



UNIVERSITY OF LEEDS

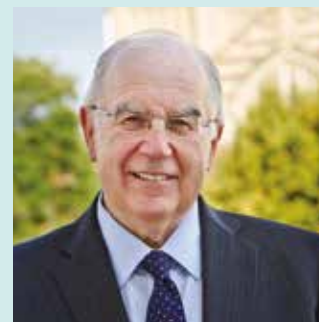
ANNUAL SUSTAINABILITY REPORT

2017/18



UNIVERSITY OF LEEDS

WE WILL BECOME A UNIVERSITY WHERE SUSTAINABILITY IS TRULY EMBEDDED THROUGH KNOWLEDGE, ENGAGEMENT, COLLABORATION AND INNOVATION. EACH AND EVERY ONE OF OUR STAFF AND STUDENTS WILL UNDERSTAND THE PRINCIPLES OF SUSTAINABILITY – IT WILL BE AN INTEGRAL PART OF OUR OPERATIONS AND WILL BRING ABOUT POSITIVE, SUSTAINABLE CHANGE FOR THE FUTURE.



WELCOME

OUR COMMITMENT TO A SUSTAINABLE FUTURE

This has been another successful year of initiatives, innovations, research and policy development on sustainability. Whilst the University still faces a number of external and internal challenges, our commitment to sustainability remains as strong as ever.

We have forged some important partnerships this year. For example, we are working closely with Leeds City Council and a range of public and private organisations to tackle the city's climate challenges. The development of the Leeds Climate Commission and our Living Lab projects are particularly influential and will enable us to use carefully developed research to respond to global challenges.

This year's Annual Sustainability Report aligns with the UN's Sustainable Development Goals. These are helping to shape our programme of work across the University as we play our part in tackling global grand challenges.

As ever, our staff and students remain at the heart of everything we do. I am always impressed with their creativity, innovation and sheer hard work which helps the University of Leeds become a more sustainable Institution.

I hope you enjoy reading this report. We are incredibly proud of the part we play in creating sustainable futures and the University remains committed to continuous improvement on sustainability.

A handwritten signature in black ink, which appears to read 'Alan Langlands'.

Sir Alan Langlands
Vice-Chancellor, University of Leeds

OUR NEW CHANCELLOR

In 2018, Dame Jane Francis became the new Chancellor of the University of Leeds. As a leading climate scientist and Director of the British Antarctic Survey, her commitment to academic excellence and incredible feats of human endeavour are sure to inspire our students and staff.

“The University of Leeds is a true leader in sustainability – something that’s very important to me – and it’s a great honour to be Chancellor here. Our commitment to sustainability is backed up with ambitious, innovative research and activities. It’s absolutely inspiring and I look forward to the positive difference I know we can make in the future.”

WHAT'S IN THIS REPORT?

Our Annual Sustainability Report is a snapshot of what we are doing to advance sustainability across our University and beyond. Alongside our performance data, we highlight some of the research, projects and successes that have taken place in 2017/18 – showcasing the incredible variety and scale of what we do. You'll also see a snapshot of some of the people who make it happen.

This year's Annual Report follows the four themes set out in our Sustainability Strategy: Embedding Sustainability Through Collaboration; Building Knowledge and Capacity; Being a Positive Partner in Society; and Making the Most of Resources.

Throughout the report, we also identify how our actions are contributing to the UN Sustainable Development Goals (SDGs) – a set of 17 goals to end poverty, protect the planet and ensure prosperity for all. This global focus is intrinsic to our sustainability efforts. From our home in Leeds, we understand how we can have an impact on a local, regional, national and international scale.

We can't include everything in these pages, but what you will find is a selection of stories of ambitious, inspiring and – sometimes – surprising accomplishments. However, there have been challenges this year, and this report also outlines the areas we need to do more work on. We're incredibly proud of our staff and students for embracing sustainability and truly embedding it at the heart of what we do.

MATERIALITY

The themes set out in our Sustainability Strategy, and subsequent Annual Reports, reflect the economic, environmental, social and cultural impacts of the University of Leeds. Our targets and commitments reflect the issues that we know we can have a direct and indirect impact upon – our material topics that have, or can create, a real difference. That's why you'll find commitments ranging from carbon reduction and resource efficiency to research and volunteering. To determine these materiality issues, we engaged with our staff and students. Working together we determined the actions and commitments we could make to bring about the most impact across the University and beyond, to local, national and international communities. These are reviewed regularly to ensure we stay relevant, impactful and able to make a significant difference.

Find out more about this year's report and sustainability at the University of Leeds and keep track of our progress at sustainability.leeds.ac.uk

THE UNIVERSITY OF LEEDS IN 2050

In our Sustainability Strategy we set out our vision for 2050 and what a sustainable University of Leeds would look like:

- Our campus is a test bed for new ideas and an exemplar of sustainable design
- All our students know and understand sustainability
- We have an open, accessible campus that is interconnected with the city
- We're a zero carbon, zero waste Institution
- Sharing space, equipment, skills and knowledge across the Institution is the norm
- Our supply chain is sustainable and we continuously strive for further improvement and innovation
- Our research addresses the grand challenges of sustainability and is accessible to all
- All staff have the capacity and knowledge to make sustainable decisions, and this is the norm
- We're an equitable and open employer that creates opportunities across the spectrum of our activities
- We're an inspiration in the city and our campus and culture are used as a blueprint for other organisations to follow
- Challenging the status quo and making a real difference are the norm

Our focus on a global outlook and commitment to contributing to the UN SDGs is key to realising our vision. This is particularly true in terms of:

- Goal 4: Quality Education;
- Goal 5: Gender Equality;
- Goal 8: Decent Work and Economic Growth;
- Goal 9: Industry, Innovation and Infrastructure;
- Goal 11: Sustainable Cities and Communities; and
- Goal 17: Partnership for the Goals.

Over the page, we look in more detail at how the projects and stories we highlight in this year's Annual Sustainability Report are contributing to the 17 UN SDGs...

WHAT’S IN THIS REPORT






























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Blueprint	     
Staff Sustainability Architects	     
International Sustainable Campus Network	      
Sustainable Restaurant Association	      
Fairtrade University	         
Student Sustainability Architects	     

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Air Quality Living Lab	           
Priestley Centre Society	     
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BEING A POSITIVE PARTNER IN SOCIETY PAGE 18–21

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MAKING THE MOST OF RESOURCES PAGE 22–25

Carbon Management Plan	     
Too Good To Go	    
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Supporting the Clean Air Leeds Pledge	       
Reusing Resources	     
Gold Standard Bike Hub	      

KEY



1 NO POVERTY



2 ZERO HUNGER



3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



7 AFFORDABLE AND CLEAN ENERGY



8 DECENT WORK AND ECONOMIC GROWTH



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



17 PARTNERSHIPS FOR THE GOALS

EMBEDDING SUSTAINABILITY THROUGH COLLABORATION

Embedding sustainability is key to everything we do here at the University of Leeds. By doing so, it influences every decision we make and every action we take, each and every day.

We already have the management systems, policies and reporting structures in place to make this a reality, and we're proud to have maintained these standards for another year. Now, we're focussing on making sure everyone has the chance to get involved and play their part in making the University even more sustainable.

This year, we piloted Blueprint, our exciting new programme that embeds sustainability at the heart of the Institution and empowers staff and students to catalyse significant change at the grass roots level. This framework helps Schools and Services make a plan for sustainability that is challenging but relevant to them and, ultimately, achievable.

It's early days, but plans and projects that have already been devised – from improving recycling rates on campus, to embedding SDGs into teaching and research – demonstrate the incredible range of ways we can embed sustainability.

We've also expanded our Student and Staff Sustainability Architects programme, giving even more people the chance to develop their own initiatives and shape sustainability activities across the University. Next year, we plan to extend the Architects programme further to work alongside Blueprint teams, helping them to develop their ideas and support project activities.

In terms of the UN SDGs, this theme responds directly to the need to work in partnership, provide quality education, promote responsible production and consumption, create effective, accountable institutions and sustainable cities and communities. It's about making sustainability an intrinsic part of the University, and making a positive impact as a result.

In this theme we report on how, through collaboration, staff and students are going above and beyond to make a substantial contribution to our wider sustainability agenda.

OUR COMMITMENTS

We will embed sustainability across the whole University.

We will create and support proactive collaborative networks.

We will develop robust management systems.

We will establish governance and accountability structures that drive sustainability and place it at the heart of our Institution.

