

The logo for CaSPr (Campus Sustainability Programme) features the letters 'CaSPr' in a dark teal, serif font. The letters are set against a light beige, horizontally-oriented oval background that has a subtle gradient.

Regional induction/briefing report  
Campus Sustainability Programme

**Environment Association for Universities and Colleges – Scotland  
Branch  
(EAUC-S)**

**December 2005**

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# 1 Introduction

On the 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> November 2005 briefing sessions were held in Glasgow, Edinburgh and Dundee respectively to introduce the Environment Association for Universities and Colleges – Scotland (EAUC-S) Branch's Campus Sustainability Programme (CaSPr) to colleges and universities that had expressed an interest in participating as a partner within the programme. This report documents the briefing outcomes and process, and is available on the EAUC's website [www.eauc.org/scotland](http://www.eauc.org/scotland).

# 2 Purpose and intended outcomes.

The purpose of the briefing sessions were to provide information about CaSPr to potential partner institutions so that they could make an informed decision about future participation

The intended outcomes as set out in the background papers were to:

- Discuss the nature of the drivers towards sustainability in Colleges and Universities;
- Become more aware of CaSPr and consider the reasons for becoming involved with it;
- Have the opportunity to influence the content of CaSPr;
- Share some examples of good practice for sustainability;
- Discuss the barriers facing institutions in putting sustainability into practice; and
- Identify the information, tools and support that would help institutions.

# 3 Details of events

Invitations were issued to all colleges and universities within Scotland, letters were sent to Principals as were emails. Emails were also sent to practitioners through the EAUC web-mail and the Scottish Association for Universities Directors of Estates (SAUDE) email list held by the Scottish Funding Council (SFC), a copy of the invitation is given in Appendix 1.

The requirements of each of the events and venues were the same, however to try and cater for the inclusion of Orkney College in the third event it was necessary to find a location with Video Conferencing Facilities (VC). As a result the type of venue and layout was restricted and this had implications on the way in which briefing 3 on the 10<sup>th</sup> November was presented and facilitated due largely to a lack of space.

**Table 3.1 Summary of event venues**

	<b>Tues 8<sup>th</sup> Nov 2005</b>	<b>Wed 9<sup>th</sup> Nov 2005</b>	<b>Thur 10<sup>th</sup> Nov 2005</b>
<b>Facilitators</b>	Inga Burton and John Forster	Inga Burton and John Forster	Inga Burton and John Forster
<b>Venue</b>	University of Glasgow, Wolfson Medical Seminar room	Napier University Castle Room, New Craig at Craighouse Campus	VC seminar room, Nursing School Medical School , Ninewells, University of Dundee
<b>Coffee and lunch</b>	Coffee and lunch serviced in main foyer outside room (with vegetarian option)	Coffee and lunch served in corridor outside room (with vegetarian option)	Coffee served in VC room, lunch in adjacent classroom (with vegetarian option)
<b>Timing</b>	0930 arrival, 1000 start, 1230 lunch	0930 arrival, 1000 start, 1230 lunch	0900 arrival, 0930 start, 1200 lunch
<b>Room layout</b>	Small groups of 4 or 5 for small group discussion	Small groups of 4 or 5 for small group discussion	Seating was boardroom style
<b>Presenters and documentation facilities</b>	Presenters were located at the front with two flip charts	Presenters were located at the front with two flip charts	Presenters moved between back and front to manage the VC controls and document presenter (linked to the PC)

## 4 Format of briefing sessions

The format of each briefing session was the same at each event and involved an initial power point presentation to introduce the programme followed by group discussions, brief presentations and brainstorming. The format of the sessions is summarised below in more detail:

### Introductory PowerPoint presentation

- The purpose of the briefing
- Who's who
- Background to sustainability in the sector
- Previous sustainability projects
- Introduction to CaSPr
- Discussion

### Group work

- Defining sustainable development and its scope
- Individual experiences
- Drivers for sustainability
- Obstacles
- What can CaSPr do for you?

### Next steps

## 5 Attendees

A number of institutions expressed an interest in participating in the programme, a complete list of the institutions and individuals attending are given in Appendix 2 and a more detailed analysis of those attending is given in Table 5.1 and 5.2.

**Table 5.1 HE and FE institutions/staff attending sessions**

Description	Venue			
	Glasgow	Edinburgh	Dundee	Total
Number of HE institutions	3	3	2	8
Number of FE Institutions	5	2	3	10
<b>Total</b>	<b>8</b>	<b>5</b>	<b>5</b>	<b>18</b>
HE staff	8	6	5	19
FE staff (or associated)	8	4	7	19
<b>Total</b>	<b>16</b>	<b>10</b>	<b>12</b>	<b>38</b>

**Table 5.2 Description of roles of those attending briefings**

Description	Venue			
	Glasgow	Edinburgh	Dundee	Total
<b>Job Areas</b>				
Estates	10	5	6	21
Health and Safety	1	0	0	1
Accommodation	1	0	0	1
Procurement	2	1	1	4
Academic admin	1	0	1	2
Principals	0	1	1	2
Professional advisors	0	1	0	1
Corporate affairs	0	1	0	1
Finance	0	1	1	2
Travel plan	0	0	1	1
Academic staff	0	0	1	1
Sustainability co-ordinator	1	0	0	1
<b>Total</b>	<b>16</b>	<b>10</b>	<b>12</b>	<b>38</b>

## 6 Outcomes

This section summarises the outcomes from each of the sessions including the issues raised in the following areas:

- Discussion (held in the initial introduction);
- Defining sustainable development and its scope;
- Individual experiences;
- Drivers for sustainability;
- Obstacles;
- What can CaSPr do for you?; and
- Next steps.

The following describes what was undertaken in each of the above.

### **Discussion**

The discussion that followed the initial introduction provided an opportunity for participants to ask questions arising from the presentation and describe their expectations of the briefing session and of the overall programme.

### **Defining sustainable development and its scope**

Participants were separated into non-institutional groups and asked to consider the following question and report back to the rest of the workshop.

*'What does sustainable development mean to you as an individual?'*

Further information on the understanding of sustainable development is included in Appendix 3.

### **Individual experiences**

In the second part of the group work participants were invited to describe some aspects of their institution's experiences of sustainability.

A summary of the responses given is in Appendix 4.

### **Drivers for sustainability**

The third part of the session involved brainstorming, with individuals making suggestions on:

*'What would make your institution take action on sustainable development?'*

A summary of the drivers identified by each of the groups is included in Table 6.1.

