UNIVERSITY OF LEICESTER

Sustainability Strategy Delivery Plan 2015-18

Enhancing our social, economic & physical environments by embedding sustainability into University core business

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Please note that this is a live document that is updated regularly

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UNIVERSITY OF LEICESTER

Sustainability Strategy

Delivery Plan

Contents

1. Create a Social Impact Team

Many universities have expanded their investment in sustainability and split their teams, leaving the focus on business and operations in Estates and then established a separate focus on the wider remit (rather than the simpler operational targets that were the focus of previous environmental sustainability strategies), including Leicester's earlier strategies. Directors of Sustainability are being recruited at several universities to influence institutional strategy and roles are being created to embed sustainability into teaching and research (see appendices).

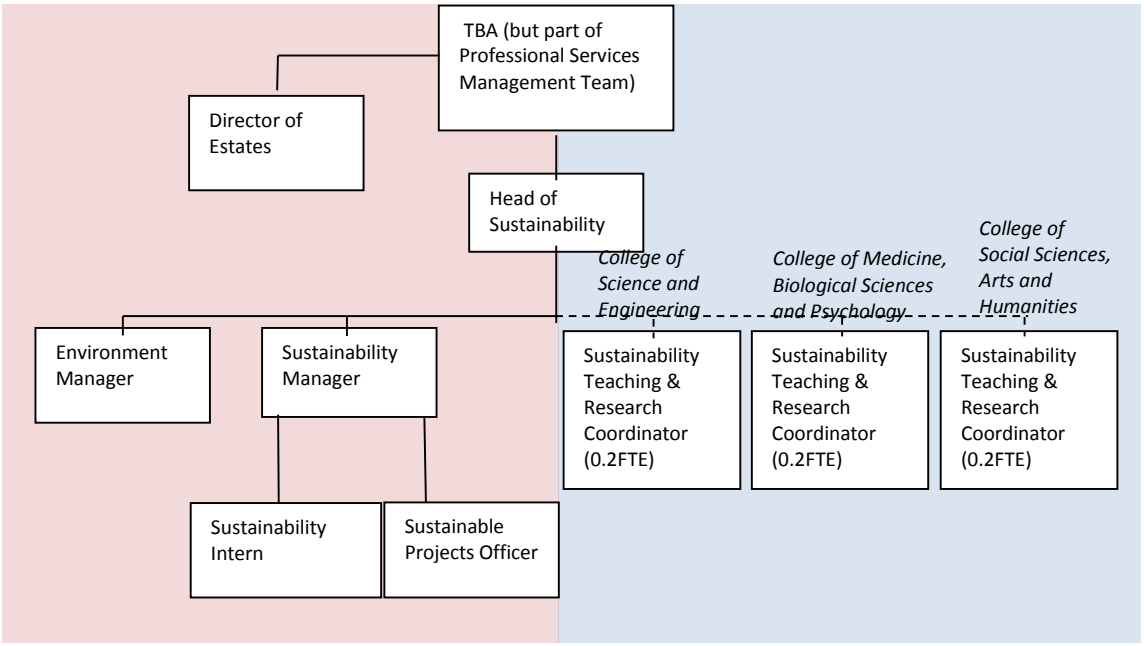
Much of the environmental management procedures are now embedded within operational outputs, although there remains a need to adequately resource these. The focus now will be on drawing together sustainability strands across the University to meet teaching, research and enterprise goals. There is an argument that we need to defragment the University's capabilities in order to grow, particularly with the proposed changes to the People and Planet Green Scorecard.

It is proposed to develop a Sustainability Team within Professional Services (outside of Estates) led by a Head of Sustainability.

Structure

There is already much positive work on sustainability at Leicester operationally and within academic departments but this needs to be better coordinated for the total to have a greater impact than the sum of the parts. There is an appetite amongst staff to be more involved in sustainability but we need to make it easy for them and avoid it becoming yet another initiative. Currently staff are often doing sustainability and CSR-related work in their own time. This work could be formally recognised through the Job Specification Framework, objective setting and appraisal system.

Social Impact Team will enable networking and coordination so that it can be a grass roots movement with top-level commitment. It should be cross-departmental and therefore much more visible and accessible than at present. Social Impact Team will comprise of a small team of staff led by the Head of Sustainability who will report directly to a member of the University Planning Group (UPG). Similar to the Impact model, the Team will operate across Corporate Service and Academic departments with staff situated within Colleges to deliver the plan.

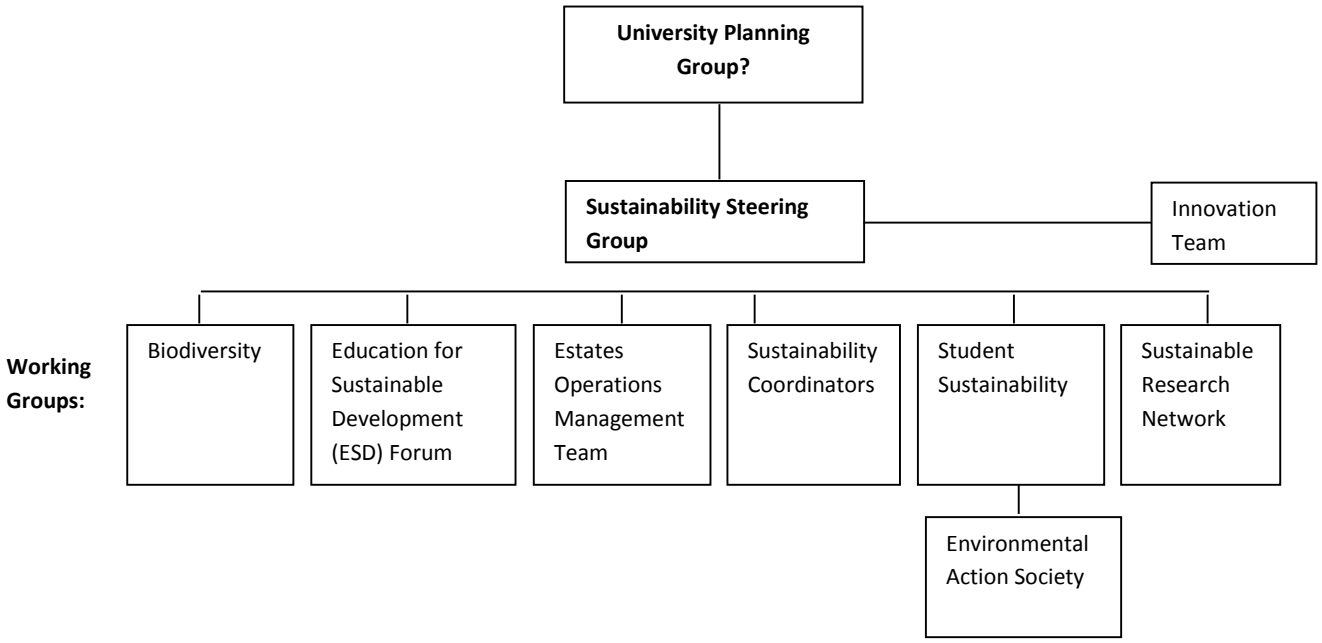


On the Corporate Services side, the Environment Manager will work with Estates staff to deliver the Environmental Management System whilst the Sustainability Manager's team will work on the staff and student engagement, CSR and Enterprise work streams.

On the academic side, there will be a Sustainability Teaching and Research Coordinator within each College to promote the teaching and research objectives who will be an existing member of staff seconded to this role on a 0.2FTE basis (similar to the Impact Coordinator model).

Governance

The Social Impact Team will be formally governed by the Sustainability Steering Group, which will replace the current Environmental Management Working Group, chaired by a Pro Vice Chancellor. The working groups, of which only the Positive Impact Network and Sustainability Research Network are new, will carry out the operational activities.



