The United Nations defines Global Sustainable Development as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs".

In This Issue

⇒ Angus Deaton Awarded Nobel Prize in Economic Sciences 3
⇒ Engineers without Borders: “If It Comes Easy, It Isn’t Worth It” 6
⇒ Cathia Recommends: Books for the Sustainability Enthusiast 9
⇒ Green Steps: Connecting Sustainability with Employability 11

...and much more!
The First Issue of GLOBUS

“Welcome to the first issue of GLOBUS, a magazine published by the Global Sustainable Development team at the University of Warwick. The purpose of GLOBUS is to provide a platform for fair and objective discussions about local and global issues. The world’s population is predicted to grow from six to nine billion between the years 2000 to 2050, with the next few decades predicted to witness significant transformations in economic growth, international relations, human development, biodiversity, human health, and social justice. However, it is not just the issues as these that have inspired this magazine – it is intended as a publication which will be owned by students.”

Ande Milinyte, Editor of Globus and Marketing (Social Media) Intern

“By this time next year, we will be teaching our first cohort, and this magazine will be in their hands, continuing on from the first steps Ande has taken. Some of our students will be conducting and writing up interviews, soliciting contributions, and editing the magazine to encourage discussion to tackle the big questions which are of particular importance to them. In reading through the applications for the nine joint degrees we are recruiting for, I have been challenged, enlightened and inspired many times over – and that is before the students even get here. It seems only fair that, while they are applicants, I let some of them have the final words by way of introduction to this issue:

“I think that global sustainable development is the future – it is time for my generation to carry this social responsibility.”

“My generation must find a way to right the wrongs of the past hundred generations — it is our job to implement new values, new habits and replace those that have destroyed what was once perfect.”

David Beck, Director of Student Experience and Undergraduate Studies
Angus Deaton Awarded Nobel Prize in Economic Sciences

Ande Milinyte

Angus Deaton, a Scottish-born Princeton professor, has been awarded the Nobel prize in Economics for his work on global developments in health, wellbeing and inequality. The Nobel Committee of the Royal Swedish Academy of Sciences said it decided to award the economist "for his analysis of consumption, poverty, and welfare".

Deaton’s work has had a major influence on public policy, helping governments learn how different social groups react to tax changes, and thus has received a hefty 8m Swedish krona (£637,165) prize.

According to the Nobel Prize website, “the work for which Deaton is now being honoured revolves around three central questions”:

⇒ How do consumers distribute their spending among different goods? “Answering this question is not only necessary for explaining and forecasting actual consumption patterns, but also crucial in evaluating how policy reforms, like changes in consumption taxes, affect the welfare of different groups.”

⇒ How much of society’s income is spent and how much is saved? “To explain capital formation and the magnitudes of business cycles, it is necessary to understand the interplay between income and consumption over time.”

⇒ How do we best measure and analyse welfare and poverty? “In his more recent research, Deaton highlights how reliable measures of individual household consumption levels can be used to discern mechanisms behind economic development. His research has uncovered important pitfalls when comparing the extent of poverty across time and place. It has also exemplified how the clever use of household data may shed light on such issues as the relationships between income and calorie intake, and the extent of gender discrimination within the family. Deaton’s focus on household surveys has helped transform development economics from a theoretical field based on aggregate data to an empirical field based on detailed individual data.”
COP21: Success in Paris

Cathia Jenainati

From November 30 to December 11 2015, a major conference on climate change was held in France. Paris played host to the Parties of the 21st United Nations Framework Convention on Climate Change which is referred to as COP21. The outcome was an international agreement to keep global warming below 2°C applicable to all parties.

According to cop21.gouv.fr, “the agreement establishes, for the first time, that we should be aiming for 1.5°C, to protect island states, which are the most threatened by the rise in sea levels”. The agreement will come into force only after it has been signed by 55 countries representing at least 55% of emissions on April 22nd in New York.