**Table 6.1 Drivers for sustainability**

Driver for sustainability	8 <sup>th</sup> November (Glasgow)	9 <sup>th</sup> November (Edinburgh)	10 <sup>th</sup> November (Dundee)
Scottish Funding Council (SFC) expectations and conditional funding (e.g. European funded programmes)	✓	✓	✓
Compliance with legislation (e.g. Greenhouse Gas Emissions Regulations, WEEE Directive)	✓	✓	✓
Local community (community groups, community planning)	✓	✓	✓
Local authority (through e.g. travel plans, waste, planning)	✓	✓	✓
Students	✓	✓	✓
Staff	✓	✓	✓
Cost savings	✓	✓	✓
Peer group pressure i.e. from competitor institutions and to gain competitive advantage	✓	✓	
Professional bodies, trade bodies, local employers sending apprentices to college/university or recruiting them	✓	✓	
Public relations		✓	✓
Risks (e.g. financial penalties associated with legislation)		✓	✓
Availability of financial support (including ring-fenced money for facilities/maintenance etc)	✓		✓
Requirements through auditing institutional performance (EFQM, environment, health and safety, QAA, HMIE)	✓		✓
Performance tables	✓		
Progression of students from FE to HE	✓		
Meeting the social and environmental expectations of foreign students which might differ from UK students)	✓		
UK government pressure to meet targets (e.g. carbon emissions)	✓		
Opportunity presented by new capital projects		✓	
Alumni		✓	
Education as the main function of institutions acts as a driver for encouraging changes in behaviour			✓
Governing body and senior management			✓
Commitment from key members of staff			✓
Unions			✓

**Obstacles**

Having established the types of drivers that would encourage institutions to make changes in their behaviour and operational practices the group looked at establishing what types of obstacles might make things difficult. This involved separating participants into institutional groups where possible. The question for this section was:

*‘What are the obstacles institutions and individuals are faced with in implementing sustainable development?’*

Table 6.2 provides a summary of the obstacles identified by each of the groups.

Reference was made to Force Field Analysis which highlights that all too often too much focus is placed on the obstacles, by placing more focus and energy on the drivers, progress can often occur faster.

Table 6.2

## Obstacles associated with implementing sustainability

Obstacles for sustainability	8 <sup>th</sup> November (Glasgow)	9 <sup>th</sup> November (Edinburgh)	10 <sup>th</sup> November (Dundee)
Lack of awareness of top management and throughout departments (including external bodies such as the funding council)	✓	✓	✓
Lack of commitment/buy in (particular senior management)	✓	✓	✓
Lack of human resources (e.g. in procurement, key individuals and champions)	✓	✓	✓
Lack of technological resources	✓	✓	
Inadequate processes, policies and procedures	✓	✓	
Culture, mentality and attitudes		✓	✓
Lack of guidance toolkits for sustainability, lack of clarity		✓	✓
Budgeting framework (devolved/single budgets)		✓	✓
Lip service, tick box mentality	✓		
Risks associated with health and safety	✓		
Lack of customer demand	✓		
Lack of management and information to prove a need for change	✓		
Lack of ownership	✓		
Physical constraints (e.g. available technology, building design)	✓		
Lack of time resource		✓	
Organisational structure		✓	
Short term view taken rather than longer term		✓	
Lack of services and support (e.g. local authorities not able to provide recycling service)		✓	
Afraid to take risks, many people are frightened to say what they are really thinking or of upsetting other colleagues			✓
Lack of enthusiasm			✓
External obstacles such as political or legal (e.g. health and safety legislation may mean that certain things can't be implemented, or make it harder to implement)			✓
Objections from Community (e.g. old Aberdeen campus, opposition to pedestrianisation by residents living in the area.			✓
Lack of financial support			✓
Unsustainable practices not costed realistically			✓

**What can CaSPr do for you?**

An important part of this briefing session was to provide interested colleges and universities with the opportunity to influence the content of the programme. Although there are specific commitments that have already been made and are associated with obtaining the funding there is the opportunity to influence the specific types of issues that are focused upon throughout the programme and as a result provide the institutions with the support required.

Table 6.3 summarises the ways in which the participants felt CaSPr could help them.

Table 6.3

## Examples of how CaSPr can support institutions

Ways CaSPr can help institutions	8 <sup>th</sup> November (Glasgow)	9 <sup>th</sup> November (Edinburgh)	10 <sup>th</sup> November (Dundee)
Establish a baseline providing practical support including action plans that helps develop policies and objectives (this could be similar for all institutions and made specific by them) and the initial stage of an internal management system (and development of key performance indicators).	✓	✓	✓
Develop Key Performance Indicators and an anonymous league table (i.e. a benchmarking club) so a comparison can be made against what is feasible (link with EMS/FEEMS)	✓	✓	✓
Provide examples of case studies and best practice in all areas	✓	✓	✓
Share problems experienced by different institutions so that solutions can be developed together.	✓		
Proformas, specifications or checklists and procedures that can be adapted by institutions for their own use (online)	✓	✓	✓
Provide consultancy to institutions to provide them with specific and technical support for their institution	✓	✓	✓
Development of a knowledgebase with key documents and reviews of legal and other issues relevant to the sector and with links to further information (a one stop shop).	✓	✓	✓
Don't reinvent the wheel, consider guidance already produced for similar sectors e.g. Energy Efficiency for schools		✓	✓
Raise awareness at senior level by presenting at an event which senior management would be attending		✓	✓
Hold workshops	✓		
Develop practical solutions for building design problems	✓		
In carrying out the programme, join forces with other organisations such as the Carbon Trust	✓		
Identify funding sources and explain how to access it	✓	✓	
Develop an award scheme for Scottish Institutions (similar to HEEPI Green Gown Award)		✓	
Provide material that institutions can use for promotional purposes in their own institutions		✓	
Provide guidance and material that can be used by staff development providers in individual institutions		✓	
Get people together and share information			✓
Provide training and involvement at management level (Board of Management, Court)			✓
Include Sustainability as an Agenda item at management level meetings			✓
Consider using the SFEU communities of practice as a model			✓
Provide a lobbying service			✓
Provide links and support available from local authorities			✓

**Next steps**

The closing part of the briefing session explained what would happen next in terms of the programme, these are detailed below:

- CaSPr programme managers will develop a report on the briefing session which will be sent, by e-mail to each individual present;
- CaSPr programme managers will issue invitations to institutions to join as CaSPr partners, these will be sent to Principals and copied to individuals present at the briefing sessions;
- Once institutions have joined as partners CaSPr programme managers will send additional information explaining in more detail what to expect in the following months;
- Institutions will be invited to join the EAUC to receive membership benefits; and
- Invitations will be sent to institutions inviting them to attend the EAUC-S conference (30th Nov).

## 7 Feedback

All attendees were handed a feedback form (see Appendix 5), and 33 out of 38 completed it. A detailed analysis of the returns is given in Appendix 6 with individual comments collated in Appendix 7. A summary of these by venue is as follows:

	Booking	Travel	Venue	Catering	AV	Format	Content	Facilitators	Usefulness	Effectiveness	Average
Glasgow	4.36	4.71	4.64	4.50	4.71	4.64	4.50	4.50	4.57	4.43	4.56
Edinburgh	4.71	4.57	4.75	4.40	4.75	4.88	4.88	5.00	4.63	4.50	4.71
Dundee	4.09	3.90	3.55	3.86	4.36	4.64	4.64	4.64	4.50	4.50	4.27
Overall Average	4.34	4.42	4.30	4.27	4.61	4.70	4.64	4.67	4.56	4.47	4.50

(Note: In all cases, participants had not had lunch before completing the feedback forms)

The overall conclusion is that from a participant's viewpoint all aspects of the events were good. However the booking arrangements in Glasgow and Dundee were rated lower than Edinburgh, and at Dundee travel, venue and catering were rated much lower than at the other two venues. The following may provide a partial explanation for this:

- Some of the people attending were not informed early enough because the information did not get down through the institution quickly enough;
- At Dundee, running the session in a video conferencing suite compromised the general experience – because the room was too small and poorly ventilated, people were not able to move into different small groups; and
- At Dundee, the coffee was not available at the start.

