

# UEA Sustainability Communications Plan

May 2018



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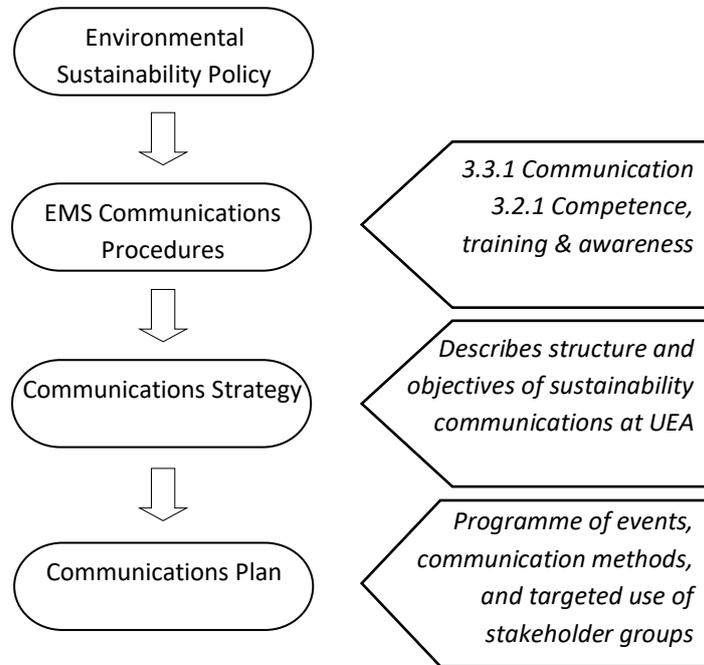
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## Background and overview

UEA's Environmental Sustainability Policy commits to 'openly engage with University stakeholders by sharing knowledge and regularly publishing reports on environmental commitments, action and performance' (March 2018). There is a specific need for awareness raising and training through implementation of the Environmental Management System (EMS), as well as to help involve staff and students with meeting University targets.

**Figure 1: Environmental communications documentation hierarchy**



This Sustainability Communications Plan supports the delivery of the Sustainability Communications Strategy. This Strategy aims to establish a comprehensive and coordinated plan to encourage the behavioural changes needed across campus to support the delivery of UEA's Environmental Sustainability Policy commitments and related targets. There is also a need to ensure that key stakeholders are engaged in a proactive way.

The Sustainable Development Team (SDT) here identifies key stakeholder groups, stakeholder engagement programme timetables, and an overview of communications content.

Employees and students are integral to UEA's activities and to the delivery of campus environmental sustainability. They require regular information updates, which in turn have a resource requirement. The Sustainable Development Manager heads UEA's sustainability engagement campaigns and awareness-raising work, while part of the remit of the Energy & Utilities Assistant Manager is to support the provision of local data to champions across campus. The Sustainability Officer is a Year in Industry position supported by the Sustainability, Utilities and Engineering (SUE) Department. The Sustainability Officer supports engagement around energy and wider environmental sustainability through the coordination of events and communications.

A weekly SUE Department 'huddle' meeting keeps department members aware of each other's work areas, and aims to help produce regular communications content and develop campaigns. Communications should also be considered as part of all EMS Implementation Group meetings (e.g. the Energy and Carbon Reduction Implementation Team and the Biodiversity Implementation Team).

The Communications Strategy and Plan will be reviewed annually by the Sustainability Board, taking into account the Environmental Sustainability Policy and programme, and in the light of changing priorities and actions.

## Stakeholder review

As a large and complex organisation, UEA has a wide variety of stakeholders with differing informational needs. UEA can focus available resources by identifying and prioritising these stakeholder groups, while meeting the needs of as many stakeholders as possible and acting to deliver the Environmental Sustainability Policy.

A stakeholder matrix (see Appendix 4: Stakeholder matrix) plots work areas and communications methods against the following stakeholder groups. Prioritisation is to reflect stakeholders' ability to directly influence UEA environmental targets, as well as similar areas of interest/ required levels of detail.

**Priority group 0:** Sustainability Board; Executive Team

**Priority group 1:** Current staff and students. (Staff and student involvement in decision making can be of mutual benefit, and opportunities to gather suggestions/ feedback should be maximised. Related staff and student groups should also be engaged where possible.)

**Priority group 2:** Potential future staff; prospective students; key academic or business contacts/ networks (e.g. CRU, DEV, ENV, SCI, Tyndall Centre, Adapt) (*Prospective students are assumed to be broadly similar to current students.*)

**Priority group 3:** Partner organisations (e.g. Sainsbury Centre for Visual Arts, INTO, John Innes) and SportsPark; local community members; external audit or league table organisations (People and Planet [Green League survey], EMS audit bodies [EcoCampus/ISO], HESA [Estate Management Record]); contractors on campus; and visitors to campus (including schools). (*Partner organisations' are assumed to have similar informational needs to staff.*)

**Priority group 4:** Wider academic community, other HEIs, financial community (HEFCE and investors), regulators and policy makers, local and national media, alumni, and the general public.

## Key messages

With regular opportunities to encourage change in social norms as new students (and staff) arrive every year, it is important to establish a set of key messages in order to effectively communicate a joined up and comprehensive commitment.

**Internally:** The University of East Anglia takes sustainability seriously, at both a local and global level. Every member of the University community can make a difference through the adoption of more sustainable practices, from small changes in behaviour to embedding sustainable development principles in their work and personal lives.