Practicalities

In real terms the Social Impact Team only needs to be one open plan office for five people with one or two hot desks. Ideally this will be on Central Campus to maximise accessibility for students and academic staff although remaining on Brookfield Campus would offer advantageous proximity to Estates staff. Potentially we could join with the proposed Innovation Team

The Environment Team currently have use of the Hungry for Change office in the SU to allow the engagement staff to be available to students and to provide facilities when work is based on Central Campus. If the Social Impact Team was based away from Central Campus we would require continued use of this space.

Table 1: Social Impact Team physical space requirements

Essential	Desirable
5 x workstation in open plan office (40 m^2)	2 x 'Hot desks' to support student project officers
Staff welfare facilities: access to tea point, microwave , fridge, etc.	1 x Dedicated office for Head of Sustainability
Central Campus store cupboard (already exists in Attenborough)	
Brookfield store (already exists)	

2. Embed environmental sustainability within Estates operations

At Leicester, the Environment Team have spent the past eight years successfully embedding environmental sustainability within Estates operations and within refurbished and new facilities. Distinct roles such as Waste and Travel Officers have been incorporated into wider roles as their operational plans have become established and the Carbon and Energy Manager now sits within the Planned Preventative Maintenance Team.

60% by 2020

The previous Environmental Sustainability Strategy committed the University to cut 60% of its carbon emissions by 2020. This is because the 2008 Climate Change Act stipulated that everyone in the UK (including ALL businesses and organisations) need to make cuts in the carbon we emit. The cuts have to be in the order of 34% by 2020. The 34% cut is against what we were producing back in 1990, but Leicester has grown since then and we also use more current data as our baseline. Hence we require a 60% cut by 2020 against our 2004/5 baseline data. Note that this refers to scope 1 and 2 carbon only.

The University carbon reduction strategy is based on the following strategic themes (Table 2):

REDUCE	Behaviour change Carbon-space management efficiency Devolve budget Monitoring, targeting, reporting, policy and procedures
EFFICIENCY	Building Energy Efficiency Projects Building management systems and controls Green ICT Owned travel fleet
DECARBONISE / BEFRIEND	Central Campus CHP Large scale low or zero carbon technology expansion Decommissioning of inefficient buildings Onsite renewable generation Decarbonisation of electricity grid
NEUTRALISE	Procurement of energy

In addition to these themes, a list of high-level strategic options is suggested for consideration in order to appropriately achieve the 60% carbon emissions reduction target.

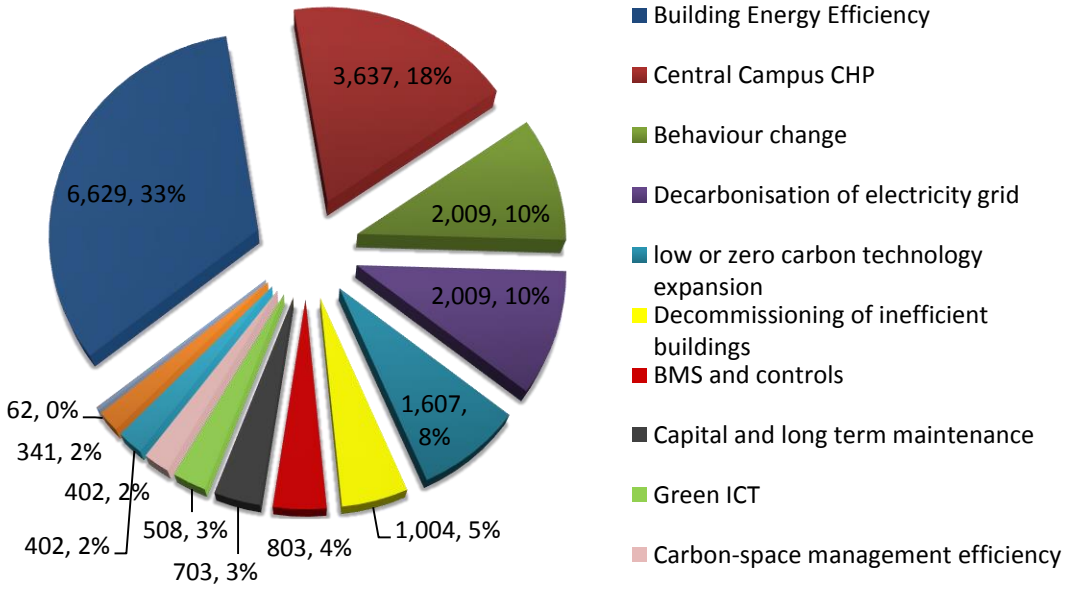


Figure 1: Carbon Reduction Opportunities at the University of Leicester (Data Labels Provide Estimated CO_2 Savings in tonnes and % savings)

Estates Strategy – to be completed

The Sustainability and Estates strategies overlap in many aims. The relevant Estates Strategy (draft) drivers are:

Sustainability (Financial and Environmental)

- Projects undertaken will represent value for money
- We will develop an environmentally and financially sustainable estate
- Aim to reduce carbon emissions linked to the infrastructure and running of the estate
- To review the sustainability strategy and set achievable carbon reduction targets
- Aim to support academic activities that reduces energy cost by part funding through Salix Funds
- Integrate low and zero carbon technologies in new buildings and retrofits
- Aim to reduce £/kWh and kWh/M^2

Wellbeing

- We will create an estate which promotes staff and student wellbeing and demonstrates the values of the University
- Develop a set of Wellbeing Principles to be applied to the design and allocation of all spaces
- Investing in our Biodiversity will enhance our staff and student experience

This Plan outlines how the University will achieve those aims.

Operationally, the University (via Estates) would benefit from a thorough audit of sustainability-related issues (such as utilities, travel, waste etc.) to ascertain what is the most efficient and effective use of resources. Led by an EMS-qualified Environment Manager, this should form the basis of the new Environmental Management Plan and will inform us as to whether an Environmental Management System would be suitable. Historically the Environment Team have 'picked at low hanging fruit' such as removing waste bins and individual printers rather than 'big ticket' projects being steered by a clear strategy. This has resulted in staff being reluctant to engage in these initiatives when they work in inefficient buildings.
In order to prevent sustainability issues being seen by colleagues as 'their problem' (i.e. Estates), the challenges and proposed solutions should be presented to academics for their buy in ('our problem') with clear direction (e.g. 60% carbon reduction by 2020).

Using the University estate for research projects would also engage academics and students and may help to produce innovative solutions. The SEED fund (see section 7) will be presented to departments each November to allow students to bid for it as part of their student projects.

Green Scorecard

A review of the HE Sector's estates sustainability reporting mechanism was commissioned by the Association of University Directors of Estates (AUDE), in partnership with the Environmental Association of Universities and Colleges (EAUC), and undertaken by ARUP in 2015.The first draft of the assessment tool, the 'Green Scorecard', is expected in Spring 2016.

Case study

Estates are collaborating with Marketing and Communications to deliver the IAMCR Conference in 2016. One aim of the conference is to minimise its sustainability impact, despite being a large, global event. Current work is on developing an offset option for delegate travel based at the University via a Sustainability Offset Treasury (SOFT) provided by a small percentage of the delegate fee that will fund onsite sustainability initiatives such as additional trees and wildlife, renewable energy etc.
It is proposed to roll SOFT out widely in conjunction with an advisory service on calculating and reducing the carbon impact of their academic activities.

This toolkit will comprise of the specific areas as follows:

- Energy and emissions
- Water
- Waste
- Adaptation
- Procurement
- Biodiversity

The Green Scorecard is designed to be used to develop and measure each institutions' plans. A Phase 2 is also planned for the EAUC to look at those wider areas of sustainability that sit outside of Estates which will include appropriate staff and student sector agencies.

