



How to deliver an effective induction

What is the role of a student induction on environmental sustainability?

- To inform students of the [University's Environmental Sustainability Vision, Policy and Strategy](#), as well as the environmental processes which are in place within the University (e.g. the recycling system).
- To inform students of expectations around environmentally sustainable behaviour within the Department/College and within the University.
- To inform students of the opportunities they have to make their Department, College and University more environmentally sustainable.

What should the outcomes of such an induction be?

- Students are aware of what environmental processes are in place within the Department/College and within the University.
- Students are aware of sustainability expectations and how they can be sustainable.
- Students are aware of opportunities to get more involved with sustainability actions in their Department/College and across the University.
- Setting out this information to new starters is often the most effective way you can support and encourage pro-environmental behaviour within the University (since new behaviours are instilled at times of change).

General tips for delivering the presentations

- Use the [template presentation slides](#) provided by the Environment and Energy Section.
 - Consider which of the templates is suited to the amount of time available (the number of slides is roughly equal to the number of minutes the presentation will last).
 - Decide whether to deliver a stand-alone presentation or incorporate some slides into an existing presentation.
 - Make sure that any sections which you need to fill in (e.g. the contact details for the Department's Environment and Energy Coordinator (EEC) are completed).
- Consider who should deliver the presentation.
 - Staff – shows students that sustainability is an important matter and is seen as such by the Department/College. If the staff member is an EEC this is an opportunity to introduce themselves at the start of the year.
 - Student – shows that this is an area where students have an important role to play as leaders and champions of sustainability.
 - Staff/student jointly – aligns both of these perspectives. If you are going to present jointly, we recommend that you rehearse the presentation in advance of delivering it.
- Consider the message you are trying to convey.
 - Are there any differences in the information needs of undergraduates and graduates?
 - Discuss any Department- or College-specific environmental initiatives you are running. (If you would like to get started with Green Impact or appoint an EEC, you can contact the [Environment and Energy Section](#) for support with this).
 - Consider how the information might be reinforced – the '[Engaging students with sustainability](#)' good practice guide gives some advice in this regard.
 - Explain core expectations around sustainable behaviour, rather than presenting a set of tips for those who wish to be 'green'.



- Consider if any of the information has changed, and if so, whether you need to update others within your Department as well as new students.
- All of the [resources referenced](#) in the presentation (e.g. recycling posters, Switch Off stickers) are available from the Environment and Energy Section. We recommend that you check that you have the most up-to-date versions of all of these resources in place so that what students see in the presentation matches what they see around the Department.

General tips for more sustainable ways of working

- Waste/recycling
 - Emphasise that this is about **reducing** how much you use/buy, **reusing** what you can, and then **recycling** (rather than just recycling alone).
 - Explain what bins there are, what can be put in each, and where bins can be found.
 - Reference any other relevant recycling facilities – batteries, printer cartridges etc.
 - Mention any practical schemes for reducing or reusing – e.g. reusable cups, double-sided printing, electronic resources, equipment sharing.
- Water
 - Explain relevant good practice – e.g. turning taps off, using mains-fed water dispenser rather than bottled water.
 - Explain what to do if you see a dripping tap etc.
- Transport
 - Explain any relevant cycling information – if there are cycle repair resources, nearest bike storage facility.
 - Reference University-subsidised [Universal bus service](#).
 - Encourage walking/cycling/public transport wherever possible.
- Energy
 - Explain how the temperature control works.
 - Encourage dressing in a way which is appropriate for the season instead of using extra heat or cooling.
 - Request that lights and equipment be turned off when not in use; reference switch off stickers.
 - Encourage use of stairs rather than lift whenever that is possible.
 - Reference any Department -specific expectations around certain equipment e.g. closing fume cupboard sashes, efficient use of freezers.

If you have any other questions or want support regarding inductions on environmental sustainability please get in touch; we're more than happy to help: environment@admin.cam.ac.uk