

# Go Greener

## College Campaign Pack

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## **1. The strategy – how to green your College**

The 'Go Greener!' campaign's five targets for Colleges can be seen as progressive 'steps' which Colleges must undertake to improve their environmental performance. The targets are institutional in nature, with the aim of embedding environmental considerations into the running of Colleges on a permanent basis, so that these important issues receive the resources and attention they require and deserve. Of course, once these systems are in place, the work really begins in terms of making positive changes, and we will help provide ideas for this, and to facilitate communication between Colleges, as much as we can.

The order in which these steps are tackled is not set in stone – each College will be different in its situation and climate of opinion. It's best to think of this guide as a framework for action within which you can be flexible about who, what, when and how you target. The pervasive goal of raising awareness and changing behaviour is the responsibility of students as much as of College authorities, and must run alongside all other activities.

If you have any further questions or resource needs, please get in touch with the CUSU Green Officers, Dan and Christine [[ethical-chair@cusu.cam.ac.uk](mailto:ethical-chair@cusu.cam.ac.uk)] or Lucy Wheelan, the CUSU Environment Officer [[environment@cusu.cam.ac.uk](mailto:environment@cusu.cam.ac.uk)]. Visit either the general CUSU Ethical Affairs website [[www.green.cusu.cam.ac.uk](http://www.green.cusu.cam.ac.uk)] or the Go Greener website [[www.camgogreener.org.uk](http://www.camgogreener.org.uk)], and please come along to our fortnightly Ethical and Environmental Forum meetings.

### **1. Signing the Cambridge Climate Change Charter**

**What is it?** The Cambridge Climate Change Charter is a voluntary pledge to address climate change by developing plans to reduce greenhouse gas emissions. It has already been signed by Cambridge University, Anglia Ruskin University and a number of other major Cambridge-based organizations. For more information visit the website <http://www.cambridge.gov.uk/ccm/content/policy-and-projects/suscity/cambridge-climate-change-charter.en>. A copy of the Charter is attached to this pack.

**Why should colleges sign it?** The benefits of the Charter are that it encourages Colleges to take a public stance in tackling climate change, and ties them into wider community efforts. Once Colleges have made this statement of principle, it provides a basis on which to apply pressure for them to act on their commitments. While it does not specify targets, and there is no penalty mechanism, it does require 'ambitious targets', the assignment of high level responsibility and an annual report – all of which will help significantly in terms of getting things moving, by reinforcing pressure from Green Officers and students. The targets set out by the Go Greener! campaign (10% over five years, 30% by 2020, 70% by 2050) are realistic targets we would recommend for now.

**How can I get my college to sign?** It should not be difficult to get Colleges to sign this, particularly since the University has ratified it. It might be worthwhile mentioning that various University committees spent a long time going through and changing the wording, so there is nothing very controversial. The Charter is also intended to be displayed publicly, and so may be attractive to colleges who wish to establish their 'green' credentials in the same way that fair-trade status demonstrates ethical commitments. The Charter is a new initiative, and no Colleges were approached prior to the launch (they only approached 'major' organizations), and so none have signed up yet. But a number of Colleges are looking to sign up soon, and we will keep you posted on progress. Once a couple sign up, there should be no reason for others to delay, and inter-collegiate competition always helps.

The Charter will have to be approved by College Councils, or signed by someone at the top – ideally the College head, but the Bursar would probably do – this is up to each College. The best approach may be to discuss the Charter with your Master/Bursar during an initial meeting about

the campaign, to deal with any doubts or questions they may have and try to secure their support. If need be you can then present a short explanatory paper to Council with the document attached (contact us or your JCR for help on composing Council papers).

***2. Establish a committee and policy to manage the college's environmental impact, with cooperation between staff and student representatives***

**Who to approach?** A change like this will ultimately need the approval of the College Council and/or Governing Body, and as such it's a good idea to get to know your student representatives on these bodies.

Things will be much easier if you can get a 'sponsor' of sorts within the College hierarchy. You should sound out key people, particularly the master and first and second bursars. Remember that fellows are an influential part of the College community too, so if you know any who may be interested, or can access to internal mailing lists find out, this will give your efforts a major boost. If you don't know of any keen fellows, ask around, and have a look through fellows' research interests, as there might be obvious people to approach. The same goes for staff and their representatives.

It doesn't matter hugely whether the committee or policy comes first, though it's worth remembering that in terms of actually getting things done, it is the committee which will be able to make changes. It could be the first job of an environmental committee to approve a policy for the College, but on the other hand some Colleges will not set up a committee without a policy acting as an official mandate. Some Colleges have set up Committees without having to pass Council motions, others will insist on jumping through bureaucratic hoops. Just see what your College's position is and take it from there.

