

University of Westminster Climate Assembly Recommendations



The University of Westminster Climate Assembly (UWCA) has made recommendations in three areas:

- Community and culture
- Learning and professional development
- Emissions from ICT and AI

Assembly members voted on each recommendation – ‘love’, ‘like’, ‘live with’ or ‘loath’. The figure in brackets after each recommendation below is the sum of ‘love’ + ‘like’. They then ranked the two recommendations in each area that they think should be prioritised for implementation.

Out of the 51 recommendations, 46 were supported by 75% or more of assembly members.

A summary of the results is below. This is followed by a more detailed explanation of each of the recommendations, plus voting results

1. Climate Engagement

Prioritised for implementation:

1.1 Run climate action week across schools and campuses during the same week (87.5%)

1.2. Run climate-plus events tailored to the interests of particular schools or disciplines (93.8%) [Climate-plus events combine climate with other issues]

Also strongly supported:

1.3. More visible climate and sustainability displays across campus (87.5%)

2. External partnerships

Prioritised for implementation:

2.1 Ensure more students have the opportunity to be involved in climate-change- related work/projects with external partners (96.9%)

2.2 Build stronger links between our university and local residents (87.8%)

Also strongly supported:

2.3 Hold climate-themed networking events that bring our university community together with current and potential external partners (93.7%)

2.4 Focus more on working with schools on climate-related projects (75.5%)

3. Interdisciplinary teaching

Prioritised for implementation:

3.1 Develop a centre for student-led interdisciplinary projects and research that supports university activity related to sustainability focused topics (90%)

3.2 Provide hours for academics to create interdisciplinary content around sustainability (80%)

Also strongly supported:

3.3 All students timetabled to participate in a week of sessions related to climate change, delivered across different schools and subject areas (80%)

3.4 Create an interdisciplinary toolkit aimed at staff interested in climate change to support research (80%)

3.5 Develop a climate action Vertically Integrated Project as an elective (83.4%)

4. Support for projects

Prioritised for implementation:

4.1 Students, academic staff and professional services staff should all have allocated time for projects (90.3%)

4.2 Create an online website or digital hub dedicated to sustainability, including opportunities, events, and staff/student work on climate (100%)

Also strongly supported:

4.3 Increase and improve the funding available for staff and students to do projects (86.7%)

4.4 Improve communications on climate and sustainability (83.9%)

4.5 Make more sustainability-related activities count towards the Westminster Award (96.8%)

4.6 Host regular networking events for all students and staff across all campuses (83.9%)

5. Course content and professional development

Prioritised for implementation:

5.1 Offer someone from every department WAM hours to develop recommendations about how to integrate climate change into course specific curriculums (87.5%) [WAM is the Workload Allocation Model used by academic staff to divide their time across different tasks]

5.2 Credits and rewards for students who contribute to climate change efforts (90.7%)

Also strongly supported:

5.3 There should be a comprehensive system of professional development on climate change open to all students and all staff (90.7%)

5.4 Introduce an optional university-wide taught 'Introduction to sustainability' module as part of courses open to all students and any member of staff who wants to take part (87.5%)

5.5. Raise awareness of our university's SDG Festival and encourage students and staff to take part (87.6%)

5.6 Every course should have one exhibition or event focused on the industry that course relates to and how it relates to the SDGs (80.7%)

5.7 Bring climate change to the forefront of course specific sustainability modules (75%)

5.8 Core modules covering climate change should have a focus on climate justice and what can be done to address climate change (SDG 13), rather than a more general climate focus (84.4%)

5.9 Create more research opportunities for staff and student collaborations around climate justice (93.8%)

5.10 Expand the 'sustainability and consulting' interdisciplinary module to a professional training module offered to all students and staff (87.1%)

6. Student and colleague empowerment

Prioritised for implementation:

6.1 Our university should develop an overarching climate change strategy in collaboration with colleagues and students and external partners (90.9%)

6.2 Establish a peer network of committed university students and colleagues for university climate change discussion, using an online forum (81.8%)

Also strongly supported:

6.3 Schools should encourage students to take climate action by giving them awards (84.9%)

6.4 University contracts and job descriptions to explicitly include the potential for engagement in activities around the climate crisis (84.9%)

Below 75% support:

6.5 Every job specification and promotion opportunity must have environment / climate as an essential part of the hiring criteria (69.7%)

7. Artificial intelligence (AI) policy and practice

Prioritised for implementation:

7.1 Our university's AI policy and practices should have strong focus on building AI literacy, including around AI's environmental impact (96.8%)

7.2 Our university should provide much clearer guidance on when not to use AI (90.3%)

Also strongly supported:

7.3 Our university's AI policy needs to look more broadly at AI use and not just at how individual students and colleagues use it for their work (83.8%)

7.4 The environmental impacts of AI should be a strong consideration throughout our university's procurement policies and practices (90.3%)

7.5 Our university's AI policy should include a strong focus on sustainable innovation in relation to our university goals (100%)

7.6 Our university community should be able to help shape our AI policies and practices (83.9%)

Below 75% support:

7.7 Our university's AI policy and practices should include a focus on building skills to reduce reliance on AI (64.5%)

7.8 Develop a Vertically Integrated Project on Digital Sustainability (71%)

7.9 Our university should take steps to combat AI psychosis (74.5%)

7.10 Our university's AI policy and practices should promote the use of AI regardless of the emissions it causes (35.5%)

8. Emissions from ICT

Prioritised for implementation:

8.1 Our university should explore options for reducing over-provisioning of equipment in ICT (90.3%)

8.2 Our university should create a carbon reduction plan for ICT emissions (96.8%)

Also strongly supported:

8.3 Our university and its community should take steps to reduce ICT waste and increase ICT recycling (96.8%)

8.4 Our university should make sure its ICT services suppliers are sustainable (96.8%)

8.5 Our university should increase funding and/or resourcing for the professional services teams working on ICT waste and ICT services and related procurement (87.8%)

8.6 Our university should develop and implement a policy on 'good digital citizenship' (83.8%)

8.7 Students and colleagues across our university should be able to contribute ideas and thoughts about how to reduce emissions from ICT waste and ICT services (83.9%)

9. Overarching

9.1 Increase resourcing and staffing for the Sustainability Team (90.3%)

Topic 1: Climate engagement

Climate engagement is for everyone - staff, students and the whole of London.

1.1 Run climate action week across schools and campuses during the same week. This should involve:

Phase 1: 'Making and talking' - activities as part of climate action week focus on making workshops (food, zines, recycling, etc.) with conversations happening as people make.

Phase 2: University-wide competition/exhibition to focus on outcome of 'making and talking' events, plus other outcomes of climate focused work, to increase collaboration.

