



**Universities & Colleges Climate Commitment for Scotland  
Planning and Implementation Guide**

**February 2009**

# Universities & Colleges Climate Commitment for Scotland

## Planning and Implementation Guide

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## Introduction

The Environmental Association for Universities and Colleges (EAUC) has published this guidance note to aid the planning and delivery of the *Universities and Colleges Climate Commitment for Scotland* (UCCCfS). It has been developed to expand on the specific undertakings represented in the UCCCfS. It is intended for use at several levels, including Principals, Vice-Principals, Directors of Estates, sustainability committees and estate practitioners.

The significant projected impacts of climate change are well documented and are reflected in developing international and national government strategy and policy:

- the UN Intergovernmental Panel on Climate Change (IPCC) Fourth Assessment Report<sup>1</sup> confirmed climate change as a real threat and urged immediate action to reduce the projected impact;
- the Stern Review on the Economics of Climate Change<sup>2</sup> reported that climate change presents the greatest market failure and recommends investing 1-3% of GDP annually to avert 20% losses per annum within a decade;
- Scotland's 32 local authorities have signed Scotland's Climate Change Declaration<sup>3</sup> and declared they will act on climate change;
- owners of large estates face new obligations under the UK Carbon Reduction Commitment<sup>4</sup>; and
- the UK Committee on Climate Change has recommended embedding an 80% greenhouse gas emissions reduction by 2050<sup>5</sup> into UK and Scottish legislation, potentially making achieving progress legally binding.

The Scottish Government has signified its commitment to improving Scotland's natural and built environment by including sustainability as one of its five strategic objectives and it has recognised the key role that universities and colleges have to play in achieving this goal:

- through their primary role as educators, skills trainers and researchers, institutions have the potential to make an invaluable contribution to the UN Decade of Education for Sustainable Development;
- as owners and operators of large and complex estates, universities and colleges can lead on the delivery of sustainable, low carbon 21<sup>st</sup> century campuses; and
- as the focus of many local communities, institutions can influence and lead on wider community and social initiatives.

Scotland's universities and colleges recognise the scale and speed of climate change and the challenges facing us to address the impacts on our economy, society and environment. Through Universities Scotland and Scotland's Colleges, Principals have indicated their willingness to establish a framework for institutions to address those challenges. Therefore, in partnership with sector and government representatives, the EAUC has developed the UCCCfS. Membership of the UCCCfS Advisory Board is attached at **Annex A**.

There are 38 original signatories of the UCCCfS, constituting over 60% of universities and colleges in Scotland. Each has committed to preparing and publishing a 5-year Climate Change Action Plan with targets and timescales to achieve significant reduction in emissions from all business activities. This will require the allocation of time and resources but should ultimately become part of an institution's strategic planning process.

A copy of the UCCCfS is attached at **Annex B** and a list of signatories is attached at **Annex C**.

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<sup>1</sup> [http://www.ipcc.ch/pdf/assessment-report/ar4/syr/ar4\\_syr\\_spm.pdf](http://www.ipcc.ch/pdf/assessment-report/ar4/syr/ar4_syr_spm.pdf)

<sup>2</sup> <http://www.occ.gov.uk/activities/stern.htm>

<sup>3</sup> <http://www.sustainable-scotland.net/climatechange/>

<sup>4</sup> <http://www.defra.gov.uk/environment/climatechange/uk/business/crc/index.htm>

<sup>5</sup> <http://www.theccc.org.uk/reports/>

## Environmental Association for Universities and Colleges

The Environmental Association for Universities and Colleges' (EAUC) main aim is to ensure institutions 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.

Underpinning the UCCCfS is a package of support facilitated by the EAUC, which includes the ongoing UK professional development programme<sup>6</sup>, the Sustainability Leaders Programme<sup>7</sup>, the Campus Sustainability Programme<sup>8</sup> (CaSPr) and the Topic Support Networks<sup>9</sup>, all of which provide CPD and networking opportunities for institutions plus opportunities for sharing good and best practice. Details of the 2009/10 CaSPr programme will be published in spring 2009.

