International Sustainable Campus Network

Inaugural ISCN-GULF Charter Reports:
A Review of Global Initiatives and Trends

Issue 2: Education and Outreach

Summary of
ISCN-GULF Charter Reports
Submitted in 2011
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1. Executive Summary

The International Sustainable Campus Network (ISCN) provides a global forum to support leading colleges, universities, and corporate campuses in the exchange of information, ideas, and best practices for achieving sustainable campus operations and integrating sustainability in research and teaching.

The ISCN and the Global University Leaders Forum (GULF) shared in the development and endorsement of the ISCN-GULF Sustainable Campus Charter which aims to support universities in setting targets and reporting on sustainable campus development goals and performance. Organizations endorsing the ISCN-GULF Sustainable Campus Charter (and becoming full ISCN members) commit to setting their own concrete targets against three shared Charter principles, and to transparently report on their progress against those targets on a regular basis.

In 2011, the inaugural reporting year for ISCN members, eighteen institutions from around the world submitted reports to share their progress and outline various efforts they are undertaking to move toward a sustainable campus. By submitting reports, ISCN members participate in a mission to pool global knowledge on how universities can best support sustainable development through their research and education. Reports also function as a vehicle for members to communicate their commitment to sustainability and inspire future leaders.

This is the second digest produced by the ISCN which provides an overview of what was reported in the current round of Charter reports. This digest highlights sustainability topics relating to education and campus outreach, as suggested in the ISCN-GULF Charter Guidelines.

Topics relating to education and outreach that were always included in the reports, and thus seem universally relevant or material for ISCN members, are programs connecting facilities, research, and education, and connecting campus users with industry, government, and civil society. Topics reported less frequently were those focused on methods for labeling courses and discussing courses that transcend disciplines, student interaction, project-based training, and behavioral programs focusing on sustainability on campus. This digest contains summaries of campus initiatives, examples of related goals, and how performance was reported (for example, the number of programs related to sustainability and communication, and sustainability related courses offered) to give members an opportunity to compare to their peers.

We are asking ISCN members for suggestions on future topics to be discussed in our upcoming digests. Please email your suggestions to secretariat@isc-network.org.
2. Introduction

In 2011 ISCN members began a mission to pool global knowledge on how universities can best support sustainable development through their research and education, and show that they are working to inspire future leaders by demonstrating sustainability in their own operations. This knowledge exchanged was facilitated at the ISCN conference in Gothenburg, Sweden, and by the submission of inaugural Charter reports. In 2012 members will have the opportunity to further their discussions online via a newly formed listserv and members-only website as well as in person at the 2012 ISCN Symposium at the University of Oregon in June. Additionally, upcoming Charter reports will highlight campus initiatives and accentuate pathways to progress.

To encourage knowledge-sharing and peer-to-peer support, we are providing ISCN members with a series of digests summarizing current trends and best practices from the 2011 Charter reports. As the only internationally orientated program for sustainable campus reporting, we hope these digests will serve as a global benchmarking tool as you prepare your upcoming Charter reports. Additionally, we hope to highlight campus activities that provide inspiration for continuous improvement.

The series of digests will focus on core aspects of sustainability as they relate to the three Charter Principles (see Figure 1). In the previous digest, which can be found on the members-only website, we discussed environmental responsibility. In this digest we provide an overview of what was discussed in 2011 Charter reports with respect to sustainability in education and outreach on campus. These topics are suggested in Principle three of the ISCN-GULF Charter Reporting Guidelines. Future issues will focus on social responsibility, planning and policies, and economic responsibility and institutional resources for sustainability.

The reports reviewed for this digest include those submitted to the ISCN Secretariat between January 2011 and mid-November 2011. The 18 institutions that submitted reports during this inaugural period represent more than half of the ISCN membership and a diverse range of geographic regions and university demographics (see Figure 2).
Figure 2: ISCN members included in this report who submitted reports between January and mid-November 2011.

3. Education and Outreach Related Topics

The ISCN Charter Guidelines short-lists common indicators or topics which may be especially relevant to campus stakeholders. These topics may be cross-referenced with other reporting frameworks such as the Global Reporting Initiative (GRI) and the Sustainability Tracking, Assessment & Rating System™ (STARS) (for American universities).