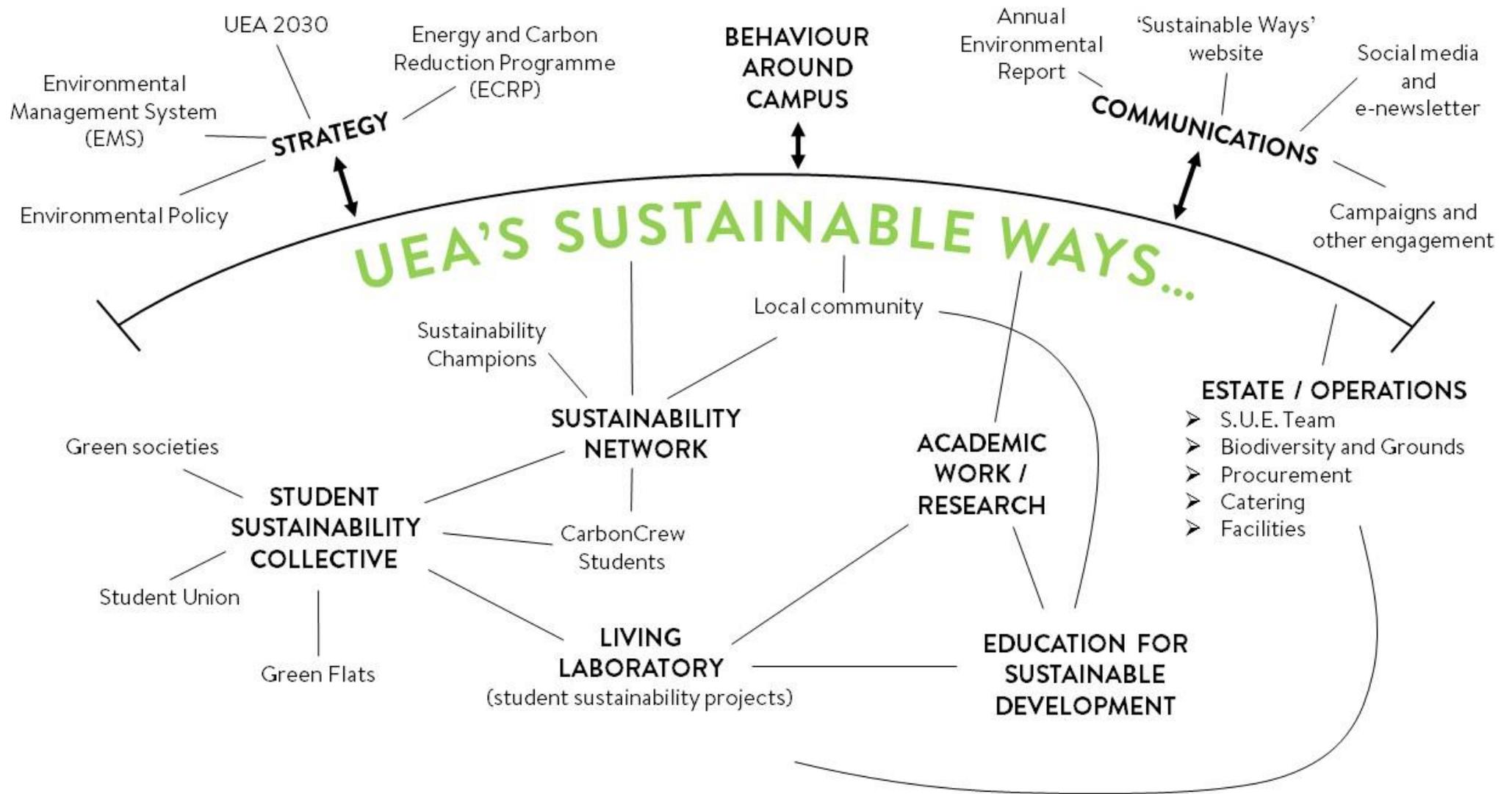
**Externally:** The University of East Anglia takes sustainability seriously, at both a local and global level. The University is investing in its infrastructure and personnel to reduce negative environmental impacts and capitalise on internal expertise. For example, UEA is continuing to reduce its carbon intensity despite a growing estate.

## Branding

Clear and distinctive branding delivers the message that UEA is committed to the sustainability agenda. The 'UEA Sustainable Ways' identity, @SustainableUEA online, was developed with support from UEA's central communications team. It acts as an umbrella to pull together sustainability-related actions, research, communications, curricular content, strategies, and student/ staff engagement.

Under UEA's Sustainable Ways, a cohesive brand and visual identity helps to facilitate connections within and between networks and programmes (see Figure 2).

Figure 2: UEA's Sustainable Ways – network facilitation and support



#### UEA Sustainable Ways network creation and facilitation:

- Sustainability Exec: a new (2017), coordinated approach to connecting and strengthening existing student societies, groups and initiatives with each other and with the University (operations and campus), including societies and the Student Union. Facilitated by the Student Union, supported by Sustainable Development Manager.
- Sustainability Network: staff (Sustainability Champions) and student volunteer network of ambassadors/champions for environmental sustainability at UEA. Local-level action, coordinated by Sustainable Development Manager.
- UEA Living Laboratory ('Living Lab') programme: linking campus innovation (e.g. new building materials and techniques of the Enterprise Centre); UEA operations (i.e. Estates and Facilities Division activities); and sustainable development projects. Project management and delivery by UEA students, on/for the UEA estate/local community. Projects initiated as part of academic programmes; from operational need; or voluntarily out of student interest. Overseen and facilitated by Sustainable Development Manager.
- Green Impact: engagement programme to provide a supported workbook of actions for sustainability by teams across the University (members are not automatically active in the Sustainability Network). One theme in Green Impact is education for sustainable development (ESD): working to embed sustainable development principles into curricula, and supporting interdisciplinary life skills in UEA's future graduates through a lens of sustainable development.

Connections between different areas of activity – threading sustainability through UEA's vision of being 'unconventionally brilliant', and to 'do different':

- Academia and research/ ESD/ campus connections, via the Living Lab
- Community activity/ UEA sustainability initiatives, via Sustainability Network and Sustainability Collective
- Student activity and enthusiasm, intra-Hub and with EST, via Sustainability Exec
- ARM central communications/ research/ EST activity, via communications channel enhancement.

