University College Cork - National University of Ireland, Cork
STARS REPORT

Date Submitted: July 28, 2022

Rating: Gold

Score: 76.52

Online Report: University College Cork - National University of Ireland, Cork

STARS Version: 2.2

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About STARS

The Sustainability Tracking, Assessment & Rating System (STARS®) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by AASHE with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

STARS is intended to engage and recognize the full spectrum of colleges and universities—from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

About AASHE

STARS is a program of AASHE, the Association for the Advancement of Sustainability in Higher Education. AASHE is a member-driven organization with a mission to empower higher education to lead the sustainability transformation. Learn more about AASHE.

Summary of Results

Score 76.52

Rating: Gold

Report Preface
Introduction	0.00 / 0.00
Institutional Characteristics	0.00 / 0.00

Academics
Curriculum	26.02 / 40.00
Research	16.00 / 18.00

Engagement
Campus Engagement	19.21 / 21.00
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Operations
Air & Climate	6.34 / 11.00
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Purchasing	4.73 / 6.00
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Planning & Administration
Coordination & Planning	8.00 / 9.00
Diversity & Affordability	5.76 / 10.00
Investment & Finance	5.00 / 6.00
Wellbeing & Work	5.56 / 7.00

Innovation & Leadership
Innovation & Leadership	4.00 / 4.00

The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the process for inquiring about the information reported by an institution.

Report Preface

Introduction

Points Earned 0.00

Points Available 0.00

This section provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Credit	Points
Executive Letter	0.00 /
	Total adjusted for non-applicable credits
	Close
Points of Distinction	0.00 /
	Total adjusted for non-applicable credits
	Close

Executive Letter

Score	Responsible Party
0.00 /	**John O'Halloran**
Total adjusted for non-applicable credits	Deputy President and Registrar
	Office of the Deputy President and Registrar
Close	

Criteria

This section allows an institution to upload a letter from the institution's president, chancellor, or other high ranking executive. Typically written on official letterhead, the executive letter serves as an introduction or cover letter for the institution's STARS report. As such, the letter may include a description of the institution's commitment to sustainability, background about the institution, key achievements or highlights from the report, and/or goals for future submissions. The letter also serves as indicator of administrative support for sustainability and the STARS process. Institutions are expected to submit a new executive letter when there has been a change in leadership or the institution is submitting for a higher rating.

"---" indicates that no data was submitted for this field

Executive cover letter:
18.07.22_-_STARS_Submission_letter.pdf

Points of Distinction

Criteria

This optional section provides an opportunity for an institution to highlight up to three programs, initiatives, or accomplishments that best reflect its leadership for sustainability. Completing this section will help inform how AASHE publicizes the institution's STARS rating.

"---" indicates that no data was submitted for this field

Name of the institution's featured sustainability program, initiative, or accomplishment:
UCC Green Campus Programme

A brief description of the institution's featured program, initiative, or accomplishment:

In 2010, UCC was the first university in the world to be awarded a Green Flag from the Foundation for Environmental Education. The combination of bottom-up activism from our student community and top down commitment from University leadership has been key to our success. The programme was started by students that wanted to have a say in environmental management on campus. They made contact with the national operator of the Green Flag programme in Ireland and university management and agreed a pilot Green Campus initiative. The UCC Green Campus committee is co-chaired by a member of the Environmental Society and the Deputy President of the Students Union; it has membership from staff and students and meets regularly throughout the year to design new projects and campaigns. The Green Forum is chaired by the University President and Director of Buildings and Estates; it also has membership from students and staff (as well as contracted suppliers) and meets twice per year to plan the strategic direction of the university's overall sustainability programme. Sustainability is now at the core of UCC's strategies and values, and the Green Campus programme is seen as an exemplar in driving cultural change.

Which of the following impact areas does the featured program, initiative, or accomplishment most closely relate to?:
Curriculum
Campus Engagement
Energy
Grounds

Website URL where more information about the accomplishment may be found:
https://www.ucc.ie/en/greencampus/

STARS credit in which the featured program, initiative, or accomplishment is reported (if applicable):
EN1

A photograph or document associated with the featured program, initiative, or accomplishment:

Name of a second highlighted sustainability program/initiative/accomplishment:
UCC SDG Toolkit

A brief description of the second program/initiative/accomplishment:

University College Cork's, Ireland Sustainable Development Goals (SDGs) Toolkit was developed as a resource for academic staff to better integrate the SDGs within their teaching practice. The project was funded through Ireland's National Forum for Teaching and Learning and was developed in response to a baseline review of how the SDGs are included in learning and teaching within the University. A baseline review was undertaken as part of UCC's submission to the Association for the Advancement of Sustainability in Higher Education's STARS rating system. UCC is the first University outside of North America to be awarded a STARS Gold rating. The submission process provided a gap analysis of the University's sustainability programme and it revealed that SDG coverage within our curriculum was surprisingly low. This is in spite of the fact that the University is ranked in the top ten universities in the world for sustainability and impact. Further analysis of this outcome uncovered two important findings:
1. that there was ample enthusiasm to include the SDGs in teaching, but a lack of resources to support this, and
2. that many staff were already including the SDGs implicitly in the curriculum but hadn't made them explicit
In 2018, the University published a new Academic Strategy, which included sustainability as one of six themes within a new "Connected Curriculum" aimed at enhancing the student learning experience through participation. The SDG Toolkit was developed with a view to developing toolkit that would support teaching staff in enhancing how their teaching linked to the SDGs and develop new linkages where appropriate. Consultations with staff from other Irish universities indicated that the gaps that existed within UCC were mirrored sector-wide; therefore, it was decided that the resource should be open access and easily adaptable.
The development of the toolkit was a cross university collaborative process, undertaken by Research Support Officer Dr John Barimo and led by a steering committee and advisory group. It took a "students as partners" approach, with two members of the student body sitting on the advisory group, which also led to the SDG Resource Library section of the toolkit also serving as a student resource. To inform toolkit development, 1:1 and small group focus sessions were conducted with over 40 staff and 25 students. Techniques and resources were piloted in 20 lectures across several disciplines at UCC. Six professional development workshops and one intensive professional development design sprint events were also undertaken. Staff who took part in the process commented that 'It was a springboard for course redesign' and 'It's about building and strengthening the sustainability agenda and thinking about how that flows through really every aspect of what we do'.
The toolkit is an open-source web-based resource available to all HEIs and is easily adaptable.

Which impact areas does the second program/initiative/accomplishment most closely relate to?:
Curriculum
Campus Engagement
Public Engagement

Website URL where more information about the second program/initiative/ accomplishment may be found:
https://www.ucc.ie/en/sdg-toolkit/

STARS credit in which the second program/initiative/accomplishment is reported (if applicable):
AC7

A photograph or document associated with the second program/initiative/ accomplishment:
toolkitpic.jpg

Name of a third highlighted program/initiative/accomplishment:

A brief description of the third program/initiative/accomplishment:

Which impact areas does the third program/initiative/accomplishment most closely relate to?:

Website URL where more information about the third program/initiative/ accomplishment may be found:

STARS credit in which the third program/initiative/accomplishment is reported (if applicable):

A photograph or document associated with the third program/initiative/ accomplishment:

Institutional Characteristics

Points Earned 0.00

Points Available 0.00

Institutional characteristics include data related to an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academic structure. This information provides valuable context for understanding and interpreting STARS data. The category also provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Some of the values reported in IC-2 and IC-3 are also required to pursue specific STARS credits. Such reporting fields may be populated from the data provided in the Institutional Characteristics section of the Reporting Tool.

Credit	**Points**
Institutional Boundary	0.00 /
	Total adjusted for non-applicable credits
	Close
Operational Characteristics	0.00 /
	Total adjusted for non-applicable credits
	Close
Academics and Demographics	0.00 /
	Total adjusted for non-applicable credits
	Close

Institutional Boundary

Score	Responsible Party
0.00 /	**John O'Halloran**
Total adjusted for non-applicable credits	Deputy President and Registrar
	Office of the Deputy President and Registrar
Close	

Criteria

Each institution is expected to include its entire main campus when collecting data. Institutions may choose to include any other land holdings, facilities, farms, and satellite campuses, as long as the selected boundary is the same for each credit. If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the appropriate reporting field.

"---" indicates that no data was submitted for this field

Institution type:
Doctoral/Research

Institutional control:
Public

A brief description of the institution's main campus and other aspects of the institutional boundary used to complete this report:

This submission covers all of UCC main campus and satellite campuses that are under the management of UCC Buildings and Estates office. Subsidiary companies are not included in this submission, these include Campus Accommodation, the Mardyke Arena, the Student Centre and the Irish Management Institute (Dublin). As per guidelines, rented multi-tenant buildings are not included.

Which of the following features are present on campus and which are included within the institutional boundary?:

	Present?	Included?
Agricultural school	Yes	Yes
Medical school	Yes	Yes
Other professional school with labs or clinics (e.g. dental, nursing, pharmacy, public health, veterinary)	Yes	Yes
Museum	Yes	Yes
Satellite campus	Yes	Yes
Farm larger than 2 hectares or 5 acres	No	No
Agricultural experiment station larger than 2 hectares or 5 acres	No	No
Hospital	No	No

The rationale for excluding any features that are present from the institutional boundary:

NA

Additional documentation to support the submission :

Operational Characteristics

Score	Responsible Party
0.00 /	**Mark Poland**
Total adjusted for non-applicable credits	Director of Buildings and Estates
	Office of the Director of Buildings and Estates
Close	

Criteria

Operational characteristics are variables that provide information about the context in which the institution operates. Report the most recent data available within the three years prior to the anticipated date of submission.

"---" indicates that no data was submitted for this field

Endowment size:
32,412,029 US/Canadian $

Total campus area:
74.03 Hectares

Locale:
Mid-size city

IECC climate zone:
4 - Mixed

Gross floor area of building space:
282,364 Gross Square Metres

Floor area of laboratory space:
54,513 Square Metres

Floor area of healthcare space:
12,891 Square Metres

Floor area of other energy intensive space:
16,385 Square Metres

Additional documentation to support the submission :

Data source(s) and notes about the submission:

Endowment size of €24.13m as of Dec 31st 2020. Conversion to US Dollar based on exchange rate of €1 = $1.2214 on Dec 31st 2020. 24,130,000 x 1.2214 = $29472382

Academics and Demographics

Score	Responsible Party
0.00 /	**John O'Halloran**
Total adjusted for non-applicable credits	Deputy President and Registrar
Close	Office of the Deputy President and Registrar

Criteria

This section includes variables that provide information about the institution's academic programs, students, and employees. Report the most recent data available within the three years prior to the anticipated date of submission. Some population figures are used to calculate weighted campus user, a measurement of an institution's population that is adjusted to accommodate how intensively certain community members use the campus.

"---" indicates that no data was submitted for this field

Number of academic divisions:
4

Number of academic departments (or the equivalent):
27

Number of students enrolled for credit:
22,257

Total number of employees:
3,277

Full-time equivalent student enrollment:
20,570.98

Full-time equivalent of students enrolled exclusively in distance education:
429.50

Full-time equivalent of employees:
3,011.41

Number of students resident on-site:
0

Number of employees resident on-site:
0

Number of other individuals resident on-site:
0

Weighted campus users, performance year:
17,364.67

Additional documentation to support the submission:
PRE-5_Colleges__Schools.xlsx

Data source(s) and notes about the submission:

- No. of Academic Divisions refers to the four colleges of UCC.
- No. of academic departments refers to the schools housed within each of the colleges.
-Number of students enrolled for credit is based on Academic Year 2019-2020. (
https://www.ucc.ie/en/support/regsa/factbook/
)
- FTE of students enrolled is based on Academic Year 2019-2020
-Total & FTE of employees is based on figures as of 30th Sept 2019.

AY2019-2020 was selected as the reference year, for comparison with pre-Covid operational data.

As described in PRE-3 Institutional Boundary, Campus Accommodation has been excluded as it is a subsidiary company.

Academics

Curriculum

Points Earned 26.02

Points Available 40.00

This subcategory seeks to recognize institutions that have formal education programs and courses that address sustainability. One of the primary functions of colleges and universities is to educate students. By training and educating future leaders, scholars, workers and professionals, higher education institutions are uniquely positioned to prepare students to understand and address sustainability challenges. Institutions that offer courses covering sustainability issues help equip their students to lead society to a sustainable future.

Credit	Points
Academic Courses	8.73 / 14.00
Learning Outcomes	3.29 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	3.00 / 3.00
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	0.00 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00

Academic Courses

Score	Responsible Party
8.73 / 14.00	**John O'Halloran** Deputy President and Registrar Office of the Deputy President and Registrar

Criteria

Part 1. Sustainability course offerings

Institution offers sustainability course content as measured by the percentage of academic courses offered that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

Part 2. Sustainability course offerings by department

Institution offers sustainability course content as measured by the percentage of academic departments(or the equivalent) with sustainability course offerings.

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).

- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.

- An indication of whether the course qualifies as sustainability-focused or sustainability-inclusive (or equivalent terminology).

A course may be sustainability-focused or sustainability-inclusive; no course should be identified as both. Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. This credit does not include continuing education and extension courses, which are covered by the Continuing Education credit in Public Engagement.

An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

"---" indicates that no data was submitted for this field

Figures required to calculate the percentage of courses offered by the institution that are sustainability course offerings:

	Undergraduate	Graduate
Total number of courses offered by the institution	2,746	1,871
Number of sustainability-focused courses offered	163	9
Number of sustainability-inclusive courses offered	241	82

Percentage of courses that are sustainability course offerings:
10.72

Total number of academic departments that offer courses:
27

Number of academic departments with sustainability course offerings:
18

Percentage of academic departments with sustainability course offerings:
66.67

A copy of the institution's inventory of its sustainability course offerings and descriptions:
Modules_list.xlsx

Do the figures reported above cover one, two, or three academic years?:
One

A brief description of the methodology used to complete the course inventory :

Methodology
A keyword search, using the keywords developed by Kingston University to assess sustainability inclusion in curricula, was used. See reference

http://www.sustainabilityexchange.ac.uk/files/workshop_10_-_measuring_sustainable_development_r

esearch_in_your_institution.pdf

All courses that returned three search terms or more were manually assessed (reading of course description and learning outcomes). Those that were identified to be "sustainability courses" were marked with the most relevant SDG. If the course contained a significant element of sustainability or directly addressed the theme of sustainable development then it was designated as sustainability focused. Courses that directly addressed one or more SDG, but didn't specifically mention sustainability or sustainable development were designated as courses that included sustainability. For foundation courses, those that specified the inclusion of real world examples that addressed environmental or sustainability themes were included.
This method likely underestimates the number of sustainability relevant courses in UCC.

How were courses with multiple offerings or sections counted for the figures reported above?:
Each course was counted as a single course regardless of the number of offerings or sections

A brief description of how courses with multiple offerings or sections were counted:

Website URL where information about the sustainability course offerings is available:
https://www.ucc.ie/en/greencampus/practice/teaching-and-learning/

Additional documentation to support the submission:

Learning Outcomes

Score	Responsible Party
3.29 / 8.00	**John O'Halloran** Deputy President and Registrar Office of the Deputy President and Registrar

Criteria

Part 1. Institutional sustainability learning outcomes

Institution has adopted one or more sustainability learning outcomes that apply to the entire student body (e.g., general education requirements covering all students) or, at minimum, to the institution'spredominant student body (e.g., learning outcomes that cover all undergraduate students).

The learning outcome(s) may be explicitly focused on sustainability or supportive of sustainability (see Standards and Terms). Mission, vision, and values statements do not qualify.

Part 2. Program-level sustainability learning outcomes

Institution's students graduate from degree programs that require an understanding of the concept of sustainability, i.e., programs that:

- Have been identified as sustainability-focused programs in the Undergraduate Program or Graduate Program credit,

- Have adopted one or more sustainability-focused learning outcomes (i.e., student learning outcomes that explicitly focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems), OR

- Require successful completion of a sustainability-focused course as identified in the Academic Courses credit.

This credit includes graduate as well as undergraduate programs. Degree programs include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement. Programs that include co-curricular aspects may count as long as there is an academic component to the program.

"---" indicates that no data was submitted for this field

Has the institution adopted one or more sustainability learning outcomes that apply to the entire student body or, at minimum, to the institution's predominant student body?:
Yes

Which of the following best describes the sustainability learning outcomes?:
Sustainability-supportive

A list of the institution level sustainability learning outcomes:

As a socially-minded, civically-engaged institution, our core values and graduate attributes are the bedrock of our student experience. Graduate attributes refer to the skills, knowledge and abilities of our graduates, beyond disciplinary content knowledge, that are applicable in a range of contexts in their lives. They advance the development of academic, specialist and technical skills.

Based on extensive consultation with stakeholders, the following core graduate attributes are prioritised at UCC:
- Creators, evaluators and communicators of knowledge
- Independent and creative thinkers
- Digitally Fluent
- Socially Responsible
- Effective global citizens, who recognise and challenge inequality

The following core values are priortised:
- Respect
- Ambition
- Compassion
- Resilience
- Integrity

Delivery of a suite of initiatives within the programme is focussing on the different stages of students' Transition In, Through and Out of the university. The overarching objective of our programme is to

enable a successful student journey, which will prepare students for their future through three main projects.

1. Transition In initiatives are guiding students into the right programme of study for them, whilst simultaneously widening access of under-represented cohorts and improving first year retention rates.

2. Transition Through initiatives are providing targeted supports, delivering skills training and developing graduate attributes that go beyond disciplinary content knowledge and can be applied in life-wide contexts.

3. Transition Out initiatives are preparing final year students to transition into professional environments, delivering on the ambitions of our Institutional Employability and Employment Guide.

This initiative is advancing the development of students' academic, specialist and technical competencies, equipping them with transferrable skills that can be applied in different environments. With a focus on developing core values and graduate attributes, these initiatives are integrating with the academic curriculum, taking a holistic educational approach to develop character, professionalism and the capacity for critical and creative thought.

UCC graduates will be recognised as well-rounded, curious, self-aware, individuals who continually learn new skills, are open to new ideas, and make things happen.

Total number of graduates from degree programs:
4,522

Number of graduates from degree programs that require an understanding of the concept of sustainability:
731

A brief description of how the figure above was determined:

Please note, due to delays with data gathering associated with the covid pandemic, the presented figures are the same as those submitted in 2018. Given the publication of the University's Academic Strategy and additional courses (see AC1), these figures are likely a significant underestimate.

A list of degree programs that require an understanding of the concept of sustainability:

The number reported above is the number of students that took one of the "sustainability focused" courses as a "core" course (i.e. compulsory) in completing their degree programme in UCC. These are students that graduate from programs that require a sustainability-focused course as reported under AC 1 The following programmes in UCC require completion of one of the "core" sustainability focused programmes:

CK106 - Applied Psychology (BA)
CK404 - Environmental Science (BSc.)
CK107 - Geography (BA)
CKE55 - Sociology (MA)
CKE56 - Sociology of Development and Globalisation (MA)
CKR53 - Applied Environmental Geology (MSc)
CKR55 - Freshwater Quality Monitoring (PGDip)
CKR38 - Marine Biology (MSc)
CK606 - Architecture (BSc)
CK600 - Engineering (BSc)
CK706 - Public Health Sciences (BSc)
CK506 - International Development and Food Policy (BSc)
CKE39 - Coastal and Marine Management (MSc)
CKE69 - Planning and Sustainable Development (MPlan)

CKA13 - Geography (HDip full-time)
CKA43 - Geography (HDip part-time)
CKL46 - Marine and Maritime Law (LLM full-time)
CKL47 - Marine and Maritime Law (LLM part-time)
CKL48 - Environmental and Natural Resources Law (LLM full-time)
CKL49 - Environmental and Natural Resources Law (LLM part-time)
CK201 - Commerce (BA)
CK504 - Nutritional Science (BSc)

Documentation supporting the figure reported above (upload):

Do the figures reported above cover one, two, or three academic years?:
One

Percentage of students who graduate from programs that require an understanding of the concept of sustainability:
16.17

Website URL where information about the sustainability learning outcomes is available:
https://www.ucc.ie/en/media/support/regsa/dpr/academicstrategy/AcademicStrategy2018-2022.pdf

Additional documentation to support the submission:

Undergraduate Program

Score	Responsible Party
3.00 / 3.00	**John O'Halloran** Deputy President and Registrar Office of the Deputy President and Registrar

Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree, or certificate program) for undergraduate students

  AND/OR

- Undergraduate-level, sustainability-focused minor or concentration (e.g., a concentration on sustainable business within a business major).

To count, a major, degree/certificate program, minor, or concentration must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement.

"---" indicates that no data was submitted for this field

Does the institution offer at least one sustainability-focused major, degree, or certificate program for undergraduate students?:
Yes

Name of the sustainability-focused undergraduate degree program:
BSc (Hons) International Development

A brief description of the undergraduate degree program:

BSc International Development students study human rights, health, education and the environment in the context of development and the UN's Sustainable Development Goals.

The degree is the first undergraduate programme in Ireland to have a primary focus on international development. This course will help you understand key issues of development and deliver skills such as languages, research techniques and project management.

The degree programme addresses key challenges in global development and includes the following:
- poverty and hunger
- agricultural and rural development
- food policy and food systems
- human rights, governance and gender
- health and development
- climate change
- role of international development agencies and non-governmental organisations
migration and refugees

The degree aims to expand student understanding and skill base so that they can address global issues. These goals include:
-understanding the multidimensional nature of international development
understanding the cross-disciplinary methods for the analysis of key development challenges

- equipping students with practical skills to address global challenges
ensuring they can work effectively as individuals and in team settings

Website URL for the undergraduate degree program:
https://www.ucc.ie/en/ck214/

Name of the sustainability-focused, undergraduate degree program (2nd program):
BE (Hons) Energy Engineering

A brief description of the undergraduate degree program (2nd program):

In an era of unprecedented pressure on resources, energy engineering is crucial to address some of the world's greatest challenges, namely how to meet the electricity, heating and transport energy needs of the world's growing population while reducing human impact on the climate with innovative, sustainable engineering solutions.

Through a combination of solid engineering fundamentals covered in the first two years of the course (e.g. thermodynamics, fluids, and electrical systems) and advanced energy engineering topics covered in the final two years (including power electronics, control systems, wind, solar photovoltaic and ocean energy, energy demand management and energy policy), graduates of the Energy Engineering course will be well-equipped to source, design, convert, transmit and supply useful energy to meet the world's present and long-term needs.

Website URL for the undergraduate degree program (2nd program):
https://www.ucc.ie/en/ck600/energy/

Name of the sustainability-focused, undergraduate degree program (3rd program):
BSc (Hons) Ecology and Environmental Biology

A brief description of the undergraduate degree program (3rd program):

The BSc Ecology and Environmental Biology degree is the only one of its kind in Ireland. The degree was established in response to the increasing awareness of environmental and wildlife issues. It is the study of the interactions between animals, plants and microbes and their environment. It includes the study of how individual organisms interact in communities and how communities interact with the surrounding ecosystem.

This degree addresses such questions as; what controls animal and plant distribution, abundance and biodiversity? How do energy and nutrients move around ecosystems? How do species interact with each other? It also examines the biology of various habitats from marine and freshwater to terrestrial habitats and the soil. It uses the understanding of basic ecological principles and concepts to predict and manage the environmental change caused by the human impact on natural ecosystems.

It includes subjects such as:

Conservation
Pest Control
Wildlife Management
Pollution and Ecotoxicology
Resource Management

Website URL for the undergraduate degree program (3rd program):
https://www.ucc.ie/en/ck404/ecology/

The name and website URLs of all other sustainability-focused, undergraduate degree program(s):

Does the institution offer one or more sustainability-focused minors or concentrations for undergraduate students?:
Yes

Name of the sustainability-focused undergraduate minor or concentration:
UW0005 - University Wide Module in Sustainability

A brief description of the undergraduate minor or concentration:

Module Objective: To provide students with a broadly based interdisciplinary introduction to sustainability issues as a foundation for 'sustainability citizenship'.

Module Content: Module Content: Framing sustainability - what does sustainability mean to you? Changing climate - changing technological systems; Questioning growth - building a sustainable economy; Sustainable agriculture - pathways to sufficiency and food security; Promoting health and well-being for a sustainable society; Heritage and culture - the past and present of the future; Protecting and restoring ecosystems and biodiversity; Regulating change - law, governance and sustainability; Equity, diversity and inclusion for social sustainability; Putting sustainability in its place; Making connections - co-creating a sustainable community.

Learning Outcomes: On successful completion of this module, students should be able to:
Show basic sustainability literacy;
Appreciate the complex challenges associated with sustainability across different domains (Environment, Society, Economy) at global and local levels;
Demonstrate an understaniding of the systemic nature of sustainability challenges;
Assess the (un)sustainability of socio-ecological systems and collectively propose solutions.

Website URL for the undergraduate minor or concentration:
https://www.ucc.ie/en/greencampus/practice/teaching-and-learning/university-wide-module-on-sustainability/

Name of the sustainability-focused undergraduate minor or concentration (2nd program):
UW1201 - University Wide Module in Global Sustainable Development: Interdisciplinary Perspectives

A brief description of the undergraduate minor or concentration (2nd program):

To facilitate the development of critical thinking on (1) Theories around Human and Global Sustainable Development (2) Education as a humanitarian response in developing contexts; (3) Global public health and well-being; and (4) Interdisciplinary perspectives on human security, global human rights; business, economy, society and global sustainable development as a foundation for global citizenship.

Module Content: This module explores issues relating to the UN Sustainable Development Goals. These include education for global development, gender equality and diversity, environmental concerns, human security, poverty and food security, human rights, education and global development, and global health issues including child and maternal health. The module invites participants to critically reflect on these issues with an emphasis on sustainable development goals, autonomy, and empowerment.

Learning Outcomes: On successful completion of this module, students should be able to:
Identify key issues and develop critical perspectives pertaining to sustainable global human development;
Develop a sensitivity and awareness of global sustainable development;
Critically evaluate the concept of development and security from a rights based perspective;
Identify skills that promote development within a national and international context.

Website URL for the undergraduate minor, concentration or certificate (2nd program):
https://www.ucc.ie/admin/registrar/modules/

Name of the sustainability-focused undergraduate minor or concentration (3rd program):
Diploma in Environment, Sustainability & Climate

A brief description of the undergraduate minor or concentration (3rd program):

The Diploma in Environment, Sustainability and Climate will introduce students to key theories and skills related to the environmental and related sustainable and societal issues within their own organisations. Environmental issues such as climate change, sustainable development and planning, use and misuse of natural resources, environmental conditions and the protection of human health are now high on the agenda of all government departments, resulting in more stringent regulations and standards. This in turn has created a greater need for an environmentally aware, knowledgeable and appropriately trained workforce.

This is an interdisciplinary programme across both science and social studies and links the UN SDGs across all its teaching.

Students will complete courses in

Introduction to Earth Science
Perspectives on Climate Change and Sustainable Development
Environmental Monitoring, Assessment and Social Impact
Ecology and Applied Geographical Information Systems (GIS)
Environmental Protection and Eco-Social Policy
Practical Environmental Management

Website URL for the undergraduate minor or concentration (3rd program):
https://www.ucc.ie/en/ace-devsc/

The name and website URLs of all other sustainability-focused undergraduate minors and concentrations:

Additional documentation to support the submission:

Graduate Program

Score	Responsible Party
3.00 / 3.00	**John O'Halloran** Deputy President and Registrar Office of the Deputy President and Registrar

Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for graduate students

  AND/OR

- Graduate-level sustainability-focused minor, concentration, or certificate (e.g., a concentration on sustainable business within an MBA program).