THE HEADLINES

NUMBER OF PEOPLE ATTENDING SUSTAINABILITY EVENTS UP OVER 30%

ANOTHER IT SUPPLIER ENGAGED THROUGH ELECTRONICS WATCH

PILOT OF OUR NEW SUSTAINABILITY FRAMEWORK – BLUEPRINT

ACHIEVED 3 STAR SUSTAINABLE RESTAURANT ASSOCIATION RATING

THE FIGURES

THE FIGURES	RESULTS		How did we do?			
	15/16	16/17	TARGET 17/18	RESULTS 17/18	Hit or Miss?	TARGET 18/19
NUMBER OF ENGAGED GREEN IMPACT/BLEUPRINT TEAMS			EXCEEDED TARGET			
This year we piloted our powerful new programme to embed sustainability across the institution – Blueprint. This supports Schools and Services to develop bespoke sustainability action plans. In 2018/19, existing Green Impact teams will be supported to transition to Blueprint, along with welcoming new teams.	37	40	23	33	✓✓	20
ACCREDITATION TO ISO:14001			MET TARGET			
ISO:14001 is our externally certified Environmental Management System that covers all operations.	ACHIEVED	MAINTAINED	MAINTAIN	MAINTAINED	✓	MAINTAIN
FLEXIBLE FRAMEWORK LEVEL 4 IN PROCUREMENT			MET TARGET			
This is a Government standard that allows us to measure and monitor progress with our sustainable procurement. We continue to maintain high standards at level 4 (out of 5 levels).	ACHIEVED	MAINTAINED	MAINTAIN	MAINTAINED	✓	MAINTAIN
NUMBER OF IT SUPPLIERS ENGAGED THROUGH ELECTRONICS WATCH			MET TARGET			
Electronics Watch is a not-for-profit organisation that monitors and seeks improvement to worker's rights and social impact in electronics supply chains.	3	4	5	5	✓	5
NUMBER OF PEOPLE ATTENDING SUSTAINABILITY EVENTS			EXCEEDED TARGET			
Total number of public, staff and student participants and volunteers in sustainability events.	3099	7402	3409	9825	✓✓	10,000



FUTURE PRIORITIES

- Launch and roll out of Blueprint across the University.
- Expansion of Staff and Student Architects programme.
- Continue to develop and improve processes, by embedding sustainability through University-wide services such as HR and Purchasing.



This year we piloted our pioneering new programme for embedding sustainability right at the heart of our Institution. We want to empower all of our staff to explore sustainability opportunities and influence change from the ground up.

Blueprint does just this. It's an exciting new framework to support Schools and Services to work out what their sustainability impacts are and what they can influence or change. It is designed to give participants maximum input into the process – empowering ownership of sustainability activities at every level.

Representatives from Schools and Services work collaboratively with the Sustainability Service to develop bespoke sustainability action plans that are relevant or important to them, but also work towards the Institution's ambitious sustainability strategy. These action plans – Blueprints – are then owned and delivered by each School or Service over a five-year period.

This year we worked with a number of Schools and Services to pilot the programme, with an aim to launch Blueprint formally in 2018/19. It's a great opportunity for teams to work together on common challenges and ultimately create a Blueprint community that spans the whole Institution.

Jo Hynes, Deputy Director of Campus Support, has championed Blueprint from the start. **"Blueprint provided the Cleaning and Facilities Support Services an opportunity to identify sustainability challenges that are relevant to our services and important to our staff. It will create opportunities for improvement and give us a clear direction to ultimately help us meet our sustainability vision. We are looking forward to collaborating with other Blueprint teams as they develop, to explore common sustainability challenges across the University."**

Our ultimate aim for Blueprint is to create a rich ecosystem of collaborative Blueprint teams that become self-supporting and intrinsic to the University's move to a sustainable organisation.



Ian Addy, Staff Sustainability Architect and Operations Catering Manager, has worked with other Sustainability Architects and the 'Food4Change' student society to develop a whole range of initiatives. **"The projects we work on include Supporting Fair Trade, Food Waste and the 'Too Good To Go' initiative, promoting less meat in diets and reducing CO₂ emissions. We also continually focus on minimising disposables, including cups and plastics in line with the University's Sustainability Strategy."**

STAFF SUSTAINABILITY ARCHITECTS

In association with the Sustainability Service, Staff Architects develop sustainability objectives and support their department to implement initiatives.

Becoming a Staff Sustainability Architect gives our staff the opportunities and resources to promote and implement sustainable practices as part of their role. Along with our Student Sustainability Architects, they are pivotal in embedding sustainability throughout the organisation.

Tim Knighton, Staff Sustainability Architect in the School of Healthcare (pictured), set up regular nature walks. **"The walks were to encourage integration and improve health and wellbeing. We have covered a range of topics, including bird spotting, geocaching, and architecture. The fact that staff suggest walks or stop me to talk about the walks they've been on means that it's making a positive impact."**

By helping to create positive change within their departments and beyond, and collaborating with other Architects, our Staff Sustainability Architects are true champions of sustainability at the University.

INTERNATIONAL SUSTAINABLE CAMPUS NETWORK (ISCN)

This year we became part of the ISCN, a global forum where colleges, universities and corporate campuses share knowledge and best practice on integrating sustainability in campus operations, teaching and research. It's a great opportunity to collaborate on all things sustainability, with an international network of experts.

FAIRTRADE UNIVERSITY

The Fairtrade Foundation and the NUS have redeveloped the Fairtrade University and College Award to widen the themes, scope and actions required and we were invited to help pilot the new approach. We're proud to say that we once again achieved Fairtrade accreditation.

STUDENT SUSTAINABILITY ARCHITECTS

Student Sustainability Architects are part-time paid positions in Schools and Services across the University. In 2017/18, they played an active role in delivering sustainability across the Institution. They take the lead on delivering projects that align with our strategic objectives, as well as developing their own ideas to increase student participation with sustainability.



"I worked on laboratory sustainability initiatives, supporting the roll out of an inefficient lab equipment replacement scheme. We carried out initial energy audits and supplier research, which resulted in nine inefficient drying cabinets being replaced at the start of the year. A £20k investment in a more efficient GenLab E3 model means savings of £3,531 a year – and we now have additional funding for a second phase of replacements."

Robbie Giles, MSc student in the School of Earth and Environment

"One of the highlights was the launch of SUS IT OUT! the Sustainability Volunteering Week, where I was involved in organising volunteer 'taster sessions', giving students and staff the chance to try out some of the volunteering activities on offer."

Arianna Griffa, MSc student in the School of Earth and Environment



BUILDING KNOWLEDGE AND CAPACITY

Building the knowledge and capacity of our students, staff and wider partners is key to how we develop, share and promote sustainability across our campus, city and beyond. By equipping everyone with an understanding and enthusiasm for sustainability, we can truly create positive change.

In our Sustainability Strategy, we set out our intention to become a Living Lab, where we tackle global challenges locally – researching and testing ideas that are replicable at a much larger scale. This year has really seen this take off and expand – our target was for 25 new projects, we’ve actually seen 31 projects get up and running, including nine interdisciplinary research projects, ten individual curriculum projects and 140 staff and student participants. There are Living Lab projects throughout this report, in this section we take a look at our Air Quality Living Lab.

We know that building knowledge and capacity shouldn’t stop as we leave campus and, through our external partnerships, we both extend our influence and learn from others. This year, the creation of the Leeds Climate Commission – which the University of Leeds co-founded with Leeds City Council – has allowed us to increase our links with public organisations and private companies across the city.

It’s great that we’ve exceeded our targets in this area, especially in terms of the number of sustainability modules on offer and the number of students completing them. This shows that more and more students are keen to explore sustainability as part of their core learning, a key driver for our ever-expanding curriculum programme.

In terms of the UN SDGs, this theme illustrates how we work in partnership to take action on the global challenge of climate change and create sustainable cities and communities. And we believe that equipping our students – the leaders of tomorrow – with quality education and the knowledge and skills to embed sustainability in everything they do is key to creating real, lasting impact.

OUR COMMITMENTS

- We will work across University departments to build capacity and share best practice on sustainable change.
- We will equip all our staff with sustainability skills.
- We will develop external links to enhance knowledge and capacity.
- We will support and promote research that examines the issues relating to sustainability.
- We will integrate sustainability into learning programmes and ensure all our students understand the importance of sustainability.