	65.6
	21.9
	12.5
	0

Why is this important:

- Raise awareness of climate change and climate action.
- Break discipline silos, by providing opportunities to meet and work with colleagues and students from different schools.
- Have beneficial side conversations whilst creating, making and storytelling.
- Open to all students and employees of the University of Westminster.
- Making and talking: To provide vibrant, hands-on spaces for discussion and practical activities that are accessible and approachable, with a focus on sustainability.
- University-wide competition: to raise awareness of climate change and sustainability practices, foster collaboration and stimulate conversations.

Any more detail:

- Sandwich content on the climate crisis and action with memorable activities that are fun, positive, creative, and hopeful - e.g. climate exhibitions, art, models, music, climate-plus events, climate fresk etc.

- Create space for social interaction around food, culture, arts, experiences, and sport.
- Create a showcase for what is happening at Westminster, both internal and public facing.
- Choose a week that will achieve maximum engagement, e.g. School of Architecture do this now in week four of semester one (First Year) and it doesn't interrupt teaching. Alternatively it could be part of a wider climate and/or SDG festival run at the end of April.
- Course leaders to include information about the week in their communications, inviting and encouraging student engagement.
- Central college student team to coordinate the week, including through social networks, ambassadors, key people.
- Making and talking:
 - Open to all, students and colleagues
 - Could involve external guests and contractors (e.g., catering)
 - Held on different campuses
 - Made artifacts to be shared (food) or entered for university-wide competition
- University-wide competition/exhibition:
 - Open to all students and colleagues
 - Group and individual submissions allowed
 - Variety of categories and themes
 - Budget needed for prizes
 - Attract outside interests

1.2 Climate-plus events

	56.3
	37.5
	6.2
	0

Note: Climate-plus events are events that are about climate change, but which are tailored to the interests of a particular school or discipline. This tailoring provides an additional hook to engage them and attract them to attend. For example, the business school might run an event on climate change and business profitability, the law school might run an event on climate and justice. The events should be open to people from across our university.

Why is this important:

- It's important to tap into individuals' interest and concerns, which may depend on which school they are part of
- Could draw people across campuses.
- Make London-wide
- Knowledge exchange

Any more detail:

- The plus element is how to engage people
- Capitalise on open areas like Marylebone canteen and seating
- Collaborate with student societies according to the 'plus' element
- Happen all year e.g. Black History Week now a Year

1.3 More visible climate and sustainability displays across campuses

	46.9
	40.6
	12.5
	0

Why is this important:

- Visual displays in key areas can spark curiosity and conversation. This can encourage people to learn more about sustainability and climate issues.

Any more detail:

- Could include artworks, posters, interactive displays, hydroponic wall installation.
- Anything visual in the main locations that gets people interested and discussing climate change
- Show artefacts from climate action week
- Maybe as comics
- Anything made from climate week

Topic 2: External partnership

Partnership (local, national, international, internal) is the key to change. These people and organisations are our future funders, students, leaders and external partners.

2.1: Ensure more students have the opportunity to be involved in climate-change-related work/projects with external partners by:

- Undertaking greater communication and promotion of opportunities for students to become involved in projects and opportunities with external partners relating to climate change;
- Engaging with our existing partners to provide more climate-related projects for students.

😱	56.3
😊	40.6
😐	3.1
😞	0

Why is this important:

- There are opportunities (e.g. funding, internships), but these are currently not promoted or communicated to all. Students may be interested, even if their course isn't directly linked to climate change;
- Promoting greater involvement will help to encourage collaborations across disciplines;
- Promoting greater involvement also fits with our university's focus on equality.

Any more detail:

- The external speaker (Alex Downes, Westminster City Council) said that when he was speaking as a guest speaker at our university, he informed students on that programme that the council are keen to work with students around dissertations and internships. Our university should take ownership of promoting opportunities like this to students and supporting them to access them. This could include promotion through Blackboard and social media.
- There should be a steering group of all the different teams who work with external partnerships - they have good existing relationships already but its knowing about them.

- Work with the Work Placements Unit to increase the number of climate change-based work placements.
- Build on existing relationships with partners (e.g. Westminster Council, Ealing Council) to provide opportunities for students in work that contributes to climate solutions.
- Sustainability jobs board - equal access across all departments. This could include thinking about how we can use an online jobs and events platform.

2.2 Build stronger links between our university and local residents

	54.8
	32.3
	12.9
	0

Why is this important:

- Visibility for the university
- Community-based university

Any more detail:

- Could include projects to uplift rundown areas with plants and flowers.
- Could involve ways to meet people in your community through music and dancing, with a sustainability theme.
- Could engage community members through organised days (i.e.. activities like gardening) and letters through doors.
- Tie in with external partners, e.g. catering staff already doing a day in local schools.
- Community-university steering group:
 - With councils;
 - Volunteering.

2.3 Hold climate-themed networking events that bring our university community together with current and potential external partners (local, national, international, academic etc).

😍	40.6
😊	53.1
😐	6.3
😞	0

Why is this important:

- Opportunity to connect with communities that are interested in the same problems.
- Fits with our social responsibility as an institution.
- We have the physical space to host such events.
- Could be great networking opportunities, which could lead to more opportunities for students.
- Could be part of collaborations and strengthening external partnerships.
- Through this assembly we have had a chance to witness what the university is doing and we feel this should be more widely known and acknowledged.

Any more detail:

- Open to students, academic staff, professional services staff including those who hold relationships with external partners, staff who work on campuses for contractors, local businesses, local community groups, local councils, government, NGOs, other external partners.
- Would need to be well communicated (e.g. campaigns, emails, social media).
- Would need support to secure funding and with local community liaison.
- The networking events should make links with the new Zone 29.

2.4 Focus more on working with schools on climate-related projects

😍	43.8
😊	31.3
😐	21.9
😞	3

Why is this important:

- This would help to grow interest in this field (climate change) from a young age

- Community engagement
- Improve climate literacy

Any more detail:

- Working directly with schools to fit this in with their curriculum.
- Could involve school trips to campus.
- Schools already come onto campus, so could add a workshop.

Topic 3: Interdisciplinary teaching

3.1 Develop a centre for student-led interdisciplinary projects and research that supports university activity related to sustainability focused topics/areas

😍	56.7
😊	33.3
😐	10
😞	0

Why is this important:

Because it helps the university to understand and teach complex issues/topics from different perspectives around sustainability

Any more detail:

- Postgraduates should lead on the research with academic advice
- Undergraduates and other students can provide assistant research work
- Includes work on Vertically Integrated Projects
- The university-wide student-led centre runs throughout the academic year
- Researchers can apply to be matched, or students can apply directly
- Incentives to take part should include professional accreditation and academic credits, and internal / external funding for anyone who applies.
- Needs a core academic staff to promote, support not lead, provide assistance and a training pack, and opportunities for students to progress. See *also Recommendation 3.4.*
- Maybe also with scholars/professors from different areas as helpers, advisors, team consultants.

