

2009/10 Environment Index Feedback Report:

Anglia Ruskin University

You have achieved:

**Universities
that Count**

Environment

2009/10 **BRONZE** standard



Universities that Count assesses the extent to which key **environmental** issues are integrated into your university's strategy, practice and performance.



2009/10 UTC Participants

ESR Index

- Aston University
- Bournemouth University
- De Montfort University
- Edinburgh Napier University
- HEFCE
- Leeds Metropolitan University
- Loughborough University
- Nottingham Trent University
- Oxford Brookes University
- The London School of Economics and Political Science
- The University of Nottingham
- The University of Sheffield
- University College Falmouth
- University of Aberdeen
- University of Bradford
- University of Bristol
- University of Edinburgh
- University of Exeter
- University of Glamorgan
- University of Gloucestershire
- University of Lincoln
- University of Plymouth
- University of St Andrews
- University of Sunderland
- University of Warwick
- University of West of England
- University of Westminster
- University of Winchester
- University of Worcester

Environment Index

- Anglia Ruskin University
- Arts University College at Bournemouth
- Birmingham City University
- City College Norwich
- Coventry University
- Kingston University London
- Liverpool Hope University
- London Business School
- Queen's University Belfast
- Staffordshire University
- The University of Northampton
- University of Bath
- University of Bedfordshire
- University of Birmingham
- University of Cambridge
- University of Derby
- University of Dundee
- University of East Anglia
- University of Hertfordshire
- University of Leicester
- University of Liverpool
- University of Manchester
- University of Southampton
- University of Strathclyde
- University of York

ESR & Environment Standards



Introduction

We are delighted to present this Feedback Report reflecting your performance in Universities that Count 2009/10. Benchmarking your achievements in environmental management & performance, the Report summarises your scores in an Executive Summary and then gives more insight in the Detailed Results Analysis which follows.

Your Environment Index Score was 78.6% and the sector average was 67% - you are ranked 14 out of 54 UTC participants and have been awarded a Bronze UTC Standard. The HE sector overall has improved its performance over last year's sector average of 62% and is closer to the business average of 84% indicating excellent progress for Higher Education in just two years.

Sector-led, voluntary and self-assessed, the Universities that Count Environment Index has established itself as a leading UK benchmark for the Higher Education Sector. Participants say that the Index has helped them to gain a deeper understanding of the environmental issues they face, and has brought the importance of Education for Sustainable Development into clearer focus. Congratulations on your participation this year.

For universities, the way you influence your students is key to a more sustainable future and perhaps the greatest impact you can have on sustainability is through producing sustainability-literate graduates who will lead more responsible lives and careers. Research and knowledge exchange examining sustainability issues is also a vital contribution that universities make to our sustainable future, and the way you manage sustainability issues on campus will also shape graduate values and behaviour. The Index encompasses both the academic and operational activities; with the former benchmarked in Universities that Count through a specially-written survey section on Teaching, Learning, Research and Knowledge Exchange.

Benchmarking is the starting point for 'bench-learning' - a conduit for communicating learning, knowledge and sharing of 'best practice' - and for the leaders to pass their success on to others. As part of the survey UTC asks participants to list the most challenging aspects of incorporating sustainability into their teaching and learning, and the three best things learnt along the way. Through the sharing of experiences and the capture of this sort of information the UTC partners are committed to finding ways to improve understanding for all.

The UTC Team:



Executive Summary

The Universities that Count Environment Index model has been specially developed for use in Higher Education, and is based on the respected Business in the Community Corporate Responsibility Index, published in the Financial Times. Universities can compare their environmental performance with their peers in the sector, and against businesses completing the BITC Index. The diagram below shows the factors which are used to calculate your score.

The online survey starts with University Strategy – your strategic intentions. It then focuses on Integration – how those intentions are turned into actions – and then how environmental issues are managed. Impacts on environmental performance are reported in the fourth section of the survey. A range of impact choices is offered, including the crucial academic areas of Teaching, Learning, Research and Knowledge Exchange. Finally, the survey examines Assurance – which ensures that environmental successes are sustained – and Disclosure, the degree of sharing that you engage in. The table below shows your overall score and the Impact Areas where you achieved an Excellent or Outstanding score. The key to the icons is on page 2.

Environment Index Performance

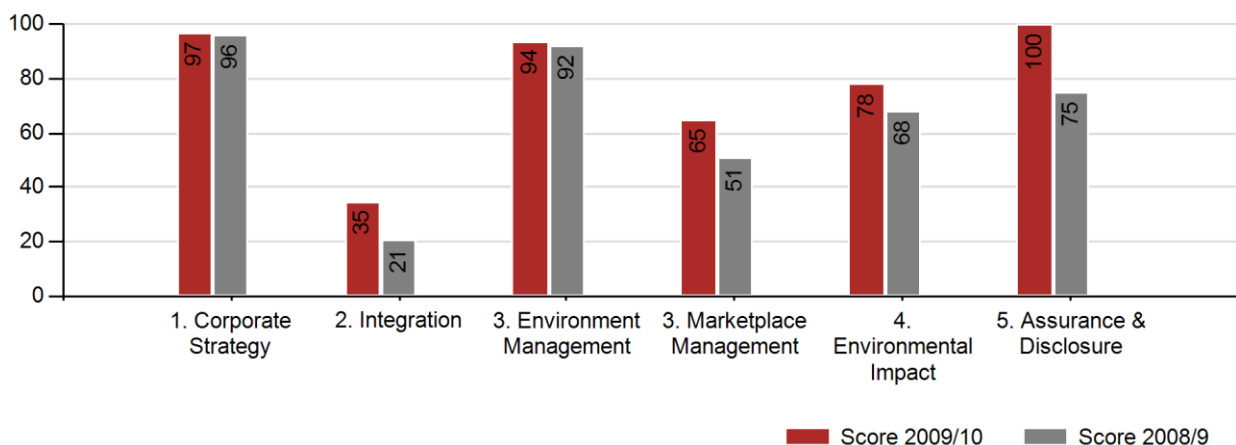
09/10 Score	Band ¹	08/09 Score	HE Sector Average	BITC Business Average
78.6%	Bronze	70.0%	70.2%	84%

