

Our Vision of the University of Cambridge Environmental Sustainability Policy

19th March 2014

Statement of Intent

We call upon the University of Cambridge to develop and implement an Environmental Sustainability Policy that places the University at the cutting edge of society's transformation to a sustainable, carbon neutral society. As a world class research institution, the University is uniquely positioned to become a leader in developing sustainably. This will require bold action and commitment above and beyond adhering to government targets and legislation.

With the expertise and enthusiasm of researchers, staff and students, the policy should transform the University into a sustainable campus and a living laboratory. By this we mean applying existing research (both developed at this University and other institutions) and accepted best practices to reduce our carbon footprint and other detrimental environmental impacts. In areas where research does not exist and there is uncertainty on the most effective methods to use, the University should experiment with innovative alternatives, engaging academic researchers and students in this process, to determine the best approaches and technologies.

While reducing the direct environmental impacts should be the University's first priority, the students believe that we should go beyond our own direct footprint and consider the wider-reaching impacts the University contributes to globally. For example, the positive contribution that our research has at mitigating environmental problems elsewhere or improving technologies that have a wider benefit to society and the environment should be applauded and encouraged. Conversely, the negative impacts of the University's investment in the fossil fuel industry and the associated carbon emissions should be made transparent and significantly decreased, to avoid this large indirect contribution to the global problem of climate change.

We call upon the University to serve as a model for the colleges, other universities and well respected institutions as to how to transition and move towards a sustainable organisation. Finally, as a strong institution with connections globally, we call upon the University to showcase its commitment and ability to de-carbonise in a cost-effective manner, while advocating governments to take strong positions at the international agreements on climate change, biodiversity and other environmental issues, in the interests of our planet, species, and future generations.

The following suggestions in this document were developed during a workshop and subsequent discussions with students from several student environmental groups, Cambridge University Student Union (CUSU) representatives, college environmental officers and other interested students. It also draws on environmental policies and strategies of other universities.

Our Vision

Our vision, as students in 2014, is for Cambridge in 2050 to be a place where the University's operations, research, teaching and outreach functions have no negative impact on the environment (with possible positive impacts) so that our practices are completely sustainable at the local, national and international level. We, as an organisation and community will be resilient to major environmental, social and political changes in the future. We will be recognised as leaders of environmental practices, because we will be implementing the very best environmental management strategies, we will have created a thriving, collaborative and successful community of staff and students who are proud to be environmental citizens and we will have developed a culture where sustainability is at the core of all decisions the University makes. This will take commitment, perseverance and significant investment. However, the efforts and resources spent now will be worth while in the long term, because the cost of inaction will be far greater in the future.

Core Aims and Objectives¹

1. To conduct the University of Cambridge's academic research, teaching, operations and outreach functions in a sustainable manner
2. To protect the natural environment, i.e. terrestrial, freshwater and marine habitats and ecosystems, species, and the atmosphere against destruction, degradation, exploitation and unsustainable use as consequences of the University's direct and indirect actions
3. To create a culture where the University community is engaged, empowered and supported in improving their personal and collective environmental and sustainability practices
4. To provide an education to the students – the future leaders of our society – where sustainability is a core component in teaching across all disciplines
5. To foster the advancement, dissemination and application of research on sustainable development and technology, environmental management and conservation practices
6. To maximise the wider impact of Cambridge's environmental sustainability actions at local, regional, national and international level through collaboration, partnership, communication and advocacy, and
7. To be a global leader across the higher education sector in terms of environmental sustainability.