COP21 in Numbers

<table>
<thead>
<tr>
<th>2°C</th>
<th>The global temperature well below which COP commits to keep well below</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>Number of film screenings (cop21.gouv.fr)</td>
</tr>
<tr>
<td>166</td>
<td>Number of countries which have submitted national commitments to reduce their emissions by</td>
</tr>
<tr>
<td>195</td>
<td>Number of countries which took part in the Paris Climate Change Conference</td>
</tr>
<tr>
<td>2,500</td>
<td>Number of negotiations meetings (cop21.gouv.fr)</td>
</tr>
<tr>
<td>2,500</td>
<td>Number of eco-cups used</td>
</tr>
<tr>
<td>7,000</td>
<td>Number of apples handed out to the delegates each morning (cop21.gouv.fr)</td>
</tr>
<tr>
<td>21,000</td>
<td>Number of metric tonnes of CO2 emitted and offset by COP21 (The Guardian)</td>
</tr>
<tr>
<td>88,798</td>
<td>Number of visitors between 1-11 Dec</td>
</tr>
<tr>
<td>20 tonnes</td>
<td>Amount of bio-waste</td>
</tr>
<tr>
<td>108 tonnes</td>
<td>Amount of residual resources; 69% recycled and reused; 31% non-recyclable turned into energy</td>
</tr>
<tr>
<td>£5.8 billion</td>
<td>Amount of support pledged by the United Kingdom to increase support fore international climate finance</td>
</tr>
</tbody>
</table>
**Why 2°C?**

According to the official COP21 website, “global warming of more than 2°C would have serious consequences, such as an increase in the number of extreme climate events. In Copenhagen in 2009, the countries stated their determination to limit global warming to 2°C between now and 2100. To reach this target, climate experts estimate that global greenhouse gas (GHG) emissions need to be reduced by 40-70% by 2050 and that carbon neutrality (zero emissions) needs to be reached by the end of the century at the latest.”

It was also added that “the Paris agreement therefore asks all countries to review their contributions every five years from 2020; they will not be able to lower their targets and are encouraged, on the contrary, to raise them. In addition, emissions should peak as soon as possible and the countries will aim to achieve carbon neutrality in the second half of the century. This is a real turning point. We are going to gradually stop using the most polluting fossil fuels in order to reach this goal.”

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**Find out More**

⇒ Paris Climate deal: Key points at a glance, [The Guardian](https://www.theguardian.com/)

⇒ Hopelessness and Determination, [The Economist](https://www.economist.com/)

⇒ COP21 [official website](https://cop21.org/)
Ande Milinyte

Engineers without Borders (EWB) have been working on a rather exciting local project: an Eco-Centre on our very own campus. EWB is a national charity, and EWB Warwick is the local branch. The society’s main work is geared towards helping eradicate poverty in developing countries, which is relevant to everyone involved with the University of Warwick and interested in sustainability, as it is focused on sustainable development. We had a chat with the society’s executives Ying Cen Tee and Sama Zahir about the initial idea, the actual building and the challenges they have encountered in their project.

How did this project come about?

Ying Cen Tee: “As a society, we do very large-scale projects, such as the wind turbine project, which have a slight shortcoming: our products require storage space. We have found that it hard to find places to store them – you can leave them lying around in the Engineering building, but it is not ideal. We decided that what an engineer would do is build their own storage space. Around the same time, we heard that Estates were interested in building something to do with an eco-centre. And so the two ideas fused together and now we work in partnership with Estates. The project has evolved into a means to raise awareness of carbon-neutral or even carbon-negative buildings, being eco-friendly and sustainable in general. We hope to display a lot of sustainable technologies.”

Sama Zahir: “Since the beginning, we have been receiving a lot of interest from different interest groups. We have been trying to put together all the different ideas and needs of different departments into a building proposal which will go through the committees and hopefully get approved. At the end of the last academic year, we presented our project at the Ideas Space Live event here at the University. The event is a chance to pitch your idea and get funding. We received a
lot of feedback and have been in contact with IATL (Institute for Advanced Teaching and Learning). We have also been working with the Global Research Priorities and Warwick Manufacturing Group, as they have strong academic links.”