To count, a program, minor, concentration, or certificate must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement.

"---" indicates that no data was submitted for this field

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students?:
Yes

Name of the sustainability-focused graduate-level degree program:
MPlan - Planning and Sustainable Development

A brief description of the graduate-level degree program:

The Master's Degree in Planning and Sustainable Development (MPlan) is an internationally-recognised, professionally-accredited master's course in spatial planning and development for cities, regions, towns, rural areas, and neighbourhoods.

As chartered professionals, MPlan graduates tackle real-world sustainability and environmental challenges in public, private and community settings throughout the world. he degree, which has a strong theoretical and ethical foundation, develops a wide range of skills and abilities leading to a strong capacity for making real-world, imaginative and balanced proposals and recommendations about the future of places.
Topics covered in this masters programme include:
- place-making and design
- community engagement
- spatial planning at various different scales
- environmental awareness
- development and growth in rural and urban areas
- legal and political know-how
- technical competence and a deep understanding of the realities of sustainable development.

Website URL for the graduate-level degree program:
https://www.ucc.ie/en/cke69/

Name of the sustainability-focused, graduate-level degree program (2nd program):
MSc Co-Operatives, Agri-food and Sustainable Development

A brief description of the graduate degree program (2nd program):

This MSc course will give participants a deeper understanding of co-operatives, sustainable development and the agri-food system. This is a unique course, with a very strong practical emphasis and will equip participants with the organisational and management skills needed to make innovative contributions to the development of local economies, with particular emphasis on co-operatives, social enterprises and food businesses in Ireland and overseas. It is aimed at graduates from a wide range of disciplines who wish to pursue careers in sustainable development and innovative practice leading to positions in the food sector (ranging from local food enterprises to large multi-nationals), local and international rural development, shared and collaborative economy, NGOs, innovative community businesses including co-operatives and social enterprises, local and regional enterprise development, corporate social responsibility, policy formulation and analysis.

Subjects studied during this masters programme include:
- Sustainable Rural Development
- Contemporary Socio-Economic and Environmental Issues
- Marketing and Communications for Sustainable Food Production and Consumption
- Economics of Agri-Food Markets and Value Chain Analysis (5 credits)
- Sustainable Food Systems
- The Sharing Economy
- Global Food Policy Issues
- Soil Science and Soil/Land Management
- Sustainable Energy

Website URL for the graduate degree program (2nd program):
https://www.ucc.ie/en/ckl03/

Name of the sustainability-focused, graduate-level degree program (3rd program):
MSc Sustainability in Enterprise

A brief description of the graduate degree program (3rd program):

Under the 'Sustainable Futures' theme, University College Cork, Maynooth University and Institute of Technology, Sligo have developed a joint Postgraduate Certificate and MSc in Sustainability in Enterprise, in recognition of the growing national and international market for graduates in sustainability.
Focussed on achieving real systems change across enterprise and industry and transitioning to a sustainable economy.

The masters programme includes modules/courses on:
- Sustainability & the Natural Environment
- Introduction to Sustainable Enterprise
- Systems Thinking in Environmental Sustainability
- Responsible Management for Sustainable Enterprise
- Decarbonisation and Pathways to Net Zero
- Applied Research Methods in Sustainability in Enterprise
- Dissertation in Sustainability in Enterprise

Website URL for the graduate degree program (3rd program):
https://www.ucc.ie/en/pcse/

The name and website URLs of all other sustainability-focused graduate-level degree programs:

Does the institution offer one or more graduate-level sustainability-focused minors, concentrations or certificates?:

Yes

Name of the graduate-level sustainability-focused minor, concentration or certificate:

PG Cert - Sustainability in Enterprise

A brief description of the graduate minor, concentration or certificate:

Under the 'Sustainable Futures' theme, University College Cork, Maynooth University and Institute of Technology, Sligo have developed a joint Postgraduate Certificate in Sustainability in Enterprise, in recognition of the growing national and international market for graduates in sustainability.

This online Postgraduate Certificate in Sustainability in Enterprise is delivered on a part-time basis over 1 year and includes courses (modules) on
- Sustainability & the Natural Environment
- Introduction to Sustainable Enterprise
- Systems Thinking in Environmental Sustainability

Website URL for the graduate minor, concentration or certificate:

https://www.ucc.ie/en/pcse/

Name of the graduate-level sustainability-focused minor, concentration or certificate (2nd program):

PG Cert - Marine Biology

A brief description of the graduate minor, concentration or certificate (2nd program):

The Postgraduate Certificate in Marine Biology (Conversion Programme) is a six month part-time programme running from September to March for graduates from non-biological or environmental disciplines. On successful completion of this programme, students should be able to:
- Describe key marine flora and fauna, the marine environment and its biological and physical properties and processes;
- Define the roles of management and conservation across the marine environment;
- Apply the knowledge and skills acquired in this course in the working environment enabling the development of policy

Website URL for the graduate minor, concentration or certificate (2nd program):

https://www.ucc.ie/en/cku14/

Name of the graduate-level sustainability-focused minor, concentration or certificate (3rd program):

PG Dip - Freshwater Quality Monitoring & Assessment

A brief description of the graduate minor, concentration or certificate (3rd program):

This Postgraduate Diploma will provide existing or future water professionals with the necessary knowledge to design and implement freshwater quality monitoring programmes and to assess water quality. The programme is offered in a part-time, online format that facilitates study in your own time. It will be useful to those already working in the water sector, including government agencies, and to staff in higher level education institutes who wish to gain a specialised postgraduate qualification in surface and groundwater monitoring, quality assurance and control, and data analysis and presentation. Rivers, lakes and groundwaters are covered in detail and there is an option to study

biological and ecological methods, the use of particulate material in monitoring and to take part in a field module during the second year of the programme.

Website URL for the graduate minor, concentration or certificate (3rd program):
https://www.ucc.ie/en/ckr55/

The name and website URLs of all other graduate-level, sustainability-focused minors, concentrations and certificates:

Additional documentation to support the submission:

Immersive Experience

Score	Responsible Party
2.00 / 2.00	**Maria Kirrane** Sustainability Officer Office of the Director of Buildings and Estates

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Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

To qualify, a program must have a primary and explicit focus on the concept of sustainability, the interdependence of ecological and social/economic systems, and/or a major sustainability challenge.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit. See the Credit Example in the STARS Technical Manual for further guidance.

"---" indicates that no data was submitted for this field

Does the institution offer at least one immersive, sustainability-focused educational study program that is one week or more in length?:
Yes

A brief description of the sustainability-focused immersive program(s) offered by the institution:

IFiT Project
The IFiT (Innovative Field Trips) Project partnership brings together academic and non-academic partners to launch a new, exciting standard of field-based learning by drawing from and connecting multiple disciplines, incorporating new and essential technologies and fostering cross-border cooperation. The programme is a partnership between partnership between the University of Lisbon (Portugal), University of Osnabruck (Germany), CERES and University College Cork. The residential field courses will improve the quality of student learning in higher education to better prepare students for professional practice. The aim of this project is to develop innovative multidisciplinary field courses with a special emphasis on peer and shared learning. As part of this project, you have the opportunity to take part in an international interdisciplinary field course (with geologists, geographers, zoologists, ecologists, botanists and environmental science students from at least three different EU countries). Undergraduate and postraguate students can join field courses that facilitate interdisciplinary, international teams of students working together to research and gain insights into real world environmental/socio-ecological challenges in preparation for professional practice. Assessment design will encourage students to build integrative thinking and learning skills. The programme is available as a credit bearing course or as a Digital Badge microcredential.

https://ifit.ucc.ie/

EV6004 - Water Quality Monitoring in the Field:
The UNEP GEMS/Water Capacity Development Centre at UCC was founded in 2015 to promote and support for water quality monitoring and assessment on behalf of the United Nations Environment Programme and in co-operation with UN Water. The centre primarily focuses on global capacity development and training for SDG 6, Indicator 6.3.2. The centre provides International capacity development and training workshops for SDG 6.3.2 as well as a variety of CPD, Postgraduate Diploma and MSc Programmes, with an emphasis on capacity development in the Global South. One such course provided annually by GEMS/Water CDC is a weeklong residential field course: EV6004 Water

Quality Monitoring in the Field. Over the course of the week students complete a series of practical exercises in rivers, lakes and groundwaters, covering monitoring site selection, sample collection, field-based measurements, field quality assurance, risk assessments and logistics. Water sampling for chemical and biological analysis is undertaken, and data are analysed and presented. Alongside spending time in the laboratory and the field, the students have the opportunity to interact and learn from their peers UCC staff and the Environmental Protection Agency of Ireland.

https://www.ucc.ie/en/gemscdc/pgdipfieldcourse/n

AE4012 – Landscape Conservation and Management:
The module runs annually and is delivered by the School of Biological, Earth and Environmental Sciences at UCC. The course is characterised by a high level of field work conducted during a 5 day residential fieldcourse in the heritage region of the Burren, Co. Clare, Ireland, preceded by College-based introductory lectures on the ethics and socio-economics of conservation. Environmental Impact Assessment procedures are outlined. Characterisation and mapping of land use, water, soils, archaeology and biotic assemblages is conducted while landscape evaluation, conservation and management strategies are discussed. Mapping exercises on past and present land use are undertaken while the influence of farming practice on the landscape are also discussed. Sustainable use of the natural environment and habitat fragmentation and its associated conservation problems are explained. Identification of conflict between conservation objectives and land uses, conflict management, stake holder participation and protected area zoning and recreation are a core concepts covered. Formulation of resolution strategies and overall management plan for the Burren are incorporated into assessment.

Website URL where information about the institution's immersive education programs is available:
https://ifit.ucc.ie/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

In UCC the term 'Module' is synonymous with a credit bearing course.

Please see the UCC Book of modules (
https://www.ucc.ie/modules/
) and select the module code from the drop down menu for a detailed description of credit bearing courses.

Sustainability Literacy Assessment

Score	Responsible Party
0.00 / 4.00	

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and challenges.

Assessments that exclusively address sustainability culture (i.e., values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments and participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) are recognized in the Assessing Sustainability Culture credit in Campus Engagement.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if a substantive portion of the assessment (e.g., at least ten questions or a third of the assessment) focuses on student knowledge of sustainability topics and challenges.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Incentives for Developing Courses

Score	Responsible Party
2.00 / 2.00	**John Barimo** Dr Centre for the Integration of Research, Teaching & Learning

Criteria

Institution has an ongoing program or programs that offer incentives for academic staff (i.e., faculty members) in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. To qualify, the program must specifically aim to increase student learning of sustainability.

Incentives may include release time, funding for professional development, or trainings offered by the institution. Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

"---" indicates that no data was submitted for this field

Does the institution have an ongoing program that offers incentives for academic staff in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses? :
Yes

A brief description of the incentive program(s):

Developing a Connected Curriculum: Integrating the United Nations Sustainable Development Goals within UCC's Curriculum
In March 2020 UCC launched a programme to strengthen our institutional commitments towards sustainability by developing a suite of workshops and digital resources to assist teaching staff with the integration of United Nations Sustainable Development Goals (SDGs) into UCC curricula. The project is jointly led through UCC Green Campus and UCC's Centre for the Integration of Research, Teaching and Learning (CITRL). It aims for better coverage, measurement and assessment of SDG integration within UCC curricula to deliver on our state and institutional commitments to education for sustainable development.
The project takes systematic and intentional approach to promote integration of SDGs across the curricula from a transdisciplinary perspective which enables the linking of all aspects of teaching and learning though the common thread of sustainable development. The project has provided evidence-based, flexible and inclusive professional development resources for UCC teaching staff including workshops and an online toolkit using lessons learned from UCC and global best practice.
In the preliminary phase the project delivered focus groups sessions with 40 staff and 25 students. Resulting in techniques and resources were piloted in 17 lectures across 4 colleges at UCC which also served as in situ training for teaching staff present. The project then created training resources for teaching staff including workshops and an online toolkit. To date this project has supported the professional development for the embedding of SDGs into module curriculum for 57 UCC staff plus 14 staff from external Irish HEIs with optional 1:1 consultations with an ESD expert. The open-source toolkit is available on the UCC website (

https://www.ucc.ie/en/sdg-toolkit/

) and employs active learning pedagogy including project-based learning, case study, and/or problem-base learning with the overarching goal of providing transformative sustainability learning (TSL). The ultimate outcome will be better coverage, measurement, and assessment of the integration of SDGs across the UCC curricula.

A strength of this programme is the professional development activities which recruited a range of teaching staff from novice to expert with regards to integrating ESD. Experts even found ways to enhance their teaching and learning practices by providing more intentional linkage and signposts of the SDGs. The experts also shared their experiences and techniques during the workshops to serve as role models and mentors for staff at an introductory level. All staff were encouraged to align and intentionalize activities, assessments and learning outcomes to optimize newly embedded sustainability concepts.

A brief description of the incentives that academic staff who participate in the program(s) receive:

Development of a Micro-Credential:
Funding has recently been acquired to expand this programme into a professional development micro-credential on Teaching and Learning with ESD
Connected Curriculum Design Sprint
Building on the success of the SDG Toolkit and workshops The Centre for the Integration of Research, Teaching and Learning has developed and runs regular accredited Continuing Professional Development (CPD) 'Design Sprints' throughout the year. These design sprints provide intense professional development activities focusing on elements of the Connected Curriculum which is Priority-1 of the UCC Academic Strategy. The Design Sprint models a student-as-partner approach in curriculum development to support the integration of civic-engagement and sustainability in the curriculum. We were delighted to have 19 staff and 50 students take part in the first iteration of this course in April 2021. These sprints support academics and modules/courses in preparing, designing, aligning and refining curricula with sustainability and community engagement themes.

https://www.ucc.ie/en/cirtl/design-sprint/

President's Awards for Excellence in Teaching
These awards recognise staff who have made an outstanding contribution in the pursuit of teaching excellence through innovative and creative forms of teaching, learning and assessment. In particular, the purpose of the awards is to encourage work that is designed and carried out to improve student learning and student outcomes, which can include course design and implementation and/or research and enquiry into teaching, learning and assessment. The awards place particular emphasis on the advancement of the Connected Curriculum.
The award scheme is open to all UCC staff who teach or support teaching including academic staff, support staff, administrative staff, research staff, technical staff, postgraduate tutors and demonstrators. Staff may be nominated for an award through self-nomination or nomination by students, colleagues/peers or alumni. In 2021, the teaching team on UW0005 Sustainability were recipients of the award.

https://www.ucc.ie/en/teachlearn/staffawards/

Website URL where information about the incentives for developing sustainability course content is available:
https://www.ucc.ie/en/sdg-toolkit/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

In UCC (and in Ireland in general) the word module equates to a single course that carries academic credit.

Campus as a Living Laboratory

Score	Responsible Party
	Maria Kirrane
4.00 / 4.00	Sustainability Officer
	Office of the Director of Buildings and Estates

Criteria

Institution is utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability.The applied learning for sustainability initiative includes living laboratory projects that contribute to understanding or advancing sustainability in at least one of the following impact areas:

- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work

This credit includes substantive work (e.g., class projects, thesis projects, term papers, published papers) that involves active and experiential student learning (see the Credit Example in the Technical Manual). Supervised student internships and non-credit work may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

Projects that utilize the local community as a living laboratory to advance sustainability may be included under Public Engagement. A single, multidisciplinary living lab project may simultaneously address up to three of the areas listed above.

"---" indicates that no data was submitted for this field

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Campus Engagement?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Campus Engagement:

Campus Engagement
The UCC EmployAgility Awards, previously known as the UCC Works Award is a professional skills development programme, and demonstrates that you have engaged in, and developed professional skills through extra-curricular activities and work experience, all of which will help you to stand out from the crowd when applying for graduate roles and internships. Participants are awarded a Digital Badge and receive receive official recognition on their Diploma Supplement. There are a number of pathways to achieving this award including through contributing to student life (e.g. Clubs & Societies Activities), participating in UCC campus based internships or conducting research. A number of

students from the UCC Environmental Society and UCC Green Campus committee have been awarded UCC Works awards for their contribution to enhancing student engagement with environmental and sustainability matters on campus, through society and committee activities, promoting environmental activism amongst students, running campaigns and representing the student body on committees.

https://www.ucc.ie/en/careers/areyoucurrentstudent/getexperience/awards/

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Public Engagement?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Public Engagement:

Public Engagement
In 2021 a student of the BSc (Hons) Ecology & Environmental Biology degree programme conducted their final year research project in collaboration with local NGO Cork Nature Network, and local community group Douglas Tidy Towns. This project fulfilled academic credit for module BL4001-Ecology Research Project. The project investigated the ecology of invasive species in local green and amenity spaces, together with public perception of invasive species, and attitudes of urban green space managers. The project proposed management and eradication options for invasive species in the urban green space.

https://www.ucc.ie/en/media/research/carl/SadhbhHoranCARLreport2021.pdf

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Air & Climate?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Air & Climate:

Air & Climate
A postgraduate student in the School of Chemistry is currently monitoring air quality on campus as part of a PhD research project. The project utilises an atmospheric monitoring station on UCC campus which provide real time reporting of ambient air pollution on campus and in Cork City, contributing to the EPA's National Air Quality Monitoring Network.

https://www.ucc.ie/en/media/research/environmentalresearchinstitute/JohnWengerERIWebinar10July2020.pdf

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Buildings?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Buildings:

Buildings
In 2019 a masters student in the Dept. of Sociology conducted research on student attitudes towards available learning spaces on campus. The findings show spaces already exist on campus that students find useful, but that they are not in supply enough for the needs of students. Students have little desire for extremely innovative spaces and technology but rather require more of what is already available. When it comes to the design of a space there is no one option that fits the needs of all students but there are general leanings of attitiudes. Students prefer overall natural lighting, quiet spaces, comfortable seating, warm temperatures, larger desk space, and uncrowded spaces. Recommendations for how we manage our buildings and space were made. The student was awarded an MRes in Sociology for their research.

https://cora.ucc.ie/handle/10468/10113

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Energy?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Energy:

The Energy Manager co-ordinates with the Academic departments to make available live building energy data to students and post graduates as part of individual or group projects.
Through the Green Forum group and regular energy team meetings the Energy Manager also puts forward a number of projects that the students can undertake as part of their final year projects.
Two recent projects carried out by Final year students include ' Considering the role of ventilation in making rooms safe during the COVID pandemic and consideration of the energy implication' and 'Decarbonisng existing buildings, heat pump M&V on ORB with consideration for the EEOS scheme'

https://www.ucc.ie/en/greencampus/news/orb-heat-pump-project.html

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Food & Dining?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Food & Dining:

In 2020 a student from the MSc Cooperatives, Agri-Food & Sustainable Development conducted her final research project on food sustainability matters in the UCC canteen setting. The project was entitled "Development of a methodology to create a system of Traffic Light Labelling for Meals, for the promotion of sustainable consumption in a canteen setting". The focus of the project was the development of a methodology to create a traffic light labelling system for menu options in a university canteen setting. This methodology would be used to aid consumer decision making in establishing a more sustainable dietary consumption pattern, encouraging consumer food choices in line with more sustainable consumption. The student gained academic credit for this project as part of FE6308 Practice-Based Research.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Grounds?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Grounds:

In 2019 the UCC Green Campus Living Laboratory Seed Fund (

https://www.ucc.ie/en/greencampus/research/seed-fund/

) funded the UCC Open Arboretum project. Using the UCC campus grounds and the historic tree collection the Open Arboretum Living Laboratory project established a knowledge platform based on the tree collection in order to scientifically underpin and demonstrate the use of the collection as an educational tool for teaching, research and as a visitor attraction. The use of the arboretum is emebedded within two undergraduate modules, one in the School of Biological, Earth & Environmental Sciences : PS3019; and another in the School of Pharmacy, PF3016. These two modules, focus on the medicinal and other industrial uses of bioactive plant compounds (e.g. in brewing, food production, etc.) and allow the arboretum to be directly embedded into the curriculum. The arboretum also plays a role in undergraduate and postgraduate research of students in the lab of Dr Eoin Lettice who has an active research group looking at the benefits of urban trees for sustainable development and mitigating the effects of climate change. In 2019 a student of the BSc (Hons) Applied Plant Biology degree programme undertook a research project entitled "UCC Open Arboretum Project: Trees as a teaching and outreach tool for environmental and plant education" in fulfilment for which they were awarded academic credit for the module BL3004 – Research Skills in Biology

https://www.ucc.ie/en/arboretum/

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Purchasing?:
No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Purchasing:

IIs the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Transportation?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Transportation:

An masters student studying MSc Civil Engineering is currently undertaking their research dissertation entitled "Provision of active transport modes to enhance UCC commuter sustainability". The transport sector in Ireland accounts for a large proportion of greenhouse gas (GHG) emissions (ca. 20%). Furthermore, UCCs transport emissions (Scope 3) are problematic due to the overreliance on the private vehicle. A key objective of the Cork Metropolitan Area Transport Strategy (CMATS) is to improve mobility by supporting a modal shift towards more active and sustainable transport modes such as walking, cycling and public transport. The objective of this project is to assess the potential to enhance active transport modes within UCC and design elements of improved active transport infrastructure for commuters, encouraging the uptake of such transport modes. The potential for GHG emissions savings will ultimately be calculated in a sustainability assessment.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Waste?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Waste:

Waste
In 2019 the UCC Green Campus Living Laboratory Seed Fund (

https://www.ucc.ie/en/greencampus/research/seed-fund/

) funded a project entitled 'Plastic free UCC; Exploring Societal & Marketing Levers'. The research masters project builds on existing UCC transdisciplinary capacity, seeks to chart and understand progress (including opportunities, levers, obstacles, difficulties and problematic areas) on the journey towards a single-use plastics free UCC. This research examines how sustainable practices can be facilitated and supported within University College Cork to transition away from Single Use Plastics. The work will contribute to the university's policy of realising a single-use plastics free campus by 2023. The student was awarded an MSc in Commerce for their work.

https://cora.ucc.ie/bitstream/handle/10468/11852/HughesA_MRes2020.pdf?sequence=3&isAllowed=y

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Water?:
No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Water:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Coordination & Planning?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Coordination & Planning:

Coordination & Planning
In 2021 a student of the BSc (Hons) Environmental Science degree programme undertook an internship with the UCC Green Campus programme as part of their requirements to complete the academic module BL4003 – Work Experience for the Biological, Earth & Environmental Sciences. The student led the organisation of 'Build Back Better - UCC's First Climate Assembly', which took a citizen's assembly approach to reviewing UCC's progress against the UCC Sustainability Strategy. Following the Climate Assembly the student produced a report of the outcomes including recommendations for the next iteration of the Sustainability Strategy, and a guidance document of how to undertake Climate Assembly's in the future.

https://www.ucc.ie/en/greencampus/news/what-weve-learned-from-build-back-better.html

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Diversity & Affordability?:
No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Diversity & Affordability:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Investment & Finance?:
No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Investment & Finance:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Wellbeing & Work?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Wellbeing & Work:

Wellbeing & Work
In 2019 the UCC Green Campus Living Laboratory Seed Fund funded a project "Activity to Longevity (A2L)". Based in the School of Education this project is co-led by a postgraduate student in the School of Education who will incorporate this work into their PhD research. The project aims to facilitate, and encourage physical activity as a normal component of University everyday life and as an integral part of sustainable living. The project developed a 10-week tailored 'Physical Literacy' intervention for UCC's academic, research, and administrative staff. In terms of sustainable development, this project targets UCC staff through structured, environmentally led physical literacy episodes, specifically for those in pursuit of living a physically active life and developing physical literacy to promote sustainable active travel and mobility.

Website URL where information about the institution's living laboratory program is available:
https://www.ucc.ie/en/greencampus/research/seed-fund/

Additional documentation to support the submission:

Research

Points Earned 16.00

Points Available 18.00

This subcategory seeks to recognize institutions that are conducting research on sustainability topics. Conducting research is a major function of many colleges and universities. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges.

Credit	Points
Research and Scholarship	12.00 / 12.00
Support for Sustainability Research	4.00 / 4.00
Open Access to Research	2.00 / 2.00

Research and Scholarship

Score	Responsible Party
	Maria Kirrane
12.00 / 12.00	Sustainability Officer
	Office of the Director of Buildings and Estates

Criteria

Part 1. Sustainability research

Institution produces sustainability research as measured by the percentage of employees who conduct research that are engaged in sustainability research.

Part 2. Sustainability research by department

Institution produces sustainability research as measured by the percentage of academic departments that conduct research that include at least one employee who conducts sustainability research.

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability research activities and initiatives. The research inventory must be based on the definition of sustainability research outlined in Standards and Terms and include for each individual conducting sustainability research:

- Name

- Departmental affiliation

- Research interests/topics or a brief description justifying the individual's inclusion

Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

"---" indicates that no data was submitted for this field

Total number of employees that conduct research:
1,853

Number of employees engaged in sustainability research:
410

Percentage of employees that conduct research that are engaged in sustainability research:
22.13

Total number of academic departments that include at least one employee who conducts research:
30

Number of academic departments that include at least one employee who conducts sustainability research:
29

Percentage of departments that conduct research that are engaged in sustainability research:
96.67

A copy of the inventory of the institution's sustainability research (upload):
STARS_Sustainability_Research_Inventory_Final.xlsx

Inventory of the institution's sustainability research:

Please see attached excel file.

A brief description of the methodology the institution followed to complete the research inventory:

The head count of all academic and research staff across the university was obtained from HR. This includes academic staff, academic consultants, academic researchers, research fellows, postdoctoral researchers, research assistants, research support officers and research technicians and administrative staff that are engaged in or support research activity.

Headcount of staff engaged in sustainability research activity was obtained from researchers affiliated with research institutes, research centres, or academic groups, with strong sustainability themes as their primary focus. These included research and staff affiliated with the Environmental Research Institute, Centre for Global Development, Centre for Law & the Environment, Centre for International Energy Research, Praxis Global Citizenship & Development Education project etc. and other researchers known have a strong sustainability focus based on their research biography.

The inventory is not exhaustive as it has not explored the research biographies of all 1853 academic and research staff, it is thus likely to be an under estimate.

31 'Academic Departments' refers to the 27 academic Schools in UCC (See PRE-5 for further details), plus the three research institutes that employ researchers outside of the 'School' structure, namely APC Microbiome, Environmental Research Institute, and Tyndall National Institute. A small number of staff that conduct sustainability research are employed by the offices of senior management, e.g. Directors or VPs.

The only school/academic department that did not have at least one sustainability research employee identified was the School of Irish Learning, which focuses primarily on Irish language studies.

Website URL where information about the institution's sustainability research is available:
https://www.ucc.ie/en/eri/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The Environmental Research Institute is UCC's primary institute for sustainability research. The ERI uses a global challenge-based approach to respond to, and find research solutions for, the three core environmental challenges of Climate Action, Circular Economy, and Healthy Environment. The ERI brings together over 400 researchers (Staff & students) from different disciplines with expertise in the five broad research platforms of Environment, Sustainable Energy, Marine, Sustainable Agri-Food, and Sustainable Materials.