¹ Adapted from University College London's 2013 Environmental Policy's Core Aims and Objectives <http://www.ucl.ac.uk/greenucl/docs/ucl-es-policy-2013>

Guiding Principles

The policy should be developed according to the following guiding principles:

- The University has a moral and ethical commitment to the environment and humanity. The natural environment should be highly respected and recognised, both for its intrinsic value and for its utility by providing essential ecosystem services that guarantee the prosperity and survival of human civilisations now and into the future
- The policy should be ambitious in response to the realistic and urgent requirement for action on environmental issues
- The policy should value sustainability, equality and justice for its current members and future generations
- Current scientific knowledge should be used to set the targets and the appropriate interventions for mitigation and prevention should be selected using an evidence-based framework
- The policy and supporting strategy document should be integrated into all other relevant University policies and implemented at all levels and sectors of the institution to achieve maximum outcomes
- The targets must be SMART: Specific, Measurable, Ambitious, Realistic and Time-bound
- All decision making and operational processes should be transparent
- The University should strive for excellence, over and above what is legally required
- Progress should be monitored and evaluated regularly to ensure the targets of the policy are met
- The University should understand that development and progress can be achieved in a sustainable manner, where profits should not be prioritised at the expense of the environment
- The University should be accountable, with punitive measures for not meeting targets
- The University should develop and maintain partnerships with the colleges and local civil society to enhance effectiveness of implementation, and
- The policy should localise and internalise the University's operations and impacts.

Commitments - Our Targets

We, the students, ask that the University of Cambridge commits to excellent environmentally sustainable practice, by achieving the following targets².

Aspect	Target
Energy	<ul style="list-style-type: none"> - Become a Zero-Carbon University by 2050³ - Be reliant on 50% carbon neutral energy by 2035, to pave a pathway for the 2050 target - Reduce absolute scope 1 and 2 carbon emissions by 34% by 2020 using a 2005 baseline⁴ - Monitor scope 3 emissions by 2015 and set targets for serious reduction by 2020 - Achieve the highest energy efficiency ratings set by international standards for all new developments and infrastructure (see Building and Construction) - Retrofit all existing buildings and infrastructure to achieve optimal energy efficiency (prioritising those with biggest impact, i.e. those with high power usage and that are least efficient) by 2025 - Develop and implement energy management plans and carbon reduction targets by 2020 for all colleges
Waste	<ul style="list-style-type: none"> - Produce Zero Waste by 2030 (i.e. 100% of waste is reduced, reused,

² While we do not have the expertise to recommend objectives and specific targets for every section of the policy, we believe they should all be ambitious, adequate to mitigate environmental threats, and based on current scientific evidence. We are relying on the University to find experts with the appropriate qualifications to recommend appropriate targets and devise an effective strategy to achieve them.

³ Cornell University and Arizona State University have set precedents of carbon neutrality targets, such as five or seven-step approaches. Arizona State University <http://issuu.com/asusustainability/docs/carbonplan?e=7454170/1845267> (see page 23);

³ Cornell: <http://www.sustainablecampus.cornell.edu/initiatives/climate-action-plan>

³ See also: <http://www.presidentsclimatecommitment.org/about/commitment>

⁴ The University of Cambridge is currently not on track to achieve their 2020 carbon emissions reduction target. Serious investment and effort is required to change current practices to ensure this target is met. Failure to do so will signify that the University is not seriously committed to environmental sustainability, with the potential consequence of losing its reputation as a world leading university while making it even more difficult to achieve the long term targets.

⁵ Aston University in the UK set an ambitious target of Zero Waste to landfill by 2012:

<http://www.aston.ac.uk/about/environment/vc-message/policy/waste-management-policy/>. The University of California and the American University Washington DC in USA have adopted zero waste goals, striving for the elimination of all materials sent to the landfill by 2020. University of California:

<http://sustainability.universityofcalifornia.edu/policy.html>; American University Washington D.C.:

<http://www.american.edu/loader.cfm?csModule=security/getfile&pageid=2011196>. Please note that the management systems in US universities may differ significantly from those in the UK, especially from the