The EAUC in Scotland has also undertaken a major resource mapping exercise to identify key delivery partners and to facilitate partnership between institutions and the organisations that promote sustainable development and provide the necessary support to implement change. The Resource Map will include details of partners' services and support and will be published in February 2009. A list of these support and delivery partners is attached at **Annex D**.

## Implementation Timetable

Implementation of the UCCCfS is based on an institution's implementation start date. For all 38 original signatories the planning process officially begins on **16 February 2009**. Therefore these signatories are committed to producing and publishing a 5-year Climate Change Action Plan by **15 February 2010**. Subsequent signatories will have 12 months from their date of signature to produce and publish their 5-year Climate Change Action Plan and to start delivering against its targets.

Each institution is encouraged to publicise its commitment, to display its signed version of the UCCCfS in a public area and publish details of its Climate Change Action Plan on its website.

## Institutional Structures

Climate change action planning should ultimately become part of an institution's strategic planning process. Signatories should therefore consider creating a committee or advisory board to guide the development and implementation of a comprehensive Climate Change Action Plan.

As a minimum, this should include senior management, estates practitioners, academic and administrative staff and student representation. An institution may also choose to include other external stakeholders who are involved in the institutions activities and/or governance, such as alumni, local authority representatives or members of the local community.

Empowered with the authority to implement the UCCCfS, the group should be chaired by a member of the senior management team and a lead practitioner should be identified to drive the process forward and communicate progress.

## Establishing a Baseline Carbon Footprint

Before planning can begin, signatories should establish their institution's total level of greenhouse gas emissions, i.e. their carbon footprint, as covered under the Kyoto Protocol: carbon dioxide (CO<sub>2</sub>), methane (CH<sub>4</sub>), nitrous oxide (N<sub>2</sub>O), hydrofluorocarbons (HFCs), perfluorocarbons (PFCs) and sulphur hexafluoride (SF<sub>6</sub>).

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<sup>6</sup> <http://www.eauc.org.uk/events>

<sup>7</sup> [http://www.eauc.org.uk/leaders\\_programme](http://www.eauc.org.uk/leaders_programme)

<sup>8</sup> [http://www.eauc.org.uk/campus\\_sustainability\\_programme](http://www.eauc.org.uk/campus_sustainability_programme)

<sup>9</sup> [http://www.eauc.org.uk/caspr\\_topic\\_support\\_network](http://www.eauc.org.uk/caspr_topic_support_network)

Signatories should calculate the emissions of each gas separately and aggregate them into units of carbon dioxide equivalents (CO<sub>2</sub>-e) on the basis of each gas' global warming potential (GWP)<sup>10</sup>. The main focus will be on CO<sub>2</sub> since emissions of PFCs or SF<sub>6</sub> are unlikely to originate on campus and emissions of CH<sub>4</sub>, N<sub>2</sub>O and HFCs are likely to represent only a small percentage of an institution's total emissions.

To enable comparability and ensure consistency in reporting, signatories should use any methodology and/or calculator that is consistent with the standards of the Greenhouse Gas Protocol (GHG Protocol) of the World Business Council for Sustainable Development (WBCSD) or the World Resources Institute (WRI). The GHG Protocol is the international accounting framework for nearly every GHG standard and programme in the world, including the *Carbon Trust Standard* (CTS)<sup>11</sup> and ISO14064<sup>12</sup>, the key ISO standard for corporate emissions reporting.

Institutions could consider seeking accreditation under the CTS to put them in a stronger position to benefit under the terms of the Carbon Reduction Commitment<sup>13</sup>. The CTS has a straightforward set of guidelines which can be used for the purpose of establishing a carbon footprint. Signatories should report on the emissions calculator used.

### **Three Scopes of the GHG Protocol**

The GHG Protocol defines three "scopes" for GHG accounting and reporting purposes:

**Scope 1** refers to direct GHG emissions occurring from sources that are owned or controlled by the institution, including: on-site combustion of fossil fuels in boilers; mobile combustion of fossil fuels by institution owned/controlled vehicles; and "fugitive" emissions. "Fugitive" emissions result from intentional or unintentional releases of GHGs, including the leakage of HFCs from refrigeration and air conditioning equipment as well as the release of CH<sub>4</sub> from farm animals.

