

PROPOSTA PARA UM PLANO ESTRATÉGICO DE SUSTENTABILIDADE DA UNIVERSIDADE DO ALGARVE

Faro, 9 de Outubro de 2018

**PROPOSTA PARA UM PLANO ESTRATÉGICO DE SUSTENTABILIDADE DA UNIVERSIDADE DO ALGARVE**

A presente proposta serve de elemento para a abertura de uma discussão sobre a necessidade de estabelecimento de um plano estratégico de sustentabilidade da UAlg, e do caminho para a sua implementação. Os indicadores de sustentabilidade para a universidade apontam já para um peso significativo do consumo de energia e das deslocações pendulares diárias para a pegada ecológica da instituição, com pesos superiores aos das usas congéneres internacionais (Nunes et al., 2013)[[1]](#footnote-1), justificando só por si que se atue no sentido da sua redução.

O Plano Estratégico da Universidade do Algarve 2018-2021 (versão provisória) prevê no seu “Objetivo Estratégico 3: Aumentar o impacto da Universidade na Sociedade. Linha de Ação 3.1: Contribuir para o desenvolvimento sustentável”

Assume que as instituições de ensino superior (IES) têm um papel determinante no desenvolvimento sustentável., através promoção e produção de conhecimento (ensino e investigação), da transferência de conhecimento e do seu comprometimento com a sociedade. O seu impacto será tanto mais determinante quanto maior for o seu compromisso com a sociedade, o seu contributo para uma cidadania ativa dos membros da comunidade académica (estudantes, docentes, investigadores e não docentes) e para a prestação de serviços à sociedade. O resultado das suas atividades deve contribuir para o desenvolvimento económico e social através do estabelecimento de relações estreitas com a comunidade e da reflexão e promoção de abordagens éticas, ecológicas e socialmente responsáveis aos desafios atuais.

Refere ainda que o impacto das IES no desenvolvimento sustentável será tanto maior quanto a sua capacidade de expandir o conhecimento humano através da educação e da promoção do conhecimento com qualidade, colocando-os ao serviço da sociedade. A Universidade do Algarve tem este compromisso com a sociedade estabelecido na sua missão, visão e valores, pelo que deverá assumir cada vez mais a sua responsabilidade social, com o consequente contributo para o desenvolvimento sustentável.

Prevê a potenciação das iniciativas da comunidade académica que contribuam para o impacto positivo da Universidade, quer na própria comunidade académica quer na comunidade em geral, a integração de estudantes em projetos e programas de extensão e de investigação aplicada, entre outras atividades que possam contribuir para o desenvolvimento sustentável e para a afirmação da Universidade como uma organização com responsabilidade social.

Neste sentido está em linha com as orientações estratégicas das instituições de ensino superior, que desde a Declaração de Estocolmo de 1973, primeira declaração a reconhecer formalmente a educação como indispensável para a promoção da proteção ambiental, têm vindo incorporar políticas de sustentabilidade nos seus planos estratégicos (Matos, 2015)[[2]](#footnote-2).

Algumas Universidades Portuguesas ao elaborarem o seu plano estratégico têm já presente a sustentabilidade ambiental, como é o caso da Universidade de Coimbra (Plano Estratégico da UC 2015-2019; da Universidade do Minho (Programa de Ação Quadriénio 2013-2017), da UTAD (Plano Estratégico da UTAD) e da Universidade do Porto (Plano Estratégico e grandes linhas de Ação 2011-2015)

O Plano Estratégico da Universidade do Algarve 2018-2021 não prevê neste momento o desenvolvimento de um Plano de Sustentabilidade (ambiental, social e económica), que implemente esta estratégia de sustentabilidade.

O plano de sustentabilidade deverá comportar as seguintes áreas de atuação:

1. Gestão de energia,
2. Gestão de edificados,
3. Bem-estar (incluindo a qualidade física e visual dos espaços de ensino e de lazer, da alimentação e da atividade física),
4. Mobilidade dentro da instituição e dos movimentos pendulares,
5. Gestão de fluxos de massa (emissões atmosféricas, água, consumíveis, resíduos, e águas residuais),
6. Capacidade de liderança para construir uma universidade sustentável,
7. Compromisso com a sociedade e desencadear governança,
8. Compras públicas sustentáveis,
9. Desenvolvimento de curricula sobre organizações e espaços sustentáveis, inclusivas e inteligentes (incluindo unidades disciplinares nos cursos existentes, e reforço da formação avançada neste domínio),
10. Investigação científica e tecnológica de suporte ao desenvolvimento sustentável,
11. Transferência de conhecimento para a sociedade
12. Plano de comunicação/marketing.