## Communication methods

Table 1: SUE communications tools by key stakeholder groups

	[Priority Group 0] Executive Team	[0] Sustainability Board	[1] Current staff	[1] Current students	[2] Potential future staff	[2] Prospective students	[2] Key academic/ business contacts/ networks	[3] Partner organisations	[3] Local community	[3] External audit/ league table organisations	[3] Contractors on campus	[3] Visitors to campus	[4] Wider academic community	[4] Other HEIs	[4] Graduate employers	[4] Financial community (HEFCE and investors)	[4] Regulators & policy makers	[4] Local and national media	[4] UEA alumni	[4] General public
Print materials (inc. overview leaflets)	✓	✓	✓	✓			✓	✓				✓		✓						
Monthly newsletter		✓	✓	✓			✓	✓												
Website			✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓					✓	✓
Annual Report	✓	✓	✓	✓	✓	✓	✓	✓		✓				✓					✓	✓
Twitter			✓	✓	✓	✓	✓		✓				✓	✓				✓	✓	✓
Facebook			✓	✓															✓	
Instagram				✓		✓													✓	
Blog			✓	✓		✓									✓					✓
Case studies	✓	✓	✓	✓	✓	✓	✓	✓		✓				✓				✓		✓
Stalls at events			✓	✓		*			✓											
YouTube (case study profiles)*		✓	✓	✓	✓	✓		✓						✓					✓	✓
LinkedIn: personal recommendations*			✓	✓											✓				✓	

**Key:** \* = to be developed

All communications should bear in mind:

- Transparency and accessibility: using clear and open language, but sensitive to the political responsibility of all communications as representative of the University of East Anglia.
- Inclusivity: encouraging participation across UEA and enabling through a multi-media approach.
- Make data comprehensible: where possible it should be presented in quantitative rather than qualitative formats that make progress trends easily identifiable, maximising the use of visual display techniques in the form of graphs and diagrams. Data should be presented at as local a level as possible and sensible, and updated regularly. Where helpful, clear and concise explanation and/or background should be provided.
- The human dimension to all stories: they should use quotes, case studies, local data, how it effects UEA staff/students.

Research at UEA through the Living Lab programme has found that a 'social identity' approach is more effective than an 'informational' approach: telling individuals that their social group does a certain action has more impact than asking them directly to do it.

- For example: 'UEA students save water by...' not 'Saving water is important.'
- The more important that a particular group membership is to an individual's social identity, the more likely they are to follow the norms of the group.

The Cabinet Office Behavioural Insights Team (July 2011) *Behaviour Change and Energy Use* publication identifies a number of behavioural issues that should be taken into account when designing new campaigns:

- People are heavily influenced by what others around them are doing (social norms)
  - Personalise and localise data: provide comparative energy consumption information and make content School/ residence/ UEA specific
  - Provide default options, e.g. turn all computers to sleep mode after x minutes.
- Incentivise through immediate rewards rather than long-term paybacks
  - For example, free accredited training for Sustainability Champions; auditor training for students.
- Engage individuals as members of a community, rather than as individual consumers
  - For example, discounts for groups and community-level rewards – e.g. residences, Schools, Departments.
- Provide direct incentives for individuals
  - For example, prizes, personal recognition.
- Key moments can prompt action
  - Make sure the message goes out at salient points in time (e.g. staff and student inductions; before end of term; relate to high-profile national awareness days/ etc).
- Clear links to policy
  - Make environmental expectations/ relevant aspects of the Environmental Sustainability Policy clear, for example in accommodation contracts.

## Responsibilities

Primary responsibility for implementing the Sustainability Communications Plan lies with the Sustainable Development Team within the SUE Department, coordinated by the Sustainable Development Manager.

Individuals within the Department are responsible for providing content and supporting the delivery of campaigns in their specific specialist areas.

Engaging ARM and the Estates Customer Liaison Team will be essential to ensure that corporate brand and a consistent message is upheld, with this relationship managed by the Sustainable Development Manager.

Sustainability Champions, Green Impact teams and student groups or representatives are invited to discuss engagement ideas and campaigns with the Sustainable Development Manager (email [sustainability@uea.ac.uk](mailto:sustainability@uea.ac.uk)). The Sustainability Network is open to all members of the University community.

## Useful links

Sustainable Ways website: [www.uea.ac.uk/about/sustainability](http://www.uea.ac.uk/about/sustainability)

Green Impact programme: [www.uea.ac.uk/about/sustainability/get-involved/green-impact](http://www.uea.ac.uk/about/sustainability/get-involved/green-impact)

Environmental Sustainability Policy: [www.uea.ac.uk/about/sustainability/strategy-and-policy](http://www.uea.ac.uk/about/sustainability/strategy-and-policy)

Sustainable Ways newsletter back-catalogue: [www.uea.ac.uk/about/sustainability/newsletter](http://www.uea.ac.uk/about/sustainability/newsletter)

# Appendices

## Appendix 1: Sustainability communications guidelines

### Key messages

**Internally:** The University of East Anglia takes sustainability seriously, at both a local and global level. Every member of the University community can make a difference through the adoption of more sustainable practices, from small changes in behaviour to embedding sustainable development principles in their work and personal lives.

**Externally:** The University of East Anglia takes sustainability seriously, at both a local and global level. The University is investing in its infrastructure and personnel to reduce negative environmental impacts and capitalise on internal expertise. For example, UEA is continuing to reduce its carbon intensity despite a growing estate.

### Communications methods

1. Promote environmental successes, through a multi-media approach as appropriate.
2. Sell the 'sizzle' not the sausage: why is this of interest to the reader/viewer? What information do they want to hear, not what do you want to convey. Be concise!
3. Encourage, reward and instigate bottom-up initiatives. Recognise staff and student contributions to environmental performance.
4. Personalise data, for example by providing comparative energy consumption information and making content at least UEA-specific. Try to make information relevant to the local level (School or Faculty, then building, then University, then beyond: micro to macro in terms of preference)
5. Give other activities a sustainability spin when promoting: tie in to central UEA activities, the overarching UEA Sustainable Ways programme, and/or the Environmental Sustainability Policy.
6. Maximise opportunities to gather suggestions/ feedback.
7. Key moments can prompt action – make sure the message goes out at key points in time, for example at staff and student inductions, Welcome Week, and start/end of terms.
8. Make sure all communications are in simple language, accessible by key audiences. Keep it short, sharp, to the point – but don't be afraid to introduce an element of personality (depending on the audience/ medium).
9. Link content to key market trends:
  - a. How does sustainability/the message enhance the 'student experience'?
  - b. How does sustainability/the message link to the idea of 'global citizenship' – the concept of producing alumnae able to engage with the needs of their role as citizens of the future?
  - c. What benefit does the activity/message have: Improving the student experience at UEA? Reducing UEA's reliance on fossil fuels, thereby increasing resilience against future increases in fuel and energy prices? Reducing current/future costs to UEA, thereby making efficiencies and releasing budget for research/ other necessary projects? Improving the internal/external perception of UEA?
  - d. How can sustainability support the 'impact' of research and/or teaching: what are the co-benefits of the project or idea?

