Implementation Guidelines to the
ISCN-GULF Sustainable Campus Charter

Suggested reporting contents and format
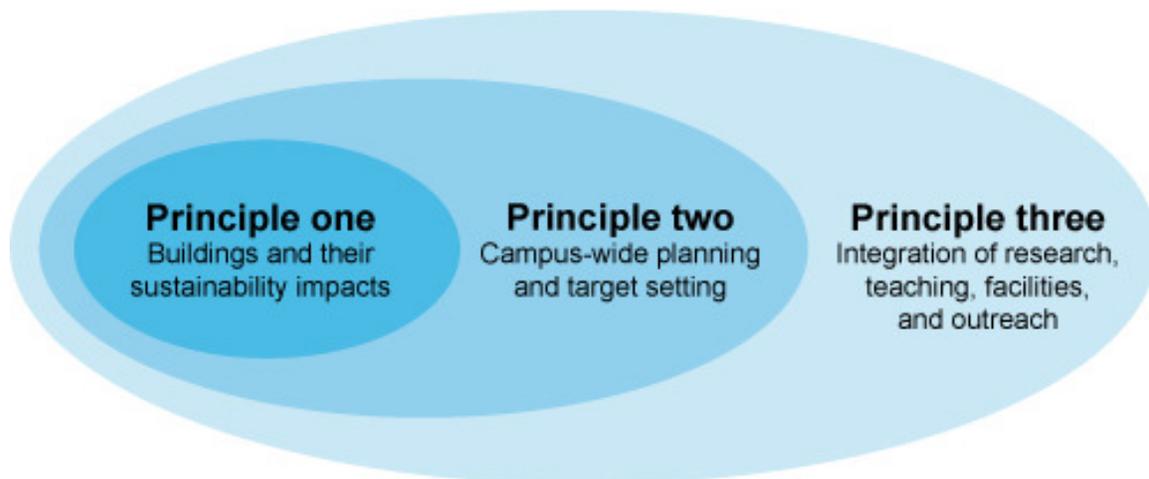
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1 INTRODUCTION

The Sustainable Campus Charter has been developed and is disseminated in collaboration between the International Sustainable Campus Network (ISCN) and the Global University Leader Forum (GULF) convened by the World Economic Forum. It provides universities and corporations a common framework to formalize their commitments and goals on campus sustainability, and a platform to publicly share achievements within a group of peer and leading organizations around the globe.

To address sustainability holistically, the Charter structures campus commitments about sustainability into a nested hierarchy encompassing individual buildings, campus-wide planning and target setting, and integration of research, teaching, outreach and facilities for sustainability. Three corresponding principles, each with supporting explanatory texts, are at the core of the Charter.

Principle one
Buildings and their sustainability impacts

Principle two
Campus-wide planning and target setting

Principle three
Integration of research, teaching, facilities, and outreach

Organizations that sign the Charter commit to implement these three principles, set their own concrete and measurable targets under each principle, and report regularly to the ISCN on their initiatives and performance on campus sustainability. The goal of reporting under the Charter is not a rating of performance by the ISCN or the reporting organizations themselves, but rather a transparent disclosure to inspire others and to hold the organization accountable to its own key goals.

Charter Reports will be made public via the ISCN website and are expected to be submitted to the ISCN-GULF Sustainable Campus Secretariat annually, unless there is a compelling reason for a different reporting frequency by the organization in question.

While signatory organizations can choose the format of their Charter Reports as long as they meet the commitment above, these "Implementation Guidelines" provide more specific suggestions on possible topics for target setting under each Charter principle and on a poss-

ible structure for Charter Reports. By using these Guidelines (mentioned in Appendix 2 of the ISCN-GULF Charter document), Charter signatories contribute to the comparability and thus the value of their ISCN-GULF Charter Reports.