The Centre for Global Development was established to to support , enhance and promote UCC's commitment to addressing the challenges of sustainable global development. The CGD aims to promote a focus on addressing major global development challenges, informed by values of social justice, inclusivity and sustainability. The SDGs provide an appropriate framework for much of the work of the CGD, drawing on the existing expertise and interests of UCC staff and students. However there are other pressing global development challenges not explicitly addressed by the SDGs where UCC has existing expertise, including the related areas of migration, rights of refugees and humanitarian action; and applications of ICTs for development.
https://www.ucc.ie/en/cgd/about/

Support for Sustainability Research

Score	Responsible Party
4.00 / 4.00	**Maria Kirrane** Sustainability Officer Office of the Director of Buildings and Estates

Criteria

Institution encourages and/or supports sustainability research through one or more of the following:

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or mentorships) that are specifically intended to increase student sustainability research.

- An ongoing program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or faculty development workshops) that are specifically intended to increase sustainability research by academic staff.

- Published promotion or tenure guidelines or policies that give explicit positive recognition to interdisciplinary, transdisciplinary, and/or multidisciplinary research.

- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and/or e-learning objects focused on sustainability.

"---" indicates that no data was submitted for this field

Does the institution have an ongoing program to encourage students in multiple disciplines or academic programs to conduct sustainability research?:
Yes

A brief description of the student sustainability research program:

- The UCC Green Campus Living Laboratory Seed Fund offers a full financial scholarship to cover the fees and stiped of a Masters by Research student, one scholarship is available per annum. Research proposals must support the sustainability goals outlined in UCC's Sustainability Strategy 2016, the key recommendations outlined in the UCC Climate Assembly Report, and the priorities of UCC's Academic Strategy. Projects that advance our Green Labs and Plastic Free UCC programmes, that aim to reduce carbon emissions, or that embed sustainability within the Connected Curriculum, are particularly welcome.

https://www.ucc.ie/en/greencampus/research/seed-fund/

An example of a Masters by Research Thesis produced by a student funded by the UCC Green Campus Living Laboratory Seed fund is available to download here:

https://cora.ucc.ie/handle/10468/11852

- Cork University Business School provide financial scholarships for students to take the MSc in Food Security Policy & Management. This masters programme has a strong emphasis on sustainable food systems, food security, and requires students to undertake an Applied Food Security Research Project

(FE6516). The scholarship is open for applications from students of all disciplines.

https://www.ucc.ie/en/scholarships/postgraduate/blschpg/b-lpgmscfsawards/

- UNEP GEMS/Water Capacity Development Centre offers reduced tuition fees for students from developing countries who undertake the MSc Freshwater Monitoring and Assessment. Sponsored students have tuition fees reduced from the normal rate of €16,020 (Non-EU Rate) to €1750. In addition UCC GEMS/Water CDC also offers a financial bursary of €500 to students from developing countries who undertake the masters programme. The masters programme focuses on global capacity development for SDG 6.3 and includes a significant research element in the form of a research Dissertation in Freshwater Quality Monitoring & Assessment (EV6010).

https://www.ucc.ie/en/gemscdc/onlinecourses/

- The School of Biological, Earth & Environmental Sciences offers the 'Delap Prize for Postgraduate Research' annually. The prize is awarded to the best peer-reviewed academic paper (including review papers) accepted for publication in a given academic year by a registered/recently graduated postgraduate student.

https://www.ucc.ie/en/bees/current/studentprizes/

Does the institution have a program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research?:
Yes

A brief description of the faculty sustainability research program:

UCC Green Campus Living Laboratory Seed Fund is an annual call for research and demonstration projects that promote the use of UCC as a living laboratory. The call is for projects that utilise the knowledge and research capabilities of the Institution's students and staff to solve issues relating to its infrastructure and practices. A Living Laboratory project should aim to:
- Solve a real-life problem
- Be based on a partnership among key stakeholders, often crossing disciplinary and/or sectoral boundaries
- Trial and test ideas in real life settings in order to further refine solutions proposed
- Share data and findings generated openly.
The fund finances Research Masters projects (€28,000), and demonstration projects (up to €10,000). Research masters projects should be interdisciplinary in nature and be supervised by one or more of UCC's academic staff. Demonstration projects must include an element of learning and research. For either project type, proposals must support the sustainability goals outlined in UCC's Sustainability Strategy 2016, the key recommendations outlined in the UCC Climate Assembly Report, and the priorities of UCC's Academic Strategy. Projects that advance our Green Labs and Plastic Free UCC programmes, that aim to reduce carbon emissions, or that embed sustainability within the Connected Curriculum, are particularly welcome.

https://www.ucc.ie/en/greencampus/research/seed-fund/

Has the institution published written policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:
Yes

A copy of the promotion or tenure guidelines or policies:
RegulationonAcademicPromotionstoSeniorLectureships-FINAL2018.pdf

The promotion or tenure guidelines or policies:

The UCC 'Regulation on Academic Promotions to Senior Lectureships' was adopted by the Governing Body in Dec 2018. A copy is attached or it is available to view here:

https://www.ucc.ie/en/media/support/ocla/governingbody/documents/
RegulationonAcademicPromotions

toSeniorLectureships-FINAL(2018).pdf

"Appendix C: Criteria for Promotion to Senior Lecturer" recognises the following criteria:
- Creation and/or implementation of substantial multi-institutional, multi-disciplinary or collaborative teaching/training facilities/programmes/training programmes in the clinical setting
- Local, national or international recognition for contributions to multidisciplinary programmes
- Substantial involvement in initiating and sustaining interdisciplinary, inter-institutional and international high quality research collaborations that have delivered defined outcomes and impact

Does the institution have ongoing library support for sustainability research and learning?:
Yes

A brief description of the institution's library support for sustainability research:

The UCC Research Support Office and the UCC Library provide a wide range of supports for researchers, many of which are applicable to sustainability research.

https://libguides.ucc.ie/researchsupport/home

Examples:

The VP for Research has appointed a full time Research Grants Coordinator to support the research activities of the Environmental research Institute, including proposal writing, grant applications and funding acquisitions.

http://research.ucc.ie/profiles/V001/S.Monteiro@ucc.ie

The Boole Library research support portal provides a Subject Support Function which is searchable by theme or discipline. e.g. Environmental Science or Ecology. This then brings you to supports such as library data bases and data repositories, and guidance on systematic reviews.

https://libguides.ucc.ie/ecology

The Boole Library has also developed an extensive sustainability programme to make its operations more sustainable.

https://libguides.ucc.ie/librarysustainability/welcome

Website URL where information about the institution's support for sustainability research is available:
https://www.ucc.ie/en/research/

Additional documentation to support the submission:

Open Access to Research

Score	Responsible Party
2.00 / 2.00	**Donna O'Doibhlin** Scholarly Communications Librarian Research & Digital Services

Criteria

Institution facilitates open access publishing in at least one of the following ways. The institution:

A. Offers institutional repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet. The open access repository may be managed by the institution or the institution may participate in a consortial and/or outsourced open access repository.

B. Has a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed (a.k.a. "'author's accepted manuscript") versions of scholarly works in an open access repository.

While the policy may allow for publisher embargoes and/or provide a waiver option that allows authors to opt-out of the open access license/program for individual articles, policies and commitments that are strictly voluntary (i.e., opt-in) do not qualify. Likewise, open access policies published by external funding agencies do not qualify in the absence of a formal institutional policy.

C. Provides an open access article processing charge (APC) fund for employees that includes specified criteria and an application process. Discounts and ad hoc funding for APCs do not qualify in the absence of a formal ongoing program.

D. Provides open access journal hosting services (directly or through participation in a consortium) through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost.

Policies and programs adopted by entities of which the institution is part (e.g., government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

"---" indicates that no data was submitted for this field

Does the institution offer repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet?:
Yes

Website URL where the open access repository is available:
https://cora.ucc.ie/

A brief description of the open access repository:

CORA, the Cork Open Research Archive, gives you free open access to University College Cork's scholarly and scientific research publications and theses.

Does the institution have a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository?:
Yes

A copy of the institution's open access policy:
OpenAccessPublicationsPolicy.docx

The institution's open access policy:

The UCC Open Access to Publications Policy was devised by Information Services and the Office of the VP for Research and Innovation working with the Academic Council Research and Innovation Committee.

https://libguides.ucc.ie/openaccess/uccpublicationspolicy

Authors of peer-reviewed articles and peer-reviewed conference papers resulting from research carried out at University College Cork will deposit a copy in the CORA (Cork Open Research Archive) repository.

In order to comply with the policy, you should 'act on acceptance'. When your journal article or conference paper has been accepted for publication, you should either upload the accepted version through your IRIS profile or e-mail the file to

cora@ucc.ie

. UCC Library will make deposit as easy as possible by checking copyright and adhering to the publisher's terms and conditions.

Does the policy cover the entire institution? :
Yes

Does the institution provide an open access article processing charge (APC) fund for employees?:
Yes

A brief description of the open access APC fund:

As a relatively small university, UCC is a member of the IReL consortium

https://irel.ie/about-irel/

which means that UCC researchers can avail of all the OA agreements that are currently in place through that consortium. IReL agreements are in place with most of the major academic publishers.

All of the APC approvals for UCC authors (for the various agreements) come through to UCC Library via various publisher OA dashboards, where the application is approved or rejected. A UCC researcher publishes using their UCC email address and selects the open access option in their journal of choice when submitting, the request will come through to UCC library staff who will then approve the open access request based on whether the author is definitely affiliated with the university. The process is a first come first served basis.

IReL negotiate these agreements on a cost neutral basis in line with the Liber principles

https://libereurope.eu/article/open-access-five-principles-for-negotiations-with-publishers/

. IReL is funded by the Higher Education Authority and the Department of Further & Higher Ed.

Does the institution provide open access journal hosting services through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost?:

Yes

A brief description of the open access journal hosting services:

As a relatively small university, UCC is a member of the IReL consortium

https://irel.ie/about-irel/

which means that UCC researchers can avail of all the OA agreements that are currently in place through that consortium. IReL agreements are in place with most of the major academic publishers.

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IReL negotiate these agreements on a cost neutral basis in line with the Liber principles

https://libereurope.eu/article/open-access-five-principles-for-negotiations-with-publishers/

. IReL is funded by the Higher Education Authority and the Department of Further & Higher Ed.

Estimated percentage of peer-reviewed scholarly works published annually by the institution's employees that are deposited in a designated open access repository:
67.35

Website URL where information about the institution's support for open access is available:
http://libguides.ucc.ie/openaccess/gettingstarted

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Count of Article (peer-reviewed) and Conference item publication types in CORA with publication year, 2019 = 1190, as of 08.11.21.
Total number of UCC affiliated publications indexed in Scopus with publication year 2019, refined by publication type article, conference paper, reviews = 1767 as of 08.11.21.

Engagement

Campus Engagement

Points Earned 19.21

Points Available 21.00

This subcategory seeks to recognize institutions that provide their students with sustainability learning experiences outside the formal curriculum. Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understandings of sustainability principles. Institution-sponsored, co-curricular sustainability offerings help integrate sustainability into the campus culture and set a positive tone for the institution.

In addition, this subcategory recognizes institutions that support employee engagement, training and development programs in sustainability. Employees' daily decisions impact an institution's sustainability performance and employees can model sustainable behavior for students and the rest of the campus community. Equipping employees with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit	Points
Student Educators Program	4.00 / 4.00
Student Orientation	2.00 / 2.00
Student Life	2.00 / 2.00
Outreach Materials and Publications	2.00 / 2.00
Outreach Campaign	4.00 / 4.00
Assessing Sustainability Culture	1.00 / 1.00
Employee Educators Program	1.96 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development and Training	1.25 / 2.00

Student Educators Program

Score	Responsible Party
4.00 / 4.00	**Maria Kirrane** Sustainability Officer Office of the Director of Buildings and Estates

Criteria

Part 1. Percentage of students served by a peer-to-peer, sustainability educators program

Institution engages its students in sustainability outreach and education as measured by the percentage of students served (i.e., directly targeted) by a peer-to-peer educators program.

Part 2. Educator hours per student served by a peer-to-peer program

Institution engages its students in sustainability outreach and education as measured by the ratio of the number of hours worked by trained student educators to the number of students served by a peer-to-peer program.

To earn points for this credit, an institution must coordinate an ongoing, peer-to-peer sustainability outreach and education program for students that is explicitly focused on sustainability. The institution:

- Selects or appoints students to serve as peer educators and formally designates the students as educators (paid and/or volunteer);

- Provides formal training to the student educators in how to conduct peer outreach; and

- Supports the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

This credit recognizes ongoing student educator programs that engage students as peers on a regular basis. For example, student educators may be responsible for serving (i.e., directly targeting) a particular subset of students, such as those living in residence halls or enrolled in certain academic subdivisions. Thus, a group of students may be served by a program even if not all of these students actively participate.

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by the Outreach Campaign and Student Life credits.

"---" indicates that no data was submitted for this field

Number of students enrolled for credit:
22,257

Total number of students served by a peer-to-peer sustainability outreach and education program:
22,257

Percentage of students served by a peer-to-peer sustainability outreach and education program:
100

Name of the student educators program (1st program):
UCC Green Campus Programme

A brief description of the student educators program (1st program):

The Green Campus programme has been in existence in UCC for almost 15 years. The programme is student-led, having been initiated by student members of the UCC Environmental Society. At the heart of Green Campus is the Green Campus Committee, which is composed of students and staff. The committee sits regularly and organise outreach & education campaigns and projects around the themes of Green Campus - waste, water, energy, transport, biodiversity and climate change. Student led outreach and education campaigns that Green Campus Committee members organise include campaigns centring on climate justice, fast fashion, intersectionality in environmental activism, safe cycling, behavioural change etc. Each year the Green campus Programme also employs two student interns to work specifically on expanding and delivering outreach and education campaigns. These include workshops, social media campaigns, production of educational literature etc. A central ethos of the Green Campus programme is that it is "student-led", therefore the focus and type of outreach activities undertaken varies from year to year as the committee membership

turns over.

The Green Campus Committee is co-chaired by the Deputy President of the Student's Union and the Chair of the Environmental Society. The committee also consists of the Environmental & Sustainability Officer of the Student's Union, and a large representation from student society committees (e.g. EnviroSoc & International Development Society). Both the Students Union executive officers and society committee members receive training in running projects and campaigns, the through the UCC Societies Guild and through the Union of Students in Ireland. Other training is ad hoc and as required. With regard to specific environmental training, the seven steps of the Green Campus programme are based on the ISO140001 environmental management system. Green Campus Ireland also provides national level training to student members of committees through Climate Ambassador Programme and Changemakers Summit.

Committee members are also supported and mentored directly by the UCC Sustainability Officer, Energy & Water Manager, Commuter Manager, academic researchers etc. The Green Campus Programme also arranges a variety of workshops to train committee members and other environmental activists, including most recently Eco-Grief training to ensure that student ambassadors are capable of managing the anxieties associated with engaging with the wider student population on environmental matters.

A brief description of the student educators program's target audience (1st program):

The Green Campus Programme is student led, and thus takes its lead from the student community. A key part of the Seven Step Programme is 'Informing & Involving' the entire university community. Thus the Green Campus Programme targets all students (undergraduate & postgraduate), as well as all staff, and the wider community. Further, all students are welcome to join the committee, or participate in any campaign or event.

Number of trained student educators (1st program):
13

Number of weeks the student educators program is active annually (1st program):
52

Average or expected number of hours worked weekly per trained student educator (1st program):
12.10

Total number of hours worked annually by trained student educators (1st program):
8,180

Website URL where information about the student educators program is available (1st program):
https://www.ucc.ie/en/greencampus/student-led/

Name of the student educators program (2nd program):
UCC Student Societies with Sustainability Focus

A brief description of the student educators program (2nd program):

At present there are 106 student societies that are led by students and run a variety of outreach, education, training programmes, events and workshops as well as social and recreational activities around specific themes. Of those 106 societies 13 of them are Sustainability Focused societies, while a number more are sustainability related or occasionally run sustainability activities on a less frequent basis. The 13 Sustainability focused Societies are as follows.
• Animal Welfare Society
• Archaeology
• Co-operative
• Enactus
• Engineers Without Borders

- Environmental
- Failte Refugees
- Friends of Médecins Sans Frontières (MSF)
- Geology
- International Development
- Planning
- Surgeon Noonan
- Vegan

All societies committee members receive formal training from the Societies Executive on student leadership, event management, outreach and engagement, etc etc. The UCC Sustainability Officer also provides training to all society committees annually. In addition most societies receive mentorship from academic and research staff in specific disciplines related to society activities. The below figures are based on an average of 7 Committee members per student society with an estimate of 6 voluntary hrs, per person, per week given to running society activities. In reality this is certainly an under estimate of committee members and hours dedicated.

A brief description of the student educators program's target audience (2nd program):

UCC Societies are open to and target all students (Undergraduate & Postgraduate), regardless of disciple or academic programme. You do not have to be a formally registered member of a society to participate in society activities and events. Societies frequently run university wide education and awareness campaigns in addition to specific educational events.

Number of trained student educators (2nd program):
91

Number of weeks the student educators program is active annually (2nd program):
52

Average or expected number of hours worked weekly per trained student educator (2nd program):
6

Total number of hours worked annually by trained student educators (2nd program):
28,392

Website URL where information about the student educators program is available (2nd program):
https://societies.ucc.ie/about/join-a-society/

Name of the student educators program (3rd program):

A brief description of the student educators program (3rd program):

A brief description of the student educators program's target audience (3rd program):

Number of trained student educators (3rd program):

Number of weeks the student educators program is active annually (3rd program):

Average or expected number of hours worked weekly per trained student educator (3rd program):

Total number of hours worked annually by trained student educators (3rd program):

Website URL where information about the student educators program is available (3rd program):

A brief description of all other student peer-to-peer sustainability outreach and education programs:

Number of trained student educators (all other programs):

Number of weeks, on average, the student educators programs are active annually (all other programs):

Average or expected number of hours worked weekly per student educator (all other programs) :

Total number of hours worked annually by trained student educators (all other programs):

Grand total number of hours worked annually by trained student sustainability educators (all programs):
36,572

Hours worked annually by trained student sustainability educators per student served by a peer-to-peer program:
1.64

Website URL where information about the student sustainability educators programs is available:
http://greencampus.ucc.ie/

Additional documentation to support the submission:

Student Orientation

Score	Responsible Party
2.00 / 2.00	**Maria Kirrane** Sustainability Officer Office of the Director of Buildings and Estates

Criteria

Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e., environmental, social, and economic).

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g., making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

"---" indicates that no data was submitted for this field

Are the following students provided an opportunity to participate in orientation activities and programming that prominently include sustainability?:

	Yes or No
First-year students	Yes
Transfer students	Yes
Entering graduate students	Yes

Percentage of all entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:
100

A brief description of how sustainability is included prominently in new student orientation :

All new students entering UCC receive a full programme of orientation. The Student's Union speak to each and every incoming student at this time, and specifically introduce them to the Green Campus programme at UCC. All incoming students are given an orientation pack, outlining the prominent aspects of "student life" in UCC, this orientation pack contains a page detailing the activities of Green Campus and the sustainability ethos of the university. All incoming first year students are also taken on a tour of UCC by the UCC Peer Support Leaders. The sustainability officer speaks at the Peer Support Leader training day, to ensure that all are aware of the sustainability features of the campus and highlight these on the tour. The sustainability officer also speaks at the training sessions for clubs and societies to highlight how these groups can be active in the sustainability activities of UCC.

Website URL where information about sustainability in student orientation is available:

https://www.ucc.ie/en/study/undergrad/firstyear/finding-your-way/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The welcome address from the UCC President also addresses the Sustainability Ethos of the University.

https://www.ucc.ie/en/study/undergrad/firstyear/orientation/#pre-orientation

Student Life

<table>
<tr><th>Score</th><th>Responsible Party</th></tr>
<tr><td>2.00 / 2.00</td><td>**Maria Kirrane**
Sustainability Officer
Office of the Director of Buildings and Estates</td></tr>
</table>

Criteria

Institution has co-curricular sustainability programs and initiatives. The programs and initiatives fall into one or more of the following categories:

- Active student groups focused on sustainability

- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems

- Student-run enterprises that include sustainability as part of their mission statements or stated purposes (e.g., cafés through which students gain sustainable business skills)

- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills

- Conferences, speaker series, symposia, or similar events focused on sustainability

- Cultural arts events, installations or performances focused on sustainability

- Wilderness or outdoors programs (e.g., that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles

- Sustainability-focused themes chosen for themed semesters, years, or first-year experiences (e.g., choosing a sustainability-focused book for common reading)

- Programs through which students can learn sustainable life skills (e.g., a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)

- Sustainability-focused student employment opportunities offered by the institution

- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions

Multiple programs and initiatives may be reported for each category and each category may include institution-governed and/or student-governed programs.

"---" indicates that no data was submitted for this field

Does the institution have an active student group focused on sustainability?:
Yes

Name and a brief description of the active student groups focused on sustainability:

Student organisations related to sustainability and the environment in UCC include the student led Green campus committee, the Students Union and a variety of student clubs and societies. The Green Campus Committee is the core student representation for sustainability activity at UCC. The university is home to 105 student societies and 49 clubs. These clubs and societies bring together students with common interests and encourage active participations, activism and social activities under the organisation theme. Details of organisations with activities directly and indirectly related to sustainability and environment are described here :

1- UCC Green Campus Programme is "Student Led, Research Informed, Practise Focussed". The Green Campus Committee is co chaired by the Deputy President of the Student's Union and the Chair of the Environmental Society. The committee is composed or students and staff, who collaborate on sustainability activities across the institute.

2 - UCC Students' Union (SU) is the democratically elected, representative body for students in UCC. The students union executive includes a welfare officer, campaigns officer and an environmental officer.

3- UCC Environmental Society: Envirosoc are primarily concerned with student activism, appreciation and conservation of the environment, through the promotion of sustainability.

4 - Animal Welfare Society: For UCC students interested in the area of animal welfare and/or people who want to get involved in the area of animal welfare. Promotes animal welfare in agriculture, and meat reduced diets.

5 - Archaeology Society: Includes themes of society, culture, built and human environments and natural heritage.

6 - Community Garden: A student group that run a community garden on campus, the garden houses three polytunnels, courses and training events on growing your own food.

7 - Co-Operative Society: A society for students interested in promoting the use of Co-Operatives, in tackling social and environmental issues.

8 - Enactus Society: Enactus is the social entrepreneurship society where students use entrepreneurial skills to do societal good - developing projects, ideas and businesses that directly impact humanity.

9 - Engineers without Borders: Aims to educate students about and contribute to sustainable development globally. Engineers Without Borders (EWB) is an international organisation attempting to bridge the gap between academia, industry and NGOs.

10 - Failte Refugees: Dedicated to welcoming refugees and asylum seekers to UCC, Cork and Ireland, working on ensuring understanding, solidarity and basic human rights in our communities

11 - Friends of MSF: International humanitarian organisation that aid to people affected by armed conflict, epidemics, natural and man-made disasters or exclusion from health care.

12 - Geological Society: Physical geography, earth science, geology and the processes that shape the natural world.

13 - International Development Society: Works closely with the Centre for Global Development in UCC to run campaigns around global sustainability.

14 - Planning Society The UCC Planning Society is a society dedicated to the issues of spatial planning and its associated fields including sustainable development.

15 - Vegan Society: Provide a social and educational environment for students who are vegan, or curious about veganism,

Does the institution have a garden, farm, community supported agriculture (CSA) or fishery program, or an urban agriculture project where students are able to gain experience in organic agriculture and sustainable food systems?:
Yes

A brief description of the gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects:

The UCC Community Garden is a student led initiative that been in existence for 14 years. The garden is next the the main UCC Campus site and holds three polytunnels, raised beds and composting facilities. Students and staff can congregate to grow their own food, using the principals of organic food production and permaculture.

The gardens host parties and training activities throughout the year that are open to all students and staff.

https://www.ucc.ie/en/greencampus/practice/landscape-heritage-and-natural-resources/ucc-communi

ty-gardens/

https://www.facebook.com/ucccommunitygarden/

Does the institution have a student-run enterprise that includes sustainability as part of its mission statement or stated purpose?:
Yes

A brief description of the student-run enterprises:

UCC Enactus is a local branch of a worldwide organisation for student entrepreneurs. Enactus aims to make the world a better place by bringing bright students together to create projects that help people.

https://www.facebook.com/UCCEnactus/

Members of this society have established a variety of student run social enterprises including:

Precious Plastic UCC a student run social enterprise which focuses on the re-use of waste plastic as a valuable resource. Supplying plastic to ReFRAME UCC

https://community.preciousplastic.com/u/precious-plastic-ucc

ReFRAME UCC a student run social enterprise focussed on reuse of plastic to create a fleet of moulded bicycles.

https://www.facebook.com/reframebikes/

Does the institution have a sustainable investment fund, green revolving fund, or sustainable microfinance initiative through which students can develop socially, environmentally and fiscally responsible investment and financial skills?:

No

A brief description of the sustainable investment funds, green revolving funds or sustainable microfinance initiatives:

Has the institution hosted a conference, speaker series, symposium, or similar event focused on sustainability during the previous three years that had students as the intended audience?:
Yes

A brief description of the conferences, speaker series, symposia, or similar events focused on sustainability:

UCC Green Campus, in collaboration with UCC EnviroSoc, UCC Students Union and UCC Societies runs an annual green week with a week long line up of gues speakers, workshops, and social events with sustainability themes. In 2021 over 30 events were held which included speakers and panel discussions on fast fashion, SDGs in the curriculum, Sustainable Agriculture, Ecological Architecture, Climate Justice, Ecology in Society, Eco-Social Futures, Nature Conservation, Sustainability in Latin America, SDGs in the Community, Climate Science, and Student Activism. These ran in tandem with social events, practical workshops, social media campaigns and film nights.

https://www.ucc.ie/en/greencampus/news/ucc-green-week-2021.html

UCC EnviroSoc also run an Annual Climate Conference. In 2021 the Conference theme was 'Lessons from COVID-19 in Transitioning to a Climate Resilient Society'. The conference is a day long event run by students, with invited speakers from the world of research, activism and sustainability practitioners.

https://twitter.com/uccenvirosoc/status/1371804537493798912?lang=en

Has the institution hosted a cultural arts event, installation, or performance focused on sustainability with the previous three years that had students as the intended audience?:
Yes

A brief description of the cultural arts events, installations, or performances focused on sustainability:

The Glucksman Gallery in UCC hosts numerous exhibitions themed around environmental and sustainability, which are open to all members of the campus community, including students. The gallery is free of charge. For the past number of years the museum has partnered with UCC Green Campus and worked with communities and schools from across the region on creative projects that explore topics such as biodiversity, urban sprawl, climate change and individual responsibility. In 2020 The Glucksman held an exhibition called Creativity and the Climate. This exhibition showcased artworks by children who have participated in projects such as A Greener, Brighter Future (2016), Blueprints (2017), People and the Planet (2018), and Future Forms (2019). In 2021 the gallery commissioned local a local artist to produce a collection of paintings depicting the rare and ecologically valuable biodiversity of UCC campus. This will form part of an exhibition on Urban Green Spaces which will open 2021-2022.

https://www.glucksman.org/events/creativity-and-the-climate

In 2019 UCC hosted na event called 'Global Water Dances' which is a global, integrative and cross-generational performance project that has been implemented every two years since 2011. GWD is an artistic initiative with the vision to draw attention to the manifold problems around "water". The special focus is the elixir of life, drinking water. GWD is a wonderful opportunity to remind us of the power of water that moves through our lives in so many different ways. This event combines youth theatre, music and choral performances and participation with environmental activism.

https://www.ucc.ie/en/fmt/news/global-water-dances-cork-2019-.html

Does the institution have a wilderness or outdoors program that follow Leave No Trace principles?:
Yes

A brief description of the wilderness or outdoors programs that follow Leave No Trace principles:

The UCC Mountaineering Club organises regular hikes for students throughout term time. The Club follows and promotes the "Mountaineering Ireland" LLeave No Trace guidelines on safety and environmental responsibility while in the mountains.

https://mountaineering.ucc.ie/about/

https://www.leavenotraceireland.org/mountaineering-ireland-integrates-leave-no-trace/

Has the institution had a sustainability-focused theme chosen for a themed semester, year, or first-year experience during the previous three years?:
Yes

A brief description of the sustainability-focused themes chosen for themed semesters, years, or first-year experiences:

For Academic Year 2021-2022, Semester One, The Green Campus Programme ran a social media campaign along the theme of climate justice. This featured regular infographs and student blogs on Climate Justice themes including:
What is Climate Justice:

https://www.ucc.ie/en/greencampus/news/introduction-to-climate-justice-what-is-it-and-how-can-w

e-achieve-it.html

Food security & Climate Justice:

https://www.ucc.ie/en/greencampus/news/food--climate-justice.html

Waste & Climate Justice:

https://www.ucc.ie/en/greencampus/news/waste--climate-justice-.html

Energy & Climate Justice

https://www.ucc.ie/en/greencampus/news/energy-and-climate-justice.html

Does the institution have a program through which students can learn sustainable life skills?:
Yes

A brief description of the programs through which students can learn sustainable life skills:

UCC's student residential services prepare a rent book for students that contains information on waste reduction and segregation and energy saving tips.