## Communications meeting checklist

- What have been the sustainability successes [this week/ month/ since the last meeting]?
- Are there successful initiatives or results that can be used as case studies, or for other promotion, such as via @SustainableUEA and/or School/Department/personal social media?
- What staff/student contributions need to be acknowledged?
- Can we report on headline reduction targets? Is performance trend data available to support communication (e.g. personalised data, live data)?
- Can we promote top tips, maybe relating to recent activity or as a result of other communications (e.g. 'do one thing')?
- What national/international awareness/celebration days are coming up? Can we amplify the message?
- Are there related lecture/seminar series or related UEA-hosted/-run events coming up? Can we amplify the message through these?
- Is there a need/opportunity for staff and student consultation/involvement in up-and-coming decision making?

➔ **Send notes from this checklist to Sustainable Development Manager or local communications manager for action**

## Dissemination

Make an early decision on whether content is worth wider dissemination, dependent on which stakeholders are involved. Central options are:

- ✧ Sustainability Network mailing list (fortnightly briefing email)
- ✧ Sustainability monthly e-newsletter, *UEA Sustainable Ways*
- ✧ Annual Environmental Sustainability Report
- ✧ Sustainable Ways website content
- ✧ Estates Customer Liaison Team
  - Estates Twitter
  - Tandem press releases
  - Environmental or energy-related issues reported to the EST Helpdesk via [jobdone@uea.ac.uk](mailto:jobdone@uea.ac.uk)
- ✧ ARM (UEA central comms – headline news and press releases)
  - ✧ Staff and student weekly e-bulletin
  - ✧ Portal intranet news page
- ✧ New campaign/event/leaflet/poster/prompts
- ✧ Training/ induction materials.

The UEA Sustainable Ways logo (green text with black glint) should be used on all communications sent from the SUE Department, in line with UEA branding and identity guidelines.

Other teams can use their discretion and use their School/Department-preferred logo or the UEA brand with the green glint.

Student-focused communications should follow the above guidelines in addition to the Sustainability Society logo (right).



**SUSTAINABLE  
WAYS**



**UEA**  
SUSTAINABILITY  
SOCIETY

## Appendix 2: Summary issue-specific Communications Plan

Issue	Action	Key Messages	Related documents/data	Priority Stakeholders
Sustainability (general)	<ul style="list-style-type: none"> <li>Content for ARM bulletins, SU media, web, social media</li> <li>Develop online (inc Portal/ intranet) content</li> <li>Increase visibility and connectivity related to UEA's Sustainable Ways</li> <li>List of student projects (see Appendix 5: Student project ideas – UEA Living Laboratory)</li> <li>Develop joint campaigns with UUEAS and Sustainability Exec</li> <li>Promote Sustainable Ways programme</li> <li>Environmental awards – internal (GI) and external (Green Gown)</li> <li>Use international/ national 'Awareness Days' to amplify local messages (see Appendix 3: Thematic focus months, based on recognised awareness/ celebration days)</li> </ul>	<ul style="list-style-type: none"> <li>UEA's Sustainable Ways</li> <li>UEA 2030 Vision (Corporate Plan links)</li> <li>Student experience</li> <li>ISO14001 status</li> <li>Environmental Sustainability Policy content / requirements</li> <li>Performance trend data/case studies</li> <li>Related lectures/ seminars/ events on campus</li> <li>Individual ownership and behaviour change</li> <li>(spreading good practice to local organisations)</li> </ul>	Corporate Plan Environmental Sustainability Policy Aspects Register Comms Strategy Annual Environmental Sustainability Report	ET & Sustainability Board: overview  - Staff and students - Key academic contacts/ networks - Local community and partner organisations - Contractors; suppliers - Alumni - League tables (P&P) and auditing bodies (EcoCampus / NQA)
Biodiversity	<ul style="list-style-type: none"> <li>Tom Everett (Grounds) &amp; Iain Barr (BIO): audit and student project ideas/updates</li> <li>Related projects (eg. water sampling/ quality)</li> </ul>	<ul style="list-style-type: none"> <li>Volunteering opportunities</li> <li>Biodiversity audits and targets</li> <li>Gardening/green societies: how to join, what.</li> <li>Wildlife trail, tree trail, UEA conservation volunteers</li> </ul>	Biodiversity and Landscape Management Plan (BLMP) Ecology site map Tree Trail map, info materials Biodiversity Audit	Staff, students, local community, Norfolk Biodiversity Partnership, LA (County Wildlife Sites), key academic contacts, contractors

Issue	Action	Key Messages	Related documents/data	Priority Stakeholders
		<ul style="list-style-type: none"> <li>Student academic projects through BIO/ ENV etc (Living Lab link)</li> </ul>		
Built environment	<ul style="list-style-type: none"> <li>Design Guide</li> <li>Contractor induction</li> <li>Guidance for clients</li> <li>PODS and Maintenance training</li> <li>BREEAM meetings (CD)</li> </ul>	<p>Energy certificates/ awards for current buildings</p> <p>Construction and refurbishment – client requirements (Design Guide)</p> <p>BREEAM and Passivhaus implementation (Sustainable Way leaflet)</p>	<p>Design Guide</p> <p>Estates Development Strategy</p> <p>ECRP</p> <p>Biodiversity and Landscape Management Plan (BLMP)</p>	<p>Clients, staff and students, contractors, visitors to campus, other HEIs, Sustainability Board</p>
Future Skills (ESD)	<ul style="list-style-type: none"> <li>Connect/ embed curricula to sustainability</li> <li>Connect through Living Lab</li> <li>Web content generation</li> <li>Explore links to other HEIs</li> </ul>	<p>Living Lab is open to all</p> <p>Existing degree courses &amp; course content</p> <p>Opportunities to embed across curricula at UEA</p>	<p>Communications Plan</p> <p>Learning &amp; Teaching strategies</p>	<p>Academic/teaching staff, researchers, students, Learning &amp; Teaching @ UEA, Sust Board, HEA, employers of graduates</p>
Environmental awareness training	<ul style="list-style-type: none"> <li>Refresh training material</li> <li>Make publicly accessible on web</li> <li>Make compulsory for all staff</li> <li>Set programme of student inductions</li> </ul>	<p>Complete training: gain skills and awareness, improve ability to help reach UEA's objectives, join an active team across the University...</p>		<p>Staff, students, contractors</p>
Energy and carbon	<ul style="list-style-type: none"> <li>Recent-time energy usage data from BMS</li> <li>Develop comparative/ personalised performance trend data</li> <li>Thermal images – what does it mean for you?</li> <li>Energy Centre tours, YouTube, explanatory information</li> </ul>	<p>Carbon reduction target of 35% from 1990 baseline by 2020</p> <p>Reduce electricity use by 25% from 2013-14 academic year by 2020 (est. £1m saving) / Energy &amp; Carbon Reduction Programme</p> <p>Big Holiday Switch Off campaigns</p> <p>Carbon footprinting, including refining scope 3 emissions</p>	<p>ECRP</p> <p>Environmental Sustainability Policy</p> <p>HESA return (Estate Management Record)</p> <p>Legislative compliance (e.g. ESOS)</p>	<p>Staff, students, Sportspark, SCVA, CRU, Tyndall Centre, ENV, HEFCE/HESA, People &amp; Planet</p> <p>Other HEIs (case studies/ promotion of UEA)</p>

Issue	Action	Key Messages	Related documents/data	Priority Stakeholders
	<ul style="list-style-type: none"> <li>Green Impact</li> <li>ECRP leaflet</li> <li>Touring roadshow and campaigns</li> </ul>	<p>Monitoring energy performance displayed in comparative figures – ‘How are you doing at reducing your energy usage?’</p> <p>Living Lab project opportunities</p> <p>NOT going to reduce research potential!</p>		
Sustainability Network	<ul style="list-style-type: none"> <li>Recruitment (ongoing)</li> <li>Increase publicity on Green Impact, inc. achievements &amp; case studies</li> <li>Training for student members</li> <li>Explore opportunities for competitions between halls of residence (via GI, energy monitoring, Green Flats)</li> <li>Live data</li> <li>Create feedback opportunities</li> </ul>	<p>Green Impact Awards</p> <p>Data and ‘top tips’ – 10 per theme?</p> <p>Energy &amp; Carbon Reduction Programme</p> <p>Carbon footprint</p> <p>Monitoring energy performance (monthly figures)</p>	<p>ECRP</p> <p>Waste strategy</p> <p>Travel Plan</p> <p>Annual Environmental Sustainability Report</p> <p>Communications Strategy and Plan</p> <p>@SustainableUEA social media</p> <p>Monthly newsletter, and bi-weekly email digests</p>	Staff, students, UUEAS
Procurement	<ul style="list-style-type: none"> <li>Staff awareness training</li> <li>Website development</li> <li>Develop top tips for commodities – link to Flexible Framework?</li> <li>Investigate reaccreditation to Fairtrade via P&amp;P / student society</li> <li>Living Lab projects?</li> </ul>	<p>Guidance for general staff</p> <p>WARPit</p> <p>Supplier sustainability credentials</p> <p>Buyers’ guides</p> <p>Top tips for commodities</p> <p>Flexible Framework</p>	<p>UEA Procurement Policy (Fairtrade policy)</p> <p>Flexible Framework</p>	Staff, students, UUEAS, (Fairtrade Foundation; People & Planet)
Sustainable food	<ul style="list-style-type: none"> <li>Develop sustainability in catering, through EMS and comms</li> <li>Fairtrade?</li> </ul>	<p>Food miles, local suppliers</p> <p>Seasonal produce</p>	<p>Sustainable Food Policy</p> <p>(Seafood policy)</p>	Campus Kitchen and other catering providers

Issue	Action	Key Messages	Related documents/data	Priority Stakeholders
	<ul style="list-style-type: none"> <li>• Good egg award, good pig award (etc) – what exists, what is possible?</li> <li>• Food for Life accreditation?</li> <li>• Living Lab projects?</li> </ul>	<p>Keep cups (and bring your own mug – office)</p> <p>Food composting, reductions in packaging waste</p> <p>Embedded energy and water use (whole life cost)</p> <p>Fairtrade products: existence and availability</p> <p>Bottled water alternatives</p> <p>Student guidance on buying under sust. principles</p> <p>Partnerships with suppliers</p>	<p>→ <i>Develop with EMS group</i></p>	<p>Staff, students, UUEAS, visitors, suppliers, local businesses</p>
Transport	<ul style="list-style-type: none"> <li>• Promote travel expenses form, and Key Travel as approved supplier (→ carbon data)</li> <li>• Commuting travel audit</li> <li>• Advice on business travel and video conferencing for staff and students</li> <li>• ENV offsetting project: calculation of emissions from student travel, and tree planting</li> <li>• Tyndall Travel Tracker</li> <li>• Living Lab projects</li> </ul>	<p>BUG (bicycle user group)</p> <p>Public transport availability; discounts</p> <p>Carsharing – scheme availability; benefits</p> <p>Reducing GHG emissions from business travel</p> <p>Key Travel as preferred supplier</p>	<p>Travel Plan, commuter audit, Key Travel data</p>	<p>Staff, students, visitors, business travellers</p>
Waste	<ul style="list-style-type: none"> <li>• Recycling communication</li> <li>• Accommodation – message before arrival (don't bring x) and when leaving (how to recycle/donate)</li> <li>• Live performance data</li> </ul>	<p>Materials guide</p> <p>End of year Reduce, Reuse, Recycle campaign</p> <p>Waste reduction tips</p> <p>Waste production data</p>	<p>Waste strategy</p>	<p>Staff, students, waste contractor/s, local businesses</p>

Issue	Action	Key Messages	Related documents/data	Priority Stakeholders
	<ul style="list-style-type: none"> <li>Competitions between halls of residence via Green Flats, GI?</li> <li>Campaigns</li> <li>Living Lab projects</li> </ul>	Duty of Care and waste hierarchy (EMS requirement)		
Water	<ul style="list-style-type: none"> <li>Performance data</li> <li>Living Lab projects?</li> </ul>	Case studies, eg. labs successes, and leak reduction	Water strategy	Staff, students, EA, Anglian Water
Emergency preparedness	<ul style="list-style-type: none"> <li>Spill training</li> <li>Emergency plan testing</li> <li>Promote incident reporting</li> <li>Record all training</li> </ul>	Incident reporting Annual Environmental Sustainability Report	Environmental Incident Plan Incident Reporting Form	Staff, students, EA, Anglian Water  Internal emergency teams
Legislative compliance	<ul style="list-style-type: none"> <li>Management briefing packs</li> <li>Key staff training (e.g. EST on biodiversity management)</li> </ul>	EMS: Legal Register and action plan	Legislation Register	Staff, EA, Anglian Water, audit bodies (e.g. EcoCampus)

### 2.1 EcoCampus

EcoCampus is an Environmental Management System (EMS) and award scheme for the higher education sector. The scheme allows universities to be recognised for addressing key issues of environmental sustainability. EcoCampus aims to deliver continuous improvements to a management system for environmental issues.

Policies and procedures within the programme are in line with ISO 14001, the international standard to environmental management systems. It aims to improve procedural and strategic efficiency, as well as financial savings as a result.

EcoCampus is a sector-wide scheme, and as a result provides networking links to a number of other peer institutions.

### 2.2 Sustainability Network responsibilities

The Sustainability Network consists of local champions from staff and students at UEA, supported by the Sustainable Development Manager to:

- Develop knowledge of energy, waste, water and sustainable travel issues.
- Champion UEA's sustainability policies in day to day roles.
- Maintain regular contact with the UEA Sustainability, Utilities and Engineering Department.
- Direct colleagues to relevant transport, energy, waste and water information.
- Communicate with users about general environmental issues and environmental awareness programme.
- Seek to influence decision making on environment issues relevant to their own work areas and UEA.
- Change posters as requested by the SUE Dept/Lead Champion.
- Participate in activities to encourage the reduction in UEA's environmental impact, such as Green Impact.
- Provide comment back to the SUE Dept and act as a communication link between colleagues and Estates.

### Appendix 3: Thematic focus months, based on recognised awareness/ celebration days

Month	2017-18 key events	Theme (general, travel, waste, energy, water, purchasing, food, climate)	Overview
<b>May</b> Focus on Sustainable Futures Month	07.05.18 International Dawn Chorus Day	biodiversity	<a href="http://idcd.info/">http://idcd.info/</a>
	14-20.05.18 National Vegetarian Week	food	<a href="http://www.nationalvegetarianweek.org/">http://www.nationalvegetarianweek.org/</a>
	20.05.16 Food Revolution Day	food	<a href="http://www.jamiesfoodrevolution.org/news/food-revolution-day-2016-reaches-50-million/">http://www.jamiesfoodrevolution.org/news/food-revolution-day-2016-reaches-50-million/</a>
	21.05.-- World Day for Cultural Diversity for Dialogue and Development	equality	<a href="http://www.unesco.org/new/en/unesco/events/prizes-and-celebrations/celebrations/international-days/world-day-for-cultural-diversity-for-dialogue-and-development-2016/">http://www.unesco.org/new/en/unesco/events/prizes-and-celebrations/celebrations/international-days/world-day-for-cultural-diversity-for-dialogue-and-development-2016/</a>
	22.05.17 International Day for Biological Diversity	biodiversity	<a href="https://www.cbd.int/idb/">https://www.cbd.int/idb/</a>
<b>June</b> Focus on Global Solutions Month	05.06.17 World Environment Day	general	<a href="http://www.educationscotland.gov.uk/resources/w/worldenvironmentday.asp">http://www.educationscotland.gov.uk/resources/w/worldenvironmentday.asp</a>
	08.06.17 World Oceans Day	water	<a href="http://www.worldoceansday.org/">http://www.worldoceansday.org/</a>
	18-24.06.18 National Insect Week	biodiversity	<a href="http://www.nationalinsectweek.co.uk/">http://www.nationalinsectweek.co.uk/</a>
	19-25.06.17 Sustainable Energy Week	energy	<a href="http://eusew.eu/">http://eusew.eu/</a>
	10-18.06.17 National Bike Week	travel	<a href="http://bikeweek.org.uk/">http://bikeweek.org.uk/</a>
	20.06.-- World Refugee Day	equality	<a href="http://www.un.org/en/events/refugeeday/">http://www.un.org/en/events/refugeeday/</a>
	18-24.06.18 National Insect Week (EVERY 2 YEARS)	biodiversity	<a href="http://www.nationalinsectweek.co.uk/">http://www.nationalinsectweek.co.uk/</a>
	17.06.-- World Day to Combat Desertification	climate	<a href="http://www.unccd.int/en/programmes/Event-and-campaigns/WDCD/Pages/default.aspx">http://www.unccd.int/en/programmes/Event-and-campaigns/WDCD/Pages/default.aspx</a>
<b>July</b> Focus on Plastic Month	07.07.18 International Day of Cooperatives ( <i>1st Sat of July every year</i> )	purchasing	<a href="https://www.timeanddate.com/holidays/un/international-day-cooperatives">https://www.timeanddate.com/holidays/un/international-day-cooperatives</a>

Month	2017-18 key events	Theme (general, travel, waste, energy, water, purchasing, food, climate)	Overview
	20.07.18 - 12.08.18 Big Butterfly Count	biodiversity	<a href="http://www.bigbutterflycount.org/about">http://www.bigbutterflycount.org/about</a>
<b>August</b> Focus on Water Month	09.08.-- International Day of the World's Indigenous Peoples	equality	<a href="http://www.un.org/en/events/indigenousday/">http://www.un.org/en/events/indigenousday/</a>
	13-19.08.18 National Allotments Week	food	<a href="http://www.nsalg.org.uk/news-events-campaigns/national-allotments-week/">http://www.nsalg.org.uk/news-events-campaigns/national-allotments-week/</a>
	25-26.08.18 International Bat Night	biodiversity	<a href="http://www.eurobats.org/international_bat_night">http://www.eurobats.org/international_bat_night</a>
	26-31.08.2018 World Water Week	water	<a href="http://www.worldwaterweek.org/">http://www.worldwaterweek.org/</a>
<b>September</b> Focus on Recycling & Waste Month  <i>Organic September</i> <i>(Soil Association)</i>	03-07.09.18 Zero Waste Week	waste	<a href="http://www.zerowasteweek.co.uk/">http://www.zerowasteweek.co.uk/</a>
	05.09.-- International Day of Charity	equality	<a href="http://www.un.org/en/events/charityday/">http://www.un.org/en/events/charityday/</a>
	16.09.-- International Day for the Preservation of the Ozone Layer (UN) (World Ozone Day)	climate	<a href="http://www.un.org/en/events/ozoneday/">http://www.un.org/en/events/ozoneday/</a>
	19/20.09.18 International Arrivals Day		-
	22/23.09.18 Home Arrivals Weekend		
	22.09.-- World Carfree Day	travel	<a href="http://www.worldcarfree.net/wcfd/">http://www.worldcarfree.net/wcfd/</a>
	22.09 - 05.10.18 Good Money Week	finance	<a href="http://goodmoneyweek.com/about">http://goodmoneyweek.com/about</a>
	22.09 - 07.10.18 British Food Fortnight	food	<a href="http://www.lovebritishfood.co.uk/">http://www.lovebritishfood.co.uk/</a>
<b>October</b> Focus on Food Month  <i>Vegetarian Awareness Month</i>	01.10.-- World Vegetarian Day	food	<a href="http://www.worldvegetarianday.org/">http://www.worldvegetarianday.org/</a>
	01-07.-- International Vegetarian Week	food	<a href="http://www.vegetarianweek.org/Page-40-About%2Bthe%2BVegetarian%2BWeek.html">http://www.vegetarianweek.org/Page-40-About%2Bthe%2BVegetarian%2BWeek.html</a>
	21.10.-- Apple Day	food	<a href="http://commonground.org.uk/projects/orchards/apple-day/">http://commonground.org.uk/projects/orchards/apple-day/</a>
<b>November</b> Focus on Travel Month	12-18.11.18 National Recycling Week	waste	<a href="https://www.awarenessdays.com/awareness-days-calendar/national-recycling-week-2018/">https://www.awarenessdays.com/awareness-days-calendar/national-recycling-week-2018/</a>
	16.11.-- International Day for Tolerance	equality	<a href="http://www.un.org/en/events/toleranceday/">http://www.un.org/en/events/toleranceday/</a>

Month	2017-18 key events	Theme (general, travel, waste, energy, water, purchasing, food, climate)	Overview
	19.11.-- World Toilet Day	equality	<a href="http://www.timeanddate.com/holidays/un/toilet-day">http://www.timeanddate.com/holidays/un/toilet-day</a>
	24.11 - 02.12.18 National Tree Week	biodiversity	<a href="http://www.treecouncil.org.uk/Take-Part/National-Tree-Week">http://www.treecouncil.org.uk/Take-Part/National-Tree-Week</a>
	23.11.18 National Buy Nothing Day	purchasing	<a href="http://www.buynothingday.co.uk/">http://www.buynothingday.co.uk/</a>
<b>December</b> Focus on Energy Month	01-02.12.18 Tree Dressing Day ( <i>first full weekend in December</i> )	biodiversity	<a href="https://www.commonground.org.uk/tree-dressing-day/">https://www.commonground.org.uk/tree-dressing-day/</a>
	03-14.12.18 COP24 (Poland)	climate	-
	05.12.-- International Volunteer Day	equality	<a href="http://www.un.org/en/events/volunteerdays/">http://www.un.org/en/events/volunteerdays/</a>
	10.12.-- World Human Rights Day	equality	<a href="http://www.un.org/en/events/humanrightsday/">http://www.un.org/en/events/humanrightsday/</a>
<b>January</b> Focus on Wellbeing Month	( <i>RSPB Big Garden Bird Watch</i> )	biodiversity	<a href="https://www.rspb.org.uk/birdwatch/">https://www.rspb.org.uk/birdwatch/</a>
<b>February</b> Focus on Environmental Action Month	02.02.19 World Wetlands Day	biodiversity	<a href="http://www.worldwetlandsday.org/">http://www.worldwetlandsday.org/</a>
	25.02 - 10.03.19 Fairtrade Fortnight	food	<a href="http://www.fairtrade.org.uk/en/get-involved/events">http://www.fairtrade.org.uk/en/get-involved/events</a>
	14-21.02.19 National Nest Box Week	biodiversity	<a href="http://www.bto.org/about-birds/nnbw">http://www.bto.org/about-birds/nnbw</a>
	20.02.19 World Day of Social Justice	equality	<a href="https://www.un.org/en/events/socialjusticeday/">https://www.un.org/en/events/socialjusticeday/</a>
	( <i>08-13.02.16 People &amp; Planet Go Green Week</i> )	general	<a href="http://peopleandplanet.org/gogreenweek">http://peopleandplanet.org/gogreenweek</a>
<b>March</b> Focus on Biodiversity Month	02-08.03.2014 <i>Climate Week</i>	climate	
	03.03.19 World Wildlife Day	biodiversity	<a href="http://wildlifeday.org/">http://wildlifeday.org/</a>
	08-17.03.19 British Science Week	general	<a href="https://www.britishtscienceweek.org/">https://www.britishtscienceweek.org/</a>
	14.03.19 International Day of Action for Rivers	water	<a href="https://www.internationalrivers.org/international-day-of-action-for-rivers">https://www.internationalrivers.org/international-day-of-action-for-rivers</a>

Month	2017-18 key events	Theme (general, travel, waste, energy, water, purchasing, food, climate)	Overview
	20.03.19 International Day of Happiness	general	<a href="http://www.dayofhappiness.net/#join">http://www.dayofhappiness.net/#join</a>
	22.03.19 World Water Day	water	<a href="http://www.unesco.org/water/water_celebrations/">http://www.unesco.org/water/water_celebrations/</a> <a href="http://www.un.org/en/events/waterday/">http://www.un.org/en/events/waterday/</a>
	30.03.19 Earth Hour (20.30-21.30) <i>(check date)</i>	general	<a href="https://www.earthhour.org/">https://www.earthhour.org/</a>
<b>April</b> Focus on Carbon Reduction Month	24.04.17 Fashion Revolution Day <i>(check date and Fash Rev Week)</i>	equality	<a href="http://fashionrevolution.org/">http://fashionrevolution.org/</a>
	22.04.19 Earth Day	general	<a href="http://www.projectbritain.com/calendar/April/earthday.html">http://www.projectbritain.com/calendar/April/earthday.html</a>

**Useful update links:**

<a href="http://naturenet.net/education/dates.html">http://naturenet.net/education/dates.html</a>
<a href="http://www.avery.co.uk/avery/en_gb/Projects-&amp;-Ideas/Ideas-for-Work/GOW/Green-Office-Week-Home.htm">http://www.avery.co.uk/avery/en_gb/Projects-&amp;-Ideas/Ideas-for-Work/GOW/Green-Office-Week-Home.htm</a>
National Insect Week next runs: 20-26.06.2016, <a href="http://www.nationalinsectweek.co.uk/">http://www.nationalinsectweek.co.uk/</a>

## Appendix 4: Stakeholder matrix

Communication theme	Element	[Priority Group 0] Executive Team	[0] Sustainability Board	[1] Current staff	[1] Current students	[2] Potential future staff	[2] Prospective students	[2] Key academic/ business contacts/ networks	[3] Partner organisations	[3] Local community	[3] External audit/ league table organisations	[3] Contractors on campus	[3] Visitors to campus	[4] Wider academic community	[4] Other HEIs	[4] Financial community (HEFCE and investors)	[4] Regulators and policy makers	[4] Local and national media	[4] UEA alumni	[4] General public
UEA's Sustainable Ways	Presence of and opportunities to be involved with campus sustainability (inc. Estates activity, built environment, Sustainability Network, 'UEA's Sustainable Way' / Sustainable UEA walks, biodiversity volunteering, events)		✓	✓	✓	✓	✓	✓	✓	✓										
	Induction - sustainability awareness//training		✓	✓	✓						✓									
	Life-cycle assessment and sustainable procurement (inc. avoided, e.g. WARPit)		✓	✓					✓			✓								
	Local community initiatives, inc. related volunteering opportunities			✓	✓		✓			✓								✓		✓
	Related UEA academic projects and research; opportunities for student projects on campus			✓	✓		✓								✓	✓				✓
	Sustainable food (Campus Kitchen, and at home/off campus)			✓	✓		✓						✓							
	'How to...' (e.g. recycle; travel)			✓	✓	✓	✓	✓												
Learning & teaching opportunities (ESD)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓			✓		
EMS	Current Environmental Sustainability Policy	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓			✓	✓			✓
	Targets and performance, data and trends (local & campus)	✓	✓	✓	✓			✓	✓	✓	✓				✓		✓			
	Environmental programme / strategies	✓	✓					✓		✓	✓	✓								✓
	Training			✓	✓						✓	✓								
	Implementation Team targets / action plans		✓	✓	✓			✓			✓	✓			✓					
	Operational Control Procedures		✓	✓					✓		✓	✓								
	Significant aspects and impacts		✓								✓	✓								
	Audit/ review programme		✓								✓	✓								
	Audit programme results	✓	✓								✓	✓								
	Incident reporting and emergency preparedness	✓	✓	✓	✓				✓			✓						✓	✓	

Communication theme	Communication Strategy priority group Element	[Priority Group 0] Executive Team	[0] Sustainability Board	[1] Current staff	[1] Current students	[2] Potential future staff	[2] Prospective students	[2] Key academic/ business contacts/ networks	[3] Partner organisations	[3] Local community	[3] External audit/ league table organisations	[3] Contractors on campus	[3] Visitors to campus	[4] Wider academic community	[4] Other HEIs	[4] Financial community (HEFCE and investors)	[4] Regulators and policy makers	[4] Local and national media	[4] UEA alumni	[4] General public	
	Regulatory/ other compliance requirements (EMS Legal Register)	✓	✓	✓	∧				✓		✓	✓					∧				
Energy and Carbon Reduction Programme	ECRP plan	✓	✓	✓	✓			✓	✓			✓								✓	
	ECRP targets and performance	✓	✓	✓	✓			✓			✓				✓	✓	✓	∧		✓	
	ECRP case studies	✓	✓	✓	✓	✓	✓	✓	✓						✓			✓		✓	
	>> Campus development (capital plan and refurb programme): positive and negative environmental impact; opportunities to enhance space and deliver energy savings	∧	✓	✓	✓				✓												
	>> Low carbon/ low energy projects and technologies on campus	∧	✓	✓	✓	✓	✓		✓	✓					✓	✓		✓		✓	
Financial	Budget/ expenditure	✓	✓													✓					
	Business cases for sustainable action/ activities		✓													✓					
	Liabilities/ risk	∧	✓									✓				✓	✓				
Health, safety and risk mitigation	Contingency planning	✓	✓	∧	∧							✓					✓				
	Duty of Care requirements		✓	✓					✓		✓	✓					✓				
	Environmental risk assessments; EMS Risk Register		✓								✓	✓					✓				

## Appendix 5: Student project ideas – UEA Living Laboratory

These are some examples of the type of areas that could be developed further for real-world research by UEA students.

### *Behaviour (Peer-to-peer engagement)*

- ✧ Green Impact programme's value to UEA
- ✧ Student interest in education for sustainability at UEA

### *Biodiversity and grounds*

- ✧ Biodiversity audit (via BIO)
- ✧ Key species case studies / habitat creation or support

### *Built environment*

- ✧ Case study bank development
- ✧ Post occupancy evaluations
- ✧ BREEAM evaluations/ calculations

### *Energy and carbon*

- ✧ Thermal imaging camera; behaviour change campaign output (via ENV)
- ✧ Lighting audits
- ✧ Lab equipment use audits
- ✧ Low carbon technology potential – identify area; cost benefit analysis; present to EST

### *Procurement*

- ✧ Whole life costing project of specific commodities
- ✧ Flexible Framework opportunities

### *Water*

- ✧ INTO: how to reduce residential water use
- ✧ Develop a range of graphics to illustrate UEA's historical and current water use against size of estate/ student numbers. Case studies of best practice.