

Staff Organising for Sustainability



**UCU Environment
Reps Handbook**

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Foreword – Sally Hunt, UCU General Secretary

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Foreword – Sally Hunt, UCU General Secretary

This handbook is designed to support the work of our members who represent the union on environmental issues. We hope it will help in the appointment of new reps and contribute to our ambition to put sustainability into the mainstream of what we are doing as a union. In the absence of legal rights to appoint environment reps we recognise that it is not easy to prioritise activity around sustainable development. We will continue to campaign within the sector and with the TUC for changes in employment law for proper recognition of this role.

The transition to a low carbon economy is a legal requirement under the Climate Change Act. This transition will impact on every sector of the economy – not least education. It is our members who will deliver the research, knowledge and skills to deliver this transition. The tertiary sector is also expected to have sustainability at the heart of its operations. All of

this has major implications for our members; what they do, how they work and on their terms and conditions of employment.

That is why this handbook is **not** focused on how staff can become more 'green or environmentally friendly'. Such an approach would risk limiting the debate on sustainability to encouraging individual behavioural change and operational issues like recycling.

This handbook **is** about how our branches and associations can make sustainability an organising issue linked to decent jobs and social justice. The UCU can only be effective if members take on this role and we hope this guide will make a contribution to our goal of at least one environment rep in every branch of the union.

Sally

Introduction

If the amount of practice matched the policy and research on sustainable development we wouldn't be facing the global crisis we are in now. In the education sector there is no shortage of lofty aspirations about the need to save the planet for future generations. The problem is that we are short of the kind of action that will deliver at the scale required. That's why this guide is entitled 'Staff Organising for Sustainability' (SOS). We have a planet in distress that needs rescuing and union environment reps can play an important part.

It's important to stress at the outset that an Environment Rep is not an 'environmental champion' or 'ambassador'. That title implies someone 'who leads by example'. If there are champions or ambassadors in your workplace they may be useful contacts to engage with but they are not a staff representative appointed by the branch. They should also not be used by the employer as a reason for refusing to recognise environment reps.

Union action on sustainable development offers us a chance to be pro-active on policy development and implementation. It can attract new members who have not previously been involved in union activities. It can promote

engagement with students and all staff around areas of joint interest.

Hopefully this handbook will fulfil 2 main objectives:

- i) Act as a source of support for existing reps**
- ii) Interest members sufficiently to consider taking on the role of the reps**

Each section contains case studies, ideas for action and links to resources. We welcome your feedback for future editions. For further information on any of the topics in this handbook please get in touch.

Graham Petersen
UCU Environment Co-ordinator
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May, 2014

1 The global climate crisis

'Human-induced climate change has serious environmental, economic and social consequences for all countries and all peoples and represents one of the most serious global challenges facing governments and society in the 21st century.'

(Education International World Congress Resolution 2.5.1) EI is the largest global union federation representing over 30 million workers in the education sector.

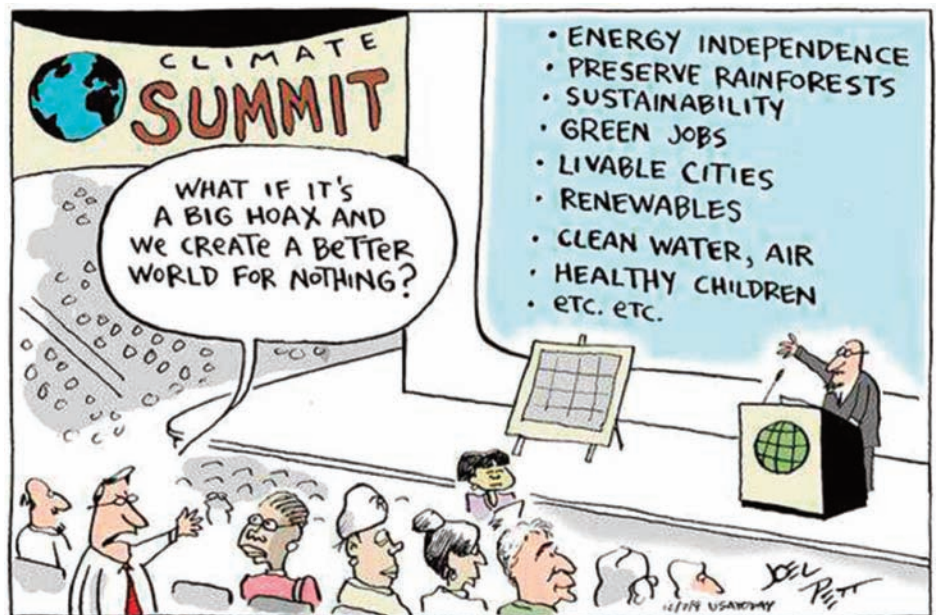
In 2011, at the last World Congress, EI passed a UCU resolution entitled 'Education Unions mobilising on climate change.'
http://www.ei-ie.org/en/news/news_details/1929

First some background on why sustainable development needs to be moved up everybody's agenda – including trades unions.

- **The latest evidence in the Intergovernmental Panel on Climate Change (IPCC) 5th Assessment Report states that scientists are 95% certain that humans are the “dominant cause” of global warming since the 1950s.**
<http://www.ipcc.ch/>
- **Extreme weather is increasing both in intensity and frequency, according to the chair of the IPCC, Rajendra Pachauri “Two types of extreme events are going to occur more frequently – extreme precipitation and heatwaves. It is important for societies to deal with climate change if we want to avoid the impacts.”**

The UN report contains a major global assessment of the impact of climate change on the world's food supplies, human health, cities and rural areas. It warns of crop yields falling 2% a decade even as the demand from a rapidly growing population increases by 14% per decade. It also warns of extreme heat stress in cities, increased precipitation and widespread flooding.

Climate sceptics – While 99% of the world's scientists agree with the evidence of human induced climate change there is still a powerful corporate lobby preaching denial. Our sectors key role in research and knowledge place us in a strong position to counter this.



The big picture or the little picture - Some climate sceptics take the view that global warming is a left wing conspiracy to introduce a change in political and economic systems and introduce state control. This line of reasoning raises some interesting questions. If “climate change is the biggest failure of the market economy in history” (Lord Nicholas Stern) then can the same economy be relied upon to sort it out? Whatever your views on this the fact remains that dealing with climate change by focusing on individual behaviour change is not going to deliver at the scale required.

