Startnotitie Groene Campus

De Universiteit Twente profileert zich als een duurzame universiteit met een groene campus, waar duurzame ontwikkeling en innovatie ingebed is in het universitaire onderwijs, onderzoek, en bedrijfsvoering. Vanuit haar maatschappelijke betrokkenheid en verantwoordelijkheid wil de UT duurzaamheid in de komende jaren een nog prominentere plek geven.

Als organisatie willen we het goede voorbeeld geven en onze eigen footprint in kaart brengen en de bewuste omgang hiermee bevorderen. Maar duurzaamheid verbindt ook. Het brengt mensen bij elkaar omdat ze een gedeelde verantwoordelijkheid zien in het leven en handelen met respect voor mens en omgeving. Iedereen op de campus, student of medewerker, wetenschappelijk of niet-wetenschappelijk, management of ondersteuning, moet in de gelegenheid worden gesteld om hieraan uitdrukking te geven. We willen iedere UT'er stimuleren en motiveren om zelf een steentje bij te dragen en om mee te denken over duurzame invullingen en oplossingen voor leven en werken op de campus.
Naast het centraal stellen van de gebruikers willen we de campus ook als *Living Lab* gebruiken voor onze duurzame ideeën en activiteiten. Op die manier vormt de campus een realistische en attractieve setting voor het testen, ontwikkelen en het presenteren van nieuwe producten en diensten.

Als start voor deze ontwikkeling geeft het College van Bestuur aan een stuurgroep de opdracht om een bij het profiel van de Universiteit Twente passende duurzaamheidmissie te formuleren en deze te vertalen naar een agenda voor het jaar van de duurzaamheid 2010. De groene campus moet in de UT-gemeenschap breed gedragen worden en als een gedeelde verantwoordelijkheid gevoeld worden. Onder impuls van de stuurgroep moet het project de groene campus leiden tot een aangenaam en veilig leefmilieu en werkklimaat dat studenten en medewerkers inspireert en stimuleert.

Samenstelling stuurgroep

De Rector, prof.dr. H. Brinksma, is voorzitter van de stuurgroep.
De samenstelling is verder als volgt:
- Pieter Binsbergen (CvB), vice-voorzitter en uitvoerend leiderschap;
- Rikus Eising (decaan CTW);
- David Korringa (Facilitair Bedrijf)
- Patrick Welman (Kennispark);
- Frans Coenen (CSTM);
- Jan Emmerzaal (Impact);
- Bob Peeters (Promovendus CTW en Vz. UT Duurzaam);

Ook zal nog worden gezocht naar een studentlid (via Student Union) en een representant van het ITC.

Ondersteuning uit de universitaire diensten:
- Mariëlle Winkler (Milieubeleid, PA&O)
- Mariska Giessen (Communicatie, S&C)
- Maurice Bouwens (Strategie en beleid, S&C)

Opdracht aan stuurgroep

De eerste opdracht aan de werkgroep is het opstellen van een duurzaamheidmissie voor de UT en de ontwikkeling van een agenda voor het jaar van de duurzaamheid 2010. Vervolgens moeten activiteiten worden geïnventariseerd en een organisatie worden ontwikkeld die duurzaamheid tot

een structureel onderdeel van de primaire processen en bedrijfsvoering en een integraal aspect van het beleid en strategie van de UT maken.
Naast deze expliciete taken wordt ook impliciet de opdracht meegegeven om de campusgemeenschap voor het project te enthousiasmeren en te motiveren om actief en creatief deel te nemen. Men moet zich betrokken voelen bij de groene campus.

De vervolgtaken van de stuurgroep zijn:

- Inventarisatie van alle activiteiten rondom duurzaamheid op de campus. Dit betreft niet alleen onderzoek, onderzoek, valorisatie, maar ook bedrijfsvoering, vastgoed, etc.;
- Inventarisatie van relatienetwerk (kennisinstellingen, overheid, bedrijven, etc.);
- Opstellen van een duurzaamheidagenda 2011-2013 voor de UT;

Hierbij hoort het invullen, uitvoeren van de volgende processen:
- zorgdragen voor de communicatie in het algemeen en het ontwikkelen van een interactieve website waarop alle activiteiten en initiatieven aan de UT op het gebied van duurzaamheid te vinden zijn in het bijzonder;
- optreden als aanspreekpunt voor vragen en als verzamelpunt van ideeën en initiatieven;
- zorgdragen voor organisatie en continuïteit van het proces;
- bevorderen van bewustwording/zijn van groene campus bij UT-gemeenschap en stimulering en motivering om een bijdrage te leveren.