O Plano deve ser revisto a cada três anos. Será gerido por uma Comissão Técnica presidida pelo Reitor e para a qual devem ser convidados representantes dos docentes, alunos e funcionários. Deve contar ainda com representantes da sociedade civil. A participação pública deve ser incentivada e facilitada por canais simplificados de comunicação com a Comissão.

Os resultados da implementação do Plano devem ser publicitados anualmente.

A Documentação do Sistema de Sustentabilidade resultante da implementação do Plano deverá incluir:

1. Diagnóstico para a Sustentabilidade;
2. Visão Estratégica;
3. Política de Sustentabilidade;
4. Carta de Compromisso;
5. Plano de Ação;
6. Relatório de Monitorização;
7. Indicadores de Desempenho do SSL;
8. Relatórios de Desempenho do Sistema;
9. Documentos, procedimentos e registos necessários para o Controlo e Revisão do Sistema;
10. Relatórios de Sustentabilidade

A implementação dos Sistemas de Sustentabilidade em IES é atualmente facilitada por sistemas normalizados específicos, com diverso grau de complexidade, variando de sistemas relativamente simplificados e específicos, incluindo:

1. *EcoCampus* (//ecocampus.uk);
2. *EcoBUDGET* (//webcentre.ecobudget.org);
3. *Eco-Lighthouse* (//eco-lighthouse.org), a
4. The Sustainability Tracking, Assessment & Rating System™ (STARS) (//stars.aashe.org)
5. Eco-Escolas (//ecoescolas.abae.pt)

Dos sistemas mais completos/complexos destacam-se o Sistema Comunitário de Ecogestão e Auditoria (EMAS) (//emas.apambiente.pt/) e a norma ISO 14001 (Norma Portuguesa NP EN ISO 14001, 2015). Exemplos de “Termos de Compromisso da Instituição” e de” Relatório de Sustentabilidade” são incluindos como apêndice a esta proposta.

O Plano de Sustentabilidade e a implementação do Sistema de Sustentabilidade seriam realizados pela Comissão Técnica.

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**APÊNDICES**

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A. Exemplo de Termos de Compromisso da Instituição

B. ISCN-GULF Charter Report: Template for short form of reporting

1. **Exemplo de Termos de Compromisso da Instituição**

**Global University Leaders Forum (GULF)**

**ISCN/GULF SUSTAINABLE CAMPUS CHARTER**

The signatories of the ISCN/GULF Sustainable Campus Charter acknowledge that organizations of research and higher education have a unique role to play in developing the technologies, strategies, citizens, and leaders required for a more sustainable future. Signature of the present charter represents an organization’s public commitment to aligning its opera-tions, research, and teaching with the goal of sustainability. The signatories commit to:

* implement the three ISCN/GULF sustainable campus principles described below,
* set concrete and measurable goals for each of the three principles, and strive to achieve them,
* and report regularly and publicly on their organizations’ performance in this regard.

***Principle 1: To demonstrate respect for nature and society, sustainability considerations should be an integral part of planning, construction, renovation, and operation of buildings on campus.***

A sustainable campus infrastructure is governed by respect for natural resources and social responsibility, and em-braces the principle of a low carbon economy. Concrete goals embodied in individual buildings can include minimizing environmental impacts (such as energy and water consumption or waste), furthering equal access (such as nondis-crimination of the disabled), and optimizing the integration of the built and natural environments. To ensure buildings on campus can meet these goals in the long term, and in a flexible manner, useful processes include participatory planning (integrating end-users such as faculty, staff, and students) and life-cycle costing (taking into account future cost-savings from sustainable construction).

***Principle 2: To ensure long-term sustainable campus development, campus-wide master planning and target-setting should include environmental and social goals.***

Sustainable campus development needs to rely on forward-looking planning processes that consider the campus as a whole, and not just individual buildings. These processes can include comprehensive master planning with goals for im-pact management (for example, limiting use of land and other natural resources and protecting ecosystems), respon-sible operation (for example encouraging environmentally compatible transport modes and efficiently managing urban flows), and social integration (ensuring user diversity, creating indoor and outdoor spaces for social exchange and shared learning, and supporting ease of access to commerce and services). Such integrated planning can profit from including users and neighbors, and can be strengthened by organization-wide target setting (for example greenhouse gas emission goals).