Almost as damaging as the role of climate sceptics is the 'little picture' approach that reduces 'environmentalism' to paper recycling and turning the lights off.
http://webarchive.nationalarchives.gov.uk/+http://www.hm-treasury.gov.uk/sternreview_index.htm

The 3 spheres of sustainability – The 'bigger picture' (Economic / Society / Environment) is often illustrated in Venn diagram format like the one below:

The Three Spheres of Sustainability



International Labour Organisation (ILO) –

The diagram above does at least refer to 'Worker's Rights', something that is often neglected in policy development. In 2013 the ILO produced a report entitled 'Sustainable development, Decent Work and Green Jobs.' This UN report emphasised the role of 'social partners', like trades unions, in ensuring a 'Just Transition' to a low carbon economy.
http://www.ilo.org/ilc/ILCSessions/102/reports/reports-submitted/WCMS_207370/lang-en/index.htm

Guy Ryder, ILO Director General, in his closing speech, reported that "The Green Initiative will need to be at the heart of what we do and in all areas of ILO activity"

A Just Transition – "Just Transition" to a green economy is about recognising and planning

fairly and sustainably for the huge changes that climate change policies will have for the whole economy. The five Just Transition principles for managing the process of change to a sustainable future are based on fairness and equity:

1. Consultation

Consultation between representatives from trade unions, business, government, regional bodies and voluntary organisations, on the shift to a green, low carbon economy, from the workplace to national government

2. Green and Decent Jobs

Investing in the technologies and infrastructure to meet the sustainability challenges for a low carbon, resource- efficient future while creating quality jobs.

3. Green Skills

Government-led investments in education/training and skills programmes, from the workplace to national levels, to equip students and the workforce with the skills for a low carbon, resource-efficient economy. Promoting individual worker rights to training to ensure access for all workers.

4. Respect for labour & human rights

Democratic decision-making and respect for human and labour rights are essential in order to ensure the fair representation of workers' and communities' interests. Strengthening worker information, consultation and participation rights to matters concerning sustainable development.

5. Social protection

Strong and efficient social protection systems in the transition to a low carbon economy

The TUC's report, *A Green and Fair Future*, argues:

“Unfortunately, significant periods of economic restructuring in the past have often happened in a chaotic fashion leaving ordinary workers, their families and communities to bear the brunt of the transition to new ways of producing wealth. Indeed, many individuals and communities in the UK are still paying the price for the rapid shift away from industrial production over the last 30 years.

Such injustice cannot become a feature of environmental transition. Not only would this be morally wrong and socially damaging but it would undermine the credibility of the transition itself and could slow or even halt this vital and urgent shift.”

<http://www.tuc.org.uk/workplace-issues/green-workplaces/green-workplaces-news/green-workplaces-network/tuc-climate-change>

UK Government response to the crisis

The UK signed up to the Kyoto Protocol on reducing greenhouse gas emissions and subsequently passed the Climate Change Act 2008. This set the world's first legally binding reduction target. There is a commitment to reduce the UK's greenhouse gas emissions by at least 80% (from the 1990 baseline) by 2050.

The governments in the devolved administrations (DAs) in addition to being covered by the UK Climate Change Act, are taking forward their own climate change policies;

The Climate Change (Scotland) Act was passed in 2009, committing Scotland to a 42% reduction in emissions by 2020 and annual reductions between 2010 and 2050. Northern Ireland and Wales are currently consulting.

There is a danger that these targets will not be met due to the short-term focus of successive governments. UCU is concerned about the 'business as usual' approach being taken at domestic and international level. A long-term strategic approach is lacking and this is having a negative impact on what is happening at sector level. This coupled with the attacks on jobs, pay and pensions means that the issue is pushed down the agenda.

The lack of progress in reaching agreement on a new UN-led global climate change treaty has undermined confidence in the ability of governments to take decisive action together. In the UK, recent government policy has been characterised by policy u turns and mixed messages. Climate change is a trade union issue and must form part of our alternative to austerity. Workplaces are responsible for 50% of carbon emissions. The education sector contributes to this but can also make a massive contribution to the solutions. Many of the students we teach will become the next generation of politicians and business leaders. We can't afford a repetition of the mistakes of this generation.

2 The education sector

The school and tertiary sector has a crucial role to play in training the workforce and citizens of the future. The transition to a low carbon economy, underpinned by the Climate Change Act, has huge implications for the way the sector operates. There are a number of influential organisations and UCU environment reps should have an overview of who they are. Some of these are summarised below:

Funding Councils

The councils are required to promote sustainable development as part of their government funding allocation:

- **Higher Education Funding Council for England (HEFCE)**
<http://www.hefce.ac.uk/whatwedo/lgm/sd/>

“Our vision is that, within the next 10 years, the HE sector in England will be recognised as a major contributor to society's efforts to achieve sustainability - through the skills and knowledge that its graduates learn and put into practice, its research and exchange of knowledge through business, community and public policy engagement, and through its own strategies and operations.”

HEFCE quote

“Universities are uniquely placed to lead society and vital to this are staff with knowledge, understanding and commitment. I very much welcome the UCU's work in this area.”

Andrew Smith, Head of Estates and Sustainable Development, HEFCE

- **Scottish Funding Council (SFC)**
<http://www.sfc.ac.uk/home/home.aspx>

“We will work with colleges, universities and our partners to lead and support change in further and higher education, which improves the life chances of learners and supports jobs, growth and sustainability.”

- **Higher Education Funding Council for Wales (hefcw)**
<http://www.hefcw.ac.uk/home/home.aspx>

“Education for sustainable development and global citizenship (ESDGC) seeks to integrate the principles of environmental, economic, and social sustainability in a framework where these values contribute to and inform the future development of higher education through the curriculum, the links between universities and society and through their management of the estate.”

Quality Assurance Agency (QAA)

<http://www.qaa.ac.uk/Pages/default.aspx>

The QAA monitors standards in universities and colleges and publishes guidance on education for sustainable development (ESD).

Higher Education Academy (HEA)

<http://www.heacademy.ac.uk/>

The HEA supports teaching and learning and has a Green Academy Programme. An ESD working group has been set up to advise on policy development. UCU is a member of this group.

Association of Colleges (AoC)

<http://www.aoc.co.uk/>

The AoC represents college employers and has a Sustainability Portfolio Group. It has a regional structure and provides support for colleges to engage with key stakeholders and agencies.