	<p>recycled or composted)⁵</p> <ul style="list-style-type: none"> - Recycle, reuse or compost 85% of total waste produced by the University by 2020 - 100% of building and construction waste is diverted from landfill by 2020⁶ - Reduce the amount of waste overall (including food waste from University Catering and college halls), through reducing waste, packaging and consumption
Ethical Investment	<ul style="list-style-type: none"> - Be transparent about the University's investment and endowment funds - Divest from the fossil fuel industry and the broader mining industry (see Energy and Biodiversity, as these sectors are directly linked) - Invest in renewable energy initiatives
Procurement	<ul style="list-style-type: none"> - Encourage new lifestyles and cultures that reduce and/or avoid consuming products and resources - Purchase products and services that have minimal impact on the environment, locally and globally - Develop a Sustainable Procurement Policy, and implement the 'Flexible Framework for Sustainable Procurement' to the highest standard - Achieve and retain Fairtrade status for the University by 2020 (this also relates to Food and Collaborating with colleges sections of the policy)
Building and Construction	<ul style="list-style-type: none"> - Build environmentally sustainable buildings and embed sustainable building best practices into the management of the estate - Ensure all new buildings and developments achieve BREEAM (New Construction) Excellent or equivalent - Achieve BREEAM (Refurbishment) Excellent or equivalent in all major refurbishment work - Achieve RICS Ska Gold where appropriate in all minor refurbishment work⁷ - All construction projects will use the 'Soft Landings' by BSRIA or an equivalent framework to ensure a smooth handover and efficient operations of sustainable buildings, rather than being mismanaged and poorly understood⁸
Biodiversity	<ul style="list-style-type: none"> - Preserve and enhance biodiversity on campus and surrounding areas

collegiate system in Cambridge. As such, we reference American universities only to give examples of institutions that have taken environmental sustainability seriously, rather than as model examples of how to go about reducing Cambridge's environmental impact.

⁶ Bristol University's Environmental Policy (2009-2016) states they will achieve 85% diversion from landfill, however apparently University of Cambridge already achieves 100% diversion from landfill (pers. comm. J. Sanders 2014)

⁷ Taken from UCL Environmental Policy March 2013

⁸ <https://www.bsria.co.uk/services/design/soft-landings/>

	<ul style="list-style-type: none"> - Prevent or mitigate all environmental impacts on biodiversity, locally and globally (also see Building and Construction, Energy, Food and Procurement) - Eliminate the purchase and consumption of overexploited fish and seafood species by 2015 (also falls under Procurement and Food) - Ensure that building construction or development sites adhere to conditions set out by the government regulatory bodies and follow legislation to prevent negative impacts to local wildlife and habitats, particularly those that are of national or international importance or are listed as threatened - Building plans should maximise development within the existing footprint of the University and urban areas, reuse old buildings where possible and increase building densities (upwards rather than outwards) - If (and only if) no alternative sites for development exist, then biodiversity that is lost from a site and surrounding areas should be offset according to the best possible standard, with advice from professional experts - Increase the number of green spaces within urban areas, through the use of green roofs and native gardens to increase biodiversity - Eliminate the use of synthetic pesticides on University grounds and gardens
Food	<ul style="list-style-type: none"> - Develop a Food Sustainability Policy and Guidelines document, outlining specific goals, targets and strategy for action - Purchase sustainable fish and seafood (e.g. only that certified by MSC) by 2015 - Purchase free range chicken and free range eggs by 2016 - Purchase all meat and dairy from the UK by 2017 and other fresh produce locally when available - Purchase only seasonal and locally available fruits and vegetables (except on special occasions) by 2017 - Purchase organic food when available by 2020 - Purchase Fairtrade food when available by 2020 - Phase out the purchase of food containing palm oil by 2020 and if necessary, purchase products containing sustainable palm oil - Increase the variety and quality of vegetarian and vegan food at the Catering Services and at colleges and encourage staff and students to reduce meat and dairy consumption - Increase space on campus for vegetable gardens and allotments for staff and students (linked to Connecting with Nature section) - Make the University an 'Edible Campus'⁹