3.2 Provide hours for academics to create interdisciplinary content around sustainability

😍	50
😊	30
😐	20
😞	0

Why is this important:

- Time is required to make interdisciplinary teaching on climate change a reality - it can't be in spare time;
- Providing this time relief will have long term benefits for our university (please see below).
- Students need these skills and so need appropriate materials
- This could be similar to RSA (research allowance) application

Any more detail:

- The time needed to develop interdisciplinary content on climate change needs covering by a new hire (e.g. a class assistant) or an interdisciplinary lead (e.g., 150 hours per school). This is a salary cost multiplied across the university. This is not appealing to the Head of Finance. However, long term strategies are needed not only for our university to survive, but also for it to thrive. There is clear student appetite, increasing Vertically Integrated Projects and interdisciplinary studies will increase student engagement and experience. This will lead to better graduating grades, better graduate outcomes, especially for students with Access and Participation Plans (who may benefit from non-traditional, yet tailored teaching) and better National Student Survey scores. This is all better for our marketing and competition in the higher education sector, which in the long term would lead to more students, and more completing students (i.e. reduction in dropouts). Long term, this leads to more student fees and more money for the university, and is therefore worth the short term strategic sacrifice.
- Focus on climate as well as other issues around the sustainability agenda.
- Co-create content with students.

3.3 All students timetabled to participate in a week of sessions related to climate change, delivered across different schools and subject areas.

	43.3
	36.7
	16.7
	3.3

Why is this important:

Gives every student a general introduction to climate change and its consequences and general knowledge that they might not have.

Any more detail:

- This could be part of an optional module.
- The classes will be the subject / course tasters, but explicitly focussed on climate, e.g. climate law.
- This can be reshaping 'Climate Action Week'- just in the context of a fresh course for students. Timing to remain as it is in semester one (week four) to avoid exams and course work deadlines
- Open to: students on any course at any level. Promoted to all staff (academic, professional, contractors) if they are interested to experience all or some of this taster week as a student too - subject to managerial approval of time available.
- Incentivise students to take part with Westminster Award points
- Can include projects that start and end during the week, followed by an exhibition and awards with prizes.
- Potential for long term follow up with Research and Knowledge Exchange Office, Ignite Fund, WeNetwork.
- Also, projects could go on display around campuses.
- Resources: academics' time and energy. Can be incentivized as being part of staff awards, promotional opportunities, and with more budgets awarded for departments who are involved.
- This taster week shouldn't replace climate content in other weeks of the year - it is in addition to that.

3.4 Create an interdisciplinary toolkit aimed at staff interested in climate change to support research

	50
	30
	20
	0

Why is this important:

Baseline guidance on conceptualising, carrying out, and submitting research would really help colleagues build research skills and increase interdisciplinary research projects

This pack would support colleagues interested in interdisciplinarity. It would promote people to think outside of their subject group/discipline.

Any more detail:

- Potentially could be undertaken by CETI.
- Would provide information on existing research networks, encouraging networking and connections to be made.
- Supporting staff to gain ideas and check information about climate change.
- Promote student conferences on interdisciplinary teaching and learning.
- Templates to support colleagues making connections.

3.5 Develop a climate action Vertically Integrated Project (VIP) as an elective

	36.7
	46.7
	16.6
	0

Why is this important:

Allows all students to come out of their discipline and research deeper on climate related topics with other students from all levels of study.

Builds student social capital through meeting others from different disciplines and working on something powerful.

Any more detail:

- Led by CETI (Andy Pitchford). It will also need / could usefully have involvement from Heads of School / course leaders, the student union, climate ambassadors.
- Get people involved by:

- Showcasing examples of VIPs that have taken place;
 - Asking participants in VIPs to share their stories of taking part, possibly as part of a roadshow;
 - Developing guidance about how to set up and run VIPs;
 - Support with finding local partners and funding;
 - Providing coaching / mentor support.
- VIPs should start early in the academic year.
 - Open to students from all levels. Students should be able to contribute equally no matter what discipline they are from.

Topic 4: Support for projects

4.1 Students, academic staff and professional services staff should all have allocated time for projects.

😍	48.4
😊	41.9
😐	9.3
😞	0

Why is this important:

- Time is the biggest challenge. There is currently not enough time within time allocations for projects.
- Dedicated project time allocation will allow people to complete projects, including climate projects, without eating into their independent time, therefore not burning them out.
- Time allocations are needed to ensure professional services staff are equally represented in projects (including climate ones) compared to academics and students.
- Some professional service staff are marginalised from cross-institutional experiences - indeed from anything outside of their day job.
- Professional staff have lots of expertise and it is going untapped.
- Taking part in projects would aid professional development and career development for academic staff, professional services staff and students.
- It will allow more projects to be run and completed, including climate ones.
- It will help make projects like this the norm.
- 'Impact' in all its forms is a strategic priority (Research and Knowledge Exchange Strategy 2022-25).

Any more detail:

- Formalise time for projects for students and all colleagues. This will look different for students / academic staff / professional services staff:
 - For academic staff this could be done through WAM hours (WAM is the Workload Allocation Model used to define the time that academics spend on different tasks, including teaching, research, knowledge exchange, scholarship, administration, professional duties);

- Professional services staff need a system similar to WAM hours;
- For students our ideas include:
 - It should be integrated as an optional module or an extracurricular project (CV boost);
 - Make it like the business school timetables - i.e. instead of timetabling a specific course or module, they can put the project. And put in a voting system so that the individual student chooses (i.e. 1st preference, 2nd preference).
- Buy in from senior management needed, including in relation to appraisal / career progression pathways.
- Professional service staff's practical experience can inform planning and outcomes.
- Ensure professional services staff know how to access, and are eligible to access, funding opportunities (e.g. QHT).

4.2 Create an online website or digital hub dedicated to sustainability, including opportunities (projects, employment etc), events, and staff/student work on climate

	51.6
	48.4
	0
	0

Why is this important:

- Could overcome the problem of being an urban university by creating a digital space instead of a physical one.
- Climate efforts are currently piecemeal, not a lot of cross-collaboration, landing page keeps track of efforts and helps people build contacts.
- Could be shared with students and explored during sustainability related lectures in each module as a training resource.
- Could lead to greater participation.

Any more detail:

- This would be primarily aimed at students

- It would be an internet resource dedicated to sustainability, education, resources, funding, employment / professional opportunities
- It might be possible to do this by using the Sustainability Team's student-facing website. It would be good to track engagement with this to see how many visits, clicks etc it gets. The Sustainability Team may also not have the resources to run the site we want to see.
- Internal speakers today (Session 5 of the assembly) were great, snippets of their presentations could be made available online.
- There can be a discussion board, Teams
- All the staff and resources and events taking place can be summarised there together.
- People could submit research, initiatives, working groups, and relevant projects to be displayed on the site - general information about them and relevant contact details. Interested parties could contact teams for support or to ask to join. People whose work is featured on the page can add the feature to their portfolio or CV.