De discussienotitie Groene Campus (zie annex) kan als opmaat voor deze taken en processen worden gezien.

Annex: Groene Campus discussienotitie, september 2009

'For development to be sustainable, it must take account of social and ecological factors, as well as economic ones; it must take account of the living and non-living resource base; and it must take account of the long-term as well as the short-term advantages and disadvantages of alternative action.' (WCS, 1980)

De Universiteit Twente is de enige campus universiteit in Nederland. Met de campus, gebouwen, ruim 8000 studenten en bijna 3000 werknemers heeft de universiteit een aanzienlijke impact op het milieu. Als onderzoeksinstelling heeft de UT de verantwoordelijkheid om mede vorm te geven aan de nationale agenda van duurzaamheid en het maatschappelijk verantwoord ondernemen zowel in praktijk als in opleiding te bevorderen. Als onderwijsinstituut heeft de universiteit een extra verantwoordelijkheid om de studenten voor te bereiden op en bewust te maken van hun toekomstige rol en functie, waarbij de bescherming van natuurlijke hulpbronnen een belangrijke waarde vormt. Een fundamentele bijdrage levert de universiteit in de ontwikkeling van duurzame strategieën en technologieën voor mondiale oplossingen, met name in de gezondheid, energie, water en voeding sector. De campus kan daarbij dienen als een test case of laboratorium voor nieuwe toepassingen en als een show case voor creatieve modellen en benaderingen.

Achtergrond

In 1996 heeft het College van Bestuur het Europese 'Copernicus-verdrag' - ofwel het 'University Charter for Sustainable Development' – ondertekend (zie bijlage 1). Daarmee schaarde de UT zich officieel achter het principe van duurzame ontwikkeling. Wel na de nodige aarzelingen; het verzoek tot ondertekening dateert van augustus 1993 en vele Europese universiteiten, waaronder alle Nederlandse, gingen de UT voor. De aarzeling bij het College kwam voort uit het feit dat men ook wilde waarmaken wat men beloofde en dat commitment bij de faculteiten leek te onbreken. Toen enkele maanden later duurzaamheid in de meeste facultaire bijdragen voor het nieuwe Instellingsplan van de UT toch een aandachtspunt bleek te zijn, ging het College over tot ondertekening.
Door ondertekening van het Charter verbindt een universiteit zich aan tien zogenaamde 'principles of action', een soort voornemens voor het op touw zetten van concrete activiteiten op het vlak van onderwijs en onderzoek, management, internationale samenwerking en technologie-overdracht. De actiepunten van het Copernicus charter zijn nogal algemeen. De instelling wordt geacht ze zelf nader in te vullen en in een eigen missie vast te leggen.

Actualiteit

- Investeringsagenda Overijssel

In de Investeringsagenda voor de komende jaren zet de provincie Overijssel in op een groene, duurzaam schone provincie. De ambitie is sociaal-economische ontwikkeling in een kwalitatief goede leefomgeving met de focus op duurzame energie en een gezond leefmilieu. De voorstellen zijn deze zomer goedgekeurd door Provinciale Staten. Op korte termijn werkt de provincie Overijssel samen met de UT het programme 'energie en duurzaamheid' nader uit.

- Floriade 2012 in Venlo volgens *cradle to cradle* principe

De Floriade 2012 in Venlo wordt volgens de C2C-principes opgezet. Cradle to Cradle (van wieg tot wieg) is een ontwerpconcept, een toekomstvisie, een nieuwe manier van systeemdenken ontwikkeld door architect William McDonough en chemicus Michael Braungart op basis van eco-effectiviteit. Daar waar het bij eco-efficiency draait om het beperken van schade aan het milieu en

het reduceren van afval en vervuiling, gaat het bij eco-effectiviteit om het maximaliseren van de positieve effecten van een systeem.
De organisatie van de Floriade 2012 heeft aan het College van Bestuur gevraagd een bijzondere leerstoel in te richten voor Michael Braungart. Er is nog geen *cradle to cradle* opleiding in Nederland.