AoC Quote

“Further Education Colleges are significant contributors to economic growth and prosperity; their ability to work with and influence strategic partners ensures that the importance of sustainable development in skills and education development is fully understood and opportunities maximised. AoC value the support and involvement of the UCU in furthering these aims”

Ian Munro, Regional Director Association of Colleges SW & AoC sustainability lead

Ofsted <http://www.ofsted.gov.uk/>

The body for inspecting schools and colleges. Sustainability is no longer part of the Common Inspection Framework which has weakened the

incentive to make progress in many institutions. Environment Association of Universities and Colleges (EAUC) <http://www.eauc.org.uk/home>
The EAUC has a membership of over 220 universities and colleges, supporting sustainability within the UK tertiary education sector. It has established the Sustainability Exchange as a resource of best practice. *'The EAUC vision is a university, college & learning and skills sector where the principles & values of environmental, economic & social sustainability are embedded, and Our Mission is that we will lead, inspire & equip Members & stakeholders with a shared vision, knowledge & the tools they need to embed sustainability within curriculum and operations'*

EAUC Quote

'As sustainability is often perceived as just environmental activity, Unions have a critical role to play in helping to ensure the social and economic aspects of a more sustainable future are recognised, valued and progressed.'
Iain Patton, CEO, EAUC

National Union of Students (NUS)

<http://www.nus.org.uk/>

NUS is the largest student organisation in the world with over 7 million members. It has developed a strong presence through programmes like Green Impact and the Student Green Fund.

National Union of Students Quote

'Trade union environmental reps play a vital role in greening institutions from within, ensuring that there is coordinated effort to engage colleagues in sustainability, as well as challenging institutions to do less bad and more good'
Dom Anderson, NUS Vice President
Society and Citizenship

People & Planet (P&P)

<http://peopleandplanet.org/>

P&P is a student network that campaigns on sustainability and social justice. Annually they produce a Green League table of the environmental performance of universities.

Sustainability and Environmental Education (SEEd) <http://se-ed.co.uk/edu/>

SEEd works closely with schools to promote initiatives and linking up policy developments

across the education sector. UCU is a member of the advisory panel and is a strong advocate of alliances between the school and tertiary sector.

English Learning and Sustainability Alliance (ELSA) <http://www.eauc.org.uk/elsa/home>

ELSA is a group of groups to promote the development of sector policy and practice. Many of the organisations above are members, including the UCU.

UCU and sector organisations

UCU has an important role to play in the development of policy within the sector. We are represented on a number of committees and cross-sector bodies and recognise the need to strengthen this engagement in order to ensure that the staff voice is heard.

Financial cuts and diluting policy commitments have made it difficult to maintain progress in some institutions. The sector is characterised by uncertain and short-term funding which can result in a failure to embed good practice.

SOS Checklist

- **Is your institution affiliated to the EAUC? This will give you access to additional resources.**
- **Find out who the current student officers are in your institution.**
- **Find out if there are any Green Impact or NUS Green Fund projects in your institution**
- **If you are employed in the university sector visit the P&P website to find out how your institution performed in the Green League table**
- **Is there a People & Planet group?**

3 UCU environment organisation

The union operates at a number of levels to support our environmental work.

Workplace – Our environment reps and activists are the most important part of our structure. Working through the UCU branch they can use existing structures to be the point of contact between staff and the employer. Where these structures are not operating effectively they can work collectively to improve procedures. The next section 'Appointment of Reps' provides further advice on maximising the effectiveness of branch action.

Regional and national networks – UCU encourages our reps to link up with colleagues who work in the same region and country. This can help to:

- **Exchange information on initiatives in FHE workplaces**
- **Act as a source of support and guidance**
- **Promote joint campaign work with other unions and community activists**
- **Engage with other organisations inside and outside the sector that are organised on a regional or country basis.**

Each network is encouraged to run an event. In Scotland, Wales and Northern Ireland sustainable development is a devolved issue and UCU activities take account of this through the establishment of country networks.

National – The UCU Environmental Co-ordinator provides a range of support services:

- **Advice** – Environment Reps and branch officials are encouraged to get in contact if they require information or other support
- **Representation** – The union is represented on a number of sector consultation bodies. There are numerous policy developments where we aim to put the staff view
- **Training** – We run a 3 day accredited course for reps and we are also developing online courses for members. Dates and further

details can be obtained from the Education and Training Department

- **Bi-monthly newsletter** – All reps, branches and other contacts are sent a newsletter 6 times a year to keep them up to date with new developments
- **Website** – The environment page of the site contains a range of materials and guidance
- **Annual Congress** – The policy work is debated and a fringe meeting arranged for delegates

International

UCU is affiliated to Education International. This is the largest union global union federation with over 30 million teachers and academics. A resolution proposed by the UCU sets out the policy adopted at the World Congress in 2011. Working with our sister unions on this issue provides a practical demonstration of the sustainability slogan 'Think global. Act local'.

<http://www.ei-ie.org/>

Relationship to other partners

Trades Union Congress – UCU works with the TUC on a number of areas. For example:

- **Participation in the Green Workplaces project which is designed to highlight examples of good practice.**
<http://www.tuc.org.uk/workplace-issues/green-workplaces>
- **Representing the TUC on the International Trade Union Confederation's delegation to the UN climate change conferences**
<http://www.ituc-csi.org/climate-change>
- **Membership of the Trades Union Sustainable Development Advisory Committee (TUSDAC) which liaises with government departments on policy issues.**

Quote from TUC

“UCU Environment Reps have been responsible for delivering some fantastic workplace initiatives. The TUC works closely with the union to ensure that the worker's voice is influencing policy and practice in the education sector and government.”

Frances O’Grady, TUC General Secretary

NUS – Students and staff working together can deliver real progress. Funding for the Student Green Fund is a recognition of the role that the NUS has played in putting sustainability at the forefront of their work.

Quote from the TUC/NUS Charter

The TUC and NUS recently signed a partnership agreement based on joint campaigning and support that sets out 10 ways in which students and unions will work together over the next year. It states that “Our vision is underpinned by the principles of social justice and environmental sustainability.”

UCU is looking forward to the opportunity to apply this to the urgent need to mainstream these principles into the education sector.

<http://www.nus.org.uk/en/news/news/nus-and-tuc-agreement/>

SOS Checklist

- **Do you receive the UCU Environmental News and other updates? If not forward your name and contact details to us.**
- **Are you linked up with other environmental activists in the region? If not, contact your regional office to find out what networks have been set up.**
- **Have you attended training courses on environmental issues? Are there any reps or potential reps who may be interested in attending a course?**
- **Tell us about your experiences of organising by sending a short report we can publish in the newsletter**



4 Appointment of Environment Reps

There is no legal right to appoint environment reps. This means they do not have the same statutory rights as other branch officers like Health and Safety Reps and Union Learning Reps. Official guidance comes from the Advisory Conciliation and Advisory Service

ACAS guidance 'Trade Union representation in the workplace' (Oct. 2009)

The role of environmental representatives and their needs

In some workplaces trade unions gain agreement from the employer to elect or appoint representatives with a specialist role. Environmental representatives focus on the climate change agenda and changes in work organisation and green workplace projects. They may serve on environmental committees if these are established. They can work to improve the impact of an organisation or workplace on the local environment, helping nearby communities and raising the reputation of the employer.