***Principle 3: To align the organization’s core mission with sustainable development, facilities, research, and education should be linked to create a “living laboratory” for sustainability.***

On a sustainable campus, the built environment, operational systems, research, scholarship, and education are linked as a “living laboratory” for sustainability. Users (such as students, faculty, and staff) have access to research, teaching, and learning opportunities on connections between environmental, social, and economic issues. Campus sustainability programs have concrete goals and can bring together campus residents with external partners, such as industry, gov-ernment, or organized civil society. Beyond exploring a sustainable future in general, such programs can address is-sues pertinent to research and higher education (such as environmental impacts of research facilities, participatory teaching, or research that transcends disciplines). Institutional commitments (such as a sustainability policy) and dedi-cated resources (such as a person or team in the administration focused on this task) contribute to success.

As signatories to the ISCN/GULF Charter, we strive to share our goals and experiences on sustainable campus initiatives amongst our peers and other stakeholders. A key instrument for this is our regular reporting on progress under this Char-ter, which will be supported by the Charter stewardship (provided by the GULF group) and the Charter secretariat function (provided by the ISCN).

Signatory’s organization:

Signatory’s name/function:

Date:

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**APPENDIX**

***1. Who can endorse the Charter, and how long is this commitment binding?***

Joining the group of signatories of the ISCN/GULF Charter is open to any organization involved in research or higher education that plans, builds, or maintains multi-building complexes dedicated to these activities anywhere in the world. By signing the Charter, an organization becomes a member of the ISCN Network (see below). The organization’s commitments to the Char-ter are valid until it withdraws its Charter endorsement. It can do so at any time by written notice to the Charter’s secretariat provided by the ISCN.

***2. Who maintains the Charter Process?***

The Charter is maintained in a joint initiative of the Global University Leaders Forum (GULF) and the International Sustainable Campus Network (ISCN). Overall stewardship of the Charter process, and a leading role in disseminating the Charter among leaders in organizations of research and higher education, is provided by GULF, which is convened by the World Economic Fo-rum and brings together presidents from twenty-six universities around the world to address key issues for universities and society at large. The secretariat function for the Charter process is provided by the ISCN, which is hosted by EPFL and ETH Zurich, and facilitates a worldwide experience exchange between senior administration and faculty with responsibility for sus-tainability on campus. The ISCN’s secretariat function includes the support of an active, in-depth knowledge exchange between signatories in the ISCN’s four working groups, which focus on campus excellence awards, charter and guideline development, sustainable decision processes, and integrated approaches to facilities, teaching, and research. In addition, the ISCN develops and maintains Charter Guidelines that add further detail to the explanations provided under each of the Charter principles concerning concrete issues that might be considered.

***3. How does the Charter relate to other sustainable campus commitments?***

The ISCN/GULF Charter complements pre-existing and more regionally or topically focused initiatives on sustainability in higher education. Consistent with the ISCN’s mission to act as a global “network-of-networks” on campus sustainability, it aims to en-hance, rather than replace, other commitment processes with a framework that is open to all organizations worldwide that want to commit to continuous action and regular, public reporting on campus sustainability. Close cooperation and exchange with complementary initiatives is a key operational principle of the ISCN.

Earlier international initiatives include the 1990 Talloires declaration and the United Nations “Decade for Higher Education for Sustainable Development, 2004-2013,” with its related Regional Centres of Excellence and dedicated Chairs at several Universities. To these, the ISCN/GULF Charter adds a strong focus on integration of research, scholarship, teaching, and op-erations, as well as regular public reporting on self-set goals under the Charter’s principles (comparable to the Communication of Progress reports by corporations endorsing the UN Global Compact). It also gives organizations that have endorsed region-al or topical networks and commitments - such as the American College and University Presidents Climate Commitment (AC-UPP) or AASHE in North America, Copernicus Campus or HEEPI in Europe, the Tongji Declaration in China, or the IARU Presi-dents Statement on Campus Sustainability - the opportunity to share their commitments and achievements publicly with an open, global community of colleagues.

***4. How was the Charter’s text developed?***

The Charter is based on discussions in the ISCN’s Working Group II and dialogues between ISCN and GULF members on how the charter can best serve as a commitment to sustainability by leading organizations of research and higher education.