Impact Area of Outstanding Achievement (≥90%):

Impact Area of Excellence (≥75%):



Year-on-Year Comparison of Section Scores



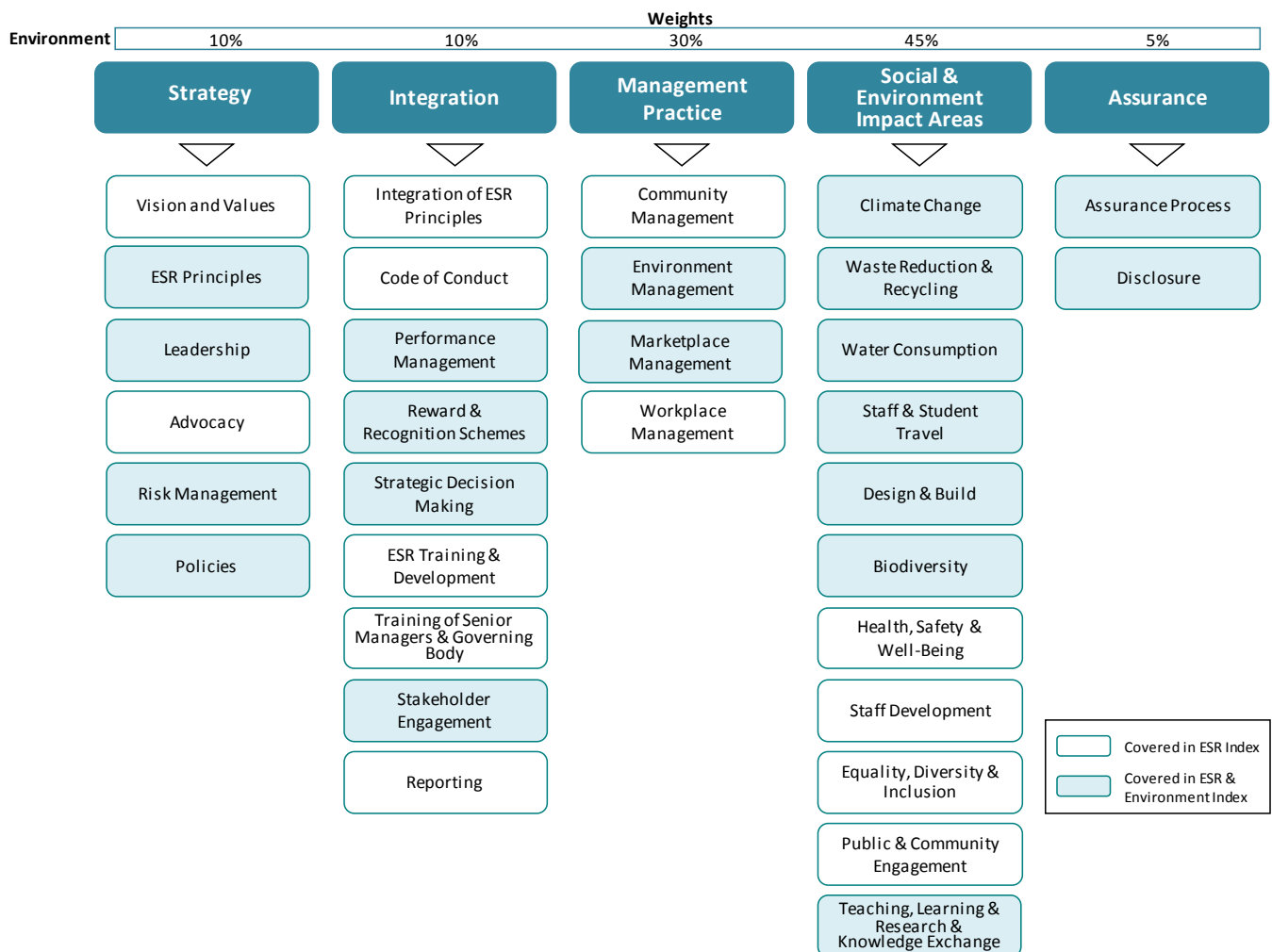
Note: For returning participants, due to changes in the Survey structure exact year-on-year score comparisons are not possible. In the diagram above, last year's scores have been reorganised into this year's structure.