The Guidelines are structured to present the key focal areas or topics referred to in the Charter's explanatory texts under each principle, and provide a suggested outline of how Charter Reports submitted by signatories could be structured. The Charter Reports are designed to:

- Articulate the **Management Approach** within the organization with regard to campus sustainability, particularly on aspects related to each Charter principle

- Assist the organization in the selection of its own programmatic focal areas or topics to report on under each of the three principles, and quantitative and/or qualitative **Metrics, Performance Information** and strategic **Targets** for topics selected for inclusion in the reporting period (e.g. a calendar or academic year)

- Report on **Specific Initiatives** undertaken by the organization that demonstrate its sustainable campus programs in action and move the organization closer to the targets identified for the topics selected as priorities under each Charter principle

The vision for how an ISCN-GULF Charter Report will look is a concise, high-level document that presents the three points indicated above for each of the three Charter principles. The document is not intended to be a comprehensive and technically detailed sustainability report. It can be produced as a short, stand-alone document, or it can be integrated as an introductory part to a more in-depth sustainability report an organization may want to publish.

> *ISCN-GULF Charter reports should reflect in a focused manner where the organization currently puts its emphasis on campus sustainability. Ideally, the reports are **short, presidential level overviews** of strategic priority goals and related performance. It is encouraged that organizations that want to present a broader picture on their sustainable campus programs prepare their short, focused ISCN-GULF Charter Report as a strategic introductory part to a longer sustainability report using GRI[1] or other reporting frameworks, or point to an online STARS report for details.*

Whether the Report is produced as a stand-alone document of a few pages or an introductory part of a more comprehensive sustainability report, reporting organizations can profit from cross-references provided in the Appendix to these Guidelines between the topics and indicators suggested under each Charter principle and established third-party sustainability performance and reporting indicators. These include examples of indicators developed by the

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[1] The Global Reporting Initiative (GRI) is a non-profit, multi-stakeholder organization that strives to provide companies and other organizations with a systematic basis for disclosure regarding sustainability performance. The aim is to give stakeholders a framework that facilitates comparison and understanding of disclosed information. GRI developed also sectoral guidelines for reporting, including for major industrial sectors, as well as for public agencies. Alone in 2009, more than 1,300 companies and public agencies have published sustainability reports based on the GRI framework.

Global Reporting Initiative (GRI), a leading global framework for sustainability reports published by corporations and other organizations, and indicators from the AASHE/STARS system, a self-assessment sustainability framework recently developed for use by North-American universities.[2]

A suggested structure for Charter Reports with potential topics to consider for reporting is outlined below. In the Appendices, possible indicators to report on those topics are included as suggestions, and examples from draft Charter Reports are provided as illustrations of how the report elements could look in detail.

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[2] The Sustainability Tracking, Assessment & Rating System (STARS) has been developed by the Association for the Advancement of Sustainability in Higher Education (AASHE) as a transparent self-reporting framework for North-American colleges and universities to gauge relative progress toward sustainability. It is intended to cover the full spectrum from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders.

2 SUGGESTED STRUCTURE OF THE CHARTER REPORTS

2.1 Charter Report Introduction

The Charter Report should begin with a brief introduction including a description of the signatory institution, its mission, key characteristics, and governance structure. Including, for example,

- On the organization

    o Name
    o Location and regions/markets served
    o Key activities/services
    o Size
    o Operational and governance structure
    o Ownership/funding basis

- On the report

    o First or subsequent Charter Reporting?
    o Reporting period and boundary
    o Combination with other sustainability reporting?
    o Contact

For this introductory section, a text format rather than a table format is suggested. The reason is that some of the points mentioned above, for example governance structure (including composition of executive and non-executive boards, decision making and oversight at top level) and report boundary (organizational and physical boundaries, methods like operational control or financial control for deciding reporting boundaries) need more extended presentation than is easily achieved within a table.

For details on suggested points to include in the report concerning the topics above, please refer to Appendix I.

2.2   Reporting on 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).

For Principle 1, Charter Reports should ideally reproduce the principle text above as context, and then include the following elements in a combination of text and/or table formats.

