

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. A more detailed explanation of each of the recommendations, plus detailed voting results, [can be found here](#) or using the QR code at the end of this document

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%)

For a full description of the recommendations and voting, scan the QR code...

