

**REPORT BY
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UBC Sustainability Scholar
2018

Project mentored by
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August 10, 2018

2018

FINAL REPORT ON THE DEVELOPMENT OF THE ISCN SUSTAINABLE CAMPUS CHARTER

An outcome of the 2018
International Sustainable Campus
Network Conference held in
Stockholm, Sweden.



ABOUT THIS REPORT

This report was developed in partnership with the UBC Sustainability Scholars Program, project 2018-06 UBC Sustainability Initiative's (USI) "Building innovative regional and international sustainability collaborations".

The project was sponsored by Victoria Smith, Director, Regional and International Engagement at the UBC Sustainability Initiative and completed by Shannon Lambie, UBC Sustainability Scholar and Master of Community and Regional Planning Student at the UBC School of Community and Regional Planning.

This work supports USI's leadership role within the International Sustainable Campus Network (ISCN) in both governance and program development. Specifically, this project was structured as a set of deliverables associated with the update to the ISCN International Sustainable Campus Charter.

These deliverables included background research into best practices and approaches to higher education sustainability charters, the development of a stakeholder pre-conference engagement survey, assistance translating survey findings into a conference draft, conference engagement activities, and writing this report, the *Final Report on the Development of the ISCN Sustainable Campus Charter*.

The report has been developed to serve as a report-back to ISCN members, and also to serve as a knowledge translation tool for future higher education institutions interested in pursuing a charter as a means to advance their sustainability targets and goals.

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Conference delegates at the ISCN Conference in Stockholm, Sweden June 11, 2018

This report summarizes the activities undertaken by the ISCN Charter working group in the development of the ISCN Sustainable Campus Charter. It is designed to serve as a knowledge translation tool; the purpose is to create a document that will prove useful for other organizations who endeavour to lead a charter development process.

Detailed in this document are the processes prior to, during and following the 2018 International Sustainable Campus Network conference which was held in Stockholm, Sweden on June 11-13, 2018 at KTH University.

The process engaged researchers, practitioners, administrators, staff and students from over 30 countries. The drafting of the Charter was based on input from over 180 people through a pre-conference survey, a review of existing Charters and Declarations, and three rounds of stakeholder feedback.

At the conference, delegates reviewed the charter and were asked to engage with it in a facilitated design lab. On the final conference day, ISCN leaders and delegates participated in a ceremonially signing of the conference draft.

Key lessons learned throughout this process:

- 1 start early (at least six months in advance of the conference);
- 2 map out key milestones and a timeline;
- 3 convene a charter working group;
- 4 develop a simple survey to broadly engage all stakeholders;
- 5 ensure that the questions asked on the survey logically produce answers that can be built into the text of the charter;
- 6 develop a conference design lab to update stakeholders on pre-conference engagement and solicit feedback in real-time;
- 7 demonstrate transparency in the process by showing stakeholders changes made to each version of the Charter;
- 8 build excitement within the stakeholder community through dynamic communication, for example a brief recap video to show at the end of the conference.

1 EXECUTIVE SUMMARY

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BACKGROUND

The International Sustainable Campus Network (ISCN), founded in 2007, is a non-profit association of colleges and universities in over 30 countries committed to sustainable development. The mission of the ISCN is to provide an international forum to support higher education institutions in the exchange of information, ideas, and best practices for achieving sustainable campus operations and integrating sustainability in research and teaching.

In 2009, ISCN in partnership with the Global University Leaders Forum (GULF), a group of the World Economic Forum, developed the ISCN-GULF Sustainable Campus Charter. The Charter was ratified at the 2010 GULF meeting at the World Economic Forum.

The 2018 ISCN Sustainable Campus Charter will reflect recent global milestones such as the announcement of the UN Sustainable Development Goals and the launch of the Paris Climate Accord. The Charter will provide a framework to mobilize international, cross-sector action to cultivate the partnerships, strategies, policies, and leaders required for a more sustainable future.

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CHARTER WORKING GROUP

The Charter working group was created in late 2017 and was co-chaired by Victoria Smith, UBC and Zena Harris, ISCN. Feedback was sought from University of Edinburgh, Yale University, Hong Kong University, Freie University Berlin, Hokkaido University, University of Melbourne; Harvard University, Universidade de São Paulo; Massachusetts Institute of Technology, and Gothenburg University. For a full list of working group members please see Appendix III.

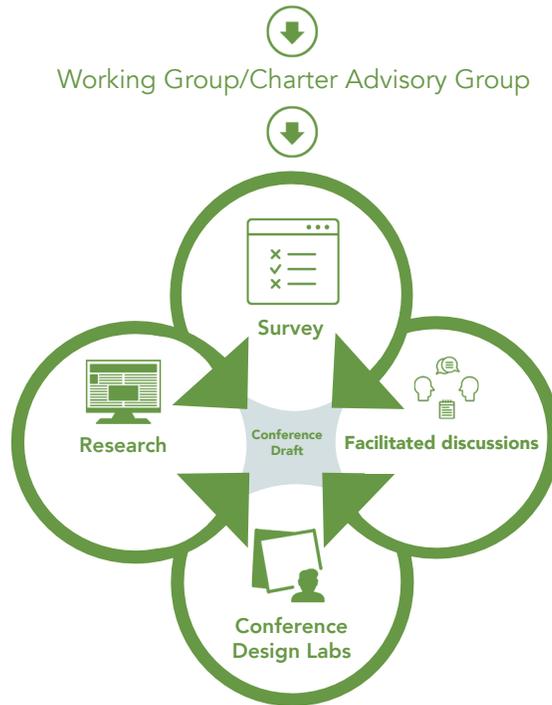
The Charter working group was participatory, whereby input, feedback, and contributions were sought from members. The process utilized electronic as well as in-person means of engaging. Telephone meetings occurred bi-weekly from December 2017 until May 2018.

As part of preparing for the Charter development process, the co-chairs reviewed existing charters, particularly The Okanagan Charter Development process.

PROCESS AT A GLANCE

This diagram and timeline below represents the activities that were undertaken by the working group in the re-development of the updated ISCN Charter.

ISCN-GULF Sustainable Campus Charter developed in 2009



KTH Conference

ISCN Board and Advisory Committee

ISCN Sustainable Campus Charter updated in 2018

FEBRUARY process	MARCH survey	APRIL analysis	MAY drafting	JUNE conference	JULY final draft
<ul style="list-style-type: none"> • survey questions drafted • Working Group reviewed draft survey • survey tested • planning and timeline completed 	<ul style="list-style-type: none"> • survey launched March 15 	<ul style="list-style-type: none"> • survey completed by April 25 • survey analysed • first draft of Charter sent for Working Group review on April 30 	<ul style="list-style-type: none"> • edits from Working Group received on draft versions • feedback incorporated into conference draft • Design Lab activities developed 	<ul style="list-style-type: none"> • KTH Design Lab 	<ul style="list-style-type: none"> • Engagement Summary • Final Report

5 PRE- CONFERENCE ENGAGEMENT

The pre-conference engagement was an important component of the Sustainable Campus Charter update process. Through this, the working group was able to elicit feedback through an online survey which helped shape the themes and topics that were included in the first draft of the Sustainable Campus Charter. This process was also deemed to be an opportunity to engage the ISCN community in order to increase broad, international endorsement and use of the Charter over the next ten years.

The pre-conference engagement process consisted of background research, a pre-conference survey, and three draft rounds of feedback. A summary of activities follows.

5.1 BACKGROUND RESEARCH

The Charter Working group undertook a process of reviewing literature related to sustainability charters and declarations as well as reports relating to charter development processes. Through this process, the working group identified a comprehensive meta-analysis published in the *Journal of Cleaner Production* titled, *Declarations for sustainability in higher education: becoming better leaders, through addressing the university system*¹. This article presented an extensive review of eleven declarations, charters, and partnerships developed for higher education institutions pursuing sustainability targets and goals.