1) 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)

2) For topics selected by your institution as a high priority under this Principle (see topic group overview below or more detailed target topic list in Appendix I):

    a) A description of the quantitative and/or qualitative priority topics with measurement **Units,** strategic **Targets,** and **Performance** information. (Table format)

    b) A description of **Initiatives** undertaken by your organization that demonstrate your sustainable campus programs in action and move the organization closer to the targets identified for the topics selected as priorities (Within the table or as text format).

Suggested topic groups to consider:

- Resource use, e.g.
    - Direct (fuels) and indirect (electricity/steam etc.) energy use
    - Water use
    - Energy and water costs, and savings achieved
    - Overall purchased products/materials (e.g. paper)
    - Other …

- Waste, recycling, local emissions, and non-compliance, e.g.
    - Solid waste and recycling
    - Waste costs, and savings achieved
    - Emissions contributing to local air pollution
    - Incidents of non-compliance with environmental regulations
    - Other …

- Research/IT facilities and sustainability, e.g.
  - Energy use in laboratory/IT facilities
  - Chemicals consumed
  - Hazardous waste from laboratory/IT facilities
  - Other …

- Users, e.g.
  - Handicap Access
  - Indoor air quality
  - Stakeholder participation in planning (integrated design)
  - Other …

- Building design aspects, e.g.
  - Building standards applied and explored
  - Long-term planning/life-cycle costing
  - Landscape integration of building design
  - Other …

For details on suggested points to include in the report concerning the topics above, please refer to Appendix I.

Reporting on 2a) and 2b) for a topic chosen as priority under Principle 1 might look similar to the following illustrative example

Topics	Goals and Initiatives		Results	
Priority topics (with units of measurement)	**Objectives and targets**[3] (for reporting year, for following year, and/or beyond)	***Key initiatives*** (in reporting year, and/or planned for the following year or beyond)	**Performance 2009**[4]	**Performance 2010**
Resource use				
Indirect energy use Electricity & steam reported in GJ or kWh, and % reduction to previous year.	X% electricity use reduction from 2009 to 2010. Y% reduction every year beyond that. Keeping steam use constant in 2011 compared to 2010, despite increase in floor area	A pledge campaign on lowering electricity use in dorm and laboratory buildings was rolled out to overall xxx undergraduate and graduate students. For all buildings constructed before 19xx, energy audits were conducted. Where a payback period of less than 5 years was found, insulation of walls and windows was improved.	X GJ electricity use, corresponding to y% reduction compared to 2008. X GJ steam use.	X GJ electricity use, corresponding to y% reduction compared to 2009. X GJ steam use, in line with 2009 consumption.

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[3] May not exist for first Charter Report, which can serve as a baseline for future goal setting.
[4] Depending on availability of such previous year's data.

2.3   Reporting on Principle 2: Campus-wide master planning and target set-ting

> **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.

For Principle 2, Charter Reports should ideally reproduce the principle text above as context, and then include the following elements in a combination of text and/or table formats.

1) 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)

2) For topics selected by your institution as a high priority under this Principle (see topic group overview below or more detailed target topic list in Appendix I):

   a) A description of the quantitative and/or qualitative priority topics with measurement **Units,** strategic **Targets,** and **Performance** information. (Table format)

   b) A description of **Initiatives** undertaken by your organization that demonstrate your sustainable campus programs in action and move the organization closer to the targets identified for the topics selected as priorities (Within the table or as text format).

Suggested topic groups to consider:

- Institution-wide carbon target(s) and related achievements, e.g.
  - Direct emissions (Scope 1)
  - Indirect emissions (Scopes 2)
  - Other emissions (Scope 3; e.g. using examples like flight emissions)
  - Other …

- Master planning, e.g.
  - Extent of master planning coverage of campus area
  - Other …

- Transportation, e.g.
  - Transport on campus, and student/staff commuting
  - Urban mobility integration
  - Other …

- Food, e.g.
  - Food supply chain and environmental impact (e.g. local, low carbon footprint)
  - Fair trade food sourcing
  - Other …

- Social inclusion and protection, e.g.
  - Diversity in faculty, staff, and students
  - Incidents of discrimination
  - Access to education, interaction spaces, and services
  - Participative campus planning with users and neighbors
  - Respect for minimum wage regulations and collective bargaining rights
  - Workplace health and safety
  - Programs for health and wellbeing, including work-life balance
  - Other …

- Land-use and biodiversity, e.g.
  - Land and building reuse
  - Landscaping impacts and biodiversity
  - Other …

For details on suggested points to include in the report concerning the topics above, please refer to Appendix I.