Ying Cen Tee: “We launched the Eco-Centre project last year, and we have been working ever since. We actually had the construction proposal completed at the end of last academic year, as we wanted it to coincide with the University’s 50th anniversary, but over the summer we were overwhelmed with new developments and ended up redesigning and re-writing the proposal. Sadly, our plan to start constructing the building this year has been postponed. In hindsight, it was a positive change because it’s made it a lot bigger and has helped us raise awareness.”

**Tell us about the building and how it is sustainable.**

Sama Zahir: “Initially, we wanted the building to have a main lobby, a workshop space, a storage space and a classroom.”

Ying Cen Tee: “We wanted the lobby to have a wall made out of recycled plastic bottles, so that students could see what’s happening in the classroom and the workshop space without disturbing whoever’s in there.”

Sama Zahir: “This project is location-specific to England because of the weather, as it is built with straw bale. Straw bale is a low-cost material, efficient and sustainable. Such technologies are more appropriate in colder locations.”

Ying Cen Tee: “Straw bale is sustainable as it is locally sourced – you do not need to get anything shipped from halfway across the world. Whilst being a strong permanent structure, straw bale is a flexible and mobile construction material.”

Sama Zahir: “That being said, you have to plan ahead when you are building straw bale constructions for safety reasons: as the building will need electricity, the way the wires will be put through has to be planned. It’s challenging, as that means we have to make predictions about how much electricity will be required and where exactly we want it to be.”

Ying Cen Tee: “With our current timeline, we are hoping to have the building completed by June 2017. The problem is that straw bale harvest is August, so we might have to wait until after the harvest to have it completed. It is problematic as we are hoping to construct the building ourselves, but students wouldn’t be around at that time – but we will work something out! In five years’ time, I would love to have another floor and more amenities added to the building.”

**How have you been handling the funding issue?**

*Straw bale construction at the Festival of the Imagination in October 2015*
Sama Zahir: “The initial estimate for the costs was around £30,000. We have been speaking to different departments and organisations, and whilst they are willing to chip in, they are a little cautious due to not having a confirmed location.”

Ying Cen Tee: “In addition, as we are part of a national charity, there are certain companies we can’t approach because they either already sponsor the national charity, or go against our main values and morals. Because of that, our search for funding is now mostly limited to donors within the University. That being said, we try and barter with local companies, for example, as we will need windows, we might go to the local supplier and offer to put their name on the wall in exchange for their help. We also have the straw bale expert Derrick G. Knight of Sparks SLC involved who has been consulting us.”

Sama Zahir: “Ultimately, we expect the University to be our main donor following the interest we have received. In addition, the project is very cheap to execute – a bale costs around £1.50, and for 9x13 metre building we would need 150 bales. Equipment rentals is what comprises the biggest chunk of the costs.”

What are the main challenges you have run into since the start of the project?

Ying Cen Tee: “Funnily enough, a lot of people are sceptical about straw bale because of the story of the Three Little Pigs! The big bad wolf blew the straw house away... People keep asking us: won’t it catch fire, will it stay up in the wind? I should set the record straight: it won’t set on fire because it is packed so tightly, and you’re not allowed to have open flames on construction sites anyway. It won’t erode if you render it properly, and it won’t blow over because it is really heavy. I tried punching a straw bale – not a good idea! Another problem has been finding a location for the building. A lot of people are interested in the building on the condition that it’s on central campus. But you’ve seen the campus – where are we going to dump a big building? The campus is changing quite rapidly, but we are hoping to find a convenient location which will also ensure that people notice the building. We want students and staff to always have sustainability on their minds, so it’s important that they see the building.”

Sama Zahir: “As we have been working with different departments and organisations within the University, we’ve found that some of them have conflicting needs. Departments would like to have teaching spaces, whereas others want research spaces, and as students we want workshop areas and meeting rooms for society activities. Whilst the building is surprisingly spacious, fitting it all in is challenging. Currently our solution is having ensuring flexibility in the building: perhaps have movable walls or smaller rooms.”