OUR RESULTS

THE HEADLINES

5 NEW MODULES RELATING TO SUSTAINABILITY

NUMBER OF STUDENT HOURS ON SUSTAINABILITY INITIATIVES UP BY 95%

STAFF SUSTAINABILITY TRAINING HOURS DOUBLED

SUSTAINABILITY WEBPAGE VIEWS UP OVER 80%

THE FIGURES

THE FIGURES			How did we do?			TARGET 18/19
			TARGET 17/18	RESULTS 17/18	Hit or Miss?	
RESULTS						
	15/16	16/17				
NUMBER OF STUDENTS COMPLETING SUSTAINABILITY MODULES			EXCEEDED TARGET			
Creating Sustainable Futures discovery modules plus other related sustainability modules.	5,600	5,700	5,768	6,163	✓✓	MAINTAIN
NUMBER OF MODULES RELATING TO SUSTAINABILITY			EXCEEDED TARGET			
All modules across the University that have a sustainability dimension.	163	244	MAINTAIN	249	✓✓	MAINTAIN
NUMBER OF STUDENT HOURS WORKING ON SUSTAINABILITY INITIATIVES (hrs where recorded)			EXCEEDED TARGET			
This is an estimate and, where recorded, includes all student volunteering. e.g. on the Sustainability Garden, community work, air quality monitoring, Student Architect hours, and events/activities.	1,019	3,985	1,500	7,759	✓✓	9,200
STAFF TRAINING HOURS COMPLETED (hrs)			EXCEEDED TARGET			
Completion of online sustainability training modules.	582	531.5	600	1,079	✓✓	500
RESEARCH INCOME (£)			MET TARGET			
This includes University research income including live grants, in sustainability related themes.	49.8m	243m	243m	245.5m	✓	MAINTAIN
WEBPAGE VIEWS (sustainability webpages)			EXCEEDED TARGET			
This has seen a significant increase this year, partly due to live monitoring of the Peregrine Falcons.	77,684	90,459	80,000	164,546	✓✓	125,000
NUMBER OF LIVING LAB PROJECTS (launched 2016/17)			EXCEEDED TARGET			
Solving operational challenges through collaboration and research, using the campus as a test bed.	N/A	(Launch – target 25)	25	31	✓✓	55

FUTURE PRIORITIES

- Continue to expand and embed our Living Lab programme.
- Further expansion and embedding of our curriculum programme.
- Continue to improve staff and student knowledge and understanding of sustainability.

AIR QUALITY LIVING LAB

Living Lab projects are where our research can make a real impact on the world around us. Through Living Lab, we solve operational challenges via research, using the campus as a test bed. Living Lab projects currently encompass everything from tree cover and urban ponds to food waste and facilitating mixed ability sports. The projects contribute to the UN SDGs in a range of ways, including partnerships with the public and private sector, innovation in infrastructure, taking action to combat climate change and its impacts, and creating safe, resilient and sustainable communities.

Living Labs are great examples of collaboration across a whole range of individuals and businesses. Launched in 2017, the Air Quality Living Lab is a collaboration between the Sustainability Service, with staff and students in the School of Earth & Environment, the Institute for Climate & Atmospheric Science (ICAS), the Institute for Transport Studies and the School of Civil Engineering along with Leeds City Council and Enviro Technology.

This Living Lab aims to promote projects that reduce emissions from vehicles and limit exposure to poor air quality in and around the University. It has also helped to shape and inform our Landscape Strategy and Travel Plan. There are two key elements – campus air quality monitoring and commuter exposure.

A twelve-month monitoring programme gathered, analysed and mapped air quality in and around the University. The data collected was uploaded to the website of The Centre of Excellence for Modelling the Atmosphere and Climate (CEMAC) to be accessed by staff, students and externally for research, teaching, or simply for interest.

The project was expanded to explore pollution exposure on key commuter routes. Monitoring equipment was carried by researchers as they drove, cycled, walked or sat on public transport to compare how much pollution we are exposed to. This data will help us to inform our staff and students of the healthiest and lowest impact ways and routes to travel.



We also took part in a 24-hour Climathon, where we worked with organisations across the city to develop real life solutions to the issue of air quality, which also provides insight for this Air Quality Living Lab.

The Air Quality Living Lab has directly involved 28 students (through assessed projects, work placements or volunteering); 11 academics in research, analysis and presentation of findings; and seven colleagues from professional and operational roles. The work on commuter exposure was also led by two student dissertation projects.

In terms of next steps, there are plans to scale up the campus monitoring and commuter exposure work into the city in partnership with Leeds City Council, as well as developing participatory community led research projects.



PRIESTLEY CENTRE SOCIETY

This year saw the launch of the Priestley Centre Society, promoting interdisciplinary collaboration by connecting early career researchers and students interested in climate change. Through this, the University of Leeds is having a global impact on research into climate change and addressing the UN SDGs

LEEDS CLIMATE COMMISSION

In 2017, Leeds Climate Commission was formed to provide an authoritative, knowledgeable and independent voice to help the city make progress towards its carbon reduction targets and a climate resilient future. In terms of the UN SDGs, there is a direct link to establishing partnerships, taking action to combat climate change and creating a sustainable, safe city.

At the heart of the Leeds Climate Commission is collaboration. The University of Leeds and Leeds City Council are co-founders of the Commission, and members are currently drawn from 24 businesses and organisations including Leeds Beckett University, Environment Agency and Yorkshire Water.

Professor Andy Gouldson, Professor of Environmental Policy in the School of Earth and Environment and Chair of the Leeds Climate Commission: **“As a city, we want to develop a pipeline of projects and programmes that can secure investment in the low carbon economy. Businesses want investment, investors want projects to invest in, and society wants secure jobs, a clean environment and a stable climate.”**

SUSTAINABILITY IN THE CURRICULUM

This year we are pleased to see an increase in the number of students completing optional and core sustainability modules, with five new modules also becoming available.

Regardless of their degree, students can take our ‘Creating Sustainable Futures’ Discovery Modules to increase their sustainability knowledge and skills and, in turn, employability. Anna Kennedy, studying in the School of Politics, is a great example of this: **“I was interested in Sustainability and Geography, however I had chosen to study Economics at University. I wanted to take a Discovery Module in something I enjoyed at school and knew would help me live a more sustainable lifestyle in Leeds.”**

“I am passionate about all aspects of sustainability but, in particular, in inspiring and facilitating our students to get involved and contribute in any way they would like to. I have organised talks by current and past students highlighting how they have been putting their sustainability studies in practice.”

Jen Dyer, Lecturer, Sustainability Research Institute and Staff Sustainability Architect



RESEARCH FOR GLOBAL DEVELOPMENT

At the University of Leeds we’re committed to ensuring that our research addresses the global challenges of the UN SDGs and are very proud of our portfolio of research funded by the Global Challenges Research Fund (GCRF) and the Newton Fund.

One of these is the HEDGES project. The University of Leeds has a reputation for embedding sustainability in its research, teaching, training, partnerships and management. In 2018, Dr Dorcas Otieno from Kenyatta University, Kenya, worked with Dr Anne Tallontire and Damien Howells from the Sustainability Research Institute and Dr Louise Ellis from the Sustainability Service on the UNESCO Chair programme, looking at Higher Education Development for a Green Economy and Sustainability (HEDGES). The programme aims to establish an interdisciplinary sustainability research institute; ‘green the campus’ at Kenyatta University through introducing robust governance and management; developing the student curriculum, staff training and vocational courses to meet the needs of a green economy; and developing partnerships to more widely promote sustainability and a low carbon future.

It’s an incredible example of international partnership working and ensuring quality education – and the potential to collaborate more is already being explored.

And it’s paying off, with several students landing jobs within the sustainable sector, including Matthew Morton, who’s now a Sustainability Consultant with Arup, an engineering and design consultancy: **“Within my role I work with many different stakeholders, such as developers, architects and contractors in many other specialist disciplines. This allows me to influence design decisions and ultimately promote more sustainable outcomes, including reducing embodied carbon in materials, minimising ecological impacts and promoting health and wellbeing.”**

Through our curriculum programme, we are looking to further embed sustainability into the taught curriculum across the whole Institution.