The majority of the text was drafted by Ariane König (University of Luxembourg and co-chair of the ISCN WG II), in collabora-tion with the group’s other co-chair Joseph Mullinix (National Univ. Singapore), Bernd Kasemir and Matthew Gardner (Sustain-serv), Julie Newman (Yale Univ.), and Roland Stulz (Novatlantis). Strategic inputs by the participants of the “leadership track” at the ISCN/GULF conference in Lausanne, as summarized by Hans-Björn Püttgen and Kristin Becker van Slooten (EPFL) were key for preparing the current version. Inputs by the ISCN members T. Refslund Poulsen (Copenhagen Univ.), D. Brem (ETH Zur-ich), A. Kildahl (Univ. Hong Kong), M. Adomssent (Univ. Lüneburg), R. Bland (Cornell), F. Gröndahl (KTH Stockholm), N. Heeren and K. Hoeger (ETH Zurich), M. Kunz (ZHAW), S. Lynham (Anglia Ruskin Univ.), A. Meier and W. Natrup (Basler + Partner), P. Obrdlik (Brno Univ.), R. Sigg (Intep), and H. Tan (Tongji Univ.) provided the foundation for developing the present Charter text. Discussions with the other three ISCN Working Groups - led by their co-chairs Claude Siegenthaler (Hosei Univ.), Leith Sharp (Harvard Univ.), Erika Meins (Univ. Zurich), Steve Mital (Univ. Oregon), Katja Brundiers (Arizona Univ.) and Per Lundquist (KTH Stockholm) - also provided valuable contributions in developing this Charter.

1. **ISCN-GULF Charter Report: Template for short form of reporting**

[ISCN-GULF Charter Report: Template for short form of reporting. Reports that include Charter reporting into more extended sustainability reports, e.g. using the GRI framework, are welcome. Both for short form or extended form reports, the inclusion of descriptive texts on examples or of illustrations can be helpful. Any layout choices are up the reporting organization in accordance with its corporate identity practice.]

**Organization Name Here**

**ISCN-GULF Sustainable Campus Charter Report 2016  
(or 2015/16)**

Written text on Charter Report Introduction touching on the points mentioned in the Charter Guidelines to be inserted here (see also Yale example in Guideline appendix)

**Principle 1 – Sustainability Performance of Buildings on Campus**

***Principle 1: To demonstrate respect for nature and society, sustainability considerations should be an integral part of planning, construction, renovation, and operation of buildings on campus.***

A sustainable campus infrastructure is governed by respect for natural resources and social responsibility, and embraces the principle of a low carbon economy. Concrete goals embodied in individual buildings can include minimizing environmental impacts (such as energy and water consumption or waste), furthering equal access (such as nondiscrimination of the disabled), and optimizing the integration of the built and natural environments. To ensure buildings on campus can meet these goals in the long term, and in a flexible manner, useful processes include participatory planning (integrating end-users such as faculty, staff, and students) and life-cycle costing (taking into account future cost-savings from sustainable construction).

**Management Approach to Principle 1 Topics**

Short written text in response to management approach issues mentioned in the Charter Guidelines to be inserted here.

This is a discussion of the**Management Approach** (including how goals are set and measured, and who is responsible)within the organization on campus sustainability concerning its aspect of constructing, renovating and operating individual buildings on campus. (Text format)

**Main initiatives and results**

Possibly short text here in addition to the table below; or just table entries

**Overview of Organization’s Principle1 Goals**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topics** | **Goals and Initiatives** | | **Results** | |
| **Priority topics**  (with units of measurement) | **Objectives and targets** (for reporting year, for the following year, and/or beyond) | **Key Initiatives** (in reporting year, and /or planned for the following and beyond) | **Performance 2009** | **Performance 2010** |
| **Resource use** | | | | |
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|  |  |  |  |  |
| **Waste, recycling, local emissions, and non-compliance** | | | | |
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| **Research/IT facilities and sustainability** | | | | |
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| **Users** | | | | |
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| **Building design aspects** | | | | |
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**Principle 2 – Campus wide Master Planning and Target Setting**

***Principle 2: To ensure long-term sustainable campus development, campus-wide master planning and target-setting should include environmental and social goals.***

Sustainable campus development needs to rely on forward-looking planning processes that consider the campus as a whole, and not just individual buildings. These processes can include comprehensive master planning with goals for impact management (for example, limiting use of land and other natural resources and protecting ecosystems), responsible operation (for example encouraging environmentally compatible transport modes and efficiently managing urban flows), and social integration (ensuring user diversity, creating indoor and outdoor spaces for social exchange and shared learning, and supporting ease of access to commerce and services). Such integrated planning can profit from including users and neighbors, and can be strengthened by organization-wide target setting (for example greenhouse gas emission goals). Existing low-carbon lifestyles and practices within individual campuses that foster sustainability, such as easy access for pedestrians, grey water recycling and low levels of resource use and waste generation, need to be identified, expanded and disseminated widely.