While topic areas are suggested in the guidelines, the ISCN-GULF Charter reporting framework is meant to be flexible and accommodate differences in institutional priorities and impacts. Each institution is encouraged to identify and report on those topics that are relevant or “material” to campus stakeholders. Generally, education and outreach related topics were discussed in nearly every report. The topics most discussed by each reporting institution were those highlighting programs connecting facilities, research and education, and connecting campus users with industry, government, and civil society. Those topics which were less frequently reported were labeling of courses and courses that transcend disciplines, student interaction on campus, courses using project-based learning, and behavioral programs (see Table 1). The nature of discussing these topics was largely qualitative with performance reporting mostly encompassing the sum of events, courses, and projects on campus. Goals relating to these topics were mostly geared toward increasing the course offerings relating to sustainability, strengthening partnerships with the community, businesses and government, and furthering outreach efforts.
### Reporting on Principle 3: Integration of research, teaching, facilities, and outreach

<table>
<thead>
<tr>
<th>Topic group</th>
<th>Frequency reported in 2011</th>
<th>Options for target topics</th>
<th>Related GRI and STARS indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topical Integration</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Always</td>
<td>Programs connecting facilities, research and education</td>
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<td></td>
<td>Often</td>
<td>Labeling of courses that integrate sustainability</td>
<td>STARS ER5: Sustainability course identification (see also GRI PR3)</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>Courses and/or research that transcends disciplines</td>
<td>STARS ER6, ER7: Sustainability-focused and -related courses</td>
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<tr>
<td></td>
<td>n/a</td>
<td>Other</td>
<td>STARS ER19: Interdisciplinary research in tenure and promotion</td>
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<td></td>
<td>STARS ER4, ER15: Sustainability materials and publications; sustainability research identification</td>
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<tr>
<td><strong>Social Integration</strong></td>
<td></td>
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<tr>
<td></td>
<td>Always</td>
<td>Connecting campus users with industry, government, and civil society</td>
<td>GRI EC8: Infrastructure, investment and services provided primarily for public benefit (see also STARS PAE19)</td>
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<tr>
<td></td>
<td>Often</td>
<td>Student interaction and social cohesion on campus</td>
<td>GRI SO1: Programs to assess and manage impacts of operations on communities</td>
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<td></td>
<td>Often</td>
<td>Courses using participatory and project based training</td>
<td>GRI SO3: Percentage of employees trained in organization’s anti-corruption policies</td>
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<tr>
<td></td>
<td>Often</td>
<td>Behavioral programs aiming at more sustainable actions by students, staff or external community members</td>
<td>STARS ER1, ER2: Student sustainability educators program and outreach campaign</td>
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**Table 1**: Education and Outreach topics review among 2011 ISCN-GULF Charter Reports, the frequency each was reported, and topic cross-reference with GRI and STARS. Key: Frequency: 0 = Never; 1–6 = Sometimes; 7–12 = Often; 13–18 = Always; GRI indicators: “PR,” “EC,” and “SO” stand for “product responsibility,” “economic,” and “society” indicator protocols respectively; STARS indicators: Education and Research indicator set “ER”; Planning, Administration, Engagement indicators “PAE.” Reporting for the “other” suggested topic is reflected in various topics listed in topical and social integration.
3.1 Topical Integration

Topical integration pulls together varying aspects of campus academic activities.

Programs connecting facilities, research, and education

Overall, 16 out of 18 institutions reported on programs connecting facilities, research and education. These programs offer a way to use the campus as a “living laboratory” and get hands-on experience with campus sustainability. An example of this concept includes:

- MIT Energy Initiative (MITEI) program includes research, education, campus energy management, and outreach activities; MITEI, has faculty representatives from all five schools and functions as an Institute-wide coordinating mechanism for campus energy and sustainability work.

In many cases, campus research is housed in institutes or technology transfer centers within the university with missions to further academic endeavors and facilitate collaborations with departments on campus. Furthermore, these programs serve to connect the campus community with industry, government, and society (see section 3.2). For example:

- The Built and Natural Architectural Environment or ENAC Program covers various topics related to sustainable development and offers courses in Architecture, Engineering, Science, and Environmental Engineering. (EPFL)

- With seed sustainability, ETH Sustainability has established another project platform that nurtures contact between young academics, the corporate sector and the wider community. Seed Sustainability is tasked with matching research topics suggested by industry and the community with academic research interests. (ETH Zurich)

- “For over two decades, hundreds of faculty have been brought together at Harvard’s Center for the Environment to form a diverse intellectual community, creating a place where faculty, researchers and students can come together to discuss, debate and create new ideas for how we will navigate the challenges ahead.” (Harvard University)

- The London School of Economics has two research centers for climate change, the Grantham Research Institute on Climate Change and the Environment, and the ESRC Centre for Climate Change Economics and Policy; Of the 19 Research Centers on campus, seven carry out research / present seminars / teach courses which are directly connected with corporate social responsibility.

