

going green

**How UK universities can improve their
environmental performance and
help stop climate chaos**

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people & planet

student action on world poverty and the environment

Summary

“Our vision is that, within the next 10 years, the Higher Education sector 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, and through its own strategies and operations”

Higher Education Funding Council for England (HEFCE), 2005

Today many institutions in the UK still do not manage their environmental impacts effectively or take the threat of climate change seriously. The cost of inaction by the majority of institutions over the last decade has contributed to Britain’s continued failure to meet the challenges of climate change and environmental sustainability.

People & Planet, along with the members of the Stop Climate Chaos coalition, believes that if we are to avert the disastrous impacts of climate change the UK needs to ensure that greenhouse gas emissions (GHGs) are irreversibly declining by 2015. However, the picture today is still one of rising GHG emissions, diminishing biodiversity, poor recycling rates, unsustainable building construction and consumption patterns, as well as traffic gridlock. Although the Higher Education (HE) sector is not alone in contributing to these problems, it is not yet significantly contributing to the solutions.

Some leading universities and colleges are starting to wake up to the realities of climate change and the benefits of better environmental performance. After a sustained campaign by People & Planet and the far-sighted initiatives of several institutions and individuals, there are signs that the HE sector is on the verge of going green. From the initial five institutions who pioneered a model for achieving good environmental performance in the last decade, the last two years have seen over 25 universities adopting the same institutional measures and setting themselves on a trajectory to high environmental performance. **Universities that are not making such significant inroads on improving their environmental performance really are getting left behind.**

Against a background of scientific consensus on the reality of human-induced climate change, fast-rising energy prices, strengthening environmental legislation and increased public awareness of sustainability issues, the case for going green has never

“...environmental sustainability is not just right, it is also the financially viable, business-minded thing to do.”

Leith Sharp, Director of the Harvard Green Campus Initiative

been stronger. New evidence emerges daily proving the business case for corporate environmental responsibility and its benefits for recruitment and retention.

In the coming months and years student calls for environmentally sustainable learning institutions will only grow louder and harder to ignore. High environmental performance is achievable by all institutions in the sector.

Our initial research (2003) identified **four key institutional factors** which drive forward significant and sustained improvement in environmental performance in leading green universities such as Oxford Brookes, Sheffield Hallam, Sheffield, Hertfordshire and Leeds Metropolitan.

People & Planet is now calling on all universities and colleges to adopt these four factors:



The active, public support of senior university management - (in particular the vice-chancellor or principal) for a programme of environmental performance improvement.



Full-time staff dedicated to environmental management - developing objectives, setting priorities, and significant, time-bound targets to fulfil them.



A comprehensive review to investigate all the environmental impacts of the institution - so that current impacts are measured, potential improvements are identified and performance is monitored.



A written, publicly available environmental policy - to provide a formal demonstration of intent regarding environmental performance improvement and against which to compare practice.

It is clear from our research that if an institution does not, as a minimum, adopt all four of the vital factors described here, it is unlikely to have significant success in achieving high environmental performance.

People & Planet’s ‘Go Green’ campaign will continue to encourage Britain’s HE sector to transform its environmental performance. We aim to applaud genuine progress and expose inaction, and will sustain this effort until good environmental performance is the norm, not the exception, in the sector.

So far not so good...

the environmental performance of UK universities

Despite many HE institutions leading the way in research that highlights the dire state of the global environment this has not, with a few key exceptions, been translated into behavioural change within their own operations. The history of environmental performance improvement within the HE sector has, until now, been characterised by short-lived initiatives and slow and patchy progress.

Until recently universities had given low priority to improving their environmental performance, despite admitting to their considerable environmental impacts (see box).