Environmental representatives have no statutory rights to time off, training or facilities. Appropriate training is available from trade unions and the TUC and the government sponsored Union Learning Fund is available to support approved training programmes for these representatives. In determining what time off, training and facilities should be agreed consideration needs to be given to the relationship between these specialists and other union representatives concerned with collective bargaining and ULRs. (Page 12)
<http://www.acas.org.uk/media/pdf/s/r/Trade-Union-Representation-in-the-Workplace-accessible-version.pdf> (ACAS) which has a reference to the role.

Convincing the employer

In the absence of legal rights branches are urged to make the case for recognition of the role. Points to consider include:

- **Institutions are expected by their funding organisations and national bodies to engage**

with staff on sustainability issues. The UCU is recognised to represent the views of staff.

- **The employer's strategy documents and policies will have more credibility if there is a commitment to consult with staff unions**
- **The implementation of sustainability policies will be more effective with union support and participation**
- **There are many aspects of sustainability where a joint approach is more productive. For example unions have networks that go beyond the institution and can support an institution's community engagement strategy**
- **HE institutions will be able to support their responses to the Green League Table and obtain additional points (Ref. extract below)**

People & Planet Green League Table. One of the Green League criteria under Student & Staff Engagement section is:

"Engagement with recognised Trade Union environment reps (eg. Green Reps) or engagement with trade unions on sustainability issues"

Clarifications for satisfying the criteria:

- **It is not sufficient to provide a letter from HR saying that staff members are entitled to have time off for union activities if requested. We require evidence that staff have actually taken time off/participated in trade-union linked sustainability activities.**
- **Points only awarded if union members confirm that they have received time off for sustainability-related training or events. Evidence required (one of the following):**
- **Statement from responsible party from the staff union (eg. Green Rep) confirming that this is the case, including contact details of the responsible party.**
- **Proof of the institutions engagement with trade union representatives on sustainability issues (eg. Minutes of meetings, correspondence)**

Finding Environment Reps

The branch needs to have a flexible approach. The main requirement is someone who can raise issues with management, be consulted, and ensure action is taken.

An existing rep – When we look at the role of the rep in the next section you will notice considerable overlap with other duties. For example employer decisions on staffing levels may have implications for the ability of the institution to provide courses that deliver sustainability skills. A current branch officer may benefit from:

- **Understanding existing procedures and the potential cross-over between environmental and other employment issues**
- **Access to managers and time off to move issues forward**

A new rep – There may be branch members who are highly motivated about climate justice and sustainable development. Our experience is that they represent a new source of activists who may not previously have been a union rep. Finding people to take on the role will require planning and follow-up:

- **Ask if there is anyone working in a department or building who is interested in environmental issues**
- **Distribute union material asking for expressions of interest with a contact point for follow-up.**
- **Plan an event to raise interest among that group of staff**

Where individuals have expressed an interest there should be a discussion around what they are willing and able to do, and any arrangements for training and facilities.

SOS Checklist

- **Does your employer recognise the role?**
Check whether:
 - ~ **It is referenced in an agreement**
 - ~ **It is referenced in a policy document**
 - ~ **It has been carried out in the past and there is any custom and practice**
- **Is there anyone in the branch leading this**

currently? Check whether:

- ~ **Any environmental functions are carried out by any existing branch officers**
- **If the post is currently vacant sound out views on members who may be interested**
- **Ensure that the person appointed is a member of the Branch Committee and that the post is advertised for election at the AGM**
- **Notify your regional office of the branch member appointed as the environment rep**
Notify the employer of the branch member appointed to lead on this?

5 Functions, Time off and Training

The important thing to remember (and that's why we have put it in bold capital letters) is that **A UCU ENVIRONMENT REP IS NOT EXPECTED TO CARRY OUT ALL THE FUNCTIONS LISTED IN THIS HANDBOOK.** Even if you had full-time release for union duties you wouldn't be able to do everything that could fit into the job description of a rep. The important thing is to select those activities that fit the following 3 criteria:

- i) It is something that interests you**
- ii) It is something that interests the staff you represent**
- iii) There is the prospect of making some progress**

Key documents – Once you get started you will need to find out who you need to liaise with. A starting point is the Environment / Sustainability policy. This is likely to be more than one document and may appear in a variety of names. Check that you have the most up to date version. These documents should indicate the roles of senior management. The documents are likely to contain some lofty ambitions. You should quote these to gain the support of Vice Chancellors and Principals for what you want to achieve.

Key staff - Your institution should have at least one member of staff designated to lead on this. In some universities this may consist of a large team of people. For example if you want to discuss a workplace travel plan there may be a Transport co-ordinator in post. In many other institutions it will be one person often doubling up in another role like the Health and Safety Manager / Officer or Facilities Manager. The important thing is to establish a rapport as their support will be crucial for getting things done. In many cases they will also be union members.

Key Committees – The policy should indicate the range of committees established to progress the work. In some workplaces this may be combined with other functions like a Health, Safety and Environment Committee. In others they will be stand-alone on areas like

Education for Sustainable Development. In all cases try to ensure there is union representation.

Persistence – Trying to get support for a union initiative can be very frustrating. In some cases you will be dealing with staff who are overloaded with work and will see it as an extra burden. In others it will be based on a lack of understanding of why this is a core issue. Make sure you are recording requests for action. At an appropriate point you may need to copy in a member of senior management to focus minds.

Delegate – To avoid meltdown try to delegate to other members of staff where possible. You may be pleasantly surprised to find that although they may not be prepared to take on a formal position in the union they are happy to take on a support role.

Procedures – Make sure you consult with members of other unions. For example, a policy that you negotiate may have implications for support staff. Try and get as much done without going through committees. However, there will be some things that require formal decisions. Get advice on which procedure to use if you are not sure. Feedback the outcomes to the branch and members. If you are unable to obtain agreement on a course of action with management you will need to discuss the best way to progress the issue. In some cases this may involve use of the grievance procedure.

Publicise successes – Strong environmental initiatives can provide excellent examples of the union being pro-active rather than just the vital, but reactive, work on other terms and conditions of employment. It can enhance the reputation of the union and help membership retention and recruitment. Where it is a joint initiative with the institution it can foster an improvement in industrial relations

Time off and training

The appointment of reps will be easier if there is sufficient support to carry out the role.

Remission time is vital for reps to participate in committees, policy development and projects. In the ACAS Code of Practice on 'Time off for trade union duties and activities' the 'working environment' (Page 8) is listed as one of the terms and conditions of employment that union reps can use as a duty qualifying for time off and training.

http://www.acas.org.uk/media/pdf/n/k/Acas_Code_of_Practice_Part-3-accessible-version-July-2011.pdf

The 4 Cs

UCU has broken down the functions into 4 areas:

- **Campus**
- **Curriculum**
- **Community**
- **Campaign**

Of course, there is considerable overlap

between them. The following sections of the handbook provide guidance on how reps can address each one.