- The Steinbrenner Institute for Education and Research (established in 2004) seeks to facilitate connections and coordinate new sustainability research initiatives, to promote and help build the strengths of Carnegie Mellon University’s environmental research centers, and to advance emerging and interdisciplinary interests in environmental education and research. (Carnegie Mellon University)
Goals reported by Yale University used training as a vehicle to connect facilities, research and education.

- Yale is working to “create on-line sustainability training modules by January 2012; develop professional training programs tailored to specific departments; partner with procurement and grounds maintenance to introduce department-specific programs by June 2011.”

Performance noted for this topic includes:

- 3.3% of the University of Gothenburg’s publications are in the area of sustainable development. This is a decrease of 0.7% from 2009. The Center for Environment and Sustainability’s network is connected by 316 researchers and students, which is an increase of 14% from 2009. (University of Gothenburg)

Labeling of courses that integrate sustainability

While this topic was one of the more frequently reported (with 11 out of 18 reports discussing it) the majority of institutions focused on results indicating the number of courses integrating sustainability and the number of students enrolled. Specific examples of course labeling or coding schemes to identify sustainability curriculum in a given course was not frequently reported, however, examples of sustainability course guides and modules were provided:

- University-wide Environmental Course Guide. (Harvard University)

- National University of Singapore has developed sustainability cross discipline module with faculty from areas such as law, arts and social sciences, and the School of Public Policy offering modules such as Eco-Development in Southeast Asia, Comparative Environmental Law, Water Policy and Governance.

- The University of Hong Kong has postgraduate degree programs, undergraduate majors and minors, and individual courses on environment and broader sustainability issues. These are offered by the Faculty of Architecture, Business and Economics, Engineering, Law, Science, Social Sciences, and the Kadoorie Institute.

Performance reported:

- The University of Pennsylvania has 156 new and existing classes related to sustainability; More than 140 students enrolled in all environmental majors and minors. For example, the Sustainability and Environmental Management minor, launched in 2009, is open to undergraduate students, and has 19 students enrolled.
• Carnegie Mellon University has 35 sustainability related courses; 30 additional sustainability focused courses.

• Georgetown University has over 80 sustainability-related courses.

• At the London School of Economics all undergrads are required to take "LSE100 - understanding the causes of things.” Additionally, several courses focus on sustainable development and degrees focus on environmental policy, environmental economics, and sustainable development; Six out of 326 undergraduate and 14 out of 707 postgraduate modules focus on sustainable development; Three out of 36 undergraduate degrees (BSc Environmental Policy, BSc Environmental Policy and Economics, and BA Geography) and three out of 139 postgraduate degrees focus on sustainable development.

Courses and/or research that transcends disciplines

Overall, nine institutions reported on this topic. A couple focused on cross-disciplinary research initiatives or research collaborations with off campus stakeholders, while others reported on the interdisciplinary nature of their courses. Many noted the breadth of multi-disciplinary curricula.

• EPFL is participating in new projects either in Switzerland or in Europe, to foster sustainable development. These include a project on thermonuclear fusion, several interdisciplinary research centers, and three academic chairs supported by UNESCO, Lombard Odier Darier Hentsch and Cie, and Landolt and Cie that focus on sustainable development in various settings and through varying perspectives.

• The Energy Efficient Cities initiative (EECi) at the University of Cambridge is a cross-disciplinary research project that aims to strengthen the UK’s capacity to address energy demand reduction and environmental impact in cities, by research in building and transport technologies, district power systems, and urban planning. Additionally, the University Centre for Sustainable Development has joined with Grosvenor (a major international property development, investment and fund management group) to undertake research into energy efficiency in the built environment (EEBE).

• ETH Zurich Sustainability launched an ETHiopian Urban Laboratory Summer School program in 2010 which aims to integrate sustainability into ETH’s curriculum. It offers interdisciplinary courses to apply the concept of sustainably to real case study problems. In the summer of 2010 these case studies were related to a Sustainable Urban Dwelling Unit, a two-story, low cost house built with local materials and labor, which serves as a research prototype for housing solutions in Ethiopia and other developing nations.

• Harvard University has undergraduate and graduate multi-disciplinary concentrations and courses in environmental sciences and sustainability.

