Introduction and overview

Ca’ Foscari University of Venice was established on August 6th, 1868 as a Business School, the first in Italy and the second in Europe. Ca’ Foscari is a public university based in Venice, in northern Italy, where over 30 language courses are taught. Just like the city that hosts it, it is a crossroads of cultures, fields of research, ideas and creativity. A modern university that keeps up with the times by realizing within its eight departments advanced research projects and innovative study programs in order to guarantee an excellent educational experience. Through its five interdepartmental schools, Ca’ Foscari has made these educational approaches cross-cutting and integrated. In this way, whoever studies in Venice can acquire a wider range of and more articulate skills: economy is put into contact with cultural heritage, languages intersect with economics, restoration meets science just to cite a few examples.

The university offers courses at all levels, both in Italian and in English: 16 Bachelor's degree programmes, 29 Master's degree programmes and 35 Professional Master’s programmes in addition to Doctorate studies within its PhD school. This is also sustained by the new School for International Education which organizes courses for credit and extra-curricular activities for both Italian and international students, as well as professionals interested in courses and lessons by both Italian and foreign instructors.

Ca’ Foscari University also offers a wide portfolio of international programmes, with 5 Bachelor's degrees, 13 Master’s degrees, 12 Professional's Master's programmes and 5 Phd's.

“To study at Ca’ Foscari is not just classrooms and libraries. It is not only receiving an excellent education. It is a unique experience, set in a context like no other where art, culture, an international openness and exchanges abroad come together. It is simply, Venice. Welcome to Ca’ Foscari, welcome to Venice”

The Rector of Ca’ Foscari
The various seats of the University are spread throughout Venice (http://www.unive.it/phpapps/maps2/gadget.php) but the historical seat of the university is Ca’ Foscari, a Venetian Gothic palace overlooking the widest bend of the Grand Canal.

Over the twentieth century the building underwent two important restoration phases at the hands of the Venetian architect Carlo Scarpa, and in 2007 was awarded the prestigious “Premio Torta”. It is possible to visit the palace thanks to Ca’ Foscari Tour Service (http://www.unive.it). Ca’ Foscari is also the oldest building in the world to have received LEED EB: O&M certification.

Today it is a modern university with around 20,000 students, covers 4 large scientific and cultural areas (Economics, Foreign Languages and Literatures, Humanities and Sciences), 1,700 professors, lecturers and administrative staff, 3,300 graduates per year and more than 5,000 new students every year.

Moreover the university delivers research, consulting and training activities for third parties, has strong relationships with many cultural institutions, both nationally and internationally, and organises approximately 800 events every year.

**Sustainable Ca’ Foscari**

Ca’ Foscari University of Venice launched in 2010 the project Sustainable Ca’ Foscari with the aim of promoting environmental, economic and social sustainability and include it as perspective inside every activity of the university. This means to plan actions in order to reduce the impact on the environment and natural resources, to launch projects for increasing the social cohesion and for minimizing the inequalities inside the university, and to support the cultural and economical sustainable growth of the territory. Ca’ Foscari included this commitment in the Strategic Plan and defined activities and actors in the Sustainability Commitments Charter, which is updated every year.

There are many initiatives and projects implemented by Ca’ Foscari to make more sustainable the campuses and the management of our university, but also to integrate sustainable issues in teaching and research. Many are also the projects expecially thought to engage the Ca’ Foscari community.

The most significant measures undertook by the university to become more sustainable are documented in the Sustainability Report, which is part of the General University Report, and informs stakeholders on the activities and the results reached by Ca’ Foscari. Sustainable Ca’ Foscari is coordinated by the staff of Special Projects Office - which is part of Planning and Evaluation Service - and it involves actively administrative staff, faculty and students.

For question on this report, please contact:

Special Projects Office
sustainability@unive.it
www.unive.it/sustainability
Principle 1 – Sustainable 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).