Ying Cen Tee: “If the project goes well, we hope to extend it to developing countries and build straw bale or similar material buildings with local supplies as well. But regardless of whether it is a developing or a developed country, at this point in time it is very important to become more sustainable, and we are hoping that it is a step forward which will lead the University by example that sustainable buildings are an achievable reality. Even though the impact is very local, students might be inspired to start leading a sustainable life.”
Cathia Recommends: Books for the Sustainability Enthusiast

Cathia Jenainati

We want you to join us on an intellectual journey, and believe that a true Global Sustainable Development student likes to think critically and tries to learn about different approaches to sustainable development from different people. If you’d like to start thinking about the big questions of the day today, take a look at Cathia’s list of recommended books for those who crave for more.

Chris Goodall, “Ten Technologies to Fix Energy and Climate” (2008)

Chris Goodall suggests, as the title of the book promises, 10 ways in which we can use existing or developing technologies to address our growing need for energy. One of the strengths of this book is its understanding and articulation of the difficulties that these processes may entail; but it does not shy away from exploring challenges. Goodall places great responsibility on businesses to take on the challenge of managing the global need for energy and the global concern about the climate. He acknowledges that “widespread adoption of carbon-reducing technologies is going to be very disruptive but the great strength of the modern capitalist economy is an almost astonishing resilience and flexibility”.


Rob Hopkins is co-founder of the Transition Network. He was identified as one of the UK’s top 100 Environmentalists by The Independent, and in 2012 Transition Network won the European Economic and Social Committee Civil Society Prize. This book contains examples of successful interventions that have palpable change to be implemented in local communities around the world. Each chapter concludes with a short summary and recommendations. The book is engaging and thought-provoking. One of its messages reads: “Any successful response to the challenges we face will have to go way deeper than changing light bulbs and driving more slowly”.

Tim Jackson, “Prosperity without Growth: Economics for a Finite Planet” (2011)

Tim Jackson’s book has been rightly labelled a "piercing challenge to established economics". This is the book that reveals uncomfortable details about the Age of Irresponsibility, and draws a map towards recovery. One of the most powerful statements it makes, is around our way of being: “Prosperity is not synonymous with material wealth. And the requirements of prosperity go beyond material sustenance. Rather, prosperity has to do with our ability to flourish: physically, psychologically and socially. Beyond mere subsistence, prosperity hangs crucially on our ability to participate meaningfully in the life of society.”

This is an essential textbook for anyone wanting to study Global Sustainable Development in depth. Sachs writes with conviction and clarity about the challenges facing our efforts to address the major problems relating to the economic, social and environmental state of the planet.

“Sustainable Development is both a way of looking at the world, with a focus on the interlinkages of economic, social, and environmental change, and a way of describing our shared aspirations for a decent life, combining economic development, social inclusion, and environmental sustainability. It is, in short, both an analytical theory and a ‘normative’ or ethical framework.”

Sustainable Activities on Campus: Warwick Food and Drink

Ande Milinyte

There are lots of examples of how the campus is trying to become sustainable. In this issue of GLOBUS, we decided to focus on the sustainable activities of Warwick Food and Drink.

Warwick Food and Drink recognise their responsibility to provide healthy and sustainable food to its customers—they work to incorporate environmental, ethical and social considerations into the products and services provided wherever possible.

For example, they use local suppliers for food and other products. They only buy free range eggs, supplied by David Hobbins of the Seven Acres Egg Farm on the Stoneleigh Road. Fruits and vegetables are supplied by a Leamington-based wholesaler who obtains seasonal produce from the surrounding areas of Leamington, Evesham, Worcestershire and Chipping Camden. Milk and cream are supplied by Farmer Dawsons of Kimberley Hall Farm in Atherstone who pasteurises and bottles the milk on the farm. All of Warwick Food and Drinks’ meat is of British origin with 100% traceability and Red Tractor Assured.