- DDD 2012

Dutch Delta Design 2012 is een initiatief om Nederlandse Waterexpertise op de kaart te zetten in binnen- en buitenland. Inmiddels zijn diverse partijen uit de watersector aangesloten bij dit ambitieuze project. Het projectbureau DDD 2012 is ondergebracht bij het Netherlands Water Partnership (NWP).
Het Water Expertise Centrum Oost-Nederland is één van de acht centra van Dutch Delta Design 2012. Het Water Expertise Centrum Oost-Nederland wil in 2012 concreet vorm gegeven hebben aan een overkoepelend project in de regio van Oost-Nederland en het grensgebied in Duitsland. De drie kennisinstellingen (Wageningen, Nijmegen en Twente) werken hierin nauw samen met ingenieursbureaus (Arcadis, Eijkelkamp, Royal Haskoning), waterschappen en allerlei andere maatschappelijke organisaties om op een duurzame en innovatieve wijze vorm te geven aan de thema's water, energie en voedsel. Studenten van diverse universiteiten en hogescholen participeren in dit project om kennis en ervaring op te doen met grensoverschrijdend en transdisciplinair onderzoek.

- Nieuw klimaatakkoord tijdens Kopenhagen

In 2012 loopt het Kyoto Protocol af. Dat verdrag werd in 1997 gesloten en was een eerste stap om de uitstoot van CO2 wereldwijd aan te pakken. In december tijdens de conferentie van de Verenigde Naties in Kopenhagen moet een nieuw klimaatakkoord worden opgesteld dat de CO2-uitstoot verder terugdringt.

Naar een groene campus

De UT stelt zich ten doel een duurzame campus te zijn in alle facetten van haar onderzoek, onderwijs, bedrijfsvoering en maatschappelijke dienstverlening. In een duurzaam model komen ecologische, economische en sociale belangen bij elkaar, voor zowel de huidige als de toekomstige generaties. Een duurzame campus vraagt dus om een integrale aanpak, waarbij het commitment van eenieder wordt gevraagd.

1. Missie en actiepunten

Aanknopingspunten voor het formuleren van missie en actiepunten groene campus kunnen worden gevonden in de 'Copernicus. University Charter for Sustainable Development'. Deze dateert echter al uit de jaren negentig van de vorige eeuw en is nogal algemeen gesteld. Van recente datum en meer concreet is de Green League 2009 van People & Planet, een overzicht/ranking van duurzaamheid van de universiteiten in Groot Brittannië (zie bijlage 2). Bij beide gaat het om formuleren van beleid (meetbaar en publiekelijk) voor het onderzoek, onderwijs, bedrijfsvoering en maatschappelijke dienstverlening enerzijds, en de performance in de verschillende sectoren (eco-effectiviteit, eco-efficiëntie, ketenaanpak, etc) anderzijds.

1.1 Beleid voor het onderzoek, onderwijs, bedrijfsvoering en maatschappelijke dienstverlening

- Onderzoek:

Duurzaamheid als onderwerp van onderzoek (technisch, ethisch, maatschappelijk), maar ook als intrinsieke waarde bij de invulling en uitvoering van het project.

- Onderwijs:

Duurzaamheid als thema in bachelor en masteropleidingen, de ontwikkeling van specialistische opleidingen duurzaamheid waarbij interdisciplinariteit vooropstaat.

De integratie in onderzoek en onderwijs veronderstelt dat bij universitaire medewerkers bewustwording en kennis over duurzame ontwikkeling gestimuleerd wordt en in voldoende mate aanwezig is. Ook dit is een aspect van de commitment die gevraagd wordt.

- Bedrijfsvoering:

De duurzame campus kenmerkt zich niet alleen door een hoge mate van ecologisch bewustzijn en milieugedrag, maar is tevens een plaats waar medewerkers, studenten, bezoekers en omwonenden tot hun recht komen en zich prettig voelen (leefbaarheid), en waar oog is voor de situatie elders in de wereld nu en in de toekomst (contextueel).
In planvorming, realisatie (bijv. bouw), operationalisering en management vormt duurzame ontwikkeling een richtlijn voor ondermeer gebruik materialen en stoffen (incl. emissies), energie- en waterbeheer, transport/mobiliteit, infrastructuur, groenbeheer; ook worden 'onthaastings-plekken' gestimuleerd voor reflectie, inspiratie en beleving.

- Maatschappelijke dienstverlening

Duurzame ontwikkeling is een proces waarin lokale en mondiale ecologische en sociale vraagstukken (in onderling verband) een geïntegreerde plaats krijgen in de werkzaamheden en studie van de universitaire gemeenschap: de wereld van nu en de toekomst krijgt een centrale plaats op de campus.

1.2 Performance in de verschillende sectoren

En de sectoren zijn: energie, voedsel, water, bouw, transport

- Energie

Denk aan terugdringen van energiegebruik, meer inzicht in het eigen gebruik (bewust verbruikersgedrag), fossiele brandstoffen (CO2-reductie/ opslag), gebruik van hernieuwbare bronnen (zon, aardwarmte, wind, water, biomassa). Gezien het UT-onderzoek ligt biomassa wellicht het meest voor de hand.