• Common Core curriculum is designed to require students to explore "issues of profound significance to humankind" from a multi-disciplinary perspective through scientific and technological literacy, humanities, global issues, and China culture, state and society. (University of Hong Kong).
Performance:

- At Brown University the Environmental Change Initiative, an interdisciplinary research and education initiative linking faculty and students from departments, programs, and centers across the Brown campus, has over 50 faculty across 13 academic and research units.

- A first interdisciplinary Cross-Faculty-Course entitled ‘Science and Citizens meet Challenges of Sustainable development’ open to all students from the UL and civil society starts in the summer semester 2010 / 2011. (University of Luxembourg)

- EPFL’s ENAC Program had 168 Masters degrees granted, 34 labs, and 15 lectures.

- The National University of Singapore has nine new cross-faculty degree programs (both undergraduate and graduate), and has initiated the introduction of sustainable considerations within existing courses. For students in differing fields of study, NUS offers sustainability modules, all of which are listed as supplementary material in their Charter report. Furthermore, NUS has 22 university-level research institutes and centres, four research centres of excellence (the 4th being a joint effort with NTU), and NUS Graduate School for Integrative Sciences and Engineering (NGS) with the aim to support researchers in every way possible.

Goals related to courses integrating sustainability and transcending disciplines include:

- Increase the number and quality of sustainability related and focused courses. (Carnegie Mellon University)

- The University of Hong Kong has new Educational Aims highlighting the importance of interconnectedness, diversity and complexity, are well suited to addressing sustainability issues.

- Make climate change and sustainability part of the curriculum and educational experience available to all students, and the larger UPenn community. (University of Pennsylvania)

- Develop three interdisciplinary courses fostering problem-solving skills for sustainable development towards a diploma in sustainable development by 2014. Work to extend courses from multiple disciplines to all students. (University of Luxembourg)

3.2 Social Integration

Social integration encompasses those topics which focus on bringing together the campus to further sustainability on campus and with global stakeholders.

Connecting campus users with industry, government, and civil society

Connecting the campus to outside stakeholders can take many forms. For example, several reported on technology transfer centers or programs which focus on providing a hub for research, development and knowledge sharing to benefit the global market. Other institutions focused on knowledge sharing and outreach. This was one of the most reported topics (16 out of 18 reported on this topic), and the examples below highlight the varying ways in which campuses are expanding their reach.
Industry

- Carnegie Mellon University hosts the Southwest Pennsylvania Household Hazardous Waste Task Force (SW PA HHW) is comprised of members from profit, non-profit, academia, government and environmental organizations across Southwestern Pennsylvania.

- INSEAD organizes workshops, seminars and roundtables to discuss the implications of these issues and identify smart solutions for business world. Furthermore, faculty are engaged in high-impact initiatives such as bringing global players to the table to help establish governance systems that will make tackling climate change and other global issues possible while maintaining business competitiveness.

- EPFL is a member of the "Alliance," a platform for technology transfer between Western Switzerland and Ticino, the southernmost canton of Switzerland. In EPFL’s Science Park there are 6000 researchers, 100 enterprises and investors involved. Furthermore, EPFL will continue to collaborate and partner with organizations on Sustainable Development. There are 15 partnerships with outside organizations.

- The National University of Singapore hosts the Grameen Creative Labs@NUS which aims to foster collaboration with corporations and universities around the world and its objective is to solve social problems via an entrepreneurial approach. Another initiative is InnoAge, a platform for knowledge sharing and collaboration with industries and the government. Furthermore, NUS Entrepreneurship Society is a hub for entrepreneurship with an abundance of learning and networking opportunities to assist students in developing their entrepreneurial spirit.

- At the University of Tokyo, academic-industrial groups collaborate with the private sector regarding the development of new equipment and utilized to exchange research and technical information.
**Government**

- Members of the Harvard community advise governments and industries about policy changes needed, operationalizing sustainability, and partnerships with Harvard schools (Harvard University).

- “...we recognize that addressing such complex problems as protecting the climate system, on which we all depend for our survival, requires an ongoing exchange between science, different stakeholder groups and decision makers. Therefore, ETH Zurich supports public policy debates as an “honest broker,” providing impartial scientific information to all parties concerned, with due emphasis on the assumptions and uncertainties that are unavoidable in all scientific studies.” (ETH Zurich)

**Civil Society**

- Plans are underway to develop the Cambridge Conservation Initiative (CCI), which is a unique collaboration between the University of Cambridge and leading biodiversity conservation organizations in and around Cambridge, UK. CCI seeks to transform the global understanding and conservation of biodiversity and the natural capital it represents. The CCI partners together combine and integrate research, education, policy and practice to create innovative solutions for society and to foster conservation learning and leadership. (University of Cambridge)

- ETH Zurich has an initiative, CCES@School which supports the transformation of scientific topics into a useful form for teaching purposes at secondary schools.