4.3 Increase and improve the funding available for staff and students to do projects, by:

- **Making funds like Sustainability Fund, SparkTank, BigIdea, Ignite Fund, WeNetwork, QHT Fund, Global Bursary Fund well-known across campuses;**
- **Making funds less subject based so that projects can get off the ground;**
- **Increasing the amount of funding available, both non-subject and within each school.**

	67.7
	19.4
	12.9
	0

Why is this important:

- Many of us currently don't know what funding is available or how to access it (it is not transparent).
- So everyone has the opportunity to do something new - a lot of projects, including climate ones, don't happen due to a lack of funding and time.

- Extending these types of funds can help to increase membership of projects, including climate ones, and ensure time allocation is distributed more evenly.
- There is not enough funding available at the moment,

Any more detail:

- This is for all students, academic staff, professional services, so they can find time to take part in projects they are passionate about.
- These funds can advertise what projects they are funding in order to attract membership and allocate time efficiently. They can advertise through email, posters, and the student hub.
- It should be easier to access funding.
- Is there a folder on Sharepoint about funding?
- The Research and Knowledge Exchange Office should include a dedicated person for sustainability funding - someone who knows how to access funding both externally and internally.

4.4 Improve communications on climate and sustainability, by introducing:

- **A 6-monthly university-wide communication covering: what our university is already doing about climate action; how money is being allocated and spent towards this; how students and colleagues can be involved to make a difference;**
- **A specialist comms group to ensure effective engagement with sustainability initiatives.**

	48.4
	35.5
	16.1
	0

Why is this important:

- Increase engagement with climate and sustainability initiatives
- Increase transparency around climate action and spending at our university

Any more detail:

- Newsletter produced by central comms team, with contributions from others

- Content collated by central team - do they have capacity to do this?
- Newsletter and part of university website / intranet focussed on climate action
- Communications could include University of Westminster radio advertisements, (Westminster Waves) and posters around campuses

4.5 Make more sustainability-related activities count towards the Westminster Award

🔥	45.2
😊	51.6
😐	3.2
😞	0

Why is this important:

- Westminster Employability Award page showcases all extracurricular activities to students, and it's a good platform to spread awareness because of student engagement with it.
- Easy win!
- Can be implemented very quickly.

Any more detail:

- The higher the level (bronze, silver, gold), the more involved students should be
- To have topics you can focus on, such as generative AI's impacts on the environment

4.6 Host regular networking events for all students and staff across all campuses.

🔥	35.5
😊	48.4
😐	16.1
😞	0

Why is this important:

- Collaboration is a professional and transferable skill that every student should have. It supports employability;
- It would help people to understand their own strengths and to learn from others;
- It would help to build connections between people from across our university.
- Information learnt can be forgotten unless it is discussed, so it is important to have a session to discuss things so it can be retained

Any more detail:

- Attendance should be optional not mandatory
- Should include free food and refreshments.
- Should include students, academics, professional services staff and staff working on campuses for contractors from all courses / departments
- Not during exam season and maybe in reading week
- Encourage societies to hold events like this

Topic 5: Course content & professional development

5.1 Offer someone from every department WAM* hours to develop recommendations about how to integrate climate change into course specific curriculums.

**Explanation of WAM hours: Every academic member of staff is allocated a certain number of hours for the different parts of their role (e.g. teaching, research, admin). This allocation is different for each member of staff, depending on their role. This recommendation is saying that someone from every department needs to have time given to them in their time allocation to develop recommendations about how to integrate climate change into their departments' courses. It is about ensuring that someone from each department has time to do this work.*

😍	62.5
😊	25
😐	9.4
😞	3.1

Why is this important:

The assembly largely agrees that climate change education should be a core component of courses and that the content should be course specific.

In order to integrate climate change across departments, we need department-specific advice. Therefore, dedicated time and contacts are necessary.

Any more detail:

- Could be equivalent to 2 to 3 hours per week across the semester, or reasonable part time hours allocated to each department budget.
- Departments can nominate a relevant contact / volunteer to develop working recommendations on climate change, such as relevant readings / coursework for different levels of study, and justify how they fit with the SDGs.
- The person that develops the content for each course should do our university's carbon literacy training first (see Recommendation 5.3)
- The WAM hours should be available to from September 2026 onwards.

5.2 Credits / Rewards for students who contribute to climate change efforts.

😬	59.4
😊	31.3
😐	9.3
😞	0

Why is this important:

Students need incentives to build higher participation in climate change efforts.

Any more detail:

- First, students should undertake compulsory climate change modules, and those who do exceptional work (e.g. develop climate change projects, have climate change as the main focus of their dissertation or research, become an ambassador) can be eligible for academic credits and employer accreditation.
- Research and recommendations from students' work should be passed on to the Sustainability Team.
- Could contribute towards the Westminster Award.
- Our university should include climate change in 'shell module' development (where students get credits for extra-curricular work).

5.3 There should be a comprehensive system of professional development on climate change, which links to Work-Based Placement Hours and field trips. It should be open to all students and all staff (including academics, professional services and contractors).

😬	46.9
😊	43.8
😐	9.3
😞	0

Why is this important:

- Everybody should learn about climate change.
- It provides opportunities for progression and skills development.

Any more detail:

- Structured by the Sustainability Team. Trickle down to all staff and students.
- Three part structure:
 - **Step one:** mandatory online foundational education (not mandatory for contractors). The Sustainability Team is already working on this for all staff and students. Make it short and accessible.
 - **Step two:** optional climate literacy training for all staff and students with concrete incentives - like the example we heard from Manchester Metropolitan University (external speaker, Rachel Dunk, MMU). This should involve/be linked to: paid hours, promotion routes, optional routes to paid work helping to deliver content on climate change (see below).
 - **Step three:** Opportunity to be paid for helping to deliver climate content. Hours for students can also count as Work-Based Placement Hours. The content delivered could include field trip options in modules or extracurricular activities - e.g. field trips to explore active climate initiatives across London, field trips to Manchester.
- We should learn from Manchester Metropolitan University about how to do this (and also learn from other relevant external contacts, if affordable).
- It should be highlighted as part of student welcome packs and staff induction processes.

5.4: Introduce an optional university-wide taught 'Introduction to sustainability' module as part of courses. It should be open to all students (at every level of study, on every course) and any member of staff who wants to take part.

🔥	53.1
😊	34.4
😐	9.4
😞	3.1

Why is this important:

- All university students should have the opportunity to take a sustainability module.
- Supports motivations for a sustainable future.
- Sustainability is the ethos of our university.

- It's important to bring everyone together across different courses, disciplines and levels.

Any more detail:

- It could have a practical / project focus, and involve group work. This will help students learn practical approaches and lead to better student outcomes.
- Assessments should be practical outcomes - i.e. sustainability in action.
- We can learn from how they do this at Kings College London.

5.5 Raise awareness of our university's SDG Festival* and encourage students and staff to take part

**The SDG Festival is a three-day event that happens in June, at which anyone from our university can apply to present their work and which anyone from our university can attend.*

😍	43.8
😊	43.8
😐	12.4
😞	0

Why is this important:

- To build student and staff awareness and engagement with climate change and the SDGs.
- To develop practical skills.
- To bring people together across different courses and schools.