**Case Study: Sidney Sussex**

**In 2007 a 'Greening Sidney' group was set up to try and improve the college's environmental impact. This was essentially a group of interested fellows who made efforts to contact and involve student representatives and campaigners too. Fellow-led initiatives can find it easier to access the college administration and carry more weight; the attempt to get fellows and students working together here is one we can all learn from. For more information on the Greening Sidney initiative contact Robert Busch (rh468@medschl.cam.ac.uk)**

**How to start?**

Here is a suggested framework for setting up an environmental committee and policy:

1. Send emails out to student, fellow and staff mailing lists calling on interested people to come to a group meeting to discuss ideas and get the campaign moving. (If you already have a college 'green team' it may be easier to use this structure, but it is still worth doing this to encourage involvement from new people.)
2. As a group, organise activities to put the issue on the student and college agenda (see 'awareness-raising'); this could include a sign-up or friendly petition to demonstrate student support to college.
3. Pass a motion through your JCR/MCR (ideally both) supporting the Go Greener campaign and mandating the exec to lobby for it (a model motion is attached)

4. Arrange meetings between campaign/JCR representatives (ideally including supportive fellows/staff) and key college figures such as the master and bursar, to discuss the ideas with them on an individual basis and get an idea of the college's position. It might be useful to arrange a meeting, or at least to suggest communication, between staff from your College and another where a committee and policy are already established – email us for contact details.
5. Present a paper to College Council or Governing Body with a proposed environmental policy, or a proposal to establish a committee. It will help to draft the policy in as open and consultative a way as possible, and to discuss it with key College figures to ensure their approval (or ideally, active support) is secured before it goes to Council.

### **What to include?**

Colleges will vary in what they want to include in environmental policies, but it is a good idea to push for a reasonable level of detail and specific commitments: vague statements of green principles can easily end up being meaningless. Things to think about might be commitments to recycling, improving energy efficiency in College buildings, minimum requirements for new buildings, supporting green options in the College energy consortium and raising awareness of environmental issues through official college events. It's also important to try and make sure the policy institutionalises a committee or even a dedicated officer, with responsibility for overseeing the finer details on an ongoing basis.

Two model policies are provided in this pack for you to use as you like. You will notice that they differ quite substantially. One is much more detailed, mixing a policy with something more like a plan. The benefit of this is that it makes specific commitments right from the start. The other, shorter policy is almost identical to the University's policy, and to the one Pembroke has approved. It is less specific, but in both bases works well because they have fully functioning environmental committees putting the vague statements into practice through plans and targets. That the University has approved this ought to help persuade Colleges of its reasonableness.

### **Case study: Pembroke**

**Pembroke College established an Environmental Committee last academic year, with all relevant College departments represented – the bursar, catering, housekeeping, student representatives, etc. This set itself a number of targets for the first year, including a 10% reduction in electricity consumption, a 5% reduction in gas, a 20% reduction in paper use, and to buy at least 80% recycled paper. The Committee has approved an environmental policy, undertaken a Carbon Trust energy audit, and has recommended that the College sign the Cambridge Climate Change Charter.**

**If you would more information on what was achieved in the first year the committee has produced an annual report. Please email Dan Chandler (dc388) who was Green Officer at Pembroke while this was going on, and is one of the current CUSU Ethical Affairs Chairs.**

### ***3. Undertake an energy audit to obtain accurate measurements of current emissions, and update this on a regular basis***

This is the logical next step after passing an environmental policy and/or signing the Climate Change Charter, to provide the basis for a concrete carbon reduction strategy. However, it can be pursued as a first step, particularly if the College is cautious, as it requires less commitment from College management than an environmental policy, and can provide data to underpin such a policy (this has been the approach taken by the Greening Sidney group). Although the survey itself is a fairly quick procedure, from beginning to end the process of getting an energy audit may be fairly lengthy, so pursuing it as a prerequisite for an environmental policy could slow down progress. Either way, request an audit as soon as possible to get the ball rolling.

The Carbon Trust provides free carbon audits to companies with energy bills over £50,000 pa, which will include all Colleges. Contact details for the Carbon Trust are provided at the end of this pack. Colleges must apply for a survey, and will then receive a call from the Carbon Trust to discuss their needs and arrange an audit. It's essential to have College senior management on-side for this, as they will need to provide information such as recent energy bills. It may be worth including a commitment to regular carbon audits in your environmental policy, both to mandate their co-operation and to ensure a long-lasting framework for carbon monitoring.