**Energy efficiency and environmental and territorial conservation**

*Ca’ Foscari has made the full optimization of resources its first objective in order to reduce any negative impact the Institution may have on the environment. A series of actions have been implemented to improve the management of energy and water resources in order to protect the delicate ecosystem in which Ca’ Foscari is found.*

**Monitoring energy and water consumption**

The first actions carried out by the University were works to reduce the running costs of its outdated heating and water systems, to install new highly functioning heating systems and to substitute obsolete lighting systems with energy efficient lighting replacements. Constant and automatic checks are made on consumptions in order to plan specific interventions even if it has not been possible to reduce consumption in every area.

A comparative database has been created thanks to a shared control procedure with the Real Estate and Purchasing Area, optimizing the recording of electricity, gas and water consumptions as drawn from the bills. In these past years has been installed a remote sensing systems to allow for a constant check of water consumption and a prompt stop to wastage in case of breakages or leaks.

**Building works**

In September 2014 were inaugurated the new headquarters of the University’s Scientific Campus, providing an important occasion for the relaunch and development of the town of Mestre. From the very start, this project was intended to create a modern university campus open to the local community. Many features were designed to meet environmental sustainability criteria: the façade cladding alternating aluminium and zinc-titanium with stone and ventilated external wall insulation system; the 20-kw solar system installed on the roof of the Beta building; solar screens on all glazed facades; heat recovery ventilation in all buildings as well as rainwater harvesting tanks with a total storage capacity of around...
400 m3 that can be used for irrigation. In 2014 also a part of Economic Campus at S.Giobbe were renovated and in particular the structures, roofs and most of the plants were completed for all buildings. The new complex was completed and inaugurated on 16/10/2015. The new expanded campus is now over 19,000 m2 and has made it possible to bring the entire economics area together in a single site, extending the areas occupied by the departments and the Economics Area library.

**Ra.Di.Ca. - Recycling at Ca’ Foscari**

The Recycling project has seen the use of recycling bins in all its buildings since 2012. It is thanks to current policies and agreements with our major suppliers that 80% of waste materials at the main university buildings are recycled. Finally, the University has been active in procuring goods and services by e-procurement via the Electronic Marketplace allowing it to observe green social and environmental principles.

**Resources**

Over the years our support of a digitalized and paperless University has been ongoing. All major paper procedures have been substituted by equivalent digital procedures found on the University website. This has allowed us to become more efficient, offer improved and more accessible services and streamline our internal procedures. It has also meant that the use of paper and resulting waste materials has been reduced. Among the initiatives engaged in, is “Ca’ Foscari digital publishing”, the University online publishing house, the electronic submission and storing of theses along with the elimination of academic transcript booklets. An estimate € 80,000 has been saved yearly.

**Green Public Procurement**

Like all Public Administrations, Ca’ Foscari University makes most of its purchases through Consip (Authority for Public IT) and MePA (Italian Public Administration e-Marketplace) the procurement platform managed by Consip. Consip is a joint-stock company set up by the Italian Ministry of Economy and Finance as a Central Purchasing Body, which develops innovative purchase procedures and tools (agreements, e-Marketplace, framework agreements) for administrations and companies. Under a series of specific agreements, it provides the single administrations with support throughout the procurement process.

The Italian Public Administration e-Marketplace, or MePA, guarantees Public Administrations, transparency and traceability in every step of the procurement process, allowing them to compare products offered by suppliers throughout Italy and giving PAs the opportunity to make requests for quotations.

In 2015 a specific project was set up to map the green purchases made by the University in 2014, in order to reveal the restraints and opportunities offered by Green Public Procurement by using Ca’ Foscari’s Central Administration as a case study. It is estimated that around 14% of the purchases of goods and services made by the Central
Administration in 2014 in MePA were made in accordance with environmentally aware criteria. 100% of the energy purchased by the University comes from renewable sources.