- Voedsel

Denk aan inkoop via ‘’fair trade’’, biologisch, minder weggooien.

- Water

Denk aan waterfootprint, terugdringen gebruik, hergebruiken afvalwater, gesloten kringloop.

- Bouw

Denk aan ecologische bouw

- Transport

Denk aan minder auto’s op de campus (electrische, aardgas-, zonne-auto), meer lopen, fietsen, (lightrail), woon-werk verkeer, werkverkeer (vliegreizen van medewerkers), virtuele vergaderingen.

Denk ook aan:

- Hiervoor inzetten/’’opschalen’’ van ‘’eigen’’ technologie.
- Alle leveranciers moeten de nieuwste vindingen toepassen.
- Verduurzaamde evenementen (bata, campuspop, etc.)
- Duurzaam groenbeheer.
- Duurzaam ontwerpen.

2. Regiegroep

- Kuipers IMPACT, op afstand andere WD’s.
- FB
- VGD
- Binsbergen
- PAO Arbo en Milieubeleid
- Wetenschappers uit relevante vakgebieden: CSTM, TWC, etc.
- Studenten, b.v. Student Union, werkgroep UT Duurzaam
- WOT

Verder kan gedacht worden aan taskforces per thema: energie, water, transport, voedsel, afval, enz.

3. Financiën

De financiering van de groene campus opgebouwd uit:

- Groene Campus Fonds uit centrale middelen: een ‘revolving loan fund’ dat startkapitaal biedt aan projecten die impact op milieu verminderen. De lening wordt binnen een vastgestelde periode terugbetaald uit de besparingen.
- Projectmiddelen uit externe fondsen (Enschede, provincie, waterschap, VROM, SenterNovem, Essent, Eneco), facultaire of dienstgebonden middelen.

Bijlage 1: **COPERNICUS. THE UNIVERSITY CHARTER FOR SUSTAINABLE DEVELOPMENT**

Het initiatief tot het University Charter is afkomstig van het Europese College van Rectoren (CRE) in Genève, de vereniging van Europese universiteiten. Het Charter is gekoppeld aan 'Copernicus' ('Cooperation Programme in Europe for Research on Nature and Industry through Coordinated University Studies'), een internationaal samenwerkingsprogramma dat de aandacht voor duurzame ontwikkeling in onderwijs en onderzoek wil bevorderen.

De tekst van het verdrag:

Preamble
Man's exploitation of the biosphere is now threatening its very existence and delicate balance. Over the last few decades, the pressures on the global environment have become self-evident, leading to a common outcry for sustainable development. In the words of the Brundtland report, we must learn to care for the needs of the present without compromising the ability of future generations everywhere to meet their own needs. The awareness is there. What is required is a comprehensive strategy for building a sustainable future which is equitable for all human beings, as highlighted by the Rio Conference (UNCED) in 1992. This requires a new frame of mind and new sets of values. Education is critical for promoting such values and improving people's capacity to address environment and development issues. Education at all levels, especially university education for the training of decision-makers and teachers, should be oriented towards sustainable development and foster environmentally aware attitudes, skills and behavior patterns, as well as a sense of ethical responsibility. Education must become environmental education in the fullest sense of the term.

The role of universities
Universities and equivalent institutions of higher education train the coming generations of citizens and have expertise in all fields of research, both in technology as well as in the natural, human and social sciences. It is consequently their duty to propagate environmental literacy and to promote the practice of environmental ethics in society, in accordance with the principles set out in the Magna Chart of European Universities and subsequent university declarations, and along the lines of the UNCED recommendations for environment and development education. Indeed, universities are increasingly called upon to play a leading role in developing a multidisciplinary and ethically-oriented form of education in order to devise solutions for the problems linked to sustainable development. They must therefore commit themselves to an on-going process of informing, educating and mobilizing all the relevant parts of society concerning the consequences of ecological degradation, including its impact on global development and the conditions needed to ensure a sustainable and just world.