- The University of Oxford owns several areas of unique natural interest which are open to the public and researchers. These include Oxford Botanic Gardens, Harcourt Arboretum and Wytham Woods.

Goals on this topic include capacity building and further outreach:

- Our main goal is to build capacity within and beyond the campus community to propose solutions for complex and interlinked environmental and social issues and to assume to individual and collective responsibilities to address these. (University of Luxembourg)

Performance focused on public events and marketing:

- The University of Gothenburg held 607 public events on sustainable development in 2010. This was an increase of 8%.

- The University of Pennsylvania reported on their campus-wide e-newsletter and marketing strategy. The results included: Total Media Stories: 344; Average Penn Sustainability Website Visits/Day: 71; Penn Sustainability Newsletter (The Red and Blue on College Green) subscribers: 3,832; Overall newsletter distribution: more than 150,000.
Student interaction and social cohesion on campus

There are a variety of initiatives taking place on campuses to engage and educate the campus community about sustainability. Half of the reports in this round reported on these initiatives.

- Brown University has events which include: beyond the bottle, Eco-Flow, emPOWER, Real Food @ Brown, Sustainable Food Initiative, beyond the bag, emerging green leaders, engineers without borders.

- Georgetown University has an initiative called Project Hilltop, where resident associates (RAs), Hall Directors and residents work to promote a sense of community ownership.

- Harvard University promotes their Green Office program, green teams, Annual Green Cup - challenge students to reduce energy and conserve resources, a Green Skillet competition, and green carpet awards.

- At the London School of Economics, the Sustainable Future student group has worked with the Estates Division since 2005/6 on over 15 projects that support the implementation of the Environmental Policy including the first Environmental Audit of the LSE. From 2006/7 Geography first year students used Methodology courses to gather data for the Sustainability Team, final year environmental management students created the first Legislation Register for the School.

- The National University of Singapore has several events to promote sustainability and further interaction between campus users and beyond.
  - Freshmen Inauguration Ceremony: An orientation activity targeted at new undergraduates.
  - Matriculation Week: a week-long program to help new undergraduates adjust to a university life.
  - NUS Rag and Flag: Flag Day is the day when NUS freshmen and seniors alike fan themselves out around the entire Singapore to raise funds for charities; whereas Rag Day, traditionally held after Flag Day, is held as a celebration, complete with stunning floats and impressive performances by Faculty Clubs and Halls of Residences.
  - Inter-Faculty/Hall Games: Annual sports competition held for students.
Performance:

- UNIPOLY student association led 9 projects related to sustainability, including: electronic bartering forum, sustainability education forum, guided tours, honey bees, COP 15 participation. UNIPOLY membership: 72 (EPFL)

- At the University of Gothenburg, there were 543 video and data conferences arranged over the course of the year. Close to 650 people participated in the education, seminars, or events on environment and sustainable development that were arranged in 2010. That corresponds to 13 per cent of the staff. The number of person-hours of sustainability related education in 2010 was 1,407.

Courses using participatory and project based training

Through participatory and project-based learning, students again have the opportunity to have a hand in furthering campus sustainability by actively engaging in the “living laboratory.” Nine members reported on this topic providing examples of courses and projects to further on campus experiential learning.

- Carnegie Mellon University has student developed sustainability courses. For example, Environment Today: Biodiversity and Environmental Justice.

- Participatory learning opportunities, including student-led weatherization projects. (Harvard University)

- MIT has successfully integrated sustainability into project-based classes, undergraduate research opportunities, and undergraduate and graduate theses (MITEI). MIT’s campus operations are being used as a living laboratory – through Undergraduate Research Opportunities (UROPs), special classes, internships, and research projects – to foster students’ emerging technical and leadership skills to help define and solve our own energy challenges.

- Santander team laid the foundations for the Cambridge Living Laboratory for Sustainability and liaised with a number of University representatives, academics and research groups throughout the summer, to recruit students to run three Living Laboratory pilot projects:
  - Electricity use at the BP Institute and Bullard Laboratories (Department of Earth Sciences)
  - Electricity plug loads at the Wellcome Trust/Cancer Research UK Gurdon Institute
  - Pro-environmental behavior in student accommodation at Jesus College.