### Perceptions of facilitators:

- There were fewer institutions and people than originally planned – mainly we suspect because not enough notice was given of the events;
- The Edinburgh and Glasgow venues were outstanding in terms of space, and set a standard which we should try and aim for – if we can make appropriate arrangements; if video conferencing is needed, we need to find better facilities for the future;
- The seating in small groups and changing round groups at appropriate times worked very well where the room configuration allowed it;
- The feedback form should have given some measure of whether participants felt that the outcomes had been achieved – e.g. we could have asked a question about each outcome; and
- We could have used the data from the discussions on barriers, drivers and people's desires for change in their institution to develop ideas on what was needed from CaSPr during the briefings.

## 8 Appendix 1 CaSPr invitation

14th October 2005  
Letter to Principals of Scotland's Universities & Colleges



### SCOTLAND

**EAUC-Scotland Branch**  
c/o University of Edinburgh  
9 Chambers Street  
EDINBURGH EH1 1HT

«Principal»  
«Principals\_Title»  
«Institution»  
«Address1»  
«City» «Postcode»

Dear «Salutation»

Invitation to participate in the Campus Sustainability Programme (CaSPr)

I invite your institution to participate in the EAUC's Campus Sustainability Programme (CaSPr) which has won Scottish Executive support (£120k over 3 years) from their Sustainable Action Fund.

The Environmental Association for Universities and Colleges (EAUC) was established in 1996 to help the UK Further and Higher Education institutions improve their environmental and sustainability performance. The Scottish Funding Council and Scottish Association for University Directors of Estates have identified the EAUC-Scotland branch as a one-stop source of advice on integrating sustainability and environmental management into the business management of colleges and universities. CaSPr is our response!

### What are the objectives of the Campus Sustainability Programme (CaSPr)?

The aim of the programme – which is initially funded until mid 2008 – is to:

- Promote improved environmental and sustainability performance in Scotland's Universities and Colleges – through workshops and other training and staff development activities
- Identify and document sustainability exemplars and support implementation across the sector and
- Engage with Estates, Procurement, and Human Resources professionals and with student bodies across the sector so as to help them deliver improvements. [See more at Appendix A]

### What would our participation in the Campus Sustainability Programme involve?

CaSPr is a groundbreaking project that will bring real benefits for all institutions that actively participate. The programme will build capacity in the sector through targeted workshops addressing key environmental and sustainability issues identified by the CaSPr Partners. It will help your staff get to grips with these issues and deliver performance improvements in this important area. Partner institutions will be closely involved in piloting improved measuring of a few new KPIs to assist in monitoring progress towards sustainability.

We have appointed John Forster (of John Forster Associates) and Inga Burton (of IAB Consultants) as Programme Managers to develop and deliver this programme on behalf of EAUC-Scotland. Both have first-hand experience of the sector and are ideally equipped to lead this project. Their first task is to recruit partner institutions for the Campus Sustainability Programme.

### 1. Expression of Interest in the "Campus Sustainability Programme (CaSPr)"

If you wish to learn more about the programme please complete the attached Expression of Interest form. Please identify a Main Contact – and identify which of three regional half-day "*Find Out More!*" Briefings

- Tuesday 8<sup>th</sup> November 10am - 2pm, University of Glasgow
- Wednesday 9<sup>th</sup> November 10am - 2pm, Napier University, Edinburgh and / or
- Thursday 10<sup>th</sup> November 10am - 2pm at the University of Dundee – would be most convenient.

Please return the completed form to John Forster, Programme Manager at the address at the end of this letter.

### 2. EAUC-S Campus Sustainability Conference Wednesday, 30 November 2006, Edinburgh

The first key event is a major conference to launch CaSPr on Wednesday 30<sup>th</sup> November at Edinburgh. Further details will shortly be sent to you and selected colleagues. This is a must-attend event for all the players from across the FHE sector. So you don't miss this opportunity, I will be in contact again shortly with further details. Meantime, please make sure that key members of your team have the date in the diary.

### **3. Membership of the Environmental Association for Universities & Colleges (EAUC)**

**I am particularly grateful for your institution's early membership of the Association – which has helped us get this far.**

The Main Contact we have registered at the moment is «EAUC\_Member\_\_Main\_Contact». Now almost ten years old, the Association – which provides the primary network for environmental, waste and energy practitioners in the UK – is formally registered as an educational charity and established as company limited by guarantee. [More at Appendix B]

There are working groups on Energy Management, Waste Management, Sustainable Procurement, Transport, Environmental Legislation and Curriculum issues through which colleagues hear of latest initiatives and share best practice tips and techniques. The Scottish Executive funding recognises the value of these informal networks and will enable us to develop a professionally run programme of targeted activities to assist Scotland's Colleges and Universities make step-change improvements in their performance.

We hope you will participate in the programme and look forward to working with you and your team to deliver the sector's contribution to a Sustainable Scotland. Due to the funding received to-date we are initially able to offer the programme entirely free of charge to partner institutions.

We feel this will be an ideal opportunity for the Scottish FHE sector to reply collectively to the Deputy First Minister's request for a coherent and meaningful response to the Sustainability challenge facing us.

If you or your colleagues seek any additional information please contact either of the Programme Managers.

Yours sincerely

David Somervell, EAUC-Scotland Branch Convener  
Energy & Sustainability Manager, University of Edinburgh

enc. Expression of Interest form (*Please return by 28<sup>th</sup> October*)

#### **Contact details for CaSPr Programme Managers:**

**John Forster, John Forster Associates, Dalsack, Finzean, Aberdeenshire, AB31 6ND.**

**Inga Burton, IAB Consultants, Newfield, Orphir, Orkney, KW17 2RE**

**Email [caspr@eauc.org.uk](mailto:caspr@eauc.org.uk) Web [www.eauc.org.uk/scotland](http://www.eauc.org.uk/scotland) (from end October)**

**Phone John Forster on 01330 850 555 or Inga Burton on 07714 980 215 / 01856 811 719**

<b>EAUC Members in Scotland – before recruitment drive, October – December 2005</b>	
<b>College / University</b>	<b>Main Contact</b>
Cardonald College	Colin Gordon, Programme Coordinator
Edinburgh's Telford College	Ken Davenport, Facilities Manager
Elmwood College	John Salter, Environmental Coordinator
James Watt College	David Loudon, Vice-Principal, Development
John Wheatley College	Alan Inglis, Assistant Principal
Lauder College	Jim King, Lecturer
Scottish Agricultural College	Dr Collette Coll, Senior Tutor
Stow College	June Thomas, Sustainable Development Coordinator
Glasgow Caledonian University	Dr Bob Gilmour, Senior Lecturer
Heriot Watt	Alison Sheppard, Energy & Environmental Manager
Napier University	Charlie Morrison, Facilities Service Adviser
Queen Margaret University College	Steve Scott, Director of Estates & Facilities
St Andrews University	Roddy Yarr, Environment & Energy Manager
The Robert Gordon University	Mike Berry, Director of Estates
University of Aberdeen	John Kingsland, Utilities Manager
University of Dundee	Gilbert Valentine, Estates & Facilities Manager
University of Edinburgh	David Somervell, Energy & Sustainability Manager
University of Glasgow	Dr Ann Galbraith, Safety & Environment Coordinator
University of Paisley	Charles McGinnis, Hazardous Waste Officer
University of Stirling	Karen Plouviez, Director of Estates & Campus Services
University of Strathclyde	Pat Hoy, Deputy Director of Estates Management