Their findings underscored the need to actively pursue and promote the use of charters in higher education contexts in order to promote sustainability. The researchers concluded that many universities, “still lag behind corporations and governments in regards to contributing to making societies more sustainable... The initiatives (such as declarations, charters, partnerships and conferences) developed to foster SD [sustainable development] can provide a framework or guidelines on how to better embed sustainability into the university system... Universities have a moral obligation to work towards sustainable societies, focusing on environmental degradation, threats to society, and sustainable production and consumption for this and future generations” (2013: 17).

Additionally, the *Final Report on the Development of the Okanagan Charter: An International Charter for Health Promoting Universities & Colleges*, which was put together as a result of the 2016 Okanagan Charter update process, proved instrumental in guiding the decision making and planning for the ISCN 2018 Sustainable Campus Charter update.

¹ Lozano, Rodrigo, Rebeka Lukman, Francisco J. Lozano, Donald Huisingsh, and Wim Lambrechts. “Declarations for sustainability in higher education: becoming better leaders, through addressing the university system.” *Journal of Cleaner Production* 48 (2013): 10-19.

5.2 CONSULTATION SURVEY

The Charter working group developed a pre-conference consultation survey in order to better understand the priorities, values and interests of participants prior to the conference. The software used to develop the survey was Qualtrics.

The survey specifically focused on:



DEMOGRAPHIC
INFORMATION



VALUES AND
CONCEPTS



UNIQUE ROLE FOR
HIGHER EDUCATION



STRATEGIES AND
ACTIONS

A copy of the survey and full results are included in Appendix II.

5.2.1 SURVEY QUESTIONS

Questions were developed by the Charter working group, based on working group discussions. Thoughtful and strategic development of the survey questions was considered an important element in the pre-conference engagement, and the survey questions were designed to make the drafting of the charter from survey results as seamless as possible.

5.2.2 SURVEY DISTRIBUTION

The survey was distributed to international stakeholders via the ISCN network. When the survey was launched in March 2018, ISCN members were notified via e-newsletter and were encouraged to forward the survey to their networks and contacts. The survey was also featured on the homepage of the ISCN website. In total, the survey received 185 responses over a one month period.

5.2.3 SURVEY RESULTS

Survey respondents overwhelmingly selected a whole-institution approach as the most important value and concept to ensure that the new Charter will guide and inspire sustainability in higher education (86% of survey respondents identified this as very important).

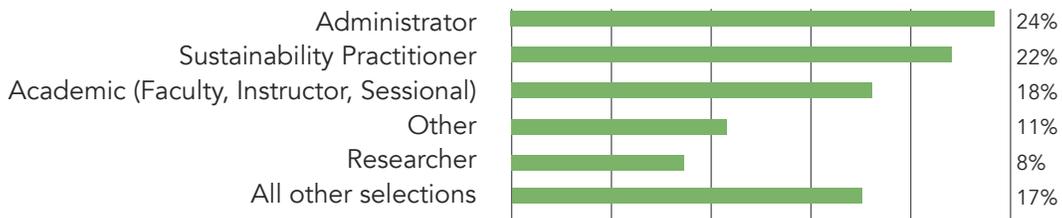
In terms of the unique role for universities and higher education institutions in the advancement of sustainability, survey respondents felt that sustainability integrated into teaching, learning and research was the most relevant (76% of respondents identified this as very important) followed closely by the “future shaping” role of higher education through the development of resilient, empowered and engaged citizens (73% of respondents identified this as very important).

For strategies and actions to mobilize use and adoption of the charter, survey respondents significantly preferred the inclusion of sustainability in the University’s strategic plans (86% of respondents identified this as very important).

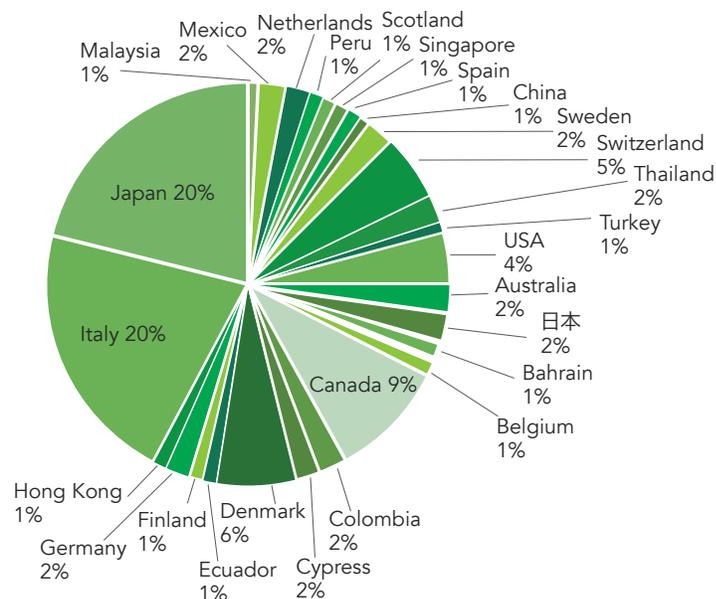
A reoccurring trend which emerged in the open-ended feedback section was a push for inclusion of and support for the UN Sustainable Development Goals. Full survey response data is available in Appendix I.

DEMOGRAPHIC RESULTS

Question: What is your role? Select all the apply.



Question: What country are you from?



5.2.3 SURVEY ANALYSIS AND LESSONS LEARNED

Analysis of the survey data included a quantitative assessment of the likert scale questions and a qualitative analysis of the open-ended feedback. In general, the survey was well designed and it was a simple process to translate the results from the survey into the first draft of the Charter. The questions were not designated as mandatory, and as such, some respondents chose to leave certain fields blank.

A future recommendation would be to mark each question as mandatory and include “prefer not to answer” as an option to ensure that we know respondents have read and were aware of each question.

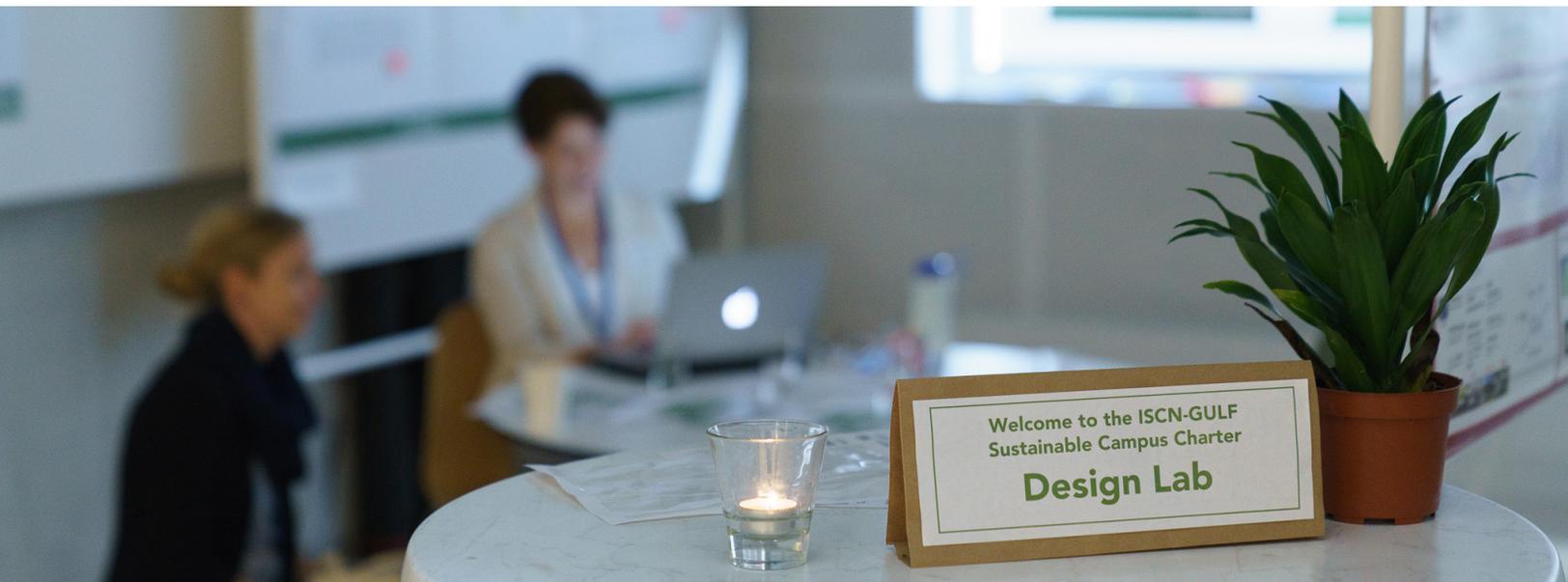
The first draft of the Charter was written utilizing results from the survey. Fortunately, the survey clearly revealed stakeholder’s priorities and preferred strategies, and translating these findings into a first draft was a straightforward process.