### Overview of Organization’s Principle 1 Goals

<table>
<thead>
<tr>
<th>Topics</th>
<th>Goals and Initiatives</th>
<th>Key Initiatives</th>
<th>Performance 2013</th>
<th>Performance 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resource use</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Energy</strong></td>
<td>Improve the energy efficiency performance of the university's buildings and plants.</td>
<td>Monitoring energy consumption and optimizing the plants.</td>
<td><strong>GRI EN3 – Direct energy consumption:</strong></td>
<td><strong>GRI EN3 – Direct energy consumption:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8.208.072 kW/h</td>
<td>7.697.898 kW/h (- 6.2% compared to 2013)</td>
</tr>
<tr>
<td><strong>Water</strong></td>
<td>Improve the water management.</td>
<td>Monitoring water consumption and checking breakages or leaks with remote sensing systems.</td>
<td><strong>GRI EN 8 – Total water consumption:</strong></td>
<td><strong>GRI EN 8 – Total water consumption:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>77.238 m3</td>
<td>78.838 m3 (+2,1% compared to 2013)</td>
</tr>
<tr>
<td><strong>Gas</strong></td>
<td>Improve the energy efficiency performance of the university's buildings and plants.</td>
<td>Monitoring gas consumption and optimizing the plants.</td>
<td><strong>GRI EN3 – Direct energy consumption:</strong></td>
<td><strong>GRI EN3 – Direct energy consumption:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>910.499 Sm3</td>
<td>617.493 Sm3 (-33,9% compared to 2013)</td>
</tr>
<tr>
<td><strong>Renewable energy use</strong></td>
<td>Install a solar system.</td>
<td>In September 2014 were inaugurated the new headquarters of the University’s Scientific Campus.</td>
<td>100% of the energy purchased by the University comes from renewable sources.</td>
<td>With the inauguration of the new Scientific Campus has been activated the new solar system. 100% of the energy purchased by the University comes from renewable sources.</td>
</tr>
<tr>
<td><strong>Supply Chain</strong></td>
<td>Increase the amount of green purchases.</td>
<td>Map the green purchases made by the University in 2014.</td>
<td></td>
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</table>

**GRI EN32 – Suppliers screened with environmental criteria:**
It is estimated that around 14% of the purchases of goods and services made by the Central Administration in 2014 in MePA were made in accordance with environmentally aware criteria.
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

*Over the years, Ca’ Foscari has emerged as a model of management and organisation capable of including sustainability in all university activities and of extending sustainable development well beyond the purview of the university to involve the entire city of Venice in its initiatives.*

In 2010 Ca’ Foscari embarked upon a challenging journey to become a university promoting social cohesion and improving the wellbeing of those working and studying at the university, while favouring the local environment and natural resources, and increasing the efficiency and effectiveness of the various processes. This commitment was included in the University Statute (Article 53) and led to the creation of the Sustainable Ca’ Foscari programme.

In just four years Sustainable Ca’ Foscari has become a model for sustainable administration within the spheres of environment, society and economics. A consolidation of the values it promotes and the adoption of the new managerial models has also positively impacted the development of University processes and activities. These, in turn, have been met by a renewal in University planning and accounting processes.

The points outlined in the Sustainability Commitments Charter (CIS) have also been included in the Performance Plan along with organizational, transparency and anticorruption objectives. In this way, the Plan has become a tool the institution uses to better its actions in sustainability and evaluate the results it achieves.

*Carbon Management.*

Ca’ Foscari embarked on its Carbon Management Pilot Project in 2010 with the support of the Ministry of the Environment and Protection of Land and Sea (MATTM). The project
aims to monitor and reduce emissions and to promote behaviours among students, staff and faculty that lower their impact on the environment. A model to calculate CO2 emissions of complex structures, such as Universities, was created. Also, the Guidelines on Carbon Management for Italian Universities was published. Ca’ Foscari’s commitment to standardize its Carbon Management plan continued in 2011 signing a new agreement with the MATTM called Addendum with the objective of fostering and promoting responsible eco-friendly lifestyles. More specifically, Ca’ Foscarì has also developed the CO2 Calculator, that spurs students, staff and faculty to check and reduce their own carbon emissions, helping them to adopt strategies and corrective actions.