## Appendix A

### Environmental Association for Universities & Colleges - Scotland

# Campus Sustainability Programme (CaSPr) – Summary Outline, October 2005

**The purpose of the programme is to design, develop and implement an action plan promoting Sustainable Universities & Colleges in Scotland.**

There will be four work streams underlying the delivery of the project, which will form the main focus of workshops, training and practical guidance. These work streams are described below:

#### **1. Practical Issues: Campus Development and Refurbishment**

Considering a range of areas like Sustainable Design Guidance for New and Refurbishment projects, Estates Strategies, Biodiversity and Travel Planning, the task is to identify and document new approaches being used at national and international level and transpose best practice for implementation across the board in Scotland working with partners such as WRAP, Envirowise, and the Carbon Trust Scotland.

#### **2. Practical Issues: Resource Effectiveness in Managing Facilities**

Identification of techniques and tools for improving utilisation of all resources and managing them in a sustainable way. Scope to include Energy / Carbon and Water Management, Workplace Recycling, complying with Environmental Legislation, Sustainable Procurement.

#### **3. Management Mechanisms: Managing Change**

Develop and disseminate information to stakeholders on best practice techniques and tools on how to introduce and manage sustainable development in institutions. Stakeholders will include Senior Managers, professionals such as Estates, Finance, Procurement, Human Resources and Students. This work stream will look at a range of approaches from Induction, Awareness Raising, CPD to Education for Sustainable Development.

#### **4. Management Mechanisms: Measuring What Matters**

Collection, collation and reporting on a range of Key Performance Indicators for Sustainability across the sector. Specifically, there is a Year 1 target to collect baseline data from institutions and to identify gaps in this data. During Years 2 and 3, the focus will be on collecting, collating and reporting on annual follow up data from institutions.

We envisage each work stream will involve the following stages with delivery of specific elements on certain dates, such as the planned EAUC-S Conference at the end of November and workshops in Spring 2006:

- Desk Research identifying appropriate exemplar programmes and funding sources
- Visits to Scottish institutions at the cutting edge to elicit full details of programmes
- Synthesis of the gathered material and distillation into concise documentation and guidance
- A series of interactive workshops sharing How-to Tips and Best Practice guidance
- Compilation of advice emerging from all above into web and other concise documentation.

#### **Campus Sustainability Programme (CaSPr) Programme Managers:**

John Forster, John Forster Associates, Dalsack, Finzean, Aberdeenshire AB31 6ND

Inga Burton, IAB Consultants, Newfield, Orphir, Orkney KW17 2RE

Email: [caspr@eauc.org.uk](mailto:caspr@eauc.org.uk) Web site: [www.eauc.org.uk/scotland](http://www.eauc.org.uk/scotland) (from end October)

Phone John Forster on 01330 850 555 / Inga Burton on 07714 980 215/01856 811 719

## Appendix B



### A Membership Association serving UK Universities & Colleges

Over the last five to ten years, there has been an increasing awareness within Colleges and Universities of the need to address environmental issues both operationally, as businesses, and within the curriculum. As a result, an increasing number of staff have been given responsibility to progress the environmental agenda, either as dedicated environmental advisors or as part of an existing post.

Membership of the EAUC has grown in number as a result of the growing engagement with environmental and sustainability issues within the FHE sector. With around 200 institutional members, the EAUC is an influential voice within the sector.

In September 2005 a National Office was established at the University of Gloucestershire at Cheltenham and Iain Patton appointed as our first Director. Katie Richardson has been appointed as Administration Officer and recruitment is under way for a third post of Events & Communications Officer – jointly funded with HEEPI – to manage the growing portfolio of national workshops, seminars and conferences.

### A short history of the EAUC

The Environmental Association for Universities and Colleges was launched in September 1996 with aim of raising the profile of environmental management and facilitate improvement of environmental performance in member institutions. Initially this was achieved through:

- Providing a forum for the sharing of experiences and information between individuals from different colleges and universities.
- Disseminating good practice on environmental issues, campus greening and curriculum greening.

The Association has developed its services over time to support its members in increasingly pressured jobs. The EAUC aims to ensure that its members have access to important information relating to environmental legislation, technologies, best practice and research to enable each university and college to improve its environmental performance.

The Association is registered as an educational charity and is a not-for-profit company limited by guarantee.

### Benefits and Services to Member institutions

There is a range of benefits in joining the EAUC. Most importantly, by being a member of the EAUC key staff will be kept up to date with developments in environmental legislation, technologies and best practice. The opportunity to share both problems and solutions among a network of peers is frequently cited as the greatest benefit – no longer feeling alone facing a difficult issue!

Because the EAUC is a key player in the UK delivering services to the sector members have access to information, ideas and news from many related projects we are involved in - such as the Higher Education Environmental Performance Improvement [HEEPI](#) project.

The EAUC is here to help co-ordinate joint activities between its members, offering resource to organise projects and dissemination of good practice. In particular, by being a member of the EAUC you receive:

- Advice and support
- Access to the [Member's mailbase service](#)
- Regular e-newsletters from the EAUC
- 4 copies of [Earth](#), the EAUC's in-house newsletter, every year
- Eligibility for an [EAUC discretionary bursary](#) of up to £250.
- Access to Member's Only areas of the EAUC website
- EAUC Best Practice Guidance materials available at discounted prices
- [EAUC Annual Conference](#) at discounted prices
- EAUC events, workshops and seminars
- Support of the EAUC in the development of environmental and sustainability projects
- Support in integrating environmental good practice at your institution

You can find out more by visiting the EAUC web site at [www.eauc.org.uk](http://www.eauc.org.uk).