**Scope 2** refers to indirect emissions generated in the production of electricity consumed by the institution.

**Scope 3** refers to all other indirect emissions - those that are a consequence of the activities of the institution, but occur from sources not owned or controlled by the institution.

UCCCfS signatories should account for and report on emissions from Scopes 1 and 2. In addition, signatories should report some Scope 3 emissions, specifically those from commuting and from air travel paid for by or through the institution, to the extent that data is available and certainly within two years of their first annual report.

For purposes of the UCCCfS, commuting is defined as travel to and from campus on a day-to-day basis by students and staff. It does not include student travel to and from campus at the beginning and end of term or during break periods.

Emissions from commuting and from air travel paid for by or through the institution are the only Scope 3 emissions sources that signatories should definitely report on. However, signatories are encouraged, to the extent practical, to investigate and report on additional Scope 3 emissions, especially those from sources that are large and can be meaningfully influenced by the institution. These include: waste disposal; embodied emissions from extraction, production, and transportation of purchased goods; outsourced activities; contractor owned- vehicles; and line loss from electricity transmission and distribution.

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<sup>10</sup> Global warming potential refers to the total contribution to global warming over a certain time horizon resulting from emission of one unit of gas relative to one unit of CO<sub>2</sub>. For example, if methane has a global warming potential of 21 over 100 years, it means that over a period of 100, 1lb of methane has the same impact on climate change as 21lbs of CO<sub>2</sub> and thus 1lb of methane would count as 21lbs of CO<sub>2</sub>-e.

<sup>11</sup> <http://www.carbontruststandard.com/>

<sup>12</sup> [http://www.iso.org/iso/iso\\_catalogue/catalogue\\_tc/catalogue\\_detail.htm?csnumber=38381](http://www.iso.org/iso/iso_catalogue/catalogue_tc/catalogue_detail.htm?csnumber=38381)

<sup>13</sup> [http://www.eauc.org.uk/energy\\_water](http://www.eauc.org.uk/energy_water)

## Climate Change Action Plan – Areas to Address

Within 12 months of signing the UCCCfS, institutions must publish a 5-year Climate Change Action Plan that includes specific targets and timescales to achieve significant reduction in emissions from all business activities. This can be achieved through technologies such as energy efficiency and waste reduction improvements but also through management techniques and behavioural changes that will mitigate emissions.

The whole concept of a Climate Change Action Plan is that not everything can be done at once. The Plan simply needs to set out what is intended overall and when the key actions, investments and changes are to be introduced. Each of the following UCCCfS headings should be addressed, either outlining what actions are to be implemented or demonstrating why these areas are not a priority for this 5-year Action Plan:

1. To enhance our learning and teaching through the **provision of skills, modules and courses**;
2. To promote our **research capacity and knowledge exchange activity** in sustainability;
3. To reduce our carbon emissions – cutting **energy consumption** and substituting **energy sources**;
4. To encourage **waste reduction, recycling and responsible disposal**;
5. To deliver **sustainable estate development** – through both maintenance and capital programme;
6. To achieve sustainable and active travel through **sustainable travel planning**; and
7. To engage with suppliers / service providers on **responsible procurement of good and services**.

Whilst many of these activities will enable the institution to make progress in addressing the broad sustainability and education for sustainable development agendas, the Plan should identify wherever possible the direct carbon saving impact that is projected. This should be presented in tonnes and percentages.

The Scottish Funding Council's *Sustainable Development Guidance for Estate Management*<sup>14</sup> provides a toolkit for incorporating sustainable development into practical, routine facilities management and also for embedding the principles of sustainability into estate strategies.

The EAUC Resource Bank<sup>15</sup> is the sector repository of sustainability best practice, being built up by the sector, for the sector. Comprising 10 key topics, ranging from Construction and Procurement to Education for Sustainability and Communication and Management, the Bank is a growing collection of sector-specific resources (for example member institution policies, operational plans and key web links) plus related case studies, forthcoming events and current news.