Moreover, the cafés on campus serve Fairtrade coffee as standard—all the coffee is supplied by Cafeology, an exclusively ethical company who source the very finest ethical beverages that are Fairtrade, Soil association and Rainforest alliance marked.

Finally, the cafés on campus are switching to compostable tableware as standard. The cups they have sourced are new to the market and have remedied this by being biodegradable, compostable and PEFC/EN13432 certified which assures that they are from sustainable, legal and traceable sources.
Green Steps: Connecting Sustainability with Employability

Ande Milinyte

Every student who is interested in our range of degrees has probably wondered how they will be able to bring their Global Sustainable Development skills to the job market. One example of how sustainability can be turned into employability is the award-winning educational sustainability programme Green Steps, delivered by the University of Warwick since 2012 and developed by Warwick’s Partner Institution, Monash University in Australia, where it has been running since 2000. We talked with two Green Steppers who completed the Green Steps programme in the summer of 2015: Sarah Chen, who recently graduated from Warwick with a degree in Civil Engineering, and George Jordan, a final-year Physics student.

How did you first become interested in Green Steps?

Sarah: I actually applied for Green Steps in the previous year and was selected to do it, but had to drop out due to a change in training dates. However, when the opportunity came up again, I decided to go for it – it was my last chance to get involved in Green Steps, as I was a final-year student.

George: My interest in sustainability only really sparked around two years ago when I did a climate change module on my course, which made me realise that I would love to have a career related to sustainability. Last year, when I was through the process of applying for internships, I received an email from my department about the Green Steps programme and decided to apply for it.
What does the programme entail?

George: Green Steps is a four-week programme, the first week of which is comprised of intense 5-day sustainability training which had us practising audits and doing a lot of group work. We were also given presentations on our particular interests in sustainability. All of it was needed to make us into ‘change agents’. For the next three weeks, we all went off in our separate projects in smaller groups to practise what we had learned in the first week.

Sarah: George and I were in the same person group, and our project was entitled ‘Playing the Sustainability Game’. The main goal of the project was to foster community participation in sustainability and the changes required for a more sustainable life using games as a medium. We decided to each make a sustainability game that could be played at different events, such as open days. I designed a game based on the traditional ‘Snakes and Ladders’ game but with a bit of a twist: it was called ‘Drains and Gains’. The idea was that if you took a sustainable action, such as switch the tap off when brushing your teeth, you would go up the board, and vice versa. It is quite shocking that if every adult in the UK switched off the tap when brushing their teeth, it would save enough water to fill fifteen Olympic-size swimming pools!

George: We found the games to be a fun and quick way to raise awareness of sustainability. My game was focused on recycling and its benefits. It consisted of about ten everyday items, and every one of them had a specific card which outlined the item’s origins and its impact on the environment. The two teams playing the game have to decide whether the items are recyclable or not, and the right answers would score points.

Sarah: We actually got to demonstrate the games at the Festival of the Imagination which took place at Warwick in October 2015!

George: Some of the other projects were very interesting as well. One of the groups focused on trying to improve recycling across campus to make it more popular, another focused on the international perspective on sustainability, which had students from various countries report their views on sustainability – interestingly, some of them had a rather different understanding of sustainability to the one we hold here in the UK.

Sarah: Overall, as it was a rather small group of students, only thirteen of us, I always felt supported, and even though we had to work on projects we were unfamiliar with, I never felt uncomfortable with a task and could talk to the tutors if I had a problem.

How do you feel you have benefited from the programme?

George: I feel like my confidence in public speaking has risen dramatically and thus helped me in my job applications, as I now feel like I can talk about something I am truly passionate about. I also feel like I can bring the soft skills I have developed over to my studies.

Sarah: One of the major benefits for me was interacting with people from a very wide range of degree courses and realising that sustainability is not just an engineer’s issue. Every person who participated had valuable input, each from a different perspective. I’ve also seen a huge improvement in my transferrable skills, such as teamwork, time management and communication.