The University regularly calculates its own carbon footprint and conducts assessments, audits and issues energy performance certificates. Moreover Ca’ Foscarì is the oldest building in the world certified LEED EB:O&M, the USA protocol dedicated to the buildings for the certification of their sustainability degree.

**Mobility**

Regarding the mobility, there is not the need to develop a plan for the sustainable mobility here in Venice. Venice is a city, where is not practical the use of cars and bikes caused its morphology. Indeed the lagoon is a group of 118 small islands separated by canals and linked by bridges, and it is possible to move by foot or using the waterbus. So we can say that Venice is a sustainable city, where the public transport is strongly used.

Regarding those few sites in mainland (in Mestre and Treviso) it is possible affirm that students and staff reach these campuses by foot or using public transportation and bicycles.

**Financial Aid for students and other services**

Ca’ Foscarì is committed to promoting student well-being and satisfaction, supporting study schemes and increasing the efficiency and efficacy of its services. The University has launched a wide range of different initiatives to facilitate students’ access to further education and provide them with various forms of support, including financial aid, in continuing their studies.

In order to guarantee that students can effectively exercise their constitutionally guaranteed right to education, the university offers various forms of support including financial aid.

The Disability Service was introduced under Italian Law 17/1999 (integrating and amending Framework Law 104/1992), which requires universities to appoint a professor as Rector’s Delegate and to set up services providing students with disabilities with support for their studies and in participating in university life. The Service also provides support to students with specific learning disabilities (SpLDs) under Italian Law 170/2010 which recognises dyslexia, dysgraphia, dysorthography, and dyscalculia as SpLDs.
The Disability Service organises and supervises services for students with disabilities and with SpLDs enrolled in the University in accordance with available resources. These initiatives are carried out to foster the independence of students and ensure that they can participate fully in university life. In 2014, the service increased the range of activities and services to support both students with disabilities and SpLDs at university, seeking to remove possible obstacles and favouring their autonomous development. It also promoted awareness-raising in the social context concerned.

**Stakeholder engagement**

Over the years, Ca’ Foscari has committed itself to diffusing a culture of sustainability among its students, staff and within the local and international community, engaging in a tireless search for new communication channels to help increase awareness of and involvement in these issues. In addition to organising a wide range of events, the University has also set up a number of projects that have aroused particular interest.

We, at Ca’ Foscari, are in fact convinced that it is fundamental the wider community be involved first hand in the events, relations with external stakeholders and the circulation of scientific results. We hope, in this way, to achieve real social integration.
### Overview of Organization’s Principle 2 Goals

<table>
<thead>
<tr>
<th>Topics</th>
<th>Goals and Initiatives</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority topics</td>
<td><strong>Objectives and targets</strong></td>
<td><strong>Key Initiatives</strong></td>
</tr>
<tr>
<td>Institution-wide carbon targets and related achievements</td>
<td><strong>Carbon Management</strong> To develop effective ways of calculating CO₂ emissions for complex structures like Universities, and then to define targets for reducing GHG emissions to be achieved by implementing suitable plans promoting energy saving, efficiency and effectiveness. Since 2011 the ongoing objectives of the pilot “Carbon Management” project have been integrated into this area.</td>
<td>GRI EN 15-16 — Direct indirect (Scope1&amp;2) emissions: 5.294 tCO₂eq (+6.7% compared to 2012) GRI EN 17 – Other (Scope 3) GHG emissions: 7.342 tCO₂eq (-4.79% compared to 2012) Attainment of the Validation Certificate for 2013 issued by Bureau Veritas Italia, certifying that the GHG inventory was conducted in accordance with the requirements of ISO 14064 – 3: 2006.</td>
</tr>
<tr>
<td>Transportation</td>
<td><strong>Transport</strong> No needed to have a plane for a sustainable mobility caused to the particularity of the city of Venice. Giving an annual questionnaire to staff and students to discover their commuting habits. Agreements with local public transport operators.</td>
<td>Agreements with local public transport operators.</td>
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</tbody>
</table>
### Social Inclusion and Protection