In 2020-2021 UCC EnviroSoc & UCC Green Campus published a monthly booklet series called The Clime, each issue addressed a different sustainability theme. Issue 5 was a booklet of information and local resources for sustainable living.

https://drive.google.com/file/d/1ySBnwIhAb1LbxSeopMLl9LIcqqxpP9EM/view

The UCC Students' Union ran the Union of Students Ireland Student Switch Off campaign from 2017-2020. 'Student Switch Off' is an energy saving competition open to all students living in halls of residences at the University of UCC. The hall/residence/college that saves the most energy per person by the end of the year when a prize.

EnviroSoc have also recently produced resources including:
- "A Student's Guide to Greener Living"
- "A Zero Waste Guide to Cork"
- "Sustainable Shopping in Cork"

https://www.ucc.ie/en/greencampus/resources/green-guidelines/

Does the institution offer sustainability-focused student employment opportunities?:
Yes

A brief description of the sustainability-focused student employment opportunities offered by the institution:

UCC Green Campus Programme offers both paid and accredited internships through the "UCC EmployAgility" (Formerly known as "UCC Works") programme. The Buildings and Estates office employ interns to work on Green Campus activities. The UCC Works interns work a minimum of 40 hours on the programme, while paid interns work longer term, undertaking projects in the areas of transportation, carbon footprinting, behavioural change projects, engagement and communications. The students produce a reflective report at the end of the internship and receive a certificate as part of the overall "UCC Works" end of year ceremony.

Does the institution have a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions?:
No

A brief description of the graduation pledge(s):

A brief description of other co-curricular sustainability programs and initiatives that do not fall into one of the above categories:

Please see the News section of the UCC Green Campus Website for updates on activities, events outreach and engagement.

https://www.ucc.ie/en/greencampus/

Additional documentation to support the submission:

Outreach Materials and Publications

Score	Responsible Party
2.00 / 2.00	**Maria Kirrane** Sustainability Officer Office of the Director of Buildings and Estates

Criteria

Institution produces outreach materials and/or publications that foster sustainability learning and knowledge. The publications and outreach materials include at least one the following:

- A central sustainability website that consolidates information about the institution's sustainability efforts

- A newsletter or social media platform (e.g., Facebook, Twitter, or interactive blog) that focuses specifically on campus sustainability

- Signage that highlights sustainability features on campus

- A sustainability walking map or tour

- A guide for green living and/or incorporating sustainability into the residential experience

This credit is focused on ongoing outreach efforts. Materials and publications designed to promote a specific event or time-limited campaign are excluded and covered by other credits in Campus Engagement.

"---" indicates that no data was submitted for this field

Does the institution have a central sustainability website that consolidates information about the institution's sustainability efforts?:
Yes

Website URL for the central sustainability website:
https://www.ucc.ie/en/greencampus/

Does the institution have a sustainability newsletter or social media platform that focuses specifically on campus sustainability?:
Yes

A brief description of the sustainability newsletter or social media platform:

A monthly "Green Campus Newsletter" is issued every month and emailed to all exchange users in the university, as well as promoted through social media and other outlets. The newsletter presents highlights from current operational activities, campaigns, research and teaching activities and advice on greener living, with links to detailed news items and blogs on the UCC Green Campus website.

Annual Sustainability Reports are produced and published on the website:

https://www.ucc.ie/en/greencampus/resources/annual-reports/

Social media platforms are:
Facebook:

https://www.facebook.com/UCCGreenCampus/

Twitter:

https://twitter.com/greencampusucc

Instagram:

https://www.instagram.com/uccgreencampus/?hl=en

LinkedIn:

https://www.linkedin.com/in/ucc-green-campus-909211169/?originalSubdomain=ie

Does the institution have signage that highlights sustainability features on campus?:
Yes

A brief description of the signage that highlights sustainability features on campus:

Our Green Flag flies over the main quadrangle, the office of the UCC President and primary administrative and governance building, as a symbol of our institutional commitment to sustainability.

The Library building features bold signage that highlights the activities ongoing in the building to reduce energy usage and waste. Visitors are met with a full window sign at the entrance informing them that disposable cups are not permitted in the building. Once inside posters and signage throughout the building inform users a) of what they can do to contribute to the library's efforts and b) what has been achieved to date. Electric Vehicles are also branded with UCC Green Campus logo and message.

https://libguides.ucc.ie/librarysustainability/welcome

Does the institution provide a sustainability walking map or tour?:
Yes

A brief description of the sustainability walking map or tour:

The UCC Green Tour App takes visitors on a walking tour of the "green" features of UCC campus. The app is free to download on the apple and android stores. Free maps and headphones are also available in the UCC Visitor's Centre, from where the walk starts.

https://www.ucc.ie/en/greencampus/resources/green-tour-app/

Does the institution produce a guide for green living and/or incorporating sustainability into the residential experience?:
Yes

A brief description of the guide for green living and/or incorporating sustainability into the residential experience:

In 2021 UCC EnviroSoc and UCC Green Campus produced a series of information booklets and resources called 'The Clime' - Issue 5 was the 'Sustainable Living' edition.

https://drive.google.com/file/d/1ySBnwIhAb1LbxSeopMLl9LIcqqxpP9EM/view

EnviroSoc have also recently produced resources including:
- "A Student's Guide to Greener Living"
- "A Zero Waste Guide to Cork"
- "Sustainable Shopping in Cork"

https://www.ucc.ie/en/greencampus/resources/green-guidelines/

The Student Residential Life services put together a rentbook for students which includes information on living in a more environmentally sustainable manner for example waste reduction tips, waste segregation guidance and energy saving tips. The USI Student Switch Off also provides guidance for students living in university accommodation.

A brief description of other comprehensive sustainability outreach materials and publications not covered above:

Each year, UCC prepares an annual report to An Taisce, for retention of the Green Flag award. Every three years this involves a full reassessment of all activities over the last three years, and an external review by a panel of experts. The most recent of these reports is available on the Green Campus website.

https://www.ucc.ie/en/greencampus/resources/annual-reports/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Annual Sustainability Reports are available here

https://www.ucc.ie/en/greencampus/resources/annual-reports/

Outreach Campaign

Score	Responsible Party
4.00 / 4.00	**Maria Kirrane** Sustainability Officer Office of the Director of Buildings and Estates

Criteria

Part 1. Student outreach campaign

Institution holds at least one sustainability-related outreach campaign directed at students that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, a student organization, or by students in a course.

Part 2. Employee outreach campaign

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or by an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g., a residence hall conservation competition), a rating or certification program (e.g. a green dorm or green office rating program), and/or a collective challenge (e.g., a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

Measurable, positive results typically involve reductions in energy, waste or water use, cost savings and/or other benefits. To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. Increased awareness or increased membership of a mailing list or group is not sufficient in the absence of other positive results.

"---" indicates that no data was submitted for this field

Has the institution held a sustainability-related outreach campaign during the previous three years that was directed at students and yielded measurable, positive results in advancing sustainability?:
Yes

Has the institution held a sustainability-related outreach campaign during the previous three years that was directed at employees and yielded measurable, positive results in advancing sustainability?:
Yes

Name of the campaign:
"Love Our Library"

A brief description of the campaign:

The "Love our Library" campaign evolved from the activities of the Green Energy Team in UCC Library, set up through the "Saver Saves" scheme. After signing up to the fund, the Library put together a team of "Green Energy Champions" that set about monitoring energy usage and putting actions in place to reduce consumption. In the Summer of 2017, it was decided to also target waste. A complete ban on disposable coffee cups was implemented in the library and a "binless system" introduced whereby all bins were removed from every floor of the library and two "recycling stations" erected on the ground floor. The library was chosen as a focal building to reach every student as the majority of all students in UCC would walk through the main entrance of the library at some point in the year. The building has one entrance and exit and the highest footfall of any building in UCC. Bright and bold signage was erected to inform students of the new changes, as well as the outcomes of these changes later in the year. Periodic stands are held in the foyer running competitions for reusable mugs and gathering feedback from students. :
Both staff and students must now take their waste from their desks upon leaving the library, and dispose of it in at the waste stations. This means that there are no more confusing single small bins dotted around the building. When people take their waste to the stations, they are greeted with a well laid out system, with proper labelling, informing them of what goes into which bin.
Since the coffee cup ban was introduced, the Student's Union have secured funding to give every incoming first year student a reusable cup at orientation. In addition, water fountains in the library have been upgraded in recent years and signage erected to make sure people know where they can dispose of their bottles.

A brief description of the measured positive impact(s) of the campaign:

Before beginning this campaign an audit of the library showed that there were 160 individual bins, each with a plastic bag and a high level of contamination from disposable coffee cups. Recycling levels in the library have increased significantly (from negligible to 70%). In addition, through centralised waste disposal, we estimate that 10,000 plastic bin liners will be saved every year. A major positive impact has been the secured funding for provision of reusable cups to all incoming first year students. In addition, the success of the library campaign has resulted in four other departments getting on board with the Saver Saves scheme, to run similar campaigns in their buildings.

Name of the campaign (2nd campaign):
UCC Green Labs Pilot

A brief description of the campaign (2nd campaign):

UCC is currently piloting two systems for the greening of our labs and research facilities. A Green Lab Community has been established across all of our major research buildings to include technical staff, postdoctoral staff, academic staff and research students, across disciplines including physics, chemistry, pharmacy, bioscience, anatomy, microbiology, food science etc. Two Green Lab certification systems are currently being piloted in two labs for each discipline. These are:
My Green Lab:

https://www.mygreenlab.org/

LEAF:

https://www.greenlabassociates.com/news-notes/2019/2/2/developing-leaf-a-new-tool-to-make-your-

lab-green

Both systems include a detailed process to quantify baseline data on energy, water, waste, emissions etc in a lab. Putting an action plan in place and monitoring and evaluating progress.

A brief description of the measured positive impact(s) of the campaign (2nd campaign):

Both systems include a detailed process to quantify baseline data on energy, water, waste, emissions etc in a lab. Putting an action plan in place and monitoring and evaluating progress.

The trial of both pilots commenced in UCC in summer 2021, thus measured positive impacts are not yet available but will be available once the certification process is complete.

A brief description of other sustainability-related outreach campaigns:

Additional documentation to support the submission:

Assessing Sustainability Culture

Score	Responsible Party
1.00 / 1.00	**Maria Kirrane** Sustainability Officer Office of the Director of Buildings and Estates

Criteria

Institution conducts an assessment of campus sustainability culture. The cultural assessment focuses on sustainability values, behaviors, and beliefs, and may also address awareness of campus sustainability initiatives.

An assessment that covers a single sustainability topic (e.g., a transportation survey) does not count in the absence of a more comprehensive cultural assessment. Likewise, assessments that exclusively address sustainability literacy (i.e., knowledge of sustainability topics and challenges) are excluded. Literacy assessments are recognized in the Sustainability Literacy Assessment credit in Curriculum.

Participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) qualifies as a cultural assessment.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if a substantive portion of the assessment (e.g., at least ten questions or a third of the assessment) focuses on sustainability values, behaviors, and/or beliefs.

"---" indicates that no data was submitted for this field

Does the institution conduct an assessment of sustainability culture?:
Yes

Which of the following best describes the cultural assessment? The assessment is administered to::
The entire campus community (students and employees) directly or by representative sample

Which of the following best describes the structure of the cultural assessment? The assessment is administered::
Longitudinally to measure change over time

A brief description of how and when the cultural assessment(s) were developed and/or adopted:

'Build Back Better'
In 2021, As part of Build Back better, UCC's first Climate Assembly a survey was issued to all staff and all students. The survey was structured around the targets and indicators of the UCC Sustainability Strategy. This enabled us to effectively illustrate the progress and challenges which are impacting successful sustainability citizenship within the UCC community. The survey covered attitudes toward sustainability and their impression of sustainability action on campus. The survey also sought to determine what sort of future actions staff and students would like the university to undertake.

Sustainability & Wellbeing
In December 2021, The School of Applied Psychology in collaboration with the UCC Green Campus programme undertook a survey to assess the relationships between green space on campus, space design and student wellbeing. The survey also sought to understand how student values toward sustainability influenced behaviour on campus. The results of this survey are not yet available.

A copy or sample of the questions related to sustainability culture:
EN-6_-_BuildBackBetter_Sample_Survey_Questions.docx

A sample of the questions related to sustainability culture or the website URL where the assessment tool is available:

A copy of the questions asked in the Build Back Better Survey are attached.

Examples of the questions asked in the Sustainability & Wellbeing Survey are below. This is not the complete list of questions. Please note that most questions allowed for a scaled response:

- When you were on Campus, how often on average did you spend your time outdoors, in green areas and natural spaces, doing the following activities? Physical activity or sports; studying or working; socializing; relaxing; other (specify)

- How many times have you been outdoors in green areas and natural places on your Campus in the last 14 days?

- I always find beauty in nature

- I always treat nature with respect

- Being in nature makes me very happy

- Spending time in nature is very important to me

- I find being in nature really amazing

- I feel part of nature

- I am taking more time to notice and engage with everyday nature (e.g., listening to birdsong, noticing butterflies)

- I recycle when I am on Campus

- I use disposable cups when I am on Campus

- I avoid to drive to the Campus

- I eat plant-based food when I am on Campus

- I volunteer with a conservation organisation in habitat management work

- I volunteer with a conservation organisation in another area not mentioned above (e.g. fundraising, education, etc.)

- I participate in organised clean-up events

- When I see litter, I pick it up

- I vote for nature or wildlife conservation friendly legislation in local or national referendums/votes/ etc

- I attend local council/local authority meetings about nature conservation issues

- I sign petitions supporting nature conservation efforts

- I get in touch with local authorities on nature conservation issues

- I vote for parties/ candidates with strong pro-nature conservation policies in elections

A brief description of how representative samples were reached (if applicable) and how the cultural assessment is administered:

'Build Back Better'
The survey was issued to all staff via the 'All Exchange Users' function on the server.
The survey was issued to all students via the Student's Union monthly mail shot.
Both Surveys were shared on UCC Green Campus and UCC EnviroSoc Social Media Channels

Green Space & Wellbeing
The survey was issued to all students via the student surveys email list server. The survey was shared on the School of Applied Psychology & UCC Green Campus Social Media Accounts.

A brief summary of results from the cultural assessment:

The outcome of the Build Back Better Survey contributed to the production of the final report for the Build Back Better Climate Assembly, including a suite of recommendations for University Management. The report is available here:

https://www.ucc.ie/en/greencampus/news/build-back-better---ucc-climate-assembly-.html

The rsults of the Green Space & Wellbeing Survey are not yet available.

Website URL where information about the assessment of sustainability culture is available:

Additional documentation to support the submission:

Employee Educators Program

Score	Responsible Party
1.96 / 3.00	**Maria Kirrane** Sustainability Officer Office of the Director of Buildings and Estates

Criteria

Part 1. Percentage of employees served by a peer-to-peer educators program

Institution engages its employees in sustainability outreach and education as measured by the percentage of employees served (i.e., directly targeted) by a peer-to-peer educators program.

Part 2. Educator hours per employee served by a peer-to-peer program

Institution engages its employees in sustainability outreach and education as measured by the ratio of the number of hours worked by trained employee educators to the number of employees served by a peer-to-peer program.

To earn points for this credit, an institution must administer or oversee an ongoing, peer-to-peer sustainability outreach and education program for employees. The institution:

- Selects or appoints employees to serve as peer educators and formally designates the employees as educators (paid and/or volunteer);

- Provides formal training to the employee educators in how to conduct peer outreach; AND

- Supports the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

To qualify, a program must be explicitly focused on sustainability. The peer educators must also represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

This credit recognizes ongoing programs that engage employees as peers on a regular basis. For example, employee educators may represent or be responsible for engaging workers in certain departments or buildings. Thus, a group of employees may be served (i.e., directly targeted) by a program even if not all of these employees actively participate.

Ongoing green office certification programs and the equivalent may count for this credit if they include formally designated and trained employee educators (e.g., "green leaders").

Employee orientation activities and training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in the Employee Orientation and Staff Professional Development and Training credits.

"---" indicates that no data was submitted for this field

Total number of employees:
3,277

Total number of employees served by a peer-to-peer sustainability outreach and education program:
3,277

Percentage of employees served by a peer-to-peer sustainability outreach and education program:
100

Name of the employee educators program (1st program):
Green Campus Programme

A brief description of the employee educators program (1st program):

UCC Green Campus programme is driven by a student and staff committee, which is open to any member of UCC staff to join. The committee sits regularly to plan campaigns and projects around the themes of Green Campus - waste, water, energy, transport, biodiversity and climate change. The programme is based around the ISO14001 energy management system. Peer-to-peer outreach occurs through the committee itself and events that are open to the entire UCC community to attend.

As part of Green Campus, UCC's "Saver Saves" scheme directly targets staff in 13 of the university's most significant energy using buildings. Green Teams are set up within these buildings; the teams are representative of all staff working within the buildings. Team members are provided with information and resources to develop the their own unique programme for their department building. The university's energy manager and sustainability officer work closely with those staff members to implement campaigns around sustainability within their buildings.

A brief description of the employee educators program's target audience (1st program):

The Green Campus Programme is open to any member of staff to get involved. The Saver Saves scheme is open to any member of staff within the target buildings. A member of staff within a technical/operational/managerial role within the building is usually targeted to drive this scheme.

Number of trained employee educators (1st program):
100

Number of weeks the employee educators program is active annually (1st program):
50

Average or expected number of hours worked weekly per trained employee educator (1st program):
2

Total number of hours worked annually by trained employee educators (1st program):
1,000

Website URL where information about the employee educators program is available (1st program) :
https://www.ucc.ie/en/greencampus/resources/case-studies/

Name of the employee educators program (2nd program):

A brief description of the employee educators program (2nd program):

A brief description of the employee educators program's target audience (2nd program):

Number of trained employee educators (2nd program):

Number of weeks the employee educators program is active annually (2nd program):

Average or expected number of hours worked weekly per trained employee educator (2nd program):

Total number of hours worked annually by trained employee educators (2nd program):

Website URL where information about the employee educators program is available (2nd program):

A brief description of all other employee peer-to-peer sustainability outreach and education programs:

Number of trained employee educators (all other programs):

Number of weeks, on average, the employee educators programs are active annually (all other programs):

Average or expected number of hours worked weekly per trained employee educator (all other programs):

Total number of hours worked annually by trained employee educators (all other programs):

Grand total number of hours worked annually by trained employee educators (all programs):
1,000

Hours worked annually by trained employee sustainability educators per employee served by a peer-to-peer program:
0.31

Website URL where information about the employee sustainability educators programs is available:
http://greencampus.ucc.ie/

Additional documentation to support the submission:

Employee Orientation

Score	Responsible Party
1.00 / 1.00	**Maria Kirrane** Sustainability Officer Office of the Director of Buildings and Estates

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees. The topics covered include multiple dimensions of sustainability (i.e., environmental, social, and economic).

Percentage of new employees that are offered orientation and/or outreach and guidance materials that cover sustainability topics:
100

A brief description of how sustainability is included in new employee orientation:

Every new employee to UCC undertakes an induction training session with the HR department. A slide on Green Campus is included in this session. The session is followed by an "orientation cafe", where all staff are invited to browse the various services on offer at the university and provided with refreshments. A "Green Campus" stand is held at each orientation cafe so that staff can learn about the various initiatives ongoing in UCC in relation to sustainability, and sign up to take part in the programme or receive newsletters.

Website URL where information about sustainability in employee orientation is available:
https://www.ucc.ie/en/hr/wellbeingdevelopment/training/plan/orientation/

Additional documentation to support the submission:

Staff Professional Development and Training

Score	Responsible Party
1.25 / 2.00	**Maria Kirrane** Sustainability Officer Office of the Director of Buildings and Estates

Criteria

Part 1. Availability of professional development and training in sustainability

Institution makes available professional development and training opportunities in sustainability to all non-academic staff at least once per year.

Part 2. Participation in professional development and training in sustainability

Institution's regular (full-time and part-time) non-academic staff participate in sustainability professional development and training opportunities that are either provided or supported by the institution.

For both Part 1 and Part 2 of this credit, the opportunities may be provided internally (e.g., by departments or by the sustainability office) or externally as long as they are specific to sustainability. The opportunities include:

- Training to integrate sustainability knowledge and skills into the workplace;

- Lifelong learning and continuing education in sustainability; and/or

- Sustainability accreditation and credential maintenance (e.g., LEED AP/GA).

This credit focuses on formal professional development and training opportunities, for example as delivered by trainers, managers, sustainability staff, and external organizations. Peer-to-peer educator programs and employee outreach campaigns are recognized in the Employee Educators Program and Outreach Campaign credits respectively, and should only be reported in this credit if such programs are formally recognized by the institution as professional development and training, for example in employee performance reviews.

For an external professional development or training opportunity to count, the institution must offer financial or other support (e.g., payment, reimbursement, or subsidy).

This credit applies to non-academic staff members only; it does not include academic staff, i.e., faculty members. Faculty professional development in sustainability is recognized in the Incentives for Developing Courses credit in Curriculum.

"---" indicates that no data was submitted for this field

Does the institution make available professional development and training opportunities in sustainability to all non-academic staff at least once per year?:
Yes

Does the institution wish to pursue Part 2 of this credit (the rate of staff participation in sustainability professional development and training)?:
Yes

Estimated percentage of regular, non-academic staff that participates annually in sustainability professional development and training:
1-24%

A brief description of any internal sustainability professional development and training opportunities that the institution makes available to non-academic staff:

UCC's University Wide Module in Sustainability is open to all staff and students of UCC. Staff that take part in the module will receive a CPD certificate and Digital badge at the end. The module takes an interdisciplinary approach, with lectures delivered by faculty from across the university. The assessment involves reflective learning diaries and a final presentation linking the global goals to local action, including local community or workplace.. The module thus covers the "Lifelong learning and continuing education in sustainability" aspect of the credit. In 2021 a total of 15 non academic staff attended the module.

The Praxis Project at UCC aims to integrate 'Development and Global Citizenship Education' (DGCE) into pedagogy, research and capacity building activities across University College Cork. It is housed at the Centre for Global Development (CGD) and funded by Irish Aid. The project runs a Digital Badge

Microcredential that is offered annually to all staff from all disciplines and from all departments. All staff, academic, administrative, technical, maintenance, lecturers, researchers are welcome to apply. Part-time and Full-time staff may apply. The programme focuses on embedding development and global citizenship in all activities of UCC, including research, teaching and non academic services including administration, student services, ancillary operations etc. In 2021, 4 non academic staff completed this programme.

15 + 4 = 19 out of 1713 Non academic = 1.1%

A brief description of any external professional development and training opportunities in sustainability that are supported by the institution :

Training in ISO50001 and ISO140001 was undertaken by staff of Buildings & Estates in 2021. Staff in Buildings & Estates also undertook Carbon Basics training offered by the Sustainable Energy Authority of Ireland in 2021.

Estimated percentage of regular non-academic staff for which sustainability is included in performance reviews:

A brief description of how sustainability is included in staff performance reviews :

Website URL where information about staff professional development and training in sustainability is available:

Additional documentation to support the submission:

Public Engagement

Points Earned 14.07

Points Available 20.00

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, nonprofit and for-profit sectors, institutions can help solve sustainability challenges.

Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

Credit	Points
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	3.00 / 3.00
Continuing Education	3.75 / 5.00
Community Service	1.32 / 5.00
Participation in Public Policy	2.00 / 2.00
Trademark Licensing	1.00 / 2.00

Community Partnerships

Score	Responsible Party
	Martin Galvin
3.00 / 3.00	Civic and Community Engagement Officer
	Office of the Vice President External Relations

Criteria

Institution has one or more formal community partnership(s) with school districts, government agencies, private sector organizations, civil society organizations, and/or other external entities to work together to advance sustainability on a regional, municipal, community, or neighborhood scale.

This may be demonstrated by having an active community partnership that addresses sustainability challenges in the broader community and meets at least two of the following criteria. The partnership is:

- Financially or materially supported by the institution.

- Multi-year or ongoing (rather than a short-term project or event).

- Sustainability-focused, i.e., its primary and explicit focus is on the concept of sustainability, the interdependence of ecological and social/economic systems, or a major sustainability challenge.

- Inclusive and participatory, i.e., underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation, and review.

This credit is inclusive of partnerships with local and distant communities.

Community-based research and engaged scholarship around sustainability challenges may be included if it involves formal partnership(s). Although community service activities (e.g., academic service learning, co-curricular service learning and volunteer activities, Work-Study community service, and paid community service internships) may involve partnerships and contribute toward sustainability, they are covered in the Community Service credit and should not be included in this credit.

"---" indicates that no data was submitted for this field

Name of the institution's formal community partnership to advance sustainability :
Cork Learning City

Does the institution provide financial or material support for the partnership? :
Yes

Which of the following best describes the partnership timeframe?:
Multi-year or ongoing

Which of the following best describes the partnership?:
Sustainability-focused

Are underrepresented groups and/or vulnerable populations engaged as equal partners? :
Yes

A brief description of the institution's formal community partnership to advance sustainability:

Cork is designated a UNESCO Learning City, and the initiative is a collaboration between UCC, the City Council, Cork Institute of Technology and the Cork Education and Training Board. The learning

City designation recognises "progress made in developing Lifelong Learning for all, and in doing so enhancing the Inclusion, Prosperity and Sustainable Development of the city.' Following on from the Cork Learning City Festival in 2017, a "call to action" was published, committing the signatories "to achieving sustainable
development in all its dimensions, recognizing the links between all of its social, environmental and economic aspects in order to secure a sustainable future for all." More information is available via the following link

http://www.corkcity.ie/learningcity/

Name of the institution's formal community partnership to advance sustainability (2nd partnership):
Community University Biodiversity Action (CUBA)

Does the institution provide financial or material support for the partnership? (2nd partnership):
Yes

Which of the following best describes the partnership timeframe? (2nd partnership):
Multi-year or ongoing

Which of the following best describes the partnership's sustainability focus? (2nd partnership):
Sustainability-focused

Are underrepresented groups and/or vulnerable populations engaged as equal partners? (2nd partnership):
Yes

A brief description of the institution's formal community partnership to advance sustainability (2nd partnership):

Community University Biodiversity Action (CUBA) is a partnership initiative between SECAD Partnership, Cork communities and University College Cork.