**Management Approach to Principle 2 Topics**

Short written text in response to management approach issues mentioned in the Charter Guidelines to be inserted here

This is a discussion of the**Management Approach** (including how goals are set and measured, and who is responsible) within the organization on campus sustainability concerning its aspect of campus-wide master planning and target setting. (Text format).

**Main initiatives and results**

Possibly short text here in addition to the table below; or just table entries

**Overview of Organization’s Principle 2 Goals**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topics** | **Goals and Initiatives** | | **Results** | |
| **Priority topics**  (with units of measurement) | **Objectives and targets** (for reporting year, for the following year, and/or beyond) | **Key Initiatives** (in reporting year, and /or planned for the following and beyond) | **Performance 2009** | **Performance 2010** |
| **Institution-wide carbon targets and related achievements** | | | | |
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| **Master Planning** | | | | |
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| **Transportation** | | | | |
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| **Food** | | | | |
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| **Social Inclusion and protection** | | | | |
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| **Land-use and biodiversity** | | | | |
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**Principle 3 – Integration of Facilities, Research, and Education**

***Principle 3: To align the organization’s core mission with sustainable development, facilities, research, and education should be linked to create a “living laboratory” for sustainability.***

On a sustainable campus, the built environment, operational systems, research, scholarship, and education are linked as a “living laboratory” for sustainability. Users (such as students, faculty, and staff) have access to research, teaching, and learning opportunities on connections between environmental, social, and economic issues. Campus sustainability programs have concrete goals and can bring together campus residents with external partners, such as industry, government, or organized civil society. Beyond exploring a sustainable future in general, such programs can address issues pertinent to research and higher education (such as environmental impacts of research facilities, participatory teaching, or research that transcends disciplines). Institutional commitments (such as a sustainability policy) and dedicated resources (such as a person or team in the administration focused on this task) contribute to success.

**Management Approach to Principle 3 Topics**

Short written text in response to management approach issues mentioned in the Charter Guidelines to be inserted here

This is a discussion of the**Management Approach** (including how goals are set and measured, and who is responsible) within the organization on campus sustainability concerning its aspect integrating facilities, research, and education. (Text format)

**Main initiatives and results**

Possibly short text here in addition to the table below; or just table entries

**Overview of Organization’s Principle 3 Goals:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topics** | **Goals and Initiatives** | | **Results** | |
| **Priority topics**  (with units of measurement) | **Objectives and targets** (for reporting year, for the following year, and/or beyond) | **Key Initiatives**  (in reporting year, and /or planned for the following and beyond) | **Performance 2009** | **Performance 2010** |
| **Topical Integration** | | | | |
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| **Social Integration** | | | | |
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| **Research & Education projects on Laboratory/IT facilities and sustainability** | | | | |
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| **Commitments and resources for campus sustainability** | | | | |
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**APPENDIX I: Options for more detailed target and report topics and indicators**

To provide more specific options for target setting and reporting for signatory organizations to choose from in the table reporting as outlined above, additional detail to the topic group options mentioned above under each principle is given below. For this, topic groups are broken down into possible individual topics. Furthermore, cross-references are provided to GRI and STARS indicators for reporting organizations that want to integrate their Charter Report with a more detailed sustainability report, or that want to use the indicator compilation methods outlined by GRI or STARS as a basis for a more in-depth approach to their chosen target and reporting topics. Integration of the Charter Report with a more detailed sustainability report as well as use of GRI or STARS indicator definitions are suggested as options and are not required.

* Detailed indicator descriptions (indicator protocols) for GRI indicators are publicly available at: <http://www.globalreporting.org/ReportingFramework/ReportingFrameworkDownloads/G3GuidelinesIndividualDownloads.htm>
* A technical manual on the AASHE STARS system can be found at: <http://stars.aashe.org/pages/about/3993/>

1. ***Introduction***

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| --- | --- | --- |
| ISCN Topic groups | ISCN Topics | Related GRI G4, ISO26000, and STARS Indicators (for detailed definitions see website links above) |
| **The organization** |  |  |
| Name |
| Location and regions/markets served | GRI Strategy and Analysis |
| GRI Identified Material Aspects and Boundaries |
| Key activities/services | GRI Stakeholder Engagement |
| Size (e.g. number of students and degrees, members of faculty and staff, and annual budget) | ISO 7.4.2, 6.3.1, 6.4.1-6.4.5, 5.2, 7.3.2-7.3.4, 5.3 |
| STARS PA1, PA2 Sustainability Coordination and Planning |
| Operational and governance structure | GRI Governance |
| ISO 6.2, 7.4.3, 7.7.5 |
| STARS PA3: Governance |
| Ownership/funding basis |  |
| **The report** | First of subsequent Charter Report? | GRI Report Profile |
| Reporting period and boundary | GRI General Disclosures on Management Approach |
| ISO 6, 7.3.1, 7.4.3, 7.5.3, 7.6.2, 7.7.3, 7.7.5 |
| Freestanding Charter Report or integrated ,e.g. in more detailed Sustainability Report? | STARS PA2: Sustainability Reporting |
| Contact |  |