- Two government studies of the environmental performance of the sector (Toyne Report 1993 and Khan Review 1997) revealed that institutions had shown “considerable indifference” to the agenda.
- Over a decade after recommendations that all institutions should adopt and publish environmental policies and action plans, many have still not done so.
- By 2005 only 4 UK universities were certified to the international environmental management standard, ISO 14001, despite the Khan Review recommendation that by 1999 each university should be “accredited to a recognised environmental standard.”
- Only 38% have set targets to improve environmental performance (Wastewatch report; 2005)

Furthermore, a recent HEFCE study which compared the environmental performance of a number of institutions in the HE sector with that of the UK's top private companies and industries, found that the HE sector rated as the lowest performer (Source: BITC, National Environment Index 2005)

There have been a number of initiatives over the past decade to improve university environmental performance and share best practice. In particular the Environmental Association of Universities and Colleges (EAUC) and Higher Education Environmental Performance Improvement (HEEPI) should be singled out for bringing clarity to issues of resource and waste reduction,

transport policy, sustainable procurement and biodiversity management. However, with these exceptions many initiatives have either been short-lived, gained limited support, or they have only been directed at part of the Higher Education sector.

However, a number of collaborative groups and new initiatives, including HEEPI, EAUC, People & Planet, EcoCampus and The Carbon Trust, are creating new opportunities for sharing best practice and pushing forward environmental performance improvement in the sector. There are now real chances for institutions to fulfil HEFCE's vision of a sector leading the way on sustainable development.

Within the last five years, the HE sector has started taking a more responsible approach to managing its environmental performance. This has been driven not only by the growing student environmental movement and groups such as the EAUC, but by the realisation that going green can generate considerable cost savings and further benefits, such as lower insurance costs and reputation.

There now exists a significant, and growing, number of leading universities and colleges who are making genuine progress towards reducing their environmental impacts and creating a body of best practice that can help guide the transformation of the sector as a whole. Those who are not reducing their overall environmental impacts risk looking outmoded. Those who are leading the way are little different from other HE institutions across the UK in terms of their operations and facilities. What differs is their institutional approach and, crucially, the level of commitment shown by their senior management.

For this reason many stakeholders, including People & Planet, remain optimistic about the potential for high environmental performance becoming the norm across the HE sector. Furthermore we believe the sector has the potential to become a model of best practice for environmental performance improvement across many sectors.

Impacts of Universities

The UK Higher Education sector:

- spends £3 billion annually on goods and services
- has 2 million students and over 300,000 staff
- consumes energy equal to 3 million tonnes of CO₂ released into the atmosphere every year
- owns 9 % of all UK office space
- uses 16 million cubic metres of water annually
- is responsible for over 1 million journeys every day.

What is high environmental performance

...and how universities can achieve it

At its most simple, achieving high environmental performance means assessing all the environmental impacts of an institution, whether as a formal audit or simple checklist, and then drawing up and implementing plans to progressively reduce these impacts.

Although priorities will differ among institutions according to significance, such plans should involve setting significant, time-bound targets to:

- reduce energy use and related emissions of greenhouse gases
- reduce water use
- reduce landfilled waste whilst increasing recycling rates
- purchase environmentally friendly products and services
- eliminate unnecessary consumption
- promote green transport options
- improve local biodiversity
- implement a certified environmental management system (eg. ISO14001, EcoCampus, EMAS) and energy-efficiency accreditation.

The central tenet of good environmental performance is the systematic monitoring and reduction of the overall environmental impacts of the institution.

Case Study: Bristol University

- Two full-time staff dedicated to Energy and Environmental Management
- Target to reduce energy use by 20% by 2010 and reduce water use by 20% below 2000/20001 levels by 2010
- Target to reduce amount of waste going to landfill to 60% below 1997/1998 levels by 2010
- Building Management System (BMS) monitors energy and water usage in all buildings
- Implementing an environmental purchasing policy
- Installing 2 CHP units at a cost of £2.7 million and is set to reduce carbon dioxide emissions by 540 tonnes and save in the region of £300,000 per annum
- Achieved Fairtrade University status.

HE institutions often believe they can fulfil their environmental responsibilities just by taking one or two specific steps, such as by setting up a recycling scheme. However this piecemeal approach ignores the institution's overall environmental impact. This may worsen as impacts increase in other, more significant areas. Only a systematic approach that reduces overall impact can be seen as high environmental performance.