Reporting on 2a) and 2b) for a topic chosen as priority under Principle 2 might look similar to the following illustrative example

Topics	Goals and Initiatives		Results	
Priority topics (with units of measurement)	**Objectives and targets**[5] (for reporting year, for following year, and/or beyond)	*Key initiatives* (in reporting year, and/or planned for the following year or beyond)	**Performance 2009**[6]	**Performance 2010**
Social inclusion and protection				
Health and safety among laboratory staff in % of absence rate due to illness and injuries	X % absence rate due to workplace accidents in 2010, not to be exceeded in the following years.	Work safe campaign' with refreshment trainings for safety regulations for all laboratory staff carried out in the XX and YY departments in 2010, and planned for the ZZ department in 2011.	x % absence rate due to illness and x% absence rate due to workplace accidents among laboratory staff	y % absence rate due to illness and y% absence rate due to workplace accidents among laboratory staff

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[5] May not exist for first Charter Report, which can serve as a baseline for future goal setting.
[6] Depending on availability of such previous year's data.

2.4 Reporting on Principle 3: Integration of facilities, research, education, and outreach as a "living laboratory" for sustainability

> **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.

For Principle 3, Charter Reports should ideally reproduce the principle text above as context, and then include the following elements in a combination of text and/or table formats.

1) 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)

2) For topics selected by your institution as a high priority under this Principle (see topic group overview below or more detailed target topic list in Appendix I):

   a) A description of the quantitative and/or qualitative priority topics with measurement **Units,** strategic **Targets,** and **Performance** information. (Table format)

   b) A description of **Initiatives** undertaken by your organization that demonstrate your sustainable campus programs in action and move the organization closer to the targets identified for the topics selected as priorities (Within the table or as text format).

Suggested topic groups to consider:

- Topical integration, e.g.
  - Programs connecting facilities, research, and education
  - Labeling of courses that integrate sustainability
  - Courses and/or research that transcends disciplines
  - Other …

- Social integration, e.g.
  - Connecting campus users with industry, government and civil society
  - Student interaction and social cohesion on campus
  - Courses using participatory and project based training

- o Behavioral programs aiming at more sustainable actions by students, staff, or external community members
- o Other …

- Research and education projects on laboratory/IT facilities and sustainability, e.g.
  - o Research and education on mitigating laboratory/IT energy use
  - o Research and education on decreasing hazardous waste from laboratories
  - o Other …

- Commitments and resources for campus sustainability, e.g.
  - o Existence of a sustainability policy that integrates academic with operational issues
  - o Commitment to external sustainability principles or initiatives
  - o Dedicated resources (processes, human and fiscal resources) for campus sustainability
  - o Other …

For details on suggested points to include in the report concerning the topics above, please refer to Appendix I.

Reporting on 2a) and 2b) for a topic chosen as priority under Principle 3 might look similar to the following illustrative example

Topics	Goals and Initiatives		Results	
Priority topics (with units of measurement)	**Objectives and targets**[7] (for reporting year, for following year, and/or beyond)	*Key initiatives* (in reporting year, and/or planned for the following year or beyond)	**Performance 2009**[8]	**Performance 2010**
Social inclusion and protection				
Programs linking the university and surrounding community in experience exchanges on sustainability In number and nature of programs	At least one course or event supported per quarter in 2010 and beyond, with the focus for 2011 being on water resource protection	The focus on community outreach on sustainable development in 2010 was on energy use equality locally and globally. Faculty of department xx and the staff of the university's sustainability office were encouraged to participate in community events on these issues, with a report on conducted outreach due to the president's office at the end of the academic year.	(program only started in 2010)	X high school courses and y community forums on sustainable development supported by faculty and staff

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[7] May not exist for first Charter Report, which can serve as a baseline for future goal setting.
[8] Depending on availability of such previous year's data.