SOS Checklist

- **Obtain all up to date policies and documentation**
- **Build up a contact list of individuals you need to liaise with on general and specific issues (Use the Contact List at the back of this handbook to keep a note)**
- **Ensure new reps are provided with an induction on how the branch works and provided with copies of relevant documents like this handbook Arrange for training and facility time to carry out the role**



6 Campus Role

This covers the environmental management of work sites and related areas. The list below contains some of the main operations but there may be others to include. We haven't got the space to go into detail of these functions. If you plan to follow up on a subject then look at some of the links provided. At the end of this section you will find a checklist of actions covering all the topics listed below:

- **Environment policies – This will be your starting point. Make sure you have the latest version by checking the institution's website and contacting a member of the management in a related post. All institutions will have one or more policies. The content and form will vary but, as with a Health and Safety Policy, the UCU should be consulted.**
- **Monitor the effectiveness of the policies – The gap between policy and practice can be huge. Procedures should be in place to review performance. In some cases the institution will be part of an Environment Management System (EMS) to audit this.**

There are a number of schemes:

- ~ **Eco-Management and Audit Scheme (EMAS) developed by the European Commission**
http://ec.europa.eu/environment/emas/index_en.htm
- ~ **ISO 14001 similar to EMAS but not as comprehensive**
<http://www.iso.org/iso/home/standards/management-standards/iso14000.htm>
- ~ **EcoCampus is designed for the FHE sector and has approx 30% of HEIs signed up**
<http://www.ecocampus.co.uk/web/Default.aspx>
- ~ **Learning in Future Environments (LiFE) Index is run through the EAUC as a service for affiliates** <http://www.thelifeindex.org.uk/>
- ~ **Green League Table is run annually by People & Planet covering the HE sector only**
<http://peopleandplanet.org/greenleague>

- **Inspections**

An established method for monitoring

performance is by conducting a workplace inspection. The techniques are very similar to those used by safety reps. The inspections could even be combined if time off for environment work is limited.

Inspections can be general covering the full range of subjects listed below or could be more focused on a particular subject like energy use. They may also need to be broken down by site or department if you have a large area to cover. For example, the ETUC has published a Quick Walkround Checklist in its Green Reps Guide http://www.tuc.org.uk/sites/default/files/tucfiles/e_tuc_greenworkplaces_guide_union_reps.pdf

It will be important to consult staff before and during an inspection to get an understanding of their current concerns. Try and find someone who is prepared to be your point of contact on each site / department to help you do this. Pre or post inspection surveys are one way of getting staff involvement. Ask for copies of any relevant documents that may need to be referenced before you start.

Decide whether you want to conduct the inspection independently or with a member of management. Joint inspections with someone who has environmental responsibilities within the institution can be useful. Estimate how much time you will need and get agreement on the date and the time off to prepare and complete it.

Note down your observations and use these to decide what requires follow-up action. Discuss your plans with other reps and members to get feedback and support. Agree on the best way of reporting any observations and put these in writing.

The TUC report, Green Unions at Work 2012, includes many examples of good practice in saving energy, resources, waste management and travel: <http://www.tuc.org.uk/workplace-issues/green-workplaces-news/tuc-greenworkplaces-news-august-2012>

See also the TUC's Green Workplaces News,

for information on green workplace initiatives, training, policy developments and upcoming events: <http://www.tuc.org.uk/workplace-issues/green-workplaces/green-workplaces-news>

- **Adaptation and risk assessments**

The IPCC Report on 'Climate Change 2014: Impacts, Adaptation and Vulnerability' covers the risks faced now and how workplaces will need to adapt to deal with them.
<http://www.ipcc.ch/report/ar5/wg2/>

The UK Climate Change Risk Assessment published in January, 2012 – indicates that health and well being will be affected by both extreme weather events and long- term gradual change. The main challenges are:

- ~ **higher temperatures on land and sea**
- ~ **changing rainfall patterns**
- ~ **rising sea levels**

Risks like flooding and other emergency events will require a risk assessment.

- **Air quality** - One of the climate change impacts we face is deteriorating air quality. In the UK air pollution can be up to 10 times over the legal limit. Many FHE institutions are located on high streets in heavily polluted areas from traffic and industrial processes. Exposure to nitrogen dioxide and particulate matter PM10s cause 1000s of premature deaths every year. There are clear overlaps with our actions on Transport and community campaigning below.

- **Bio-diversity**

The protection of biodiversity and other key ecological features is a fundamental part of sustainable development. The IPCC 4th Report estimates that if emissions remain high, then parts of Europe will see 60 per cent of all species gone by the year 2080.

New development must minimise harm to existing biodiversity and aim to enhance habitats and wildlife. Many universities have extensive grounds which have the potential to support habitats and eco-systems. The protection of green space is vital for well-being

as well as wildlife.

Many institutions are in urban areas with limited opportunities to support biodiversity on their estate. In these locations it may still be possible to introduce green roofs or walls. Green roofs serve several purposes for a building, such as absorbing rainwater, providing insulation, creating a habitat for wildlife, providing a more aesthetically pleasing landscape, and helping to lower urban air temperatures and mitigate the urban heat island effect.

- **Construction and refurbishment**

When institutions are altering existing buildings or putting up new structures it offers a real opportunity to improve the sustainability standards of their estates. The design and commissioning stages are crucial in ensuring that it is a central consideration. Environment Reps should try to get involved at the earliest possible stage. Dealing with performance standards on the topics in this section will be easier if they have been factored in from the start.

BREEAM (Building Research Establishment Environmental Assessment Methodology) is the world's longest established and most widely used method of assessing, rating and certifying the sustainability of buildings.
<http://www.breeam.org/about.jsp?id=66>

- **Energy management** - Buildings consume a huge amount of energy. Annual energy costs for FHE sector are approx £400 million and produce 3.1 million tonnes of carbon emissions. The Carbon Trust has published guidance with case studies and energy reduction measures.
http://www.carbontrust.com/media/39208/cv020_further_and_higher_education.pdf
UCU has published guidance on Energy Management
http://www.ucu.org.uk/env_resources
Word of warning - Energy saving is important but reps need to ensure it is not used as a cover for cuts in courses and closing buildings. Liaison with safety reps may be necessary where energy management could impact on temperature standards.

Energy indicator data

- **Energy consumption in kWh**
- **Energy emissions in CO2**
- **Energy emissions by cost**
- **Energy generated on-site by combined heat and power (CHP)**
- **Renewable on-site energy generation**
- **Finance and Investment**

Millions of pounds are invested in the stock markets on our behalf in the form of pensions funds and other investments. How can we make sure they are not funding pollution, exploitation or human rights abuses? The environment is clearly not a 'non-financial issue'. There is increasing agreement that social and environmental factors must be taken into account.