The initiative brings community expertise together with academia to collaborate and build capacity to address Ireland's biodiversity crisis. It supports a range of community university partnership activities including a series of coordinated Key Action Projects being delivered over a five year period (2019-2023), and ongoing activities delivered through student placements and CARL(Community Research Academic Links) community based research projects.

https://www.ucc.ie/en/civic/initiatives/cuba/

Name of the institution's formal community partnership to advance sustainability (3rd partnership):
Community Academic Research Links (CARL)

Does the institution provide financial or material support for the partnership? (3rd partnership):
Yes

Which of the following best describes the partnership timeframe? (3rd partnership):
Multi-year or ongoing

Which of the following best describes the partnership? (3rd partnership):
Sustainability-focused

Are underrepresented groups and/or vulnerable populations engaged as equal partners? (3rd partnership):
Yes

A brief description of the institution's formal community partnership to advance sustainability (3rd partnership):

The Community-Academic Research Links initiative, CARL, is located at University College Cork and invites non-profit voluntary or community organisations (CSOs) to suggest potential research topics that can be pursued by students on their behalf across a wide range of academic disciplines in UCC.

CARL is based on the 'Science Shop' model and follows a 40 year European tradition with similar initiatives on-going in some of the highest ranked Universities in Europe and worldwide. CARL's mission is to provide independent, participatory research support in response to concerns experienced by civil society.

The CARL initiative is committed to :

promoting the scientific method and research in the community;

working in an ethical and scientific way to promote knowledge in society;

working with community/voluntary groups which would not normally have the resources to pay for or carry out their own scientific research;

facilitating and empowering those groups with limited resources to carry out research;

not substituting real jobs with free labour;

supporting collaborative partnerships and participation in research;

working in an open, transparent, honest and accountable way;

promoting equality, justice and diversity;

opposing discrimination of any sort;

promoting positive social change to address poverty and exclusion;

pursuing social, environmental and economic sustainability.

https://www.ucc.ie/en/scishop/ac/

A brief description of the institution's other community partnerships to advance sustainability:

Website URL where information about the institution's community partnerships to advance sustainability is available:
https://www.ucc.ie/en/civic/

Additional documentation to support the submission:

Inter-Campus Collaboration

Score	Responsible Party
3.00 / 3.00	**Maria Kirrane** Sustainability Officer Office of the Director of Buildings and Estates

Criteria

Institution collaborates with other colleges and universities in one or more of the following ways to support and help build the campus sustainability community. The institution:

- Is a member of a national or international higher education sustainability network.

- Actively participates in a regional, state/provincial, or local higher education sustainability network.

- Has presented at a higher education sustainability conference during the previous year.

- Has submitted a case study or the equivalent during the previous year to an external higher education sustainability resource center (e.g., AASHE's Campus Sustainability Hub or EAUC's Sustainability Exchange) or awards program.

- Has had employees or students serving on a board or committee of an external higher education sustainability network or conference during the previous three years.

- Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program.

- Has had employees or students serving as peer reviewers of another institution's sustainability data (e.g., GHG emissions or course inventory) and/or STARS submission during the previous three years.

"---" indicates that no data was submitted for this field

Is the institution currently a member of a national or international higher education sustainability network?:
Yes

The name of the national or international sustainability network(s):

Member of The Environmental Association of Universities and Colleges (UK and Ireland).

https://www.eauc.org.uk/home

Member of the steering committee for the UI Green Metric world university rankings, and National Coordinator for Ireland.

https://greenmetric.ui.ac.id/network/steering-committee

Member of the International Sustainable Campus Network.

https://international-sustainable-campus-network.org/membership/

Does the institution actively participate in a regional, state/provincial, or local higher education sustainability network?:
Yes

The name of the regional, state/provincial or local sustainability network(s):

Member of the Green Campus Network, Green Campus Ireland.

https://www.greencampusireland.org/awardedsites/

Member of the Irish University's Association Sustainability Working Group.

https://www.iua.ie/ourwork/sustainability/

Has the institution presented at a higher education sustainability conference during the previous year?:
Yes

A list or brief description of the conference(s) and presentation(s):

Our staff and students regularly present at Higher Education Sustainability Conferences, sharing our experiences with respect to sustainability in campus operations, curriculum integration and student activism. A number of examples from 2021 are included below, please note this is not an exhaustive list.

Feb 2021: Acting Sustainability Officer, Dr Darren Reidy, presented at INSEEC University Digital Symposium on Disruptive Learning Pathways, as part of a panel on Smart & Green campuses.

https://alumni.ifgexecutive.inseec.com/event/international-digital-symposium-on-disruptive-lear

ning-pathways/2021/02/04/14

Feb 2021: Dr John Barimo, UCC Centre for Integration of Research, Teaching & Learning presented at the European Universities Association, European Learning & Teaching Forum on Embedding & Facilitating Sustainability.

https://www.eua.eu/images/Session_abstracts.pdf

March 2021: Niamh Guiry & Mark Falvey, UCC students and member of the UCC Green Campus Committee presented student campaigns at the Green Campus Network Meeting 2021.

https://www.greencampusireland.org/wp-content/uploads/2021/07/Green-Campus-Network-Meeting-2021

-Graphic-Harvest.pdf

May 2021: Acting Sustainability Officer, Dr Darren Reidy presented HE Innovate Earth Day Webinar Series, "Knowledge exchange and collaboration for sustainable development".

https://heinnovate.eu/en/events-webinars/heinnovate-earth-day-knowledge-exchange-and-collaborat

ion-sustainable-development-0

June 2021: UCC Hosted the 10th International Conference of Engineering Education for Sustainable Development, convened by Prof. Ed Byrne, UCC School of Engineering and UCC Green Forum. The conference featured many contributions from UCC staff, including focus on sustainability in the curriculum at UCC. Please see conference proceedings for expanded details.

https://www.eesd2020.org/

Has the institution submitted a case study during the previous year to an external higher education sustainability resource center or awards program?:
Yes

A list or brief description of the sustainability resource center or awards program and submission(s):

In 2020 UCC became a case study on the INTENSIFY Programme. INTENSIFY is a EU Interreg programme supporting international collaboration across the EU. The INTENSIFY project innovatively addresses a key challenge for European cities and regions: how to energise citizens and communities to achieve more carbon reduction.

https://www.interregeurope.eu/policylearning/good-practices/item/4247/university-college-cork-g

reen-campus/

In 2020 UCC contributed a case study to the UN Environmental Programme (UNEP) 'Little Book of Green Nudges'. The Little Book of Green Nudges is a quick guide to reducing your campus' environmental impact through behavioural change in the form of a concise and user-friendly publication

https://www.unep.org/resources/publication/little-book-green-nudges?_ga=2.245811140.1308545840.

1636736374-300092976.1636736374

In 2021 UCC won the Best Green Campus Category at the Irish Education Awards.

https://www.ucc.ie/en/international/studentinfohub/news/ucc-makes-it-two-in-a-row-at-the-educat

ion-awards.html

Has the institution had employees or students serving on a board or committee of a sustainability network or conference during the previous three years?:
Yes

A list or brief description of the board or committee appointment(s):

UCC is the National Coordinator in Ireland for the UI Green Metric World University Rankings and as such sits on the steering committee for the ranking. Acting Sustainability Officer Dr Darren Reidy and Energy Manager Pat Mehigan attended the steering committee meetings in Oct 2020 and Aug 2021.

https://greenmetric.ui.ac.id/network/steering-committee

In 2021 UCC Convened the 10th International Conference on Engineering Education for Sustainable Development. The Committee Chair was Prof. Ed Byrne, UCC School of Engineering & UCC Green Forum. The local organising committee was composed of a number of persons from UCC School of Engineering and UCC Sustainability Officer Dr. Maria Kirrane.

https://www.eesd2020.org/local-organizing-committee/

Prof. Ed Byrne also sits on the International Scientific Committee for the conference.

https://www.eesd2020.org/international-scientific/

Does the institution have an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program?:
Yes

A brief description of the mentoring relationship and activities:

UCC has a memorandum of understanding with the University of Bologna to share knowledge, best practise, monitoring and evaluating, support reporting and ranking submissions, student exchange, teaching exchange etc on sustainability matters. The UCC Sustainability Officer, Energy Manager, and numerous academic staff collaborate regularly with UniBo and support their sustainability activities.

UCC has a strong relationship with Cork University Hospital, regularly engaging with the sustainability team there to support them in their Green Flag programme. As the first Green Flag campus and

Green Flag hospital, there is a close relationship and engagement to advance sustainability on both campuses. UCC Sustainability Officer sits on the Green Campus committee of CUH.

Has the institution had employees or students serving as peer reviewers of another institution's sustainability data and/or STARS submission during the previous three years?:
No

A brief description of the peer review activities:

A brief description of other inter-campus collaborative efforts around sustainability during the previous year :

Website URL where information about the institution's inter-campus collaborations is available:

Additional documentation to support the submission:

Continuing Education

Score	Responsible Party
	John O'Halloran
3.75 / 5.00	Deputy President and Registrar
	Office of the Deputy President and Registrar

Criteria

Part 1. Continuing education courses in sustainability

Institution's offers continuing education courses that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its continuing education sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title and department (or equivalent) of the course.

- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.

Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Part 2. Sustainability-focused certificate program

Institution has at least one sustainability-focused certificate program through its continuing education or extension department (or the equivalent).

Degree-granting programs (e.g., programs that confer Baccalaureate, Masters, or Associate degrees) and certificates that are part of academic degree programs are not included in this credit; they are covered in the Curriculum subcategory.

"---" indicates that no data was submitted for this field

Total number of continuing education courses offered:
412

Number of continuing education courses that are sustainability course offerings:
24

Percentage of continuing education courses that are sustainability course offerings:
5.83

A copy of the institution's inventory of its continuing education sustainability course offerings and descriptions:
ACE_Modules.xlsx

Institution's inventory of its continuing education sustainability course offerings and descriptions:

Do the figures reported above cover one, two, or three academic years?:
One

Does the institution have at least one sustainability-focused certificate program through its continuing education or extension department?:
Yes

A brief description of the certificate program(s):

The Diploma in Environmental Science and Social Policy offers an interdisciplinary approach to the environment and issues related, either directly or indirectly, to our use of it. The course is designed to give you a broad knowledge and experience of the key concepts of environmental science, sustainable development, social policy and economics that shape the world we live in. The program is running since 2013.

Website URL where information about the institution's continuing education courses and programs in sustainability is available:
https://www.ucc.ie/en/ace-denvsp/

Additional documentation to support the submission:

Community Service

Score	Responsible Party
1.32 / 5.00	**John O'Halloran** Deputy President and Registrar Office of the Deputy President and Registrar

Criteria

Part 1. Percentage of students participating in community service

Institution engages its students in community service, as measured by the percentage of students who participate.

Part 2. Community service hours per student

Institution engages students in community service, as measured by the average hours contributed per student per year.

Part 3. Employee community service program

Institution has a formal program to support employee volunteering during regular work hours, for example by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated.

Does the institution wish to pursue Part 1 of this credit (student participation in community service)?:
Yes

Total number of students:
18,464

Number of students engaged in community service:
9,416

Percentage of students engaged in community service:
51.00

Does the institution wish to pursue Part 2 of this credit (community service hours)?:
Yes

Total number of student community service hours contributed annually:
28,600

Number of annual community service hours contributed per student:
1.55

Does the institution have a formal program to support employee volunteering during regular work hours?:
No

A brief description of the institution's program to support employee volunteering:

UCC formally recognizes student contribution to extracurricular activities and their development of employability skills through their involvement in a range of activities and initiatives inside and outside UCC through the EmployAgility Awards – previously known as the Works Award.
To receive an award through the Volunteering Pathway a student must complete a period of unpaid volunteering in an on or off-campus approved UCC EmployAgility Award organization. Students have to complete an average of 40 hours.
In addition, there are many other ad hoc informal volunteering endeavors undertaken by UCC students such as UCC's Enactus Society's 'Ceangal' project. Ceangal is a local project in which products (candles, lip gloss) are handmade by asylum seekers, with profits helping communities within the direct provision. Ceangal also plans to improve its social impact by upskilling participants and engaging in outreach activities and diversifying into other products. Its primary goal is to improve the lives of residents in direct provision. This project plus the UCC Food Bank Initiative are examples of unrecorded volunteering hours by UCC students so the total number of hours presented in the above figures is an under-estimate.
A student-wide survey undertaken in April 2018 was the last survey conducted due to the pandemic. These results are therefore based on a representative sample of the UCC community. The results of the 2018 survey showed the following:
9,416 students engaged in Community Service which at the time was 51% of the student population. The total number of student community service recorded hours was 9,883 which equaled .54 hours per student.
In total 272 UCC Works Volunteering Pathway awards were distributed in 2019 and

10, 880 hours of community service hours were contributed through the Volunteering Pathway. However, all participation in the Awards program is voluntary so here are the overall figures for the 2019 Awards program including Volunteering, Student Life, Internship, and Entrepreneurship pathways.

No of students: 434 students received 715 awards. Total hours committed: 28,600

The following is a list of some of the organisations that UCC staff volunteer at:

1. Cork Life Centre
2. Codejo
3. Suas
4. Samaritans
5. Cork Penny Dinners
6. St. Vincent De Paul
7. Irish Guide Dogs for the Blind
8. Foroige Big Brother and Big Sister Programme
9. European Youth Parliament
10. Irish Red Cross
11. Local GAA Clubs

Does the institution track the number of employee community service hours contributed through programs it sponsors?:

Total number of employee community service hours contributed annually through programs sponsored by the institution:

Website URL where information about the institution's community service programs is available:
https://www.studentvolunteer.ie/ucc

Additional documentation to support the submission:
MakingaDifference-StudentVolunteerResearchReport.pdf

Data source(s) and notes about the submission:

https://www.ucc.ie/en/sefs/news/2022/ucc-students-donate-laptops-to-students-in-direct-provision.html

https://www.ucc.ie/en/careers/areyouacurrentstudent/getexperience/volunteering/spotlightonvolunteering/

https://www.ucc.ie/en/careers/areyouacurrentstudent/getexperience/awards/volunteeringcommunityengagement/

https://www.ucc.ie/en/hr/wellbeingdevelopment/coaching/whatiscoaching/

https://www.ucc.ie/en/careers/areyouacurrentstudent/uccmentoringprogramme/

Participation in Public Policy

Score	Responsible Party
2.00 / 2.00	**Maria Kirrane** Sustainability Officer Office of the Director of Buildings and Estates

Criteria

Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability. The advocacy may take place at one or more of the following levels:

- Municipal/local

- State/provincial/regional

- National

- International

The policy advocacy must have the implicit or explicit support of the institution's top administrators and/or governing bodies to count. For example, advocacy by administrators, students, or employees who are acting as representatives of the institution or its governance bodies may count. Advocacy by students or employees conducted in a personal capacity does not count unless it is formally endorsed at the institutional level.

Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above.

This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

"---" indicates that no data was submitted for this field

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the municipal/local level?:
Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the municipal/local level:

UCC as an institution made a submission to the Cork City Development Plan in 2021. The submission was commissioned by UCC Acting President Prof. John O'Halloran, and included cross institutional contributions . The submission contained UCC's vision for culture, diversity & inclusion, public amenity, and the environment. It included an emphasis connectivity to campus and sustainable transport modes.

UCC Commuter Manager and UCC Sustainability Officer represents the university on the Cork Transport and Mobility Forum. This Forum lobbies for better infrastructure and supports for sustainable and active travel options in Cork City. A recent example of local advocacy is the submission made on the City Development Plan.

https://transportandmobilityforum.com/letters-for-change/

UCC School of Chemistry has a long term partnership with Cork City Council, contributing to air quality monitoring and offering scientific advice on the development of the Cork City Council Air Quality Strategy

https://www.corkcity.ie/en/council-services/news-room/latest-news/cork-city-council-launches-in

novative-air-quality-strategy.html

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the state/provincial/regional level?:
Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the state/provincial/regional level:

UCC Commuter Manager and UCC Sustainability Officer represents the university on the Cork Transport and Mobility Forum. This Forum lobbies for better infrastructure and supports for sustainable and active travel options in Cork City and Region and the wider County Cork, as well as intercounty infrastructure and national policy documents. A list of submissions made by the Transport and Mobility Forum is available on the group's website

https://transportandmobilityforum.com/letters-for-change/

Recent examples of regional advocacy include submissions on:
2021- Numerous regional infrastructural projects.
2021 - Climate Action Plan
2021 - N20 Cork-Limerick Intercounty Commuter Network
2020 - Cork County Development Plan
2020 - Road Safety Authority Strategic Plan

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the national level?:
Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the national level:

UCC frequently engages in public policy advocacy through the activities and expertise of it's researchers and educators. The university continually reaches out to government departments to offer the knowledge and expertise of it's staff in the areas of environment and sustainability, on campuses, in education and more broadly. Three examples are below:

In 2021 UCC made an institutional submission to the National Strategy on Education for Sustainable Development (ESD to 2030), during the consultation process undertaken jointly by the governmental departments of Dept. of Education & Dept. of Further & Higher Education, Research, Innovation & Science. The submission was commissioned by the UCC President Prof. John O'Halloran and coordinated by Acting Sustainability Officer. The submission contained input from across the institution including Students Union, Buildings & Estates, Green Campus Programme, Centre for Integration of Research, teaching & Learning, The Centre for Global Development, The Environmental Research Institute, Student Societies and numerous academic departments.

Similarly in 2021 UCC made an institutional submission to the consultation process for the National Implementation Plan for the Sustainable Development Goals. The submission was commissioned by the university president, and coordinated by the Sustainability Officer and the Manager of the Environmental Research Institute.

A number of researchers from UCC Environmental Research Institute were invited as expert witnesses to the Oireachtas Join Committee on Climate Action during pre-legislative scrutiny of the Climate Action and Low Carbon Development
Bill 2020. The Committee was examining the recently published Climate Action and Low Carbon Development (Amendment) Bill 2020. The Bill proposed to introduce significant amendments designed to strengthen Ireland's existing framework climate legislation. Further ERI researchers contributed additional evidence to the committee as requested. For detailed discussion see page ten ERI annual report:

https://www.ucc.ie/en/media/research/environmentalresearchinstitute/newsimages/2020AnnualReport

.pdf

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the international level?:
Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the international level:

UCC is the only Irish University, and one of only three Irish organisations to hold official observer status at COP26, UN Climate Change Conference of the Parties. In 2021 UCC established the President's Working Group for COP26 to coordinate UCC's activities relating to COP26. The working group was chaired by Prof. Brian O'Gallachoir (UCC Environmental Research Institute) and comprised of experts in energy and climate science, sociology, human rights and environmental justice, as well as student activists, and the Sustainability Officer. The working group selected a delegation of 8 staff and students to represent UCC at COP26. The working group also drafted a declaration to be sent to COP26 to inform policy makers. In addition Dr Marguerite Nyhan (UCC School of Engineering & UCC Environmental Research Institute) was part of the Irish Government National delegation.

https://www.ucc.ie/en/news/ucc-to-send-delegation-to-un-cop-26.html

Prof. Aine Ryall, UCC Centre for Law & the Environment is the vice-Chair of the UNEC Aarhus Convention Compliance committee, which monitors how nations ensure that citizens have access to environmental information and environmental justice.

https://unece.org/env/pp/cc/committee-members

A brief description of other political positions the institution has taken during the previous three years (if applicable):

A brief description of political donations the institution made during the previous three years (if applicable):

Website URL where information about the institution's sustainability advocacy efforts is available:

Additional documentation to support the submission:

Trademark Licensing

Score	Responsible Party
1.00 / 2.00	**Fiona Thompson** Ms Procurement Office

Criteria

Institution ensures that apparel bearing its name/logo is produced under fair working conditions by:

- Maintaining current membership in the Worker Rights Consortium (WRC), the Fair Labor Association (FLA), or (for institutions outside the U.S., Canada, and the U.K.), an equivalent independent monitoring and verification organization that has been approved by AASHE; OR

- Adopting a labor rights code of conduct in its licensing agreements with licensees who produce its logo apparel without maintaining institutional membership in an independent monitoring and verification organization.

To qualify, a labor rights code of conduct must be consistent in all respects with the WRC Model Code of Conduct, the FLA Workplace Code of Conduct, or the International Labour Organisation (ILO) fundamental Conventions.

The companies, suppliers, and licensees that an institution works with may also participate in monitoring and verification organizations, thereby helping to ensure fair labor practices are applied throughout the supply chain, however these activities are not sufficient to earn points in this credit.

"---" indicates that no data was submitted for this field

Is the institution a member of the Worker Rights Consortium (WRC)?:
No

Is the institution currently a member of the Fair Labor Association (FLA)? :
No

Is the institution currently a member of an equivalent independent monitoring and verification organization approved by AASHE?:

A brief description of the independent monitoring and verification organization:

Has the institution adopted a labor rights code of conduct in its licensing agreements with the licensees who produce its logo apparel?:
Yes

A copy of the labor rights code of conduct for licensees:

The labor rights code of conduct for licensees:

   Under the university's "Category Partner Supply Services" tender (2021), under which all UCC logo items will be produced, ethical sourcing criteria were "Applicants will be required to confirm that they will adhere to an ethical code of conduct based on the UN's Universal Declaration of Human Rights and the International Labour's Organisations conventions and recommendations on basic labour

rights as well as adopting ethical standards in the conduct of their affairs which respect the intrinsic value of individual human beings."

Website URL where information about the institution's trademark licensing initiatives is available:

Additional documentation to support the submission:

Operations

Air & Climate

Points Earned 6.34

Points Available 11.00

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit	Points
Emissions Inventory and Disclosure	2.40 / 3.00
Greenhouse Gas Emissions	3.94 / 8.00

Emissions Inventory and Disclosure

Score	Responsible Party
2.40 / 3.00	**Niall Dunphy** Dr Cleaner Production Promotion Unit

Criteria

Part 1. Greenhouse gas emissions inventory

Institution has completed an inventory to quantify its Scope 1 and Scope 2 greenhouse gas (GHG) emissions. The inventory may also:

- Include Scope 3 GHG emissions from one or more of the following sources:

  - Business travel (the transportation of employees and students for institution-related activities in vehicles owned or operated by third parties)

  - Commuting (regular commuting to and from the institution by students and employees)

  - Purchased goods and services (e.g., food and paper)

  - Capital goods (e.g., equipment, machinery, buildings, facilities, and vehicles)

  - Fuel- and energy-related activities not included in Scope 1 or 2

  - Waste generated in operations (solid waste and/or wastewater disposal/treatment in facilities owned or operated by third parties)

  - Other sources not included in Scope 1 or 2 (e.g., student travel to/from home)

- Have been verified by an independent, external third party or validated internally by personnel who are independent of the GHG accounting and reporting process.

Part 2. Air pollutant emissions inventory

Institution has completed an inventory to quantify its air pollutant emissions. The inventory includes at least nitrogen oxides (NOx) and sulfur oxides (SOx). It may also include other standard categories of toxic air emissions - e.g., carbon monoxide (CO), particulate matter (PM), hazardous air pollutants (HAPs), and so on - from one or more of the following:

- Major stationary sources (e.g., combustion-based energy plants, boilers, furnaces, and generators)

- Area sources (minor stationary sources such as paint booths, book preservation operations, and wastewater treatment plants)

- Mobile sources (e.g., campus fleet, other motorized vehicles, and lawn care equipment)

- Commuting

- Off-site electricity production

"---" indicates that no data was submitted for this field

Has the institution conducted a GHG emissions inventory within the previous three years that includes all Scope 1 and 2 emissions? :
Yes

A copy of the most recent GHG emissions inventory:
UCC_STARS_GHG_Inventory_2017-18.xlsx

A brief description of the methodology and/or tool used to complete the GHG emissions inventory:

Methodology used based on Greenhouse Gas Protocol corporate accounting and reporting standard. This standard was previously used to calculate UCC's Carbon Footprint in 08/09 and 11/12, 16/17 so the same methodology was employed here using updated data for AY 17/18 and updated emission factors. Greenhouse gas emissions are expressed in terms of Carbon Dioxide Equivalents (CO2e). Scope one and two data were obtained from the Buildings and Estates office for Stationary Combustion, Mobile Combustion, Purchased Grid Electricity and CHP. Fugitive emissions were negligible and not included. CO2 emission factors for Ireland were sourced from the Sustainable Energy Authority of Ireland, conversion factors for CH4 and N20 were sourced from the Environmental Protection Agency of Ireland.
Employee and student commuting figures were extrapolated from the commuting surveys described in OP16 and 17. Academic business travel data was sourced from the UCC finance office for staff academic travel. Student & Clubs/Societies travel data was sourced directly from academic departments and Clubs & Societies. Waste and water figures were also obtained from the UCC Buildings and Estates office. Scope three emission factors were sourced from DEFRA (Department for Environment, Food and Rural Affairs) in the UK, from their 2018 inventory.
Data on procured goods and services was obtained from the UCC Procurement Office. Greenhouse gas emissions from procurement or supply-chain activities was estimated through the application of environmentally-extended input output (EEIO) analysis using. Conversion factors for procured goods and services were obtained from the OECD.
For a detailed description of methodology please see attached supporting documentation.

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:
Yes

A brief description of the GHG inventory verification process:

Internal verification by Dr Niall Dunphy of the Cleaner Production Promotion Unit at University College Cork.

Documentation to support the GHG inventory verification process:
Towards_a_Climate_Action_Plan_for_UCC_Revised_Dec_2020.pdf

Gross Scope 1 GHG emissions, performance year:

	Weight in MTCO2e
Stationary combustion	5,709.90 Metric Tons of CO2 Equivalent
Other sources (mobile combustion, process emissions, fugitive emissions)	42.50 Metric Tons of CO2 Equivalent

Total gross Scope 1 GHG emissions, performance year:
5,752.40 Metric Tons of CO2 Equivalent

Gross Scope 2 GHG emissions, performance year (market-based):

	Weight in MTCO2e
Imported electricity	14,296.90 Metric Tons of CO2 Equivalent
Imported thermal energy	0 Metric Tons of CO2 Equivalent

Total gross Scope 2 GHG emissions, performance year:
14,296.90 Metric Tons of CO2 Equivalent

Gross GHG emissions from biogenic sources, performance year:
0 Metric Tons of CO2 Equivalent

Does the GHG emissions inventory include Scope 3 emissions from the following sources?:

	Yes or No	Weight in MTCO2e
Business travel	Yes	6,685.90 Metric Tons of CO2 Equivalent
Commuting	Yes	8,897.50 Metric Tons of CO2 Equivalent
Purchased goods and services	Yes	8,199.30 Metric Tons of CO2 Equivalent
Capital goods	No	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	No	---
Waste generated in operations	Yes	8.90 Metric Tons of CO2 Equivalent
Other sources	Yes	278.20 Metric Tons of CO2 Equivalent

Total Scope 3 GHG emissions, performance year:
24,069.80 Metric Tons of CO2 Equivalent

A brief description of how the institution accounted for its Scope 3 emissions:

Employee and student commuting figures were extrapolated from the commuting surveys described in OP16 and 17. Academic business travel data was sourced from the UCC finance office for staff academic travel. Student & Clubs/Societies travel data was sourced directly from academic departments and Clubs & Societies. Waste and water figures were also obtained from the UCC Buildings and Estates office. Scope three emission factors were sourced from DEFRA (Department for Environment, Food and Rural Affairs) in the UK, from their 2018 inventory.
Data on procured goods and services was obtained from the UCC Procurement Office. Greenhouse gas emissions from procurement or supply-chain activities was estimated through the application of environmentally-extended input output (EEIO) analysis using. Conversion factors for procured goods and services were obtained from the OECD. Data for procured goods and services includes capital projects, thus capital goods are not reported separately.
For a detailed description of methodology please see attached supporting documentation.