Any more detail:

- Departments should encourage their students and staff to take part.

5.6 Every course should have one exhibition or event focussed on the industry that course relates to (e.g. fashion, architecture, politics) and how it relates to the SDGs

😍	35.5
😊	45.2

😐	19.4
😞	0

Why is this important:

- To raise awareness of tackling climate change and/or the SDGs and increase student engagement;
- Exhibitions and events (projects) reinforce student learning in a way that course-work and exams cannot emulate.

Any more detail:

- Ring fence budgets for the events and exhibitions to make it fair for all departments' courses.
- The work produced could be used as advertising during open days to make our courses stand out.
- Prepare academics and budgets to roll this out across our university in academic year 2029/2030. For some courses this might be able to start earlier, but that will depend on the course.

5.7 Bring climate change to the forefront of course specific sustainability modules.

😬	50
😐	25
😐	25
😞	0

Why is this important:

- Currently all elements (social, economic, environmental) of sustainability are covered in the curriculum, not a specific climate change focus.
- General SDG focus could lead to SDG fatigue.

Any more detail:

- There are questions about if/how this could be monitored.
- It would need time and energy from people across every department.

- The Sustainability Team should help finalise the content. This is one of the reasons this team may need more capacity (see Recommendation 9.1).

5.8 Core modules covering climate change should have a focus on climate justice and what can be done to address climate change (SDG 13), rather than a more general climate focus.

😍	34.4
😊	50
😐	15.6
😞	0

Why is this important:

Climate justice focuses on the reality that climate impacts are not equally experienced by all. This relates to our university's focus and emphasis on equality, diversity and inclusion, and social mobility.

It acknowledges that international students from the Global South are more affected by climate change.

5.9 Create more research opportunities for staff and student collaborations around climate justice.

😍	43.8
😊	50
😐	6.2
😞	0

Why is this important:

- A focus on climate justice fits with our university's focus on Equality, Diversity and Inclusion.
- Develops soft skills such as critical thinking and research analysis.
- Increases employability.

- The research could inform our university's own policies and actions.

Any more detail:

- Research projects would involve at least two students and staff members working together to publish research papers.
- The opportunities should be well-communicated to staff and students, e.g.:
 - A blackboard section with all notifications and announcements found there;
 - Announcements in modules;
 - Departments specific emails;
- Communications could start after the Christmas holidays, as people may be overwhelmed with module content in Semester 1.
- Our university should look for funding for a Climate Justice Fund to fund this idea.

5.10 Expand the 'sustainability and consulting' interdisciplinary module to a professional training module offered to all students and staff

	32.3
	54.8
	12.9
	0

Why is this important:

- Promotes sustainable approaches to marketing and consulting.
- Expands professional sustainability employment opportunities.

Any more detail:

- Promote the module via Westminster Careers.

Topic 6: Student and colleague empowerment

We want to empower students and staff to get involved with climate change and express their thoughts and feelings with regards to university actions.

6.1 Our university should develop an overarching climate change strategy in collaboration with colleagues and students and external partners

😍	54.5
😊	36.4
😐	9.1
😞	0

Why is this important:

- To provide clarity on what we are aiming for, for all. There is currently lots of good work; going on, but there is not a clear university-wide strategy or goal
- To support cohesion across all departments and schools
- Helps when working with external partners such as Westminster City Council
- To support accountability and progress in this area
- To help embed climate activism into university life
- Support internal comms on climate change
- To increase visibility of the university's commitment to climate action internally and externally

Any more detail:

- For example, Westminster Council has £5.1bn to get to net zero by 2040. It needs to be clear on our university's role in supporting this.
- Final strategy completed by January 2027.
- Create a focused group of colleagues and students to create and progress the strategy.
- When developing the strategy consider divesting from fossil fuels.
- Consider commitment to being carbon neutral.

6.2 Establish a peer network of committed university students and colleagues for university climate change discussion, using an online forum

😍	48.5
😊	33.3
😐	12.1
😞	6.1

Why is this important:

- To keep the flow of ideas from the assembly so that it continues
- To stay connected to like-minded individuals
- To review developments in climate change and keep on top of it

Any more detail:

- The website for the forum should be visible and widely promoted in order for our university to gather a variety of feedback and opinions.
- All faculty and students should be involved in engaging with the website.
- Another way this could be done is through a random selection of staff and students, maybe every month.
- Reviewing the forum through a focus group or similar to discuss the opinions emerging from it.
- Allowing students to vote on the top ideas produced from the forum.
- LinkedIn group or WhatsApp and/or online forum
- Could help draft strategy.
- Could be promoted through Student Union / Student Union to support
- Inform newer students, including promoting through Freshers' Fair.

6.3 Schools should encourage students to take climate action by giving them awards

😍	45.5
😊	39.4
😐	15.1
😞	0

Why is this important:

- Awarding students for taking action could encourage more people to be aware of the climate issue.

Any more detail:

- Schools should hold some climate change competitions and provide a system for people to give their ideas.
- This should be separate from tests and reading weeks.
- Different kinds of awards may help.
- It should be annual.
- One award for each School, the winners would be put forward to the sustainability category of Westminster Awards.
- Get sponsorship from external partners as well as placement/mentoring opportunities as part of the award.
- Link with external partnerships.
- Maybe start by encouraging everyone to give ideas. If the ideas are accepted, they can get a reward such as the five meal deal.

6.4 University contracts and job descriptions to explicitly include the potential for engagement in activities around the climate crisis.

Note: This is different to Recommendation 6.5 because it is about time allocations and expectations once people are working at our university.

😱	39.4
😊	45.5
😐	15.1
😬	0

Why is this important:

- So staff engagement with climate activities becomes the norm
- All staff united in access to these activities
- Helps share good practices
- So that colleagues have the time and capacity to do climate activities
- Embedding climate action within their work and not as an add-on

Any more detail:

- University to review contracts and terms and conditions of employment in order to embed climate activity and engagement into this area of infrastructure.
- Contracts could include an expectation of buying into climate goals, including an actual investment (e.g. of time).

6.5 Every job specification and promotion opportunity must have environment / climate as an essential part of the hiring criteria.

Note: This is different to Recommendation 6.4 because it is about who is hired to work at our university in the first place.

	24.2
	45.5
	18.2
	12.1

Why is this important:

- Addressing climate change is part of our university's strategy, so we have to take action to back it up.
- Makes our university stand out and be prestigious as an institution and employer.
- This will put us ahead of the curve in what we create and innovate, making us a pioneering university.

Any more detail:

- Hiring training needs to be updated to include this.
- Job adverts shouldn't go live without including this criteria.
- HR department and Schools Heads and Hiring Manager need to discuss what the structure and scope is for this. It won't be the same criteria for academic roles as it would be for security, for example.
- This should be implemented by the start of the academic year 2027/28 to give departments enough time to plan a structure and then permanently roll this out. This requires time, not budget.
- A positive byproduct is that staff will engage in more pro-environment and sustainable activities to secure promotions, therefore creating a more sustainable university overall in the process.

Topic 7: Artificial Intelligence (AI) policy and practice

7.1 Our university's AI policy and practices should have strong focus on building AI literacy, including around AI's environmental impact

😍	58.1
😊	38.7
😐	3.2
😞	0

Why is this important:

We couldn't and shouldn't seek to enforce rules about how members of our university community use AI. But we should equip members of our university community to make better decisions about how they use it, including about AI's impact on climate change and the environment.

Having up-to-date guidance means we commit to always improving as an educational and research institute.

AI will be used regardless of whether our university agrees with it or not. If our university promotes sustainable ways to use AI, it will help to guide students and reduce emissions.

Any more detail:

This should include, both in the AI policy and in terms of how it is delivered:

- **Course specific AI literacy.** Students on each course should learn content including:
 - Which are the right/useful AI tools for that discipline;
 - When (not) to use AI;
 - How to weigh up the pros of using AI against their environmental impact.
 - How to write an effective detailed prompt, so that people ask one question rather than multiple questions.
- **Training for colleagues to enable the delivery of course specific AI literacy** – so that colleagues can deliver course specific AI literacy as per above, including knowing what AI software to recommend. This could be part of continuing professional development (CPD) for staff.
- **Compulsory general AI training for all students and colleagues** – covering areas including:

- The impact of AI use on environment, both tangible and intangible;
- How to reduce the climate footprint of AI through how you use it (e.g. how to write effective prompts so that fewer prompts are needed);
- How to weigh up when (not) to use AI;
- Which uses of AI have the least/biggest environmental impact;
- AI and security;
- How to fact check AI content;
- Awareness-raising around AI psychosis.

For staff this could be built into existing compulsory training and/or staff appraisals.

- **Clearer university-wide guidance on recommended AI platforms** to help members of our university community understand which platforms are more sustainable. This should also include our university promoting useful AI tools created by our university (e.g. the library assistant), alongside clear information about their emissions.
- **Displaying relevant messages and information in shared online and offline spaces to promote AI literacy.** This could include displaying:
 - Messages promoting sustainable AI use.
 - Information about the emissions caused by AI in order to raise student awareness.
- **Small information sessions for staff and students.** Where AI workshops and training are optional, they could lead to **Westminster Award points** for students.

7.2 Our university should provide much clearer guidance on when not to use AI

	51.6
	38.7
	9.7
	0

Why is this important:

This would help to:

- Reduce climate-changing emissions;
- Support students to think and create independently and critically, ensuring that they get well trained through their learning process.

Any more detail:

- Our university's AI policy should specify when not to use AI. For example, it should strongly discourage AI use for:
 - Fact checking (this can be supported by information on AI faults/fabrications);
 - Generating images of staff/students (we also believe there are other reasons that this shouldn't be allowed, which are not to do with climate emissions);
 - Writing original work.
- Guidance on when not to use AI should be a specific section in coursework briefs.
- AI use should not be allowed in exams sat on university computers on campus. At the moment this is only checked after the fact; it should be blocked in the first place.
- Some of us would like to see our university and its community take clearer action to prevent AI use that creates an unfair advantage in academic and extracurricular activities - for example, via the use of AI to help generate written or video applications. Relatedly, some of us would like to see monitoring for AI use embedded into our universities' IT facilities (e.g. computers, Blackboard). However we also noted that the use of AI is not reliably detectable in course work or applications, and that this is only likely to become more true in future. This is why our recommendations as a whole emphasise AI literacy and enabling individuals to make informed choices about AI use.

7.3 Our university's AI policy needs to look more broadly at AI use and not just at how individual students and colleagues use it for their work.

😍	41.9
😊	41.9
😐	9.7
😞	16.2

Why is this important:

We cannot claim as a university to care about the SDGs and climate change when we have no guardrails on AI use. Their impact on the environment isn't negligible.

Any more detail:

Instead of allowing AI use for small things (e.g. saving 10 seconds writing an email), we should only enable its use for purposes like advancing science and enabling years' worth of research to be done quickly.

The university's AI usage guidance should be more complete to cover all fields not just teaching and student learning.

7.4 The environmental impacts of AI should be a strong consideration throughout our university's procurement policies and practices

😬	51.6
😊	38.7
😐	6.5
😞	3.2

Why is this important:

- This would help to bring down emissions;
- The climate footprint of AI comes from its use as a cloud-based service. We should understand what its impact is when we buy. A large percentage of AI's emissions is generated from the initial training of AI models;
- Most students don't realise how AI is impacting our environment, so enforcing these policies could be a good way to reduce emissions.

Any more detail:

- We want our university to have a principled stand, rather than outsourcing responsibility, and we want to use our influence. For example:
 - We should explain to companies whose tender responses are unsuccessful fully or partly because of their environmental impact that this has been a key consideration for us;
 - We should expect AI providers to have net zero targets and have third-party audited proof of this (although see the bullet point directly below for the need for nuance here).
- Not all procurement is the same:
 - Environmental considerations should be key when appointing big providers like Microsoft;

- There may need to be exceptions for specific tools needed by some disciplines/courses, where there is one tool that is much better than all its competitors. In these cases that tool may need to be used, despite its environmental impact. If someone wants to make a case to use a tool like this, they should be required to make a business case to justify its use (as is currently the case when someone wants to use a more expensive tool).
- Our university should de-invest in AI providers that support militaries and war, as these activities cause significant emissions.

7.5 Our university's AI policy should include a strong focus on sustainable innovation in relation to our university goals.

😍	51.6
😊	48.8
😐	0
😞	0

Why is this important:

- We should explore how our university can harness AI for innovation, focussing on how AI can be used smartly in ways that maximise its benefits versus its environmental impacts.
- This should include a focus on innovation that helps the world to bring down emissions and adapt to our changing climate.

Any more detail:

For example, in our research, can we create cutting edge tools in-house to use AI smartly (i.e. in ways that maximise its benefits versus its environmental impacts)? If yes, we could then sell our AI products to others – all while incorporating environmental concerns. The University of Edinburgh already does this and we should look to achieve something similar.

7.6 Our university community should be able to help shape our AI policies and practices

😍	48.8
😊	35.5

😐	15.7
😞	0

Why is this important:

Different groups across university need to have a chance to input their priorities on AI policy, not just us in this assembly. This should include academics (particularly lecturers and senior lecturers), careers teams, extracurricular teams, administrative teams, the Research and Knowledge Exchange Office and Digital Technology Services.

Any more detail:

- There should be a regular AI working group made up of people from across our university, as well as external advisors. This group should help to shape our AI policy and keep it up to date. Other universities already have groups like this. We should have one too to help us be a pioneer in this sector.
- One task for this group and/or others should be to support the development of a mission, vision and goals for our AI policy that includes climate but also looks at other ethical (etc) considerations round its use.

7.7 Our university's AI policy and practices should include a focus on building skills to reduce reliance on AI. So for example, how to write an email and how to rephrase work to sound more professional (i.e. what Grammarly does).

😍	38.7
😊	25.8
😐	32.3
😞	3.2

Why is this important:

- To give people the choice not to use AI, if they don't want to – and thereby reduce their carbon footprint;
- To take account of the long term impact on the brain, skills and capacity of using AI tools;
- To build skills that can translate to interview situations where knowing how to sound more professional can help you;
- To support critical evaluation of good and bad AI content.

- It is part of the university's educational responsibility to support students in building agency and abilities, not to rely on AI.

Any more detail:

Some of us noted that we could use AI as a tutor to help people develop these skills. However most of us felt that, whilst AI has the technical capability to do this, expecting people to develop skills in this way wouldn't work in practice. We also felt that you can't use AI to reduce AI dependence.

7.8 Develop a Vertically Integrated Project (VIP) on Digital Sustainability, similar to the Cavendish Living Lab.

	38.7
	32.3
	22.6
	6.4

Why is this important:

- It is a very practical approach that makes AI and its environmental and ethical impacts real. It would help to make everyone using AI aware of its negative impacts and involve them in suggesting different ways of using it;
- It allows students from different schools to collaborate and take a multidisciplinary approach;
- It is the most effective way of identifying and implementing impactful solutions.

Any more detail:

- The VIP on Digital Sustainability could explore the environmental impacts of digital technologies, including AI.
- It could generate practical recommendations to feed back into university practice. It should/could also inform our university's AI policy.
- It could potentially involve working with community groups and other organisations outside of our university.
- We are keen for this initiative to exist on each campus and across all schools, and for it to be student led.
- The project could include links to our existing Digital Accessibility Forum. They hold symposiums. It could include AI workshops to engage students.

7.9 Our university should take steps to combat AI psychosis (i.e. where heavy chatbot use is associated with people developing or deepening delusional beliefs and behaviours)

😍	29
😊	45.2
😐	12.9
😞	12.9

Why is this important:

- While this is mainly about supporting students' and colleagues' wellbeing, some of us see it as related to climate change because reducing use of chatbots would also reduce emissions;
- Instances of AI psychosis are only likely to increase in future.

Any more detail:

- Our university should train its mental health providers to recognise AI psychosis and support students and colleagues (e.g. through counselling);
- Our university should train its staff to recognise the early signs of AI psychosis;
- Our university should include awareness-raising around AI psychosis as part of its AI literacy training;
- Some of us wondered if it would also be possible to monitor individuals' use of AI through university systems.

7.10: Our university's AI policy and practices should promote the use of AI regardless of the emissions it causes

😍	22.6
😊	12.9
😐	22.6
😞	41.9

Why is this important:

- AI is a utilitarian (useful and practical) tool and we are a university. AI is, and will be, widely used in the world where our students will need to use it.
- Getting a proper training in using AI effectively could boost employability as most companies already use it;
- Bigger emissions cut can be made elsewhere;
- AI has high strategic value;
- AI can help reduce emissions from other sources.

The university should encourage efficient and purposeful use of AI. Not all emissions cuts are equally sensible. AI creates emissions, but it also creates major academic, practical and strategic value. Cutting AI use risks harming teaching, research, and student preparedness for the future, while missing bigger opportunities to reduce emissions in higher impact areas.

Important note:

There are very important ethical and other considerations about AI use that are not about climate change. These include impacts on, for example:

- Staff counts and job roles;
- Our mental wellbeing;
- Our ability to think critically.

It is not this assembly's role to look at these areas. But our university needs to look at them. For example, had it been within our scope we would have liked to make recommendations including:

- Our university should seek to ensure that AI is utilised to enable critical thinking not replace it;
- Our university should require students and staff to be transparent about when they have used GenAI, including developing a new policy on AI use in research outputs;
- Our university should look at its investments and how these relate to climate emissions, including via AI;
- Our AI policy should safeguard job security by automating tasks and increasing contact time, not replacing workers *and/or* Our university should have honest discussions about changing job roles and where we may need

fewer colleagues in specific roles, without reducing the staff count overall.
These conversations would prepare people for change.

We have passed our thoughts on these areas to the team the looking at AI policy

Topic 8: ICT waste & ICT services

Reducing ICT emissions would make a significant contribution to university action on climate change. Our everyday reliance on ICT makes it challenging to deal with. But with better data and planning we can take control of emissions.

8.1 Our university should explore options for reducing over-provisioning of equipment in ICT (e.g. supplying people with a second screen that they don't use; supplying people with devices they don't use)

😍	54.8
😊	35.5
😐	9.7
😞	0

Why is this important:

It's a waste of resources to buy equipment we don't use. And it results in more emissions.

Any more detail?

- Many monitors on campus are not being used – we could remove them and replace them with laptop stands, although we need a better understanding of usage before any removals/replacements.
- The Harrow and Marylebone career spaces are not being used, and the IT equipment in them is therefore under-used;
- Extra desktops at campus that serve no use to students in the library should be re-examined;
- We should encourage laptop usage rather than desktops. This could be linked to greater use of hot-desking;
- Our university should review the use of printers across its campuses with a view to reducing, and possibly relocating, devices.
- When thinking about how to reduce over-provisioning, consideration needs to be given to the specialist software needed for some courses and how students and colleagues should be able to access it.

8.2 Our university should create a carbon reduction plan for ICT emissions

😬	48.8
😊	48.8
😐	2.4
😞	0

Why is this important:

A carbon reduction plan for ICT (Information & Communication Technology) emissions is a good idea because the ICT sector is now a major and rapidly growing source of global greenhouse gases (currently comparable to or larger share than aviation industry). To stay aligned with the 1.5°C climate goal, the digital sector needs to reduce emissions by nearly 45% by 2030. ICT generates the fastest growing waste stream globally.

A structured carbon reduction plan for ICT emissions creates a roadmap which will help the university to make meaningful progress as part of our wider commitment to SDGs and sustainability and contribute credibly to national and global climate commitments. A reduction plan encourages extended hardware lifecycles, better equipment reuse and responsible disposal supporting sustainability goals and reducing environmental harm.

A carbon reduction plan will provide improved transparency of what the university is doing to reduce ICT emissions as well as provide a basis for reporting progress and sharing with the HE sector and beyond.

A carbon reduction plan for ICT emissions would include plans to address data centre optimisation, cloud service efficiency and footprint, extending device lifetimes, emissions from AI usage, etc.

ICT can enable emissions reductions in other areas. Digital transformation has the potential to reduce emissions through virtual collaboration, automation, smart services etc. A carbon reduction plan could include reference to these “enabling” benefits whilst showing how we are planning to minimise our digital footprint

Any more detail:

- The process of creating the carbon reduction plan should include baseline data collection;

- The carbon reduction plan should include achievable targets;
- The carbon reduction plan should consider whether there are days when online services could be offloaded;
- The carbon reduction plan should be clearly communicated – there should be transparency;
- The plan would need to be delivered across different schools. This could be incentivised through a competition / prize to encourage schools to achieve the relevant goals.
- As with other recommendations, this idea isn't possible without an increase in funding and/or resourcing for the relevant professional services teams.