Green Steps is one of several sustainability activities taking place on campus. To find out more about how the campus is staying sustainable, please visit www.warwick.ac.uk/environment.
GSD on Social Media

Our Most Popular Tweets

Warwick GSD @WarwickGSD
Sustainable landscapes essential for #climatechange adaptation
http://on.unpd.org/Tvmii6
pic.twitter.com/QH5ciG4f3I via @UNDP @HelenClarkUNDP

Warwick GSD @WarwickGSD
It’s nice and sunny on our beautiful campus today! @warwickuni @warwicklibrary
pic.twitter.com/AcBPV8zfU

Warwick GSD @WarwickGSD
Have you started working on your GSD personal statement yet?
Here’s some tips by @thestudentroom
https://twitter.com/thestudentroom/status/656203182264074242

Our Most Popular Facebook Post

Warwick Global Sustainable Development
December 1 at 1.59pm

"In a world that’s changing really quickly, the only strategy that is guaranteed to fail is not taking risks" - Mark Zuckerberg bit.ly/1Q4oVg3 via Business Insider

Bill Gates
"Success is a lousy teacher. It seduces smart people into thinking they can't lose."

Steve Jobs
"You can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future."

20 entrepreneurs share the advice that made them successful

Words of wisdom.
The Global Goals for Sustainable Development

Cathia Jenainati

In September 2015, the United Nations set itself and the rest of the world a series of challenges to tackle the most urgent difficulties facing our planet, communities and increasingly varied lifestyles. Seventeen Sustainable Development Goals (SDG) have been identified, 169 Associated Targets have been articulated, and the clock is ticking until 2030. These goals are familiar to all of us; they were previously grouped in 7 categories and known as the Millennium Development Goals (MDG) but they have been expanded and refined.

In spite of some criticism that has been levelled around the implementation strategy, the varying levels of accountability and the scope of the goals, the SDGs provide a clear roadmap that needs to be decoded effectively and intelligently. One of the complaints often voiced against the MDGs was that they did not effect significant change in people’s mind-sets, nor did they create a palpable shift in behaviours. By contrast, the SDGs and their Associated Targets require engagement with education at all levels, and aspire to enact behavioural and ideological changes.

Education is crucial if the UN goals are to be achieved and, more importantly, if we are to secure the future and mitigate against impending environmental disasters, social and cultural adversities, and future economic failures. It is imperative that Education for Sustainable Development becomes an intrinsic part of our primary, secondary and tertiary education systems. Sustainable Development is not only about government policy and big business; it is about individual behaviour and collective action.

One of the difficulties of reading the UN’s statement on the SDGs is the evident tension between globalised and holistic understanding to development, and the emphasis on nations as the loci of action. Thinking about global development whilst continually focussing on the responsibilities of individual nations creates boundaries and obstacles that limit accountability and allow for corruptive practices to, potentially, remain unchallenged. The other dimension of this difficulty pertains to the limited influence that leaders in democratic governments have over the implementation of globally-agreed targets. I am not convinced with the discourse used to explain this tension: “The SDGs and targets are integrated and indi-
visible, global in nature and universally applicable, taking into account different national realities, capacities and levels of
development, and respecting national policies and priorities. Targets are defined as aspirational and global, with each gov-
ernment setting its own national targets guided by the global level of ambition but taking into account national circum-
stances”. It is unclear how this balancing act between the global and the local will be achieved. And it is essential that we
are all educated to understand what our nations are doing so that we support, promote, challenge and hold them to ac-
count, as appropriate. Warwick University’s BASc in Global Sustainable Development provides a unique approach to Edu-
cation on Sustainable Development by offering undergraduate students a comprehensive understanding of the economic,
social, political, historical, philosophical and environmental contexts and by allowing them to assess, critique and formu-
late alternative solutions to the world’s most urgent global priorities.