¹ Standard Threshold: Platinum ≥ 94%; Gold ≥ 89%; Silver ≥ 79%; Bronze ≥ 69%

Summary of Section Results

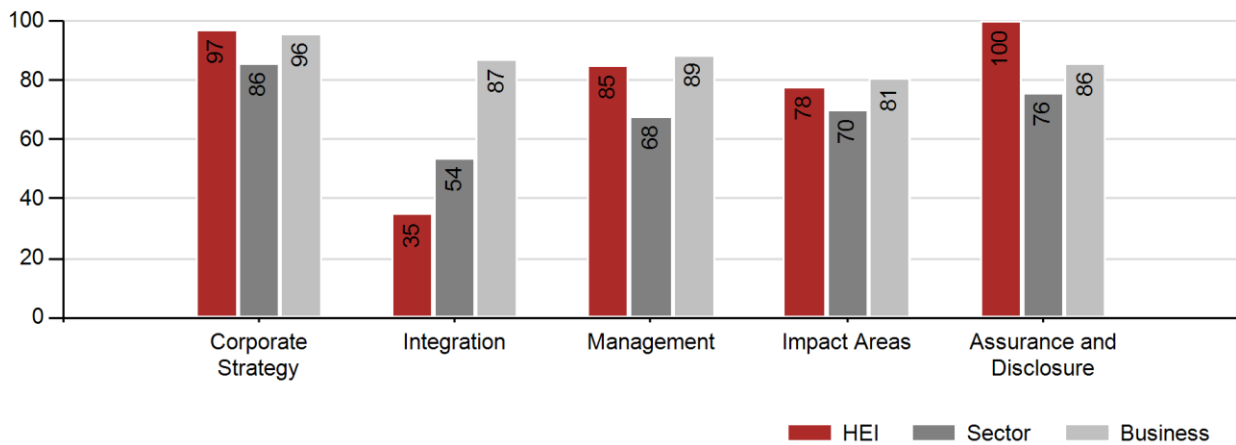
The Environment Index Model

Universities that Count is based on the Business in the Community Corporate Responsibility (CR) Index, an online self-completion questionnaire which rates an organisation’s strategic approach to Environmental and Social Responsibility, its success in integrating its strategy into its operations, and the depth of its commitment to these issues. Having examined the overall CR framework for the organisation, the questions then concentrate on the management of corporate responsibility and the performance achieved in four key social and environmental areas – the “four pillars” - Community, Environment, Marketplace (students and suppliers) and Workplace (employee) issues. Twenty-nine Institutions completed the ESR Index out of 54 participants. UTC also offers participants the opportunity to complete the Environment Index, which follows a similar model but concentrates on the environmental aspects of strategy, integration, management and performance. This is often the entry point for a university that is just starting off on its ESR journey. Twenty-five HEIs responded this year. The shaded areas of the diagram show the areas covered by the Environment Index, with each section’s scores weighted as shown:



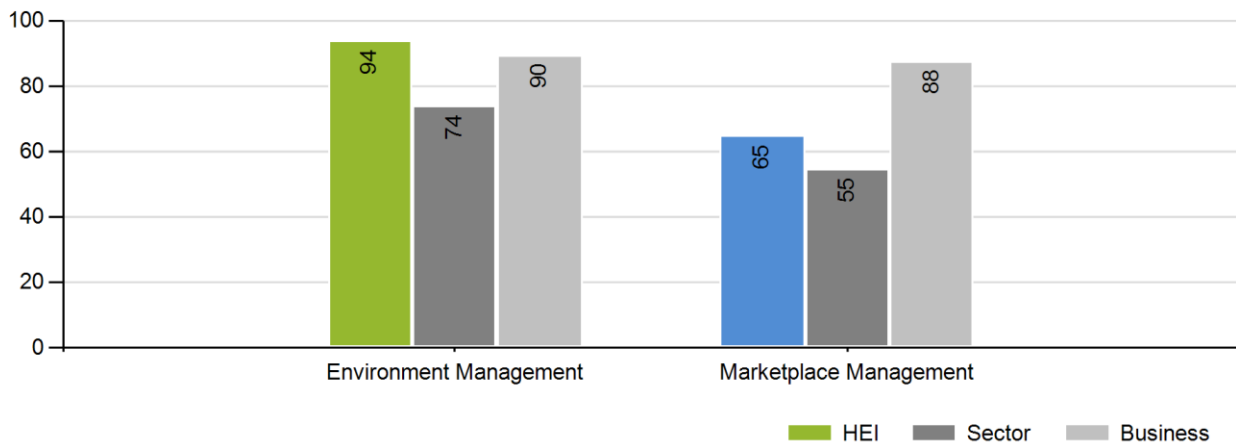
Top Level Summary

Presented in the sections defined in the Index Model on page 5, your university's performance is as follows: the bars show your performance, the average for the HE sector as a whole, and the average score achieved by businesses in the BITC CR Index.



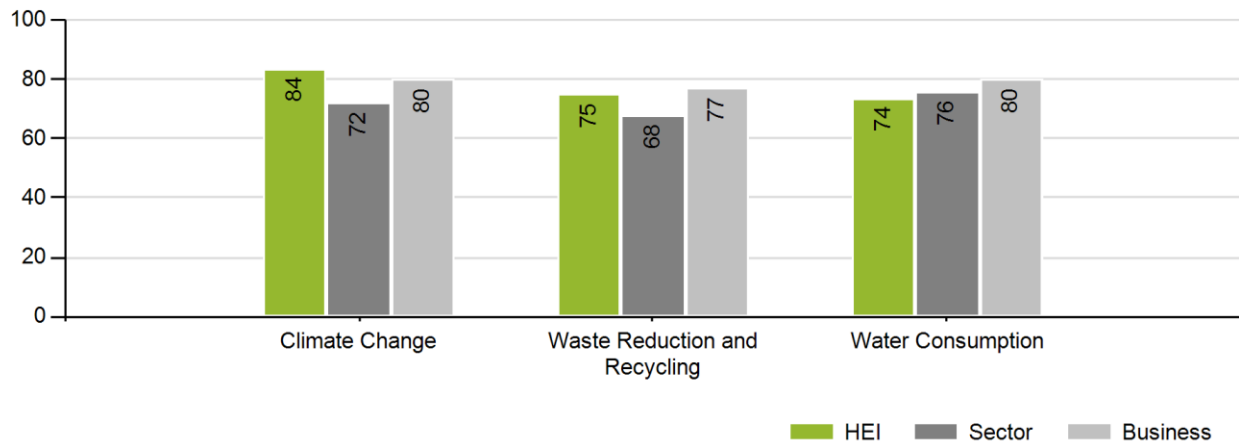
Management Practice

The next section of the survey concentrates on the effectiveness of your university's environmental management in these areas – inquiring into key issues, objectives and targets and examples of performance improvement. These results help you to understand the balance of resources your university is devoting to these issues, and how this compares with your peers.



Environmental Impact Areas

Having looked at Strategy, Integration, and Management, the Survey now examines the impact that is achieved in a range of environmental areas. Your university completed mandatory questions on Climate Change, and Waste Reduction and Recycling, and then chose a third area of environmental impact (see below).



The Detailed Results Analysis which follows examines how your university answered the individual questions which contributed to the scores outlined above.