The first draft was then circulated to the Advisory Committee for feedback. Following this, the feedback was integrated into a second draft, which was again circulated for feedback.

This third round of feedback was integrated into a Conference Draft which was taken to the ISCN conference. For a complete review of the evolution of the conference draft, see Appendix D. The conference draft would not have been possible without the editing, revisions, and improvements provided by the working group and the Advisory Committee.

6 CHARTER WRITING PROCESS

The Design Lab at KTH University



CONFERENCE ENGAGEMENT DESIGN LAB

The design lab activities enabled delegates to engage with the new charter, contribute to the co-design of the Charter, elicit ideas on how to activate the Charter, and support the engagement and mobilization of conference delegates to become ambassadors to activate the Charter at home.

The Design Lab featured five stations, detailed in Appendix II.

7.1 SUMMARY AND LESSONS LEARNED FROM THE DESIGN LAB

The Design Lab was a success, generating a large amount of positive feedback and dialogue. The Design Lab stations received more than seventy-five written responses. Delegates were particularly encouraged to engage with the Calls to Action and the Reporting Template. Several key themes emerged from these activities. For full design lab results, please see Appendix II.

For the Institutional Calls to Action, “co-creating knowledge with students” was the most frequently mentioned action (although it was only mentioned twice).

For the Network Calls to Action, there was a strong desire from delegates to acquire funding for joint projects between ISCN members and offer exchange programs for students, faculty and staff. There was also a reoccurring request to make these calls to action more specific.

For the Reporting template, several themes featured strongly. The first, which was the most prevalent was “Use the SDGs [Sustainable Development Goals] as an overall framework for the reporting”. This was followed closely by a request to avoid standardized reporting, as it is seen by some delegates as “often becom[ing] tedious or unproductive”. Instead, delegates suggested creating a place to share custom reports and practices instead. Finally, a number of delegates called for a strong emphasis on student engagement and involvement, with suggestions such as paying student coordinators, setting up resources to support students to find funding and achieve their goals, and placing an emphasis on experiential learning.

The Design Lab could have been improved by a more centralized location. Instead of being in the main conference hall, it was in an adjacent building that delegates visited on their lunch break.

The Design Lab team was concerned that there would be a lack of awareness among conference delegates, and as such the “I Engaged” stickers proved instrumental. The positive reception and uptake of delegates visiting the Design Lab and eagerly asking for their stickers helped significantly in raising awareness of the opportunity to engage.

TIMELINE

Below is a summary of the timeline for the engagement activities.

ACTIVITY	FEBRUARY	MARCH	APRIL	MAY	JUNE
Working group intro calls					
Survey developed by the working group					
Background research					
ISCN website updated with survey					
Survey distribution					
Survey open for completion by stakeholders					
Survey analysis					
Initial summary of survey results written					
First draft of Charter completed					
First draft circulated for feedback					
Second draft circulated for feedback					
Conference draft prepared					
Design Lab planning					
Conference engagement - Design Lab					



The signed charter on the ISCIN main stage.

This report details the activities that occurred between Winter 2017 and Summer 2018 culminating with the International Sustainable Campus Network conference held in Stockholm, Sweden on June 11-13, 2018 at KTH University.

At the conference, delegates reviewed the charter development process which occurred prior to the conference and were asked to engage with the Charter Calls to Action and Reporting Template in a facilitated Design Lab.

A strong emphasis was placed on transparency in the Design Lab; this became a critical component in fostering trust among stakeholders and illustrated the breadth and depth of the engagement process.

On the final Conference day, ISCIN leaders and delegates participated in a ceremonially signing of the conference draft. The ISCIN Sustainable Campus Charter is considered instrumental in providing a framework for the work within the ISCIN.

Following the conference, next steps for activating the Charter including launching a working group to finalize the reporting template, finalizing the strategy and approach for the updated Charter roll-out, and developing a suite of programs to support network members and enhance the efficacy of the network to meet the goals as outlined in the Charter.

9

CONCLUSION

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APPENDIX

APPENDIX I: Pre-conference consultation survey and results

ISCN Charter Update 2018 Survey

The ISCN-GULF Sustainable Campus Charter was developed in 2009 to acknowledge that organizations of research and higher education have a unique role to play in cultivating the technologies, strategies, citizens, and leaders required for a more sustainable future.

We are excited to commence the update of the ISCN-GULF Sustainable Campus Charter as we continue to evolve as a network and in the field of sustainability in higher education.

The updated Sustainable Campus Charter is being developed through input from a consultation survey, in-person regional focus groups, and expert interviews as well as dialogue and participation at the 2018 International Sustainable Campus Network conference taking place in Stockholm, Sweden from June 11 – 13, 2018.

We are seeking broad, international input from people active in the field, including researchers, academics, administrators, sustainability practitioners, policy makers and others.

Please take the survey by 15 April 2018. Your input is important and will inform the development of the new Charter and your institution will be listed as a contributor to this international document.

Which best describes your role? (select all that apply)

- Academic (Faculty, Instructor, Sessional)
- Researcher
- Sustainability Practitioner
- Administrator
- Student Services Staff (Support Services/Student Affairs)
- Human Resources Staff
- Community, Governmental or Non-governmental Organization Representative
- Other

Country

City

Organization/Institution of Higher Education

Title

Name (optional)

Values and Concepts

Which values and concepts do you believe are the most important in order to ensure the new Charter will guide and inspire sustainability action in higher education?

	Very Important	Important	Not Important	Unsure
Whole-institution approach (integration across operations and governance, teaching and learning, research, and community engagement)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment with global instruments and accords	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental sustainability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social sustainability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health and wellbeing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intentional leadership within the region and globally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any additional thoughts or feedback on values and concepts that you see as highly relevant to ensure the new Charter guides and inspires sustainability action in the higher education sector.

Unique Role for Higher Education

Universities/higher education institutions are distinct contexts for sustainability action. In your view, which opportunities in higher education are most important for the advancement of sustainability?

	Very Important	Important	Not Important	Unsure
The “future shaping” role of higher education through the development of resilient, empowered and engaged citizens (for students, staff, and faculty).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting a sustainability research agenda that addresses global challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The opportunity for universities to play a unique leadership role in public discourse around sustainability acting as a neutral forum to foster dialogue around challenges and solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainability is integrated into teaching, learning and research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Embedding sustainability into daily campus operations (policies, practices, success indicators).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any additional opportunities you see for higher education institutions in the advancement of sustainability.

Strategies and Actions

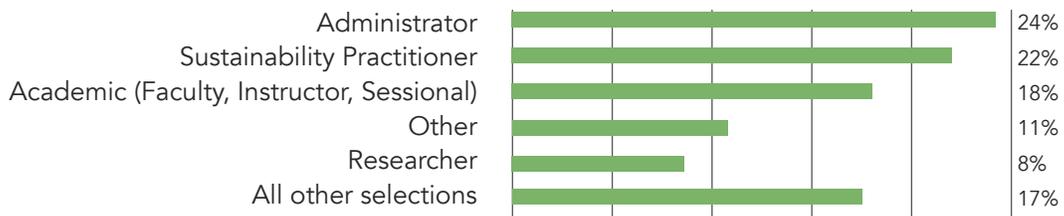
Integral to the 2018 ISCN Charter update will be a framework to mobilize use and adoption of the charter. In your view, which strategies are most relevant in today's higher education contexts?