1. ***Reporting on Principle 1***

|  |  |  |
| --- | --- | --- |
| Topic groups: ISCN Principle 1 | ISCN Options for target topics | Related GRI G4, ISO26000, and STARS Indicators (for detailed definitions see website links above) |
| **Resource use** |  | G4-EN3: Direct energy consumption inside organization |
| Energy use (per floor area or total), possibly per type of building | G4-EN4: Direct energy consumption outside organization |
|  | G4-EN5: Energy intensity |
|  | G4-EN6: Reduction of energy consumption |
|  | ISO 6.5.4 |
|  | STARS OP 8-9: Energy |
| Embedded (grey) building energy |  |
|  | G4-EN8: Total water withdrawal |
| Water use | G4-EN10: Percentage and total volume of water recycled and reused |
|  | ISO 6.5.4 |
|  | STARS OP 26-28: Water |
| Energy and water costs, and savings achieved |  |
| Overall purchased products/materials/supplier policy (e.g. paper) | G4-EN6: Reduction of energy requirements of products and services |
| G4-EN31: Total environmental protection expenditures by investment type |
| G4-EC9: Spending on local suppliers |
| ISO 6.5.1-6.5.2, 6.4.3, 6.6.6, 6.8.1-6.8.2 |
| STARS OP12-17: Purchasing |
| Other … |  |
| **Waste, recycling, local emissions, and non-compliance** | Waste and recycling | G4-EN1: Materials used by weight or volume |
| G4-EN2: Percentage of materials used that are recycled input materials |
| G4-EN22-26: Water discharge, waste weight, transported |
| ISO 6.5.3 - 6.5.4, 6.5.6 |
| STARS OP 22-25: Waste |
| Waste costs, and savings achieved |  |
| Emissions contributing to local air pollution | G4-EN15-21: Direct, indirect, intensity, reduction, ozone depleting emissions, other emissions |
| ISO 6.5.5 |
| STARS OP 1: Greenhouse Gas emissions |
| STARS OP 2: Outdoor Air Quality |
| Incidents of non-compliance with environmental regulations | G4-EN24: Total number and volume of significant spills |
| ISO 6.5.3, 4.6 |
| G4-EN29: Monetary value of fines, noncompliance |
| Other … |  |

|  |  |  |
| --- | --- | --- |
| **Research/IT facilities and sustainability** | Energy use in laboratories/IT facilities |  |
| Chemicals consumed |  |
| Hazardous waste from research/IT facilities | G4-EN25: Weight and transport of hazardous waste |
| ISO 6.5.3 |
| Other … |  |
| **Users** | Handicap access |  |
| Indoor air quality | STARS OP5: Indoor air quality |
| Stakeholder participation in planning (integrated design) | ISO 5.3 |
| Other … |  |
| **Building design aspects** | Sustainable building standards applied and explored | STARS OP4: Building design and construction |
| Long-term use flexibility |  |
| Life-cycle costing | STARS OP16: Life cycle cost analysis |
| Landscape integration of building design |  |
| Other … |  |