- End poverty in all its forms everywhere
- End hunger, achieve food security and improved nutrition
- Ensure healthy lives and promote wellbeing
- Ensure inclusive and equitable quality education and promote lifelong learning opportunities
- Achieve gender equality
- Ensure availability and sustainable management for water and sanitation
- Ensure access to affordable, reliable, sustainable and modern energy
- Promote sustained, inclusive and sustainable economic growth, full and productive employment
- Build resilient infrastructure
- Reduce inequality within and among countries
- Make cities and human settlements inclusive, safe, resilient and sustainable
- Ensure sustainable consumption and production patterns
- Take urgent action to combat climate change and its impact
- Conserve and sustainably use the oceans, seas and marine resources
- Protect, restore, and promote sustainable use of terrestrial ecosystems
- Promote peaceful, inclusive societies to provide access to justice for all
- Revitalise the global partnerships for sustainable development
Our Team

The Global Sustainable Development Team is a small but growing one. We are based on the third floor of the Ramphal Building on the main University campus.

**Professor Cathia Jenainati, Academic Director** – Cathia has played the major role in the development of the Global Sustainable Development joint degree courses; working with people both within and outside of the University to design and deliver the vision for this unique undergraduate offering in the UK. She is responsible for the strategic direction of the courses overseeing all aspects of their content, quality and effective operation including financial and staffing matters. Cathia is also an elected member of the Senate, the Academic Quality and Strategy Committee, the Board of Undergraduate Studies, and the Ethics Committee.

**Dr David Beck, Director of Student Experience and Undergraduate Studies** – David’s role in relation to the GSD degrees is an all-encompassing one which focuses on students. He is responsible for ensuring that, at all stages, of the student life-cycle, our students are engaged, stimulated and motivated to take full advantage of the opportunities which these courses offer, so that they gain maximum benefit and satisfaction from their experience. He does this by ensuring that there are effective communication channels enabling students to interact fully with each other and with all stakeholders involved in the programmes. In addition to his role as the Director of Undergraduate Studies, David is a Personal Tutor and teaches on some of the core modules.

You can contact any member of the team by emailing us at: globalsustainabledev@warwick.ac.uk
Mrs Julia Gretton, Administrator—Julia’s main responsibility is to provide a comprehensive administrative service for staff and students through the development and delivery of systems and procedures which meet University requirements and ensure the smooth running of the Global Sustainable Development degrees. In addition, Julia has responsibilities in relation to the financial operations of the courses.

Miss Ande Milinyte, Marketing (Social Media) Intern and Editor of GLOBUS—Ande is responsible for promoting the Global Sustainable Development degrees, the GSD social media channels and the website. She is the initiator, scriptwriter and editor of the GSD Radio Podcast, and the creator and editor of GLOBUS. Ande is also currently a final-year Economics student at the University of Warwick.

Dr Garret Maher, Senior Teaching Fellow—Garret is a Senior Teaching Fellow at the Centre for Professional Education at the University of Warwick, and a Senior Teaching Fellow in Global Sustainable Development on temporary secondment.

Ms Emma Leonard, Promotions Officer

Haven’t applied yet?

It’s not too late! The deadline for applying through UCAS is 15th January 2016.

⇒ Are you interested in the world’s problems and want to learn more about them?

⇒ Do you want to make a difference to the world?

⇒ Are you flexible and adaptable and able to consider global issues from different perspectives and understand their complexity?

⇒ Can you think creatively about potential solutions?

If your answer to these questions is ‘yes’, then our new joint degrees are perfect for you. There are nine courses on offer, each of which combines the in-depth study of pressing global issues with another subject that you are passionate about. The subjects you can study with GSD are: Business Studies, Economic Studies, History, Life Sciences, Philosophy, Politics and International Studies, Psychology, Sociology, Theatre and Performance Studies.

You’ll learn the principles and theories that underpin your chosen joint degree subject at the same time as using approaches from the arts, sciences, and social sciences to investigate the economic, environmental and social aspects of issues of global significance. You will develop expertise in your chosen joint degree subject and learn how to employ it to articulate and interpret practical problems of local, national and global significance and design potential solutions.