3   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, 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/

3.1   Report introduction

Topic groups	Topics	Related GRI and STARS Indicators (for detailed definitions see website links above)
The organization	Name	GRI 2.1 : Name of the organization
	Location and regions/markets served	GRI 2.4: Location of organization's headquarters
		GRI 2.7: Markets served
	Key activities/services	GRI 2.2: Primary brands, products, and services
	Size (e.g. number of students and degrees, members of faculty and staff, and annual budget)	GRI 2.8: Scale, incl. number of employees, net revenues and quantity of products/services provided
		GRI EC4: Significant financial assistance received from government
	Operational and governance structure	GRI 2.3: Operational structure of the organization
		GRI 4.1: Governance structure of the organization (e.g. including committees)
	Ownership/funding basis	GRI 2.6: Nature of ownership and legal form
The report	First of subsequent Charter Report?	
	Reporting period and boundary	GRI 3.1: Reporting period
		GRI 3.6: Boundary of the report (e.g. whole organization or only selected divisions?)
	Freestanding Charter Report or integrated ,e.g. in more detailed Sustainability Report?	
	Contact	GRI 3.4: Contact point for questions regarding the report and its contents

3.2 Reporting on Principle 1

Topic groups	Options for target topics	Related GRI and STARS Indicators (for detailed definitions see website links above)
Resource use	Energy use (per floor area or total), possibly per type of building	GRI EN3: Direct energy consumption (See also STARS OP7)
		GRI EN4: Indirect energy consumption (See also STARS OP7)
		GRI EN5: Energy saved by conservation
		GRI EN7: Indirect energy conservation results
		STARS OP8: Renewable energy
	Embedded (grey) building energy	
	Water use	GRI EN8: Total water consumption (See also STARS OP22)
		GRI EN10: Recycling and reuse of water
	Energy and water costs, and savings achieved	
	Overall purchased products/materials (e.g. paper)	GRI EN1 Materials used by weight and volume
	Other …	
Waste, recycling, local emissions, and non-compliance	Solid waste and recycling	GRI EN22: Weight of waste by disposal method (incl. recycling) (See also STARS OP 18)
		STARS OP17: Waste reduction
	Waste costs, and savings achieved	
	Emissions contributing to local air pollution	GRI EN19: NO$_x$, SO$_x$ and other significant air emissions
	Incidents of non-compliance with environmental regulations	GRI EN23: Number and volume of significant spills
		GRI EN28: Fines/sanctions for environmental non-compliance
	Other …	
Research/IT facilities and sustainability	Energy use in laboratories/IT facilities	
	Chemicals consumed	
	Hazardous waste from research/IT facilities	GRI EN24: Transported/treated hazardous waste (See also STARS OP21)
	Other …	
Users	Handicap access	
	Indoor air quality	STARS OP 3: Indoor Air Quality
	Stakeholder participation in planning (integrated design)	
	Other …	STARS OP 6: Food Purchasing
Building design aspects	Sustainable building standards applied and explored	STARS OP 2: Building Design & Construction
	Long-term use flexibility	
	Life-cycle costing	
	Landscape integration of building design	
	Other …	

