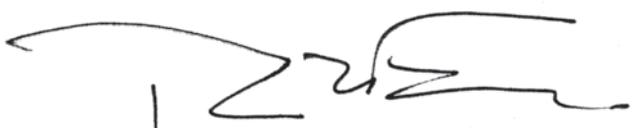
- We found the CSR Consultancy team to be knowledgeable across the subject areas of the UTC Index.*
- The level and diligence of the review continues to be high, with sound clarifications raised that looked to challenge HEIs on their answers as well as award further credit where due.*
- The significant level of engagement with HEIs coupled with an improved feedback report provides additional value in helping participants to improve performance in the areas covered by the benchmark.*
- The rigour with which the data has been checked provides a high level of assurance that the submissions are an accurate reflection of an HEI's performance based on the evidence provided.*

*We have submitted a more detailed assurance report to CSR Consultancy to support this validation statement.*



.....

*Tom Deakin, Project Manager*



.....

*Rick Eagar, Director*

# Stakeholder Advisory Panel

In addition to this Independent Assurance, Universities that Count benefits from the guidance of the Stakeholder Advisory Panel, chaired by Professor Mary Bownes, Vice Principal at the University of Edinburgh. The Panel meets 3 times a year to review progress and advise on improvements to the programme.

## UTC Stakeholder Advisory Panel 2010/11

Prof Mary Bownes (Chair)	Vice Principal and Professor of Developmental Biology	University of Edinburgh
David Beards	Senior Policy Officer	Scottish Funding Council
Andrew Chamberlain	Head of UK Programmes & Scotland Manager	Environmental Association for Universities and Colleges
Simon Cooper	Director	CSR Consultancy Ltd
Chris Cowburn	Estates and Sustainability Consultant	Higher Education Funding Council for Wales
Emma Fieldhouse	Environment Manager	University of Leicester
Iain Gearing	Head of Corporate Responsibility	National Grid plc
Sarah Hayward	Universities that Count Project Manager and Scotland Officer	Environmental Association for Universities and Colleges
Alan Lovell	Professor of Sustainable Business	University of Glamorgan
Iain Patton	Chief Executive	Environmental Association for Universities and Colleges
Keith Pitcher	Director of Sustainability	The University of Nottingham
Steve Scott	Representative for AUDE and Director of Estates and Facilities	Queen Margaret University
Toby Shillito	Director CR Index and Advisory Services	Business in the Community
Joanna Simpson	Higher Education Policy Adviser	Higher Education Funding Council for England
David Somervell	Sustainability Advisor	University of Edinburgh
Daniella Tilbury	Director of Sustainability	University of Gloucestershire
Liesl Truscott	Director	CSR Consultancy Ltd

## UTC Stakeholder Advisory Panel - past members, 2009/10

Prof Patricia Broadfoot (Chair)	Vice Chancellor	University of Gloucestershire
Patrick Mallon	Director of Benchmarking	Business in the Community
Rebecca Carter	UTC Project Manager	Environmental Association for Universities and Colleges

# The Future

## 2010/11 - Universities that Count and the future

The UTC online survey underwent extensive development after Year 1 was complete: questions were revised and new sections were added. Amongst the HE-specific sections were:

- Public and Community Engagement
- Sustainable Procurement
- Teaching, Learning, Research and Knowledge Exchange.

In addition, a number of questions were revised to add the student community to the consideration of the answer, and non-scoring questions were devised on an optional basis for those universities who wished to benchmark themselves in detail.

Despite these improvements, it is clear that, for many HEIs, the survey is too daunting a task. However the survey cannot simply be shortened, because there are others who use the process in their strategic development and risk management cycles.

The objective is to create simpler and easier entry points for new participants whilst keeping the detailed examination and probing of the ESR survey for those who wish to have this. A range of development routes is under consideration: at the time of writing these have yet to be finalised and approved, but they go under the banner of UTC *flexi* to emphasise the way that the Index is being tailored to fit the needs of HEIs.

UTC *flexi* is a flexible method to approaching and building the environment and social responsibility agenda in many ways. The options include:

- **A new participant's diagnostic tool** - a diagnostic tool (based on a simple checklist) could be made available to all new participants (and those wanting to advance from the Environment Index to other 'modules'). This diagnostic tool would help identify opportunities and challenges to completing the survey and help universities decide where to focus their time and resource. The tool could be used with support from the UTC team or independently.
- **Focussing on one 'agenda' at a time** - Development work is being undertaken to investigate the possibility of introducing three parallel Indices (Academic, Environment and Social/Community). Each participant would be able to choose which Index they wish to complete (after discussion and/or as a result of using the diagnostic tool) and receive a result in that index. However, those wishing to gain entry to the 'ESR Master' (see below) will need to complete a minimum entrance requirement (i.e. complete more than one stream) to qualify.
- **A phased approach to building participation** - Depending on the development work referred to above, in this option participants would choose which modules to complete, according to the way their focus on ESR was changing. The objective would be to build on each year, perhaps completing Academic questions one year, Environment the next, and so on.

- **The option of submitting a revised survey every second year (with time in between to improve)** - this 'Implementation Year' option would be important for those universities working across all areas of ESR. The objective is to give participants time to implement action plans, focus on new areas and generally make the longer term changes necessary. In common with the practice in the BITC Business CR Index, participants would still feature in the public reporting of results during their 'Implementation Year', retaining the score they achieved in the previous year.
- **The 'ESR Master' class** - This option respects the wishes of the leading HEIs who want to see the continuation of an Index that captures all the work they are doing across all ESR agendas. Here the 'Master' class will include all those universities wishing to submit a minimum level of coverage - across the full agenda - to be featured in this Index.
- **More support for performance improvement** - since the UTC programme has always been about performance improvement, progressing the agenda -and because in many ways 'ESR' for the Higher Education Sector is a new and growing field, the learning on both sides needs to continue and through UTC's bench-learning opportunities universities will be able to drill deeper into the programme and its results and the sector will be able to share learning and growth.

All of these options need careful consideration and development before the next year of Universities that Count goes 'live'. Discussions are continuing with a wide range of stakeholders and sector groups. The exact details of the new UTC formats will be available on [www.eauc.org.uk/utc](http://www.eauc.org.uk/utc).

The next survey round opens on Monday, November 29th 2010: contact [utc@eauc.org.uk](mailto:utc@eauc.org.uk) to get more information about UTC Year 3 and how to participate, to ensure your university gets the credit it deserves for its work in ESR.

# What makes a “University that Counts”?

- = leadership and commitment at the highest level
- = policies to ensure responsible behaviours across the HEI
- = environmental and social issues integrated into strategic decision making
- = objectives and targets set to drive continuous improvement
- = clear responsibilities defined at all levels
- = effective communication to share learning and knowledge
- = training for relevant staff to ensure delivery of objectives
- = process for stakeholder consultation and engagement
- = monitoring systems to assess and report progress
- = public reporting of key issues, targets and performance
- = willingness to disclose information and share best practice
- + ESR integrated into teaching, learning, and research

## Project partners



## Our funders