PEOPLE OF SUSTAINABILITY



I lead on the delivery of empowering support for students – **Chris Warrington**



I set up a link with ScrapStuff Leeds to reuse waste – **Elisabeth Hamilton**



I help students to provide sustainable consultancy support to Services – **Dennis MacDonald**



I help the University deliver our Positive Partner theme – **Amanda Jackson**



I host an annual 'Community Free Shop' sharing unwanted items – **Heston Groenewald, Chair of Hyde Park Neighbourhood Forum**



As Equality and Inclusion coordinator, I engage people in celebrating and promoting diversity – **Dr. Yoselin Benetiz Alfonso**



I helped reduce plastic packaging in the Catering Service – **Charlotte Davenport**



My research on parliament engagement supports third sector campaigns – **Professor Cristina Leston Bandeira**



I help repair and hire out bikes to staff and students in the Bike Hub – **Dave Prince, Leeds Beckett University**



My research aims to increase social inclusion and develop a sustainable society for all – **Dr. Ghazala Mir**



I embed equality and inclusion throughout our culture and experiences – **Sabiha Patel**



I taught young people sustainable life-changing skills through the Gryphons Abroad project – **Tom Exeter**



I embed sustainability into all aspects of my teaching – **Kashmir Kaur**



I have embedded sustainability through helping develop Blueprint – **Michael Howroyd**



I support diverse student groups to deliver local school and community projects – **Katy Gregg**



I champion students in the community as a Community Officer in the Union – **Tom Oladipo, Leeds University Union**



I help deliver the University's Carbon Management Plan – **Luke Gallagher**



I helped lead the integration of sustainability into taught programmes – **Professor William Young**



I have expanded our IntoUniversity provision and our educational outreach – **Louise Banahene MBE**



I effectively enhance habitats and biodiversity on campus – **James Wright**



I develop strategic plans to ensure we provide the highest quality library service – **Dr. Stella Butler**



I aid students to positively integrate into the local community – **PC Rebecca Hurrell**



Being a positive partner in society means we have made a firm commitment to take our economic, social, environmental and cultural responsibilities seriously. As part of this, we're always looking for ways to work with partners and be part of public engagement projects across Leeds, the UK and globally.

We take our responsibilities seriously, and play an active role in the local, national and global community. It's about building the right relationships, networks, and contacts to develop partnerships that inspire the change needed to deliver sustainable solutions for our community and generate social value. This year has seen us expand both the number of partners we work with and the number of people who have benefited from our outreach programmes.

Our School Governors and Positive Impact Partners programmes are perfect examples of this – working with local schools and organisations in the Third Sector to build capacity, share insight, and positively contribute to the wider community. Our School Governors programme launched in 2017 and during 2017/18, saw 400 staff and alumni giving 12,078 hours to help local schools with good governance. And it isn't just staff getting involved with good causes, with students also giving their time to help in a whole range of areas including the Bike Hub, Sustainability Garden, Living Lab projects and the Students into Schools programme.

The work we do under this theme contributes to many of the UN SDGs – working in partnership, reducing inequalities across communities, promoting wellbeing and making sure that everyone has the opportunity to access quality education. It's also about creating strong, accountable Institutions that operate in sustainable cities and communities.

BEING A POSITIVE PARTNER IN SOCIETY

OUR COMMITMENTS

We will build external engagement to further develop internal and external capacity and knowledge, and influence wider policies.

We will lead by example, share best practice, learn from others and ensure our research is accessible.

We will take our responsibility to society seriously, as an employer, good neighbour and in creating opportunities.

We will support our students to be responsible citizens and an active part of society, both locally and globally.

We will create a welcoming, culturally and environmentally vibrant campus.

OUR RESULTS

THE HEADLINES



THE FIGURES

	RESULTS		How did we do?			
	15/16	16/17	TARGET 17/18	RESULTS 17/18	Hit or Miss?	TARGET 18/19
MENTORING HOURS						
EXCEEDED TARGET						
This includes the number of hours contributed by staff and third sector partners through the Positive Impact Partner (PIP) programme.	364	504	750	810	✓✓	750
NUMBER OF STUDENTS VOLUNTEERING (where recorded)						
EXCEEDED TARGET						
Students volunteering in a range of areas including Bike Hub, Sustainable Garden, sustainability projects, Bees, Living Lab projects, Green Impact auditing, and wider opportunities through Student Opportunities and Careers Centre.	3,848	3,704	3,704	4,126	✓✓	MAINTAIN
ATTENDEES AT PUBLIC EVENTS ON CAMPUS						
EXCEEDED TARGET						
This includes public attendees at both free and chargeable events on campus, including conferences, exhibitions and smaller events.	61,299	64,472	MAINTAIN	67,720	✓✓	MAINTAIN
BENEFICIARIES OF UNIVERSITY OUTREACH PROGRAMME						
EXCEEDED TARGET						
Number of school/college pupils and wider community who have benefited from educational engagement activities.	119,785	129,364	MAINTAIN	130,871	✓✓	MAINTAIN
THIRD SECTOR ORGANISATIONS WORKED WITH						
EXCEEDED TARGET						
We work with a variety of Third Sector (not-for-profit) groups through a range of programmes, including Positive Impact Partners, Students Into Schools, Leeds for Life and Writing Back.	180	264	200	341	✓✓	MAINTAIN
HOUSEHOLD ENGAGEMENTS THROUGH CITIZENSHIP PROJECT						
EXCEEDED TARGET						
Student and permanent resident households visited as part of the Welcome to Leeds initiative and student households engaged with throughout the year.	1,800	1,908	2,500	2,903	✓✓	MAINTAIN



FUTURE PRIORITIES

- Further develop the support packages around our PIP and School Governor programmes.
- Renew focus on Student Citizenship programme – maximising positive benefits to wider society.
- Increase collaboration with key partners such as LUU and the wider city region.

STUDENTS INTO SCHOOLS

Through the Students into Schools (SiS) programme, and our partnerships with the Tutor Trust and Brilliant Club, our students go into local primary and secondary schools to support pupils across all areas of their national curriculum. This includes key areas such as literacy and numeracy, as well as providing extra help for students with special educational needs or English as an additional language. Students get involved either as part of their degree course or through volunteering.

In 2017/18, 512 of our students participated in these programmes. It's great for our students and school pupils, who both benefit by widening their horizons and raising their aspirations.

Daramola Idowu, a Medicinal Chemistry student, took part in Students into Schools and has since secured a place on a teacher training programme: **"Taking part in SiS has had more of an impact on my teacher training application and prepared me for what it's like to be a teacher. The students seemed to be genuinely upset when I was leaving. They were all eager to know what I was going on to do next. It made me realise that I actually had an impact on them."**

And the results show that it's really paying off. In total, 90% of schools found the experience of having our students placed with them as 'good' or 'very good'. At one school, children helped with their literacy over one academic year saw their average reading age increase by 21 months.



"This placement has challenged me by pushing me out of my comfort zone. When supporting children with languages, I've learnt that you can't literally translate the words. You have to first understand a concept and then explain it in a way that a child would understand. One of the pupils I worked with was given the task of writing about themselves and then to read it out loud in assembly. We worked on this together and within three weeks I managed to get them to write out sentences in English and memorise the lines. The teachers really praised the student and said that they had done really, really well. Watching the pupil go from not knowing any English to memorising so many lines was a really good feeling for me."

Shaffa Ramzan is an Arabic and English student who volunteered at Blenheim Primary School. She won the Education Award at the Leeds for Life Citizenship



FOOTSTEPS INTO ART

2018 was the final year of the Stanley and Audrey Burton Footsteps into Art project. Funded by the University's Alumni Footsteps Fund, the project welcomed local children to the gallery. The aim was to inspire a love of art as well as the confidence and curiosity to visit galleries independently. This year, around 60 children took part in creative workshops where they explored shapes, colours and structure and translated these into sounds and gestures.

SCHOOL GOVERNORS



The University of Leeds is working with the charity, Governors for Schools to increase the number of staff and alumni serving as School Governors across Leeds and West Yorkshire. Launched in 2017, we've worked together to develop a programme that supports both existing and prospective School Governors. This includes providing forums and events for networking, sharing best practice, challenges and ideas and promoting any training opportunities that are available.

Between August 2017 and July 2018, 400 staff and alumni contributed 12,078 hours to the programme. Research shows that a governing body provides the equivalent of £40,000 worth of services and support, so we have calculated that we have contributed nearly £6 million to schools since the programme was launched.

The School Governor role is one of the most important voluntary roles in education. Schools can benefit from an outsider's perspective to work alongside senior leadership teams to set targets, formulate policy and plan future developments.

School Governors also play a key role in raising school standards, monitoring performance and make important decisions on site management, budget and curriculum.

Professor Annie Wei (pictured), from Leeds University Business School, outlined the benefits: **"I believe that my professional qualities, international experience and understanding of the school system through my child's education, placed me in a unique position to offer new ideas and different perspectives. The Governor position also helps me better understand what is delivered in school. I can then take this knowledge back to the University to help improve our support to students making the transition to University and their skill development for future career and personal development."**

In terms of the UN SDGs, this programme answers the need to create sustainable communities, with opportunities for all, and providing a quality education as the foundation to improving people's lives.