3.3   Reporting on Principle 2

Topic groups	Options for target topics	Related GRI and STARS Indicators (for detailed definitions see website links above)
Institution-wide carbon target	Carbon emissions (organization-wide)	GRI EN16: Direct & indirect (Scope 1&2) emissions (See also STARS OP4)
		GRI EN17: Other (Scope 3) GHG emissions (See also STARS OP4)
		GRI EN 18: Initiatives to reduce GHG emissions (See also STARS OP5, PAE5)
Master planning	Coverage of campus area (in %) by master planning initiatives	STARS PAE3: Physical Campus Plan
	Other …	
Transportation	Frequency of traffic surveys	
	Bicycle/ebike and pedestrian access	
	Estimated commute distance or commute energy use per person	GRI EN29: Significant environmental impacts of transport (See also STARS OP15, OP16)
	Urban mobility integration planning	
	Other …	STARS OP 14: Campus Fleet
Food	Food supply chain and environmental impacts (e.g. carbon intensity)	STARS OP 6: Food purchasing
	Fair trade food sourcing	STARS OP 6: Food purchasing
	Other …	
Social inclusion and protection	Diversity (faculty, staff, and students)	GRI LA13: Diversity in management and staff (See also STARS PAE6, PAE7)
	Incidents of discrimination	GRI HR4: Incidents of discrimination; actions taken
	Access to education (in case of substantial fees)	STARS PAE10: Affordability and Access Programs
	Open access spaces for interaction	
	Access to services and commerce	
	Participative campus planning integrating users and neighbors	GRI 4.14: Stakeholder groups engaged
		GRI 4.16: Approaches to stakeholder engagement, including frequencies
	Working conditions, including minimum wages, collective bargaining, and health and safety	GRI EC5: Ratio of standard entry wages to local minimum wage (See also STARS PAE11)
		GRI HR5: Operations at which right to freedom of association/collective bargaining may be at risk
		GRI LA7: Injury and absenteeism rates
		GRI LA8: Serious disease prevention and risk-control for staff, their families and the community
	Other …	
Land use and biodiversity	Land and building reuse (brownfield development, adaptive rennovations)	
	Landscaping impacts and biodiversity	GRI EN11: Land managed near protected areas
		GRI EN14: Management of biodiversity impacts
	Other …	

3.4   Reporting on Principle 3

Topic groups	Options for target topics	Related GRI and STARS Indicators (for detailed definitions see website links above)
Topical integration	Programs and projects that connect facilities, research, and education	
	Labeling and number of courses that have an integrated perspective on sustainability as a key component	STARS ER5: Sustainability course identification (See also GRI PR3)
		STARS ER6, ER7: Sustainability-focused and -related courses
	Courses and/or research that transcends disciplines	Stars ER 19: Interdisciplinary Research in Tenure and Promotion
		STARS ER4, ER15: Sustainability materials and publications; sustainability research identification
	Other …	STARS ER 16: Faculty involved in Sustainability Research STARS ER12: Sustainability Immersive Experience
Social integration	Programs and projects that connect campus users with industry, government, and/or civil society	GRI EC8: Infrastructure, investments and services provided primarily for public benefit (See also STARS PAE19)
		GRI SO1 : Programs to assess and manage impacts of operations on communities
		GRI SO3 : Percentage of employees trained in organization's anti-corruption policies
	Programs to further student interaction and social cohesion on campus	
	Courses that use participatory and project based teaching	
	Behavioral programs aiming at more sustainable actions by students, staff, or external community members	STARS ER1, ER2: Student sustainability educators program and outreach campaign
	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?	GRI 4.8: Internal principles relevant to economic, social, and environmental performance (See also STARS PAE1, PAE2, PAE4)
	Commitment to external sustainability principles or initiatives (this Charter and other)	GRI 4.12: Externally developed economic, environmental, and social principles the organization endorses
	Dedicated resources (processes, human and financial resources) for campus sustainability	GRI EN30: Total environmental protection expenditures and investments by type
	Other …	

4   APPENDIX II: Examples from draft Charter Reports

Example for Charter Report Introduction:

Yale University

ISCN-GULF Charter Report

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[9] 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 2008/2009, 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

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[9] 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 and natural resources and the consequences of that deterioration for economic and social development." The Commission's report was published in 1987, formalizing the definition of Sustainable Development.

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 2008/09. The remaining 6,189 students who attended Yale University in 2008/09 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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Example for Management Approach text on one of the principles:

tbc

Example for table entry on a priority topic with unit, target, initiatives, and performance information:

tbc