***Reporting on Principle 2***

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| Topic groups: ISCN Principle 2 | ISCN Options for target topics | Related GRI G4, ISO26000, and STARS Indicators (for detailed definitions see website links above) |
| **Institution-wide carbon target** |  | G4-EN15-16: Direct and indirect (Scope 1 & 2) |
| Carbon emissions (organization-wide) | G4-EN17: Other indirect greenhouse gas (GHG) emissions (Scope 3) |
| ISO 6.5.5 |
| STARS OP 1: Greenhouse Gas emissions |
| **Master planning** | Coverage of campus area (in %) by master planning initiatives | STARS PA2: Sustainability planning |
| Other … |  |
| **Transportation** | Frequency of traffic surveys |  |
| Bicycle and pedestrian access |  |
| Estimated commute distance or commute energy use per person | G4-EN30: Significant environmental impacts |
| ISO 6.5.4, 6.6.6 |
| STARS OP 18-21: Transportation |
| Urban mobility integration planning |  |
| Other … |  |
| **Food** | Food supply chain and environmental impacts (e.g. carbon intensity) | G4-EN32-33: New suppliers using environmental criteria, negative environmental criteria in supply chain. |
| ISO 6.3.5, 6.6.6, 7.3.1 |
| Fair trade food sourcing | STARS OP6: Food and Beverage Purchasing |
| **Social inclusion and protection** | Diversity (faculty, staff, and students) | G4-LA12-13: Equal opportunity, age groups, gender |
| ISO 6.2.3, 6.3.10, 6.4.3 |
| STARS PA4-8 Diversity and Affordability |
| Incidents of discrimination | G4-LA12: Composition of groups |
| ISO 6.3.7 |
| Access to education (in case of substantial fees) | STARS PA8: Affordability and Access |
| Open access spaces for interaction |  |
| Access to services and commerce |  |
| Participative campus planning integrating users and neighbors | GRI Standard Disclosure: Stakeholder Engagement |
| ISO 5.3 |
| Working conditions, including minimum wages, collective bargaining, and health and safety | GRI Standard Disclosure: Organizational Profile |
| G4-LA1-LA3: Employment |
| G4-LA4: Labor/Management Relations |
| G4-LA5-LA8: Occupational Health and Safety |
| ISO 6.4.4 |
| STARS PA12: Workplace health and safety |
| Student recruitment and geographical representation |  |
| Other … |  |

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| **Land use and biodiversity** | Land and building reuse (brownfield development, adaptive renovations) |  |
| Landscaping impacts and biodiversity | G4-EN11: Land managed in or around protected areas |
| G4-EN13: Habitats protected or restored |
| ISO 6.5.6 |
| STARS OP10-11: Grounds |
| Other … |  |

1. ***Reporting on Principle 3***

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| Topic groups: ISCN Principle 3 | ISCN Options for target topics | Related GRI G4, ISO26000, and STARS Indicators (for detailed definitions see website links above) |
| **Topical integration** | Programs and projects that connect facilities, research, and education | G4-LA10: Programs for employee training, employability |
| ISO 6.4.7, 6.4.5 |
| STARS AC1-8: Curriculum |
| STARS AC 9-11: Research |
| Labeling and number of courses that have an integrated perspective on sustainability as a key component | STARS AC1: Academic Courses |
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| Courses and/or research that transcends disciplines | STARS AC1-8: Curriculum |
| STARS AC 9-11: Research |
| Other … |  |
| **Social integration** | Programs and projects that connect campus users with industry, government, and/or civil society | STARS: AC5: Immersive Experience |
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| Programs to further student interaction and social cohesion on campus | STARS EN1-5: Campus Engagement |
| Courses that use participatory and project based teaching | STARS AC8: Campus as a living laboratory |
| Behavioral programs aiming at more sustainable actions by students, staff, or external community members | G4-SO1-SO2: Local Communities |
| ISO 6.3.9, 6.5.1-3.5.2, 6.5.3, 6.8, 6.3.9, 6.5.3 |
| STARS EN1-8: Campus Engagement |
| STARS EN9-14: Public Engagement |
| Other … |  |
| **Research and education projects on laboratory/IT facilities and sustainability** | Research and education on mitigating energy use in laboratories/IT facilities |  |
| Research and education on mitigating hazardous waste from research/IT facilities |  |
| Other … |  |
| **Commitments and resources for campus sustainability** | Existence of an organization-wide sustainability policy that integrates academic with operational issues? | G4-Standard Disclosure: Strategy and Analysis |
| ISO 7.4.2 |
| STARS PA2: Sustainability Planning |
| Commitment to external sustainability principles and initiatives (this Charter and other) |  |
| Dedicated resources (processes, human and financial resources) for campus sustainability | G4-EC1-4: Economic Performance |
| G4-HR1: Investments, contracts related to human rights |
| ISO 6.8.1-6.8.3, 6.8.7, 6.8.9, 6.5.5 |
| STARS PA 13-15: Investment |
| Economic value of education vs. Cost |  |
| Economic opportunities for students post-graduation |  |
| Other … |  |

**APPENDIX II: Examples from draft Charter Reports**

**Yale University**

**ISCN-GULF Sustainable Campus Charter Report 2009/10**

**Introduction**

For over one hundred years, Yale has served as a leader in environmental teaching and research. Our alumni have become environmental advocates, policymakers, and scientists. During the last ten years, Yale has prominently declared that environmental citizenship must extend beyond the University’s academic enterprise, leading to the adoption of institutional policies and practices that will contribute to a more sustainable planet. Consistent with the need to exhibit leadership in this direction, Yale announced in 2005 that it would reduce its greenhouse gas emissions to 43% below 2005 levels by 2020. And that was just the beginning.