### ***4. Establish a framework for reducing emissions by setting measurable and achievable targets, recognising that this might require financial investment***

**Why set targets?** The general rationale for specific carbon reduction targets is to provide a measurable benchmark for colleges' progress. It encourages a holistic approach to sustainable operating and reducing environmental impacts, necessitating continuous assessment of how much concrete difference environmental initiatives are making, and how much further colleges need to go to be operating at a sustainable level. This intends to shift the focus away from tokenistic gestures and towards serious, comprehensive strategies for making a difference to colleges' contributions to climate change.

**Campaign aims:** The Go Greener Campaign is calling on Colleges to match the University's target of a 10% reduction in carbon emissions within five years. Following this, we are calling for a 30% reduction by 2020, which matches the Government's targets for its own buildings/estate. Both of these targets are realistic, having been approved by the University and Government respectively, and this should help get them approved. Finally, we are calling for an ambitious long-term carbon reduction framework of up to 80% reductions by 2050. Obviously there needs to be progressive interim targets and a clear strategy for how these reductions will be achieved.

We want to make it clear that we believe the level of carbon cuts needed as a nation is far higher than this; whilst Colleges should be doing what they can to cut their emissions in the absence of stronger national action, we should still be calling on the government to facilitate greater cuts.

**Where to start:** Again, how to go about this will depend the mood in your College. If they have signed the Climate Change Charter, they will need to set targets anyway. If not, it might be worthwhile having a commitment to setting targets included in a policy as a first step, and then once there is a group up and running, the actual numbers and most importantly how these are going to be achieved (see below) can be thrashed out.

## ***5. Developing comprehensive plans to achieve these targets***

Once these institutional targets have been met, it is of course essential to ensure that sustainability is mainstreamed into College decisions, such as food procurement, new buildings etc. We are therefore calling for strategies which can be reviewed on a regular basis (say, annually) to ensure that progress is really being made in the areas where carbon emissions are significant.

We have not produced a model strategy, since where the cuts need to be made will depend on each College's situation; the Carbon Trust's energy audits also end with a personalised 'Action Plan' for the institution, which should form a fairly good basis for such a strategy – so it's just a case of environmental committees fleshing out detailed plans and making it college policy. It is worth looking at the University's environmental plan for ideas (see <http://www.admin.cam.ac.uk/offices/environment/management/>), and we will send resources as and when they are available with practical suggestions. A good strategy should be comprehensive and holistic, whilst also identifying priority areas and specific actions to be taken over the short, medium and long term. Essential areas for action include:

- New buildings – minimum standards for energy efficiency, commitments to consider renewable or eco-friendly heating and electricity arrangements, etc
- Food procurement – this is covered in Real Food Campaign materials
- Transport – incentives to promote reduced car and plane use among college members and staff
- Recycling – comprehensive policies for minimising and managing waste

We are working to establish an inter-collegiate committee composed of College staff who are working on environmental issues, and some student representatives. This would meet once or twice a term, and would be great for sharing best practice and working out practical measures. We will keep you informed on the progress of this project – if you have supportive staff please let us know as we need some really keen Colleges on board to get things going.

If the more institutional steps are proving difficult, it might be easier to first try and tackle these practical issues one at a time, to show the College that lots can be practically done. Once you have a small group of students ready to campaign on green issues, you can choose achievable concrete changes to focus on, such as improving recycling provision, getting more local food available in the canteen, getting environmental commitments for any new buildings that are in the pipeline, etc. If you need further information on any of these specific areas, it is available either from our website or by contacting us directly ([ethical-chair@cusu.cam.ac.uk](mailto:ethical-chair@cusu.cam.ac.uk) or [environment@cusu.cam.ac.uk](mailto:environment@cusu.cam.ac.uk)).

## 2. The arguments – how to persuade the unconvinced

### ***The science of climate change***

The scientific consensus that climate change is man made is pretty universal, and resistance is unlikely to be based on scientific scepticism. That said, it is useful to know exactly what you're talking about, and below are some useful documents and links to find out more:

- The Stern report, commissioned by the UK government on the Economics of Climate Change in 2007, showed that the economic costs of inaction would far outweigh the costs of action now to move the economy towards a low-carbon footing (see [http://www.hm-treasury.gov.uk/independent\\_reviews/stern\\_review\\_economics\\_climate\\_change/sternreview\\_index.cfm](http://www.hm-treasury.gov.uk/independent_reviews/stern_review_economics_climate_change/sternreview_index.cfm))
- The UN's Intergovernmental Panel on Climate Change (IPCC) is the authoritative international scientific body on climate change. Its latest report made clear that climate change was man made (see <http://www.ipcc.ch/> )
- The Zero Carbon Britain report, showing how Britain can eliminate fossil-fuel emissions by 2030, can be downloaded at <http://www.zerocarbonbritain.com/>
- Professor Mike Hulme of the Tyndall Centre has written an interesting and brief report on why climate change matters for society, what risks and opportunities it brings, and how the global climate can be re-stabilised, which can be downloaded at [http://www.quality-of-life-challenge.co.uk/Policy\\_Climate\\_Why.htm](http://www.quality-of-life-challenge.co.uk/Policy_Climate_Why.htm)

### ***What's in it for Colleges***

- Saving money! The big advantage of climate change campaigns over many other student campaigns is that, although we are asking Colleges to invest in environmental performance, the measures we're demanding – such as energy efficiency – will also save them money. The Carbon Trust will help to make this argument with the figures they'll provide from an energy audit; it is worth emphasising if you encounter resistance to environmental action. There is a considerable amount of funding specifically for higher education institutions to reduce their environmental impacts.
- Legal Requirements: there already a number of environmental regulations with which Colleges have to comply. In fact, complying with regulations takes up most of the time of the University's environmental officer (though this is partly because of research waste etc.). The point is, it is extremely likely that there will be more and more environmental legislation, especially for public sector institutions (such as higher education) and getting on top of things now will save time and money later.
- Image: In a recent survey, many students (up to 45% for some subjects) said that environmental performance was important or very important to them in choosing where to study;<sup>1</sup> sustainability is becoming increasingly important to how universities market themselves, and Colleges risk being left behind or acquiring a bad reputation if they are seen as having a poor environmental track record. Conversely, they can make a strong commitment to sustainability a 'unique selling point' (sorry for horrible marketing-speak!)
- Inter-collegiate competition: Colleges tend to be quite competitive. The CUECS league table has been a great way of getting things moving, and the Go Greener! campaign should take this competition to another level! We will be making as much noise as we can to apply pressure to the University and Colleges, which should help everyone.
- Social responsibility: the moral and ethical arguments for action won't necessarily fall on deaf ears. Many fellows will be genuinely supportive of all this, and if you hit a wall with the bursar, remember that in College Council you are likely to gain support from others who can speak more freely according to their conscience. The moral argument runs two ways: first there is the responsibility to take seriously the views of the students, as major

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<sup>1</sup> See <http://peopleandplanet.org/navid3988> for more details

College stakeholders (it might not always seem like it, but College authorities tend to take JCRs and CUSU quite seriously). Secondly there is the broader social responsibility which is increasingly recognised in the corporate world, and which applies even more strongly to education institutions who, after all, exist to serve society. Thus, it isn't just about the college's own emissions (which, it may be argued, are insignificant in the grand scheme of things). It's also about their influence on the wider world, and the responsibility that comes with being a prestigious institution. Action by colleges supports the University's efforts to lead on sustainability; inaction undermines them.

- Finally, it's worth reminding Colleges that unlike businesses they are uniquely well-placed to think in the long-term, so there is no excuse (such as short-term business cycles) to reject the evidence that in the long-term investment in sustainability is financially sound.

### ***Some myths dispelled***

- Unenthusiastic bursars have been known to say that while they would love to buy more local food, it's just not possible because they are part of the College catering consortium, and therefore have to buy the same products as everybody else. We have it on good authority (from the Chair of the Catering Managers Committee) that this is untrue. The consortium chooses a supplier or list of suppliers for each produce area (such as fish or meat), and Colleges make their orders from these. There is considerable flexibility within this system and lots of options to buy ethical food – indeed, many Colleges already do.
- Regarding electricity, Colleges do purchase together as a consortium (currently from Scottish and Southern) and thus have limited control over it. However, this does not stop them from investing in on-site renewables (according to the chair of the consortium, many Colleges are installing solar heating and photo-voltaic panels). Neither does it stop them from committing to vocally supporting low-carbon electricity options within the consortium.