#### Staff

**GRI 10-38-LA 12 – Diversity in management and staff:**

<table>
<thead>
<tr>
<th></th>
<th>W</th>
<th>M</th>
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</thead>
<tbody>
<tr>
<td>STAFF AND PROFESSORS:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>529 women (W)</td>
<td>50.5%</td>
<td></td>
</tr>
<tr>
<td>519 men (M)</td>
<td>49.5%</td>
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<thead>
<tr>
<th>Age</th>
<th>W</th>
<th>M</th>
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<tbody>
<tr>
<td>under 30</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>31-40</td>
<td>105</td>
<td>69</td>
</tr>
<tr>
<td>41-50</td>
<td>211</td>
<td>159</td>
</tr>
<tr>
<td>Over 50</td>
<td>208</td>
<td>288</td>
</tr>
</tbody>
</table>

**GRI 10-38-LA 12 – Diversity in management and staff:**

<table>
<thead>
<tr>
<th></th>
<th>W</th>
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<tbody>
<tr>
<td>STAFF AND PROFESSORS:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>659 women (W)</td>
<td>56.3%</td>
<td></td>
</tr>
<tr>
<td>511 men (M)</td>
<td>43.7%</td>
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<thead>
<tr>
<th>Age</th>
<th>W</th>
<th>M</th>
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<tbody>
<tr>
<td>under 30</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>31-40</td>
<td>156</td>
<td>77</td>
</tr>
<tr>
<td>41-50</td>
<td>211</td>
<td>148</td>
</tr>
<tr>
<td>Over 50</td>
<td>285</td>
<td>284</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role</th>
<th>W</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managers</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Vice Provosts</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Delegates</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Senators</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>Board</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Students

- Improve the access to education
- Financial aids
- Increase tutorships for students with disabilities

**GRI 4.24 – Stakeholder groups engaged:**

- Students
- Staff & Faculty
- Citizens
- Suppliers
- Italian and international universities
- Institutional national and international partners
- No-profit sector
- Business sector
- Alumni
- Environment

**23803337 €** scholarships and other forms of support for studies (+30.5% compared to 2013) 27 tutorships were set up to provide support to students with disabilities. In 2014 increased also the number of specialist tutors (34) providing students with disabilities and SpLDs with support for their studies. 52 students made use of these tutorships.

#### Stakeholder

**GRI 4.24 – Stakeholder groups engaged:**

- Students
- Staff & Faculty
- Citizens
- Suppliers
- Italian and international universities
- Institutional national and international partners
- No-profit sector
- Business sector
- Alumni
- Environment
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

*The Sustainable Ca’ Foscari project was inaugurated in 2010 with an aim to include sustainability as a guiding principle for all University activities.*

Aware of the important role a tertiary institution has in educating future generations and in the spread of learning within society, Ca’ Foscari decided to take a frontline position in promoting and realizing behaviours and actions in favour of social and environmental sustainability.

Ca’ Foscari has actively worked towards greater sustainability via activities and projects aimed at reducing the Institution’s impact on the environment and on natural resources as well as bettering students, faculty and staff well-being. A number of initiatives and events have also been realized with a view to educating students in sustainability. Our hope is that the teachings students have acquired during their university experience will be considered when taking decisions and actions in the future.

Over the years Sustainable Ca’ Foscari has become a model for sustainable administration within the spheres of environment, society and economics. A consolidation of the values it promotes and the adoption of the new managerial models has also positively impacted the development of University processes and activities. These, in turn, have been met by a renewal in University planning and accounting processes.