## 9 Appendix 2 List of participating institutions and attendees

<b>Glasgow 8 November 2005</b>				
Bell College	William (Bill)	Moffitt	Director of Estates Designate	<a href="mailto:b.moffitt@bell.ac.uk">b.moffitt@bell.ac.uk</a>
Bell College	Eve	Miller	Project Officer	<a href="mailto:eve.miller@bell.ac.uk">eve.miller@bell.ac.uk</a>
Cardonald College	John	Niven	Estates Manager	<a href="mailto:jniven@cardonald.ac.uk">jniven@cardonald.ac.uk</a>
Clydebank College	Alan	Connor	Health and Safety officer	<a href="mailto:aconnor@clydebank.ac.uk">aconnor@clydebank.ac.uk</a>
Glasgow Caledonian	Therese	Fraser	Campus Systems Manager	<a href="mailto:T.Fraser@gcal.ac.uk">T.Fraser@gcal.ac.uk</a>
Glasgow Caledonian	Anne	Martin	Purchasing Manager	<a href="mailto:A.Martin@gcal.ac.uk">A.Martin@gcal.ac.uk</a>
Langside College	John	Pugh	Estates Manager	<a href="mailto:jpugh@langside.ac.uk">jpugh@langside.ac.uk</a>
Stevenson College	Michael	McDowall	Estates Development Manager	<a href="mailto:mmcdowall@stevenson.ac.uk">mmcdowall@stevenson.ac.uk</a>
Stevenson College	Dzve	Keen	Technical Support Services Manager	<a href="mailto:mmcdowall@stevenson.ac.uk">mmcdowall@stevenson.ac.uk</a>
Stow College	June	Thomas	Sustainability Coordinator	<a href="mailto:jthomas@stow.ac.uk">jthomas@stow.ac.uk</a>
Stow College	John	Higgins	Campus Manager	<a href="mailto:jhiggins@stow.ac.uk">jhiggins@stow.ac.uk</a>
Stow College	Sam	Stevenson	Registrar	<a href="mailto:ssstevenson@stow.ac.uk">sstevenson@stow.ac.uk</a>
University of Glasgow	Graham	Bell	Acting Estates Director	<a href="mailto:j.bell@agmin.gla.ac.uk">j.bell@agmin.gla.ac.uk</a>
University of Glasgow	Lesley	MacInnes	Accommodation Officer	<a href="mailto:l.macinnnes@admin.gla.ac.uk">l.macinnnes@admin.gla.ac.uk</a>
University of Glasgow	Robert	Kilpatrick	Mechanical Engineer	<a href="mailto:r.kilpatrick@admin.gla.ac.uk">r.kilpatrick@admin.gla.ac.uk</a>
University of Glasgow	Julia	Kerr	Dep Head of Purchasing	<a href="mailto:julia.kerr@admin.gla.ac.uk">julia.kerr@admin.gla.ac.uk</a>
<b>Edinburgh 9 November 2005</b>				
Borders College	Clare	Nairn	Corporate Affairs Manager	<a href="mailto:cnairn@borderscollege.ac.uk">cnairn@borderscollege.ac.uk</a>
Borders College	Peter	Elliott	Property Services Manager	
Borders College	John	Easton	Parr Architects	<a href="mailto:johneaston@parrarchitects.com">johneaston@parrarchitects.com</a>
Moray College	William (Bill)	Duncan	Assistant Principal	<a href="mailto:bill.duncan@moray.uhi.ac.uk">bill.duncan@moray.uhi.ac.uk</a>
Napier University	Charlie	Morisson	Facilities Services Advisor	<a href="mailto:c.morrison@napier.ac.uk">c.morrison@napier.ac.uk</a>
Napier University	John	Dunlop	Purchasing and Supplies Officer	<a href="mailto:j.dunlop@napier.ac.uk">j.dunlop@napier.ac.uk</a>
Napier University	David	Campbell	Systems Accountant	<a href="mailto:d.campbell@napier.ac.uk">d.campbell@napier.ac.uk</a>
Napier University	Graham	Esplin	Maintenance Surveyor	<a href="mailto:g.esplin@napier.ac.uk">g.esplin@napier.ac.uk</a>
Robert Gordon University	Rupert	Seager	Quantity Surveyor	<a href="mailto:r.l.seager@rgv.ac.uk">r.l.seager@rgv.ac.uk</a>
University of Edinburgh	David	Somervell	Energy Manager	<a href="mailto:david.somervell@ed.ac.uk">david.somervell@ed.ac.uk</a>
<b>Dundee 10 November 2005</b>				
Angus College	Steve	Hanson	Estates Manager	<a href="mailto:steve.hanson@angus.ac.uk">steve.hanson@angus.ac.uk</a>
Angus College	Barbara	Riddell	Chief Caretaker	<a href="mailto:barbara.riddell@angus.ac.uk">barbara.riddell@angus.ac.uk</a>
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Dundee College	Bill	Grace	Site Manager	<a href="mailto:w.grace@dundeecoll.ac.uk">w.grace@dundeecoll.ac.uk</a>
Dundee College	Derek	Marshall	Estate Development Manager	<a href="mailto:d.marshall@dundeecoll.ac.uk">d.marshall@dundeecoll.ac.uk</a>
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## 10 Appendix 3 Defining sustainable development

Defining sustainable development and its scope

8 <sup>th</sup> November (Glasgow)	9 <sup>th</sup> November (Edinburgh)	10 <sup>th</sup> November (Dundee)
Minimisation of the overall environmental impact/footprint (individuals/institutions)	Corporate responsibility (includes social aspects where the impact on the community needs to be considered)	Reduce waste through minimisation, energy and procurement efficiencies.
Awareness of the inter-relation of issues not just environment or social or economic issues on their own	Being responsible as an individual	Living as best we can in harmony with nature, reducing our impact on our planet especially depletion of finite resources.
Costs are more than just financial, but include the impacts on the environment, and the destruction of natural resources	Environmental issues such as waste, energy etc	Involving the whole community in making decisions that will improve the quality of life for everyone without compromising the quality of life for future generations.
Meeting own needs without affecting future needs	Sustainable development is integral to the success of the economy	Key performance indicators, eco-friendly products, waste minimisation, energy efficiency and good design.
Energy, procurement, waste and the improvement of the environmental along with fair wages, social and health issues.	Social benefits through increased employment should be included.	Best sustainable option
View to the future, future generations should not lose out.	Don't use what you don't need	Brundtland commission defines sustainable development well but it focuses on jobs, resources and natural environment. Sustainable development is dependent on community, and taking pride in where individuals live and work. If people enjoy being where they are they may want to ensure that what they have is available for future generations.
Design is important, design needs to change	Ethical investment	Consideration of longer term issues is important as well as looking at social, environmental and economic issues.