Has the institution completed an inventory within the previous three years to quantify its air pollutant emissions?:
No

Annual weight of emissions for::

	Weight of Emissions
Nitrogen oxides (NOx)	---
Sulfur oxides (SOx)	---
Carbon monoxide (CO)	---
Particulate matter (PM)	---
Ozone (O3)	---
Lead (Pb)	---
Hazardous air pollutants (HAPs)	---
Ozone-depleting compounds (ODCs)	---
Other standard categories of air emissions identified in permits and/or regulations	---

Do the air pollutant emissions figures provided include the following sources?:

	Yes or No
Major stationary sources	---
Area sources	---
Mobile sources	---
Commuting	---
Off-site electricity production	---

A brief description of the methodology(ies) the institution used to complete its air emissions inventory:

Gross Scope 2 GHG emissions from purchased electricity (location-based):
14,296.90 Metric Tons of CO2 Equivalent

Gross Scope 2 GHG emissions from imported thermal energy (location-based) :
0 Metric Tons of CO2 Equivalent

Website URL where information about the institution's emissions inventories is available:
https://psmr.seai.ie/Reports/PublicAnnualReportForPublic?customerId=374&query=undefined

Additional documentation to support the submission:

Greenhouse Gas Emissions

Score	Responsible Party
3.94 / 8.00	**Niall Dunphy** Dr Cleaner Production Promotion Unit

Criteria

Part 1. GHG emissions per person

Institution has reduced its adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a baseline.

Part 2. GHG emissions per unit of floor area

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.215 metric tons of carbon dioxide equivalent (MTCO2e) per gross square metre (0.02 MTCO2e per gross square foot) of floor area.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space (see Standards and Terms).

Carbon sinks

For this credit, the following carbon sinks may be counted:

- Third-party verified, purchased carbon offsets

- Institution-catalyzed carbon offsets (popularly known as "local offsets")

- Carbon storage from on-site composting. The compost may be produced off-site, but must originate from on-site materials and be returned to the campus for use as a soil amendment.

Purchased carbon offsets that have not been third-party verified do not count. Consistent with the Sustainability Indicator Management & Analysis Platform (SIMAP) and relevant protocols from The Offset Network, non-additional sequestration does not count, but may be reported in the optional reporting field provided.

Scope 2 GHG emissions totals should include accounting for any contractual procurement and sales/transfer of renewable energy, e.g., Renewable Energy Certificates (RECs), Guarantees of Origin (GOs), and International RECs (I-RECs). Such products may not be counted as carbon offsets.

"---" indicates that no data was submitted for this field

Gross Scope 1 and Scope 2 greenhouse gas (GHG) emissions:

	Performance year	Baseline year
Gross Scope 1 GHG emissions from stationary combustion	5,709.90 Metric Tons of CO2 Equivalent	4,624 Metric Tons of CO2 Equivalent
Gross Scope 1 GHG emissions from other sources	42.50 Metric Tons of CO2 Equivalent	220.70 Metric Tons of CO2 Equivalent
Gross Scope 2 GHG emissions from imported electricity	14,296.90 Metric Tons of CO2 Equivalent	11,848.30 Metric Tons of CO2 Equivalent
Gross Scope 2 GHG emissions from imported thermal energy	0 Metric Tons of CO2 Equivalent	5,497.70 Metric Tons of CO2 Equivalent
Total	20,049.30 Metric Tons of CO2 Equivalent	22,190.70 Metric Tons of CO2 Equivalent

Figures needed to determine net carbon sinks:

	Performance year	Baseline year
Third-party verified carbon offsets purchased	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Institution-catalyzed carbon offsets generated	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Carbon storage from on-site composting	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent
Carbon storage from non-additional sequestration	0 Metric Tons of CO2 Equivalent	---
Carbon sold or transferred	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent

	Performance year	Baseline year
Net carbon sinks	0 Metric Tons of CO2 Equivalent	0 Metric Tons of CO2 Equivalent

A brief description of the carbon sinks, including vendor, project source, verification program and contract timeframes (as applicable):

Adjusted net Scope 1 and Scope 2 GHG emissions:

	Performance year	Baseline year
Adjusted net GHG emissions	20,049.30 Metric Tons of CO2 Equivalent	22,190.70 Metric Tons of CO2 Equivalent

Start and end dates of the performance year and baseline year (or three-year periods):

	Performance year	Baseline year
Start date	Sept. 30, 2017	Sept. 30, 2008
End date	Oct. 1, 2018	Oct. 1, 2009

A brief description of when and why the GHG emissions baseline was adopted:

   UCC's carbon footprint was previously calculated in 08/09 and 11/12.

Figures needed to determine "Weighted Campus Users":

	Performance year	Baseline year
Number of students resident on-site	0	0
Number of employees resident on-site	0	0
Number of other individuals resident on-site	0	0
Total full-time equivalent student enrollment	18,464	16,119
Full-time equivalent of employees	2,696.72	2,674
Full-time equivalent of students enrolled exclusively in distance education	48	117
Weighted Campus Users	15,834.54	14,007

Adjusted net Scope 1 and 2 GHG emissions per weighted campus user:

	Performance year	Baseline year
Adjusted net Scope 1 and 2 GHG emissions per weighted campus user	1.27 Metric Tons of CO2 Equivalent	1.58 Metric Tons of CO2 Equivalent

Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline:

20.08

Gross floor area of building space, performance year:
282,364 Gross Square Metres

Floor area of energy intensive building space, performance year:

	Floor area
Laboratory space	54,513 Square Metres
Healthcare space	12,891 Square Metres
Other energy intensive space	16,385 Square Metres

EUI-adjusted floor area, performance year:
433,557 Gross Square Metres

Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:
0 MtCO2e / GSM

A brief description of the institution's GHG emissions reduction initiatives:

UCC was the first university in the world to become IS050001 accredited for energy management systems, this provides the framework for reduction of energy consumption over time.

For a detailed discussion of GHG emission reduction initiatives please see discussions on energy and transport management (OP5, OP6, OP17)

Website URL where information about the institution's GHG emissions is available:
https://www.ucc.ie/en/greencampus/practice/energy-water-and-climate-change/

Additional documentation to support the submission:
Towards_a_Climate_Action_Plan_for_UCC_Revised_Dec_2020.pdf

Data source(s) and notes about the submission:

Reference year is academic year 2017-2018. This is outside of the 3 year reporting framework due to the impacts of Covid. The University was due to recalculate our carbon footprint in 2020, however given the Covid lockdown situation this would not have been appropriate. Irish Universities operated mainly online from March 2020 to January 2022, therefore the next appropriate time to undertake a carbon footprint measurement (in order to be able to make useful comparisons) will be for AY 22/23.

Floor area metrics and student and staff FTEs differ from those provided in PRE-4 and PRE-5 as the reference year differs

Please see attached supporting document "Toward a Climate Action Plan for UCC" for a detailed discussion on measuring UCC GHG emissions.

Buildings

Points Earned 3.54

Points Available 8.00

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building's impact on the outdoor environment.

Credit	Points
Building Design and Construction	1.82 / 3.00
Building Operations and Maintenance	1.72 / 5.00

Building Design and Construction

Score	Responsible Party
1.82 / 3.00	**Tim Cronin** Capital Projects Officer Buildings & Estates

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years were designed and built in accordance with a published green building code, policy/guideline, and/or rating system.

Green building codes, policies/guidelines, and rating systems may be:

- Multi-attribute: addressing location and transportation, sustainable sites, water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM, LEED BD+C, and similar programs); OR

- Single-attribute: focusing predominantly on one aspect of sustainability such as energy/water efficiency, human health and wellbeing, or sustainable sites.

Building space that is third party certified under a multi-attribute green building rating system developed/administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space designed and built under other standards and policies/programs. For more information, see Examples of Multi-attribute and Single-attribute Building Frameworks.

Floor area designed and built in accordance with multiple green building codes, policies/guidelines, and/or rating systems should not be double-counted.

"---" indicates that no data was submitted for this field

Total floor area of newly constructed or renovated building space:
7,256 Square Metres

Floor area of eligible building space designed and built in accordance with published green building codes, policies, and/or rating systems:

	Floor area
Certified at the highest achievable level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Platinum or Certified Living Building)	0 Square Metres
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Gold)	3,951 Square Metres
Certified at mid-level under a 3- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., BREEAM Very Good)	0 Square Metres
Certified at a step above minimum level under ar 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Silver)	0 Square Metres
Certified at minimum level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Certified)	0 Square Metres
Certified/verified at any level under a multi-attribute, non-GBC rating system for design and construction, a green building code, or a single-attribute rating system for design and construction	1,930 Square Metres

	Floor area
Designed and built in accordance with a multi-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 Square Metres
Designed and built in accordance with a single-attribute green building code, policy, guideline, or rating system, but not certified/verified	653 Square Metres
Total	6,534 Square Metres

Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:
81.05

A list of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:

Student Hub Building - Designed to BREEAM Excellent
(

https://odonnell-tuomey.ie/student-hub-ucc

)
Tyndall National Institute - Phase 3 A3 rated refurbishment
(

https://www.ucc.ie/en/build/projects/current/tyndallnationalinstitutephase3refurbishment/

)

An inventory of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:
ME_Design_Guidance.pdf

Website URL where information about the institution's green building design and construction program is available:
https://www.ucc.ie/en/greencampus/practice/energy-water-and-climate-change/building-design-at-university-college-cork/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

https://www.ucc.ie/en/build/projects/completed/

Building Operations and Maintenance

Score	Responsible Party
1.72 / 5.00	**Pat Mehigan** Energy Manager Buildings and Estates

Criteria

Institution's buildings are operated and maintained in accordance with a sustainable management policy/ program and/or a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M).

Sustainable operations and maintenance policies/programs and rating systems may be:

- Multi-attribute: addressing water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM-In Use, LEED O+M, and similar programs); OR

- Single-attribute: less comprehensive; focusing predominantly on either resource use (i.e., energy and/ or water efficiency) or indoor environmental quality (e.g., green cleaning, indoor air quality, and integrated pest management).

Building space that is third party certified under a multi-attribute green building rating system developed/ administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space operated and maintained under other standards and policies/programs.For more information, see Examples of Multi-attribute and Single-attribute Building Frameworks.

Floor area operated and maintained under multiple O+M policies/programs and/or rating systems should not be double-counted.

Building space that is certified only under a green building rating system for new construction and major renovation does not count for this credit. For example, a building that is certified under LEED: Building Design + Construction (BD+C), but not LEED: Building Operations + Maintenance (O+M) should not be counted as certified space. Sustainability in new construction and major renovation projects is covered in the Building Design and Construction credit.

"---" indicates that no data was submitted for this field

Total floor area of existing building space:
282,364 Square Metres

Floor area of existing building space operated and maintained in accordance with a sustainable management policy/program and/or a green building rating system:

	Existing floor area
Certified at the highest achievable level under a multi-attribute, Green Building Council (GBC) rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Platinum)	0 Square Metres
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Gold)	0 Square Metres
Certified at mid-level under a 3- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., BREEAM-In Use Very Good)	0 Square Metres

	Existing floor area
Certified at a step above minimum level under a 4 -or 5–tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Silver)	0 Square Metres
Certified at minimum level under a multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., BREEAM In-Use Pass or LEED O+M Certified)	0 Square Metres
Certified at any level under a non-GBC rating system or single-attribute rating system focused on the operations and maintenance of existing buildings	0 Square Metres
Operated and maintained in accordance with a multi-attribute, sustainable management policy/program, but not certified under an O+M rating system	242,697 Square Metres
Operated and maintained in accordance with a single-attribute, sustainable management policy/program, but not certified under an O+M rating system	0 Square Metres
Total	242,697 Square Metres

Percentage of existing building space certified under a green building rating system rating system focused on the operations and maintenance of existing buildings:
0

A brief description of the sustainable operations and maintenance policy/program and/or O+M rating system(s) used:

Through our established and certified ISO 50001 Energy Management Program System the University ensures its estate in operated and maintained in an energy efficient manner and energy opportunities are identified and implemented on an ongoing basis.
Our Certified Water Stewarship Program, Implemented in 2019,has delivered significant reductions in our water consumption through operational improvements and infrastructure upgrades.
In 2020 we deployed over 150 IAQ devices to monitor the internal enviroment of our estate. Driven by the data and information gathered by the sensors we have significantly upgraded our ventilation systems and controls across our Estate.

Website URL where information about the institution's sustainable operations and maintenance program is available:
http://greencampus.ucc.ie/energy-water-climate-change/iso-50001/

Additional documentation to support the submission:
UCC_A3_Energy_Policy_2021.pdf

Energy

Points Earned 6.52

Points Available 10.00

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

Credit	Points
Building Energy Efficiency	5.11 / 6.00
Clean and Renewable Energy	1.41 / 4.00

Building Energy Efficiency

Score	Responsible Party
5.11 / 6.00	**Pat Mehigan** Energy Manager Buildings and Estates

Criteria

Part 1. Reduction in source energy use per unit of floor area

Institution has reduced its total source energy consumption per gross square metre or foot of floor area compared to a baseline.

Part 2. Site energy use per unit of floor area

Institution's annual site energy consumption is less than the minimum performance threshold of 389 Btu per gross square metre per Celsius degree day (65 Btu per gross square foot per Fahrenheit degree day).

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

"---" indicates that no data was submitted for this field

Electricity use, performance year (report kilowatt-hours):

	kWh	MMBtu
Imported electricity	27,723,772 Kilowatt-hours	94,593.51 MMBtu
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	57,100 Kilowatt-hours	194.83 MMBtu

Stationary fuels and thermal energy, performance year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	84,086 MMBtu
Imported steam, hot water, and/or chilled water	0 MMBtu

Total site energy consumption, performance year:
178,874.34 MMBtu

Gross floor area of building space, performance year:
282,364 Gross Square Metres

Floor area of energy intensive space, performance year:

	Floor area
Laboratory space	54,513 Square Metres
Healthcare space	12,891 Square Metres
Other energy intensive space	16,385 Square Metres

EUI-adjusted floor area, performance year:
433,557 Gross Square Metres

Degree days, performance year:

	Degree days
Heating degree days	1,935 Degree-Days (°C)
Cooling degree days	102 Degree-Days (°C)

Total degree days, performance year:
2,037 Degree-Days (°C)

Start and end dates of the performance year (or 3-year period):

	Start date	End date
Performance period	Jan. 1, 2020	Dec. 31, 2020

Total site energy consumption per unit of EUI-adjusted floor area per degree day, performance year:
202.54 Btu / GSM / Degree-Day (°C)

Electricity use, baseline year (report kWh):

	kWh	MMBtu
Imported electricity	24,175,965 Kilowatt-hours	82,488.39 MMBtu
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	0 Kilowatt-hours	0 MMBtu

Stationary fuels and thermal energy, baseline year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	108,052 MMBtu
Imported steam, hot water, and/or chilled water	0 MMBtu

Total site energy consumption, baseline year:
190,540.39 MMBtu

Gross floor area of building space, baseline year:
173,422.93 Gross Square Metres

Start and end dates of the baseline year (or 3-year period):

	Start date	End date
Baseline period	Jan. 1, 2008	Dec. 31, 2008

A brief description of when and why the energy consumption baseline was adopted:

Under our national reporting obligations we have chosen 2006-2008 as the baseline period. We will use 2008 for the STARS application

Source-site ratio for imported electricity:
2

Total energy consumption per unit of floor area:

	Site energy	Source energy
Performance year	0.63 MMBtu / GSM	0.63 MMBtu / GSM
Baseline year	1.10 MMBtu / GSM	1.10 MMBtu / GSM

Percentage reduction in total source energy consumption per unit of floor area from baseline:
38.48

Documentation to support the performance year energy consumption figures reported above:
University_College_Cork_2019.pdf

A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency:

UCC's energy management program, which is certified to ISO 50001, can be broken down into a 3-pronged approach that focusses on our plant operations, our processes in place to manage energy conservation and finally our people, who play a leading role in our energy conservation approach.
Plant:
Plant (or equipment) encompasses the services that we use in all our buildings, for example lighting, air ventilation, heating equipment and associated pumps. From our learnings over the years it is estimated that these services would account for 50% of the Universities energy consumption and as such need to be closely managed. We achieve this through our building management systems which ensures that the equipment is only running when it is required while the engineering services department ensure that the plant is maintained to ensure efficient operation when running.

Process:

Using our ISO 50001 certified energy management system, the University ensures that the process are in place to manage and promote energy conservation. For example, our energy policy ensures that our significant energy users are closely managed to eliminate energy wastage while our energy audit process ensures that regular energy audits are undertaken where energy saving opportunities are identified and undertaken by our minor projects department. Finally, our design processes ensure that all future buildings or renovation programs have sustainably and energy efficiency as a key design deliverable.

People:

Most important are our people who use or manage the energy consuming equipment on site. From our craft operators, lab technicians, IT services departments to our students each and every one of us have a big part to play in reducing our total energy consumption. It is the aim of the B&E office to engage, encourage and enable our staff and students to conserve energy when they can, whether that's turning off lights and PC's when leaving the rooms or switching off lab equipment and services when not in use.
Using the 3P approach described the office is currently focussing on our significant energy users, where any energy efficiency measures implemented, can have a positive impact on our annual energy consumption.

A brief description of energy use standards and controls employed by the institution:

Through our extensive BEMS and monitoring package we are constantly reviewing time schedules and setpoints to suit the time of year and occupation loading. Some of the operating strategies include:
Use of CO_2 control on HVAC systems
Weather compensation on boiler systems.
Presence detection for lighting controls.
Weekly energy scorecards produced and communicated to our SEU's.

A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:

Over the last 10 years we have seen a significant change out of lighting systems from CFL's / T12 fittings to T5 and more recently LED fittings.
We have a rolling campaign underway to replace all lighting with LED units. Areas are selected based on the age, condition and energy consumption of the existing lighting infrastructure.

Some of the control strategies include:
Presence / Absence detection.
Daylight dimming.
Closing of areas during low occupancy rates and opening as required.
Time schedules.
Corridoors / stairwell dimming.

A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution:

We have a number of technologies rolled out across the University including:
Heat pump operation using local river bed to provide heating / cooling to Glucksman Gallery.
Heat pump operation using local river to provide heating to IT building.
Heat pump operation using local aquifer to provide heating to the ERI building.
Extensive amount of heat recovery from process equipment / data centres / lab spaces.
A number of solar arrays for heating of domestic hot water.
Naturally ventilated buildings.
Use of glazing on south facing buildings to maximise daylight / solar gain.

A brief description of co-generation employed by the institution:

From 2001 to Oct 2017 we have used CHP units to provide on average 5.5 GWh of electricity a year to the main campus while using the waste heat to provide 20% of the Main Campus heating requirements. These units are are no longer in operation.

A brief description of the institution's initiatives to replace energy-consuming appliances, equipment, and systems with high efficiency alternatives:

We are constantly running tailored energy efficiency programs across the University. Our programs focus on understanding the behavioural aspects and needs of the building users. Once these are understood we run campaigns around improving the operation of the buildings to make it a more comfortable and pleasant space for the user while also improving the energy efficiency. The majority of changes focus firstly on managing efficiently existing assets within the building, i.e. ensure equipment runs only when it needs to. Once we have the units running at optimum levels we identify alternative equipment that would be more energy efficient than the existing units, based on the running hours. If viable this equipment would then be replaced with a more efficient alternative.

Website URL where information about the institution's energy conservation and efficiency program is available:
https://www.ucc.ie/en/greencampus/practice/energy-water-and-climate-change/

Additional documentation to support the submission:

Clean and Renewable Energy

Score	Responsible Party
	Pat Mehigan
1.41 / 4.00	Energy Manager
	Buildings and Estates

Criteria

Institution supports the development and use of clean and renewable energy sources, using any one or combination of the following options:

Clean and renewable electricity

1. Purchasing or otherwise importing electricity from certified/verified clean and renewable sources. This includes utility-provided green power purchasing options, power purchase agreements (PPAs) for electricity generated off-site, and equivalent products that bundle physical electricity with the right to claim its renewable energy attributes.

2. Generating electricity from clean and renewable sources on-site and retaining or retiring the rights to its renewable energy attributes. In other words, if the institution has sold Renewable Energy Certificates (RECs) or the equivalent for the clean and renewable energy generated, it may not claim such energy here. The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Clean and renewable thermal energy

1. Using clean and renewable stationary fuels on-site to generate thermal energy, e.g., using certain types of biomass for heating (see Standards and Terms).

2. Purchasing or otherwise importing steam, hot water, and/or chilled water from certified/verified clean and renewable sources (e.g., a municipal geothermal facility).

Unbundled renewable energy products

1. Purchasing RECs, Guarantees of Origin (GOs), International RECs (I-RECs), or equivalent unbundled renewable energy products certified by a third party (e.g., Green-e or EKOenergy).

Energy on the grid is indistinguishable by source. Therefore, neither the electric grid mix for the region in which the institution is located, nor the grid mix reported by the electric utility that serves the institution (i.e., the utility's standard or default product) count for this credit in the absence of RECs, GOs, I-RECs, or equivalent products that document the renewable electricity delivered or consumed and give the institution to right to claim it as renewable.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit (e.g., daylighting, passive solar design, ground-source heat pumps). The benefits of such strategies, as well as the improved efficiencies achieved through using cogeneration technologies, are captured by the Greenhouse Gas Emissions and Building Energy Consumption credits.

Transportation fuels, which are covered by the Greenhouse Gas Emissions and Campus Fleet credits, are not included.

"---" indicates that no data was submitted for this field

Total energy consumption, performance year:
178,874.34 MMBtu

Clean and renewable electricity (report kilowatt-hours):

	kWh	MMBtu
Imported electricity from certified/verified clean and renewable sources (i.e., bundled green power purchases)	18,461,428 Kilowatt-hours	62,990.39 MMBtu
Electricity from on-site, clean and renewable sources (rights retained/retired)	57,100 Kilowatt-hours	194.83 MMBtu

A brief description of the certified/verified sources of clean and renewable electricity:

In May 2020 the University entered into a 3 year contract for the purchase of 100% supplied renewable energy.
We have allocated electricity consumed from May 2020 to Dec 2020 as from renewable supplies

A brief description of the on-site renewable electricity generating facilities/devices:

https://www.ucc.ie/en/greencampus/news/pv-installations-across-ucc.html

Clean and renewable thermal energy (report MMBtu):

	MMBtu
Clean and renewable stationary fuels used on-site to generate thermal energy	0 MMBtu
Imported steam, hot water, and/or chilled water from certified/verified clean and renewable sources	0 MMBtu

A brief description of the clean and renewable stationary fuels:

A brief description of the certified/verified sources of clean and renewable thermal energy:

Unbundled renewable energy products (report kWh):

	kWh	MMBtu
Purchased RECs, GOs, I-RECs or equivalent unbundled renewable energy products certified by a third party	0 Kilowatt-hours	0 MMBtu

A brief description of the unbundled renewable energy products:

Total clean and renewable energy generated or purchased:
63,185.22 MMBtu

Percentage of total energy consumption from clean and renewable sources:
35.32

Website URL where information about the institution's support for clean and renewable energy is available:
http://greencampus.ucc.ie/energy-water-climate-change/

Electricity use, by source (percentage of total, 0-100):

	Percentage of total electricity use (0-100)
Biomass	0
Coal	7.70
Geothermal	---
Hydro	2.80
Natural gas	50.80
Nuclear	---
Solar photovoltaic	0.07
Wind	32
Other (please specify and explain below)	---

A brief description of other sources of electricity not specified above:

   Details taken from

   https://www.seai.ie/publications/Energy-in-Ireland-2020.pdf

Table 12

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	0
Coal	0
Electricity	5
Fuel oil	0
Geothermal	0
Natural gas	95
Other (please specify and explain below)	---

A brief description of other sources of building heating not specified above:

Additional documentation to support the submission:

Food & Dining

Points Earned 4.35

Points Available 8.00

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

Credit	Points
Food and Beverage Purchasing	2.35 / 6.00
Sustainable Dining	2.00 / 2.00

Food and Beverage Purchasing

Score	Responsible Party
2.35 / 6.00	**Caroline Jensen** Ms KSG

Criteria

Institution's dining services purchase food and beverage products that meet at least one of the following criteria:

- Sustainably or ethically produced as determined by one or more of the standards listed in Standards and Terms.

- Plant-based.

An institution with Real Food Calculator results that have been validated by the Real Food Challenge (U.S.) or Good Food Calculator results that have been validated by Meal Exchange (Canada) may simply report its Real/Good Food percentage as the percentage of expenditures on sustainably or ethically produced products. The percentage of expenditures on plant-based foods is reported separately.

Required documentation

For transparency and to help ensure comparability, a completed STARS Food and Beverage Purchasing Inventory template or equivalent inventory must be provided to document purchases that qualify as sustainably or ethically produced. The inventory must justify each product's inclusion and include, at minimum, the following information:

  • Product name, label, or brand

  • Product description/type

  • Recognized sustainability standard met (e.g., third party certification or ecolabel)

It is not required that products that qualify solely as plant-based be documented at the same level of detail (i.e., they may or may not be included in the inventory).

"---" indicates that no data was submitted for this field

Percentage of total annual food and beverage expenditures on products that are sustainably or ethically produced:
6.40

Percentage of total annual food and beverage expenditures on plant-based foods:
65.60

An inventory of food and beverage purchases that qualify as sustainably/ethically produced:
UCC_STARS_Programme_2019_Food_Purchases_2.xlsx

A brief description of the methodology used to conduct the inventory, including the timeframe and how representative samples accounted for seasonal variation (if applicable):

One year sample of all food purchases by Kylemore Services Group, UCC's catering contractor. The majority of UCC's food supplies are from producers that are members of the Irish Food Bord's Origin Green Programme. More information on the Origin Green Programme can be found here:

https://www.origingreen.ie/what-is-origin-green/how-does-origin-green-work/

Website URL where the institution's validated Real/Good Food Calculator results are publicly posted:

Which of the following food service providers are present on campus and included in the inventory/assessment?:

	Present?	Included?
Dining operations and catering services operated by the institution	No	No
Dining operations and catering services operated by a contractor	Yes	Yes
Student-run food/catering services	No	No
Franchises (e.g., regional or global brands)	Yes	Yes

	Present?	Included?
Convenience stores	Yes	No
Vending services	Yes	No
Concessions	No	No

Total annual dining services budget for food and beverage products:
$1 million - $4.9 million

A brief description of the institution's sustainable food and beverage purchasing program:

Meat, veg and fish are bought locally where possible. Through our Farm to Fork programme, a significant amount of vegetables used on campus are grown on the university farm. In addition, seafood is sourced from local sustainable suppliers.