Carbon & Energy

Energy consumption per m^2 has reduced by 27% since 2004/5 despite the University's significant growth but this has been due to 'hard' measures such as energy efficient lighting. The Carbon Trust estimate that an investment of between 1-2% of energy spend in an effective employee engagement campaign can save organisations up to 10% on energy costs. On average, 89% of energy used at Leicester is regulated, i.e. is under Estates control through building infrastructure efficiency etc., whilst 11% is unregulated i.e. controlled by building users (estimated total (non-residential) electricity cost for 2015/16 was £2,885,632). However, this varies widely by building, for example, in George Porter Building 45% of the electricity used is unregulated. This leaves a large opportunity for reduction through behaviour change and highlights the need for greater staff engagement.

Spend on energy has increased 30% in the last 10 years and we expect it to increase a further 30% in the next 10 years. The Carbon Management Plan will be updated in line with the Sustainability Strategy. We remain committed to the 60% carbon reduction target by 2020 but require strategic leadership to achieve it.

Waste

Although recycling targets are being achieved, this is largely due to the contract with Wastecycle so has been a more expensive solution than controlling the waste at source. Efforts need to be increased to produce clean segregated material at source.

Example

At the residences in August 2015 (i.e. conferences and clear outs, not students), 25 tonnes of the 31 tonnes collected as general waste was recyclable, costing the University an unnecessary £1618.

Travel

The previous Travel Plan (2010-15) was acclaimed by Leicester City Council as an exemplar of best practice. It achieved most of its targets including reducing single occupancy cars to our sites by 12% through the introduction of the means tested parking permit scheme, increasing cycling, walking and public transport by increasing facilities and discounts and reducing bike thefts through the D lock scheme and more secure bike storage. Phase 2 (2015-20) of the Travel Plan has just been launched and includes plans to reduce car parking on central campus.

Case study

Over the last five years 10 students from Engineering, Maths and Geography departments have successfully completed final year student projects as part of their undergraduate and postgraduate degrees. The projects have largely been around carbon footprinting for IT systems, specific buildings and University procurement, water management analysis for residential properties, analysis of heating systems at Percy Gee Building and CHP optimisation analysis for Nixon Court. This project partnership has been a success for both the academic and Estates departments. Estates have obtained useful information from the project as well as interaction with students and the students have experienced a real life project, gained experience by working as a consultant and have produced outputs as per the agreed scope.

Currently available documents

- Environmental Strategy 2010-15
- Operational Waste Management Policy 2013
- University Travel Plan Phase 2 (2015-20).

3. Create new sustainability learning opportunities (Education for Sustainable Development)

UNESCO's Decade of Education for Sustainable Development aimed "to integrate the values inherent in sustainable development into all aspects of learning to encourage changes in behaviour that allow for a more sustainable and just society for all" (UNESCO, 2006). Thus Education for Sustainable Development (ESD) means embedding key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption.

Student Attitudes to ESD

The NUS cite sustainability as one of their priority areas for several reasons:

- The UK continues to face spiralling unemployment levels, around 1m of which are young people (aged 16-24), therefore we need to ensure graduates are fully equipped with the skills desired and valued by their future employers
- The green economy is seen as a solution to our current economic and environmental position meaning that Education for Sustainable Development is becoming increasing relevant both in policy and curriculum reform. Over a third of UK growth in 2011-12 is likely to come from Green Business, according to a report by the Green Alliance.
- The changing landscape in funding in Higher Education is predicted to lead to changes in student expectations, coupled with the finding that the vast majority of recent graduates (96%) have an expectation that they be involved in sustainability in some way during their careers.
- Students believe employers value sustainability skills, according to their research, with almost 80% of second year students viewing universities as a key provider of these environmental, social and economic skills.

The HEA's 2015 survey found:

- 80% of students consistently believe that Sustainable Development (SD) should be actively incorporated and promoted by universities; this increases as respondents progress through their studies. International students are significantly more likely to agree.
- Over two-thirds of respondents consistently believe that SD should be incorporated into all university courses.
- Over 60% of domestic students and three-quarters of international students would like to learn more about sustainable development.
- There is a continued desire among students for a reframing of curriculum content, rather than additional content or courses. However, only approximately half of respondents currently identified their courses as a source of skills development across the range of skills for sustainable development, with most believing these skills had been developed through their everyday lives. A notable exception is understanding people's relationship to nature, which continues to lack coverage in all contexts.
- Skills development is also high on the agenda with over two-thirds of first-year respondents consistently agreeing that universities should be obliged to develop their sustainability skills as part of their course.
- Approximately two-thirds of students would be willing to sacrifice £1,000 from an average graduate starting salary to work for a company with a positive social and environmental record, while over two-fifths would be willing to sacrifice £3,000.
- Significantly more respondents are willing to make a £3,000 sacrifice from their starting salary for a specific role that contributes to positive social and environmental change.

At Leicester in 2012 our own survey found that students were less afraid of change than the bulk of society and seek success and the esteem of others. They are therefore perhaps more willing to take the lead on and embrace change. This is not surprising given that they are in a transition phase in their lives and University is an ideal time for them to begin developing environmentally-friendly habits (such as recycling and buying ethical food with less packaging). Over 80% of respondents felt that the University should be obliged to develop

environmental and social issues and a further 62% supported the idea of £5 of their tuition fees being ring-fenced for a fund for student-led environmental schemes. Almost 60% of students felt that the University should provide teaching and learning about environmental and social issues with 43% feeling that it should be added to their current course and over 30% being prepared to attend non-compulsory workshops. Therefore our students are increasingly demanding sustainability issues to be included in their course, regardless of subject studied.

Required ethos for ESD

Education for Sustainable Development requires a two-pronged approach:

- teaching students about sustainability issues;
- equipping graduates with the problem-solving skills necessary to deal with the sustainability challenges that the world faces now and in the future.

Therefore, ESD requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for sustainable development. ESD consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way. Armed with the right knowledge and skills, Leicester graduates can be capable of contributing to a better world. Leicester can be committed to sending students out into the world as global citizens, who are sustainability literate and have an appreciation of social and cultural diversity.

Currently section C of the Programme Approval Document for new courses asks, "How will the programme incorporate aspects of Education for Sustainable Development (ESD)?" However, in many cases this is not addressed. ESD should not be an additional curriculum tick box but rather embedded in the delivery and design of the course itself. There needs to be added value such as problem-based learning. Examples of good practise include in Chemistry and Natural Sciences, both which use sustainability problem-based learning scenarios. Pathways offer an ideal opportunity to include sustainability in the curriculum of a greater number of students.

Current ESD practice at Leicester

The University of Leicester's Learning and Teaching Strategy (2011-15) aspires to offer all students access to the wider sustainability agenda beyond their subject specialism, including at least a sufficient awareness of the political, social, economic and educational agenda around ESD to encompass "sustainability literacy".

The ESD Forum has been meeting consistently since 2007 and has a strong, active and well-focused group that has facilitated a number of important developments. The Forum is currently coordinated by Prof Derek Raine and Dr Sarah Gretton from the Centre for Interdisciplinary Science. The mailing list currently has 50 members with a core of 10 attending steering group meetings and 10-30 attending events.

In 2014/15 existing material from the Centre for Interdisciplinary Science's *Sustainable Futures* Modules was adapted to create a non-credit bearing online course in sustainability available to all students at the University. A total of 250 staff and students signed up for the course; 104 completed at least one multiple-choice test and 49 completed the essay assignment for Higher Education Achievement Record (HEAR) recognition. Feedback from students completing the evaluation questionnaire was overwhelmingly positive. Despite being developed already, the low cost request to continue this course was refused for the 2015/16 academic year, although the face to face modules remain and are being developed as part of a minor pathway.

Case study - problem solving:
4th year Chemistry students, "we flip lectures so they have open ended problems such as 'electric vehicles are green, discuss'. Students have to metrosize the problem, look at a series of papers from Green Chemistry and have a debate on the case studies. The exam is a critical appraisal of some papers."

Opportunities

Multi-disciplinary teaching should be supported and encouraged wherever possible. Multi-disciplinary teaching staff should contribute to teaching resources and delivery.