Signatories are encouraged to use these resources when developing their Climate Change Action Plans.

## Climate Change Action Plan – Pro forma

The Climate Change Action Plan should explain how the signatory intends to achieve its goals by the specific target dates. Below is a suggested outline for an Action Plan however it is entirely a matter for signatories to decide what format is most appropriate to their needs. For example, signatories may choose to incorporate their Climate Change Action Plan into a wider, more comprehensive sustainability policy or plan.

### General Format

The Climate Change Action Plan should be clear and accessible to signatories' internal and external communities and include the following sections:

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<sup>14</sup> [http://www.sfc.ac.uk/publications/Sustainable\\_Development\\_Guidance\\_March\\_2008.pdf](http://www.sfc.ac.uk/publications/Sustainable_Development_Guidance_March_2008.pdf)

<sup>15</sup> [http://www.eauc.org.uk/resource\\_bank](http://www.eauc.org.uk/resource_bank)

- **Introduction** – describes why the institution is taking this initiative and other background information.
- **Carbon Footprint** – describes the institution's current emissions trajectory and sets specific target dates for emissions reduction. This section could include visual representations of the institution's emissions trajectory under business as usual and under the Climate Change Action Plan, as well as a graph illustrating the contribution to the institution's total emissions from each emission source.
- **Emission Reduction Strategies** – outlines the practical measures to be taken to achieve emissions reductions. This section could include sub-sections describing how the institution will reduce emissions from each source.
- **Learning & Teaching, Research and Community Outreach** – describes plans to make climate change and sustainability part of the curriculum and/or other educational experience for all students as well as actions to expand research, community outreach and/or other efforts toward the achievement of reduced emissions; this section could also include sub-sections on education, research (if appropriate), and community outreach.
- **Resources** – explains who will implement the Action Plan and how the institution will finance the mitigation strategies and other efforts described in the plan.
- **Tracking Progress** – describes how the institution will track its progress in achieving the goals set out in the plan.

Signatories should record and compile information about the process of developing the Plan, including minutes from meetings, input from stakeholder groups, and a longer, more detailed report with descriptions of emissions reduction activities, plans for contingency (e.g., if interim targets are missed, or if the plan needs to be amended), and information about key roles, technologies, etc. Retaining these records will allow institutions effectively assess the value of steps taken in implementing the Action Plan.

### **Target Dates**

According to the IPCC, in order to limit the global mean temperature increase over historical norms to 2-2.4 degrees Celsius (the temperature at which there is a high probability of catastrophic impacts), global emissions need to be reduced 50-85% below 2000 levels by 2050, with CO<sub>2</sub> emissions peaking before 2015.

Both the UK and Scottish Governments are progressing Climate Change Bills that include an 80% greenhouse gas emissions reduction target by 2050.

When determining their own targets, institutions should keep this broader context in mind, especially with regard to initiating emission reductions as soon as possible in order to slow down the adverse effects of greenhouse gases (including carbon dioxide and chlorofluorocarbons) that can remain in the atmosphere for several centuries.

To aid the target-setting process, signatories may want to develop a broad list of potential measures for avoiding or reducing GHG emissions from each of the sources included in the GHG inventory. They can then evaluate each mitigation strategy, applying specific criteria that the signatory itself has established. Example criteria that signatories may wish to consider when evaluating mitigation options include:

1. Potential to avoid or reduce GHG emissions;
2. Flexibility as a step towards future emissions-reduction measures;
3. Return on investment or financial impact;
4. Potential to create positive and/or negative social and environmental side effects;
5. Relationship to other potential measures and opportunities for synergistic measures;
6. Potential to be scaled upward if successful; and
7. Potential to involve students and faculty.

Once the measures have been evaluated, they can be prioritised based on the same criteria, and early actions can be identified. In many cases, early actions can reduce costs and / or generate savings. To facilitate the funding required, signatories may wish to consider establishing mechanisms to reinvest savings in the secondary and tertiary measures that may have higher upfront costs.

Careful analysis of the emissions-reduction measures will enable signatories to identify possible courses of action and establish targets that are in line with the UCCCfS as soon as possible but that are also realistic, flexible and affordable.