To achieve these aims and fulfill their basic mission, universities are urged to make every effort to subscribe to and implement the ten principles of actions set out below:

Principles of action:

1. Institutional commitment
   Universities shall demonstrate real commitment to the principle and practice of environmental protection and sustainable development within the academic milieu.
2. Environmental ethics
   Universities shall promote among teaching staff, students and the public at large sustainable consumption patterns and an ecological lifestyle, while fostering programmes to develop the capacities of the academic staff to teach environmental literacy.
3. Education of university employees
   Universities shall provide education, training and encouragement to their employees on environmental issues, so that they can pursue their work in an environmentally responsible manner.
4. Programmes in environmental education

Universities shall incorporate an environmental perspective in all their work and set up environmental education programmes involving both teachers and researchers as well as students - all of whom should be exposed to the global challenges of environment and development, irrespective of their field of study.

5. Interdisciplinarity
   Universities shall encourage interdisciplinary and collaborative education and research programmes related tosustainable development as part of the institution's central mission. Universities shall also seek to overcome competitive instincts between disciplines and departments.
6. Dissemination of knowledge
   Universities shall support efforts to fill in the gaps in the present literature available for students, professionals, decision-makers and the general public by preparing information didactic material, organizing public lectures, and establishing training programmes. They should also be prepared to participate in environmental audits.
7. Networking
   Universities shall promote interdisciplinary networks of environmental experts at the local, national, regional and international levels, with the aim of collaborating on common environmental projects in both research and education. For this, the mobility of students and scholars should be encouraged.
8. Partnerships
   Universities shall take the initiative in forging partnerships with other concerned sectors of society, in order to design and implement coordinated approaches, strategies and action plans.
9. Continuing education programmes
   Universities shall devise environmental educational programmes on these issues for different target groups: e.g. business, governmental agencies, non-governmental organizations, the media.
10. Technology transfer
    Universities shall contribute to educational programmes designed to transfer educationally sound and innovative technologies and advanced management methods.

This document is a follow-up to a number of university initiatives concerned with environmental awareness and responsibility, recent examples of which include:

- *Magna Charta of European Universities*, Bologna, September 1988,
- *University Presidents for a Sustainable Future*, the Talloires Declaration, October 1990,
- *Urgent Appeal* from the CRE, the association of European universities, presented to the Preparatory Committee for the United Nations Conference on Environment and Development (UNCED), Geneva, August 1991 und
- *Creating a Common Future: An Action Plan for Universities*, Halifax, December 1991.

Endorsing the Charter

The CRE Bureau invites university rectors to endorse the Charter on behalf of their institutions. Their signature will constitute a commitment to secure the support of their university, teachers and students alike, in adopting and implementing environmental guidelines which are consistent with the Charter.

The principles of action listed above are general and open-ended. It is left to each individual institution and its students and staff to give them substance compatible with local circumstances. Expressed in terms of specific guidelines, they should form a key element in the mission statement of the university concerned.

CRE

The Association of European Universities has over 500 universities or equivalent institutions of higher education in 39 countries. It provides a forum for discussion on academic policy, contributes to the institutional development of universities, and reflects on their role within European society. As a non-governmental organization, it represents the universities´ point of view in governmental and nongovernmental circles concerned with higher education in Europe.

CRE organizes bi-annual conferences, training seminars for new university heads, and other meetings on issues of interest to its members. It also runs a number of interuniversity cooperation programmes

COPERNICUS
Launched by CRE in 1988, Copernicus seeks to foster a more holistic and multidisciplinary approch to enviromental problems by drawing on the traditional strength of universities as generators and dissiminators of knowledge. The aims of the programme are:

- to incorporate an environmental perspective into all university education;
- to stimulate and coordinate multidisciplinary and collaborative projects, specialized courses and workshopsin different areas of the environmental sciences for teachers, students and professionals;
- to prepare basic interdisciplinary textbooks and to ensure their dissemination and use within the university, economic and political community.

Priority areas for Copernicus have been: comparitive environmental law, environmental and resource economics, public health and the environment. As part of "thinking globally and acting locally", CRE member universities were invited to develop regional environmental cooperation on topics related to the main Copernicus themes. As a result, the programme has been instrumental in reinforcing university environmental collaboration in two areas: the Baltic region and the Danube basin.

Geneva, August 1997

Bijlage 2: **PEOPLE & PLANET: GREEN LEAGUE 2009**

Universities have been awarded degree-style classifications based on their environmental management and performance. The Green League takes a dual approach - looking both at commitment to systemic environmental management and at performance. We see both as being essential. The performance indicators reveal how well an institution is performing on the ground. The policy criteria demonstrate whether an institution has a systematic means of improving such performance.