## 11 Appendix 4 Individual experiences

<p><b>Angus College</b> has a draft sustainability policy and performance indicators for marketing and teaching. It is difficult to get managers to buy in to sustainability. Problems have been experienced with controlling energy consumption particularly when there is a central budget.</p>
<p><b>Borders College</b> are developing a new building and are keen to know what is good practice and inspire change within their institution through their new build. They highlighted the importance of getting students involved. An environment group has been established that is looking at recycling etc and strategic issues are also being looked at particularly in relation to capital projects and management issues. The new building has acted as a driver for this for putting sustainability on the agenda.</p>
<p><b>Cardonald College</b> has saved 40% fuel and £35K per annum through installing a Building Management System (BMS) and changing from oil to gas. A Sustainable Development Team has been set up. There are difficulties in educating individuals particularly to do simple tasks such as turning the lights off.</p>
<p><b>Clydebank College</b> are working with their IT department to put a system in place where a new ink cartridge will be issued only if the old one is returned. Paper recycling has been implemented with mixed results.</p>
<p><b>Dundee College</b> had provided training in sustainability for senior managers looking at global and local issues. Waste management contracts have been arranged. An Environment Group has been established. The curriculum is also being looked at. A change to two campuses is an incentive to change behaviour. Dundee have experienced that where staff have a level of ownership and respect for their work environment they are more acceptable to changes in practice.</p>
<p><b>Glasgow Caledonian University</b> described their procurement and whole life costing activities. "Proc HE" provides training and toolkits for the sector on corporate social responsibility in procurement – examining environment and ethical issues. They are finding that the charges associated with uplifting IT equipment are increasing due to legislation.</p>
<p><b>Langside College</b> has developed a new building with a new boiler plant. The system includes thermostatic radiator valves (trvs), low flow taps, hand driers instead of paper towels along with programming electrical system to switch off computers at a certain time of day.</p>
<p><b>Moray College</b> improved the metering of water around the buildings and reducing meter sizes where relevant, they are looking to do the same for electricity and gas and have undertaken a feasibility study which involved looking at how to make listed buildings last another 100years. Their learning resource centre has natural ventilation, however they experienced significant problems with this which was due to a mix up between suppliers and architects, eventually by taking out the chimneys the natural ventilation started to perform successfully.</p>
<p><b>Napier University</b> has established an Environmental Steering Group led by the Vice Principal to help manage environmental and sustainability issues They have done work on procurement, fair trade, energy and have a travel plan. They highlighted the need for top level champions. They have a strong background in the built environment and engineering and are developing links with the environment through this looking towards education for sustainable development as an aspiration for the future.</p>
<p><b>Orkney College</b> contributed academically to the sustainability agenda. The College is involved with a Citizenship week held in the local schools where staff discuss sustainability with children and young people to raise awareness. The college has a strong research base in agronomy where they are looking at alternative fuel sources, as well as looking at local crops to reduce food miles. The college building has an internal BMS for managing energy use along with other schemes such as can crushers, reuse of paper, high specification photocopiers etc.</p>
<p><b>Robert Gordon University</b> have learnt lessons about the over-design of buildings resulting in higher life cycle costs (maintenance/operational). Air conditioning was highlighted as something that wasn't necessary in a Scottish climate. RGU use a Building Management System to control energy within their buildings.</p>
<p><b>Stevenson College</b> a car-share scheme as part of their travel plan and a web-based bicycle booking system (starting off with one bike to see how successful it is). The cost of complying with legislation or the best environmental option is increasing, they have problems with oil, tyres, bales of paper etc.</p>
<p><b>Stow College</b> has identified a significant amount of waste from their suppliers such as caterers (e.g. waste boxes, pallets etc) and has started recycling. They have experienced problems with the cleaning systems internally but also with the council when the council withdrew the service. Ownership by top management was identified as important. Health and safety was highlighted as an issue because it restricted what could be done (e.g. with waste).</p>
<p><b>University of Aberdeen</b> had been involved in the Higher Education Partnership for Sustainability (HEPS) which had helped raise the profile of sustainability however since the end of that programme, progress had been slow. Recent new appointments in travel and waste things are starting to move the agenda forward. Current issues are the introduction of fair trade and working with local charities to reduce the amount of waste going to landfill.</p>
<p><b>University of Dundee</b> has held energy awareness days but the effects last only for one week. The University has an environmental policy and energy agenda. There is a need for practical controls as well as awareness raising; particularly about energy.</p>
<p><b>University of Edinburgh</b> has become a Fair trade university partly as a result of student pressure. Become a fair trade institution has encouraged staff and students to think about the issues. The University is in the process of pushing for an integrated travel plan (linked to planning permission).</p>
<p><b>University of Glasgow</b> is identifying a supplier for IT disposal but this has proven difficult because of concerns about the security of information; significant the time is needed to assess the performance of contractors. Problems are also being experienced with chemical disposal and the number of trips required by contractors to uplift chemicals due to a lack of storage on site.</p>

## 12 Appendix 5 Feedback form

### 1. Please tick the relevant briefing event you attended:

- Tues 8<sup>th</sup> Nov, Glasgow   
 Wed 9<sup>th</sup> Nov, Edinburgh   
 Thur 10<sup>th</sup> Nov, Dundee

### 2. Please rate the following, by ticking the relevant boxes, where 1 = very poor and 5 = very good:

Item	1	2	3	4	5
Booking/registration process					
Travel information					
Venue					
Catering					
Audio visual					
Format for day (ie presentations, workshops)					
Content of presentations					
Facilitators					
Overall usefulness of session					

### 3. Please comment on how items with a rating of 1, 2 or 3 could be improved for future workshops?

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### 4. Please rate how effective you thought the briefing event was, where 1 = not at all useful and 5 extremely useful:

Item	1	2	3	4	5
Effectiveness of event					

### 2. Are there any additional topics that would you feel should have been included, please provide details?

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### 5. Optional details

Name: \_\_\_\_\_ Institution: \_\_\_\_\_

### 13 Appendix 6 Analysis of feedback form

Form Number	Booking	Travel	Venue	Catering	Av	Format	Content	Facilitators	Usefulness	Effectiveness	Average
<b>Glasgow</b>											
1	5	5	5	5	5	5	4	4	3	3	4.40
2	4	5	4	4	4	3	4	4	4	4	4.00
3	5	5	5	5	5	5	5	5	5	5	5.00
4	5	5	5	5	5	5	5	5	5	4	4.90
5	5	5	5	5	5	5	5	5	5	4	4.90
6	3	2	4	3	4	4	4	4	5	5	3.80
7	5	5	5	5	5	5	5	5	5	5	5.00
8	3	5	4		5	5	4	4	5	5	4.44
9	3	5	5	5	5	5	5	5	5	5	4.80
10	3	4	3	3	3	3	3	3	3	3	3.10
11	5	5	5		5	5	5	5	5	5	5.00
12	5	5	5		5	5	5	5	5	5	5.00
13	5	5	5	5	5	5	5	5	5	5	5.00
14	5	5	5		5	5	4	4	4	4	4.56
<b>Average</b>	<b>4.36</b>	<b>4.71</b>	<b>4.64</b>	<b>4.50</b>	<b>4.71</b>	<b>4.64</b>	<b>4.50</b>	<b>4.50</b>	<b>4.57</b>	<b>4.43</b>	<b>4.56</b>
<b>Edinburgh</b>											
15	5	5	5		5	5	5	5	5	4	4.89
16	5	4	5		5	5	5	5	4	4	4.67
17	5	5	5	4	5	5	5	5	5	5	4.90
18	5	5	5	5	5	5	5	5	5	5	5.00
19	5	5	5	5	5	5	5	5	5	5	5.00
20	4	4	5	4	4	4	4	5	4	4	4.20
21			4		4	5	5	5	4	5	4.57
22	4	4	4	4	5	5	5	5	5	4	4.50
<b>Average</b>	<b>4.71</b>	<b>4.57</b>	<b>4.75</b>	<b>4.40</b>	<b>4.75</b>	<b>4.88</b>	<b>4.88</b>	<b>5.00</b>	<b>4.63</b>	<b>4.50</b>	<b>4.71</b>
<b>Dundee</b>											
23	2	3	2	5	5	5	5	5	5		4.11
24	5	3	4	4	4	5	5	5	5	5	4.50
25	2		4		4	4	4	4	3	4	3.63
26	3	4	4	5	5	5	5	5	5	5	4.60
27	5	4	4	3	5	5	5	5	5	5	4.60
28	5	5	4		4	4	5	5	4	4	4.44
29	4	4	4	4	5	4	4	4	4	4	4.10
30	4	3	4		5	5	5	5	5	5	4.56
31	5	4	4		5	5	4	5	5	4	4.56
32	5	4	3	3	3	4	4	4	4	4	3.80
33	5	5	2	3	3	5	5	4		5	4.11
<b>Average</b>	<b>4.09</b>	<b>3.90</b>	<b>3.55</b>	<b>3.86</b>	<b>4.36</b>	<b>4.64</b>	<b>4.64</b>	<b>4.64</b>	<b>4.50</b>	<b>4.50</b>	<b>4.27</b>
<b>Overall Average</b>	<b>4.34</b>	<b>4.42</b>	<b>4.30</b>	<b>4.27</b>	<b>4.61</b>	<b>4.70</b>	<b>4.64</b>	<b>4.67</b>	<b>4.56</b>	<b>4.47</b>	<b>4.50</b>