Yale’s ambition to serve as a sustainability leader is grounded in the Bruntland Commission’s[[3]](#footnote-3) definition of sustainable development: “development that meets the need of the present without compromising the ability of future to meet their own needs”. Yale’s efforts in support of this objective have included the establishment of the Office of Sustainability and the Recycling Office, as well as a variety of initiatives such as the innovative Transportation Options program, the Community Carbon Fund, and the Sustainable Food Project. Outside of New Haven, Yale is committed to providing sustainability leadership—both nationally and internationally—by facilitating exchanges of best practices and demonstrating the power of collective action.

***On Yale University***

Yale University was founded in 1701 and is Located in New Haven, Connecticut, in the North East corner of the United States, and has a global network of students and faculty. Approximately 11,416 students of all academic levels studied at Yale in academic year 2009/2010, just over 17% of which were international students. The remaining 83% were domestic students spanning all 50 US States, making Yale University a truly global institution of higher education with a market base in all regions of the US, and on all continents of the globe. The biggest international markets for Yale University are China, Canada, South Korea, India, Germany, and the UK

The focus of Yale University is education and research, its mission is to create, preserve, and disseminate knowledge. It comprises of three major academic branches. The first is Yale College, which is the institution’s Undergraduate component and had 5247 attendee in academic year 2009/10. The remaining 6,189 students who attended Yale University in 2009/10 were graduate students who study through the graduate school of Arts and Science, or at one of the 13 professional graduate schools that are located within the university campus. In addition to such a wide and diverse student body Yale University employs approximately 14,715 faculty, staff, and international scholars. The faculty account for approximately 3,600 of the University’s employees, while an additional approximately 1,900 international scholars serve as researchers and educators. The students and faculty are joined by approximately 9,200 staff members who contribute to the University’s mission.

Yale University is a private university and since 1792 it has been registered through the Connecticut legislature as ‘the Yale Corporation’. The President oversees the organizational structure and nine Vice Presidents report directly to him, representing all the necessary functions required to operate a University of this particular stature. The President of Yale is Chairman and one of nineteen members of the Yale Corporation. The others are made up of a board ten Successor Trustees, who elect their own successors for up to two six-year terms; six Alumni Fellows, who are elected by the alumni for staggered six-year terms; and the Governor and Lieutenant Governor of the State of Connecticut, ex officio. The Corporation meets at least five times during the year and occasionally in special session. It has twelve standing committees, including the Institutional Policies Committee, the Educational Policy Committee, and the Buildings & Grounds Committee, which also meet regularly throughout the year.

As a privately owned university, Yale is financed mainly by its tuition fees and income from student attendance and through its endowment. The Yale endowment is overseen by the Investments Office and provides a significant percentage of the University’s two billion plus US dollars operating income.

***On this report***

This Charter Report is the first of its kind for Yale University. Unless noted otherwise, performance information is provided for the reporting period of financial year 2009/10, and for the entire University and its campus infrastructure that is operated by the University itself (“operational control” boundary method).

The timeframes for future goals discussed depend on the topic, and are noted explicitly in each case. Many of the goals and objectives are based on the “Institutionalizing Sustainability at Yale” strategic plan that focuses on 2010 through 2013.

For questions on this report, please contact:

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1. Nunes, L. M., Catarino, A., Teixeira, M. R., Cuesta, E. M. (2913). Framework for the inter-comparison of ecological footprint of universities, *Ecological Indicators*, **32**, 276-284. [↑](#footnote-ref-1)
2. Matos, A., Cabo, P., Ribeiro, M., Fernandes, A. (2015). As Instituições de Ensino Superior Perante a Problemática Ambiental, *EDUSER: revista de educação*, **7**(2), 13-40. [↑](#footnote-ref-2)
3. The Bruntland Commission [aka the World Commission on Environment and Development] was convened by United Nations in 1983 to address growing concern "about the accelerating deterioration of the [human environment](http://en.wikipedia.org/wiki/Natural_environment) and [natural resources](http://en.wikipedia.org/wiki/Natural_resources) and the consequences of that deterioration for [economic](http://en.wikipedia.org/wiki/Economic_development) and [social development](http://en.wikipedia.org/wiki/Social_development)." The Commission’s report was published in 1987, formalizing the definition of Sustainable Development. [↑](#footnote-ref-3)