Website URL where information about the food and beverage purchasing program is available:
https://www.ucc.ie/en/greencampus/practice/food-health-and-wellbeing/

Additional documentation to support the submission:

Sustainable Dining

Score	Responsible Party
Score	**Responsible Party**
2.00 / 2.00	**Caroline Jensen** Ms KSG

Criteria

Part 1. Sustainable dining initiatives

Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Hosts a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or supports such a program in the local community.

- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer.

- Supports disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing.

- Hosts low impact dining events (e.g., Meatless Mondays) or promotes plant-forward (vegetables-as-center-of-the-plate, with smaller portions of meat) options.

- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal (e.g., a vegan entrée, an all-vegan station, or an all-vegan dining facility).

- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls.

Part 2. Food waste minimization and recovery

Institution's dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor:

- Participates in a competition or commitment program (e.g., U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g., LeanPath) to track and improve its food management practices.

- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste.

- Donates food that would otherwise go to waste to feed people.

- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g., converting cooking oil to fuel, on-site anaerobic digestion).

- Has a pre-consumer composting program.

- Has a post-consumer composting program.

- Utilizes reusable service ware for "dine in" meals.

- Provides reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with a composting program).

- Offers discounts or other incentives to customers who use reusable containers (e.g., mugs) instead of disposable or compostable containers in "to-go" food service operations.

This credit includes on-campus dining operations and catering services operated by the institution and the institution's primary dining services contractor.

"---" indicates that no data was submitted for this field

Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or support such a program in the local community?:
Yes

A brief description of the farmers market, CSA or urban agriculture project:

UCC Green Campus Farmer's market began in the spring of 2018, hosting stalls selling low impact products for the campus and surrounding community. The market included an organic vegetable stand and homemade jams.
The UCC Community Markets were held on Campus in 2021. These markets are a collaboration between Green Campus and the Student Environmental Society. The ethos of the market is centred around promoting circularity, involving students, staff and the general public and creating a real sense of community on campus. We had a wide range of stallholders ranging from sustainable consumption (rice, pasta, grains) focused stalls to activist stalls such as Extinction Rebellion Cork. Communicating the benefits of circularity and demonstrating that products can reused repaired and remanufactured while at the same time making this concept accessible to the UCC community.
On 18th May 2022, Fascination of Plants Day, a global initiative that aims to encourage as many people as possible to learn more about plants, environmental conservation, and appreciate the role that plants play in the production of food, pharmaceuticals, energy, and clean air. This was the perfect day for the UCC School of Biological, Earth and Environmental Sciences (BEES) to launch the University Urban Farm project, which was funded by the UCC Green Campus Living Laboratory Fund. The project uses an aeroponic system, an advanced form of hydroponics, which involves growing plants without any substrate (soil), using only water and nutrients. The plants are suspended in the air, and their roots are periodically misted with nutrient solution. Sustainability is central to this

project. The Urban Farm operates on a closed-loop system, which uses 98% less water in comparison to traditional farms. A key feature of this project is that this system can be established anywhere, which makes it especially useful in non-traditional settings such as schools, airports, and rooftops. Food is considered a "nexus" SDG, in that improvements in food production and provision would have significant knock on effect to all other SDGs. In addition a considerable number of sustainable food initiatives have been developed and promoted from within UCC, which positively impact both the University population and the wider community e.g. the Cork Food Policy Council, and the developments towards sustainable food provision on campus by the current main on-site catering contractor, KSG.

KSG takes responsibility for our impact on society and as a result integrate social and environmental concerns into their mainstream business operations. KSG build trust and develop strategic partnerships in local communities to secure long-term sustainability. This includes fundraising and volunteering initiatives with charities and support local charities COPE through employment schemes and volunteering activities.

Additionally KSG believe that being sustainable, considerate to the environment and delivering lasting business practices is a must do for the planet and for all of us. Their approach is unique and diverse, supported and delivered by Sustainability champions. As part of KSG's commitment to being sustainable, being considerate to the environment and delivering lasting business practices is a must do for the planet. Their approach is is supported and delivered by our Sustainability champions as part of their 5 year plan Environmental and Sustainability Commitments include a 10% INCREASE OF PURCHASES FROM KSG'S FARM PRODUCE YOY, reduction in general waste and an increase in recycling.

Does the institution or its primary dining services contractor host a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer?:
Yes

A brief description of the sustainability-themed food outlet:

The Bio Green Cafe launched in September 2018, and is a single use disposable free cafe on UCC campus. The café has eliminated single-use plastics from its operations, all plastic drink bottles have been replaced with glass bottles and cans. There are no plastic sachets of sauces, disposable cutlery, or plastic wrapped snacks. Meats and cheeses are sourced from the local market and delivered without wrapping, while the vegetables come from the UCC/KSG farm.
More details on the cafe are available here

https://www.independent.ie/life/food-drink/irelands-first-plastic-free-caf-opens-today-37305145

.html

Does the institution or its primary dining services contractor support disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing?:
Yes

A brief description of the support for disadvantaged businesses, social enterprises, and/or local SMEs:

In January 2020 Roots opened their second Cork Cafe in University College Cork's main campus in the UCC Student Hub.
Roots cafés train adults with an intellectual disability in barista skills, customer service, communication, and cash handling.
They serve Java Republic Fairtrade coffee, local goodies from The Natural Foods Bakery. Many of the current young people on the staff at Roots are students at the Cope Foundation's Bonnington Training Centre. Working at the café helps staff who have learning difficulties to develop their confidence, learn customer service skills and progress to secure other jobs in similar businesses.

Roots is an eco-friendly cafe only serving hot drinks in reusable coffee cups to minimise waste and reduce its carbon footprint. Customers bring their own cups or buy a Roots coffee cup and get your first coffee free. Roots focus on training and employment for the people Cope Foundation support.

https://www.cope-foundation.ie/

Estimated percentage of total food and beverage expenditures on products from disadvantaged businesses, social enterprises, and/or local SMEs:

Does the institution or its primary dining services contractor host low impact dining events or promote plant-forward options?:
Yes

A brief description of the low impact dining events and/or plant-forward options:

Meatless Mondays have been happening in the main restaurant in UCC for the five academic years. There are usually at least two events per semester.
Meatless Monday" is a global movement aimed at encouraging everyone to eat meat-free one day a week. 44 countries worldwide take part in this campaign, and UCC is playing its part. On Meatless Monday, the main restaurant will offer meatless meal options for students and staff that wish to take action to help our environment.
UCC believes that collectively we can have a real impact on our environmental footprint. On meatless Mondays KSG prepare a varied menu with many appetising vegetarian and vegan options for the day.
UCC's Meatless Monday is supported by the Student's Union, the Restaurant Committee, KSG, the Green Forum and UCC Health Matters.

Does the institution or its primary dining services contractor have a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal?:
Yes

A brief description of the vegan dining program:

Vegan options are available in all cafes and restaurants in UCC.
The health and wellbeing of our staff and students are fundamental to achieving UCC's mission. The University has been awarded formal recognition by the HSE South for its efforts in Health Promotion and Improvement, under the umbrella of the UCC Health Matters initiative. UCC is guided by the Okanagan Charter (the International Charter for Health Promoting Universities and Colleges) in this regard.
There is also a UCC Student Vegan Society who provide a social and educational environment for students who are vegan, or curious about veganism, at UCC.

https://www.facebook.com/uccvegsoc/

Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labelling and signage in dining halls?:
Yes

A brief description of the sustainability labelling and signage in dining halls:

The main restaurant in UCC is decorated with displays informing students of the "Farm to Fork" initiative and the fact that the root vegetables that they are eating are from the campus farm less than 5km away. As students enter the food service area there is signage next to the menu board informing them of the sustainability credentials of the other foods on offer, for example local meats and sustainable fish.

Does the institution or its primary dining services contractor participate in a competition or commitment program and/or use a food waste prevention system to track and improve its food management practices?:
Yes

A brief description of the food recovery competition or commitment program or food waste prevention system:

UCC's catering company has adopted a Positive Carbon Measurement Tool. This tool enables staff to see where and when food waste is happening. Staff are equipped with the tools to allow them to effortlessly log their food waste at the end of the day. This tool registers food waste through the installation of our simple sensors - all the food waste your kitchen generates is automatically tracked.

This increases site profits & make your operation sustainable by bringing visibility to your food waste.

https://www.ksg.ie/`

https://assets.gov.ie/214106/7a126825-8deb-49f6-b4c1-0a0bc02d48f5.pdf

Has the institution or its primary dining services contractor implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste?:
Yes

A brief description of the trayless dining or modified menu/portion program:

In UCC portion modifications are offered by the food charged per weight system. There are many benefits associated by the pay per weight option. Less food waste, helping staff and students choose only what you like, decide how much of each food you want, compose a meal of many diverse items and save money by enjoying lighter foods.

Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?:
Yes

A brief description of the food donation program:

Food that is still sealed and unwanted is brought to Penny Dinners, a local service that provides meals to the homeless people of Cork. This is done on a ad hoc basis.

Cork Penny Dinners serves up to 2000 freshly made meals per week. Their aims are simple - to help all who struggle and those in need. Cork Penny Dinners provide a hot nourishing meal of soup, main course, dessert and tea/coffee daily. In addition sandwiches, biscuits, fruit and juice are also available to take away as an evening meal. Cork Penny Dinners are open 7 days a week all year round including Christmas Day.

Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses?:

Yes

A brief description of the food materials diversion program:

Cooking oil is supplied by Frylite, who collect waste oil and return it to their depot to be cleaned and reused -

http://frylite.com/uco/

Does the institution or its primary dining services contractor have a pre-consumer composting program?:

Yes

A brief description of the pre-consumer composting program:

As per regulations in Ireland, all pre-consumer food waste from KSG outlets is collected by GreenStar and taken to Acorn recycling in Tipperary. Here it is composted and it is then used on agricultural land in the Cork region.

Does the institution or its primary dining services contractor have a post-consumer composting program?:

Yes

A brief description of the post-consumer composting program:

Post-consumer composting is available in a number of the larger campus food outlets. Segregated bin systems with appropriate signage direct customers to dispose of compostable waste separately. The food waste is collected by GreenStar and taken to Acorn recycling in Tipperary. Here it is composted and it is then used on agricultural land in the Cork region.

Does the institution or its primary dining services contractor utilize reusable service ware for "dine in" meals?:

Yes

A brief description of the reusable service ware program:

Dine-in service ware is available in a number of the larger food outlets on campus, including the main restaurant.

Does the institution or its primary dining services contractor provide reusable and/or

third party certified compostable containers and service ware for "to-go" meals (in conjunction with an on-site composting program)?:
Yes

A brief description of the compostable containers and service ware:

All KSG outlets on campus utilise compostable coffee cups and reusable coffee cups. A trial reusable salad container was introduced in 2019 but put on hold due to Covid.

Does the institution or its primary dining services contractor offer discounts or other incentives to customers who use reusable containers instead of disposable or compostable containers in "to-go" food service operations?:
Yes

A brief description of the reusable container discount or incentives program:

A 10cent discount is available across campus for customers who use their own reusable coffee cups.

A brief description of other sustainability-related initiatives not covered above:

The KSG wellness programme, ENRICH, aims to educate, enable and empower our customers to make the healthier choice, the easier choice. The health and wellbeing of our customers is very important to us at KSG and when people dine with us, we want them to go back to work with a spring in their step. The ENRICH programme is designed to fit the ever-changing health needs of our customers, encourage healthy choices and lifestyle while still delivering on taste and quality.

Website URL where information about the sustainable dining programs is available:
https://www.ucc.ie/en/greencampus/practice/food-health-and-wellbeing/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

https://www.ucc.ie/en/greencampus/practice/food-health-and-wellbeing/

https://www.facebook.com/uccvegsoc/

https://www.ksg.ie/ourethos

https://www.ucc.ie/en/greencampus/news/launching-the-ucc-urban-farm.html

UCC Green Campus Living Laboratory Fund

http://corkpennydinners.ie/

Grounds

Points Earned 2.63

Points Available 4.00

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving resources.

Credit		Points
Landscape Management	0.63 / 2.00	
Biodiversity	2.00 / 2.00 This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following: • Legally protected areas (e.g., IUCN Category I-VI) • Internationally recognized areas (e.g., World Heritage, Ramsar, Natura 2000) • Priority sites for biodiversity (e.g., Key Biodiversity Areas, Alliance for Zero Extinction sites) • Regions of conservation importance (e.g., Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas) 2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions. Close	

Landscape Management

Score	Responsible Party
0.63 / 2.00	**Barrie Curley** Estates manager B&E

Criteria

Institution's grounds include areas that are managed:

- Organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides (i.e., only ecologically preferable materials may be used);

OR

- In accordance with an Integrated Pest Management (IPM) program.

An area of grounds may be managed organically or in accordance with an IPM program that uses selected chemicals, but not both.

"---" indicates that no data was submitted for this field

Total campus area:
54.03 Hectares

Figures required to calculate the total area of managed grounds:

	Area (double-counting is not allowed)
Area managed organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides	9.46 Hectares
Area managed in accordance with an Integrated Pest Management (IPM) program that uses selected chemicals only when needed	0 Hectares
Area managed using conventional, chemical-based landscape management practices	20.49 Hectares
Total area of managed grounds	29.95 Hectares

A brief description of any land excluded from the area of managed grounds:

Curraheen "new" farm not included as currently let to local farmer - 19.99 hectares.

The footprint of buildings, which accounts for 52.12 hectares, has been excluded.

Percentage of grounds managed organically:
31.59

A brief description of the organic landscape management program:

Fertiliser, with weed suppressant is only used in the Quad and President's garden.
Fastgrow seaweed fertiliser and xlpro bio organic products are used on the rest of the campus

grounds, if required.
No pesticides or fungicides are used on campus landscapes, except where invasive species need to be controlled or eliminated.
Mardyke sportsgrounds and Curraheen Road pitches are fertilised and sprayed yearly.

Percentage of grounds managed in accordance with an IPM program:
0

A copy of the IPM plan or program:

A brief description of the IPM program:

A brief description of the institution's approach to plant stewardship:

Last year, preference for native planting and increasing our native wildflower meadows. A significant tree management and conservation program is in place on campus. All tree are surveyed yearly and the details of each tree are available online.

A brief description of the institution's approach to hydrology and water use:

Across the whole campus only one sprinkler is in use, on the main Quad. The sprinkler is on a timer and only used in summer. Natural irrigation everywhere else.

A brief description of the institution's approach to landscape materials management and waste minimization:

Some grass mulched into the grounds, rest is composted and all leaves mulched.
Minimisation of chemical use
Identification and conservation of key habitats
Mapping and protection of significant trees
Procurement of new mowers to mulch the grass back into the soil.
Battery tools have been bought replacing petrol models
New Electric Vehicle was purchased to replace a tractor and trailer.
An interactive map of the significant trees has been developed and made available online
The grounds staff use an environmentally friendly fuel in their motorised tools where by the containers are recyclable and the petrol is free from benzene and hydrocarbons.
A contract for weed eradication on campus, using the most environmentally friendly system, is in place.
An extensive knotweed eradication programme, utilising international best practice techniques, is in place.
Biodiversity training has been provided to all grounds staff.

A brief description of the institution's approach to energy-efficient landscape design:

Capital Projects incorporate energy – efficient landscape design into all plans, examples include :Planting trees for the purpose of providing shade, which reduces cooling costs.
Planting or building windbreaks to slow winds near buildings, which reduces heat loss.
Wall sheltering, where shrubbery or vines are used to create a windbreak directly against a wall.

A brief description of other sustainable landscape management practices employed by the institution:

All petrol tools replaced with batteries - e.g. strimmers and blowers. Tractor and trailer replaced with EV. Excess compost used in landscaping, native planting where appropriate.

Website URL where information about the institution's sustainable landscape management program is available:
https://www.ucc.ie/en/greencampus/practice/landscape-heritage-and-natural-resources/

Additional documentation to support the submission:
OP_9_Landscape_Management_Supporting_Information.docx

Data source(s) and notes about the submission:

https://www.ucc.ie/en/greencampus/practice/landscape-heritage-and-natural-resources/

https://www.ucc.ie/en/greencampus/practice/landscape-heritage-and-natural-resources/ucc-habitats/

https://www.ucc.ie/en/greencampus/news/new-success-zone-module-success-its-in-your-nature.html

https://www.ucc.ie/en/greencampus/resources/green-tour-app/

Biodiversity

	Score	Responsible Party
	2.00 / 2.00	

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g., IUCN Category I-VI)

- Internationally recognized areas (e.g., World Heritage, Ramsar, Natura 2000)

- Priority sites for biodiversity (e.g., Key Biodiversity Areas, Alliance for Zero Extinction sites)

- Regions of conservation importance (e.g., Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

Barrie Curley
Estates manager B&E

2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.

Close

Criteria

Institution has conducted an assessment to identify:

- Endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution;

AND/OR

- Areas of biodiversity importance on land owned or managed by the institution.

The institution has plans or programs in place to protect or positively affect the species, habitats, and/or ecosystems identified.

Assessments conducted and programs adopted by other entities (e.g., government, university system, or NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

"---" indicates that no data was submitted for this field

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, or regions of conservation importance?:
Yes

A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:

The UCC Environmental Research Institute is located on the banks of the River Lee, above the intertidal reach. This portion of the river, adjoining UCC Campus is a river designated for the conservation of salmonid species under S.I. 293: European Communities (Quality of Salmonid Waters) Regulations, 1988. The ERI lies 200m from the boundary of the Lee Valley Natural Heritage Area designated under Irish Law.

UCC owns three research laboratory facilities on the Shores of Lough Hyne, County Cork. Lough Hyne became Europe's first Marine Nature Reserve in 1981. It is now designated a Special Area of Conservation (Site Code: 000097, EU Habitats Directive) and a Natural Heritage Area under Irish Law. The UCC research labs lie within the boundary of the designated sites.

The UCC Beaufort Campus is located on the shores of Cork Harbour which is designated as a Wetland of International Importance under the Ramsar Convention. The campus is also adjacent to Cork Harbour Special Protection Area (Site Code: 004030, EU Birds Directive).The UCC main campus is located on the banks of the intertidal reaches of the River Lee, upstream of Cork Harbour.

A section of Alluvial Woodland has been identified on the Lee Road (adjacent to the Environmental Research Institute) which is protected as a priority habitat (91E0) under Annex I of the EU Habitats Directive. (See attached UCC Biodiversity Action Plan)

https://www.ucc.ie/en/media/support/greencampus/pdfs/gcwebsitepdfs/UCCBiodiversityActionPlan201

8-2023.pdf

Has the institution conducted an assessment to identify endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution?:
Yes

A list of endangered and vulnerable species with habitats on land owned or managed by the institution, by level of extinction risk:

Species of Conservation Interest.
Over 450 different species of wild/naturalised plant, animal & fungi have been recorded on UCC campus. This includes species with breeding, foraging and resting habitats on campus, and migratory species observed passing through/overhead. Species inventories gathered during biodiversity surveys for UCC Biodiversity Management Plan and BioBlitz records were cross referenced with the National Parks & Wildlife Service Inventory of Protected & Threatened Species in Ireland to identify species of conservation interest. Species with international protection/legal status, or threatened status or above are presented in the attached spreadsheet. These include mammals, birds, fish and bryophytes.

Has the institution conducted an assessment to identify areas of biodiversity importance on land owned or managed by the institution?:
Yes

A brief description of areas of biodiversity importance on land owned or managed by the institution:

In 2018 UCC published its Biodiversity Action Plan. The plan classifies and maps all habitat types that occur on UCC campus and discusses in detail their ecological importance and conservation status. In total 27 different habitats were identified in UCC's urban campus, setting out a plan of action for their monitoring and management. Habitats of particular biodiversity importance include riverine and intertidal habitats, riparian and alluvial woodland habitats, native hedgerows, and vegetated cliff faces and limestone outcrops.

Please see the below UCC Biodiversity Action Plan for further details:

https://www.ucc.ie/en/media/support/greencampus/pdfs/gcwebsitepdfs/UCCBiodiversityActionPlan201

8-2023.pdf

The methodologies used to identify endangered and vulnerable species and/or areas of biodiversity importance and any ongoing assessment and monitoring mechanisms:

Expert ecological consultants for various taxa (Bats, Mammals, Bryophytes, Vascular Plants etc) were recruited to establish baseline ecological data sets for UCC Biodiversity Action Plan 2018-2023. This was combined with records of birds observed on campus by expert ornithologists of the School of Biological, Earth & Environmental Sciences. Data from Intervarsity BioBlitz events were also consulted for plant, fungi, mammal, bird, invertebrate & fish records.

The publicly available data sets published by the National Biodiversity Data Centre were also consulted.

A brief description of the scope of the assessment(s):

Species inventories were cross referenced with the National Parks & Wildlife Service Inventory of Protected & Threatened Species in Ireland. Only species with international legal status (EU Birds Directive, EU Habitats Directive), or threatened status or above (IUCN Red Lists for Ireland) are presented here.

Citation: Nelson, B., Cummins, S., Fay, L., Jeffrey, R., Kelly, S., Kingston, N., Lockhart, N., Marnell, F., Tierney, D. and Wyse Jackson, M. (2019) Checklists of protected and threatened species in Ireland. Irish Wildlife Manuals, No. 116. National Parks and Wildlife Service, Department of Culture, Heritage and the Gaeltacht, Ireland.

A brief description of the plans or programs in place to protect or positively affect identified species, habitats, and/or ecosystems:

Please refer to UCC Biodiversity Action Plan 2018-2023 for detailed discusion of plans in place to conserve & enhance biodiversity, habitats and ecosystem services.

https://www.ucc.ie/en/media/support/greencampus/pdfs/gcwebsitepdfs/UCCBiodiversityActionPlan201

8-2023.pdf

Estimated percentage of areas of biodiversity importance that are also protected areas :

Website URL where information about the institution's biodiversity initiatives is available:
https://www.ucc.ie/en/media/support/greencampus/pdfs/gcwebsitepdfs/UCCBiodiversityActionPlan2018-2023.pdf

Additional documentation to support the submission:
Species_of_Conservation_Concern.xlsx

Purchasing

Points Earned 4.73

Points Available 6.00

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Credit	Points
Sustainable Procurement	3.00 / 3.00
Electronics Purchasing	0.00 / 1.00
Cleaning and Janitorial Purchasing	0.95 / 1.00
Office Paper Purchasing	0.78 / 1.00

Sustainable Procurement

Score	Responsible Party
	Fiona Thompson
3.00 / 3.00	Ms
	Procurement Office

Criteria

Part 1. Institution-wide sustainable procurement policies

Institution has written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories, institution-wide. For example:

- A stated preference for post-consumer recycled or bio-based content, for carbon neutral products, or to otherwise minimize the negative environmental impacts of products and services.

- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs), or otherwise support positive social and economic impacts and minimize negative impacts.

- A vendor code of conduct or equivalent policy that sets standards for the social and environmental responsibility of the institution's business partners that exceed basic legal compliance.

Part 2. Life Cycle Cost Analysis

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products, systems, and building components (e.g., HVAC systems). Practices may include structuring requests for proposals (RFPs) so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

Please note that LCCA is a method for assessing the total cost of ownership over the life cycle of a product or system (i.e., purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the environmental impacts of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 1 and Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

Part 3. Product-specific sustainability criteria

Institution has published sustainability criteria to be applied when evaluating products and/or services in one or more of the following categories. The criteria may be included in broader policies such as those recognized in Part 1, however they must address the specific sustainability challenges and impacts associated with products and/or services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category	Examples
A. Chemically intensive products and services Building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance.	• Published measures to minimize the use of chemicals. • A stated preference for green cleaning services and third party certified products. • Including sustainability objectives in contracts with service providers.
B. Consumable office products Batteries, lamps, paper, toner cartridges	• A stated preference for post-consumer recycled, agricultural residue, or third party certified (e.g., FSC) content. • A stated preference for extended use, rechargeable, or remanufactured products. • A stated preference for low mercury lamps.
C. Furniture and furnishings Furniture, flooring, ceilings, walls, composite wood.	• A stated preference for third party certified materials and products (e.g., FSC or LEVEL certified) • A stated preference for furnishings that are low-VOC or free of flame retardants
D. Information technology (IT) and equipment Computers, imaging equipment, mobile phones, data centers, cloud services, scientific and medical equipment.	• Published measures to reduce the demand for equipment. • A stated preference for ENERGY STAR, TCO Certified, Blue Angel, or EPEAT registered products. • A stated preference for ACT-labeled laboratory products
E. Food service providers Contractors, franchises, vending and catering services. (Food and beverage purchasing is covered in Food & Dining.)	• Including sustainability objectives in contracts with on-site food service providers. • Requiring that dining service contractors pay a living wage to employees.

F. Garments and linens	• Published labor and human rights standards that clothing suppliers must meet.
Clothing, bedding, laundry services.	• A stated preference for organic, bio-based, or recycled content textiles.
G. Professional service providers	
Architectural, engineering, public relations, and financial services.	• A stated preference for disadvantaged businesses, social enterprises, or B Corporations.
H. Transportation and fuels	• Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport.
Travel, vehicles, delivery services, long haul transport, generator fuels, steam plants.	• A stated preference for clean and renewable technologies.

Policies and directives adopted by entities of which the institution is part (e.g., government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

"---" indicates that no data was submitted for this field

Does the institution have written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories institution-wide?:
Yes

A copy of the policies, guidelines or directives:
UCCProcurementStrategy2017-2022final-web.pdf

The policies, guidelines or directives:

UCC's Procurement Strategy (20017-2022) lists Sustainability as one of 6 key underpinning principles. One of the Strategic Objectives of this strategy is to provide leadership on sustainability and corportate social responsibility by applyign sustainable and whole life cycle costing criteria where possible and being SME friendly.

Procurement across major commodity categories in UCC (as with all Irish HEIs) is governed by the national Office of Government Procurement. This office issued guidelines for public procurement in 2017, which include environmental and social considerations -

https://ogp.gov.ie/public-procurement-guidelines-for-goods-and-services/

Under Environmental considerations the priority areas are: construction; energy; transport; food and catering services; cleaning products and services; paper; clothing and textiles; information and communications technology. Core and comprehensive criteria are identified for use throughout the procurement process. The provisions within these guidelines cover:
- technical specifications can be formulated with reference to production processes, e.g. organic agriculture or chlorine-free bleaching of paper
- award criteria may include social or environmental characteristics of the goods, services or works being purchased, e.g. electricity from renewable sources or fair-traded products
- third-party eco-labels can be requested to demonstrate compliance with technical specifications, and in relation to award criteria or contract performance conditions, provided these meet certain standards of openness and transparency
- life-cycle costing can be applied to measure and compare costs including environmental

externalities such as greenhouse gas emissions. Where a common EU method for LCC has been developed (such as for the procurement of road transport vehicles) this must be used
- minimum standards - contracting authorities can refuse to award a contract to the operator submitting the most economically advantageous tender where it does not comply with certain minimum social and environmental obligations set out in Annex X of Directive 2014/14/ EU
- abnormally low tenders must be rejected where this is due to breach of certain international social or environmental conventions (e.g. on protection of the ozone layer, persistent organic pollutants and treatment of hazardous chemicals or waste) and suppliers can be excluded for breaches
- evidence of the environmental management measures which a supplier will be able to apply in the execution of any contract may be requested at Selection Stage of a competition
- contract performance clauses - key performance indicators, incentives, penalties or remedies can be inserted in contracts linked to environmental issues. To do this they must be indicated in the Contract Notice or procurement documents and must be linked to the subject-matter of the contract.