⁹ Similar to Leeds University (<http://incredibleediblenetwork.org.uk/blog/leeds-edible-campus>), University of Brighton (<http://arts.brighton.ac.uk/faculty-of-arts-brighton/extension-studies/edible-campus2/2011-edible-campus>) and many other universities

Transport	<ul style="list-style-type: none"> - Commit to improving sustainable travel, both daily commuting and travel for meetings, conferences and fieldwork - Significantly reduce the number international flights by academics by 2020 (with a set target in reduction of air-miles travelled)
Water	<ul style="list-style-type: none"> - Set a progressive SMART target for reducing water consumption - Increase water-efficient and water saving devices, including dual-flush toilets, reduced flow taps and showers - Increase capacity of on-site water collection (with a set target)
Teaching and Learning	<ul style="list-style-type: none"> - Increase education on environmental practices, climate change and sustainability in the curriculum of all undergraduate degrees by 2020 - Provide opportunities in all disciplines to learn about sustainability and environmental issues¹⁰. - Improve support (i.e. administrative and financial) for interdisciplinary teaching across departments
Research	<ul style="list-style-type: none"> - Research and development will be conducted in the most environmentally and sustainable method possible, continually searching for improvements - Make research on the development of sustainable practices and technologies, environmental management and conservation at the top of the research agenda for the University, particularly supporting interdisciplinary projects that focus on environmental sustainability, as this is where greatest knowledge exchange and potential discovery lie¹¹ - Promote the University as a 'Living Laboratory' where students conduct research on-site that will improve the environmental management of the site
Promotion and outreach of environmental issues and this policy	<ul style="list-style-type: none"> - Promote Cambridge as a 'Green' University internally and externally, to develop the support needed for behaviour change and to gain recognition for our achievements using the Communications Strategy Plan - All staff and students will receive training during their induction about environmental sustainability and their role as individuals in creating a sustainable campus - All departments and associated institutions will be signed up to the Green Impact Scheme by 2015 and all will have achieved a gold

¹⁰ This teaching should go beyond the 'standard message' about what climate change is. Rather, undergraduates should be taught about both potential scientific and technological solutions and the impact on politics, economics and society. Students should also be encouraged to explore wider environmental issues related to their disciplines, such as biodiversity loss, the acidification of the oceans or the impact of pesticides.

¹¹ Existing initiatives include the Cambridge Forum for Sustainability and the Environment and the Cambridge Conservation Initiative, and these could be further supported and strengthened.

¹² People and Planet Green League Table: <http://peopleandplanet.org/greenleague>. Currently we are in the Second Lower Class category (2013).

	<p>standard rating by 2050.</p> <ul style="list-style-type: none"> - Earn a First Class Award on the People and Planet Green League Table by 2020¹²
Student engagement and collaboration with colleges	<ul style="list-style-type: none"> - Fully engage with the student body to ensure they are involved in the decision making and implementation of environmental improvements - Establish working relationships and collaborative agreements with the 31 University colleges, to support them on environmental initiatives, provide them with technical support and work with them to achieve greater, wider-spread impacts - Ensure that more than two thirds of colleges obtain Fairtrade status by 2020, to allow the University to obtain status as well - Strengthen the existing professional support and training for student environmental societies and college environmental representatives to increase their capacity, knowledge and skills about the University as an organisation, previous initiatives, leadership, campaigning and communication¹³
Connection with nature	<ul style="list-style-type: none"> - Encourage the use of the University's green spaces by University members and the public - Educate staff and students about the benefits to people's physical and mental health when surrounded by or connected with nature - Provide staff and students with incentives and opportunities to connect with the natural environment daily, such as in green spaces, gardens, parks, to develop greater relationships with nature
Integrated systems approach	<ul style="list-style-type: none"> - Provide departments and sectors of the University with adequate support, skills and resources to implement this policy - Maximise potential from positive feedback loops and synergies across different objectives and increase efficiency by addressing each issue at the appropriate scale (i.e. individual, department, school or university level)