Management and Policy

1. Publicly Available Environmental Policy
An environmental policy provides a formal, public and permanent demonstration of intent regarding performance. It is crucial in ensuring there is sustained, strategic improvement in environmental performance. The Green League 2008 revealed that 97% of institutions have some form of environment policy but the policies varied widely in the number of areas they assess.
Point Allocation: ***(8 points)***
The institution has a publicly available environmental policy published in the last five years *(2 points)*
The institution reports on the environmental policy annually at a senior level of university administration *(2 points)*
The institution sets targets to reduce environmental impact in the following areas:

- Waste management *(½ point)*
- Transport *(½ point)*
- Sustainable Procurement *(½ point)*
- Water *(½ point)*
- Construction & Refurbishment *(½ point)*
- Emissions & Discharges *(½ point)*
- Community involvement *(½ point)*
- Biodiversity *(½ point)*

Note: points are no longer allocated for targets relating to energy in the environmental policy. This is because we have introduced a new indicator focused on Carbon Management (see below), which assesses policy and targets relating to energy in more depth.

2. Full Time Environment Management Staff
Without the expertise and championing of full-time professional environmental management staff, it has been repeatedly demonstrated that green initiatives in universities are unlikely to be systematic, well coordinated and resourced, or have significant success. Environmental managers develop objectives and set priorities, with significant, time bound targets, and can co-ordinate the work to fulfil them.
The Green League 2008 revealed that over half of universities have full time environment personnel but given the importance of full time staff dedicated to environmental management this figure should be closer to 100%. Unlike last year the Green League 2009 awards no points for having a part time staff member with part responsibility for environmental management because effectively managing the environmental performance of any university requires more capacity than one such staff member can provide.
Transforming an institution's environmental performance cannot be done without the engagement and support of staff at all levels and so the Green League 2009 awards additional points if there are formal schemes to involve other staff members - for example departmental eco-rep schemes.
Point allocation: ***(10 points)***
Institution has created a formal scheme to involve other members of staff in environmental management. *(2 points)*
The institution can qualify for points for either i), ii) OR iii).
i) Less than one full time dedicated staff member. ***(2 points)***

Institution has a part time member of staff with full responsibility for developing and implementing environmental management plans OR has a full time member of staff with part responsibility for developing and implementing environmental management plans.
Note: A staff member has part responsibility for developing and implementing environmental management plans if they are working on only one aspect of environmental management, or have other non-environmental management responsibilities.

ii) One full time dedicated staff member. ***(6 points)***

Institution has a full time member of staff with full responsibility for developing and implementing environmental management plans.

iii) More than one full time dedicated staff member. ***(8 points)***

Institution has one full time member of staff with full responsibility for developing and implementing environmental management plans plus additional part or full time staff with responsibility for developing and implementing environmental management plans. *(8 points)*

3. Comprehensive Environmental Auditing

Only by analysing the variety of different environmental impacts - from energy to purchasing and biodiversity - can a university set targets, and assess priorities for improvement.
This year points are not allocated for a single comprehensive baseline review as People & Planet recognises that while a baseline review is ideal, universities are able to effectively monitor a variety of impact areas separately.
In recognition of the rigor and accuracy of external environmental management systems (e.g. ISO14001, EMAS etc) the Green League 2009 awards more points than ever before to the universities that have opened themselves to the external scrutiny of such schemes.

Point Allocation: ***(8 points)***

Institution has audited environmental impacts in the following areas in the last five years

- Waste management *(½ point)*
- Transport *(½ point)*
- Sustainable Procurement *(½ point)*
- Energy *(½ point)*
- Water *(½ point)*
- Construction & Refurbishment *(½ point)*
- Emissions & Discharges *(½ point)*
- Biodiversity *(½ point)*

Institution is part of an external environmental management system (e.g. ISO14001, EMAS, Ecocampus etc.) *(4 points)*

4. Ethical Investment Policy

A strong ethical investment policy ensures a university's investments are conducted transparently and in an economically viable and socially responsible manner, not blind to wider social, environmental and humanitarian concerns.
If an ethical investment policy isn't put into practice then it is not worth the paper it's printed on. The Green League 2009 therefore awards a point if there is a clear process for regular review, with ongoing opportunities for staff, students and other stakeholders to engage with the policy.
The Green League is focused on testing the environmental impact of universities, therefore the Green League 2009 awards points to those universities that specifically consider the environmental consequences of investment.