### ***Learning & Teaching, Research and Community Outreach***

Signatories are committed to addressing each of the seven UCCCfS headings, including:

1. To enhance our learning and teaching through the **provision of skills, modules and courses**; and
2. To promote our **research capacity and knowledge exchange activity** in sustainability.

Signatories should either outline what actions are to be implemented under these headings or demonstrate why these areas are not a priority for this 5-year Action Plan.

If signatories decide to explore these areas, the relevant sections of the Action Plan will be highly institution-specific and should take into account an institution's particular strengths.

### ***Learning & Teaching***

This section could start by describing the institution's current educational offerings (both curricular and extra-curricular) related to climate change and sustainability. It could then set out planned actions to make GHG emissions reduction and sustainability a part of the curriculum and other educational experience for all students.

Example actions that institutions may wish to consider for inclusion in this section of the plan include:

- Development workshops for both staff and students on climate change and sustainability;
- Creation of new academic programmes related to climate change and sustainability;
- Development of institution-wide incentives or programmes to encourage departments across the institution to address sustainability in their courses;
- Participation in climate-related educational initiatives;
- Inclusion of students on building and construction, operations, and facilities committees;
- Implementation of student life educational initiatives related to climate change and sustainability. These might include: peer-to-peer outreach and education efforts; Freshers' sustainability sessions; and sustainability themed housing; and sustainability competitions between residence halls.

This section could also explain how the UCCCfS will be integrated into the institution's educational efforts (e.g., by having students or classes calculate the carbon footprint), as well as how the entire campus community (including alumni) will be made aware of the institution's progress in tackling climate change.

### ***Research***

This section could start by describing the institution's current research efforts related to climate change and sustainability and describe planned actions to expand these efforts.

Example actions that institutions may wish to consider for inclusion this section of the plan include:

- Establishment of research fellowships or other financial support mechanisms for research related to climate change and sustainability;
- Initiation of major research initiatives related to climate change and sustainability;
- Provision of climate and sustainability related research opportunities for students; and
- Creation of research institutions or academic centres related to climate change or sustainability.

## **Community Outreach**

This section could start by describing the institution's current community outreach efforts related to GHG emissions reduction and sustainability, as well as any other relevant activities not covered elsewhere in the plan (e.g. using endowment investments to support GHG reductions). It should then set out planned actions to expand these efforts.

Example actions that institutions may wish to consider for inclusion this section of the plan include:

- Initiation of community service or service-learning activities related to GHG reduction;
- Development of community partnerships related to GHG reductions and sustainability;
- Introduction of community education initiatives related to climate change and sustainability;
- Development of programmes that support students and staff in making personal efficiency upgrades at their residences, such as subsidized home efficiency audits.

This section of the plan should also explain how the surrounding community will be made aware of the institution's participation in and progress toward implementing the UCCCfS.

## **Tracking Progress**

The final section of the Climate Change Action Plan describes how the institution will track its progress in achieving the goals set out in the rest of the plan. For example, signatories may wish to establish a reporting system to track actions taken to reduce emissions as well as efforts to incorporate emissions reduction and sustainability into educational, research, and community service activities.

Whilst the system could include evaluations about the cost and benefits of each project and the sharing of good and best practice across the sectors, it is essential to use quantitative methods of tracking progress. For example, some energy monitoring and targeting systems can continuously monitor major emissions sources.

## **Modifying the Plan**

Signatories may need to evolve their Climate Change Action Plans in response to changing circumstances. In such cases, the revised plan should be publicised and updated on an institution's website.

Signatories are encouraged to re-evaluate their plans annually and to make any changes necessary to reflect any new legislative requirements and/or advances in technology.

## **Reporting Requirements**

Ownership and accountability is critical to the success of the UCCCfS and will be vital if the FHE sectors are to make a meaningful contribution to the Government's ambitious climate change targets. Original signatories are committed to publishing their Climate Change Action Plans by **February 2010** and the UCCCfS Advisory Board is considering ways in which longer-term monitoring and reporting procedures can be implemented.