Many universities have ethical investment policies that contain statements like:

'We will not invest in companies and funds directly involved in:

Production of landmines, cluster bombs, nuclear and conventional weapons

Tobacco manufacture, alcohol, pornography, gambling

Support of oppressive regimes

Anti social sales and marketing practices relating to alcohol and tobacco

Violations of international conventions and norms in the areas of human rights, employment practices and climate change;

We will give active consideration to investment in companies and investment funds which demonstrate policies and practices which accord with the University's values. '

There are 2 areas that require attention:

- **The investment /endowment strategy of the institution**
- **The investment strategies of the pension funds in the sector.**

Both of these are covered in the Campaign section

• **Food policy**

IPCC Report -There is enough evidence to say for certain that climate change is affecting food production on land and sea. The rate of increase in crop yields is slowing – especially in wheat – raising doubts as to whether food production will keep up with the demand of a growing population. Changes in temperature and rainfall patterns are likely to lead to food price rises with increased extreme weather events contributing to crop failures.

Universities and colleges have a significant role to play in the food chain both as procurers and providers of food to millions of students each year. Education institutions have a responsibility to address the sustainability and carbon intensity of their food supply chains, whether it is provided internally or through contractors.

• **Procurement and supply chain**

A well thought-out purchasing strategy can help save energy and resources, and support worker's rights. Your organisation can commit to buying products that are:

~ environmentally friendly across their whole lifecycle. They use low amounts of energy and other resources, and create minimal pollution, in their production, transportation, use and disposal

~ socially responsible. They are safe and easy to use, made by workers who have a right to organise themselves into independent trades unions and with an ethical supply chain.

Sustainability Exchange has produced a number of resources that highlight good practice in the sector
<http://www.sustainabilityexchange.ac.uk/the-exchange>

• **Transport**

Transportation is the fastest growing source of greenhouse gases. In the UK approx one third of emissions are caused by domestic transport. Reps need to understand the current methods

used in the workplace by obtaining information on indicators like:

* Breakdown of journeys to work:

~ **car driver only** ~ **car shared** ~ **walking**
~ **motorcycle** ~ **cycle** ~ **public transport**

* Number of Flights – internal and external

* Performance of vehicle fleet

This information can then be used to identify existing and potential policy measures like:

* consultation

* rewarding green travel

* joined up thinking between providers and institutions re trains, buses.

* greener vehicles for fleet / Charging stations

* cars - energy efficient cars / essential users / charging policy / car pools / park and ride

* cycling – storage / promotion / payments / facilities eg showers / cycle to work schemes

* public transport – subsidies / travel options

* reduce need – homeworking / remote working

* recording – centralised booking systems

- **Waste** - We generate about 250 million tonnes of waste in the UK. This costs UK industry approx £15 billion a year. Waste Watch has produced a useful information sheet that describes the main areas of European and National legislation affecting waste management. This can be accessed at:
<http://dl.dropboxusercontent.com/u/21130258/resources/InformationSheets/Legislation.htm>

Control measures should incorporate the waste hierarchy of:

~ **Eliminate**
~ **Reduce**
~ **Re-use**

~ **Re-cycle**

~ **Dispose in a responsible way**

More emphasis is now being placed on 'circular economy' techniques that eliminate waste through a 'cradle to cradle' approach.

Waste indicators

~ **Waste – total**

~ **Waste – recycled**

~ **Waste – incinerated**

~ **Waste – landfill**

~ **Hazardous waste covered by separate regulations**

- **Water** - Each person uses on average 150 litres per day. Envirowise consider most workplaces could reduce usage by 20-30% with free or low-cost measures. Water is linked to carbon emissions as a result of the energy used to purify, circulate and heat it. Potential water reduction measures include:

~ **Grey water usage and Rainwater harvesting options for washing vehicles, toilet flushing, gardens**

~ **Sensors / automatic valves on urinals**

~ **Low volume cisterns**

~ **Percussion taps**

~ **Spray taps and reduced water pressure**

~ **Green / sedum roofs**

~ **Water filters not bottled**

~ **Phase out plastic cups and bottles**

~ **Awareness raising**

SOS Checklist

Environment Policies

- Find out whether the union was consulted on the environment policy. Check the review date and identify areas where it could be improved using the checklist below. Does it:
- State how as well as what should be done? Reference responsibilities within the management structure including governor responsibilities?
- Contain targets that conform to SMART principles (specific, measurable, achievable, relevant and time-bound)?
- Have a review date?
- Reference a trade union role and recognition of environment reps?
- Reference a student role?
- Cross reference more specific environmental policies?
- Be accessible and communicated?
- Reference ethical and corporate social responsibility principles?
- Include training and information for staff?
- Have a sign off and dated by the most senior individual in the organisation?
- Identify the roles and structures of committees?

Monitoring the policies

- Is the institution signed up to an environment management system (EMS)? If so, obtain copies of relevant performance reports.
- Are you consulted during the audit process?
- Is the institution signed up to an environment management system (EMS)? If so, obtain copies of relevant performance reports.
- Are you consulted during the audit process?

Inspections

- Find out if there is an established inspection system within the institution and obtain copies of relevant documents
- Draw up a checklist based on the subjects and areas you intend to cover. Use the examples referenced at the end of this section to help customise this.
- Carry out an inspection starting with one of your priority issues.

Adaptation and risk assessments

- Find out if your institution has carried out a climate change risk assessment. This may be general or specific to types of extreme weather events
- Liaise with the UCU safety rep to review existing policy and whether there are suitable and sufficient adaptation measures in place

Air Quality

- Contact your employer to find out if any air quality measurements have been carried out
- Liaise with the safety rep to discuss a joint approach if you think staff and students are at risk

Bio-diversity

- Find out if your institution has mapped the bio-diversity on its estate
- Get a discussion going with colleagues on the type of things that could enhance the bio-diversity of the workplace

Construction and refurbishment

- Have buildings on your sites received a BREEAM assessment?
- Are there any new build or major refurbishment projects scheduled?

Energy management

- Inspect the Display Energy Certificate (DEC) for each building. This will give you an idea of the performance standard rated from A (very efficient) – G (least efficient).
- Check whether your institution is registered with the Carbon Reduction Commitment (CRC) Energy Efficiency Scheme. This is a requirement for most universities and some large FE institutions.
- Use the indicators in this section to obtain data Use the checklist and action guide in the Carbon Trust guidance (Pages 33-35) to identify potential follow-up activity

Finance and investment

- Does the institution have a publicly available

ethical investment policy?