Once the environmental impacts of an institution have been assessed, and targets for their reduction agreed, there are a wide range of specific actions that can be taken to achieve these targets. These commonly include:

- the introduction of a systematic utilities and buildings monitoring system or BMS
- the introduction of a Carbon Reduction Plan with timebound targets for continual emissions reductions
- using energy efficient lighting and appliances
- ensuring that heating and electrical equipment are only on at appropriate times
- drawing up sustainable travel plans, promoting walking and bicycle use and providing disincentives to car use
- purchasing green electricity from renewable sources
- microgeneration schemes (eg installing wind turbines or solar panels on campus)
- construction of a combined heat and power (CHP) plant
- assessing major purchases on a whole-life basis according to their total environmental impact
- controlling paper use
- upgrading or replacing inefficient plant (such as refrigerators and heating appliances)
- a programme of staff education
- integrating sustainable development across all curriculae
- integrating the needs of campus environmental management and student research opportunities
- reducing or eliminating chemicals used on the estate, and promoting biodiversity
- fitting more efficient taps and toilet cistern devices
- ensuring that people are widely aware of, and have access to, recycling points
- gaining Fairtrade University status from the Fairtrade Foundation.

Why should universities care about climate change?

Globally...

- Without urgent action, climate change will devastate life on earth.
- Hundreds of millions of people, particularly the world's poorest and most vulnerable will be put at severe risk of drought, floods, starvation and disease.
- Up to one third of land-based species could face extinction by the middle of the century.

In Britain...

- Use of fossil fuels continues to rise by 1.5% every year despite targets to reduce UK carbon emissions by 60% by 2050.
- Nearly 70% of all waste in the UK is still landfilled.
- Biodiversity loss is accelerating – almost 160 bird species are in “rapid or moderate” decline.

Beyond moral obligation, there are financial and other reasons to go green. Escalating energy prices mean long-term investments in energy-efficiency and sustainable construction now make business sense. There are also cost savings related to reducing consumption of water, paper and other materials.

Going green can also reduce insurance costs, assist in gaining research contracts, lower the risk of regulatory breaches and associated fines, improve the university's public image and attract more students.

Leeds University: Waste

As the UK's second largest university, Leeds produced vast amounts of waste going to landfill. A new recycling strategy has massively reduced its environmental impacts by:

- Removal of 5000 office waste bins
- Introduction of 2000 recycling bins across campus
- Installing recycling bins in student accommodation
- Setting and reaching 25% recycling target
- Purchasing policy favours recycled paper products

Total cost of recycling scheme:

£92,000

Savings:

First 10 months	£14,000
2006	£47,000

Oxford Brookes University: Energy

With an environmental policy and an active Environmental Co-ordinator driving performance, Oxford Brookes has a target to upgrade or refurbish buildings to a level at least 15% better than minimum buildings standards.

With this aim in mind, occupancy controls are being installed to switch off lights in empty rooms, saving a projected 12% of lighting costs. Additionally, filament light bulbs have been replaced with low-energy bulbs and thermostatic valves have been fitted to 2,000 radiators. The swimming pool, often a major cost source through the need for heating, relies on solar energy. A new energy management system is able to detect any discrepancies in usage and can monitor energy use in individual buildings. Other elements of the programme include improved insulation and window upgrades.

Source: <http://www.brookes.ac.uk/environment/energyandwater>

Case Studies

Sheffield Hallam University: Water Efficiency

Without any major investment in new metering or other capital equipment, Sheffield Hallam has reduced its water usage by 15% across all its sites in the last 3 years. The environmental management team was able to achieve savings of 24% across its top five targeted sites through careful monitoring of water usage. Washbasins and toilets were fitted with cheap and simple flow restrictors resulting in huge financial savings which more than offset recent water price rises.

Energy Manager Charles Morse says: ***“We think that our experience could be applied at many other institutions”***

Sheffield Hallam was awarded a Green Gown Award in 2006 for excellence in Energy and Water Efficiency.

Initial cost: ‘a few pounds’

Savings: over £35,000 a year

University of York: Sustainable Construction

The new National Science Learning Centre offers a practical example of sustainable construction. The £11 million purpose built centre features a geothermal heating and cooling system estimated to save over £11,000 annually and ‘green roofing’ that absorbs water and reduces heat loss. Much of the pipework is made from recycled material. Other features include natural ventilation, energy-efficient lighting and rainwater flushing systems.