Detailed Results Analysis

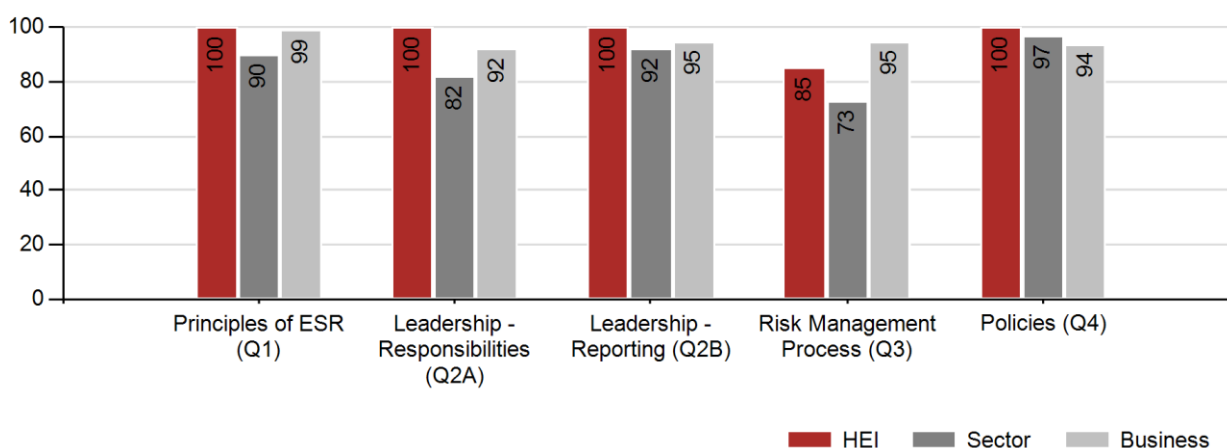
Section 1: Strategy

The first section of the survey examines the strategic intentions of your university, asking how the environment is included in your Key Principles, where the responsibility for these issues lies in the senior management team, and how your risk evaluation includes the environment.



Risk Management

In this second year of UTC, many more universities are including environmental risks in their Risk Management Process. By placing environmental risks alongside more 'traditional' issues, universities are moving environmental considerations closer to the heart of their governance processes.



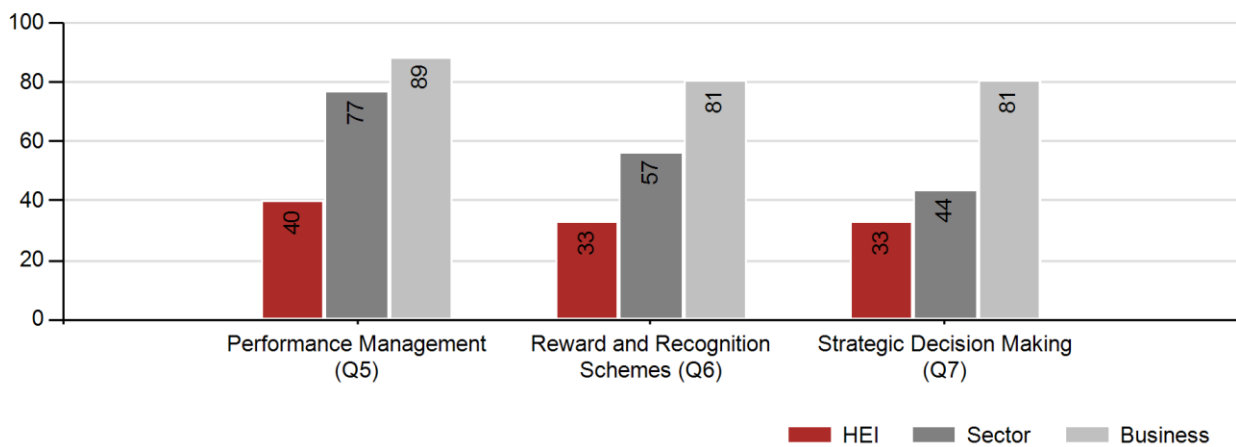
Section 2: Integration

This section looks at how your strategic intentions are converted into action by embedding them in the “DNA” of your university – its strategic decision making processes, and its performance management and reward and recognition systems.



Public Reporting & Stakeholder Communication

We are seeing an emerging trend to more public reporting, with a number of universities publishing Sustainability or CSR Reports, and many more devoting specific sections of their websites to these issues. Whilst universities have always been relatively open in their disclosure of these areas, drawing all the threads together into a cohesive set of reports or web pages that can be accessed easily is becoming accepted best practice, and is an excellent way of engaging stakeholders in the university’s activities.



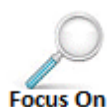
Section 3: Environmental Management

These questions examine how your university manages its approach to the environment. The questions probe the strategy and key issues for the area, how targets for improvement are set and monitored, and how your university works with its suppliers and other stakeholders to achieve success.



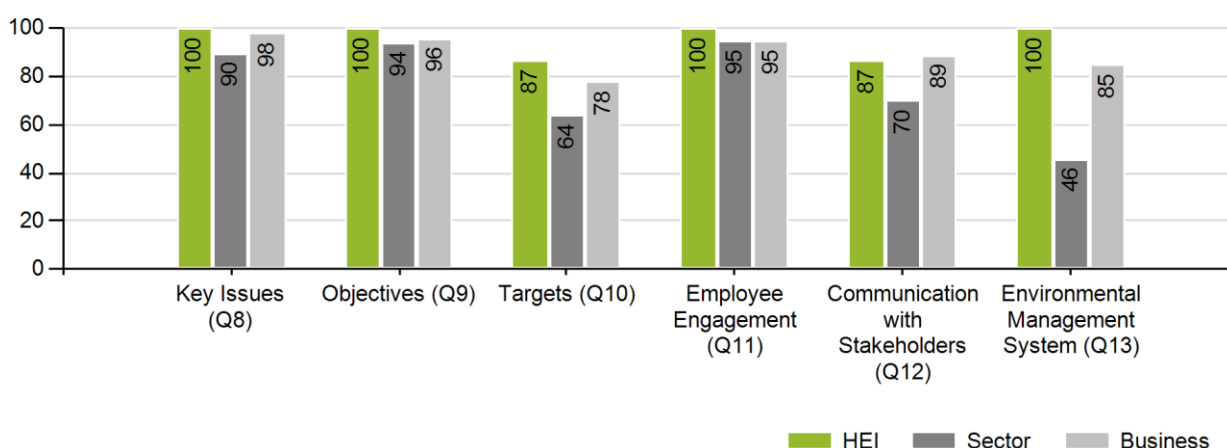
Environment Management

Much development work has been undertaken to link Universities that Count to the Estates Management Statistics: the UTC questions now state the specific sections of the Statistics that are relevant, greatly simplifying the task of completing the survey. The Sector has responded well to the increased focus on environment generally, and carbon specifically, and this is evident in the higher scores this year.