The points outlined in the Sustainability Commitments Charter (CIS) have also been included in the Performance Plan along with organizational, transparency and anticorruption objectives. In this way, the Plan has become a tool the institution uses to better its actions in sustainability and evaluate the results it achieves.
Teaching and researching on sustainability

Its offer features outstanding study programmes addressing matters related to sustainability including international relations and policies, humanistic and social studies, climate change, nanotechnologies and nanomaterials.

For the academic year 2014-15 a selection of Ca’ Foscari teaching, about environmental, social and economic sustainability is shown below, taking as a reference bechelor’s and master’s degrees and master's programs.

Bachelor's degrees

- Environmental Sciences
- Sustainable Chemistry and Technology
- Social Sciences and Social Work

Master's degrees

- Global Environmental Change
- Control and Environmental Rehabilitation
- Evaluation and Management of Environmental Systems
- Environment Sustainable Chemistry and Technologies (in english; Double Degree with Univerza v Novi Gorici)
- Labour, Social Citizenship and Multiculturalism

Joint Master's Degree

- Joint Master's Degree in Sustainable Development

1st level Master's Programmes

- Master in Business Administration and Ethics - MEGA
- Theory and Techniques of Translation and Interpretation to and from Italian and Italian Sign Language (LIS) [IT]
- Environmental and Territorial Law
- Management of Sustainability and Carbon Footprint
- Port Economics and Management - PEM
- Science and Techniques of Prevention and Safety - STePS
- Democratic Governance
- European Master's Degree in Human Rights and Democratisation [IT]
- Global economics and social affairs
- Master in Immigration

2nd level Master's programmes

- Characterization and Remediation of Contaminated Sites
**PhD Degrees**

- Science and Management of Climate Change
- Environmental Sciences

Ca' Foscari is committed also to enhance research dedicated to social and environmental aspects and to increase research projects about sustainability and developing spin off related to sustainable topics. Put into practice, this commitment saw the University support the startup of projects which closely examined the theme of sustainability from a scientific point of view and which explored diverse analytical perspectives.

The institution also fostered the sharing of technologies and different scientific approaches. What resulted was the creation of multidisciplinary synergetic relations which matched study programmes offered by the University with research in sustainability.

**Sustainability Competencies**

It is a project launched by Sustainable Ca’ Foscari in 2012 that aims to include sustainability as a subject in its own right in the various study paths undertaken by Ca’ Foscari students. The project, developed in collaboration with the various Departments and Schools of the University, provides for voluntary activities to be included in students’ study plans and assessed by the referent professor that will allow students to acquire 1 extracurricular ECT.

The activities offered can be suggested by students or their professors and may vary in nature: from bibliographic or field research to participation in seminars and workshops or involvement in practical creative activities. The project has attracted many students keen to participate by carrying out research and projects with innovative interdisciplinary approaches. Graduates obtaining sustainability competencies are awarded a certificate printed on Shiro Alga Carta produced and donated by Favini srl made from algal bloom from various lagoons at risk combined with FSC fibres.

**Sustaining student's engagement and participation in sustainability issues.**

Over the years, Ca’ Foscari has committed itself to diffusing a culture of sustainability among its students, staff and within the local and international community, engaging in a tireless search for new communication channels to help increase awareness of and involvement in these issues.

In addition to organising a wide range of events, the University has also set up a number of projects that have aroused particular interest.

Students’ participation is crucial for the University and it is important that during their experience, they acquire information and behaviours that will be considered when taking decisions and actions in the future.

Ca’ Foscari is extremely interested in the use of creative instruments and alternative communication channels to promote understanding and involvement in sustainability.
issues. A particularly successful approach to involving both students and the local community grew out of the link between Sustainable Ca’ Foscari and the world of Art, which has close ties both to Venice and to some of the university’s leading research sectors.

**Ca’ Foscari Sociale project**

Our dedication to the local territory is also seen in specific projects such as the Ca’ Foscari Sociale project launched to boost relations and competencies in favour of national and international voluntary services. The project was inaugurated with a view to putting together and satisfying the different needs manifested by non-profit associations active in the area with people desiring to do volunteer work.