AWARDS SUCCESSES

The School of Law's Welfare Rights Project won two awards this year – Best New Student Pro Bono Project from LawWorks and the Leeds for Life Citizenship (Community) Award for its positive difference to a local, national or international community.

The following staff were successful in the Public Engagement with Research Awards:

Delivering Research in Partnership Award – Professor Ingrid Sharp and Dr Corinne Painter (School of Languages, Cultures and Societies)

Disseminating Research Results Award – Dr Elizabeth Gaston, Dr Jane Scott and Ian Rees (School of Design)

Developing Research Ideas Award – Elspeth Mitchell and Sarah Harvey Richardson (School of Fine Art, History of Art and Cultural Studies).

POSITIVE IMPACT PARTNERS

Through our Positive Impact Partners (PIP) Programme, we connect local Third Sector organisations together with staff at the University to create new collaborative partnerships, build capacity and positively contribute to our local communities. Since the PIP programme launched in 2017, 38 partnerships have been made, contributing 810 hours through a range of activities including support with business operations and strategy, promotion and development and research projects. These not only provide a wealth of benefit to the local community, but also help to develop a city that has more knowledge, capacity and resilience to deal with society's challenges.

Through PIP, Laura Bielby, our Work Placement Officer, supported Leeds Children's Circus with their application to secure additional funding from Gifting Leeds Foundation. This helped create new relationships with local organisations and delivered 16 extra circus workshops targeting refugee women and older people.

Carers Leeds worked with Sarah Urwin, Professor of Sociology, to develop a research project to explore the issues and challenges experienced by older unpaid carers of people moving from hospital. This research partnership has been interpreted into an MSc Inequalities and Social Science Applied Project and the outcomes are far reaching. It identified the implications and changes needed in public health policy and has meant Carers Leeds can address these issues proactively and provide additional support services.

MAKING THE MOST OF RESOURCES

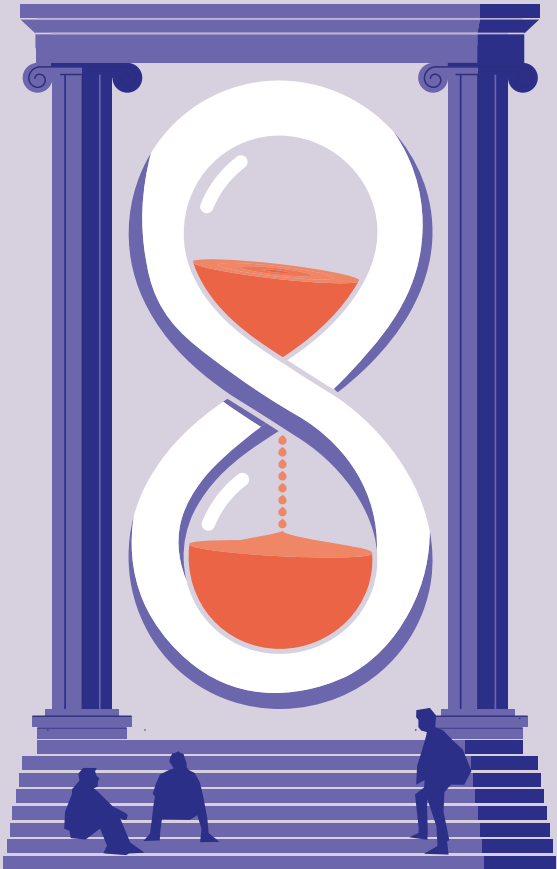
At the University of Leeds, we take our environmental responsibilities seriously. In this theme, we focus on the efficient use of resources, climate change mitigation, carbon reduction, biodiversity and how we aim to embed a circular economy approach. Through these, we're making the University a vibrant, innovative and inspiring environment.

As with last year, the growth of our estate and the creation of new spaces for research and learning has a direct impact on the commitments of this theme. And, once again, we have found that meeting our ambitious carbon reduction targets has been a challenge. We have improved on last year's performance, but we have missed the overall target. We explain more – and some of the future plans we have in place – under this theme.

On a more positive note, we have met – and exceeded – our targets for campus waste and Scope 3 emissions and a large number of our staff and students continue to travel to campus in a sustainable way.

Even with ongoing developments, we remain committed to reducing our environmental impacts through a whole range of projects. From enhancing the biodiversity of our campus, to working with partners across Leeds to improve the city's air quality, we work to enhance the environment, mitigate against climate change and create healthier, happier places. And in everything we do, we take into account wider social impacts.

In terms of our contribution to the UN SDGs, the projects in this theme illustrate how we work in partnership to take action against the challenges of climate change. We are committed to responsible production and consumption, managing our campus to prevent biodiversity loss and creating sustainable cities and communities.



OUR COMMITMENTS

We will reduce our consumption of goods and services.

We will embed sustainability into the procurement process.

We will reduce the amount of waste we produce.

We will enhance biodiversity on campus.

We will use water efficiently and reduce, reuse and recycle where possible.

We will become a low carbon University, through energy efficiency and reduced carbon emissions.

We will foster a staff and student body where sustainable travel is the norm.

OUR RESULTS

THE HEADLINES



THE FIGURES

THE FIGURES			How did we do?			
	RESULTS		TARGET	RESULTS	Hit or Miss?	TARGET
	15/16	16/17	17/18	17/18		18/19
CAMPUS WASTE GENERATED (tonnes)			EXCEEDED TARGET			
This includes waste generated on campus through standard operations, but excludes residential, hazardous and construction waste.	1,618	1,544	1,517	1,435	✓✓	MAINTAIN
RESOURCES THROUGH THE REUSE SYSTEM (tonnes)			MISSED TARGET			
Tonnes of resources reused locally and on campus. Although the target has not been met, it does not include reuse through various charities.	102	60.72	65	60	✗	60
TOTAL CARBON : REDUCTION IN CARBON EMISSIONS (tonnes CO ₂ equivalent)			MISSED TARGET			
This includes scope 1 (direct emissions from University controlled energy sources) and scope 2 (indirect emissions from purchased energy).	45,524	48,479	43,616	45,889	✗	42,975
SCOPE 3 EMISSION BASELINE ESTABLISHED (tonnes CO ₂ equivalent)			EXCEEDED TARGET			
Scope 3 are indirect emissions (e.g. travel, waste). Emissions relating to our supply chain is excluded.	19,110	18,615	18,615	17,889	✓✓	19,110
TOTAL WATER CONSUMPTION (m ³)			EXCEEDED TARGET			
This includes the whole University portfolio but excludes water used for the combined heat and power (CHP) energy generator we have on campus.	697,754	697,232	646,723	602,015	✓✓	612,723
PERCENTAGE OF STAFF SUSTAINABLE TRAVEL			MISSED TARGET			
The percentage of staff who travel via sustainable means to and from the campus. Whilst we have just fallen short of our target, we continue to look for ways to encourage staff to travel sustainably.	73	75	76	75	✗	78
PERCENTAGE OF STUDENT SUSTAINABLE TRAVEL			MET TARGET			
The percentage of students who travel via sustainable means to and from the campus.	95	96	95	95	✓	95



FUTURE PRIORITIES

- Further reduce our carbon impacts – focus on embodied carbon and mitigating climate change.
- Support sustainable staff business travel.
- Focus on campus waste – improving recycling rates and reducing contamination of campus waste.
- Continue to embed circular economy approach into procurement processes.

CARBON MANAGEMENT PLAN

Our Carbon Management Plan sets out our aim to reduce carbon emissions by 35% by 2020/21 along with the Strategy to help us achieve this. In terms of aligning with the UN SDGs, it's about reducing our energy consumption, and making a positive impact to the global challenge of climate change.

We are currently missing our target, with emissions of over 45,000 tonnes (CO₂ equivalent) this year (target: 43,000 tonnes). However, this is a reduction of c.3,000 tonnes compared to last year.

The reason for this performance lies largely in the growth of our estate to meet the needs of an ever-growing student population – something that the original reduction target didn't take into account.

Nevertheless, our commitment to reducing carbon emissions remains unchanged, and we have some ambitious plans in place to get closer to meeting our target. In 2017/18, we carried out a project prioritisation process on our Carbon Management Plan and identified high carbon use areas and the key technologies we can introduce to reduce this.

One example of this is the use of LED lighting and occupancy sensors, which have been introduced to our Brotherton Library. One of our most iconic buildings, the Library, dates back to 1936. Old and inefficient lighting resulted in lights being left on and electricity being wasted. Introducing LED lighting and occupancy sensors has resulted in a 24% saving in electricity – and overall the space is a better, brighter place to be. Results from the first three months show that the project is set to generate savings of £9,121 in electricity costs and reduce carbon emissions by 30 tonnes per year.