	Very Important	Important	Not Important	Unsure
Inclusion of sustainability in the University's strategic plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sustainability embedded in the International Strategy of the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment with the UN Sustainable Development Goals (SDG)s	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integration of wellbeing and sustainability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building capacity in the off-campus community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

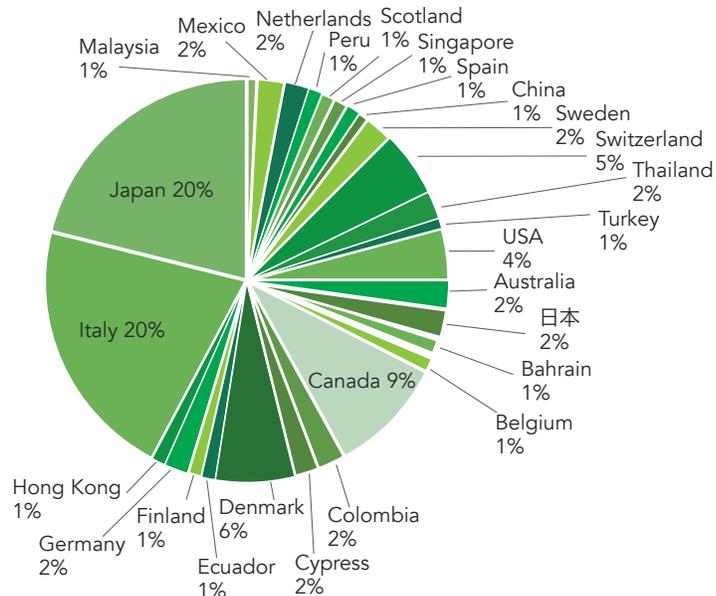
Please provide any additional feedback on relevant strategies for an action-oriented framework.

SURVEY RESULTS - DEMOGRAPHIC RESULTS

Question: What is your role? Select all the apply.

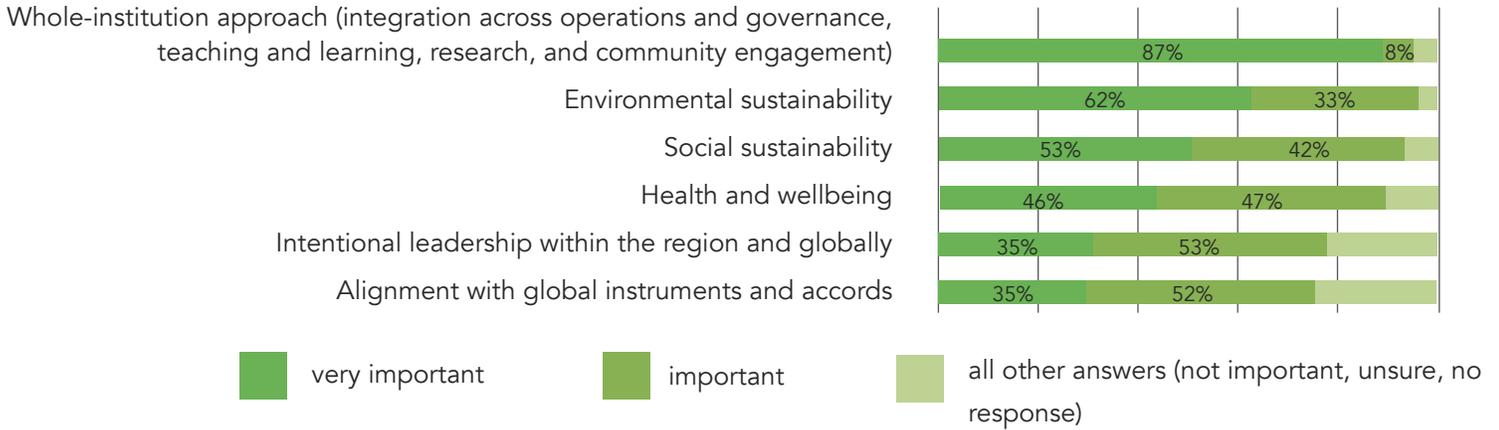


Question: What country are you from?

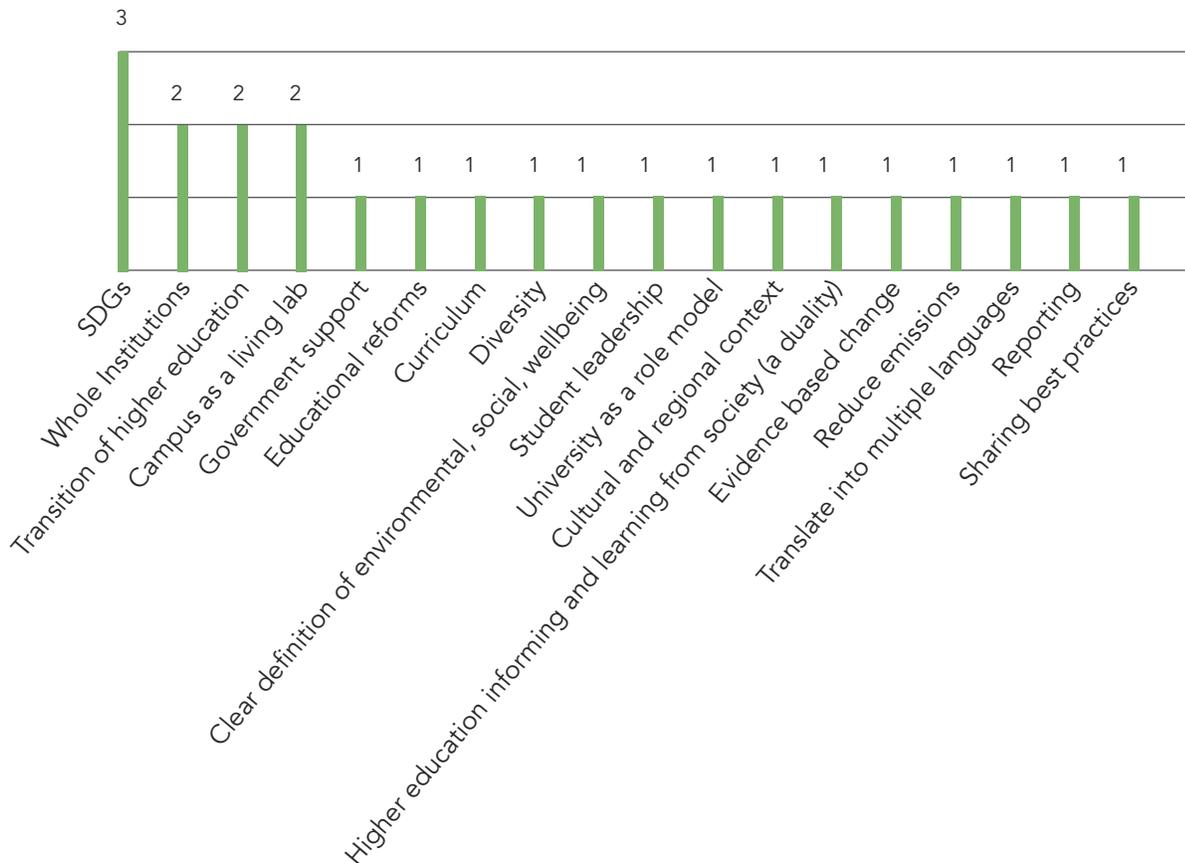


SURVEY RESULTS - VALUES AND CONCEPTS RESULTS

Question: Which values and concepts do you believe are the most important in order to ensure the new Charter will guide and inspire sustainability action in higher education