## 14 Appendix 7 Comments from feedback form

(Number in parenthesis is the reference number of the form)

### Improvements:

#### Glasgow

- Note background info could be gleaned from individual institutions prior to session so as to get a real feel for what different institutions are doing (1)
- Thought has to be given to the different resources and set ups in different HEIs. Unis are clearly ahead of FE and there is more for FE to gain through this (4)
- Travel info could be clearer (6)
- This went ok as an inaugural meeting (7)

#### Edinburgh

- Possibility of encouraging input from academics within the institution. Our group was perhaps too estates or procurement heavy (19)
- I value paper copies of six up handouts for noting up while discussion is going on (21)

#### Dundee

- Better communication directly with individuals attending is needed (25)
- Would have liked more notice of the briefing had to change diary to attend (27)
- More space for the video conferencing as Jim from Orkney could not see us all (28)
- Room a little small for 13 people , better ventilation needed (32)
- Catering - organisation of coffee/water poor (33)
- Layout of room poor, resulted in being difficult to mix people from different organisations in the group discussions (33)

### Additional topics that should be included in the briefing

- It would be useful to gather information about existing practices. Other groups such as SAUDE and Association of University Engineers are active in many of the areas that we discussed. (1)
- Perhaps specific topics eg green travel plans, - sharing approach etc(4)
- Further guidance notes (22)

**CaSPr PARTNER WORKSHOP 1  
BUILDING SUSTAINABILITY INTO THE CORE OF YOUR INSTITUTION  
Napier 17 March 2006  
REPORT ON EVENT**

Facilitator: John Forster

Participants: 15 from 13 partner institutions (see list in Appendix)

**1 Outline Programme:**

- Purpose of workshop
- CaSPr the context
- The scope of sustainability
- Experience in two institutions
- Implementing specific aspects (eg "travel")
- Policies, drivers and barriers
- Individual action
- Feedback on event
- Lunch

**2 Purpose and outcomes (as defined at start of event)**

**Purpose of workshop:**

To reflect upon and identify the steps needed to build sustainability into your organisation.

**Specific outcomes:** By the end of the event we will have had the opportunity to:

Consider the scope of the issues to include in an institution-wide approach to sustainability

Consider what needs to be done to make progress with these issues and plan the next steps you need to take

Identify the support you need from CaSPr and others

**3 Presentation on CaSPr the context:**

**(see embedded Power Point presentation for full details)**

EAUC awarded sustainable action grant summer 2005

To run until March 2008

Aim "to Promote Sustainable Universities & Colleges in Scotland"

Inga Burton + John Forster chosen programme managers

**Methods;**

Engage and work with staff and students in Universities, Colleges and other partner organisations

Document and disseminate best practice

Provide activities and support to help improve performance

- ... campus development & refurbishment
- ... resource effectiveness in managing facilities
- ... measuring what matters
- ... managing change

**4 Copy of full presentation**

(To view right click on image and choose "presentation object" - then view or open)

# Building sustainability into the core of your institution

**John Forster**  
**Joint CaSPr programme manager**



## 5 Small group exercise 1

At tables participants were asked:

**"What do you think should be the scope of sustainability?"**

Items listed by participants were:

- *Recycling*
- *Energy reduction*
- *Engagement with community*
- *Construction - flexibility in buildings – loose fit*
- *Travel*
- *Procurement – recycled content, Fair Trade*
- *Waste*
- *Ethical Investment*
- *Links to health and safety*
- *What students learn*
- *Social inclusion*
- *Investors in People*
- *Potential scope of sustainability in FHE*
- *Environment policies*
- *Economic sustainability (financial viability)*
- *Taking an ethical approach*
- *Use of water*
- *Biodiversity*
- *Institutions sustain the values and collective knowledge of the community.*

Participants also identified some of the processes that should be covered in a strategy:

- *Good corporate governance*
- *Appropriate management systems*
- *Get senior management on board*
- *Involve staff and students*
- *Commitment*
- *Staff development*
- *Resourcing*
- *Communications strategy*
- *Drivers – legislation,*

## 6 Second group task

"In your group consider one aspect of sustainability (eg travel, energy use etc) and then in relation to that aspect begin to draft an action plan dealing with:

- *Objective(s) for the aspect*
- *Putting forward some immediate actions*
- *Who has to give authority and how to get their permission and how to access necessary resources etc?*

- Who should be involved in developing and implementing action? – How to get them involved?

## Conclusions from each group

### 6.1 Group examining Transport and travel discussion:

#### **Objectives**

To reduce single-user car journeys  
To produce and implement a sustainable travel plan with targets  
To gain institutional and staff and student commitment

#### **Actions**

Involve students in surveys and projects  
Integrate with management eg H & S committee;  
Facilitate communication and co-ordination (eg car=share web site)  
Set up proposals re eg car park charges, bus passes  
Engage with other transport providers (bus, rail) and suppliers

#### **Authority:**

Senior Management – drivers, incentives, roles

#### **Implementation**

HR, student guild, individual involvement

### 6.2 Transport group -

#### **Drivers:**

Transport (Scotland) Act 2001  
LA requirement for travel plans  
Building on our car parks  
Access/mobility between sites - use travel survey to study this

#### **Responses to issues:**

Distance learning;  
Car park management/charging;

- Criteria-based allocations
- Car share
- Day tickets
- Pool cars
- Salary-related charges
- Business travel
- Video conferencing

**Authority** - Estates Director – Senior management team

**Stakeholder Group** - Transport advisers group

Undertake:

Swap stories and precedents

### 6.3 Group examining waste

#### **Objectives**

Reduce production of domestic waste by 10% by 2010  
Reduce waste to landfill by 30% by 2010; and increase % of recyclates by 30% by 2010

#### **Actions**

Objective endorsed at corporate level  
Provision of resource and infrastructure  
Identify waste streams / survey to establish potential  
Education / training / communication / information (an objective and process)  
Needs to be a champion at senior level – staff and students