Point Allocation: ***(4 points)***

Institution has a publicly available ethical investment policy published in last five years. *(1 point)*
Institution has a publicly available ethical investment policy which is reported on annually and/or there are ongoing opportunities for staff, students and other stakeholders to engage with the policy. *(1 point)*
Institution has, on ethical grounds: a) divested, b) invested or c) engaged with companies as a shareholder. *(1 point - no extra points for doing more than one)*
The ethical investment policy or other investment documents makes specific reference to taking action due to environmental considerations *(1 point)*

5. Carbon Management

Combating climate change, and cutting carbon emissions, is the predominant environmental challenge of today. The latest science shows the need for at least 80% carbon reductions in the UK by 2050. Carbon management is therefore central to the future of environmental management in universities. The Green League 2009 awards specific points to those institutions who have created carbon management plans.

To meet the targets in the Climate Change Act universities must not only have carbon management plans but also set targets that are ambitious enough to put the sector on track to meet longer term targets, so points are awarded for the percentage carbon reduction target universities hope to achieve over a 5 year period.

To recognise that universities have a huge power to influence the significant emissions resulting from travel and procurement more points are allotted if the plans cover those specific areas. Early anecdotal evidence suggests that a relatively small number of institutions' carbon management plans currently cover these areas so it is hoped that when those plans are reviewed institutions will look at these very significant areas.

Why include student travel at the start and end of term?

Students are increasingly taking advantage of cheap flights to travel to and from university at the beginning, end and even during term time. Cheap domestic flights are attracting students who could easily use lower carbon forms of transport to move between home and their term time address. Despite this People & Planet is unaware of any university attempting to limit the environmental impacts of such travel.

Furthermore, the number of international students attending UK universities has increased fivefold in the past fourteen years in part due to a deliberate recruitment strategy by universities. The Higher Education Funding Council for England in *'Sustainable Development in Higher Education'* has acknowledged the global environmental impact of the flights taken by international students and preliminary research shows that carbon equivalent emissions from flights by international students studying in the UK are similar to or greater than carbon emissions from the whole HE sector's building stock. Given the high environmental impact of air travel, the emissions from this activity should be investigated.

People & Planet recognises the great benefits international students bring to the HE sector and is not implying that the number of international students attending UK universities should be reduced. However, it is important to recognise the environmental impact of all students' flying and consider measures to mitigate this impact. Such measures could include providing attractive accomodation over the holiday period to reduce the number of flights taken and the provision of information and subsidies for students using low carbon alternatives methods of transport.

Point allocation: *(6 points)*

Institution has a publicly available carbon management plan with a specific percentage time bound carbon reduction target with a baseline that includes direct energy use *(2 points)*
Percentage carbon reduction target institution aims to achieve over 5 years *(0 to 2 points depending on how target compares to other institutions targets)*
The scope of the carbon management plan baseline includes the following areas:

- Procurement *(½ point)*
- Staff and student business trips e.g. flights to conferences and field trips *(½ point)*
- Staff and students commuting to university on a daily basis *(½ point)*
- Carbon emissions associated with the travel between students' homes and the university at the start and end of term (including international students' travel to and from their home country) *(½ point)*

6. Fairtrade University accreditation

Fairtrade University certification is an objective standard, accredited by the Fairtrade Foundation, for progressive Fairtrade purchasing in universities. A sustainable university will consider its impacts not just in the UK but also on the wider world particularly through its purchasing policies. Being an accredited Fairtrade University demonstrates that the university is, at least in part, considering this.

Point Allocation: *(2 points)*

Institution is an accredited Fairtrade University with the Fairtrade Foundation. *(2 points)*

7. Environmental Impact of Students' Union or Students' Association
From the example they set to students to the phenomenal number of bottles they generate, Students' Unions and Students' Associations have a huge environmental responsibility. Universities can play a crucial role in encouraging Students' Unions to improve their environmental performance because, in addition to some universities owning and managing Students' Union properties, all universities can share expertise on environmental management and provide grants for environmental improvements and initiatives.
The Sound Impact Environmental Awards scheme was launched by NUS Services Ltd to provide Students' Unions and Students' Associations with a framework to create and measure systematic environmental improvements. To achieve the Bronze standard each Union entering the scheme must satisfy 21 essential criteria that range from buying recycled paper to conducting an environmental audit. The highest performing Unions and Associations can go on to achieve a Silver or Gold award by satisfying up to 100 additional criteria.
As only Students' Unions affiliated to NUS are eligible for the Sound Environmental Impact Award scheme those unions not affiliated to NUS were surveyed for a snapshot of their environmental performance and awarded points accordingly.
Point allocation: *(2 points)*
Students' Union or Students' Association associated to the institution has achieved a Bronze standard, Silver standard or Gold Award in this year's Sound Impact Environmental Awards *(2 points)*

Performance
The Green League 2009 has increased the weighting for the improvement in an institution's performance over the institution's absolute performance figures. Increasing the number of points for improvement is a recognition of the diversity of institutions within the HE sector; differences in circumstances will mean some institutions find it more difficult to perform well in the performance related indicators than others and including points for improvements recognises those institutions who face more difficult circumstances but are still making improvements.
It is important to applaud institutions who demonstrate considerable improvement. They are clearly working to tackle their environmental impact. No institution has ever performed so well that they don't have scope for improvement.