### ***Student pressure***

- For the reasons outlined above, Go Greener! is an eminently winnable campaign. Most colleges are actually very keen both to improve their environmental performance and to be seen to improve it; the only challenge is in pushing for comprehensive and radical measures rather than tokenistic gestures (a solar panel here, an energy efficient light bulb there, etc). If you encounter strong resistance, ramp up the student pressure. Organise petitions, JCR motions and inclusive stunts. Get TCS and Varsity involved – Colleges will not like the bad press associated with being seen as un-green. Student and local press will be far more likely to cover something if it makes a good photo, so consider organising some kind of visual protest.
- Another good strategy is to start being the change you want to see in your College, by creating autonomous student infrastructures – handing out energy efficient light bulbs, holding an ethical food stall, co-ordinating recycling, etc. This can be hard work, but it has many advantages: it's empowering; it allows students to see immediate results, rather than the sometimes uninspiring slow movement of College bureaucracy; it helps raise student awareness; it demonstrates to college that students are strongly behind the changes being asked for, and can embarrass them into action since students are taking on roles which should be college's responsibility. The only danger is that colleges will be happy to leave students to take care of it; it's important to keep up a dialogue with them, stressing that students just can't do everything that needs to be done without college support and co-ordination.
- If you want to take this kind of action but don't know where to start, get in touch – either with us or one of the other organisations listed at the end of this pack. For things like energy efficient light bulbs and cotton shopping bags, there are lots of possibilities for getting freebies; if this doesn't work out for you, your JCR or CUSU Ethical Affairs may be able to give you funding.

#### **4. Raising awareness – how to involve and enthuse students**

Student awareness and concern are crucial to achieving any institutional change at college-wide level: without it many environmental initiatives fall flat. For instance, in Sidney Sussex, the JCR green officer persuaded college to replace all the light bulbs in student accommodation with energy efficient ones. However, because these are less bright and take time to light up, students complained about the change and eventually the new bulbs were withdrawn – energy-saving light bulbs are now available to students but are not compulsory. Without educating college members and preparing student opinion for the changes which the campaign is demanding, student apathy or even opposition can become an obstacle to further change or an excuse for college not to act.

Talking about educating fellow students often appeals to Colleges, who after all are places of education. Point out the importance of providing a rounded education, and an environment in which students will gain an appreciation of sustainability and social responsibility. After all, Cambridge is about educating 'leaders' of society, and College's have a pedagogic role which goes beyond strictly academic study.

##### **Case study: King's Green Day**

In 2007, a small team of environmentally-minded students organised a 'green day' in King's college. Events included a stall handing out recycled pens, energy efficient light bulbs and green tips. The day attracted attention outside typical green circles with a 'Recycle the Jungle' themed event in King's Cellars during the evening. The day was also timed to coincide with a photography competition on the theme 'Waste Not Want Not', judged by Tony Juniper (director of Friends of the Earth). The event was advertised with eye-catching posters made from recycled materials including newspapers, old bits of wood etc.

However, the most effective aspect of the day was the collaboration with college, which has led to lasting changes. By liaising in particular with the Catering Manager and the Domestic Bursar, the student team secured a number of 'green' actions and promotions from college on the green day. For instance, the Coffee Shop offered freebies to anyone bringing their own mug, and the canteen stopped printing receipts except on request (which has now become a permanent policy).

This collaboration also resulted in the introduction of a 'target' system for labelling canteen food as green, orange or red depending on where and how the principle ingredients were sourced. For more information on the King's Green Day, contact Helen Fickling (hf247) or Christine Berry (cb467).

Some suggestions for making the Go Greener! campaign inclusive and involving:

- College-wide awareness-raising days  
Successful initiatives last year included 'Green Days' (see case study) and 'switch-off days'. The 'Green Day' model is a fairly flexible one and can provide a focal point for getting green issues on the student and college agenda, with possibilities ranging from handing out freebies (free food, energy efficient lightbulbs, recycled goodies, recycling boxes, cotton shopping bags etc) to holding a college ent or competition to encouraging students and college to try out greener behaviours for the day (more vegetarian food in

the canteen, switching off appliances etc). This leads on to the more specific idea of a 'switch-off' day: the idea of this is to encourage members of college to try to reduce their energy consumption together on a specific day, and to calculate by meter readings how much energy (and hence CO2) this has saved. This is a great way of raising awareness and getting a foot in the door to longer-term changes. For more information on switch-off days contact Tom Chigbo, St John's, tc310, who organised the switch-off day during Green Week 2007.

- Film showings – such as An Inconvenient Truth. Contact CUSU Ethical Affairs for ideas or help in sourcing or funding a film to show.
- Themed bops – eg. extreme weather/recycled fancy dress etc. This should be fairly easy to organise in collaboration with your JCR ents committee.
- Recycling Amnesties – hold collections for difficult-to-recycle items like batteries, printer cartridges and mobile phones. The contacts for the Council and CUSU Ethical Affairs can help you find out where to take these locally for recycling – if you can't find the information you need, please get in touch.
- Visibility – switch-off stickers (for light switches etc) are available from CUSU Ethical Affairs. Use stickers, posters etc to give the drive for carbon cuts a visual presence in college. Have posters in gyp rooms, bedrooms, washing rooms with tips on saving energy, information on recycling etc.
- Email lists: set up a College mailing list for those interested in environmental issues
- Petition: encourage students to sign the petition at <http://camgogreener.org.uk/petition>
- College magazines: make use of College magazines to spread the word

## **5. Useful Contacts**

### **Student climate campaigners**

*Go Greener! Campaign website*  
[www.camgogreener.org.uk](http://www.camgogreener.org.uk)

*CUSU Ethical Affairs*  
Ethical Affairs Officers: Dan Chandler & Christine Berry  
Email: [ethical-chair@cusu.cam.ac.uk](mailto:ethical-chair@cusu.cam.ac.uk)  
Environment Officer: Lucy Wheelan  
Email: [environment@cusu.cam.ac.uk](mailto:environment@cusu.cam.ac.uk)  
Website: [www.green.cusu.cam.ac.uk](http://www.green.cusu.cam.ac.uk)

*College Green Officers*  
Contacts:  
[www.green.cusu.cam.ac.uk/contacts/college](http://www.green.cusu.cam.ac.uk/contacts/college)  
Email list:  
[soc-green-officers@lists.cam.ac.uk](mailto:soc-green-officers@lists.cam.ac.uk)

*Three Seas – Combat Climate Change*  
Website: [www.threeseas.org.uk](http://www.threeseas.org.uk)

*Zero Carbon*  
Website: [www.zerocarbonnow.org](http://www.zerocarbonnow.org)

*People & Planet*  
<http://www.srcf.ucam.org/pap/>

*CUECS – Cambridge University Environmental Consulting Society*  
Website: <http://www.societies.cam.ac.uk/cuecs/>

### **Council contacts:**

*Cambridge Sustainable City*  
[www.cambridge.gov.uk/sustainablecity](http://www.cambridge.gov.uk/sustainablecity)  
Simon Chubb (Environment Co-ordinator, and Climate Change Charter contact)  
[simon.chubb@cambridge.gov.uk](mailto:simon.chubb@cambridge.gov.uk)  
Vicky Kelso (Recycling and Waste Communications Officer)  
[Victoria.Kelso@cambridge.gov.uk](mailto:Victoria.Kelso@cambridge.gov.uk)

### **Useful organisations**

*The Carbon Trust*  
Tel: 0800 917 3030  
Email: [customercentre@carbontrust.co.uk](mailto:customercentre@carbontrust.co.uk)  
Website: <http://www.carbontrust.co.uk>

*Energy Savings Trust*  
<http://www.energysavingtrust.org.uk/>

HEFCE (Higher Education Funding Council of England) Sustainable Development Resource Guide <http://www.hefce.ac.uk/susdevresources/>

*Bioregional/BedZed*  
Website: <http://www.bioregional.com/>  
Tel: 02084044880  
Email: [info@bioregional.com](mailto:info@bioregional.com)

## **Model College Environmental Policy (1)**

In achieving excellence in teaching and research, [x] College aims to manage its activities, buildings and estates to promote environmental sustainability, to conserve and enhance natural resources and to prevent environmental pollution to bring about a continual improvement in its environmental performance.

The College will comply fully with environmental legislation and officially approved codes of practice, and will make continued efforts:

- to promote sound environmental management policies and practices;
- to increase awareness of environmental responsibilities amongst Fellows, staff and students;
- to work with other agencies to promote appropriate environmental policies;
- to implement policies and procedures that contribute to a reduction in the College's carbon footprint.
- to maximise the proportion of waste that is recycled and minimise the quantity of non-recyclable refuse.
- To strive to source seasonal, local, or sustainable food whenever possible.
- to reduce energy consumption, especially of energy derived from fossil fuels, in all College property.
- to minimise consumption of water
- to minimise use of chemical pollutants
- to maintain the grounds and buildings of the College in an environmentally sensitive way;
- to have regard to environmental factors as far as practicable in respect of the growth of the College
- to encourage modes of transport by staff and students which minimise the environmental impact;

The implementation of this policy will be the responsibility of the Environmental Committee. The Committee will meet at least once each term, and will include relevant staff, Fellows and student members. The Committee will develop a plan for improving environmental performance, with measurable indicators where possible, and will report on its progress annually.

## **Model College Environmental Policy (2)**

<insert name of college> recognises the need to function all year round in a manner which minimises its harmful environmental impact. To this end <insert name of college> will:

- 1) **Maximise the proportion of waste that is recycled & minimise the quantity of non-recyclable refuse.** <insert name of college> therefore commits to:
  - a. Reduce the absolute amount of waste that it produces from college kitchens, buttry, staff offices and student accommodation.
  - b. Make full use of all recycling facilities provided by Cambridge City Council and private suppliers, including glass, cans, white, coloured and brown paper, plastic bottles, batteries, print cartridges, cardboard and furniture.
  - c. Compost, or cause to be composted, all organic waste, green waste and un-recycled cardboard produced in or collected from kitchens, gardens, offices and rooms.
  - d. Recycle or safely dispose of white goods, computers and electrical appliances.
  - e. Use reusable resources and containers and avoid unnecessary packaging where possible.
  - f. Always purchase recycled resources where these are both suitable and available.
  - g. Provide sufficient, accessible and well-publicised collection points for recyclable waste, with responsibility for recycling clearly allocated.
  - h. Make specific arrangements for events, such the May Ball/June Event and 'Bops', where significant recyclable waste is likely to be produced, in order to both minimize the waste produced and maximize what is recycled/reused.
  - i. Promote reuse of items and waste recycling among staff, students and conference guests through training, posters and incentives.
  
- 2) **Reduce energy consumption, especially of energy derived from fossil fuels,** in all college property. <insert name of college> therefore commits to:
  - a. Support renewable and carbon-neutral electricity options on any energy-purchasing consortium, with the aim of supplying all college properties with electricity that can be attributed to renewable and carbon-neutral sources.
  - b. Appreciate that it is preferable to purchase electricity from a company that invests in new sources of renewable and carbon-neutral electricity.
  - c. Look in to the possibility of on-site micro-generation of renewable electricity.
  - d. Give preference to the most energy efficient and environmentally sound appliances available, this includes only using energy-saving light bulbs.
  - e. Provide energy efficient heating systems, with adjustable controls for individual heating appliances wherever possible, and ensure that comprehensible instructions are available to staff and students on the use of heating controls.
  - f. Encourage staff, students and conference guests to save energy through visible reminders, incentives and information to increase awareness. This particularly concerns turning off electrical appliances when not in use in both communal and residential rooms.
  - g. Monitor and understand the importance of different sources of college energy consumption, and set appropriate and measurable targets for a reduction in certain areas of consumption and/or in the overall consumption of energy.
  
- 3) **Ensure that improvements, purchases and developments are environmentally sound.** <insert name of college> therefore commits to:
  - a. Seek and act upon professional advice in order to minimize the adverse environmental impact of any new developments and exceed government regulatory requirements. This includes efficient heating and water systems, appropriate space for recycling, and the use of recycled and/or sustainable building materials where possible.

- b. Purchase efficient and environmentally sound appliances in order to fulfill the commitments in section 2, and consider replacing old stock with 'greener', more efficient alternatives.
  - c. Purchase food that has been produced and delivered with minimal impact on the environment, this includes buying locally produced, organic and free-range food wherever possible.
  - d. **Optional** [*Investigate and understand the environmental impact of college investments. This implies a preference against companies whose 'core activity' contributes to; 1. Global warming through the extraction or production of fossil fuels, 2. the manufacture of chemicals which are dangerous or persistent in the environment, 3. The unsustainable harvest of natural resources.*]
- 4) **Minimise the use of unsustainable transport** by its staff and students. Therefore <insert name of college> commits to:
- a. Make available information about bicycle and pedestrian routes, public transport services and car share schemes to staff and students.
  - b. Reduce the proportion of travel on College business carried out in private transport and eliminate unnecessary and inefficient use of college vehicles.
- 5) **Minimise consumption of water.** <insert name of college> therefore commits to:
- a. Repair sources of water leakage, such as dripping taps and showers as quickly as possible
  - b. Install appliances which reduce water consumption.
  - c. Encourage a decrease in water usage among staff, students and conference guests.
  - d. Purchase the most efficient washing machines and dishwashers available which have an economy setting as default.
- 6) **Minimise the use of chemical pollutants** both in college by students and staff, and in college grounds by gardeners. <insert name of college> therefore commits to:
- a. Ensure that all cleaning products used by college staff have a minimal detrimental impact on the environment, i.e. are biodegradable and non-toxic, even where this exceeds the Control of Substances Hazardous to Health (COSHH) regulations.
  - b. Minimise the use of fertilisers and pesticides in college grounds, opting for the use of compost produced on site wherever possible.
- 7) **Ensure that the Environmental Policy is enacted, enforced and reviewed.** <insert name of college> therefore commits to:
- a. Establish a College Environmental Committee that will hold responsibility for the enactment, enforcement and review of the Environmental Policy. The Environmental Committee shall be the source of advice and guidance to staff and students on how to implement this Policy.
  - b. Ensure that on the Environmental Committee there will be appropriate representatives of the relevant college departments and authorities – such as catering, gardening, maintenance, cleaning and finance.
  - c. Ensure that on the Environmental Committee there will be the Green Officer representing the JCR and a representative from the MCR.
  - d. Ensure that the Environmental Committee will review the Environmental Policy on an annual basis, and will monitor progress and set measurable targets wherever possible.
  - e. Ensure that the Environmental Policy is enforced regardless of whether its requirements exceed the mandate of the law.
  - f. Require that every staff and student member recognizes their responsibility to ensure that the commitments in the Environmental Policy are properly put into practice.

## **Model JCR Motion**

<The JCR> notes:

1. The most recent report of the Intergovernmental Panel on Climate Change, providing the clearest evidence yet that manmade climate change is real and dangerous.
2. That the JCR and MCR Green Officers have been gradually improving recycling facilities in College over the last few years as well as increasing awareness about environmental groups, campaigns and activities across the University to encourage participation and support.
3. That the Go Greener campaign was launched (October 2007) to increase efforts for combating climate change within Cambridge University and all of the Colleges.
4. That the University and a number of Colleges have already made significant progress in terms of environmental management and promoting sustainability.

<The JCR> believes:

1. That the issue of climate change is deeply serious and, due to the nature and urgency of threat, is of concern to us all.
2. That as students of Cambridge University, we have a unique responsibility to encourage the University to take a public lead in voicing and addressing the need for more extensive and committed action to meet this challenge at the local, national and international level.
3. That, as <name of college> members, we have a responsibility to do what we can to help alleviate the problem, and contribute to the action taken by Cambridge University as a whole.
4. That <name of college> is well placed to consider the long-term advantages of investing in ameliorating the College's environmental impact.

5. That <name of college> should recognize its wider social responsibilities by taking concerted action to improve its environmental performance.

6. That in order to do this <name of college> must establish an effective environmental management system, including a designated committee, clear allocation of staff and student responsibility, clear plans of action (with measurable targets where possible), and annual reports.

7. That inter-collegiate cooperation on environmental issues will be of immense help to the efforts both of <name of college>'s and other College's efforts to improve their environmental performance,

<The JCR> resolves:

1. To promote environmental awareness amongst the student body.

2. To support the Go Greener campaign's efforts to generating action to combat climate change across Cambridge University and the Colleges.

3. To mandate the JCR Green Officer and President to work with the College authorities towards implementing the goals of the Go Greener campaign\*.

\*We call on all Colleges to commit to:

1. Signing the Cambridge Climate Change Charter

The Cambridge Climate Change Charter is a voluntary pledge to address climate change by developing plans to reduce greenhouse gas emissions. It has already been signed by the Cambridge University and Anglia Ruskin University.

2. Establishing environmental committees, policies and officers

Currently only a small number of Colleges have environmental committees or policies. Yet they are essential to the development of effective environmental strategies, allowing coordination and a clear allocation of responsibility. Committees should work from an environmental policy, and should have student and staff representation. We urge the Colleges to consider employing environmental officers, perhaps shared between a number of Colleges.

3. An energy audit

All Colleges should have a free energy audit to establish a baseline of emissions.

4. Ambitious emissions reduction targets

We call on the Colleges to match the University's commitment to a 10% reduction in greenhouse gas emissions over five years, and to commit to a 30% reduction by 2020, and up to 80% by 2050. As with the University, the Colleges may not be able, in the long term, to deliver the necessary cuts alone, and we call on them to join the University in pushing for stronger national and international policies to enable these cuts.<sup>2</sup>

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<sup>2</sup> These emissions targets have been chosen for the following reasons: 10% is an initial target to which the University has already committed and the Colleges should follow. 30% by 2020 matches the government's sustainable procurement strategy for its own estates management. Up to 80% by 2050 recognises the need for these reductions to be within a long-term strategy. These targets are not equivalent to national emission reductions targets, which may need to be more radical.

5. Developing comprehensive plans to achieve these targets

Environmental committees should be tasked with developing annual plans for reducing their environmental impacts, and for achieving their energy reduction targets. These should be comprehensive and include energy efficiency, renewable energy, food procurement, waste management, new buildings etc.