Environmental Management Systems

This year's UTC submissions have seen an increase in uptake of formal Environmental Management Systems (EMS). Eco Campus remains a popular approach but this year an increase in the use of BS8555 across the sector is clearly evident.



Marketplace Management

This section covers two distinct areas – students (in terms of student environmental stewardship), and the growth of sustainability standards in the supply chain.

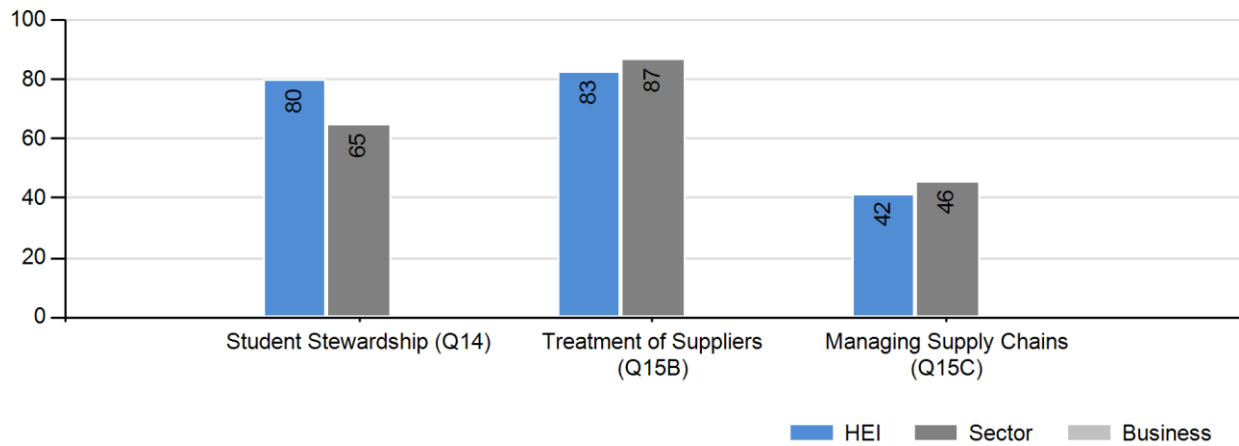


Student Stewardship

In addition to direct interventions through the curriculum and research, leading universities are also developing their stewardship of students to encourage better environmental and social responsibility from them. Using the campus or halls of residence as learning environments can be particularly effective in reaching the un-engaged student who would never volunteer to go to a sustainability lecture.

Sustainable Procurement

Universities are just starting to recognise their power as purchasers, where subtle changes in procurement policies can reap rewards in both economic efficiency and sustainability. The Procurement Centres of Excellence serve as excellent focus points, and many university suppliers will be strengthening their own sustainability credentials in order to win business.



Section 4: Environmental Impact Areas

This section of the survey looks at the improved environmental impacts resulting from your university's approach to these issues. The questions ask how the area is monitored, the scope and quality of the data, and what performance improvement has been achieved. Your university completed two impact areas – Climate Change and Waste Reduction and Recycling – common to all participants and selected a third area from a range of choices, detailed below. This year, to broaden understanding of the status of these Impact Areas, your Feedback Report contains the HE sector and business average charts for all of the Impact Areas, whether you selected them or not. The charts for your selected areas will also contain your own university's scores.



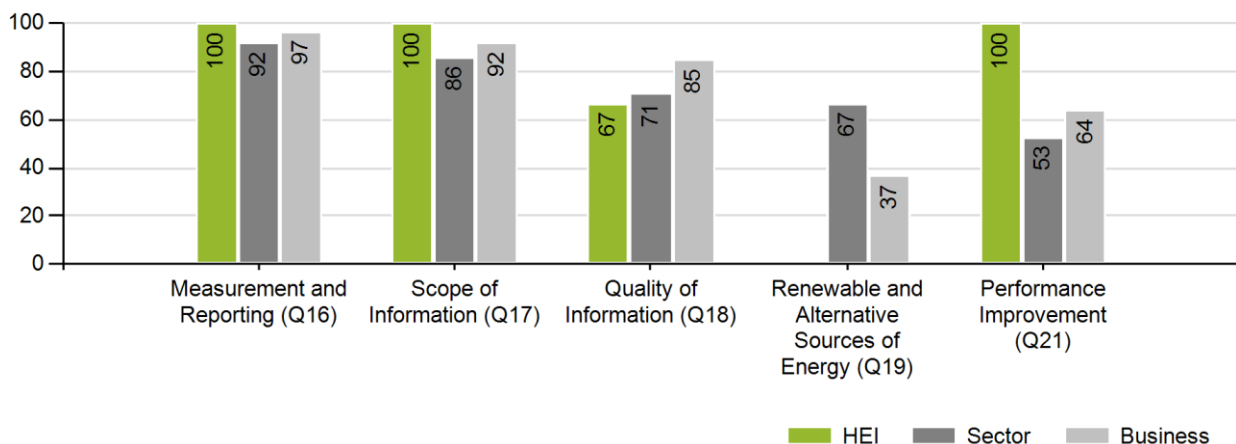
Climate Change

An area of crucial importance to all universities, in year 2 of UTC we have seen institutions become more progressive in the scope of emissions captured, moving from those which are most easily measured to those which require sophisticated surveys or data analysis. Universities are gaining strength from sector-wide carbon reduction initiatives: 85% of UTC participants are in the Carbon Trust's Higher Education Carbon Management Plan scheme, and 25% have achieved one of the Carbon Trust Standards. On a wider stage, 24% of UTC universities are in the EU Emissions Trading Scheme and almost all - 87% - will participate in the Carbon reduction Commitment.