You can find out more about each of the joint degree courses on our Prospective Students page on our website, or by checking the Frequently Asked Questions page.
Got an Offer?
If so, congratulations and well done for being one of the first students on this exciting and unique set of new courses!

Like you, we believe that, for the sake of humanity’s survival and well-being, we must now engage effectively with the complex, multifaceted problems generated by development, examine and understand the issues, debate the possibilities, explore solutions and chart a way forward that will ensure that future development truly does “meet the needs of the present without compromising the ability of future generations to meet their own needs”.

What happens now?
First, following the issue of your offer, you will receive a communication from our Director of Student Experience and Undergraduate Studies, Dr David Beck, outlining some of the key aspects of the degree and ways in which we hope that you will engage with and benefit from the wide range of opportunities offered on the course.

Next, you will be invited to attend one of our Offer Holders’ Days. We strongly encourage you to attend one of these days as they provide the best opportunity for you to find out directly from the GSD Team more about the content of the course and the way in which it will be taught. You’ll also be able to experience the active style of learning adopted on the course in a fun, practical session which focuses on the issue of Sustainable Communities. We will be running the Offer Holders’ sessions on the following dates:

⇒ **Wednesday 17 February 2016**

⇒ **Wednesday 16 March 2016**.
Look out for an email containing more details, including how to register to come along.

**After the Offer Holders’ Days**, do please keep in touch with us by checking out our website and via our Facebook and Twitter accounts. You can also email us if you have any questions about the course or want to provide us with some feedback on your experiences at the Offer Holders’ session. You can contact us at globalsustainabledev@warwick.ac.uk.

Dr David Beck is available to chat online every Wednesday from 7am to 9am and on Thursdays from 5pm to 7pm. Get in touch with him by email at David.C.Beck@warwick.ac.uk, on Skype David.C.Beck, or Tweet him @DaveCBeck.

**In February 2016**, look out for the next issue of Globus.

**In March 2016**, David will be providing guidance about employment opportunities offered on the course as well as details about the in-course skills certificates and what it’s like to study at Warwick.

**In May 2016**, remember to reply officially to your Offer on the UCAS system by no later than 4th May 2016. If you don’t meet this deadline, you risk losing your offer altogether.

If you’re studying for exams taking place in Summer 2016, continue working hard and good luck with your revision! We’ll contact you again near to the time of the issue of exam results to advise on your next steps including how to finalise your place and our induction programme.
Dear Readers,

Thank you for reading this first issue of ‘Globus’ — a magazine which we hope our first cohort of students will make their own when they arrive in 2016!

This has been a really wonderful year: we successfully launched our GSD degrees to coincide with the 2030 Agenda for Sustainable Development; our degrees had fantastic resonance at our 2015 Open Days – and we’ve had strong interest from applicants from the UK and all over the world.

In launching this programme, however, we have also come to realize just how much interest in Sustainable Development there already is on Campus. We’ve had many conversations with student societies that already exist and that want to make our campus a better place. Our Estates Department has also been extremely interested in how we can work together to become carbon-free at Warwick. We are looking to see how we can extend our network of external partners to provide more internship opportunities in businesses focused on sustainable development.

I have no doubt, therefore, that our first student cohort next year will come to an environment rich with ideas and activities inside and outside the classroom. I have no doubt that we’ll be able to provide an academic environment like no other; but I’m also truly excited by the opportunities for bringing this experience to the community, at Warwick and beyond. I look forward to welcoming you to Warwick next year!

Have a wonderful holiday!

Jan Palmowski, Pro-Vice-Chancellor

Thank You

I would like to thank those who contributed to the very first issue of GLOBUS and made it possible:

⇒ Jan Palmowski
⇒ Cathia Jenainati
⇒ Julia Gretton
⇒ David Beck
⇒ Ying Cen Tee
⇒ Sama Zahir
⇒ Sarah Chen
⇒ George Jordan
⇒ Jayne Mourinho

Most of all, thank you to those who chose to turn over the first page of our magazine and read about what we deem important—I hope you enjoyed it.

Happy Holidays!

Ande

Professor Jan Palmowski