In terms of monitoring, rather than implementing new performance measures, it is likely that the Advisory Board will recommend using existing mechanisms, such as Energy Performance Certificates, the Carbon Reduction Commitment, the *Carbon Trust Standard* and *Universities that Count*. With regards to reporting, this will likely take the form of a Steering Group, comprising of sector and government representatives, who will evaluate the sector's overall performance and progress and report to Ministers accordingly.

The Advisory Board will wait until the planning process is underway (summer 2009) before consulting on and finalising the monitoring and reporting methodologies.

## Glossary of Terms

<b>Carbon footprint</b>	A baseline quantification of GHG emissions, from which emissions reductions can be measured and progress towards GHG reduction tracked.
<b>CO<sub>2</sub>-e</b>	Carbon dioxide equivalents
<b>The Commitment</b>	The Universities & Colleges Climate Commitment for Scotland
<b>Commuting</b>	Commuting is defined as travel to and from campus on a day-to-day basis by students and staff. It does not include student travel to and from campus at the beginning and end of term or during break periods.
<b>EAUC</b>	The Environmental Association for Universities and Colleges
<b>Fugitive emissions</b>	Emissions that are not physically controlled but result from the intentional or unintentional release of GHGs. They commonly arise from the production, processing, transmission, storage, and use of fuels and other chemicals, often through joints, seals, packing, gaskets, etc.
<b>IPCC</b>	Intergovernmental Panel on Climate Change
<b>GHG Emissions Inventory</b>	[see Carbon footprint]
<b>Greenhouse Gas (GHG)</b>	GHGs are the six gases covered under the Kyoto Protocol: carbon dioxide (CO <sub>2</sub> ), methane (CH <sub>4</sub> ), nitrous oxide (N <sub>2</sub> O), hydrofluorocarbons (HFCs), perfluorocarbons (PFCs) and sulphur hexafluoride (SF <sub>6</sub> ).
<b>GHG Protocol</b>	The GHG Protocol is the most widely used international accounting tool for quantifying GHG emissions and it provides the accounting framework for nearly every GHG standard and programme in the world.
<b>ISO</b>	International Organisation for Standardisation
<b>Kyoto Protocol</b>	The Kyoto Protocol to the United Nations Framework Convention on Climate Change is an international agreement ratified by over 170 countries that set targets and timetables for cutting the GHG of industrialised nations.
<b>Scope 1</b>	A reporting category that accounts for direct GHG emissions from sources the institution owns or controls.
<b>Scope 2</b>	A reporting category that accounts for indirect GHG emissions from the generation of purchased electricity consumed by equipment or operations owned or controlled by the institution.
<b>Scope 3</b>	A reporting category that accounts for indirect GHG emissions from all other sources that occur as a consequence of the institution's activities but are not owned or operated by the institution.
<b>Signatory</b>	Any Principal, Vice-Principal, Rector or Chair that signs the UCCCfS.
<b>UCCCfS</b>	The Universities & Colleges Climate Commitment for Scotland

## Universities & Colleges Climate Commitment for Scotland

### Advisory Board Membership

#### **Environmental Association for Universities & Colleges**

Andrew Chamberlain  
Fraser Lovie (University of Aberdeen)  
David Somervell (University of Edinburgh)  
Roddy Yarr (University of St Andrews)

#### **NUS-Scotland**

Liam Burns (Depute President)

#### **Scottish Association of University Directors of Estates**

Pat Hoy (University of Strathclyde)

#### **Scottish Climate Change Impacts Partnership**

Vanessa Kind

#### **Scotland's Colleges**

David James (Oatridge College)

#### **Scottish Environment Protection Agency**

Dave Gorman (Chair)  
Alan Speedie

#### **Scottish Funding Council**

David Beards (Learning & Teaching Strategy)

#### **Scottish Further Education Unit**

Tom Gorman (Forth Valley College)  
John Salter (Elmwood College)

#### **Scottish Government (Climate Change Policy)**

Alistair Montgomery

#### **Scottish Government (Higher Education Policy)**

Ann McVie

#### **Scottish Trade Union Centre**

Stephen Boyd (Assistant Secretary)

#### **Universities Scotland**

Prof Andrew Hamnett (University of Strathclyde)  
Robin McAlpine

## Universities & Colleges Climate Commitment for Scotland

### We recognise the challenge:

- We recognise the scale and speed of climate change, and the likely effect on Scotland's people and places, impacting adversely on our economy, society and environment
- We consider that early action to address the expected changes will create long-term economic, health, social and environmental benefits
- We acknowledge the Scottish Government objective – to reduce emissions by 80% by 2050 – to avert the worst impacts of climate change; and realise we have a role to play in this.