8.3 Our university and its community should take steps to reduce ICT waste and increase ICT recycling

🔥	58.1
😊	38.7
😐	3.2
😞	0

Why is this important:

This would help to reduce: our emissions, toxic waste and use of finite resources.

Any more detail:

Our university should:

- **Introduce 'ICT Amnesty weeks'** – i.e. weeks where colleagues and students can bring in unwanted personal or university-owned ICT equipment, with no questions asked. These have worked well at other universities. For example, the University of Manchester runs an "ICT equipment amnesty week" once a year. It's been running for two years. The first year is collected 5.5 tonnes of e-waste. The second year it collected 4.75 tonnes. The equipment then either gets reused or recycled, depending on what condition it's in.
 - There should be a research team attached to the week;
 - The week could be timed so it runs at the same time as the annual sustainability week or a new climate change week if introduced. It should be part of wider activities.

- **Explore ways to give old technology to students and staff.** Other universities already do this and we should too;
- **Explore ways to give old technology to local charities and/or the local community.** For example, sometimes perfectly good displays are replaced and recycled from classrooms during AV refresh installs. Those displays could be reused. Think about using charities like Screen Share that repurposes computers for refugees.
- **Create more recycling incentives for staff and student technology.** For example:
 - Create and share a visual and emotional record of the changes happening at the university;
 - Offer staff and students bringing in devices to be recycled or reused a fee or coupon to get a free meal on campus.

8.4 Our university should make sure its ICT services suppliers (e.g. for data storage) are sustainable

😍	45.2
😊	51.6
😐	3.2
😞	0

Why is this important:

- Our university as a whole uses numerous platforms and services, and data storage and digital services require significant energy. It would reduce our university's environmental impact from ICT waste and emissions significantly if the suppliers were sustainable – e.g. if they used sustainable energy and had efficient infrastructure.
- Universities are huge CO2 emitters and waste producers. In higher education, we have responsibility to lead by example, to do better for future generations;
- Our university is very data heavy so this will have long term benefits;

Any more detail:

- Our university should prioritise suppliers that use renewable energy, efficient data centres, and transparent sustainability practises when selecting cloud or data storage services;
- We should work with other units to hold suppliers to thorough audits;
- We should check suppliers' sustainability standards;
- Perhaps our university could work with European or British digital service providers (e.g. for cloud storage, email service etc) if they exist. We need to move away from buying products from far right supporting and climate change denialist tech companies;
- We need a clear policy on the recruitment and selection of suppliers and how we engage with them to influence what they do, with a specific focus on climate and not just sustainability in general;
- Our procurement policies and processes need to align with, and support, the above.

8.5 Our university should increase funding and/or resourcing for the professional services teams working on ICT waste and ICT services (e.g. DTS, Sustainability Team) and related procurement

	41.9
	45.2
	9.7
	3.2

Why is this important:

Existing resources aren't enough to enable these teams to implement many sustainability measures, including the ideas that this assembly is coming up with.

Any more detail:

Professional services colleagues working in ICT want to contribute meaningfully to sustainability and carbon reduction initiatives in the university but day-day operational demands and other university projects are seen as a higher priority.

Without recognition of the importance of digital sustainability on a par with other work, this won't get prioritised.

The capacity of DTS and sustainability teams needs to be expanded to deliver change.

8.6 Our university should develop and implement a policy on 'good digital citizenship'

	41.9
	41.9
	9.7
	6.5

Why is this important:

Having a policy on this would enable our university to (1) provide more systematic practical support to colleagues and students to reduce their emissions, (2) identify priorities for this support; (3) better communicate the impacts of ICT use to students and staff.

Having a policy would also open-up opportunities to integrate support into teaching and professional development.

Any more detail:

The policy should set out what is expected of colleagues and students in terms of how they use and look after ICT equipment and how they use ICT services (e.g. how much data they store). It should also explain the impacts on the environment of ICT use to staff and students.

The policy and/or its implementation should include:

- **Providing guidance** for students and colleagues on the impacts on the environment of ICT use and how to reduce their ICT-related emissions. This guidance should cover areas including:
 - Digital house-keeping and the impact of cloud storage on emissions;
 - No need to duplicate data, e.g., Blackboard to OneDrive – just use the platform it was originally on;
 - Sharing information in analogue versus digital forms, and which is better in terms of emissions;
 - The impact of attaching images to emails;

- How to pick a sustainable wifi supplier for home use
- AI usage and associated impacts
- **Providing training** for staff and students on data / cloud storage and associated emissions (including on OneDrive), and the impact of image attachments to emails;
- **Encouraging sending fewer university emails**, including repeated student survey requests.
- **Incentivising student and colleague actions that reduce ICT emissions.**
This should include:
 - Creating an opportunity for students to obtain some sort of points/award in relation to ICT emission reduction efforts – e.g. employability award;
 - Incentivising data cleaning (e.g. deleting emails and old files);
 - Creating visibility of colour printing across departments and teams.
- **Consider the use of auto-cleaning (i.e. automatically deleting data likes files, photos etc) after certain periods of time.** Any action in this area needs to be mindful of legal requirements about how long certain types of data need to be stored for and relevant GDPR (data protection) rules.
- Highlighting co-benefits of personal cost savings related to (for instance) reducing data storage, etc.

8.7 Students and colleagues across our university should be able to contribute ideas and thoughts about how to reduce emissions from ICT waste and ICT services

	35.5
	48.4
	16.1
	0

Why is this important:

This would help the teams with central responsibility for ICT waste and ICT services to understand what's happening in different parts of the university. Among other benefits, this would help them to be more responsive to needs and ideas.

This would provide student and colleague voice and perspectives when creating a carbon reduction plan.

It would also allow other parts of our university to share good practice with one another.

Any more detail:

- We should share good practice between different teams – e.g. through a working group, or virtual forums. Open forums online can be useful for ideas to be shared easily;
- We should introduce an ICT working group, made up of students and colleagues to guide work on reducing ICT emissions. There would need to be clear communication about the values guiding the group and its impact. Such a working group (or other forum) should learn from the climate assembly to ensure inclusion of different parts of the university community;
- We should encourage colleagues and students to contribute suggestions for reducing ICT emissions through methods like surveys and suggestions boxes. This idea would need working up, including who would monitor it.

Overarching

9.1 Increase resourcing and staffing for the Sustainability Team

😬	67.7
😊	22.6
😐	9.7
😞	0

Why is this important:

So they have enough capacity to help implement our recommendations, where relevant.

The Sustainability Team are understaffed.

Any more detail:

We need to think about Return on Investment (ROI) differently to include social and environmental benefits.

There is a 'Head of Sustainability' post in the structure that has been vacant for a year.