- At the University of Pennsylvania, “water” is the theme for 2011. Lectures, conferences, discussions, tours, and exhibits will be promoted throughout the year, as well as a student grant program for water conservation, education, and awareness projects.

Performance noted for this topic includes:

- “Through the MITEI Student Campus Energy Project Fund, MIT has supported over 35 student projects on campus, such as a program to bring a wind turbine to campus, development of a real-time, dorm energy use monitoring system, and the development of outreach and awareness material for promoting more sustainable on-campus catering. Furthermore, administrative units, including the Department of Facilities and EHS Headquarters Office,
continue to support curricular, project-based learning activities by developing and advising campus energy-related projects, including ones for the new cross-department listed Projects in Energy course, the Sloan School of Management’s Executive Education program, and Freshman Pre-Orientation Program (FPOP).

Behavioral programs aiming at more sustainable actions by students, staff or external community members

Behavior programs demonstrate the benefit of peer-to-peer education by promoting leadership and positively influencing behavior. Those programs that focus on sustainability are often called Eco-Representatives or “Eco-Rep” programs and focus on behavior campaigns to reduce consumption and promote healthy lifestyles. Behavior campaigns such as Eco-Rep have the added benefit of encouraging sustainability throughout campus life and can offer further benefits such as cost savings and reduced waste fees. Nine institutions reported on behavior campaigns taking place on campus. Several focused on student campaigns while there were a few that focused on the campus-wide community.

- Brown University has groups formed by parties other than students who are actively working to promote sustainability such as Campus Climate and Eco-Reps.

- Georgetown University hosts two annual environmental competitions, RecycleMania and Switch It “Off” to encourage behavior change through awareness and incentives.

- At Harvard University, occupant engagement programs and initiatives work to educate the community, change behavior and inspire individual action among our community. The programs use community-based social marketing techniques such as competition, incentives, benchmarking and rewarding progress and building social norms to bring about lasting change in behaviors.

- Several initiatives taking place at the London School of Economics include: campus rooftop growing, Environmental Working Groups, Green Teams, staff sustainability champions, student “Switch Off” which has over 400 student “Eco Power Rangers” reducing energy consumption across halls of residence achieving 7% energy savings on average. Furthermore, LSE hosts a reuse/resale event and they rent residence halls promoting a green tourism business scheme as an award winning example for the local community.

- MIT engages in a “greeningMIT” campaign to further integrate campus energy activities with the entire MIT community. The aim is to engage all students, staff, and faculty in taking action to make the MIT campus more sustainable and energy efficient.

- National University of Singapore has a cadre of behavioral programs. For example, Earth Hour, an annual event targeted at generating awareness within the greater NUS community, where lights of buildings are switched off during the “Earth Hour” while students hold a candle vigil amidst a celebratory atmosphere.
Goals reported for this topic focused on public events and certifying offices on campus.

- Hold five public sustainability events a year, track attendance and develop a baseline of on campus volunteer hours. (London School of Economics)

- Pilot a Yale Green Workplace certification program by September 2010 whereby individual departments can get recognition for their program in meeting sustainability goals. Make the Yale Green certification program available to all units by January 2011.

Performance reported focused on the summation of those involved in behavior change programs.

- Carnegie Mellon had 30 Eco-Reps and eight Green Teams in 2010.

- Eight of University of Pennsylvania’s Schools and Centers now have their own Sustainability Coordinators and over 200 Eco-Reps now serve Penn students, faculty, and staff with best green practices.
  - College House Eco-Reps: 75
  - Greek Eco-Reps: 32
  - Staff & Faculty Eco-Reps: 104

4. Conclusion

Reporting on the topics of topical and social integration focused on education and outreach, both across campus and the global community. Discussing these topics throughout reports was largely qualitative in terms of listing initiatives; however, several reports did quantify the number of courses, volunteer hours, events hosted, or frequency of website visits. The most reported topics, and thus highly relevant or material, were programs connecting facilities, research, and education and connecting campus users with industry, government, and civil society. Institutions reporting on these two topics used the opportunity to discuss the use of campus as a “living laboratory,” in ways which transcends sustainability topics discussed in this issue. While labeling of courses and integrating sustainability was often reported, a detailed course labeling scheme was not proposed in a Charter report.

Our series of digests is meant to further the exchange between Charter members and offer inspiration for continual improvement. We are asking ISCN members for suggestions on future topics to be discussed in our upcoming digests. Please email your suggestions to secretariat@isc-network.org.
February 2012
ISCN Secretariat

This report was prepared by Zena Harris. For comments or questions regarding this report, please contact:

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