- **Is the policy reported on annually?**
- **Are there opportunities for staff, students and other stakeholders to engage?**
- **Does your institution's ethical investment policy make explicit reference to, and/or commitments to, excluding investments in the fossil fuel industry?**

Food policy

- **Does your institution have a publicly available sustainable food policy which sets time-bound targets for improvements?**
- **Check the People & Planet Green League for ideas on improvements like local sourcing of food**
<http://peopleandplanet.org/greenleague/methodology/sustainable-food>

Procurement and supply chain

- **Check whether you have a sustainable procurement policy or any reference in your strategic policy document**
- **Use the 'Procurement and supplier engagement' section of the Resources page on the Sustainability Exchange site above to obtain examples of good practice**

Transport

- **Find out what is being done to promote green transport**
- **Does your employer have a Green Travel Plan that was agreed with the trades unions?**
- **Are any of the travel policy measures in this section being implemented**
- **Are these measures fair and transparent?**

Waste

- **Find out who has responsibility for waste management**
- **Has it been quantified? Use the indicators in this section.**
- **What is the cost of waste disposal for your institution?**
- **Is there a target for waste reduction? Water**
Find out the annual water usage and how it is metered
- **Contact management to find out how many of the reduction measures in this section are in place**

Water

- **Find out the annual water usage and how it is metered**
- **Contact management to find out how many of the reduction measures in this section are in place**

Resources

Further information on some of the Campus issues listed above can be found by using the following links: Go Green at Work
<http://www.tuc.org.uk/sites/default/files/extras/gogreenatwork.pdf> Targeting Climate Change
<https://www.tuc.org.uk/publications/targeting-climate-change-tuc-education-workbook-trade-unionists> (available from the TUC)

Prospect: 'Greening your workplace', Prospect Trade Union Negotiators Guide has a sample workplace checklist on Pages 16-17
https://www.prospect.org.uk/about_us/what_we_stand_for/environmentpolicy/index

Green Workplaces: A guide for union representatives, ETUC:
http://www.tuc.org.uk/sites/default/files/tucfiles/etuc_greenworkplaces_guide_union_reps.pdf

Sustainability Exchange has a range of case studies on some of the areas listed above
<http://www.sustainabilityexchange.ac.uk/>

People & Planet Green League Methodology has useful criteria on some of the areas above
<http://peopleandplanet.org/greenleague/methodology>

7 Curriculum Role

Our union policy passed at annual congress is to support the mainstreaming of education for sustainable development (ESD) in the FHE curriculum. UCU members expect their institutions to ensure that students are provided with knowledge and skills that are centred on sustainable development principles.

We recognise that some progress has been made by a number of institutions in the sector. However, we are concerned that this progress is the exception rather than the norm.

*“The learning environment and the **support** available for **staff** and students have an important role to play in education for sustainable development.”* (HEFCE). We strongly support this statement and would argue that in many institutions this support does not exist or is marginal. Policy commitments on ESD are often not effectively resourced and lead to ineffective implementation. It means that many academic staff are expected to ESD-proof their lesson plans and schemes of work with very little additional support.

The expectation that staff will deliver the desired curriculum is an issue of terms and conditions of employment. There should be a reference to the role of recognised trade unions in the formulation and implementation of the institution’s strategy. This should include consultation on continuing professional development and remission arrangements to enable staff to adapt the syllabus to the agreed graduate outcomes.

UCU ESD work falls into 2 categories:

1. Participating and trying to influence the national and international policy framework

The UN Decade for ESD 2005-2014 has not delivered change at the scale required. UCU believes that reduced funding and policy drift have hampered progress.

The Global Action Programme on ESD replaces the UN decade. UCU is concerned this will remain another missed opportunity unless

funding bodies, awarding bodies, inspection frameworks and other sector organisations agree a co-ordinated approach.

The Green Skills Manifesto is our attempt to set out the framework required. It is a policy document of the Greener Jobs Alliance (GJA). The GJA is a coalition of unions, student organisations and NGOs.
http://www.ucu.org.uk/media/pdf/p/i/Green_skill_s_manifesto.pdf

English Learning Sustainability Alliance – UCU is one of a number of sector organisations working to influence policy and practice in this coalition. ESD is a devolved issue, and standards in Scotland and Wales are better.
<http://www.eauc.org.uk/elsa/home>

2. Setting up pilot projects to illustrate our approach to ESD

This approach is based on opening up collaborative working between all parts of the sector – school, colleges and universities. Too often when one part of the sector designs an initiative very little thought is given to how neighbouring institutions can be involved. Activities where student assignments can be based around either community working or bringing the community into the institution. This approach is not new but it isn’t done at anywhere near the scale that matches the potential benefits.

Union Learning Reps – If your branch has a ULR arrange a discussion on staff support for ESD. This could involve an approach to management to incorporate it into Continuous Professional Development Training

Joint approach with Student Officers – UCU reps can get valuable support for curriculum initiatives by campaigning with students. Successive surveys have shown that 80% of students believe that sustainable development should be actively promoted and incorporated by UK universities, a belief which increases as they progress through their studies. This is one of the major findings of

Student attitudes towards and skills for sustainable development by the National Union of Students (NUS) and Higher Education Academy (HEA).

http://www.heacademy.ac.uk/resources/detail/sustainability/2013_student_skills_final_report

These statistics found expression at the University of Manchester, where a group of students rejected the syllabus of their economics course, and called for content more relevant to today's realities. *"I want to see far more students doing this – whether they're studying economics, tourism, hairdressing, literature, or whatever. We're currently facing massive social and environmental problems, and we need education to open up a new way forward – creating graduates who are part of the solution to today's sustainability challenges"* says NUS vice president of society and citizenship, Dom Anderson.

<http://www.nusconnect.org.uk/news/article/greenzone/Challenging-the-curriculum-at-the-University-of-Manchester/>

SOS Checklist

- **Is there a separate policy on ESD?**
- **Is ESD referenced in your institution's Environment / Sustainable Development policy? Is there a joint forum for discussing ESD issues?**
- **Is Sustainable Development training provided for staff as part of Continuous Professional Development?**
- **Are staff encouraged to build sustainability into personal and professional development plans? Has an audit been carried out of the SD content of all curriculum areas?**
- **Is SD included as part of tutorials?**
- **Are sustainability issues within your community explored?**
- **Have learning opportunities related to how the institution is managed been explored? E.g. Estates management functions linked to the curriculum**
- **Have opportunities for curriculum development been assessed in line with potential low carbon skills growth areas?**

8 Community Role

Links with local businesses and community organisations offer a huge potential to give a practical meaning to ESD and relate it to employability opportunities. In many institutions the practice does not match the mission statements on community engagement.

Outside of the workplace unions often have strong community links. These will be vital in building the coalitions of the future. In many areas trades councils have responded to the

recent annual congress decision to make this a priority campaign. For example, Battersea and Wandsworth TUC has been instrumental in supporting a low carbon zone in the borough, illustrating the potential of putting community trade unionism into practice. It can open up joint work with organisations that may have had little previous contact with the union. Local action has its limitations but it can often be a welcome relief from banging your head on the national policy wall.