There is an underused opportunity to use the University itself as a 'laboratory' to help students (and staff) to engage with what is going on. Examining the organisation and how it's evolving, such as energy exchange etc. is an ideal case study for teaching that can provide students with the tools to move from concepts to implementation.

There have been some examples of final year projects being carried out with Corporate Services staff such as Maths students calculating the carbon footprint of the University's procurement. This work could be formalised to enhance project opportunities for students and also provide added value for the University.

Available documents

- Learning and Teaching strategy (2011-15)

Case study

The University of Leeds was in a similar situation three years ago. They have addressed the need to be able to offer these courses more widely and ESD is now in the Leeds curriculum as one of their 10 discovery themes (creating sustainable futures). Any student can pick any of the modules within the theme – to date 13,000 have taken at least one ESD module (year on year increase).

4. Form a Sustainability Research Network

Leicester has some strong sustainability-related research, such as the renowned Air Quality Group and the Anthropocene Working Group, but it is quite disparate as there is no current network and there is no formal encouragement for academics to develop new projects in this area. In order to capitalise on the excellent sustainability-related research that is already being carried out at Leicester we need to make sustainability a central research theme across the University.

We currently lack the ability to respond to large funding offers and need to be proactive not reactive if we are to compete, i.e. have working groups and project ideas already worked up rather than responding to funding calls and not being ready on time. The group set up to bid for the Leverhulme grant was a good example of reaction rather than building on a beacon of excellence.

The Head of Sustainability will identify and manage significant bids and lead a sustainability core research group. Sustainability is one of the few subjects that are truly multi-disciplinary and, as few institutions are leading on this, there is currently not much competition nationally. However, that will change soon as awareness of the opportunities increases.

Sustainability is on the international research agendas so should provide more funding opportunities, such as EU funding from 2020 on water and food security. Funding bodies often now require a sustainable element to funding proposals. Therefore, there is a large potential for grant funding especially if we use the University as a template for the wider community (including local authorities, SMEs etc.). ECIF funding exists on decarbonisation/low carbon and is currently underutilised as people don't know how to interface that agenda so come up with standard solutions such as insulating houses etc. Can we come up with better solutions?

However, to be successful, we need to facilitate this work by channelling academics' existing energy rather than adding to their workload. Sustainability should be part of all new innovations if they are to succeed in the changing economic climate.

Proposal

Starting with the Leverhulme working group members, we will establish an informal research network to identify research and funding opportunities. Through the Teaching & Research Coordinators and this group, an audit needs to be carried out to establish a complete database of sustainability-related research within the University.

Long term this network will aspire to become a research institute.

Case study - The Anthropocene Working Group

The 'Anthropocene' denotes the present time interval, in which many geologically significant conditions and processes are profoundly altered by human activities. The International Commission on Stratigraphy's (ICS) Anthropocene Working Group is chaired by Leicester's Prof Jan Zalasiewicz and consists of a disparate group of 37 experts from around the world (including geologists, climate scientists, ecologists and a lawyer) to debate on whether it is time to call an end to the current epoch we live in, the Holocene, and declare a new time period: one defined by humanity's imprint on the planet?

5. Student-led sustainability

The Environment Team have already built a very successful, nationally recognised student volunteering scheme that led to the creation of the Environmental Action Society and the Student Sustainability Working Group (SSWG) to allow students to lead on the area, supported by the Team. Most of our activities are HEAR accredited and we work in partnership with the Career Development Service and Students' Union.

Student Sustainability Working Group (SSWG)

This group is comprised of interested parties from the Environmental Action Society, Hungry For Change, Young Greens Society and any other student society interested in environmental issues. This will be chaired by a member of the Student Council and recorded by the Environment Team Intern. The aim of this group is to enhance the student experience by creating a 'work-type meeting' where students will be able to follow an agenda, support each other's events and meet project deadlines. They will also be the first line of evaluation for the SEED Fund, and will feedback opinions on pitched projects.

HEAR activities

Student Sustainability Project Officers

Project Officers lead whole or the majority of sustainability-related projects. These are student-led but are supported by the Students' Union and the Sustainability Team. Project Officers will receive special training and develop their project and people management skills alongside: communication, planning and organisation and problem solving and decision making. Funding for projects is available through the SEED Fund.

Sustainability Enterprise & Environmental Development (SEED) Fund

The SEED Fund is a joint University and Students' Union concept to support staff and student project ideas that will be launched in 2015/16. The £5,000 total funding is supplied in 3 categories, which include:

- Hungry for Change food growing
- Environment, social and ethical responsibility
- Carbon & Energy reduction

The SEED Fund

Let your ideas grow

Each category has a separate allowance but allows for a vast range of sustainability proposals. This offers students the chance to gain essential transferable skills. Guided by the Sustainability Team, applicants will be asked to fill in proposals and complete a presentation to the SSWG who will assist the team in determining the project's suitability. Project management training will be provided to successful applicants. The focus is on enabling a wide variety of people to become more involved in the sustainability practices within the University and work with us to instigate positive change.

Students who undertake a project voluntarily will receive recognition from the Higher Education Achievement Record (HEAR).

Sustainable Development Programme

This HEAR programme requires students to complete 25 hours of sustainability related volunteering*. This can include:

- Environmental Action Society
- Hungry for Change
- Environment Team volunteering
- Go Green Week*
- Student Sustainability Working Group.

RECOGNISED ON YOUR HEAR Higher Education Achievement Report

They must also attend at least one of the following training sessions:

- A Sustainable Futures module

- Specific lectures offered by SOCIAL IMPACT TEAM affiliates (e.g. Geography)
- Hungry for Change horticultural training
- Specific project management training
- A 2 day weekend workshop*

Leicester Award – Sustainability Activity

The Sustainability Activity stream of the Leicester Award has been active for 6 years and complements our volunteering scheme. Students learn about sustainability issues and, supported by the Team, project manage 'Go Green Week' in February on a theme of their choosing to engage their peers with this topic. Students must complete the activities above marked * to qualify for the Leicester Award.

Currently available documents

- SSWG TORs 2015/16
- HEAR Activity Approval Documents

6. Staff engagement

Staff are the University's biggest and most valuable resource so we should make more of their knowledge and skills to embed sustainability within the organisation and expand our opportunities to students.

Until recently, sustainability has been something the staff have had done to them – they have had their office bins and printers removed and even their parking restricted. This has led to negative connotations about environmental sustainability and a belief that is 'their' problem (i.e. Estates). This needs to be addressed by recognising and communicating that staff should be part of the solution and asking them for their ideas to maximise buy in.

Influencing staff behaviours is one of the most cost effective ways to achieve most of our sustainability goals, particularly the 60% carbon reduction. The Carbon Trust report that an investment of between 1-2% of energy spend in an effective employee engagement campaign can save up to 10% on energy costs. At Leicester this translates to a £311,000 potential return on a £30,000 investment.

Staff Wellbeing

Research by the Department for Environment, Food and Rural Affairs (Defra) provides a wealth of evidence on how access to green spaces contributes to physical and mental health, and social cohesion. Research has also found that being outdoors and relating to nature could be a path to human happiness and environmental sustainability (Zelenski & Nisbet, 2014). The health benefits of being outdoors are well documented, particularly in winter months when seasonal affective disorder is common.

The Office for National Statistics' broader concept of wellbeing, which is based on the public's views, demonstrates that there are strong links between healthy lifestyles and sustainable lifestyles, such as eating more vegetables and less meat (as promoted by the Hungry for Change project) and sustainable travel behaviours (as promoted by the Travel Plan) that can improve fitness, reduce stress, reduce traffic and improve air quality. The University has many opportunities for staff to relate to nature on our sites but these are not well advertised or utilised. Making more of our own facilities, such as the Botanic Garden, could engage staff in the sustainability agenda without it feeling onerous or divisive.

The Team will offer a range of events and opportunities for staff each year including:

- Involving staff in the Swift box project, e.g. monitoring the boxes on the webcams, studying egg success rate or feeding
- Biodiversity talks and tours
- Hungry for Change – food growing talks, volunteering opportunities and apiary
- Providing more facilities for outdoor eating – ideally weatherproof

Leicester staff are suffering with 'initiative overload' so the approach should be integrated. To maximise engagement we need a multi-level approach combining strong leadership, cross campus education and collaborations (provided by the Team) and 'bottom up' opportunities where staff are able to access and Social Impact Team ideas to embed sustainability within their work from using less carbon to providing teaching opportunities.

The current Environmental Coordinator Network (ECN) is made up of a voluntary group of staff members from various departments who are enlisted to help encourage sustainable practice in the University. However, the ECN is currently out of date and underused and most Coordinators are inactive due to pressure of work and lack of support, so it would benefit from being refreshed.

The network will be rebranded and relaunched in 2015/16 as the Positive Impact Network. The aim is for it to be included in their workload model (5%), rather than as a voluntary addition, as has been successful in other universities (e.g. Leeds). A mechanism for delivering this is STEP:

Staff Enabling Position (STEP)

Currently, a number of roles within the University are performed in addition to staff's regular job roles; these include assisting the University with areas such as Health and Safety, Communication and Corporate Social Responsibility. Although this work is vital to many day to day operations it relies on enthusiastic staff making time to perform it, often unpaid and unrecognised, which means that it can be quite ad hoc and sporadic.

Proposal

The Staff Enabling Position (STEP) will formalise this work by allowing staff to devote 5% of their job summary form (approx. 1 day/month) to one of the listed positions and to receive training and recognition for this work as part of their role.

These roles include:

- IT Coordinator
- Health and Safety Representative
- Communications Champion
- Environmental Coordinator
- Impact Coordinator
- Trades Union Campaigner
- Community Engagement Coordinator

This proposal links with the **University's Strategic Plan**, which commits to '*developing talent in people'* – STEP allows staff to develop their own skills in a particular area of interest outside of their day to day role. It also enables the University to '*celebrate and reward success'* as it will acknowledge the hard work and additional contribution that many staff currently make but that currently goes unrecognised.

STEP will also provide a formal path for staff to get involved with PROUD by encouraging staff to expand their outreach work.

STEP in operation

- The STEP roles will be advertised to all staff. The coordinating department will specify the number and details of all vacancies.
- Staff will be able to apply for one of the STEP roles and, if successful, it will be included in their next appraisal.
- STEP employees will be allocated a STEP Coordinator to whom they will report.
- A written report and the STEP awards will take place at the end of each academic year to acknowledge the contribution made to the University by these employees.

STEP outcomes

STEP would be a huge benefit to not only the University's culture and community, but also to the ongoing success of the institution. This collegial and collaborative approach is entirely in tune with the University's values and allows for the nurturing of innovative ways of working, which would back up our position that we work better when we work together. The STEP programme would help the University to improve support and quality of employment for its staff and to create more effective and efficient internal systems as we enter a challenging period for the sector. The link with the PROUD programme would ensure that we become an exemplar for taking social responsibility seriously and make a significant contribution to local and regional communities.

7. Biodiversity

Biodiversity (biological diversity) refers to the natural environment and wildlife that exists in and around University land. The University's current approach to biodiversity is characterised by good intentions but lacking in an overarching strategy. Evidence of biodiversity should be visible and frequent throughout University property. 'At risk' animals and plants should be safeguarded and aesthetics should not unduly compromise what's best for nature and wildlife. Projects should be publicised widely, which may open opportunities for student and staff engagement and support.

Sites of interest with high plant/animal life:

- Blackthorn Manor
- Botanic Gardens
- Attenborough Arboretum

Other areas with potential for biodiversity development:

- Brookfield
- Stoughton Road Playing Fields
- Main Campus

Communication and education

Academic institutions are encouraged to educate staff and students on the topic of sustainability and so it is important to explain to students and staff the value of attracting wildlife onto University land. A diverse range of habitats, not only offer a valuable educational resource, but also benefit our mental and physical health. By communicating what actions we take regarding biodiversity, we can both teach and attract positive publicity for special work that is undertaken.

Student and staff engagement

We should capitalise on the established public love of certain wildlife in order to encourage people to become involved in projects and volunteering. There should be an encouragement to observe wildlife and include University land in academic research e.g. the Swift Box Project, as well as introducing a pathway in which people can pitch their own ideas and projects (SEED Fund).

External engagement

There is currently much external engagement in this area as the Biodiversity Working Group are involved with Leicester City Council's Leicester Biodiversity Strategy as well as the community work of the Botanic Gardens. However, there is much scope to expand this and to contribute further to the University's CSR commitments.

Habitat creation and management

The conservation and creation of habitats within an urban environment is arguably more important than rural areas due to the effects of pollution and disproportionate allocation of social space. The ownership of our current property keeps doors open for student experience opportunities, whilst the creation of new habitats demonstrates an active attempt to contribute to reducing our carbon footprint

Future developments

The University's green land is mainly the periphery of our campuses, therefore, the University's goals for the future revitalisation and expansion of central campus should include a biodiversity strategy so that wildlife can be included and enjoyed at its very centre. As the most visual and eye-catching form of sustainability, biodiversity projects have the potential to publicise our commitment to sustainability on a much grander scale.

Currently available documents

- Biodiversity Policy – January 2013
- Ecological Audit – 2010/11

8. Procurement

In the last 18 months the University's Procurement function has been transformed with a new (Sustainable) Procurement Strategy being launched, along with new Procurement Policies (including for Sustainable Procurement) and a new set of Procurement (Financial) Regulations. These are supported by new procurement templates, guidance and training that prompt consideration and highlight the virtues of, sustainable procurement.

The Public Services (Social Value) Act 2012 states that service contracts above the EU threshold must consider the triple bottom line (Social, Economic and Environment) via an audit trail. There is a need to define 'social value' in terms of priority for the University (i.e. Fairtrade, low carbon, promoting SMEs etc.). These issues can conflict (e.g. Fairtrade goods are often not low carbon as they are sourced from further afield) so a clear set of priorities is required, so defining 'social value' for the University.

Electronics Watch

The University has recently signed up as a founding member of Electronics Watch, which are a consortium of public sector buyers, who combine strength to monitor and remedy violations in ICT supply chains effectively and cost-efficiently and thus improve working conditions in the global electronics industry

Flexible Framework

The University' sustainable procurement Policy approach and achievements is to be measured using DEFRA's Flexible Framework. Best practice (our goal) is to attain Level 4.

Residences & Catering

RACS have a Sustainable Procurement Policy, plans and measures document which is used to guide their procurement activity (and is reflected within the wider Sustainable Procurement Policy noted in the section above. This policy is reviewed annually by Executive Head Chef and the Catering Manager. Some key successes that should be publicised are:

- The University has a Fairtrade accreditation and offers a wide range of products in halls and catering outlets around campus. There is a steering group that meet once a term to plan future events and campaigns.
- 100% of fresh fish is purchased from Marine Stewardship Council (https://www.msc.org/) approved suppliers.
- All fresh meat and poultry is Red Tractor Assured or equivalent
- All fruit and vegetables are Red Tractor Assured or equivalent and if from the UK should be Grade 1 or 2 (where Grade 2 relates only to appearance) and seasonal
- All milk is Red Tractor Assured or equivalent as minimum. 65% of the cheese purchased is made from British milk
- All fresh eggs and all egg products are free range and where British eggs are used they must carry the Lion Mark
- To reduce waste the 'Delivered Service' uses reusable platters, and disposable cutlery has been removed where use is non-essential
- Water used for meeting rooms on Main Campus is bottled at the University's bottling plant using reusable glass bottles. Water provided for meetings at Oadby Campus is iced tap water.

Currently available documents

- Procurement Strategy to 2017
- Sustainable Procurement (including Equality) Guidance
- RACS Sustainable Food Policy 2011

9. Corporate Social Responsibility

Corporate Social Responsibility (CSR) can be viewed as an umbrella term under which sustainability is one aspect. Traditionally, CSR refers to businesses' responsibility to act ethically and consider their impacts on the community at large, and does not necessarily encompass sustainability. Sustainability on the other hand is concerned with preserving resources and operating in a way that is conducive to long-term trading.

PROUD Themes

- Promoting health and wellbeing
- Restoring our environment
- Opening access to culture and heritage
- Upskilling for the 21st century
- Developing children and young people

Both CSR and sustainability understand that the context, community and environment in which a business operates are integral to that business' success. Sustainability, then, goes one step further by taking into account the needs of the future generations. Thus, CSR looks backwards at performance, typically over the last 12 months, while sustainability – although increasingly featured in dedicated reports also – has a more prominent forward-facing focus, with targets to secure the future.

In practice, CSR is embedded in the organisation's mission/vision: who it is, what it wants to represent and achieve. Sustainability, meanwhile, is in the day-to-day operations of that company, for example in how it uses energy. Some universities have incorporated the CSR and Sustainability agendas with great success (such as Manchester and Leeds) and there is scope within the proposed Sustainability Strategy to do the same, particularly as current work already involves a lot of community engagement and outreach work.

The CSR Strategy has been entitled **"Proud of our Leicester"**. On the surface this is limited as only Restoring our environment appears to be relevant to Sustainability, however, almost all elements of PROUD are relevant to Sustainability as our joint aims are to make a big difference using our knowledge and expertise and to give back to the communities that we serve, particularly as a Higher Education institution at the epicentre of some great work.

Actively becoming a good neighbour involves taking the ethos of sustainability beyond the campus to the wider world; from our suppliers to the communities we work with across Leicester. We can also continue to make sure that our campus is a welcoming place to be – somewhere that the local community and visitors to Leicester can visit, get involved with and explore.

Community Outreach

The Environment Team have run a successful volunteering programme since 2007. Today with over 1,000 students signed up clocking up over 2,000 hours in 2013/14 alone (20% of all volunteering conducted by Leicester students), its exponential growth has been nationally recognised as inspirational for other institutions. The volunteering programme has been a catalyst for change, providing support and motivation for students to participate in sustainability initiatives around the University and locality.

Community-related volunteer activities have included:

- Maintaining the Blackthorn Manor wildlife area
- 253 primary school pupils educated on carbon footprints
- Working on the Saffron Acres Allotment project
- Delivering the Hungry for Change food growing project
- Big Tidy up and Tree Planting on Victoria Park
- Clearing the University Road Cemetery
- Canoe litter picking with the Leicester Outdoor Pursuits Centre
- Environmental Education at the Summer Sundae music festival

Complete when CSR strategy is released

10. Enterprise

Opportunities for collaboration exist within the forthcoming Leicester Innovation Team. Current plans are to submit three Outline Applications (Leicester, Cambridge and Birmingham) to secure grant funding from the current ERDF call (range £0.5m to £1m grant per application). Under which environmental impact is a key theme that Leicester could be successful in if the Innovation and Sustainability Teams are approved and work in tandem.

The EDRF funding could be used to part fund (50%) the Sustainable Projects Officer post for 2.5 years who in turn would provide:

- A map of volunteering and project opportunities
- Assistance with students for the Volunteering and Graduate placement delivery strands

The SEED fund could also be enhanced by this fund to enhance project (and CSR) opportunities by seeking sustainability problems from local businesses. £5k of grant money has been identified in 2017 and 2018 (total £10k) to incentivise students to engage on projects with qualifying SMEs.

There is also scope to widen the training opportunities offered to student volunteers to community volunteers using ESF funding. Training could include generic project management skills as well as specialist skills for specific target markets. This is an exciting opportunity as Leicester could develop these as both face to face and online courses, thereby maximising the business potential. If this was developed by 2017, we believe that we would be the first to market in this developing area.

11. Required resources

The full financial cost of this proposal is shown in Appendix B. However, funds have already been allocated within Estates for several posts (although some are vacant).

It is proposed that the Sustainable Education and Research Coordinators roles be incorporated into existing roles with no requirement to backfill as this will form part of their teaching or research work. Most other posts will commence at the end of 2015/16.

Table 3. Proposed costs of establishing SOCIAL IMPACT TEAM

	2015/16	**2016/17**	**2017/18**
Staff			
Head of Sustainability (9) (from 3/15)	£24,530	£64,969	£68,323
Environment Manager (8) (from 3/15)	£17,088	£53,921	£54,999
Sustainability Manager (8)	£51,264	£52,289	£53,335
Sustainable Projects Officer (6)	£19,979	£34,304	£48,934
Sustainability Intern (2)	£17,381	£17,728	£18,083
Biodiversity Officer (5) (0.6)			£15,906
Operating budget	£10,000	£10,000	£10,000
SEED fund	£2,000	£2,000	£2,000
Course development		£5,000	£5,000
Potential savings/income			
ESS funding (0.5FTE Grade 8 post)		-£26,460	-£27,499
EMS Savings (ave reports are 8 x implementation cost. Assumed 3 x due to existing work in this area)			-£14,000
Behaviour change programme (3% electricity costs)			-£86,568
Research funding			TBC
SOFT (0.01% total University research income)			-£5,000
Total	£142,242	£240,211	£276,580
Allocated in existing Estates budget	**£148,683**	**£151,657**	**£154,690**
less income		**-£26,460**	**-£133,067**
Required funding	**-£6,442**	**£62,094**	**-£11,177**

Delivery priorities

2015/16

	2015			2016								
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Strategy consultation												
Launch SEED fund												
Strategy approved												
JSFs and funding approved												
Move Sustainability to wider Professional Services												
Env Coordinator network relaunched												
SOCIAL IMPACT TEAM website developed												
Create a Social Value order of procurement priorities												
Align the Sustainability and CSR strategies												
Head of Sustainability appointed												
Sustainability minor pathway developed												
Develop a Biodiversity Action Plan												
Develop outdoor engagement areas												
Sustainability Research Network formed												
Research and Learning Coordinators identified												
Produce a map of volunteering and project opportunities												
Identify students for the Volunteering and Graduate placement EDRF project												
Environmental Manager appointed												
EMS baseline audit												

2016/17

	2016			2017								
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
ESD Audit												
Research audit												
SEED fund expanded to include SMEs												
Databases created												
Behaviour change programme												

Appendices

A. Sustainability Strategy Objectives 2016-21

SOCIAL IMPACT TEAM set up

	Objective	Responsibility	Resources required	Timescale
1.1	Establish Sustainability Steering Group (from EMWG)	Director of Estates		Dec 2015
1.2	Recruit Head of Sustainability	?	Funding approval	Jan 2016
1.3	Extend Communications & Events Intern's contract		Funding approval	Feb 2016
1.4	Identify space requirements			Mar 2016
1.5	Recruit Environment Manager	Head of Sustainability	Funding approval	Mar 2016
1.6	Recruit Sustainability Manager	Head of Estates	Funding approval	Jan 2016
1.7	Recruit Sustainability Teaching and Research Coordinators	Head of Sustainability	Funding approval	Apr 2016
1.8	Recruit Sustainability Teaching & Research Fellows	Head of Sustainability	Funding approval	Jul 2016

Estates Operations

	Objective	Responsibility	Resources required	Timescale
	Estates General			
2.1	Provide an advisory service for calculating and reducing the sustainability impact (footprint) of research, conferences etc.	Environment Manager	Carbon & Energy Officer	2016/17
2.2	Develop the Sustainable Offset Project Treasury (SOFT)	Sustainability Manager	Carbon & Energy Officer	2016/17
	Carbon & Energy			
2.3	Educate staff on the proportion of energy that Estates control and that that they control	Carbon & Energy Manager	Behaviour change programme	2016/17
2.4	Develop and refurbish the University's estate to minimise additional carbon costs	Director of Estates		On going
2.5	Continue to reduce carbon footprint of waste	Environment Manager		On going
2.6	Energy strategy approved	Carbon & Energy Manager		Jan 2016
	Waste			
2.7	Achieve 50% on-site segregation of waste for recycling (by weight) by 2020	Environment Manager		2020
2.8	Achieve 95% diversion from landfill (by weight) by 2020	Environment Manager		2020
2.9	Annual 1% decrease in waste figures per m^2	Environment Manager		Annual
	Travel			
2.10	2015-20 Travel Plan targets achieved	Environment Manager		Annual

2.11	Capture commuter and business travel data for carbon footprinting purposes	Environment Manager	Establish a scope 3 group with Finance	On going
	Water			
2.12	2% reduction annually to 2020	Carbon & Energy Manager		2020
	Estates General			
2.13	Provide an advisory service for calculating and reducing the sustainability impact (footprint) of research, conferences etc.	Environment Manager	Carbon & Energy Officer	2016/17
2.14	Develop the Sustainable Offset Project Treasury (SOFT)	Sustainability Manager	Carbon & Energy Officer	2016/17

Education for Sustainable Development

	Objective	Responsibility	Resources required	Timescale
3.1	Project to capture current sustainability teaching across the University	ESD Forum	Sustainable Teaching and Research Coordinators and Fellows	2016/17
3.2	Ensure that ESD related modules are available through the pathways project to non-science students	ESD Forum		
3.3	Reinstate the Sustainable Futures online course and investigate opportunities for further interdisciplinary (and inter-organisational) MOOCs.	ESD Forum	£3,000	Annually

Sustainability Research

	Objective	Responsibility	Resources required	Timescale
4.1	Review and record the current sustainability-related research at the University	Head of Sustainability	Sustainable Teaching and Research Coordinators and Fellows	2016/17
4.2	Establish a Sustainable Research Network	Head of Sustainability		2016/17
4.3	Pursue funding opportunities for research in environmental and sustainability themes	Head of Sustainability		On going

Student engagement

	Objective	Responsibility	Resources required	Timescale
5.1	Continue to support the work of the Student Sustainability Working Group	Sustainability Manager		On going
5.2	Continued provision of regular volunteering opportunities	Sustainability Manager		On going
5.3	Establish and promote the SEED fund	Sustainability Manager		Nov 2015

Staff engagement

	Objective	Responsibility	Resources required	Timescale
6.1	Rebrand and relaunch the Environmental Coordinator network	Sustainability Manager		Nov 2015
6.2	Develop and promote an annual plan of engagement opportunities for staff	Sustainability Manager		Dec 2015
6.3	Procure a Behaviour Change consultant to design a comprehensive programme	Sustainability Manager	£30,000	Summer 2016
6.4	Develop outdoor engagement areas on all University sites, e.g. eating areas & information signs	Sustainability Manager		On going
6.5	Maintain and enhance Environment Team web presence	Sustainability Manager		On going

Biodiversity

	Objective	Responsibility	Resources required	Timescale
7.1	Expand and enhance the Biodiversity Working Group	Biodiversity Working Group		Jan 2016
7.2	Develop and implement a Biodiversity Action Plan	Biodiversity Working Group		Spring 2016
7.3	Employ a Biodiversity Officer	Director of Estates		Jun 2016
7.4	Develop an Estates Strategy for biodiversity projects	Director of Estates		Aug 2016

Procurement

	Objective	Responsibility	Resources required	Timescale
8.1	Create a Social Value order of priorities	TBC		2015/16
8.2	Include sustainable food performance measures within procurement performance reporting	Head of Procurement		2015/16
8.3	Achieve Flexible Framework level 4	Head of Procurement		2016/17
8.4	No. of University students recruited as interns with University suppliers	Head of Procurement		Annual
8.5	Spend with regionally based SME suppliers	Head of Procurement		Annual

Corporate Social Responsibility

	Objective	Responsibility	Resources required	Timescale
9.1	Align the Sustainability and CSR strategies	Sustainability Manager		Nov 2015
9.2	The University to become a Living Wage employer (including suppliers and Unitemps)	ULT		End 2015/16
9.3	Promote the concept of Sustainable Graduates	Sustainability Manager		On going
9.4	Create a database of CSR opportunities that currently exist			2015/16

Enterprise and Development

	Objective	Responsibility	Resources required	Timescale
10.1	Produce a map of volunteering and project opportunities	Sustainability Manager	EDRF Funding (0.5 FTE)	2016
10.2	Identify students for the Volunteering and Graduate placement EDRF project	Sustainability Manager	EDRF Funding (0.5 FTE)	Spring 2016
10.3	Expand the SEED fund to include SME project opportunities	Sustainability Manager	EDRF Funding (£5000)	2016/17

B. Sustainability Steering Group Terms of Reference

1. Terms of Reference

a. To formulate and review annually the Sustainability Strategy and Sustainable Procurement and Carbon Management policies;

b. To be the reporting line for the sustainability working groups:

   i. Biodiversity
   ii. CSR?
   iii. ESD Forum
   iv. Estates Operational Management Team
   v. Sustainability Coordinators Network
   vi. Sustainable Research Network
   vii. Sustainable Students

c. To consider and recommend changes to sustainability-related policy and practice;

d. To consider and promote sustainability improvements to the University's operations;

e. To set and monitor appropriate targets for sustainability performance.

f. Reports to ???

g. The Group will meet a minimum of once per academic term.

2. Constitution

Chair
Head of Sustainability
Director of Estates
Carbon & Energy Manager
Residential & Commercial Services representative
SU (Students)
SU (Business)
Career Development Service representative
Biodiversity Working Group Chair
Sustainability Officer
Head of Procurement
Deputy Director of IT
Deputy Director of Finance
Sustainability Teaching & Research Coordinator (College of Social Sciences, Arts and Humanities)
Sustainability Teaching & Research Coordinator (College of Science & Engineering)
Sustainability Teaching & Research Coordinator (College of Medicine, Biological Sciences & Psychology)

C. Sustainability Structures at other Universities

University of Edinburgh

Within the Corporate Services Group there is a Social Responsibility and Sustainability Department.

Sustainability staff:

- Director of Social Responsibility and Sustainability
- Climate Policy Manager
- Office Manager/PA to Director & Head of Programmes
- Sustainability Adviser
- Committees and Governance Officer

Programmes

- Head of SRS Programmes
- Programmes
- Programme Manager
- Programme Facilitator
- Programme Facilitator Labs

Communications

- Communications Manager
- Communications Facilitator
- Website Technical Facilitator
- Communications Officer

Engagement

- Engagement Manager
- Projects Coordinators x 5

Research & Policy Manager

University of Leeds

Sustainability Service within the Facilities Directorate:

- Sustainability Manager – social impact
- Sustainability Manager – environmental impacts and sustainable purchasing
- Sustainability Projects Assistant
- PA/Research and Communications Assistant
- Communications and Engagement
- Community and Housing Policy Officer
- Sustainability Projects Officer
- Sustainability Projects Co-ordinator
- Sustainability Intern
- Carbon Management Intern
- UTravelActive Intern
- PT Student Sustainability Architects x 4

University of Manchester

Sustainability staff:

- Associate Vice-President for Social Responsibility
- Academic Lead for Environmental Sustainability
- Head of Environmental Sustainability
- Environmental Sustainability Manager
- Sustainable Travel Planner
- Environmental Sustainability Project Officer
- Environmental Coordinator for the Directorate of the Student Experience
- Environmental Sustainability Assistant

Loughborough University

6 staff split across 2 departments within Corporate Services

Sustainability Team

- Sustainability Manager
- Environmental Manager
- Sustainable Travel Officer
- Environmental Manager Assistant

Facilities Management

- Energy Manager
- Energy Technician

KTH University (Sweden)

KTH's environmental group is placed under University Administration within the Department of Building and the Environment.

KTH's work with the environmental and sustainability is divided into two parts: KTH-Sustainability and Sustainable Campus. KTH-Sustainability focuses on the integration of environment and sustainable development in education, research and collaboration. Sustainable Campus is responsible for KTH's environmental management system and environmental issues surrounding the campus.

Sustainable Campus

KTH's work with the environmental management system is led by the Environmental Manager. In addition, each school and the university administration have designated environmental representatives.

KTH-Sustainability

KTH-Sustainability is a project running up to 2015 focusing on the integration of environment and sustainable development in education, research and collaboration. The project is led by the Vice President for Sustainable Development. The project's steering group, KTH-Sustainability council, involves faulty representatives appointed by the Faculty Council, student and PhD student representatives appointed by the student union (THS), the environmental manager and KTH-Sustainability's project leader.

D. Sustainability Leadership at Leicester

Current sustainability leadership

Responsibility	Strategic lead	Operational lead
Carbon & Energy	Carbon & Energy Manager	Maintenance Technicians
Waste (Academic)		Portering & Cleaning Services Manager
Sustainable Construction	Director of Estates	Assistant Director of Estates
Waste (RACs)	Director of RACs	Catering Manager
Travel	Environmental Sustainability Officer	Environmental Sustainability Officer
Student engagement	Environmental Sustainability Officer	Communication and Events Intern
Staff engagement	Environmental Sustainability Officer	Sustainable Projects Officer (PT)
Water	n/a	Carbon and Energy Manager
Biodiversity	Biodiversity Working Group	Sustainable Projects Officer (PT)/ Gardens Manager
Sustainable Procurement	Deputy Director of Finance	Head of Procurement
Sustainable Catering	Director of RACS	Catering Manager
ESD	n/a	ESD Forum
Research	n/a	

Proposed Sustainability leadership under SOCIAL IMPACT TEAM

The proposed new structure will streamline leadership and create clear direction for all sustainability-related work streams.

Responsibility	Strategic lead	Operational lead
Carbon & Energy	Director of Estates	Carbon & Energy Manager
Sustainable Construction	Director of Estates	Environment Manager
Waste (Academic)	Head of Sustainability	Portering & Cleaning Services Manager
Travel	Head of Sustainability	Environment Manager
Water	Head of Sustainability	Portering & Cleaning Services Manager
Biodiversity	Head of Sustainability	Gardens Manager/Environment Manager
Student engagement	Head of Sustainability	Sustainability Manager
Staff engagement	Head of Sustainability	Sustainability Manager
ESD	Head of Sustainability	Sustainability Education Manager
Research	Head of Sustainability	Sustainable Research Manager
Sustainable Procurement	Deputy Director of Finance	Head of Procurement
Corporate Social Responsibility	Director of Student Experience?	Sustainability Manager
Sustainable Catering	Director of RACS	Catering Manager
Waste (RACs)	Director of RACs	Catering Manager

E. Existing research examples

Almost a third of impact case studies submitted to REF 2014 include some aspect of sustainability, which demonstrates that there is a large amount of research at Leicester already making a positive global impact in sustainability.

Research directly related to sustainability

College	Lead researcher	Subject	Department
Medicine, Biological Sciences & Psychology	Prof David Harper	Restoring the ecosystem services of Lake Naivasha (Kenya) for globally important exports, unique biodiversity and 3/4 million people	Biological Science
	Dr Eamon Mallon	Genes and the bumblebee 'battle of the sexes'	Biological Science
Science & Engineering	Prof Paul Monks	Air Quality Group	Cross-dept
	Prof John Remedios	Evidencing, informing and applying satellite-based information on sea surface temperature change for climate	Physics and Astronomy
	Dr Jan Zalasiewicz and Dr Mark Williams	Anthropocene	Geology
	Prof Sue Page	Preserving carbon-rich tropical peatlands and forests for societal benefit	Geography
	Dr Peter Kraftl	Helping planning professionals design buildings, communities and urban areas which fulfil community needs	Geography
	Dr Upton	Delivering sustainability: natural resource management for social and ecological benefit	Geography
	Dr Martin Phillips	A series of projects funded by the AHRC's Connected Communities Programme.	Geography
	Dr Paul Lefley	Variwave: Safeguarding Air Quality by Radically Improving the Efficiency of Industrial Air Cleaners.	Engineering
	Prof Andrew Abbott	Leaner, Greener Material Processing using Ionic Liquids	Chemistry
	Prof Paul Monks	IRSA	Chemistry
	Prof Andrew Abbott	Applications for waste materials	Centre for Green Chemistry
Social Sciences, Arts and Humanities	Prof Stephen Hall	More accurate economic forecasting for management of the world economy	Economics

Research indirectly related to sustainability

College	Lead researcher	Subject	Department
Medicine, Biological Sciences & Psychology	Dr Ian Barber, Dr Sarah Butcher	Effects of flow regime on nest building behaviour of three-spined sticklebacks	Department of Neuroscience, Psychology and Behaviour
	Dr Richard Gornall	Taxonomic and evolutionary studies in flowering plants; special interest in the Saxifragaceae; population genetics and molecular ecology of aquatic plants	Genetics
Science & Engineering	Prof Alexander Gorban and Dr Ivan Tyukin	Efficient planning of healthcare for people living in Russia's Far North	Mathematics
	Dr Devine	Variwave: Safeguarding Air Quality by Radically Improving the Efficiency of Industrial Air Cleaners.	Engineering
	Dr Peter Kraftl	Helping planning professionals design buildings, communities and urban areas which fulfil community needs	Geography
	Dr Rebecca Madgin	Valuing Urban Heritage: policy and practice	History
Social Sciences, Arts and Humanities	Dr Leah Bassel	Leicester Migration Network	Sociology
	Dr Bob Carter	Post Humanism	Sociology
	Dr John Williams	DICE (diversity, in-migration and social change)	Sociology
	Prof David Siveter	Fossils with "Outstanding Universal Value", and public engagement with the history of life	Geology
	Prof David Mattingly	Libyan Desert Archaeological Heritage: Research helps to shape governmental policy and preserve cultural heritage	Archaeology

F. Example ESD-related activities

College of Medicine, Biological Sciences & Psychology

Title	Course	Department	Course Leader
Health Enhancement Programme		School of Medicine	Jonathan Hales
The Sustainability Game		School of Medicine	TBC
Practical Wildlife Conservation		Biological Sciences	Dr R Hammond
Environmental Sustainability		Medicine and Biosciences	TBC

College of Science & Engineering

Title	Course	Department	Course Leader
Sustainable Futures Module	Campus based modules Online Modules	Centre of Interdisciplinary Science	TBC
Sustainable Livelihoods	iScience B.Sc degree	Centre for Interdisciplinary Science	David Harper
Environmental & Ecological Management	Assessment Masters	Geography	Sue Page
Environmental nature & society modules	A/ semester 1 B/semester 2	Geography	Sue Page Dr Berrio
MSc Environmental Informatics (RICS Accredited)	Undergrad course	Geography	Nick Tate
Sustainable Management of Natural Resources	MSc	Geography	Caroline Upton
Environmental Economics	Post Grad Course	Geography	Caroline Upton
Sustainability modules	Materials science	Chemistry	Andy Abbott
Green Chemistry	MSc Chemical Research	Chemistry	Andy Abbott/ Prof Eric Hope
Local urban Geology	Undergrad	Geology	Dr. Zalasiewicz
Natural resources and environment	BSc & MGeol Applied and Environmental Geology (1st Year)		Dr. Howell
Paleoclimatoloy	4th Year	Geology	Mark Williams
Paleooceanography	3rd Year	Geology	Dr. Zalasiewicz

College of Social Sciences, Arts and Humanities

Title	Course	Department	Course Leader
Primary, Secondary & A-level Programmes, Teaching Training Sessions and INSET	Education Programmes	Botanic Gardens	Ruth Godfrey
MSc Urban Conservation		School of History	Roey Sweet