In 2014, the Ca’ Foscari Sociale project gave rise to the University of Voluntary Work, a training path taking place over an academic year and designed for aspiring volunteers, those already working as volunteers, students and local citizens.
## Overview of Organization’s Principle 3 Goals:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Goals and Initiatives</th>
<th>Key Initiatives</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority topics</td>
<td>Objectives and targets</td>
<td>Key Initiatives</td>
<td>Performance 2013</td>
</tr>
<tr>
<td>Topical Integration</td>
<td></td>
<td></td>
<td>Performance 2014</td>
</tr>
<tr>
<td>Sustainable Teaching</td>
<td>Strengthening the teaching of sustainability.</td>
<td>Every year courses and programmes has been analysed in order to identify those related to sustainable issues.</td>
<td>32% of courses are on sustainability.</td>
</tr>
<tr>
<td>Sustainable research</td>
<td>To extend the vision of sustainability into the sphere of research.</td>
<td>Mapping the research projects on sustainability.</td>
<td>17.63% out of total are funds dedicated to research on sustainability 17.2% out of total are funds dedicated to research on sustainability 3 spin off set up in 2014 regarding sustainable topics.</td>
</tr>
<tr>
<td>Social Integration</td>
<td></td>
<td></td>
<td>43 events on sustainability.</td>
</tr>
<tr>
<td>Sustaining student’s engagement and participation in sustainability issues.</td>
<td>Increase the involvement of students, staff and community</td>
<td>Sustainable Ca’ Foscari organize a wide range of events, projects, campaigns, awards and competitions to improve the engagement and participation.</td>
<td>56 events on sustainability.</td>
</tr>
<tr>
<td>Ca’ Foscari Social</td>
<td>Boost the university community’s cooperation with the non-profit associations.</td>
<td>Born of the University of Voluntary Work</td>
<td>120 application for 32 places available.</td>
</tr>
</tbody>
</table>

### Sustainable Teaching
- Strengthening the teaching of sustainability.
- Every year courses and programmes have been analysed in order to identify those related to sustainable issues.

#### Performance 2013 vs 2014
- **Topical Integration**
  - **Sustainable Teaching**
    - **Objectives and targets**: Strengthening the teaching of sustainability.
    - **Key Initiatives**: Every year courses and programmes have been analysed in order to identify those related to sustainable issues.
    - **Results**: 32% of courses are on sustainability.
  - **Sustainable research**
    - **Objectives and targets**: To extend the vision of sustainability into the sphere of research.
    - **Key Initiatives**: Mapping the research projects on sustainability.
    - **Results**: 17.63% of the total are funds dedicated to research on sustainability.
- **Social Integration**
  - **Sustaining student’s engagement and participation in sustainability issues**
    - **Objectives and targets**: Increase the involvement of students, staff and community.
    - **Key Initiatives**: Sustainable Ca’ Foscari organizes a wide range of events, projects, campaigns, awards, and competitions to improve engagement and participation.
    - **Results**: 43 events on sustainability.
  - **Ca’ Foscari Social**
    - **Objectives and targets**: Boost the university community’s cooperation with the non-profit associations.
    - **Key Initiatives**: Born of the University of Voluntary Work.
    - **Results**: 120 applications for 32 places available.
<table>
<thead>
<tr>
<th>Commitments and resources for campus sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ca’ Foscari consider the sustainability as a strategic asset value. Over the years Ca’ Foscari University has adopted some important document related to the sustainability:</td>
</tr>
<tr>
<td>- Ethical code;</td>
</tr>
<tr>
<td>- Regulation of Students’ rights and duties;</td>
</tr>
<tr>
<td>- Code of conduct for staff employed by public administrative bodies</td>
</tr>
<tr>
<td>- Declaration of the commitment of Italian Universities to implementing the European Charter of Researchers and a code of conduct for hiring researchers.</td>
</tr>
<tr>
<td>- Sustainability Commitment Charter</td>
</tr>
</tbody>
</table>