### 6.4 Procurement

#### **Objectives**

*To achieve sustainable procurement:*

*Justify need*

*Ethical purchase – supply chain analysis*

*Life cycle analysis*

*Set targets and measure and monitor progress*

*Link to other aspects (eg waste, legislation etc)*

***Immediate Actions***

*Establish baseline*

*Prioritise easy wins*

*Provide guidance and supportive systems - communicate*

*Establish targets and measurement systems*

***Authority***

*Get agreement in principle from corporate / senior management*

*Involve procurement team for the detail*

*Put in place departmental processes*

***Who is involved?***

*Buyer's group*

*Suppliers*

See [www.pps.ed.ac.uk](http://www.pps.ed.ac.uk)

**APPENDIX 1**  
**List of attendees**

**CaSPr Event 17 March 2006 Participants**

Attendees at event	Title	College/University	Email
Michael McDowall	Estates Development Manager	Stevenson College	<a href="mailto:mmcdowall@stevenson.ac.uk">mmcdowall@stevenson.ac.uk</a>
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John Salter	Leader Estates and Campus Services Safety	Elmwood College	<a href="mailto:jsalter@elmwood.ac.uk">jsalter@elmwood.ac.uk</a>
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David Somervell	Energy and Sustainability Manager	University of Edinburgh	<a href="mailto:d.somervell@ed.ac.uk">d.somervell@ed.ac.uk</a>
Clive Richardson	Property and Estates Group Manager	SAC	<a href="mailto:Clive.Richardson@sac.co.uk">Clive.Richardson@sac.co.uk</a>
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Bob Grey	Health, Safety and Environment Manager	The Adam Smith College	<a href="mailto:bobgrey@adamsmith.ac.uk">bobgrey@adamsmith.ac.uk</a>
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Sam Stevenson	Registrar	Stow College	<a href="mailto:sstevenson@stow.ac.uk">sstevenson@stow.ac.uk</a>
Ann Galbraith	Safety and Environmental Coordinator	University of Glasgow	<a href="mailto:e.a.galbraith@admin.gla.ac.uk">e.a.galbraith@admin.gla.ac.uk</a>
Charlie Morrison (part time)		Napier University	

**Appendix 2**  
**Summary of Feedback given by participants**

**EVALUATION OF EVENT AT NAPIER 17 MARCH**

Respondent number	Score under each heading (with 5 being good, and 1 poor)									
	Booking/registration process	Travel information	Quality of venue	Location of venue	presentations workshops	Presentations on FHE experiences	Work in small group	Facilitator	Overall usefulness of session	
Individual respondents	1	4	4	5	4	3	3	3	4	5
	2	4	4	5	3	4	4	4	4	4
	3	5	4	5	4	5	5	5	5	5
	4	4	3	4	4	5	4	4	4	4
	5	4	3	4	4	4	4	4	4	4
	6	4	3	4	4	4	4	4	4	4
	7	4	3	4	4	4	3	3	4	4
	8	5	5	5	5	5	3	4	5	5
	9	5	3	4	4	5	5	4	5	5
	10	3	2	4	4	5	5	5	5	5
	11	5	5	3	5	5	5	5	5	5
	12	1	3	3	3	5	5	4	5	5
	13	5	4	4	3	4	3	4	5	4
<b>Total</b>		<b>53</b>	<b>46</b>	<b>54</b>	<b>51</b>	<b>58</b>	<b>53</b>	<b>53</b>	<b>59</b>	<b>59</b>
Average score		4.08	3.54	4.15	3.92	4.46	4.08	4.08	4.54	4.54

Overall, participants seemed to be very positive about most features of the event. However advance travel information could clearly be improved.

Specific improvements suggested were (numbers refer to individual comment):

<b>Travel comments</b>
<i>Exact location within campus not clear (9);</i>
<b>Venue location</b>
<i>More central location (7), A venue closer to Aberdeen would be useful every now and then – perhaps Perth, Dundee (13).</i>
<b>Venue Quality</b>
<i>Heating/air conditioning management (5) Building needs better control of heating (10) lovely venue, poor environmental controls, not a good example (12).</i>
<b>Institutional presentations</b>
<i>Institutional presentations were informative but lacked detail on procedures and processes at local level(7); Institutional presentations could have benefited by having a little more structure (8) Perhaps institutional presenters could be given subject headings to speak about (ie) how they implemented fair trade, getting commitment, costs etc (13)</i>
<b>Small groups</b>
<i>Small groups were informative but lacked detail on procedures and processes at local level (7).</i>
<b>General comments</b>
<i>Generally very useful, what next? (4) However, overall I found it very interesting and informative. (6). I would have liked to have known that this would be an interactive workshops, just because I am "new" in this area and I could have been better prepared (6).</i>
<i>More time, plus another couple of hours (1) Half day is not enough, although I understand that this is to wet the palate (10)</i>
<i>I feel that this session should have been marketed more assertively ie separate e-mail with topic and date in subject area; reminder issued to all CaSPr list not just lead individuals (12);</i>
<b>Suggested Future activity</b>
<i>Meet with senior university personnel to gain their commitment (1)</i>
<i>Travel plans (2);</i>
<i>A seminar on procurement would help spread the word (3)</i>
<i>Shared experience useful (4) workshop exemplars (2)</i>
<i>How can we develop good staff training and awareness raising for topics within the project?(8)</i>
<i>Legislation review? (9)</i>
<i>Specific days and literature on waste and legislation; transport; recycling; procurement; construction methods (10)</i>
<i>Shared documents, policies rather than each institution re-inventing policies (4); Strategic plans and objectives (using experience of those organisations that have these in place (11) Database of policies, guidance, codes of practice available for others to follow (12)</i>
<i>Advice on best practice re the topic of drafting objectives (11)</i>
<i>Transport working group (12) Energy working group; hazardous waste management (12) biodiversity guide launch (12)</i>
<i>Have specific management events that secretaries, V principals, etc are invited to. This would help put it on the agenda and help to combat any myths about CaSpr.</i>

**Some of the outcomes recorded by participants:**

- Raise issues with principal – gauge potential commitment;
- Discuss sustainable achievable short term targets for environmental management committee
- Develop with appropriate staff some of the short term targets
- Seek commitment from SMT – Board of management
- Try to engage print unit staff in minimising paper use and maximising use of recycled products
- Develop on-line training module on sustainability to go with purchasing training

## CaSPr

# BUILDING SUSTAINABILITY INTO THE CORE OF YOUR INSTITUTION NAPIER 17 March 2006

## FEEDBACK FORM

1. Please rate the following, by ticking the relevant boxes, where 1 = very poor and 5 = very good:

Item	1	2	3	4	5
Booking/registration process					
Travel information					
Quality of venue					
Location of venue					
Format for day (ie presentations, workshops)					
Presentations on University and College experiences					
Work in small group					
Facilitator					
Overall usefulness of session					

2. Please comment on how items with a rating of 1, 2 or 3 could be improved for future workshops?

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3. Are there any additional topics that would you feel should have been included, please provide details?

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4. Suggestions for future CaSPr activity. What would you like CaSPr to arrange?

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5. Optional details

Name: \_\_\_\_\_ Institution: \_\_\_\_\_

PLEASE HAND IN AT END OF WORKSHOP