There is considerable overlap between these targets and sections of work, so they should not be compartmentalised and addressed separately. For example, by divesting in fossil fuels, the University would also significantly reduce its global carbon impact and reduce the impact on biodiversity globally. Another example is that procurement of items with less packaging will contribute to the reduction of overall waste produced onsite. For implementation to be efficient, integrated systems thinking management is needed, and the positive feedbacks between objectives should be used to our advantage. This requires a change in culture and attitudes of all staff and students, so that sustainability becomes an integral facet of daily life.

¹³ Training is currently provided by the Cambridge Hub and CUSU Ethical Affairs Chairs and could be supported (and possibly formalised) by the University's Environment and Energy Section.

Actions and Initiatives Required to Achieve Targets

The following statements are students' suggestions on how the aims and objectives of the policy can be achieved. They are by no means an exhaustive list and focus on new initiatives, rather than outlining what the University already executes in its current policy and practices. We envisage these to be included in the strategy document that outlines the action plan for achieving the objectives.

- Energy
 - Commit to purchasing electricity from suppliers that provide energy from less carbon-intensive sources.
 - Domestically generate renewable energy to increase self-sufficiency.
 - Reduce overall use of electricity and gas on site through structural and operational energy efficiency and energy reduction measures.
 - Retrofit buildings to increase energy efficiency and decrease demand-side energy wastage, using cost-effective techniques.
 - Reduce overall use of electricity and gas through behaviour change actions for staff and students that have previously been shown to be effective.
 - Monitor the energy usage of all sites within the University and make the data available online to University members.
 - Encourage the colleges to set ambitious carbon reduction targets and form partnerships that assist them in implementing their carbon reduction and energy management plans, because joint ventures may be more cost-effective and efficient.
 - Be genuinely committed (both in capacity and financially) to the Cambridge Retrofit Challenge¹⁴.

- Waste
 - Reduce the total amount of waste produced by the University, based on a progressive target, to be on track to achieve zero waste by 2030.
 - Progressively reduce the amount of landfill waste that the University produces.
 - Improve awareness about recycling within departments and students.
 - Provide compost bins and composting facilities on-site for food waste from canteens and departments.
 - Use collected compost for gardens and energy generation (if feasible).
 - Close the cycle of waste so that it is treated, recycled, composted, or landfilled by the University or a local industry on site or within the UK.
 - Work with colleges to assist them with recycling programs, through agreements with the waste removal businesses and training programmes for staff (i.e. bursars and cleaners who are reluctant to implement it).

¹⁴ <http://www.cambridgeretrofit.org/events.aspx>

- Ethical Investment
 - Make the University's investment policy and its endowments transparent.
 - Incorporate environmental and ethical principles into the University's investment policy.
 - Divest from the fossil fuel industry and the broader mining industry¹⁵.
 - Invest in renewable energy initiatives and sustainable enterprises.
 - Influence the colleges to invest ethically in sustainable ventures, rather than in companies that cause environmental damage.
 - Use the University's power and position to influence the behaviour of companies in which the university invests.

- Procurement
 - All departments should purchase environmentally friendly products, such as post-consumer recycled paper, recycled ink cartridges and ceramic cups rather than plastic or paper cups.
 - Minimise packaging and ensure that any necessary packaging is recyclable.
 - Identify where all our supplies are coming from.
 - Obtain Fairtrade status by 2020. Over two thirds of colleges must have Fairtrade status for the university to apply. There are five goals that must be achieved¹⁶:
 - Having a Fairtrade Policy to incorporate these goals;
 - Selling Fairtrade products in all University shops, or committing to do so as soon as possible. This includes products with cotton, such as gowns and college linen;
 - Serving Fairtrade foods at all meetings hosted by the University;
 - Committing to campaigning for increased Fairtrade consumption on campus;
 - Setting up a Fairtrade Steering Group for the whole University;
 - Prioritise localised procurement of seasonal and low intensity products.
 - Investigate the Sustainable Procurement Flexible Framework and aim for the University to achieve as highly as possible.
 - Source services from the local area and products produced in the UK.

- Building and Construction
 - Retrofit existing buildings to make them more energy efficient.
 - Increase the insulation of all University buildings to reduce heating costs - double-glazing, wall, loft, cavity insulation.
 - Install low-water technologies and water recycling in all new builds, and retrofit all old buildings where possible.
 - Earn BREEAM 'Excellent' ratings for all new buildings, and retrofit existing buildings to move up this scale.

¹⁵ More information about this can be found at the 350.org's Fossil Free campaign website (<http://gofossilfree.org/>) and the Positive Investment Cambridge campaign website (<http://positiveinvestment.wordpress.com/about/>)

¹⁶ http://www.fairtrade.org.uk/get_involved/campaigns/fairtrade_universities/the_5_goals.aspx

- Biodiversity
 - Audit and monitor the biodiversity of the University - ensure action is taken to protect those areas and species that are in decline nationally.
 - Ensure that building construction does not negatively impact the local fauna and flora.
 - Increase wildlife around the University by mitigating their direct threats and increasing the abundance of suitable habitats.
 - Create more and restore existing wildspaces on University land and surrounding areas to promote biodiversity and people connecting with nature.
 - Encourage urban food gardens (working with local organisations, and see actions in the Food section below).
 - Prioritise the use of brown-field sites for new building development over sites with biodiversity.
 - Ban the use of artificial pesticide in University gardens and grounds and use alternative methods, such as mechanical and/or biological removal.
 - Increase research collaborations with local, national and international conservation organisations to improve conservation of biodiversity in East Anglia, the UK and overseas.

- Food
 - Increase the area under food cultivation on the University grounds to promote self-sufficiency, resilience and reduce food miles.
 - Develop gardening and permaculture skills with students, academics and community members.
 - Create organic vegetable garden allotment spaces with new buildings. Replace lawns of existing buildings with vegetable gardens. Invite the wider community to contribute to these spaces.
 - Encourage students and staff to reduce meat and dairy consumption, by ensuring there are affordable and appealing alternatives to meat.
 - Make the University of Cambridge an Edible Campus, where food is produced in and around the University campus, in garden beds, pot plants, with the aim to increase urban agriculture, building on the existing Cambridge Edible Garden initiative¹⁷.
 - Encourage students and staff to produce their own food, purchase sustainable food for personal consumption, e.g. local, organic, Fairtrade, etc. and reduce their food waste.
 - Increase purchase of Fairtrade food products (see Procurement section for more detail on this).

- Transport
 - Increase the use of teleconferencing to reduce flights and other forms of travel by:

¹⁷ <http://www.camediblegarden.org/>

- changing academics' perceptions of videoconferencing being 'new clunky technology' to being the normal preferred option for half-day or day long overseas meetings,
 - providing excellent video-conferencing facilities at the University (currently they are of high standard, though quite expensive to hire).
 - Provide staff and students with an accurate and easy online tool to calculate their individual carbon footprints from travelling per year¹⁸, and develop a score board for individuals who make greatest improvements over time (i.e. reductions in CO2/mile travelled) and provide staff and students with options for reducing their carbon footprint and offsetting unavoidable flights using reputable and responsible companies.
 - Provide financial incentives for overland travel when subsidising travel by academics or students within Europe.
 - Reduce car travel by commuters by increasing car-pooling opportunities and other alternative transport methods identified by the 2013 transport study commissioned by the University.
- Water
 - Implement water-efficient technologies in every building and in garden irrigation, e.g. upgrade toilets to units with a dual-flush system and irrigate the appropriate times of the day.
 - Utilise water recycling methods as much as possible, and include this aspect in building construction.
 - Increase the onsite capacity for water capture and storage (i.e. rainfall collection) by installing water tanks on buildings.
 - Educate students and staff about the importance of saving water and how to save water through easy behavioural changes.
- Teaching and Learning
 - Sign on to and implement the Talloires Declaration¹⁹, committing to environmental sustainability in higher education.
 - Promote achievable positive environmental changes that individuals can implement to their daily lives with the emphasis on the cumulative effects.
 - Encourage students and academics to contribute to the evaluation and monitoring of environmental practices on the University estate, as a living laboratory.
 - Increase education on climate change and sustainability in the curriculum for students across all disciplines, including the courses that have less obvious connections. For example psychology students should learn about the benefits the environment and nature have on people's mental health and wellbeing, history students should learn about past environmental degradation and how it shapes civilisations, art students could learn how to express and capture the natural

¹⁸ Such as the CUECS student specific carbon calculator
<http://www.srcf.ucam.org/cuecs/CarbonCalculator/pre/index.php>

¹⁹ http://www.ulsf.org/programs_talloires.html

beauty of the environment and computer science students could learn how to design server rooms that are more energy efficient with better cooling systems.

- Create change by sharing best practices with other universities, including the University of Oxford, to learn from their experiences on how to encourage behaviour change and engagement in environmental sustainability.
- Research
 - Increase the profile of sustainability and environmental research conducted within the University by providing additional funding and support across departments.
 - Develop best-practice guidelines for conducting research in the most environmentally friendly manner possible.
 - Encourage implementation of research conducted at the University of Cambridge on campus, such as the research on energy reduction our departments have pioneered.
 - Improve and expand the Living Lab Project into a Living Lab Institute, that allows research to be conducted within the University, especially the North West Cambridge development, and develops a formal mechanism that ensures the results of the projects to be implemented on the estate.
- Promotion and outreach
 - New postgraduate students and staff should receive compulsory training on environmental sustainability and about their responsibility to implement the Environmental Sustainability Policy. This should be organised by each School or Faculty and given by the University Environment and Energy Section.
 - Undergraduates should receive similar training at their colleges during Freshers' Week, with the support and help from the Environment and Energy Section. This training should be exciting, hands-on and creative in order to inspire new University members to participate in creating change through their own behaviour. This is the best time to influence behaviour change as the students and staff are more receptive to new cultural norms and behaviours. Such training could be similar to staff and post-graduate Health and Safety and Fire orientation training, where they electrocute themselves and set things on fire. It should not be a boring online course, as this will create negative attitudes towards the Environmental Sustainability Policy.
 - Departments should be required to participate in the Green Impact Scheme²⁰.
 - Increase communication within and outside the University about the environmental measures they are implementing. e.g. by increasing the readership of Greenlines sustainability newsletter by a certain amount each year and publishing our environmental commitments and initiatives on the front page of the University's website.
 - Provide public lectures about environmental issues.

²⁰ Green Impact Scheme University of Cambridge: <http://www.environment.admin.cam.ac.uk/getting-involved/green-impact-staff-and-student-engagement-programme>

- Student engagement and collaboration with colleges
 - While maintaining independence, the University should strengthen collaborations and working relationships with the 31 colleges. This is absolutely necessary to engage effectively with students about environmental issues.
 - Provide technical support and advice to colleges on how to implement and develop their carbon management, sustainability and environmental plans.
 - Make the CUSU Ethical Affairs Chair a sabbatical position, to increase their capacity to organise more events and engage with more students than what is currently possible. This would require increased funding to CUSU by a requisite amount.
 - Provide professional support and training for student environmental societies and college environmental representatives to increase capacity and knowledge about the University as an organisation, successful (and not so successful) previous initiatives, and leadership, campaigning and communication skills. This will assist with maintaining consistency across years and improve collaborations between societies and the University.
 - Improve the strength of collaborations between the Environment and Energy Section and the Cambridge Hub to increase student engagement and communications, as well as providing training and support for projects.