TOO GOOD TO GO

We've partnered with Too Good To Go to reduce food waste in our Business School and Refectory. The idea is simple – towards the end of the day, anyone who has the app (students, staff, and anyone in the wider Leeds area) can see what surplus and discounted food is available, order it, pay and pick it up. In 2017/18, over 2,000 meals have been bought, and so rescued from becoming waste. We are now looking to roll this service out to more of our food outlets.

BIODIVERSITY ON CAMPUS
A LIVING LAB PROJECT

There's a constant challenge on campus – reconciling the expansion of our estate with our commitment to protecting and enhancing biodiversity. To manage and mitigate biodiversity loss, we have developed a tool to measure biodiversity and, unlike previous tools, this one is specifically tailored to biodiversity in an urban environment. This tool contributes to the UN SDGs in terms of taking action on climate change and sustainably managing environments to halt biodiversity loss.

There are other biodiversity tools available, but none of the off-the-shelf solutions worked for our needs on campus. That's why we have developed our own. As well as considering the biodiversity of a habitat, we can also measure the social, wellbeing and connectivity value of habitats – recognising the mixed uses of urban green spaces.

By giving each habitat a value, we can make sure that, in any new development project, impacted habitats are replaced with a habitat of an equal or higher value. The design and construction of our newest addition, Nexus, provided the perfect project to test our biodiversity tool.

Nexus is our high-profile centre of innovation, where business and academia come together to share ideas, expertise and opportunities. The development site was previously a car park, but there were also a number of mature trees, which were valuable roosting and nesting sites for birds. Using the biodiversity assessment tool, a number of landscaping recommendations were made. These exceeded what would be called for in standard requirements and helps us to fulfil our commitments to have net positive biodiversity impacts.



“As a Staff Sustainability Architect, I created a collaboration between SCAPE and external charities, such as Buglife. I am not only keen we improve the biodiversity of campus but also support staff to contribute at home, too. We held a bug hotel workshop at the University Staff Festival, where many colleagues came along and built their own bug hotel for their garden. They also took home wildflower seeds to help improve pollinator populations. I was really proud to be awarded the runners up position for the Positive Partner in Society Award at the Sustainability Awards 2018, which celebrated this partnership and collaboration.”

Emily Rampling, Staff Sustainability Architect, School of Chemical and Process Engineering (SCAPE)



SUPPORTING THE CLEAN AIR LEEDS PLEDGE

Poor air quality is becoming a significant challenge for the city. As an anchor Institution, we have already started to take action – both big and small. In 2018 our Vice Chancellor, Sir Alan Langlands signed the Clean Air Leeds Pledge, demonstrating the University's commitment to improving air quality and working in partnership to make a real difference. Alongside our Air Quality Living Lab, we are continually addressing our impact through our Travel Plan and offering ways for everyone to play their part. Currently, around 77% of students and 25% of staff walk or cycle to campus. In 2017, we added to our extensive bike fleet and bought four e-bikes thanks to funding from the West Yorkshire Combined Authority. These can be hired from the Bike Hub along with kit, maintenance tips and advice on routes. The University campus also has 16 free electric vehicle charging points, and we're working with procurement to increase our electric fleet.

REUSING RESOURCES

We recognise that we've missed our Reuse target this year by 5 tonnes. This is largely due to our focus being on other priority project areas. However, re-using what we have still sits squarely alongside our commitment to the circular economy approach – reusing resources instead of disposal and buying new. A big part of this is our Reuse@Leeds website, relaunched in 2017 and now linked to Warp It, the redistribution network. This has not only widened outreach to other charities, universities and organisations, it also means we can report savings and recruit new members more efficiently. In fact, since the relaunch, the number of users has increased by 20% and together we've avoided 8,373kg of waste – saving over 21,000kg CO₂, the equivalent of taking three cars off the road. Going forward, we will look to further promote the Reuse system to encourage more reuse across the University.

Alongside this, we've been working in partnership with the British Heart Foundation (BHF). Mike Leonard, Residential Property Manager (pictured), led the initiative: **“Working in partnership with BHF, we ran a campaign to let students know what they could donate at the end of the year, when large amounts of unwanted items are left in halls of residences. Thanks to communal collecting bins, posters, emails and collection bags, BHF was able to collect 39.3 tonnes of items for resale. This is a great win-win project – rather than going to landfill, the BHF can sell items on to local residents and new students, which in turn provides a critical income stream.”**

In 2017/18, the total raised from University of Leeds donations was estimated at £68,684 – a great result for the reuse of resources and raising money for medical research in the city.



GOLD STANDARD BIKE HUB

This year, the Bike Hub achieved CityConnect's Bike Friendly Business Gold Standard accreditation for its ongoing work to promote cycling to staff and students and the provision it offers in terms of storage, maintenance, training and equipment. It's also chemical free – switching to plant-based Green Oil products in 2017.

REPORT VERIFICATION

This year our report has been verified by a group of University of Leeds student volunteers, with support from the Head of Sustainability at NUS. Here’s what they have to say about the report...

The purpose of this review was to verify the data used to inform the University of Leeds Annual Sustainability Report 2017/18.

In relation to the scope, as part of this verification we looked at quantitative and qualitative data relating to the four sustainability themes set out in University’s Sustainability Strategy 2014–2020. The data we verified covered the period of August 2017–July 2018 and we only reviewed the data provided to us.

Our review commenced on 8 April 2019 and finished on 17 April 2019. We worked as an audit team with defined themes. At an early stage, we agreed on our way of working. Our methods were as follows:

- Interviews with twelve key staff and student volunteers;
- Data validation on selected metrics involved checking representative data points on a sampling basis and tracing back the sample to source data;
- Secondary data review including website and public documents checking; and
- Various meetings to critically analyse and discuss the findings.

As a result of our work, we verify that the report is a fair representation of the sustainability activities performed by the University for the reporting period. We believe that the messages, studies and content presented in this report are an honest representation of the University’s Sustainability Strategy.



We completed this work as current students of the University on a voluntary basis, with the support of NUS Head of Sustainability, Jamie Agombar, who verified the 2016/17 Sustainability Report.

From a strategic perspective, we are pleased to learn that the University acknowledges that its greatest contribution to sustainability is through its students and graduates. The University is making a remarkable effort to disseminate sustainability knowledge, skills, understanding and values across students, staff and wider communities. In addition, it is continuously improving its sustainability initiatives, for example the piloting of the Blueprint framework this year. Blueprint projects are promising initiatives to help Schools and Services identify their key sustainability impacts.

Upon reflection, we would encourage the University to consider:

- How it can ensure that all students and staff are positively engaged in sustainability as part of a broader narrative that raises the profile of what the University is seeking to do.
- How it can measure the contribution of its graduates in becoming sustainability influencers or leaders and transforming society.
- Whether it is going fast enough given the current societal discourse around the climate emergency.

Mohamed Abdalla
MSc Sustainable Cities, University of Leeds

Benedetta d’Ettorre
PhD student, School of Performance and Cultural Industries, University of Leeds

Fabiana Tia Maria
MSc Sustainability and Business, University of Leeds

With support from
Jamie Agombar
Head of Sustainability, NUS

WHAT’S IN STORE FOR 2018/19?

This year has seen the development and pilot of new programmes such as Blueprint and School Governors, while others, such as Living Lab and Positive Impact Partners have gained momentum and become a key part of our sustainability activities.

As we look to 2018/19, there’s a whole range of exciting opportunities to help us embed sustainability even further. We will start to roll out Blueprint right across the Institution as our ambitious new programme for engaging and empowering change in our Schools and Services. We will also increase the number of Staff and Student Architects to offer further support to embed sustainability, implement initiatives and monitor progress.

We will also be expanding our Living Lab programme. The projects already underway show how varied the topics can be, the benefits of collaboration, and the real-world solutions that can be found. Next year will see even more Living Lab projects involving staff, students and our partners, enabling us to engage more people in sustainability.

Our School Governor and Positive Impact Partners (PIP) programmes have proved a success, and we’re going to enhance these further by providing the support and networking for participants to share challenges and experiences. We’re also introducing PIP workshops to support partners with areas such as marketing and communications, recruiting volunteers and measuring social value.

This year, we reflected on carbon and climate change. Next year, we’re looking to start a wider consultation on

our future climate strategy. Working with partners such as the Priestley Centre and Leeds Climate Commission, we’re considering what our future climate change strategy needs to address. We want to take into account the IPCC special report, which strongly recommends halting global temperature rise as a result of human produced carbon emissions. We take their recommendations very seriously and want to ensure that our operations, research and processes tackle carbon reduction and the impacts of climate change to ensure a resilient University and wider City Region.