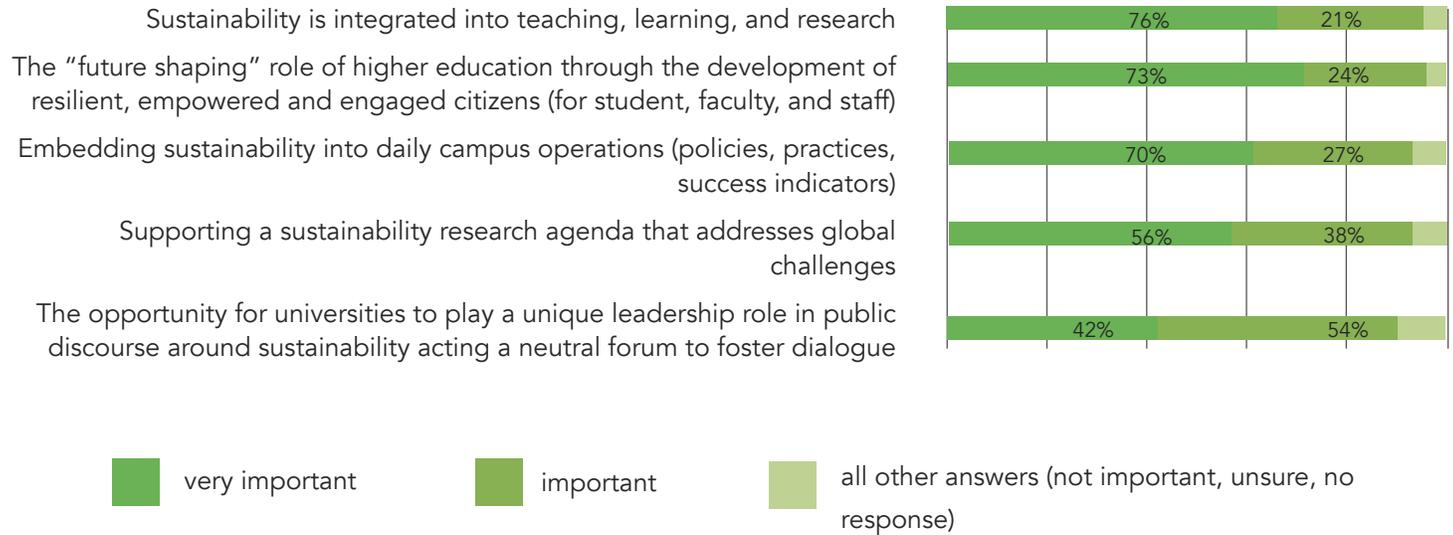


Question: Please provide any additional thoughts or feedback on values and concepts that you see as highly relevant to ensure the new Charter guides and inspires sustainability action in the higher education sector*

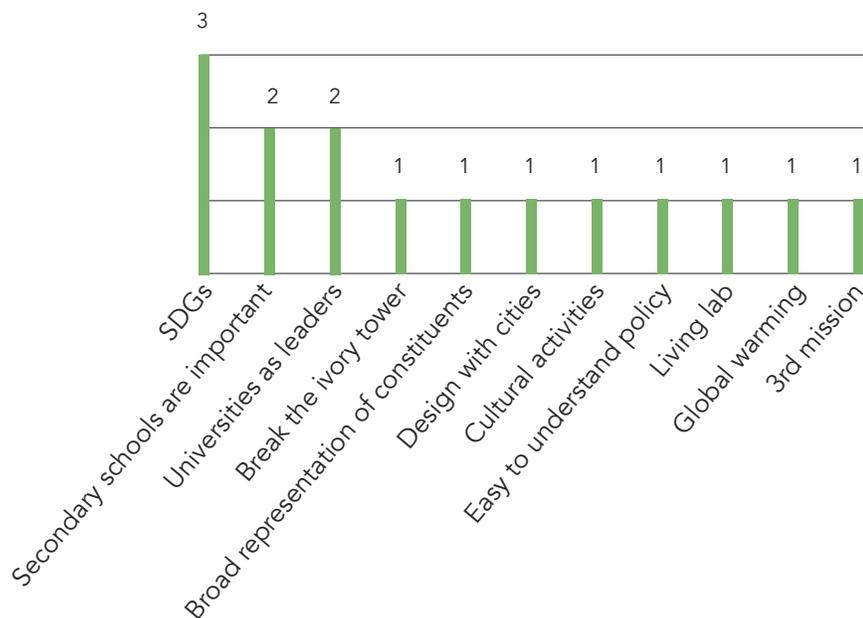


SURVEY RESULTS - UNIQUE ROLE FOR HIGHER EDUCATION

Question: Universities/higher education institutions are distinct context for sustainability action. In your view, which opportunities in higher education are most important for the advancement of sustainability?

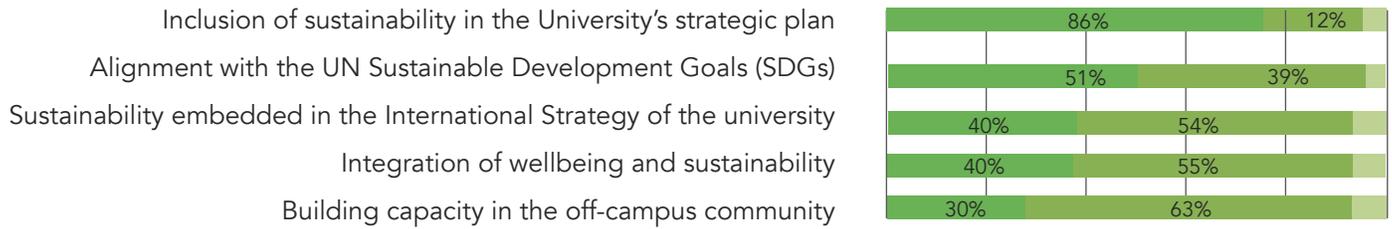


Question: Please provide any additional thoughts or feedback on values and concepts that you see as highly relevant to ensure the new Charter guides and inspires sustainability action in the higher education sector*

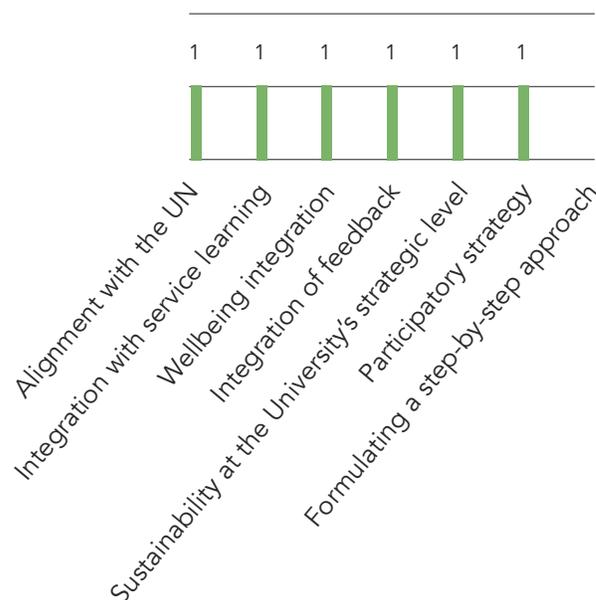


SURVEY RESULTS - STRATEGIES AND ACTIONS

Question: Integral to the 2018 ISCN Charter update will be a framework to mobilize use and adoption of the charter. In your view, which strategies are most relevant in today's higher education contexts?



Question: Please provide any additional thoughts or feedback on values and concepts that you see as highly relevant to ensure the new Charter guides and inspires sustainability action in the higher education sector*



*these results are from an open ended question. The results have been coded by theme.

APPENDIX II: DESIGN LAB ACTIVITIES

The design lab activities enabled delegates to engage with the new charter, contribute to the co-design of the Charter, elicit ideas on how to activate the Charter, and support the engagement and mobilization of conference delegates to become ambassadors to activate the Charter at home. The Design Lab featured five stations, detailed below.