The building earned a Green Gown Award in 2006 in the Sustainable Construction category.

Source: Times Higher Education Supplement

How universities go green:

the four key factors that drive environmental performance improvement

P&P's research has identified four key institutional factors that together drive environmental performance improvement. These factors are:



The active, public support of senior university management (in particular the Vice-Chancellor or principal) - for a programme of environmental performance improvement.



Full-time staff dedicated to environmental management - developing objectives, setting priorities, and significant, time-bound targets to fulfil them.



A written, publicly available environmental policy - to provide a formal demonstration of intent regarding environmental performance improvement, and against which to compare practice.



A comprehensive review to investigate all the environmental impacts of the institution - so that current impacts are measured, potential improvements are identified and performance is monitored.

The evidence for the combined necessity of these four factors is powerful.

First, these four factors are common to all the institutions that are accepted to be leading environmental performance within the UK Higher Education sector, including Hertfordshire, Leeds Metropolitan, Oxford Brookes, Edinburgh and Nottingham. For example, all have full-time environmental staff and many have a fully dedicated Environment Team.

Second, when the environmental management staff of leading green institutions were interviewed in 2003, these four steps emerged as the common institutional and historical factors that they believed had contributed to their university's good performance. Amongst these experts there was a consensus that for any university, these four factors are critical to driving good environmental performance, whereas other factors, such as public environmental reporting, or having an environmental committee, were seen as useful but generally not vital.

Interestingly, many indicated that although a significant budget is useful, it is not a requirement for performance improvement, and need not be a significant drain on resources. In many cases (see case studies) environmental improvements pay for themselves through the savings they can generate.

Third, this picture is reinforced by the findings of a number of academic studies of university environmental management, notably Keniry (1995), Herremans and Allwright (2000) and Sharp (2002). A recent review of the Higher Education Partnership for Sustainability Programme found that "‘top-down’ leadership supported at operational level by persuasive and well-regarded champions... [and] policies and structures in place" were "critical success factors" in those HE institutions that have improved environmental performance. Similarly, both The Carbon Trust's Higher Education Carbon Management programme and the EcoCampus Scheme have adopted the same step-by-step institutional approach as that laid out in People & Planet's original Going Green report (2004).

There is of course diversity within the operations and facilities of Higher Education institutions and, as might be expected, not all universities that are progressing towards high environmental performance have done exactly the same things in exactly the same ways. Indeed, there is lively debate about the relative usefulness of certain approaches such as formal Environmental Management Systems (such as ISO 14001 or EMAS certification) and public environmental reporting. Additionally there are other drivers associated, albeit much more weakly, with high performance, such as establishing multi-stakeholder environmental committees, forming partnerships with other universities and the use of information technology.

Despite this, it is clear that if an institution does not, as a minimum, adopt all four of the vital factors described here it is unlikely to have significant success in achieving high environmental performance.

People & Planet therefore believes that Higher Education institutions that wish to claim that they are committed to environmental responsibility should demonstrate this commitment by fulfilling ALL FOUR of these criteria.

The role of students: People & Planet's 'Go Green' campaign

“Students are pro-active, enthusiastic, dynamic and committed to environmental issues. They can really make things happen, as the People & Planet group has proven at LSE with their Go Green campaign.”

Victoria Hands, new Environmental Co-ordinator, LSE, April 2006

The evidence clearly demonstrates that practical and financial considerations are not the cause of the poor environmental record of the Higher Education sector. It is much more a question of commitment in general, and the lack of leadership from Vice-Chancellors and Principals in particular.

Where the senior management of HE institutions has engaged with student concerns over environmental performance and considered the case for going green, significant progress has been made towards achieving high environmental performance in a short space of time.

Since the launch of the Go Green campaign in 2004, when our research identified five pioneering universities who were leading the way towards high environmental performance, a further 20 universities have adopted our institutional demands and set themselves on the path to sustained environmental performance improvement. Students are building a groundswell of momentum for going green by raising the issues, engaging with senior management and working alongside Estates staff to identify improvements and provide practical support to projects.