### We welcome the opportunities:

- To harness our academic talents and expand Scotland's ability – through our research capacity, knowledge exchange activity and the provision of skills, modules and courses – to create solutions to the challenges posed by climate change
- To demonstrate practical leadership in tackling climate change – by containing growing energy use and costs, protecting estates and buildings and promoting sustainability and social responsibility
- To engage our students, staff, alumni and local communities with the challenge of climate change.

### Consistent with sustainable development principles, we commit our institution to:

- 1 Support the national Climate Change programmes, reducing our greenhouse gas emissions and implementing adaptation measures for future climate change scenarios
- 2 Allocate time and resources to implementing measures to reduce our overall carbon footprint and engage in the community planning process to deliver low-carbon solutions ('mitigation') by preparing and, within a year, publishing a five-year climate action plan with targets and time scales to achieve a significant reduction in emissions from all our activities, including:
  - energy consumption and source
  - waste reduction, recycling and responsible disposal
  - sustainable estate development
  - sustainable travel planning
  - responsible procurement of goods and services
- 3 Assess the risks to the institution identified in projected climate change scenarios and ensure safeguarding measures are incorporated into our strategic planning, including each estates strategy review ('adaptation')
- 4 Work in partnership with others to implement measures to reduce emissions and engage in neighbourhood mechanisms, particularly through the community planning process
- 5 Collaborate within the sector and with other public and private organisations, both academically and practically, to share good practice on climate change mitigation and adaptation
- 6 Incorporate our work on climate change into established improvement processes and publish results on progress of our response annually, with outcomes achieved / further actions required
- 7 Contribute to the cooperative work, supported by relevant sector bodies, in monitoring progress and promoting best practice.

### Signed

Principal: \_\_\_\_\_ Rector / Chair of Governing Body: \_\_\_\_\_

On behalf of: \_\_\_\_\_ Date: 21 January 2009

**Scottish Ministers** welcome this timely and proactive initiative by Scotland's universities and colleges to tackle climate change. Delivering these commitments will lead to positive benefits, as well as raising Scotland's profile as a leading, learning nation, determined to make a positive contribution to one of the greatest global challenges.

Fiona Hyslop, Cabinet Secretary for Education and Lifelong Learning, January 2009

## Universities & Colleges Climate Commitment for Scotland

### Signatories - January 2009

#### Colleges

Aberdeen College  
Annie'sland College  
Adam Smith College  
Angus College  
Ayr College  
Cardonald College  
Clydebank College  
Dumfries & Galloway College  
Dundee College  
Edinburgh's Telford College  
Elmwood College  
Forth Valley College  
James Watt College  
John Wheatley College  
Langside College  
Lews Castle College  
Moray College  
Motherwell College  
North Highland College  
Oatridge College  
Reid Kerr College  
South Lanarkshire College  
Stevenson College  
Stow College  
West Lothian College

#### Universities

University of Aberdeen  
University of Dundee  
Edinburgh College of Art  
University of Edinburgh  
Glasgow Caledonian University  
Glasgow School of Art  
The Open University in Scotland  
Queen Margaret University  
University of St Andrews  
Scottish Agricultural College  
University of Strathclyde  
UHI Millennium Institute

## Universities & Colleges Climate Commitment for Scotland

### EAUC Strategic Partners

Organisation	URL
Academy of Sustainable Communities	<a href="http://www.hcaacademy.co.uk/">http://www.hcaacademy.co.uk/</a>
Advanced Procurement for Universities and Colleges	<a href="http://www.apuc-scot.ac.uk/home.htm">http://www.apuc-scot.ac.uk/home.htm</a>
Association for Environment Conscious Buildings	<a href="http://www.aecb.net/">http://www.aecb.net/</a>
Big Lottery Fund	<a href="http://www.biglotteryfund.org.uk/">http://www.biglotteryfund.org.uk/</a>
Business Environment Partnership	<a href="http://www.thebep.org.uk/">http://www.thebep.org.uk/</a>
Building Research Establishment	<a href="http://www.bre.co.uk/">http://www.bre.co.uk/</a>
Carbon Trust	<a href="http://www.carbontrust.co.uk/default.ct">http://www.carbontrust.co.uk/default.ct</a>
Cycling Scotland	<a href="http://www.cyclingscotland.org/">http://www.cyclingscotland.org/</a>
Energy Saving Trust	<a href="http://www.energysavingtrust.org.uk">http://www.energysavingtrust.org.uk</a>
Envirowise	<a href="http://www.envirowise.gov.uk">http://www.envirowise.gov.uk</a>
Forward Scotland	<a href="http://www.forward-scotland.org.uk/">http://www.forward-scotland.org.uk/</a>
Greenspace Scotland	<a href="http://www.greenspacescotland.org.uk/">http://www.greenspacescotland.org.uk/</a>
HEEPI	<a href="http://www.heepi.org.uk/">http://www.heepi.org.uk/</a>
Heritage Lottery Fund	<a href="http://www.hlf.org.uk/">http://www.hlf.org.uk/</a>
HITRANS	<a href="http://www.hitrans.org.uk/">http://www.hitrans.org.uk/</a>
ISO	<a href="http://www.iso.org/iso/home.htm">http://www.iso.org/iso/home.htm</a>
JISC	<a href="http://www.jisc.ac.uk/">http://www.jisc.ac.uk/</a>
Lift Share	<a href="https://www.liftshare.com/uk/">https://www.liftshare.com/uk/</a>
National Industrial Symbiosis Programme	<a href="http://www.nisp.org.uk/">http://www.nisp.org.uk/</a>
Natural Building Technologies	<a href="http://www.natural-building.co.uk/">http://www.natural-building.co.uk/</a>
Nestrans	<a href="http://www.nestrans.org.uk/">http://www.nestrans.org.uk/</a>
Netregs	<a href="http://www.netregs.gov.uk/">http://www.netregs.gov.uk/</a>
Remade Scotland	<a href="http://www.remade.org.uk/">http://www.remade.org.uk/</a>
Salix Finance	<a href="http://www.salixfinance.co.uk/home.html">http://www.salixfinance.co.uk/home.html</a>
Scottish Environmental Protection Agency	<a href="http://www.sepa.org.uk/">http://www.sepa.org.uk/</a>
Scottish Fair Trade Forum	<a href="http://www.scottishfairtradeforum.org.uk/">http://www.scottishfairtradeforum.org.uk/</a>
Scottish Government	<a href="http://www.scotland.gov.uk">http://www.scotland.gov.uk</a>
Scottish Natural Heritage	<a href="http://www.snh.org.uk/">http://www.snh.org.uk/</a>
Scottish Renewables	<a href="http://www.scottishrenewables.com/">http://www.scottishrenewables.com/</a>
SEDA	<a href="http://www.seda2.org/">http://www.seda2.org/</a>
SEStran	<a href="http://www.sestran.gov.uk/">http://www.sestran.gov.uk/</a>
Strathclyde Partnership for Transport	<a href="http://www.spt.co.uk/">http://www.spt.co.uk/</a>
SUST	<a href="http://sust.org/index.php">http://sust.org/index.php</a>
Sustrans	<a href="http://www.sustrans.org.uk/">http://www.sustrans.org.uk/</a>
Tactran	<a href="http://www.tactran.gov.uk/">http://www.tactran.gov.uk/</a>
Waste Aware Scotland	<a href="http://www.wasteawarescotland.org.uk">http://www.wasteawarescotland.org.uk</a>
Waste & Resource Action Programme	<a href="http://www.wrap.org.uk/">http://www.wrap.org.uk/</a>