STATION I: CHARTER DEVELOPMENT

Goal of this station:

- i. To increase buy-in

What we asked participants to do:

- Review process posters, ask Design Lab Facilitator questions regarding process.

List of posters at the station:

- Process poster (3'x4') (see Appendix A)
 - Survey results poster (3'x4') (see Appendix B)
 - Charter working group poster (8.5"x11") (see Appendix C)
 - Evolution of draft poster (2'x3') (see Appendix D)
 - Feedback table poster (2'x3') - (see Appendix E)
 - Major themes incorporated poster (2'x3') (see Appendix F)
-

STATION II: THE CONFERENCE DRAFT

Goal of this station:

- i. To begin socializing the conference draft

What we are asking participants to do:

- Read the conference draft

List of posters at the station:

- Conference Draft poster (2'x3') (see Appendix G)
-

STATION III: FEEDBACK

Goals of this station:

- i. Encourage participants to think about tangible ways they will activate the Charter;
- ii. Increase buy-in and excitement;

iii. Encourage participants to think about tangible ways they will fill-out the reporting template.

What we asked participants to do:

- Vote on their favourite version of the designed charter;
- Write their ideas on post-it notes on the Institutional and Network Calls to Action poster. The prompt was: "What is UBC [insert your own institution's name] going to do related to each Call to Action?";
- Write their ideas on post-it notes on the Reporting Template. The prompt was: "How will UBC [insert your own institution's name] going to report on this?";
- Vote on their preferred version of the Charter; and
- Fill out a postcard with their hopes for the future of the Charter.

List of posters at the station:

- Institutional Call to Action Feedback Poster (2'x3') (see Appendix H)
- Network Call to Action Feedback Poster (2'x3') (see Appendix I)
- Reporting Template Poster (2'3') (see Appendix J) President's Letter Feedback Poster (2'x3') (see Appendix K)
- Fill in the Blank Visioning Wall Poster (2'x3') (see Appendix L)
- Now, Wow! How? (2'x3') (see Appendix M)
- Vote on your favourite version of the designed charter Postcard feedback (see Appendix N)

STATION IV: COMMENT CARD COLLECTION

Goal of this station:

i. To give people the opportunity to provide any other outstanding or burning feedback on any component of the charter

What we asked participants to do:

- Fill out a comment card with their thoughts

STATION V: "I ENGAGED" STICKER

Goal of this station:

i. to create excitement and a "buzz" among conference participants and increase awareness of the Design Lab.

What we asked participants to do:

- Wear an "I Engaged. Conference 2018" sticker.

WHAT WE HEARD - STATION III Topic: Institutional Calls to Action

What we asked participants to provide feedback on:	What we heard from you:
<p>Signatories to the Charter commit to follow and support the calls to action:</p> <p>a. Institutional Leadership</p> <ol style="list-style-type: none"> 1. Embed sustainability in all aspects of the university (governance, operations learning, research, community). 2. Create an environment that cultivates resilient, empowered, caring and engaged students, staff, and faculty who will contribute to the health of people and places. 3. Engage with external partners, industry, government and civil society to disseminate knowledge, research and best practices to benefit the communities in which we serve. 	<ul style="list-style-type: none"> • Encourage self leadership • In education: explicitly work with promoting hope, i.e. a belief that change is possible and your actions matter • Track sustainability progress in all areas - a clear reporting framework - GRI? • An efficient process, but might not be that democratic as most of outcomes have been pre-determined before the conference • And co-create knowledge across groups, including students (x2) • This is a very one-way transmission, an assumption that only Universities have the answers. This is not the case. We should acknowledge the role of industry in innovation and solutions. Universities can learn from industry and work in partnership • Board represents diversity of organizations involved in ISCN • Not that much common in French speaking context, but ok to me • Add alumni • Add innovative service culture • Continue the Calls to Action with changes in leadership • Five calls but only the first three in the reporting template? Or is it because the first three is the responsibility of each institution and the last two is the responsibility of ISCN?

WHAT WE HEARD - STATION III Topic: Network Calls to Action

What we asked participants to provide feedback on:	What we heard from you:
<p>Signatories to the Charter commit to follow and support the calls to action:</p> <p>a. Network Collaboration</p> <p>4. Deepen and broaden the collaboration that happens between members of the network to accelerate collective action.</p> <p>5. Ensure that the network is significantly inspiring international dialogue and debate to contribute to the sustainable development goals.</p>	<ul style="list-style-type: none"> • And beyond network? My Primary collaborations are outside ISCN. This is a good opportunity for greater impact • Acquire funding for joint projects (e.g. living labs) between ISCN members (x3) • Sustainability as an Institutional Strategy, SDGS as Institutional Strategy • Work with emerging nations as well as OECD • Offer exchange programs for students • The university can help the public policies with scientific knowledge • I think these are too vague. Consider concrete actions (x3) • Partnership projects with other ISCN members - online project exchange? • The university can help the public policies with scientific knowledge • More diversity • Budget ISCN conference travel • Active Working Groups throughout the year! • More developing country initiatives • (Is this action only for ISCN or also for members?) How do we ensure that there are resources with enough time to do this? Can we be more explicit about the expectations?

WHAT WE HEARD - STATION III Topic: Reporting Template

What we asked participants to provide feedback on:	What we heard from you:
<ol style="list-style-type: none"> 1. Embed sustainability in all aspects of the university (governance, operations learning, research, community). <ol style="list-style-type: none"> a. GHG emissions targets and achievements b. Research/publications c. Number of courses (SDGs) 2. Create an environment that cultivates resilient, empowered, caring and engaged students, staff, and faculty who will contribute to the health of people and places. <ol style="list-style-type: none"> a. Student related campus sustainability initiatives b. Student, staff, and faculty wellbeing and human resource programs c. Campus programs i.e. healthy food, active transit, biodiversity 3. Engage with external partners, industry, government and civil society to disseminate knowledge, research and best practices to benefit the communities in which we serve. <ol style="list-style-type: none"> a. Sustainability projects with external partners b. Public engagement and outreach i.e. SDGs c. Student or faculty sustainability initiatives with communities 	<ul style="list-style-type: none"> • GHG targets are problematic as each university has their own methodology, thus is difficult to compare (x2) • Standardized reporting often becomes tedious or unproductive, instead create a place to share custom reports and practices instead. That way we can get inspired and build on each other (x6) • Consider metrics • Charter to reflect board reporting. Suggest board financial report. Meet board reporting requirements as per Swiss law, suggest independent audit. • Ask for organization footprint • Very important - transdisciplinary. Quintuple Helix Innovation Model as a key element for transformation • Include circular economy and safe work environment • Align reporting templates with existing templates, AASHE STARS? • What about water and waste? Waste? • Circular economy? • Healthy and safe work-environment? • Hopefully it is optional to choose what is included in GHG emissions? • It can be hard to define emission factors in an even way so we would recommend to describe targets and achievement for energy in kWh or %? And for transportation in km / miles or % saved? • Is it on purpose that "living lab" is no longer included in the charter? • Research dollars? • How about we "report on your most significant impact, relative to one of the SDGs" • Very important - transdisciplinary. Quintuple Helix Innovation Model as a key element for transformation • Engage students in the Universities sustainability work. Pay student coordinators. Set up an office to help students find funding and receive advice on how to realize their projects. Emphasize experiential learning. (x5) • Use the SDGs as an overall framework for the reporting (x7) • Maybe have three levels of reporting to choose from • It would be helpful to have a short introduction here and before each section • We approve of having a large degree of freedom regarding the reporting and we'd like to stress the importance of the development of the ongoing process in implementing more sustainability

APPENDIX III: Working group members (listed in alphabetical order)

Michelle Brown, University of Edinburgh

Melissa Goodall, Yale University

Zena Harris, ISCN

Heather Henriksen, Harvard University;

Maki Ikegami, Hokkaido University

Joy Lam, Hong Kong University

Patricia Faga Illecia Lemos, Universidade de São Paulo

Julie Newman, Massachusetts Institute of Technology;

Pinar Ozuyar, Turkey

Victoria Smith, UBC

Clare Walker, University of Melbourne

Andreas Wanke, Freie University Berlin

2018 ISCN-GULF Charter Update Process

Introduction

This poster summarizes the activities that were undertaken by the ISCN-GULF Sustainable Campus Charter Working Group in the re-development of the updated ISCN Charter. This includes processes prior to and during the 2018 International Sustainable Campus Network Conference, taking place in Stockholm June 10 -13, 2018.