Nottingham, Warwick and London School of Economics all provide excellent examples of the role of students in persuading universities to take their environmental responsibilities seriously and of the considerable benefits accrued by hiring environmental managers. Our Going Green Table, which highlights both the progress made by some universities and the inaction of others, is also acting as a catalyst for transformation within the sector.

People & Planet recognises that historically there has been insufficient interest or support from central government and that the Higher Education funding councils have

not yet provided adequate encouragement to universities to improve their performance nor created sufficient short-term financial incentives to do so.

However, the Higher Education Funding Council for England (HEFCE) has developed an action plan for integrating sustainable development across the sector and a number of recent initiatives, such as the Carbon Trust Higher Education Carbon Management programme and HEEPI are providing financial and practical support to institutions committed to achieving good environmental performance. Universities must now heed student calls for action and engage with the sustainable development agenda.

As several universities are already proving, there is no reason why universities cannot immediately set themselves on a trajectory towards better environmental performance. There is no need to wait for a top-down solution from government to the problem of poor environmental performance; indeed it would be wise for universities to take the opportunity to go green before they are compelled to do so.

People & Planet's Go Green campaign aims to encourage and facilitate this transformation: it is the first student-led national campaign for high environmental performance within the Higher Education sector.

We are harnessing and demonstrating student support for institutional change. We are convincing staff at all levels across the sector of the necessity of action. We will continue to applaud genuine progress and expose inaction both on campus and nationally through our Going Green 'Leaguetable'. We will sustain this effort until high environmental performance becomes the norm, not the exception.

The stakes are now too high for the Higher Education sector to ignore the threats we all face as a result of climate change. HE has an absolutely pivotal role to play, both in the skills and knowledge it passes on to graduates, and in its own strategies and operations.

Going Green Table

People & Planet has produced a new green 'leaguetable' which brings together environmental information on over 60 UK universities. This table provides students with recent information on the performance of universities and their commitment to going green, enabling students to make informed choices about the universities they attend and compare different institutions.

Find out how your institution rates at:

peopleandplanet.org/gogreen/goinggreentable

Making the four factors work: practical guidance for going green

The active support of Senior Management



“Without the support of the Vice-Chancellor you are banging your head against a brick wall.” *Peter Downey, Sustainability Strategy Manager (retired), Sheffield Hallam University.*

The support of senior management, especially the Vice-Chancellor or Principal, is vital. By signifying his or her support for an institutional commitment to ‘going green’, the Vice-Chancellor or Principal both helps to improve the prioritisation of environmental activities and to ensure that staff across the university assist in the development and implementation of an action programme.

Without such a commitment, environmental matters are normally perceived to be the sole responsibility of the environmental manager(s). In this situation, evidence suggests that environmental initiatives make little progress within institutional bureaucracies, thus preventing performance improvement.

In practical terms, senior level support is best demonstrated by minimising the ‘distance’ between environmental management staff and senior management. This facilitates better prioritisation of environmental needs and improves the status of environmental management staff.

Full-time environmental management personnel



“Two single variables that tended to distinguish top performers were having full-time staff and reporting to top management.” *Herremans and Allwright, 2000*

Without a member of staff, it has been demonstrated repeatedly that initiatives are unlikely to be well coordinated, gain the necessary access to funds and staff time, or have any significant success. Having environmental management personnel enables the support of senior management to be turned into an active programme creating significant performance improvement.

Such a programme requires personnel to develop objectives and quantified targets to significantly reduce environmental impacts within a reasonably short time frame. Examples of these are Warwick’s target to reduce carbon emissions from the

university’s activities by 10% by 2011, Leeds Metropolitan’s 25% reduction in waste going to landfill by 2006, and Oxford Brookes’ target to upgrade or refurbish buildings to a level at least 15% better than minimum buildings standards.

Staff activities will also include ensuring compliance with legislation and policy, writing reports, consulting with external bodies, liaising with other managers and raising staff and student awareness of environmental issues. According to Harriet Waters, Environmental Coordinator at Oxford Brookes, universities without environmental management staff *‘are really missing out on an opportunity and risk not being compliant with environmental legislation which has huge knock-on effects’*

Full-time environmental management personnel act as a single point of contact for enquiries and are able to respond quickly and effectively to situations as they arise. They can monitor progress and, “run with the ideas that attract the most support and utilise these as a means of generating the foundation for gradually more challenging ideas.” (Sharp, 2002).

It is best practice for them to report directly to senior management, rather than through a long chain of line managers, as noted earlier.

A written, publicly available environmental policy



“A set of guiding principles is the starting point...” *Herremans and Allwright, 2000*

An environmental policy is the foundation on which good, long-term environmental management is built. A policy provides a formal, permanent demonstration of intent regarding performance improvement.

From that intent comes objectives and targets, and the need for arrangements to ensure that those are met and monitored. Having the policy signed by the Vice-Chancellor or Principal provides evidence of senior level support for environmental performance improvement, and represents a serious commitment. Its public availability is a further demonstration of this, and is necessary for compliance with environmental management system standards such as ISO 14001 and EMAS.

Unfortunately, many current university environmental policies are weak, and provide

a number of 'get out clauses' that mean that no real commitment has been made to performance improvement. Phrases such as "where possible" or "if financially viable" should be generally considered unacceptable and appear rarely if at all. Strong policies contain significant time-bound targets for the reduction of specific environmental impacts, for example, a commitment to reduce carbon dioxide emissions year on year or to increase the number of students walking, cycling or using public transport to get to campus by a certain percentage.

Simkins (2003) provides a best practice guide in university environmental policy, derived from existing policies of British and overseas universities. (see box right)

A comprehensive environmental review



An environmental review provides an analysis of the significance of the environmental impacts of a university campus, and recommendations for their reduction, by looking at all relevant activities, aspects, impacts and legal requirements. Significant issues identified may include greenhouse gas emissions, hazardous waste disposal practices, water consumption, car use, poor energy efficiency and purchasing.

continued over

An effective university environmental policy will...

Management

- Lay out the university's vision, beliefs and aims regarding its environmental performance and how it should be managed.
- Assert the environmental responsibilities of all staff and students.
- Commit to continuous, durable improvement of environmental performance and attaining or surpassing legislative and regulatory requirements.
- Provide mechanisms for the creation of objectives, targets and action plans, the selection of indicators, prioritisation of actions and ensuring policy compliance.
- Provide mechanisms for how environmental factors are to be integrated into the decision-making processes.
- Reference previous commitments such as signing relevant environmental charters such as the Talloires Declaration or Copernicus Charter.

Communication

- Commit to ensuring awareness of the policy among staff and students.
- Reference national and international commitments to sustainable development.
- Promote co-operation with other universities and external bodies.
- Commit to the publication of environmental targets, objectives and other relevant documentation (preferably online)
- Include information on environmental reporting content and frequency.
- Explain how complaints and enquiries are to be handled and provide contact details.

Operations and Facilities Management

- Commit to reduce waste and greenhouse gas production, adopt renewably sourced electricity, increase energy efficiency and recycling, avoid environmentally harmful substances, materials and processes, use recyclable, recycled, reusable and sustainably sourced materials and use environmentally sensitive disposal.
- Commit to providing accessible facilities for recycling.
- Encourage the use of environmentally sound transport.
- Commit to adopting an environmental purchasing policy that assesses purchases on a whole-life basis.

Personnel

- Describe specific personnel responsibilities in overseeing the development and implementation of policy, or reference documentation containing these.
- Commit to employing the necessary personnel
- Describe committee roles, composition and the minimum frequency of their meetings, or reference documentation containing these.
- Declare the need for training of staff and students.

Commitment

- Be signed by the Vice-Chancellor or Principal on behalf of staff, and by the head of the Students' Union on behalf of students.
- Include the date of acceptance of the policy, and intended date of revision

While significant environmental aspects are often obvious, holding a review confirms and consolidates existing knowledge, generates new information, and provides a baseline for monitoring and to set targets against. It can also be used as the basis of a public environmental report.

It may be conducted by an external consultancy or a graduate (as happened at York) but is more often conducted by students and academic staff (such as at London Metropolitan, St Andrews, LSE or Bradford). This also provides an opportunity for education and practical experience for those studying environmental management.

Conducting an environmental review before the publication of an environmental policy is considered best practice, as the review should be used to inform the policy. However, a policy could be developed beforehand, and then modified in the light of the results of the review.

Case Study: Edinburgh University

Not only does Edinburgh University have a Sustainability Policy, which built on and reinforced its Environmental Policy, it also has waste, energy and travel policies. These are put into action by the staff of the Energy and Environmental Office.

Through good management the University has achieved:

- A 30% cut in CO₂ emissions between 1990 and 2002, generating a 5% cut in costs. This was achieved despite a 100% growth in student numbers and an increase in the number of buildings.
- The University saves up to £100,000 every year on equipment running costs and associated fuel expenditure through a programme of building audits. These audits assess the needs of users against current patterns of heating and ventilation.
- Use of recycled content paper in all copy centres and offices and for 2006 prospectus

Source: Building a Sustainable University - A Guide to the Energy & Environmental Office:

<http://www.eso.ed.ac.uk/PoliciesAndReports/>

Energy Auditing: Identifying where utility costs arise and how to minimise them:

www.heepi.org.uk/energy/9

Go Green Success: Warwick and The Carbon Trust

After two years of energetic campaigning, two Go Green Weeks and over 6000 signatures, Warwick People & Planet convinced their VC to Go Green.

In April 2005 Warwick joined 19 other Universities in the Carbon Trust's Higher Education Carbon Management pilot scheme.

An official ceremony to end Go Green Week 2006 saw Warwick's VC signing up to all four Go Green demands. Working in partnership with the Carbon Trust an ambitious target to reduce carbon emissions by 10% by 2011 has been set. A new Environmental Coordinator has been appointed to implement the carbon reduction plan and savings of £2.5 million on energy costs are expected within 5 years. This should lead to significant improvements in the university's environmental management, not to mention huge cost savings on energy, water and waste.

"Having run the campaign for two years and put in a lot of hard work we're actually seeing the difference it's made now. We've now got increased recycling provision, sustainable purchasing initiatives and better transport planning but there's still room for improvement and we'll be keeping the pressure on!"

Alex Sim, Warwick P&P group member

To find out more about the Carbon Trust's Higher Education Carbon Management programme or to join the third phase of the project visit:

www.thecarbontrust.co.uk/carbon/he



Warwick P&P led a highly visible campaign directly targeting their VC. During Go Green Week 2005 they unveiled a 20ft banner of their VC with green hair which attracted lots of media attention.

Resources, advice, information and support

People & Planet

peopleandplanet.org/gogreen
01865 245678

Environmental Association for Universities and Colleges (EAUC)

www.eauc.org.uk, info@eauc.org.uk,
01242 714321

Higher Education Environmental Performance Improvement (HEEPI)

www.heepi.org.uk

The Carbon Trust

www.carbontrust.co.uk/carbon/he
0800 085 2005

Environmental Virtual Campus

www.heepi.org.uk/virtual_campus/

University Leaders for a Sustainable Future

www.ulsf.org

Forum for the Future

www.forumforthefuture.org.uk/education

International Journal of Sustainability in Higher Education

www.emeraldinsight.com/info/journals/
ijshe/ijshe.jsp

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About this report

This report has been produced for the institutional stakeholders of UK universities, including Vice Chancellors, Principals, or Directors, Environmental Managers, Students' Union officers and interested students and staff.

It was published by People & Planet, the national student network campaigning to end world poverty, defend human rights and protect the planet.

People & Planet is a member of Stop Climate Chaos, the national coalition pushing for government action to tackle climate change. We are calling for a 'carbon budget' to achieve a 3% annual reduction in the UK's carbon emissions.

The Go Green campaign aims to improve environmental performance and reduce carbon emissions in the HE sector. This report provides practical information and evidence to enable HE institutions to contribute to the national carbon reduction target.

People & Planet produces free resources such as this report, puts on events and provides training for students. We operate on a non-profit basis and are reliant on donations. Please consider supporting our work financially: peopleandplanet.org/supportus

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