Our staff and students will have more opportunities to improve their knowledge of sustainability and we’re developing our curriculum to embed sustainability even further.

We’re going to renew focus on our student citizenship programme. We will look at ways to promote the positive impacts and benefits our students bring to the city, as well as working with Leeds University Union to minimise and prevent negative impacts of our students.

All of this will be backed up by our continuing commitment to develop and improve our policies and processes, including Human Resources, our construction programme and procurement.

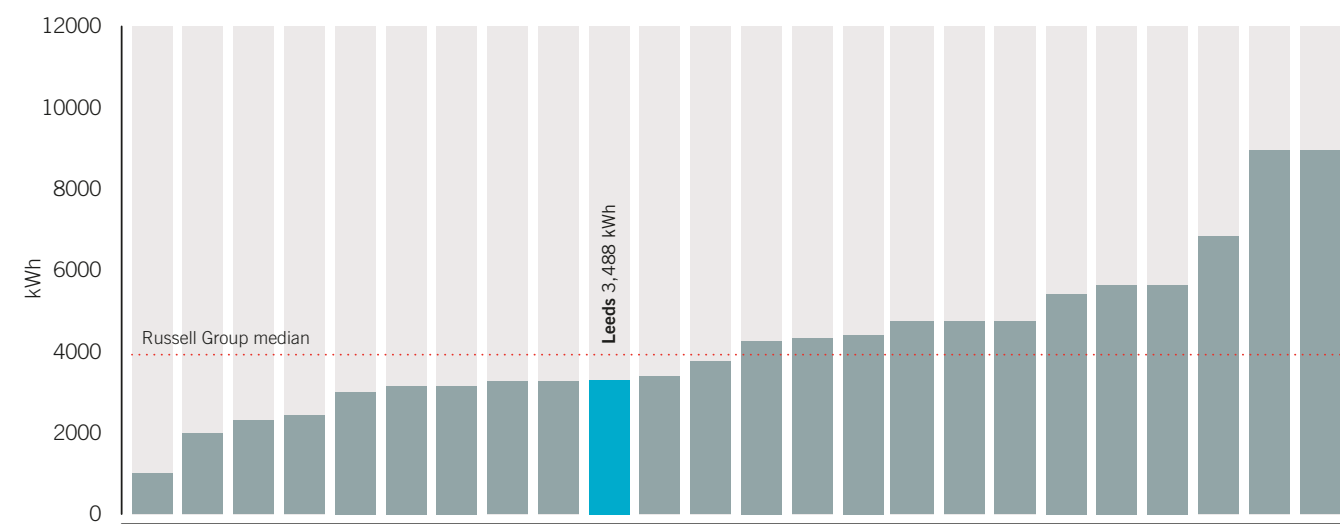
And, critically, we will continue to map our actions against the UN Sustainable Development Goals, using these to help guide our activity across the Institution and beyond. Embedding the Goals into this report is an important step to realising our global impact and the part we can play to create a more sustainable world.



OUR PERFORMANCE AGAINST OTHER RUSSELL GROUP INSTITUTIONS

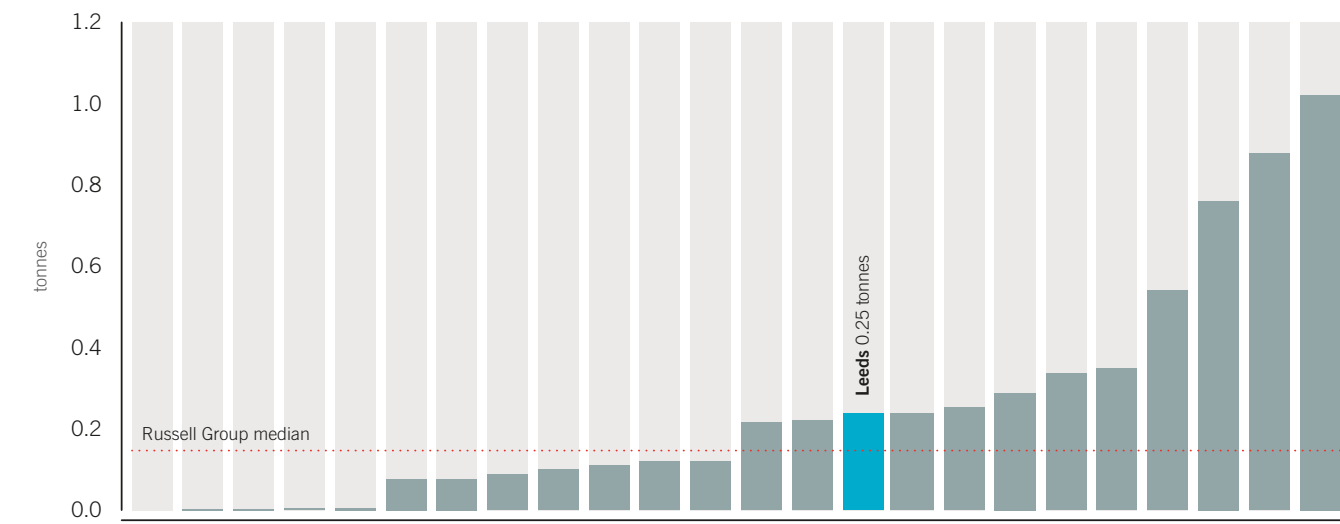
CAMPUS ENERGY CONSUMPTION PER STAFF AND STUDENT (FULL-TIME EQUIVALENT) 2017/18

This year, we remain 10th and are still below the Russell Group median. Although we are not quite meeting our carbon reduction targets, our energy consumption per FTE has gone down from 3,577kWh to 3,488kWh.



WASTE MASS PER STAFF AND STUDENT (FULL TIME EQUIVALENT) 2017/18

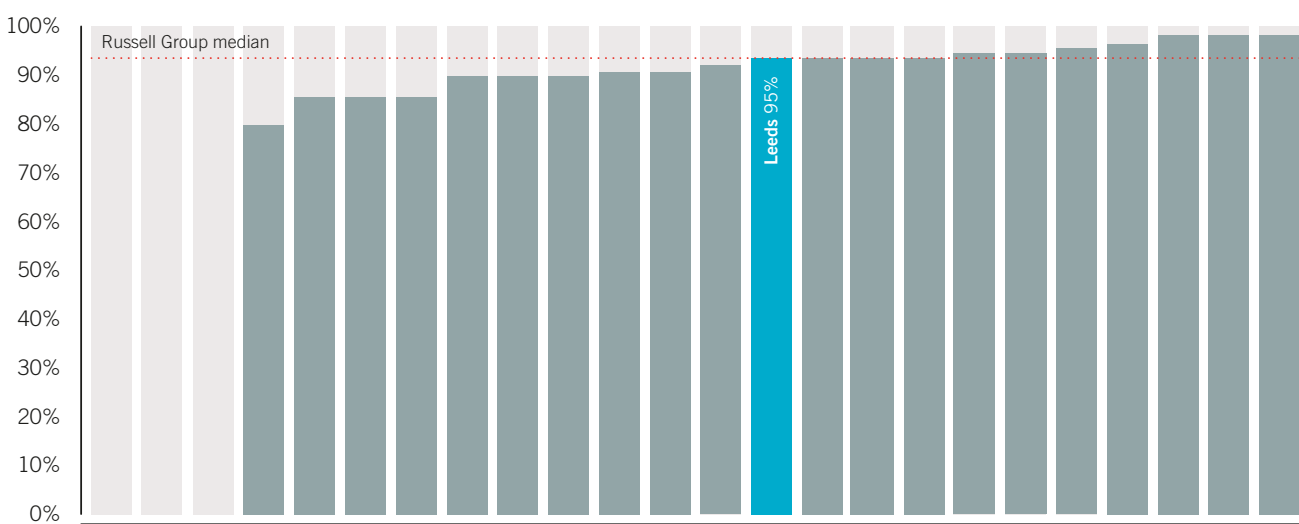
Waste has not been a key area of focus for us in 2017/18 and as such we've dropped from 6th to 14th position, meaning this year has seen a worsening in comparative performance from last year. Although we have met our targets in terms of tonnes of waste generated, we still have work to do to reduce our waste further.



*1 Institution did not provide data.