FEBRUARY process	MARCH survey	APRIL analysis	MAY first draft	JUNE conference draft
<ul style="list-style-type: none"> • survey questions drafted • Working Group reviewed draft survey • survey tested • planning and timeline completed 	<ul style="list-style-type: none"> • survey launched March 15 	<ul style="list-style-type: none"> • survey completed by April 25 • survey analysed • first draft of Charter sent for Working Group review on April 30 	<ul style="list-style-type: none"> • edits from Working Group received on First Draft • feedback incorporated into conference draft • Design Lab activities developed 	<ul style="list-style-type: none"> • KTH Conference • Design Lab • Activation of Charter

Process

Led by the Charter Working Group and supported by the International Working Group and the Advisory Group, the Conference Draft was co-designed through the engagement of researchers, practitioners, administrators, and the broader community. At the conference, with support of a writing team, delegates will critique and refine the Conference Draft through facilitated design labs and discuss how to activate the charter.

Charter Working Group

The Charter working group was created in late 2017 and is co-chaired by Victoria Smith, University of British Columbia and Zena Harris, ISCN. The Charter Working Group is participatory, whereby input, feedback, and contribution is sought from members. The process utilized electronic as well as in-person means of engaging.

Research

In preparation for the Charter development process, existing Charters, Charter development processes and Charter activation and implementation processes were reviewed. Background literature and processes relevant to the campus sustainability movement were also reviewed.

Survey

The Charter Working Group developed a pre-conference consultation survey in order to better understand the priorities, values and interests of participants.

Analysis

The ISCN Charter Update survey ran March 16 - April 25, 2018 and elicited 175 responses from respondents in 27 countries. As a result of the input, we were able to clearly identify the priorities, preferred strategies and actions. This survey feedback was incorporated into a first draft that was reviewed and critiqued by the Working Group.

Conference Draft

After the first draft was reviewed by the working group, feedback was integrated into a Conference Draft for review by conference delegates in Stockholm.

Design Labs

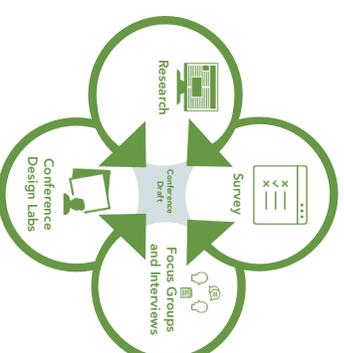
The design lab is an interactive space at the conference where delegates can visit and provide feedback on the Conference Draft through various interactive stations.

Charter Approval

Advisory Committee will review and recommend "final" version to the ISCN Board. The Board will review and provide final approval for the updated charter.

ISCN-GULF Sustainable Campus Charter developed in 2009

Working Group/Charter Advisory Group



KTH Conference

ISCN Board and Advisory Committee

ISCN-GULF Sustainable Campus Charter updated in 2018

2018 ISCN-GULF Charter Update Survey Results

Introduction

An integral step in the 2018 ISCN-GULF Sustainable Campus Charter Update process included engaging stakeholders through a pre-conference survey. The ISCN Charter Update survey ran March 16 - April 25 and elicited **175 responses** from respondents in **27 countries**.

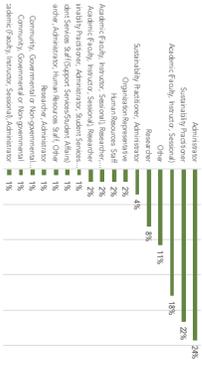
Summary of Findings

Survey respondents overwhelmingly selected a whole-institution approach as the most important **value and concept to ensure that the new Charter will guide and inspire sustainability in higher education** (86% of survey respondents identified this as very important). In terms of the **unique role for universities and higher education institutions in the advancement of sustainability**, survey respondents felt that sustainability integrated into teaching, learning and research was the most relevant (74% of respondents identified this as very important) followed closely by the "future shaping" role of higher education through the development of resilient, empowered and engaged citizens (73% of respondents identified this as very important).

For **strategies and actions to mobilize use and adoption of the charter**, survey respondents significantly preferred the inclusion of sustainability in the University's strategic plans (86% of respondents identified this as very important). A recurring trend which emerged in the open-ended feedback section was a push for inclusion of and support for the UN Sustainable Development Goals.

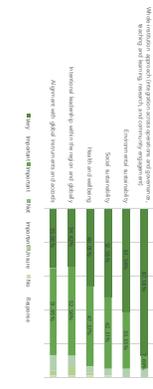
Demographic results

Question: What is your role? Select all that apply.



Values and Concepts results

Question: Which values and concepts do you believe are the most important in order to ensure the new Charter will guide and inspire sustainability action in higher education?



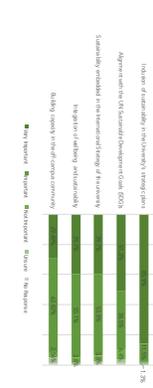
Unique Role for Higher Education results

Question: Universities/higher education institutions are distinct contexts for sustainability action. In your view, which opportunities in higher education are most important for the advancement of sustainability?

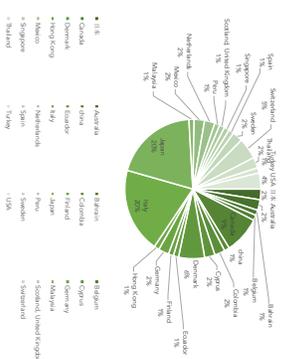


Strategies and Action results

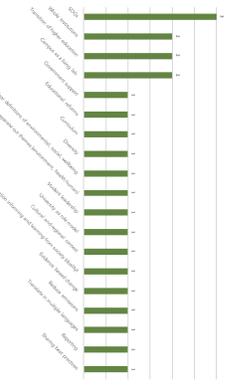
Question: Integral to the 2018 ISCN Charter update will be a framework to mobilize use and adoption of the charter. In your view, which strategies are most relevant in today's higher education contexts?



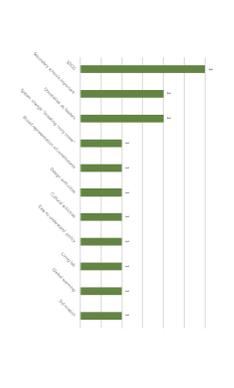
Question: What country are you from?



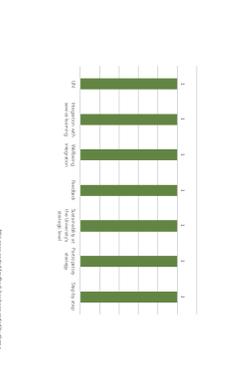
Question: Please provide any additional thoughts or feedback on values and concepts that you see as highly relevant to ensure the new Charter guides and inspires sustainability action in the higher education sector.*



Question: Please provide any additional opportunities you see for higher education institutions in the advancement of sustainability.*



Question: Please provide any additional feedback on relevant strategies for an action-oriented framework.



Feedback we received on the First Draft of the Charter

This table represents the feedback we received from the Advisory Group on the first draft of the Charter and how we integrated each piece.