Greenhouse Gas Scope

Most universities are familiar with reporting on GHG Scope 1 and 2 emissions, but a number are moving on to Scope 3. Carbon from commuter travel and waste are the most commonly reported Scope 3 emissions in UTC. In one case, researching the CO₂ content of students' journeys to and from the university at the beginning and end of each term uncovered a figure which almost equalled the emissions from the university's campus electricity consumption. Broadening scope in this way requires courage, and the institutional commitment to do something about the results that emerge.



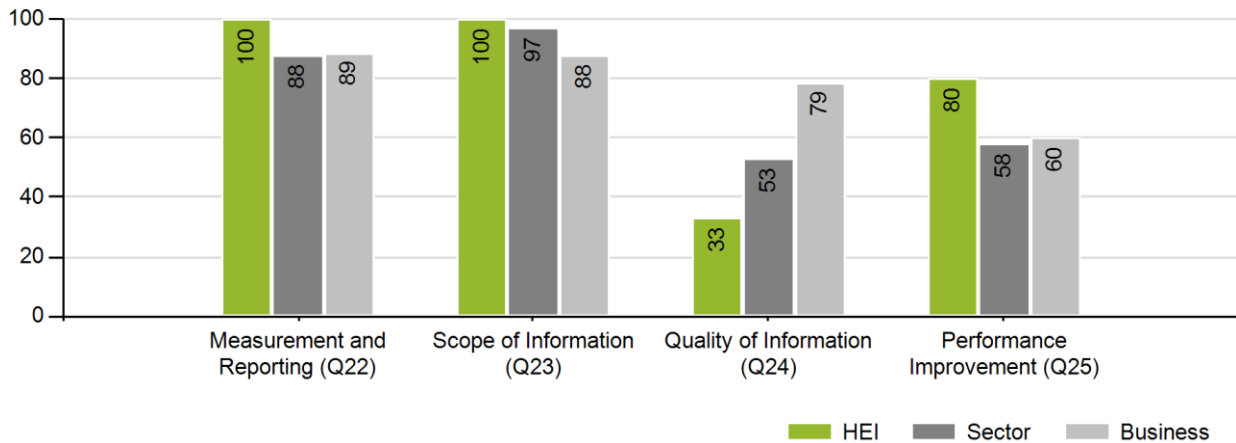


Waste Reduction & Recycling



Measurement

After a number of years when waste collections were recorded by simple bin lifts (with no way of recording whether the bins were full or not) many universities are now asking their contractors to move to onboard weighing. In this way each waste site can be analysed in detail, and the effect of local reduction initiatives can be monitored.



The impact areas which follow are optional: For completeness, all four are included whether or not they were selected. Your university's selected impact area contains your university's score.

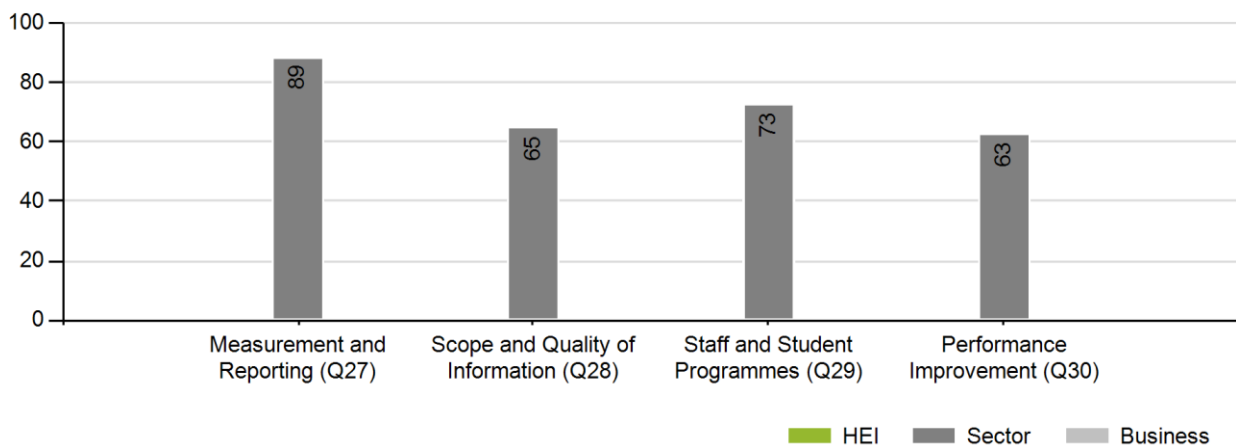


Staff & Student Travel



Travel Plans

Most UTC universities now have a Travel Plan, and many have a Travel Manager to take responsibility for it. A range of innovative approaches came through in UTC survey responses, including offering free car parking to drivers of low-emission cars and car sharers, encouragement for cycling and walking, and investment in more effective public transport. In addition agendas such as reducing car use and increasing wellbeing (health and exercise) are merging.



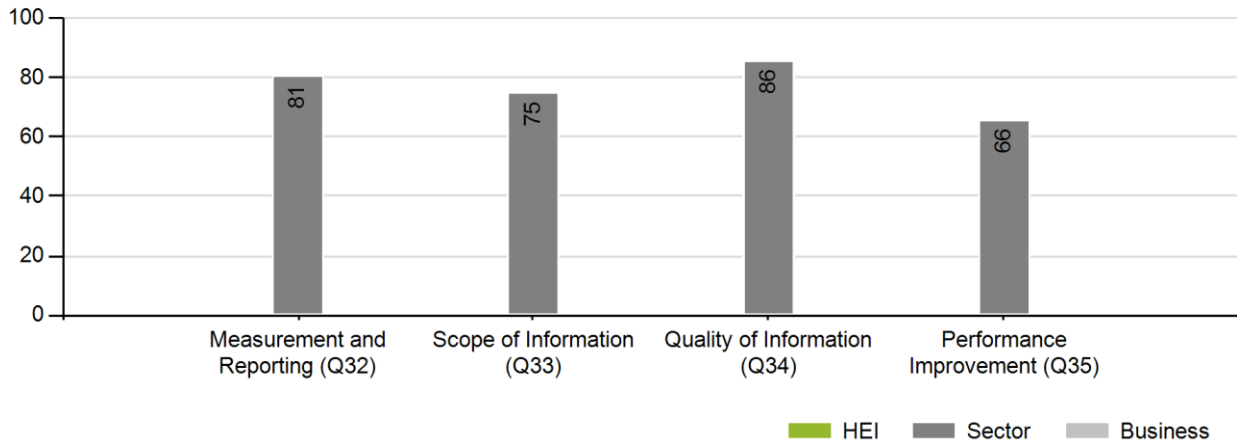


Design & Build of new and refurbished buildings



Refurbishment

Alongside BREEAM 'Excellent' aspirations featuring in most new building plans, some universities are now applying a similar level of sustainability rigour to their refurbishment works. With funding sources tightening, refurbishment rather than new build is a more likely route to follow, so the sustainable approach to refurbishment will become more important in coming years.

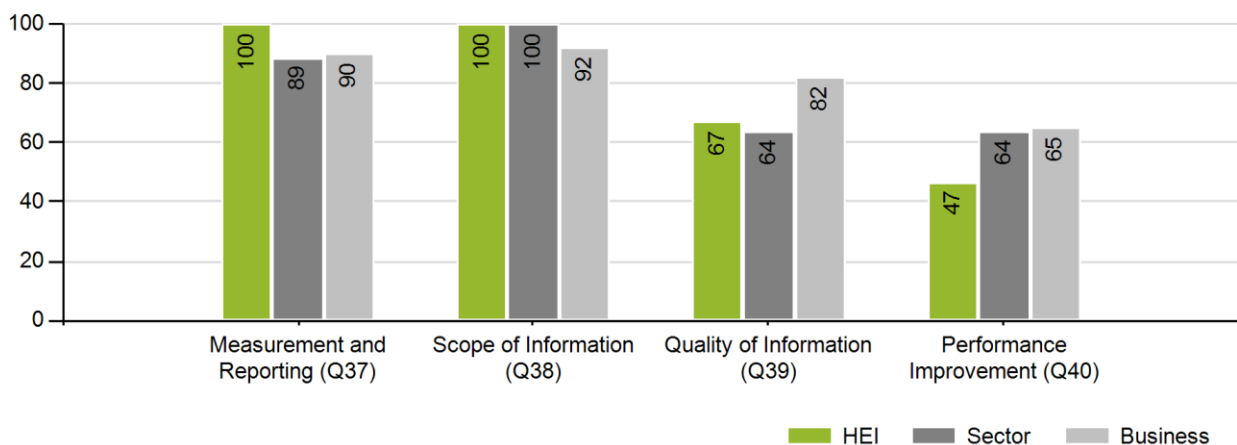


Water Consumption



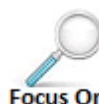
Grey Water

New to this question is a section on 'grey' water use. Many new buildings feature grey water systems for toilet flushing, etc, and these are now being retro-fitted to existing buildings too. Intelligent water meters have an effect on the psychology of water consumption, and a number of universities collaborated to produce an online Water Diary to encourage students and staff to think more carefully about their use of water.



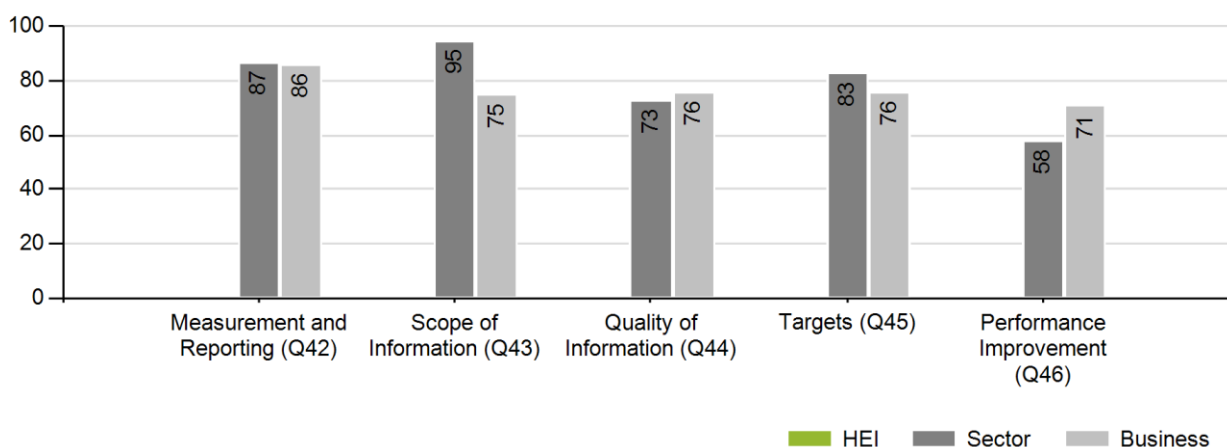


Biodiversity



Student Involvement

Tree surveys and species counts are an excellent way of tracking biodiversity, but they are labour-intensive: a number of universities involve their students in this aspect of managing their estate, exchanging valuable work experience for skilled pairs of eyes to record species improvements.

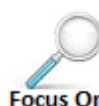


Teaching, Learning, Research and Knowledge Exchange

The latest Teaching, Learning, Research and Knowledge Exchange questions have been developed with the assistance of leading academics in education for sustainable development.

There are two strands: the first is concerned with the curriculum (teaching and learning). The second is about academic activities focussing on sustainability outside the curriculum such as research, knowledge exchange and extracurricular sustainability-focussed activities.

For all Environment Index participants, this is a non-scoring area for which further feedback will be issued at a later date. The average results recorded by participants are shown in what follows.



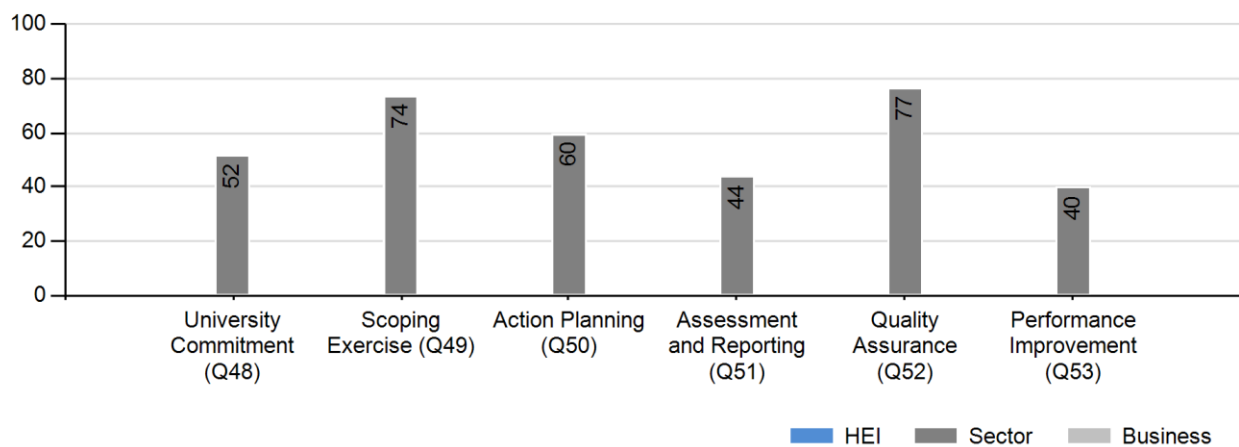
The TLR questions

The questions ask about:

- A University's commitment – does the university formally recognise the importance of including sustainability in the curriculum? Does it tell 'the world' about its ambitions?
- The current state of play – does the university know what's going on right now? I.e. has the university assessed or scoped out its existing teaching and learning for sustainability in the curriculum?
- Action planning – Has the university started planning – and implementing plans - to increase or improve the level of sustainability learning opportunities?
- Sharing success with colleagues and seeing the full picture – does the university have a process in place to help communicate where and how progress is being made?

- Quality of information – as with any academic activity; assuring a certain standard of quality is important. Has the university found ways to make sure the work it is doing in this area is of a high standard – and the information it is are collecting around ‘progress’ is reliable?
- Improvement cycle - An important ‘measure’ of success is the ability to demonstrate a positive impact. Has the university found an ‘indicator’ to measure success? And gauge performance over time?

In the current Universities that Count survey, these Teaching Learning and Research questions were completed by 27 of 54 participants, giving a solid foundation for effective bench-learning. The opportunity to complete and receive feedback as an additional, non-scored impact area was provided to Environment Index participants for the first time this year. Additional feedback and guidance will be made available to support development in this area.



Section 5: Assurance & Disclosure

The question on Assurance probes the systems and procedures which ensure that the ESR improvements measured by the survey are sustainable over time – an effective governance framework builds stability and increases the opportunities for strategic, rather than ad hoc, development.

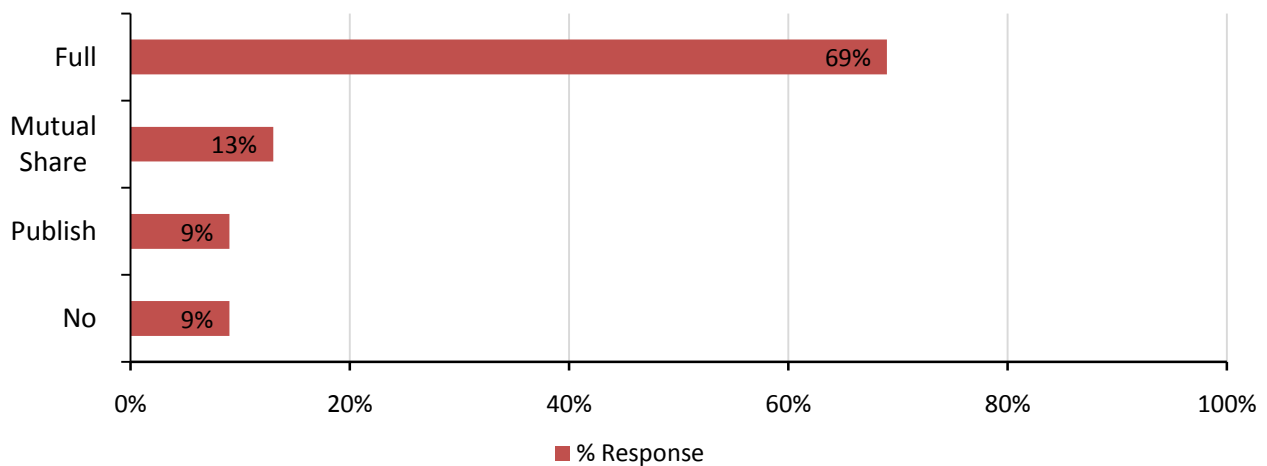
For the first time, your university is scored on its attitude to disclosing its results. The question asks how participants wish to share their results, and their survey submission, with other participants and the public. An increasing number of universities are publishing their UTC Feedback Reports on their websites: this year the Feedback Report has been redesigned with an Executive Summary to meet the needs of website readers.



Disclosure

One of the key principles of responsible organisational practice is a commitment to transparency - encouraging stakeholders to understand how your university performs and how its decision processes work. The UTC Disclosure question asks whether your university will put its UTC results in the public domain, share its UTC submission with other individual UTC participants on a mutual basis, and share with a wider range of participants to assist benchmarking.

The answers were encouraging. Your university selected full disclosure. For the UTC participants as a whole, 69% of universities selected full disclosure, with only 9% wishing not to disclose this year.



Conclusion

Thank you for your participation in the second year of Universities that Count. We hope that the improvements we have made to this Feedback Report have helped your understanding of your university's results and the opportunities you have to improve your performance. The UTC team offers a range of additional services to aid interpretation and action planning, from detailed results analysis to performance improvement workshops – please contact us (simon@csrconsultancy.com) for more details.

Next year, Universities that Count will offer a streamlined survey and will move to public disclosure of the results in bands – bronze, silver, gold and platinum. As environmental factors continue to move to centre stage, your university's reputation and standing will be influenced by student and staff perceptions of its commitment to these issues. Independent benchmarking is the best way to provide a sound basis for those perceptions, and we look forward to more and more institutions joining UTC as the programme develops.



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