MODAL SPLIT FOR SUSTAINABLE COMMUTING BY STUDENTS 2017/18

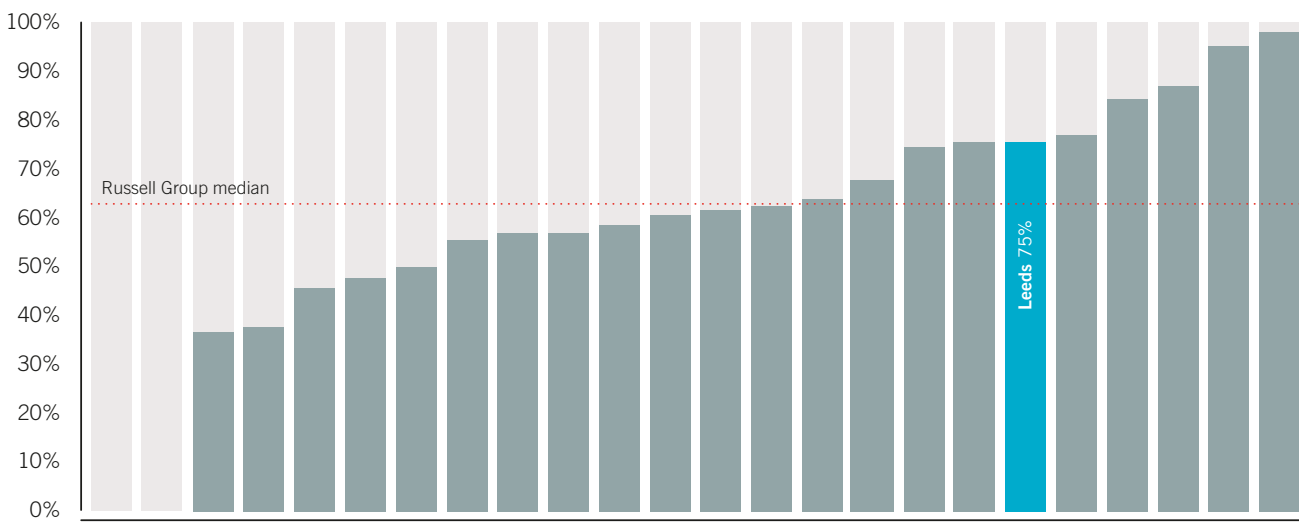
This year, 95% of students continue to travel to University by sustainable means. The Russell Group median is 95%, so we're performing as per the median.



*3 Institutions did not provide data.

MODAL SPLIT FOR SUSTAINABLE COMMUTING BY STAFF 2017/18

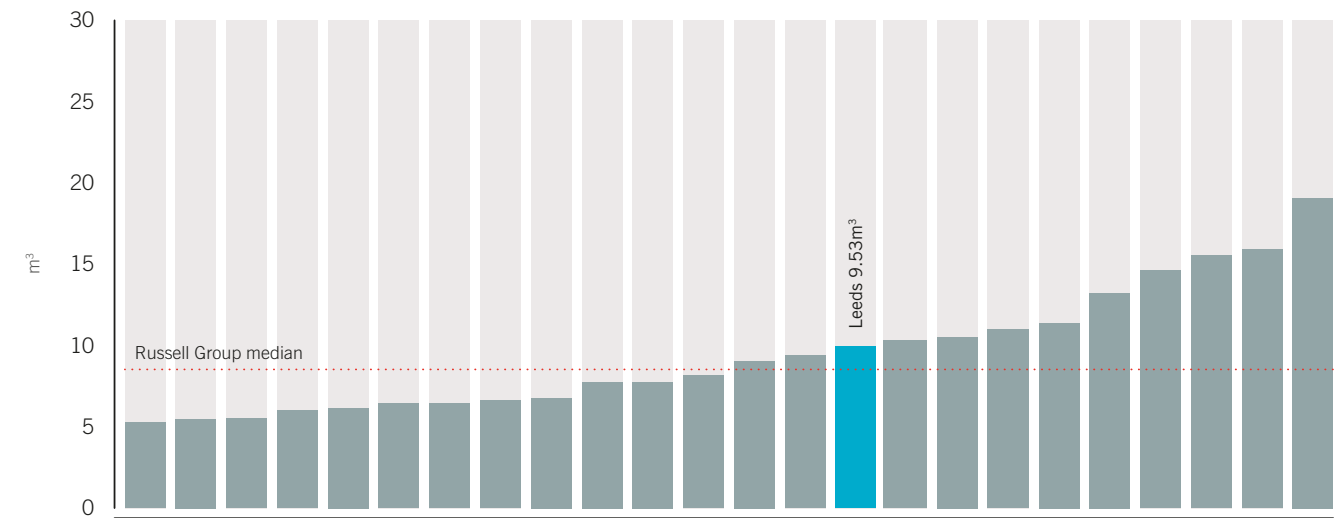
This year 75% of our staff travelled to University by sustainable means and we rank 6th. We've improved our position and perform well above the median of 62%, but overall performance has declined from last year. We're looking to encourage more staff to travel by sustainable means through our Travel Plan.



* 2 Institutions did not provide data.

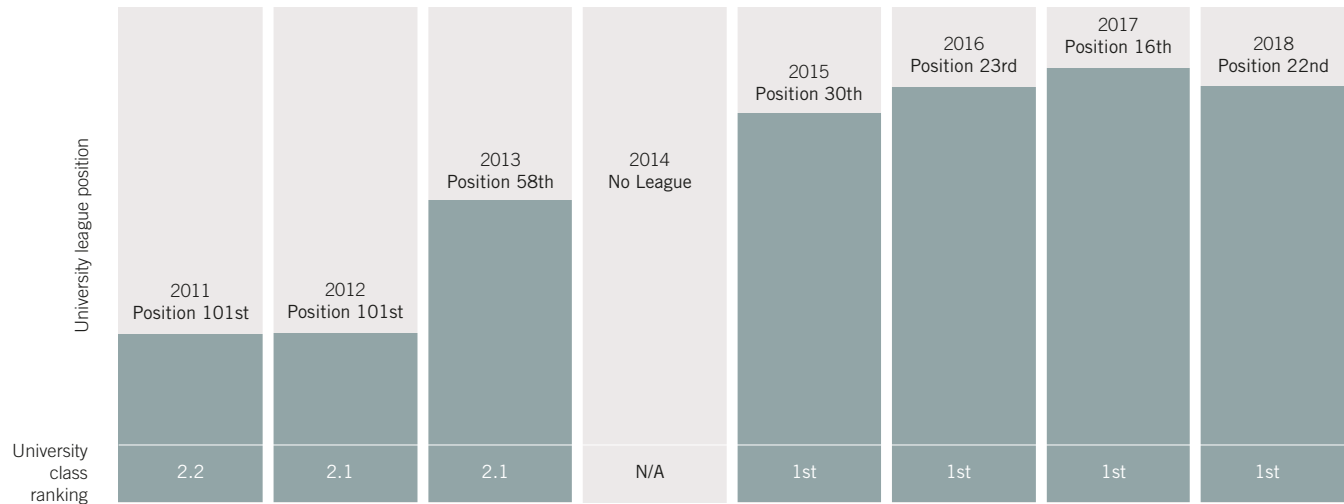
CAMPUS WATER CONSUMPTION PER STAFF AND STUDENT (FULL TIME EQUIVALENT) 2017/18

We have improved our position from 18th to 15th this year. We have reduced our consumption per staff and student (FTE) from 11.54m³ to 9.53m³. However, we are still above the median and consumption continues to be a concern.



PEOPLE AND PLANET GREEN LEAGUE TABLE

The People and Planet Green League ranks UK Universities on their environmental and social justice performance. This year, we are delighted to once again be classed as a 1st class University, although acknowledge that our overall ranking has gone down. We will continue to work on areas for improvement as part of our ongoing sustainability strategy.



GET INVOLVED

EVERYONE CAN MAKE A DIFFERENCE THROUGH SUSTAINABILITY AT THE UNIVERSITY OF LEEDS. WE WANT TO HEAR YOUR FEEDBACK AND IDEAS TO HELP US CONTINUE TO WORK TOWARDS OUR VISION OF A SUSTAINABLE UNIVERSITY.

WHAT DO YOU THINK OF THIS YEAR'S REPORT? DO YOU HAVE AN IDEA FOR A SUSTAINABLE RESEARCH PROJECT, ACTIVITY OR EVENT? IS THERE SOMETHING WE'RE NOT DOING THAT YOU WANT TO SHARE? GET IN TOUCH WITH THE SUSTAINABILITY SERVICE, WE'D LOVE TO HEAR FROM YOU.

sustainability.leeds.ac.uk [/UoLSustainability](https://twitter.com/UoLSustainability) [@UoL_Sus](https://www.facebook.com/UoL_Sus)





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