Example 1: Green Gown Award Winner Best newcomer category ESD community engagement and the curriculum – South Thames College

This project provides a practical demonstration of 'stakeholder engagement'. It illustrates how South Thames College (STC) is forging alliances with low carbon community organisations, trades unions and campaign groups. The Furzedown Low Carbon Zone, (FLCZ) was established to demonstrate the link between curriculum and community engagement. A range of measures on energy efficiency, renewable energy and environmental awareness have been introduced. This has been linked to the curriculum by involving students from the Engineering and Building Services School. Furzedown residents have benefited and the institution has been able to showcase a practical example of out-facing community work. Page 4 Winners Brochure http://www.eauc.org.uk/2012_green_gown_awards



Example 2: Green Gown Award Winner Learning and Skills Category Eco-skills to influence communities – Lewisham College

This project shows the success of partnership working – employers, trade unions, councils, labour agencies and community groups, providing a 'joined up' approach to tackling environmental sustainability. They provide venues, learning resources, work placement and job opportunities to widen participation from vulnerable and hard to reach people in the community and at work. The Discussion Leader model has been incorporated into multi-million pound building projects in London. Page 26 Winners Brochure http://www.eauc.org.uk/2012_green_gown_awards



Both these projects show the benefits of genuine engagement. Unions must tap into the desire in local communities to confront the challenges of climate change. Examples of other areas for joint work across the curriculum include:

- **Air monitoring - Testing air quality standards on busy roads can provide valuable information for staff, students, businesses and local residents. It uses 'citizen science' methods which can easily be carried out by students and community activists. Useful toolkits to do this work have been produced by the London Sustainability Exchange <http://www.lsx.org.uk/news/hottopics.aspx?id=3604>**
- **Renewable energy – UCU has supported the development of energy co-operatives where local residents raise money for the installation of renewable technologies.**
- **Food – The UCU branch in Sheffield City College has been working with students from the 2 universities to link food consumption to issues like poverty, sourcing and healthy eating**
- **Green Skills Partnerships – UCU has been**

working with TUC Unionlearn in an alliance with local authorities, colleges and employers. This project has been singled out for praise by the European Union for providing a range of training support in the construction sector. <http://www.unionlearn.org.uk/our-work-and-projects/skills-investment/skills-green-economy/green-skills-partnership>

These projects could involve students from across the education sector and across programmes of study. Many particularly lend themselves to business studies, media, health and social care, science and maths courses.

SOS Checklist

- **Identify individuals and organisations from outside the institution who are active on environmental and social justice issues**
- **Are there sustainability projects taking place within your institution that could involve other parts of the local education sector and community organisations?**
- **Are there sustainability projects taking place within the community that could benefit from the involvement of your institution?**

9 Campaign role

Unions have always been campaigning organisations. We also recognise the need for a broad based approach and work with a variety of groups to maximise impact. Current campaigns include:

Jobs and social justice – The low carbon economy is currently the biggest growth sector but it could be even bigger with the correct strategic approach. Unions don't want jobs at any price. The UCU campaigns on fair pay and zero hour contracts are part of ensuring that jobs should be long-term, have career progression, decent terms and conditions, and the right to belong to a trade union. Many advocates of green growth ignore this and that is why currently many of these jobs are short-term and low paid.

The One million Climate jobs campaign was set up by trade unionists within the Campaign against Climate Change, and is supported by a number of national trade unions, including PCS, CWU, UCU and TSSA. The One Million Climate Jobs report received inspiration from the struggle of workers at the Vestas wind turbine factory on the Isle of Wight, who occupied their factory when it was slated for closure in mid 2009.

- **Campaign Against Climate Change (CACCTU)**
<http://www.campaigncc.org/unions.shtml>

For more information about the CCC Trade Union group's One Million climate Jobs Campaign see www.climate-change-jobs.org

Energy policy

This is a major issue of public concern and UCU is affiliated to:

- **Trades Unions for Energy Democracy (TUED)**
Trade Unions for Energy Democracy is a global, multi-sector trade union initiative to advance public, democratic direction and control of energy in a way that addresses the needs of workers, communities and the environment. UCU is a member along with a

number of global union federations
<http://energydemocracyinitiative.org/>

- **Energy Bill Revolution is a coalition calling on the government to end fuel poverty. The campaign focuses on energy bills, with millions of people struggling to heat their homes. The main reasons for this crisis are that gas, oil and coal prices are high, and the UK's homes are some of the most energy inefficient in Europe – leaking heat from their doors, walls and windows. The campaign calls for the government to use carbon taxes to launch a comprehensive energy efficiency programme that could create thousands of jobs. UCU is affiliated to the campaign**
<http://www.energybillrevolution.org/>.

Investment Policy

The average pension fund portfolio has 55% of its assets invested in high-carbon sectors, which could face devaluation as the world aims to keep global warming below the internationally agreed limit of 2°C. There is now evidence of a “carbon bubble” consisting of over-valued assets such as oil, coal and gas reserves that can probably never be burned. To meet the internationally agreed global warming limit of 2°C, humans can only afford to pour another 565 gigatons of CO2 into the atmosphere by 2050. Yet there are known fossil fuel reserves in the ground which add up to 5 times more than what we can burn. Billions of dollars are spent each year to extract these resources because they are directly linked to the market value of major corporations. As the damaging impacts of climate change mount and we turn to low carbon solutions, the value of these assets is likely to drop dramatically.

The 2 campaigns UCU is working with on finance and investment strategy are:

- **'Fossil free' run by People & Planet. This is aimed at the investment and endowment policies of individual institutions**
<http://peopleandplanet.org/fossil-free>
- **'Green Light' run by ShareAction. This is aimed**

**at pension funds like the Universities
Superannuation Scheme (USS)**
<http://www.shareaction.org/greenlightcampaign>

Combating climate change will require a fundamental reform of the economic and financial system. The old model isn't working – it's time to get out a new one.

SOS Checklist

- **Is your branch involved with any climate campaigns?**
- **Organise a meeting to discuss participation in one of the campaigns listed above.**



10 Contact Lists

Contact List – Workplace

This should include senior management, environmental management, facilities and students

Name	Organisation	Email	Telephone	Other

Contact Lists – Union

This should include branch secretary, health and safety rep, union learning rep, and environmental contacts in other unions, trades union council, CACCTU, plus UCU region

Name	Organisation	Email	Telephone	Other

Contacts List – Community and Campaign Organisations

This should include local authorities, employers, transition towns, environmental NGOs and low carbon community groups

Name	Organisation	Email	Telephone	Other

