Date: Wed 11th Dec 2019
Time: 10:30–13:00
Venue: University of Dundee
Resources: Available here

MINUTES:
Travel & Transport Topic Support Network Meeting

Attendees:

Jackie	Beresford	Dundee and Angus College
Abigail	Betney	Energy Saving Trust Scotland
Trudy	Cunningham	University of Dundee
Heather	Davis	Forth Valley College
Steven	Giannandrea	City of Glasgow
Robert	Hewitt	Borders College
Adam	Kesby	Sustrans
Michael	MacKenzie	Sustrans
Lewis	Melloy	Perth College UHI
Bob	Murphy	SWARCO
Ciara	Newell	Forth Valley College
Adekoyejo	Olugbile	Falkirk Council
Sonya	Peres	EAUC-Scotland
Alex	Severn	New College Lanarkshire
Scott	Thomson	EAUC-Scotland
Fraser	Watt	Dundee and Angus College
John	Wincott	Fife College

Apologies:

Neil	McBeth	University of Strathclyde
Stephen	Rennie	SWARCO
Viola	Retzlaff	University of Glasgow
Merry	Scott	Merry Scott Consulting

	SUMMARY OF DISCUSSIONS	ACTIONS
1	**Welcome, Apologies and Introductions** *Trudy Cunningham, Co-Convener, University of Dundee* Everyone was welcomed to the event and invited to introduce themselves to the room.	
2	**Travel Better Resources and Travel Pledge** *Sonya Peres, EAUC-Scotland RUGS Intern* Sonya is working on a series of projects for the Responsible Universities Group Scotland (RUGS), based within the EAUC-Scotland team. One of the project areas is looking at air travel in FHE sector. Working on a Travel Better Package consisting of a: • Pledge Template • Information Sheet addressing concerns individuals in the FHE sector may have about reducing air travel • Tool for assessing whether one should attend a conference/event that is only accessible through flying One of the main aims of this is to re-evaluate what is seen as "normal" in terms of flying, and try to promote more sustainable alternatives to travel, research and collaboration. Some areas of the project have been inspired by initiatives from other universities where this is already practiced. The Travel Pledge itself was explained further. It consists primarily of 3 goals • Be better informed on harmful impacts of air travel • Make better decisions regarding air travel- essential trips only • Challenge workplace norms and push for institution change – trying to reconfigure what is seen as "normal". There are some key questions that we want to find out answers to from the sector. Q1. Who at your institution would be responsible for looking into/addressing the institution's air travel? Q2. Are there ways to better ensure institutional change? Q3. How do we evaluate the impacts of the package/pledge? Q4. How do we de-link career progression and air travel in the FHE sector and instead reward a reduction in flying? General discussion around these points revealed that FE probably doesn't have the resource to collect data and that flying is quite limited anyway. Other things to look at would be what would the affect be on work if people couldn't fly? It was advised to promote the benefits of not flying more than highlighting the negatives.	

In terms of the pledge the group were asked for ideas to incentives not flying. Travel Officer at University of Edinburgh did a deal with Virgin who allowed staff to travel first class at no extra cost, although this didn't continue long. University of St Andrews thinking of centralising rail travel budget meaning that departments don't pay and so view train travel as free but they would have to pay for flights.

There is still a misconception about flying and academic achievement which needs to be addressed as well. The group felt the pledge could be aimed at departments as well as individuals, and could be more radical with the language used.

The names of those making the pledge will be shared publicly to try to normalise non-flying behaviour.

Group discussion on this issue focused on creating or highlighting incentives that contribute to people flying. Also the suggestion that it could be done as a penalty system or that you have a limited number of flights per department per year. It was also highlighted that seniority and status are a reason for flying and foreign travel, both of which are being addressed by the pledge.

3	**Charging Infrastructure in Universities & Colleges**	
	Bob Murphy, Business Development Manager, SWARCO	
	Swarco has done ¾ of the public charging network in Scotland with a focus on the public sector. Swarco are not just installing charging points they are creating an integrated approach with better traffic management, altering parking facilities, creating automated park and charge systems and ensuring EV points appear on SatNavs. Aim is to make things as integrated and easy as possible.	
	Currently over 1000 charging points in Scotland with 1 card that can access all of them. Rapid expansion due to the Scottish Government's carbon targets driving the demand. Despite the public chargers, 80% of EV charging is done at home so institutions shouldn't feel the need to have hundreds of chargers in their car park as the majority of charging will not be done there.	
	3 Main chargers for EVs	
	Rapid – 80% charge in 30 minutes (use AC,DC and CCS)	
	Fast (AC) 4-6 hours to charge	
	Slow: predominantly used for overnight charging.	
	Current power capacity for a charger is 50kW but this is set to increase, potentially up to 300kW. This will be a focus as vehicles get bigger and will need charged more quickly.	

Charge speed depends on vehicle, specifications and power supply. Not all cars charge at the same rate. It is advised to educate people about electric cars in your institution before letting them use the cars. When getting new electric vehicles it is also a good time to review if all vehicles are necessary, could you reduce the fleet size or vehicle size? Chargers can also gather data and they do allow you to install access restrictions on them.