Feedback	Was this feedback incorporated?	Notes
Preamble and background - would seem to make sense to reference the Sustainable Development Goals given that survey results and open ended feedback showed push for inclusion?	Y	We added a reference to the SDGs into the preamble and background.
Wondering about choice of words in para 3 in 'Unique Role for HE'. That ISCN endeavours to compare and collaborate. How about 'The ISCN collaborates to...'? ?	Y	We made the suggested change.
Instead of 'we strive to....' how about 'We will model healthy, high functioning	Y	We made the suggested change.
Sharpen up some of the language so that it will be easier for people who don't work in this area to see clearly what the charter is and how it adds value for the organisation, for research, for learning and teaching and for students and staff? (I.e Could 'intellectual capital' be replaced with 'knowledge' or...?....)	Y	We removed the first instance of intellectual capital, but left the second instance in the Charter.
Where it mentions unique role of universities and refers to climate change, urban resilience, human health and well-being, it could be broadened out to recognise social issues such as diversity/inequality and reference to local community development.	Y	We added social justice.
To ensure strong and continuous institutional and community support, it would be great if the "calls to action" could detail specific sustainability topics, like the existing charter, to focus on actions and outcomes and help signatories better visualize what the charter aims to entail.	Y	We will address this in the reporting framework.
I would also ask for your consideration to re-include the connection with "external parties such as industry, government, or civil society" so the signatories are conscious to make an impact both internally and externally.	Y	We added Call to Action #3.
This new version is precise and to the point. I still have few suggestions. Should we consider including the term sustainable development alongside sustainability? As the textbook definition suggests, sustainability is more linked to the notion of keeping/sustaining the current situation and sustainable development (or sustainable improvement) is regarding the future.	Y	We added sustainable development to the Preamble and Background and to the Unique role for higher education. We also suggest the use of a call out box to further define these concepts.
Also i am aware that having benchmarks or standards in defining a 'sustainable university' concept is not easy as there are many differences between universities, still a rector would be interested to know what a best practice is and how it is defined. This could be in the questions section.	Y	We will address this with the reporting framework.
One last comment, back when i proposed signing the charter to the Board and the rector, the prominent question was, what would be the obligations of the university. One idea may be to mention i.e. charter reporting and other possible obligations. This is a bit like signing UN Global Compact only based on principles without being aware that there is reporting involved.	Y	We will address this with the reporting framework.
The Charter certainly reads as concise and focused on actions and outcomes, as intended. The only significant point that comes to mind that doesn't appear explicit is re outreach/knowledge transfer, which falls under Engagement here at Univ Melb. i.e. no matter how great our research is, if it isn't successfully disseminated/applied/ understood in society, its impact is compromised. Could be worth considering this in relation to:	Y	We added Call to Action #3.
In the calls to Action, the leading sentence says that signatories "commit to follow and support four calls to action". Therefore I don't think we need to commit to commit, or commit to strive, etc.	Y	We made the suggested changes.
We want to be living the SDGs in the core activities, operations and governance of our own institutions.	Y	We added language regarding the SDGs to the preamble and background.
Added paragraph: The initial Charter offered a framework to organize the work of the ISCN and its member institutions. For nearly a decade its principles have been the capstones of all of the Networks activities and events. However, there is now an opportunity to create a fresh Charter that better-reflect recent global milestones such as the announcement of the UN Sustainable Development Goals and the launch of the Paris Climate Accord.	Y	We adapted this language into the preamble and background.
This paragraph "to capture the hearts and minds" sounds a bit strange from an European view. There are also some repetitions (resilient)	Y	We removed the "hearts and minds" from the Charter
It would be helpful to mention specific topics in 1st and 2nd call. This is mostly for a new institute considering to join the stream of sustainable campus.	Y	We will address this with the reporting framework.

How we incorporated feedback:

We dropped global, corporate campus and added sustainable development.

Preamble and Background

The International Sustainable Campus Network (ISCN), founded in 2007, is a non-profit association of colleges and universities in over 30 countries committed to sustainable development. The mission of the ISCN is to provide an international forum to support higher education institutions in the exchange of information, ideas, and best practices for achieving sustainable campus operations and integrating sustainability in research and teaching.

In 2009 ISCN in partnership with the Global University Leaders Forum (GULF), a group of the World Economic Forum, developed the ISCN-GULF Sustainable Campus Charter. The Charter was ratified at the 2010 GULF meeting at the World Economic Forum.

Building on the success of the last decade, the 2018 ISCN-GULF Sustainable Campus Charter will reflect recent global milestones such as the announcement of the UN Sustainable Development Goals and the launch of the Paris Climate Accord. The Charter will provide a framework to mobilize international, cross-sector action to cultivate the technologies, strategies, policies, and leaders required for a more sustainable future.

Unique Role for Higher Education

Institutions can provide vital stability and leadership in society while remaining committed to impartial research, learning, testing new ideas and measuring change and impacts. Universities have the capacity to form and leverage new and important collaborations to develop solutions to pressing issues such as climate change, urban resilience, social justice, human health, and wellbeing.

ISCN members will use their shared capacity, passion, and intellectual capital to re-envision the future and take meaningful action to contribute sustainable development. Our enduring commitment to sustainability leadership serves to influence the regions and communities in which we work, live, and learn.

The International Sustainable Campus Network collaborates to leverage a whole that is far greater than the sum of its parts. We will model healthy, high functioning ecological and social systems to inspire the bold action required to build resilient people and places.

Calls to Action

Signatories to the Charter commit to follow and support five calls to action:

- a. Institutional Leadership
 1. Embed sustainability in all aspects of the university (governance, operations learning, research, community).
 2. Create an environment that cultivates resilient, empowered, caring and engaged students, staff, and faculty who will contribute to the health of people and places.
 3. Engage with external partners, industry, government and civil society to disseminate knowledge, research and best practices to benefit the communities in which we serve.
- b. Network Collaboration
 4. Deepen and broaden the collaboration that happens between members of the network to accelerate collective action.
 5. Ensure that the network is significantly inspiring international dialogue and debate to contribute to the sustainable development goals.

We dropped one instance of intellectual capital, changing contexts and added vital stability... social justice, and tightened the sentence.

Strengthened the wording on all actions and added Action 3.

Made more explicit the reference to SDGs and the Paris Accord and we tightened the language.

Dropped hearts and minds, tightened sentence.



ISCN-GULF Sustainable Campus Charter 2018 - Conference Draft

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3. Engage with external partners, industry, government and civil society to disseminate knowledge, research and best practices to benefit the communities in which we serve.

b. Network Collaboration

4. Deepen and broaden the collaboration that happens between members of the network to accelerate collective action.
5. Ensure that the network is significantly inspiring international dialogue and debate to contribute to the sustainable development goals.



What is one thing your institution can do related to each Institutional Call to Action?

Let us know by writing your responses on a post-it.

Calls to Action

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a. Institutional Leadership

1. Embed sustainability in all aspects of the university (governance, operations learning, research, community).
2. Create an environment that cultivates resilient, empowered, caring and engaged students, staff, and faculty who will contribute to the health of people and places.
3. Engage with external partners, industry, government and civil society to disseminate knowledge, research and best practices to benefit the communities in which we serve.

What is one thing your institution can do related to each Network Call to Action?

Let us know by writing your responses on a post-it.

Calls to Action

Signatories to the Charter commit to follow and support five calls to action:

b. Network Collaboration

4. Deepen and broaden the collaboration that happens between members of the network to accelerate collective action.

5. Ensure that the network is significantly inspiring international dialogue and debate to contribute to the sustainable development goals.

FILL IN THE BLANK VISIONING WALL

In the future, I hope that the charter will...

Let us know by writing your responses on a post-it.

I think the best way to activate the charter is...

Let us know by writing your responses on a post-it.

NOW, WOW! HOW?

What works well NOW?

Let us know by writing your responses on a post-it.

What would WOW look like?

Let us know by writing your responses on a post-it.

•

HOW do we get there?

Let us know by writing your responses on a post-it.



ISCN
International Sustainable Campus Network

Appendix N - Postcard feedback



By 2028, I hope the Charter will have helped my higher institution to accomplish:



