



Healthy & Sustainable University Group

Terms of Reference

Definitions

A *Healthy University* aspires to create a learning environment and organisational culture that enhances/improves the health, wellbeing and sustainability of its community and of wider society and the planet. It infuses health into everyday operations, academic mandates and business practices.¹

A *Sustainable University* behaves sustainably in all of its practices and processes to first and foremost reduce its carbon footprint whilst educating its students to become transformational leaders of a sustainable society. This means that a sustainable university is one which is willing to innovate, inspire and help regenerate local communities and economies within the precepts of sustainability.²

The Role of the Working Group

1. To bring together expertise and collective thinking in order to effect change that will benefit UCLan students, staff, stakeholders and communities by creating an inspirational, sustainable and healthy University.
2. To provide a strategic communication channel between UCLan's Executive Team and the University's Environmental Management System, Healthy University, UCLan Sport and Students' Union campaigns.
3. To review current collaboration, align and connect relevant corporate agendas and areas of work – agreeing joint priorities drawn from the above strategies/campaigns and collectively planning new collaborative activities.
4. To provide guidance and evidence briefings to support the senior management team in the effective delivery of the Campus Masterplan, specifically in pursuit of a 'Healthy, Safe, Active and Sustainable Campus'.
5. Within the framework of the Campus Masterplan, to develop and agree tools/checklists that facilitate the consistent application of the 'healthy and sustainable' design principles (section 3.9) to building and campus developments.
6. To enable creative consultation and support the effective engagement of staff, students and the local community in relation to Campus Masterplan developments.
7. To continue to manage and further mitigate the impacts associated with the University's significant environmental aspects (as identified in the Environmental Management System) through integration of the EMS with the delivery of the Master Plan.

¹ Adapted from UK work of Healthy Universities Network definition, www.healthyuniversities.ac.uk and the Okanagan International Charter of Health Promoting Universities and Colleges, www.internationalhealthycampuses2015.com

² Adapted from contributions in Sterling, S., Maxey, L. & Luna, H. (Eds) (2013) *The Sustainable University: Progress and Prospects*. Earthscan.

Meetings

The group will meet every 3 months, with sub-groups meeting as required to work on and implement the group collaborative plans.

Membership

The group will consist of representatives from various groups and teams around the University who have a vested interest and expertise in a Healthy, Sustainable and Active University.

Membership includes, but is not restricted to the following representatives:

- Michael Ahern (Chief Operating Officer)
- Paul Morris (Director of Facilities Management)
- Nigel Harrison (Executive Dean, College of Health and Wellbeing)
- Peter Shilton-Godwin (General Manager, Students' Union)
- Sharon Doherty (Healthy University Coordinator)
- Renaye Roberts-Sinclair (SU Campaigns Officer)
- Clair Challen (Environment and Sustainability Manager)
- Mark Dooris (Professor in Health and Sustainability)
- Christine Edwards (Safety, Health and Environment Manager)
- David Grecic (Division Leader for the Outdoors)
- Wendy Chester (Project Manager – Strategic Operations)

Background Information

Sustainability is strongly linked to the concept of *sustainable development* – defined as “development that meets the needs of the present, without compromising the ability of future generations to meet their own needs.”³ It is usually understood to comprise three interlinked components: *environment, society, and economy*.

Education for Sustainable Development (ESD) is “The process of equipping students with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations.”⁴

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³ Source: World Commission on Environment and Development (1987) Our Common Future: Brundtland Report. UN.

⁴ Source: QAA (2014) Education for Sustainable Development: Guidance for UK Higher Education Providers. QAA.