Scottish government funding is available for chargers up to 50% funding depending on the location and public availability. OLEV vouchers are also available which can cover up to £500 of the capital expenditure cost. Best place to start is the Energy Saving Trust (EST). A 50kW charger will be about £30,000 but will vary depending on the infrastructure. Advisable to put in your tender that the supplier must have engineer within x miles as maintenance is important.

There is more local funding as well from groups like HITRANS or SESTRANS which you can take advantage of before it is taken away. Local councils are also inundated with funding for EVs currently so take advantage of that as well.

Energy use may go up with an electric fleet but not as much as you would expect. Edinburgh College had 16 pool cars that used 10,000 kWh of energy but this also includes public use of the charge points. They did have an issue with taxi drivers using the chargers but that was solved by putting a tariff on the chargers for non-fleet vehicles. Also helps with the operational costs and stops people leaving their car plugged in for days at a time. Typically operational costs for a charger are (not including energy) about £1-£2 per day which is offset by EVs being cheaper to run.

From a curriculum point of view, you can take the data from your chargers and give it to students to do projects and reports on. Things like energy comparison, time of use data, comparisons to petrol cars etc. Also opens the conversation about climate change, mining for the metals used in the batteries, human rights etc. Very rarely are used car batteries stripped for parts as they generally still have capacity to be used in other, less intensive situations once they are no longer fit for cars.

Also advisable to do public engagement and community workshops around electric cars. It can lead to things like the promotion of car clubs where vehicles are leased short term or can raise awareness of lift sharing opportunities.

In terms of the concerns people have about the range, the average car journey is 6.7 miles with 80% of journeys being under 20 miles so an EV is very practical for most people.

Questions:

Are chargers future proof?

Generally yes as they are standardised, occasionally a new update is done but it doesn't require changing the charger only a short maintenance visit but it is rare.

What about the infrastructure?

Maximum charge by AC with standard cable is 22KW with a 100 amp 3 phase supply which is not always possible. May need to upgrade the electricity infrastructure if you want rapid chargers, this is costly and difficult so it can be advisable to site chargers where the cables already exist. Also advisable to check if your vehicles accept rapid chargers, typically larger vehicles like vans do not.

Useful Resources for those looking into EVs are:

Charge Your Car website which shows you the status of chargers in your area.

The Pluglife series of videos by Euan McTurk is a good series of videos about EVs and answering common questions.

4	**Street Hack Project**	
	Michael Mackenzie, Project Officer, Sustrans	

Project has been tried in Glasgow and Dundee with institutions.

A Hack is when people come together to provide solutions to problems. Sustrans worked with Snook who have been running Cycle Hack for a while and are skilled facilitators. The Street Hack is looking at the problem of students not walking and cycling (and the public) and trying to solve the problem of why that is.

Sustrans were asked to trial workshops in the FHE setting by Transport Scotland and tried hacks as a fun way to tackling the problem. Very engaging way of doing it and a good way of involving people, many campus cycling officers were involved. Also, if any ideas come up relating to improving infrastructure then they may be able to apply to the Places for Everyone fund which Sustrans administer so it would be a good way of identifying problems and funding the solutions.

	Benefit of hacks are they help change the way people think about problems, they are quite dynamic and fun and would be a very good way to engage with students who can be hard to reach. Potential issue is that what do you do with all the ideas that are created? Follow up workshops are an option but you tend to lose attendees with each follow up. Facilitators are very important for helping to generate ideas and spark creativity.	
	A hack starts by asking people what they think the problems are and the grouping those problems into categories. People who were interested then present for 1 minute on why they want to work on that topic and why it is important.	
	Rapid idea generation is a good idea to start. You are given the topic and asked to come up with ideas for 30 seconds, any ideas at all are put down. The main idea is to have fun and to identify ideas.	
	Event asking for bad ideas is fine in order to get a different view of the issue, for example rather than having a workshop on raising awareness of theft and prevention, have one on how to steal a bike so people understand how the thieves think and learn how to avoid it.	
	What follows the hack is research, doing surveys and asking people on the street for their views as to why people act the way they do.	
	Testing ideas comes next seeing what the feedback is. Good thing to think when coming up with an idea is come up with 10 things that your idea addresses, if your idea doesn't do 10 things then maybe it isn't useful.	
	Snook have a variety of tools for hacks which help to facilitate the hack and help to get people thinking in creative ways. Purpose of the hack is not to solve the problem there and then but to create ideas and get people together. Very good tool for increasing student engagement.	
	Be careful about the "app trap", don't try to solve all problems with an app or with technology.	
5	**EAUC Update** *Scott Thomson, Scotland Programme Administrator, EAUC-Scotland* • Rebecca, EAUC-Scotland Programme Manager, will be going on maternity leave from the 20th. Her replacement will be announced in the next few days. • The resources from the EAUC-Scotland Conference have been released and are available for everyone.	

	• EAUC Conference will be on the 23rd-24th June in Bath and they are seeking workshop contributions currently. • EAUC Conference also has an image competition where we are asking students to design the headline image. Please circulate the idea to your students and any relevant departments within your institutions. • We will be in touch regarding the next TSN and future programme once we have heard back regarding our SFC funding.	
6	**AOCB** • No points were raised	
7	**Thanks and close**	

Minutes prepared by Scott Thomson, EAUC Scotland Programme Administrator, 11/12/19