- Connection with nature
 - Provide biodiversity guides and trail maps for the University's reserves and parks.
 - Increase visitor rates at the Botanical Gardens.
 - Continue the Cambridge Science and Arts Festivals with several activities focused on the environment and all topics discussed in this policy document.
 - Increase area of land available for allotments and establish more Edible Gardens (see above for more details).

Implementation

The processes and mechanisms to implement this policy should be outlined in the Environmental Sustainability Strategic Plan, which should be updated annually. This policy should encompass other relevant plans including the Carbon Management Plan, Transport and Communications Strategies. It should also be integrated into the overarching management strategy of all of the University's operations, by holding similar importance to the Equal Opportunities Policy and the associated Equality and Diversity campaign.

The policy's progress on each objective and target should be monitored and reported annually and the policy must be reviewed in 2020. The University of Cambridge should be held accountable to its actions by the members of staff and students. The targets outlined in the Environmental Sustainability Policy should be taken seriously and penalties (financial) should be in place, in the event that the University fails to deliver and reach them. We are, as yet, unsure of the appropriate mechanism for this and whether the whole University or individual departments should be responsible for their performance. We trust that the University consults with experts in

this field about the effectiveness of issuing fines versus incentives as levers of change at different levels of the organisation. We suggest that any funds received from these measures should be invested in green infrastructure or research and development on sustainability and environmental issues.

In order to set targets and actively manage performance there needs to be centralised data collection. If not already installed, a means of centralised data collection should be prioritised as without this it is difficult to track real changes or target specific areas of over-consumption across the university. This is one of the functions of the CU Environmental Consulting Society (CUECS) Green League Table,²¹ at the college level and allows prioritisation of environmental performance improvements.

These data need to be provided in an accessible format for those unfamiliar with environmental data. Such a system, run through a Building Automated System at the University of Minnesota's Minneapolis-St. Paul campus (signed up for ACUPCC),²² would allow for integrated data collection, with open (but controlled) access information providing the ability for energy efficiency innovation to occur.

Endorsed by:

Student Groups

Energise Cambridge
CUSU Ethical Affairs
Cambridge University Environmental Consulting Society (CUECS)
Cambridge Hub
GreenBRIDGE
Cambridge Young Greens
Cambridge Zero Carbon Society
Robinson College Students Association
Jesus College JCR
Murray Edwards JCR

Individuals

Jessica Walsh, PhD student in Conservation Science, Department of Zoology
Suyin Chalmin-Pui, CUSU Ethical Affairs Chair 2013-2014
Jamie Osborn, undergraduate, Clare College
Ellisif Wasmuth, PhD in Ancient Philosophy, Faculty of Classics
Julie Nguyen, Cambridge Hub Environment Coordinator & undergraduate at Homerton College
Louis Leroy-Warnier, MPhil student in Environment, Society and Development, Department of Geography

²¹ <http://cuecs.co.uk/green-league-table/>

²² <http://smartgrid.ieee.org/may-2013/870-how-one-university-plans-to-achieve-zero-net-carbon-by-2050>

Peter Armitage, PhD student in the Martin Centre, Department of Architecture
Aaron Gillich, PhD student in the Martin Centre, Department of Architecture
Izzy Bowen, undergraduate, Sidney Sussex College, Energise Cambridge Web/Publicity Officer
John Wallis, alumni of Trinity College (former member of Energise Cambridge)
Sara Stillwell, President of Cambridge Hub
Nele Dieckmann, Wolfson College, PhD Student (CIMR)
Harrison Bowers, CUSU Ethical Affairs Chair 2012-2013
Participants of the 'Our Vision of the University' workshop in December 2013
Plus many other anonymous students who contributed to the online version of this document