8. Energy sources
Universities have a clear responsibility to rapidly reduce their emissions of greenhouse gases in order to help prevent further climatic destabilisation. Carbon reductions will not be achieved by energy conservation measures alone and it is therefore vital for universities to invest in renewable and decentralised energy.
Unlike last year the Estates Management Statistics data now differentiates between renewable energy sources subject to Levy Exemption Certificates (LECs) and those not subject to LECs. People & Planet has chosen to monitor only renewable energy sources subject to LECs to ensure we are awarding points only for electricity that is generated according to stricter environmental standards.
Point allocation: *(6 points)*
Percentage total energy from renewable energy sources subject to LECs *(0 to 3 points depending on renewable energy compared to other institutions)*
Institution has an onsite Combined Heat and Power Plant (CHP) *(1 point)*
Improvement in percentage total energy from renewable energy sources *(0 to 2 points depending on percentage improvement)*

9. Waste
By not recycling, universities are wasting money through contributions to landfill tax as well as contributing to pollution and climate change. Institutions are ranked according to the proportion of total waste mass they recycle.

Recognising that reducing waste is environmentally superior to recycling waste, the Green League 2009 is awarding up to four points for reduction in waste mass per head compared to last year's figures.
Due to changes in the waste volume to mass conversion factors used by Estates Management Statistics institution's figures for percentage of waste recycled and waste mass will have changed since last year regardless of what institutions have done. To compensate for this the Green League 2009 will award points based on how an institution's percentage of waste recycled and waste mass has improved compared to other institution's improvements.
Point allocation: ***(8 points)***
Percentage of waste an institution recycles *(0 to 2 points depending on percentage of waste recycled compared to other institutions)*
Change in percentage of waste an institution recycles *(0 to 2 points depending on percentage change compared to other institutions)*
Change in waste mass per head an institution produces *(0 to 4 points depending on percentage change compared to other institutions)*

10. Carbon emissions per head
As well as monitoring universities' carbon management plans and targets the Green League also aims to track performance in actual emissions.
People & Planet has chosen to measure the carbon dioxide per head for each university. That is, the total kg of CO_2 equivalent emitted from energy use (oil, coal, gas, grid electricity, steam/hot water) divided by the population of the university. Population is calculated according to a 'full time equivalent' measurement, for both staff and students.
The criteria only quantifies direct emissions from energy, heating and electricity. It excludes significant other indirect emissions, for example from procurement, travel or flying. And it does not take account of varying circumstances on campus such as the age of buildings, more energy-intensive research, how many animals are kept on site (apologies to the Royal Veterinary College) or the extent of campus-provided accommodation. Alternative indicators such as CO_2 per metre squared of building space or per pound spent are equally open to such criticism.
Due to changes in the electricity to carbon emissions conversion factors used by EMS all institutions' carbon emissions from electricity will appear to have risen significantly over last year. In light of this the Green League 2009 will not be awarding points on how carbon emissions have increased compared to last year. The Green League 2009 will instead award points based on how an institution's carbon emissions reduction compares to other institutions' reductions.
Point allocation: ***(8 points)***
Institution's carbon emissions per head *(0 to 4 points depending on carbon emissions per head compared to other institutions)*
Change in carbon emissions per head relative to other institutions *(0 to 4 points depending on percentage improvement compared to other institutions)*

11. Water consumption per head
Each person in the UK currently uses about 150 litres of water every day. This has been rising by 1% each year since 1930. This is not a consumption level which is sustainable in the long-term. On current trends, over the next 20 years humans will use 40% more water than they do now. Some universities are beginning to take steps to reduce their water consumption by installing grey water systems (for example). We applaud these initial efforts and encourage other institutions to follow suit.
To recognise the different water needs of institutions points will be awarded for the percentage improvements in water consumption per head as well as overall water consumption.
Point allocation: ***(8 points)***
Water consumption per head *(0 to 4 points awarded depending on water consumption per head compared to other institutions)*
Change in water consumption per head *(0 to 4 points depending on percentage change compared to other institutions)*