The guidelines also advice on encouraging SME participation in public tendering processes.

Does the institution employ Life Cycle Cost Analysis (LCCA) when evaluating energy- and water-using products and systems?:
Yes

Which of the following best describes the institution's use of LCCA?:
Institution employs LCCA as a matter of policy and standard practice when evaluating all energy- and water-using products, systems and building components

A brief description of the LCCA policy and/or practices:

Electricity contracts and all equipment are assessed based on the total cost of ownership including running costs, preventive maintenance and capital costs and disposal.

Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services?:
Yes

A brief description of the published sustainability criteria for chemically intensive products and services:

Green Public Procurement Guideline (national state level guidelines for procurement in the public sector) requires that cleaning products and services meet standards of EU REACH Regulation (Article 59 of Regulation (EC) No.1907/2006), and the EC Regulations on Detergents and European Union (Packaging) Regulations, 2007.
The core criteria outline the substances considered to be of very high concern and the proposed verification process required to ensure compliance. They further outline the necessary steps that a public body should take to ensure and verify staff training and contract management.

https://www.dccae.gov.ie/en-ie/environment/topics/sustainable-development/green-public-procurem

ent/Pages/default.aspx

Does the institution have published sustainability criteria to be applied when evaluating consumable office products?:
Yes

A brief description of the published sustainability criteria for consumable office products:

The Office of Governement Procurement procures all consumables and green criteria are used in this process. The specific criteria used by the OGP in procuring these services for the public sector (inc. UCC) are outlined in this document:

https://www.epa.ie/publications/circular-economy/resources/Irish-GPP-Criteria-Paper-and-Printin

g.pdf

Does the institution have published sustainability criteria to be applied when evaluating furniture and furnishings?:
No

A brief description of the published sustainability criteria for furniture and furnishings:

Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) and equipment?:
Yes

A brief description of the published sustainability criteria for Information Technology (IT) and equipment:

Office of Government Green Criteria are used in process. ICT Framework for PCs and Laptops included green criteria. The specific criteria being used by the OGP in procuring ICT equipment for the public sector including UCC are detailed in this document:

https://www.epa.ie/publications/circular-economy/resources/Irish-GPP-Criteria-ICT.pdf

Does the institution have published sustainability criteria to be applied when evaluating food service providers?:
Yes

A brief description of the published sustainability criteria for food service providers:

5% of award criteria dedicated to sustainability considerations. Information on supply chain process, locally produced where possible, optimised delivery systems, reduced packaging, less carbon intensive food choices, environmentally friendly cleaning methods, reduction of waste such as portion control, alternatives to disposable cups and a waste oil programme, energy control - minimise energy consumption associated with contract, use of electric vehicles and environmental accreditation.
In addition, Healthy eating - supplier contracted to support health promotion initiatives for students and staff such as operation transformation and step challenges.
Obliged to provide nutritionally balanced options on menus across campus.

All tender documents are publicly available when the tender is out on the e-tenders website.

Does the institution have published sustainability criteria to be applied when evaluating garments and linens?:
Yes

A brief description of the published sustainability criteria for garments and linens:

Applicants will be required to confirm that they will adhere to an ethical code of conduct based on the UN's Universal Declaration of Human Rights and the International Labour's Organisations conventions and recommendations on basic labour rights as well as adopting ethical standards in the conduct of their affairs which respect the intrinsic value of individual human beings.
Information requested as part of tender process: a sustainability proposal was sought, details on ethical and sustainable sourcing solutions, packaging solutions and delivery options.
All tender documents are publicly available when the tender is out on the e-tenders website.

Does the institution have published sustainability criteria to be applied when evaluating professional service providers?:
Yes

A brief description of the published sustainability criteria for professional service providers:

As contracts come up for renewal sustainability is embedded as a requirement within the tender document for example in graphic design service providers 10% for sustainability at Prequalification stage - evidence required of sustainability within organisation - evidence of a well developed polocy or other initiatives required.
All tender documents are publicly available when the tender is out on the etenders website.

Does the institution have published sustainability criteria to be applied when evaluating transportation and fuels?:
Yes

A brief description of the published sustainability criteria for transportation and fuels:

UCC's recent Park & Ride tender included 15% for environmental considerations. This included:

This will be assessed on information provided under the following headings:
• The provision of training for drivers re. eco-driving (for fuel consumption saving driving);
• Fuel consumption/Emissions of fleet
• Waste disposal policy;
• Use of alternative fuels for vehicles;
• Proposals of how you would support UCC's Sustainability goals.

Website URL where information about the institution's sustainable procurement program or initiatives is available:

Additional documentation to support the submission:

Electronics Purchasing

Score	Responsible Party
0.00 / 1.00	

Criteria

Institution purchases electronic products that are:

- EPEAT registered,

- Third party certified under a multi-attribute sustainability standard or ISO Type 1 ecolabel developed/ administered by a Global Ecolabelling Network or ISEAL Alliance member organization (e.g., Blue Angel, TCO Certified, UL Ecologo), AND/OR

- Labeled under a single-attribute standard for electrical equipment (e.g., ENERGY STAR, EU Energy A or higher, or local equivalent).

Included are desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions, mobile phones, and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, and printers and scanners). Specialized equipment that EPEAT does not register may be excluded.

A product that meets multiple criteria (e.g., a product that is both EPEAT registered and ENERGY STAR labeled) should not be double-counted.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Cleaning and Janitorial Purchasing

Score	Responsible Party
0.95 / 1.00	**Mark Poland** Director of Buildings and Estates Office of the Director of Buildings and Estates

Criteria

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Blue Angel labeled (German Federal Environment Agency)

- Cradle to Cradle Certified

- ECOLOGO certified (UL Environment)

- EU Ecolabel

- Forest Stewardship Council (FSC) certified

- Good Environmental Choice Australia (GECA) certified

- Green Seal certified

- Nordic Swan labeled (Nordic Ecolabelling Board)

- U.S. EPA Safer Choice labeled

- Other multi-criteria sustainability standards and ISO Type 1 ecolabels developed/administered by Global Ecolabelling Network and/or ISEAL Alliance member organizations

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g., floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products. Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other cleaning and janitorial products and materials (e.g., cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

"---" indicates that no data was submitted for this field

Total annual expenditures on cleaning products:
26,510 US/Canadian $

Annual expenditures on certified green cleaning products:
19,883 US/Canadian $

Total annual expenditures on janitorial paper products:
105,695 US/Canadian $

Annual expenditures on certified green janitorial paper products:
105,695 US/Canadian $

A brief description of the time period on which the figures reported above are based :

The volume of chemicals used on site has reduced significantly as per document uploaded below since we introduced our chemical free cleaning system Tersano.

We only use chemicals for daily cleaning of floors and toilet bowls and the remaining chemicals which are not considered eco friendly are used only on a periodic basis as problem solvers for tougher stain removal for example.

Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:
94.99

Website URL where information about the institution's cleaning and janitorial purchasing is available:

Additional documentation to support the submission:
UCC_CORK_VALIDATION_REPORT_TERSANO.pdf

Office Paper Purchasing

Score	Responsible Party
0.78 / 1.00	**Maria Kirrane** Sustainability Officer Office of the Director of Buildings and Estates

Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

"---" indicates that no data was submitted for this field

Total annual expenditures on office paper:
90,322 US/Canadian $

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 US/Canadian $
30-49 percent	0 US/Canadian $
50-69 percent	0 US/Canadian $
70-89 percent (or FSC Mix label)	88,441 US/Canadian $
90-100 percent (or FSC Recycled/100% label)	0 US/Canadian $

A brief description of the time period from which the figures reported above are drawn:

The majority of paper purchased at UCC is either FSC Certified or EU Ecolabel (which includes a requirement for FSC Certification)

https://ec.europa.eu/environment/ecolabel/documents/Factsheet_Paper.pdf

Website URL where information about the institution's paper purchasing is available:

Additional documentation to support the submission:

Transportation

Points Earned 5.19

Points Available 7.00

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit	Points
Campus Fleet	0.15 / 1.00
Commute Modal Split	4.04 / 5.00
Support for Sustainable Transportation	1.00 / 1.00

Campus Fleet

Score	Responsible Party
0.15 / 1.00	**Mark Poland** Director of Buildings and Estates Office of the Director of Buildings and Estates

---

Criteria

Institution supports alternative fuel and power technology by including vehicles in its motorized fleet that are:

1. Gasoline-electric hybrid,

2. Diesel-electric hybrid,

3. Plug-in hybrid,

4. 100 percent electric (including electric assist utility bicycles and tricycles),

5. Fueled with Compressed Natural Gas (CNG),

6. Hydrogen fueled,

7. Fueled with B20 or higher biofuel for more than 4 months of the year, OR

8. Fueled with locally produced, low-level (e.g., B5) biofuel for more than 4 months of the year (e.g., fuel contains cooking oil recovered and recycled on campus or in the local community)

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

"---" indicates that no data was submitted for this field

Total number of vehicles in the institution's fleet:
26

Number of vehicles in the institution's fleet that are:

	Number of Vehicles
Gasoline-only	2
Diesel-only	20
Gasoline-electric hybrid	0
Diesel-electric hybrid	0
Plug-in hybrid	0
100 percent electric	3
Fueled with Compressed Natural Gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel	1
Fueled with locally produced, low-level biofuel	0

Do the figures reported above include leased vehicles?:
No

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

UCC is committed to leading on climate action and supports a modal shift to more sustainable means of transport through the introduction of electric vehicles, and replacement of tractors and trailers with electric vehicles, and our electric bike scheme.

Website URL where information about the institution's motorized fleet is available:

Additional documentation to support the submission:

Commute Modal Split

Score	Responsible Party
4.04 / 5.00	**Stephan Koch** Mr Buildings and Estates

Criteria

Part 1. Student commute modal split

Institution's students commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, availing of distance education, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

Part 2. Employee commute modal split

Institution's employees commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their worksites.

"---" indicates that no data was submitted for this field

Total full-time equivalent student enrollment:
20,570.98

Full-time equivalent of employees:
3,011.41

Has the institution gathered data about student commuting behavior?:
Yes

Total percentage of students that use more sustainable commuting options as their primary mode of transportation:
85

A brief description of the method(s) used to gather data about student commuting:

Student travel surveys are undertaken yearly by the commuter manager, the link is sent out via email to All Students announcements list, plus the teaching or admin staff in most academic departments and the students union to encourage students to take the survey. UCC Green Campus shares the link to the survey on social media accounts. The results presented here are from the 2019 annual survey. In 2019 1150 students responded to the survey.

The survey did not run in 2020 or 2021 because of campus closures due to COVID-19.

Has the institution gathered data about employee commuting behavior?:
Yes

Total percentage of employees that use more sustainable commuting options as their primary mode of transportation:
51.90

A brief description of the method(s) used to gather data about employee commuting:

A staff travel survey is conducted every year by the commuter plan manager. The survey is shared to all staff via the All Exchange Users email survey. UCC Green Campus also shares via social media accounts. The data presented here are based on the 2019 survey which had 700 respondents. The survey did not run in 2020 or 2021 as a result of campus closure in response to COVID-19.

Percentage of students and employees that use the following as their primary mode of transportation:

	Percentage of students (0-100)	Percentage of employees (0-100)
Single-occupancy vehicle	15	48.10
Zero-emissions vehicle	0	0
Walk, cycle, or other non-motorized mode	46.50	35
Vanpool or carpool	16.60	8.10
Public transport or campus shuttle	19.80	7.40
Motorcycle, motorized scooter/bike, or moped	0.50	0.90
Distance education / telecommute	1.60	0.50

Website URL where information about student or employee commuting is available:
http://greencampus.ucc.ie/commuting-business-travel/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The percentage of staff and students using electric vehicles is unknown so has been recorded as 0, though this is certainly an underestimate.

Support for Sustainable Transportation

Score	Responsible Party
1.00 / 1.00	**Stephan Koch** Mr Buildings and Estates

Criteria

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Has a bicycle-sharing program or participates in a local bicycle-sharing program.

- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization.

- Offers preferential parking or other incentives for fuel efficient vehicles.

- Has one or more Level 2 or Level 3 electric vehicle charging stations that are accessible to student and employee commuters.

- Has incentives or programs to encourage employees to live close to campus.

- Has other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting.

"---" indicates that no data was submitted for this field

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:
Yes

A brief description of the bicycle sharing program:

UCC Campus bikes scheme - a fleet of 24 bikes are available across 8 locations. Staff can avail of these bikes for short trips either between campus sites or around the city.

In addition Cork City's Bike Sharing Scheme is run by the National Transport Authority. As of 2021 there are 7 bike share stations located adjacent to UCC campus sites.

Does the institution participate in a car sharing program?:
Yes

A brief description of the car sharing program:

UCC has a corporate account with GoCar. One car is based on College View / College Road, opposite the Library. UCC staff members can register with this account to use the cars (4 more locations existing in Cork) for work purposes.

UCC also operates a Car Pooling Scheme to encourage more people to car pool and reduce the number of vehicles arriving to campus each day. OPerated by the commuter plan manager in collaboration with General Services, participants are assisted in finding suitable carpooling partners and can avail of parking reserved for registered car poolers.

Does the institution offer preferential parking or other incentives for fuel efficient vehicles?:
Yes

A brief description of the incentives for fuel efficient vehicles:

In 1999, UCC became the first University in Ireland to operate its own Park+Ride scheme. At present, there are three car parks available for UCC P+R. Shuttle buses operate frequent services to and from multiple campus sites. P+R facilities are open to all UCC staff and students. Parking and the use of the shuttle buses are free of charge.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:
Yes

A brief description of the electric vehicle recharging stations:

UCC has Electric Vehicle charge points at the following locations:
- Main Campus, adjacent to the Electrical Engineering Building.
- WGB, Western Road.
- ERI Building, Lee Road.
- Beaufort Building, Ringaskiddy.
- Enterprise Carpark, North Mall Campus.
In total there are 12 EV car charging spaces on campus. EV charging is subject to a fair usage policy.

Does the institution have incentives or programs to encourage employees to live close to campus?:
No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution have other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting?:
Yes

A brief description of other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting:

UCC Green Campus Programme operates a free E-Bike trial for staff. Staff can borrow an e-bike and trial it for a week. The intent is for staff to determine whether they can replace their car-based commute with an e-bike, making their journey to campus more sustainable.

https://www.ucc.ie/en/greencampus/news/would-you-like-to-trial-a-ucc-e-bike---75-staff-members-have.html

UCC also operates a Cycle to Work Scheme. Employees can save income tax and PRSI on the purchase of a bicycle and related safety equipment, when they buy it through UCC approved suppliers and the price is deducted from their salaries over a maximum of 12 months. One of the conditions is that the bicycle must primarily be used for commuting to work (or parts thereof) or travel between work places. The scheme can be used to purchase either a pedal bike or an e-bike.

UCC Green Campus, in Collaboration with UCC EnviroSoc and Cork Bikeshed Frequently host a free bike doctor, where staff and students can have bicycle repairs done for free. Cycling saftey workshops are also run periodically.

The Commuter Manager and Sustainability Officer together with the Cork Transport and Mobility Forum advocate for and lobby Cork City Council for safer cycling and pedestrian infrastructure.

Website URL where information about the institution's support for sustainable transportation is available:
https://www.ucc.ie/en/greencampus/practice/commuting-and-business-travel/

Additional documentation to support the submission:

Waste

Points Earned 7.85

Points Available 10.00

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit	Points
Waste Minimization and Diversion	6.25 / 8.00
Construction and Demolition Waste Diversion	0.60 / 1.00
Hazardous Waste Management	1.00 / 1.00

Waste Minimization and Diversion

Score	Responsible Party
	Gavin Douglas
6.25 / 8.00	Waste management
	Waste Management Solutions

Criteria

Part 1. Reduction in total waste per person

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2. Total waste per person

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tonnes (0.50 short tons) per weighted campus user.

Part 3. Waste diverted from the landfill or incinerator

Institution diverts materials from the landfill or incinerator by recycling, composting, donating or re-selling.

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Waste includes all materials that the institution discards, intends to discard or is required to discard (i.e., all materials that are recycled, composted, donated, re-sold, or disposed of as trash) except construction, demolition, hazardous, special (e.g., coal ash), universal and non-regulated chemical waste, which are covered in the Construction and Demolition Waste DiversionandHazardous Waste Managementcredits.

Consistent with the U.S Environmental Protection Agency's Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double-counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

"---" indicates that no data was submitted for this field

Figures needed to determine total waste generated (and diverted):

	Performance Year	Baseline Year
Materials recycled	396.80 Tonnes	417.30 Tonnes
Materials composted	109.60 Tonnes	70.76 Tonnes
Materials donated or re-sold	3.85 Tonnes	1.81 Tonnes
Materials disposed through post-recycling residual conversion	34.10 Tonnes	31.75 Tonnes
Materials disposed in a solid waste landfill or incinerator	272.70 Tonnes	537.96 Tonnes
Total waste generated	817.05 Tonnes	1,059.59 Tonnes

A brief description of the residual conversion facility:

General waste undergoes Mechanical Biological Treatment (MBT) which removes all organic, metals, and other recyclable material where possible. Organic material is bio-digested where possible, or organic materials and fine plastics are thermally processed to produce high grade material used as landfill cover. That which is not recovered/converted is baled and shipped for conversion to thermal energy via combustion/incineration, with a small fraction diverted to landfill.

General waste composition typically consists of approximately:
Incineration/Landfill (75%) & bulky waste (5%)- 80%
Organic Matter (residual conversion) - 10%
Recoverable Plastics & Metals for Recycling - 10%

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Period	Jan. 1, 2019	Dec. 31, 2019
Baseline Period	Jan. 1, 2012	Dec. 31, 2012

A brief description of when and why the waste generation baseline was adopted:

2012 was the year we changed our waste provider. We implemented a new waste plan and collection points, which enabled us to be able to categorise waste types collected from each of those areas. This in turn allowed to see what areas were performing better than others and therefore ensured we were able to address any shortcomings in terms of recycling in those specific areas.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	0	0
Number of employees resident on-site	0	0
Number of other individuals resident on-site	0	0
Total full-time equivalent student enrollment	20,570.98	17,070
Full-time equivalent of employees	3,011.41	2,468
Full-time equivalent of students enrolled exclusively in distance education	429.50	74
Weighted campus users	17,364.67	14,598

Total waste generated per weighted campus user:

	Performance Year	Baseline Year
Total waste generated per weighted campus user	817.05 Tonnes	0.07 Tonnes

Percentage reduction in total waste generated per weighted campus user from baseline:
35.18

Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:
62.45

Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):
66.62

In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food	Yes

	Yes or No
Cooking oil	Yes
Plant materials	Yes
Animal bedding	No
White goods (i.e. appliances)	Yes
Electronics	Yes
Laboratory equipment	No
Furniture	No
Residence hall move-in/move-out waste	No
Scrap metal	Yes
Pallets	Yes
Tires	No
Other (please specify below)	Yes

A brief description of other materials the institution has recycled, composted, donated and/or re-sold:

Polystyrene collection is available at UCC and this is recycled in Cork.
Lightbulb, Printer Cartridge, and Battery recycling points are located in various points on campus.
A full map of all recycling points in UCC is available on our Green Campus website, as is an A-Z of what can and cannot be recycled.

Materials intended for disposal but subsequently recovered and reused on campus, performance year:
12 Tonnes

Does the institution use single stream recycling to collect standard recyclables in common areas?:
Yes

Does the institution use dual stream recycling to collect standard recyclables in common areas?:
Yes

Does the institution use multi-stream recycling to collect standard recyclables in common areas?:
Yes

Average contamination rate for the institution's recycling program:

A brief description of any recycling quality control mechanisms employed:

Quarterly waste audits are conducted onsite to review the existing bring centres and their contamination. We also use our in house facilities team to review and audit quality of recycling bins and the segregation of waste streams in certain buildings on Campus. Banning of disposable coffee cups from the library has greatly reduced contamination of recycling bins in the library.

A brief description of the institution's waste-related behavior change initiatives:

In September 2017, UCC staff and students were banned from taking disposable coffee cups into the library as part of the Green Library campaign. To support the transition, discounts were made available at outlets across campus when students/staff bring your reusable mug. This also coincided with the rolling out of the "binless" office system in the library and centralised waste collection. The system has seen all small bins removed from every floor, in both the student and staff areas, and two large recycling centres put in place in the ground floor. In doing this, it is thought that up to 10,000 plastic bags will be diverted from landfill each year.

In October 2018 UCC Student's Union launched a petition to make UCC a single-use plastic free campus. The petition was signed by the President & Deputy President, indicating an institutional commitment to becoming Single Use Plastic Free by 2023. This followed the SU's move to provide a free reusable bamboo mug to all incoming first year students in Academic Year 2017/18, with funding from Cork City Council

In 2018 UCC launched Ireland's first Single Use Plastic Free Café, the BioGreen Café. All single use plastics including disposable cups, stirrers, packaging, plastic bottles and sachets have been eliminated, both front of house and in the kitchen. The same process is being implemented in catering services.

https://www.ucc.ie/en/greencampus/practice/recycling-and-waste-management/ditch-the-disposables

/

https://libguides.ucc.ie/librarysustainability/recycling

A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:

Full audits of every waste compound on campus have been in place for the last number of years. This includes documenting the level of contamination in the Waste Bins and the potential for further segregation of Mixed recyclable materials. Training and awareness in waste management & best practice are in place, all with a view to continuous improvement. Full audit reports are submitted to management, who in turn try to implement what they can based on the findings.

https://www.ucc.ie/en/greencampus/practice/recycling-and-waste-management/how-were-doing/

A brief description of the institution's procurement policies designed to prevent waste:

The procurement office is guided by Green Public Procurement guidelines, taking into account principals of circular economy including life cycle Assessment, and end of life re-use/disposal.

The Procurement Office has recently taken the lead on delivering UCC's Sustainable Print Policy. The tender process took a life cycle approach to the provision of print services. The successful vendor Cantec provided "new" multi-function printers supplied as part of the contract are infact remanufactured devices. These EQ80 machines have reached end of contract with other customers (after 3-5years of use) and are then taken to Germany by Canon to be disassembled and rebuilt. The process maintains the highest quality control standards at up to 80% lower carbon emissions compared with supplying brand new printers.

Catering contractors ensure suppliers take back packaging where possible at time of delivery.

A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:

There is currently no formal exchange programme, many staff members post surplus and previously used items, including office supplies and furniture through the university's All Exchange Users email capability.

A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse:

In 2019 UCC's Living Laboratory Seed fund funded a programme to initiate pilot projects including a bulky item reuse system, and other re-use initiatives yet to be identified. However due to complications associated with COVID-19 this project has been delayed

A brief description of the institution's limits on paper and ink consumption:

In January 2020 the UCC Graduate Studies office switched to online e-thesis submission for postgraduate research students. This replaced the previous system where students were required submit two soft bound and one hard bound version of their thesis. Estimated paper savings will be in the region of an enormous 400,000 sheets of paper a year.

The Sustainable Print Policy launched in September 2019, has introduced 'Follow-me Printing' to reduce the likelihood of printing by accident, and duplex printing is now the default on all networked printers.The University is moving toward network-based printing as a means of servicing users and shall
remove all obsolete and underutilised desktop devices. The removal of desktop devices shall be on a phased basis with replacement network devices. Only the contracted managed print devices shall be installed from the commencement of this policy. No department/centre or unit may enter into an alternative contract for any imaging equipment.

https://www.ucc.ie/en/media/support/financeoffice/UCCSustainablePrintManagementPolicy.pdf

A brief description of the institution's initiatives to make materials available online by default rather than printing them:

Canvas is an online learning environment available to all staff and students in UCC. Students are subscribed to all of their registered modules on the Canvas portal, including lecture notes & recordings, assignments, etc.

A brief description of the institution's program to reduce residence hall move-in/move-out waste:

Campus Accommodation, as a subsidary company, have been excluded from the institutional boundary for the purpose of this STARS reporting period. However in 2019 UCC Living Laboratory Seed Fund together with the UCC Swap Shop and Campus Accommodation established a Swap Shop. The Student Support Team at the International Office identified an opportunity to rehome gently used, preloved items, instead of ending up in landfill after international students departed. The 'Pop-Up' Swap Shop ran twice in for the Autumn intake of international students in 2019 and once again for the Spring intake in 2020.

See Annual Report Page 41.

https://www.ucc.ie/en/international/studentinfohub/afteryouarrive/welcomeprogramme/swapshop/

A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:

The College has always been conscious of diverting as many waste/recycling streams as possible from landfill. This has included the introduction of numerous WEEE recycling changes, strategically position around campus to encourage recover of electrical items. There is also similar outlets for Batteries, Bulbs, Polystyrene, Glass, Aluminium Cans, Clothes Banks and Segregated Cardboard and Paper.

All garden waste is composted on site.

Website URL where information about the institution's waste minimization and diversion efforts is available:
https://www.ucc.ie/en/greencampus/practice/recycling-and-waste-management/

Additional documentation to support the submission:
UCC_Waste_Characterisation_2019.xlsx

Data source(s) and notes about the submission:

Data is collected on behalf of UCC, by the University's waste contractor, Gavin Douglas, Waste Management Solutions.

Date is presented from reference year 2019 to avoid distortion due to campus closures in response to COVID-19.

Construction and Demolition Waste Diversion

Score	Responsible Party
0.60 / 1.00	**Gavin Douglas** Waste management Waste Management Solutions

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

"---" indicates that no data was submitted for this field

Construction and demolition materials recycled, donated, or otherwise recovered:
29.30 Tonnes

Construction and demolition materials landfilled or incinerated:
19.50 Tonnes

Percentage of construction and demolition materials diverted from the landfill or incinerator through recycling, donation and/or other forms of recovery:
60.04

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate for construction and demolition waste:

Capital Project design guidance states that design and construction should be BREEAM Excellent. BREEAM Excellent aims to promote resource efficiency via the effective management and reduction of construction waste.

Website URL where information about the institution's C&D waste diversion efforts is available:
https://www.ucc.ie/en/greencampus/practice/recycling-and-waste-management/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Tonnage based 2019 figures for on O'Donoghues Skip Hire figures provided by Gavin Douglas Waste Management Solutions. The demolition and heavy waste generation aspects of the Hub construction were largely completed by end of 2018.
2020 and 2021 data are not reported to avoid distortion due to campus closure in response to COVID-19.

Hazardous Waste Management

Score	Responsible Party
1.00 / 1.00	**Gavin Douglas** Waste management Waste Management Solutions

Criteria

Part 1. Hazardous waste minimization and disposal

Institution has strategies in place to safely dispose of all hazardous, special (e.g., coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2. Electronic waste diversion

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards® and/or Responsible Recycling (R2) standards.

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:
Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

UCC has commenced a Green Labs trial where research facilities across the university are trialling the My Green Lab methodology and LEAF methodology. This lab greening processes include documentation of chemical use and inventories, assessing waste generation and behavioural practises.

Audits and all old or redundant chemicals are disposed of responsibly.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

Service of specialist waste disposal contractors Ocon Chemicals. Documentation and licensed facilities for Safe use and disposal of potentially hazardous materials.

Published Guidance and Policy Documents for Hazardous Waste:

Guidelines for Management of Lab Waste

https://www.ucc.ie/en/media/support/healthandsafety/documents/wm-scidocs-apx/Guidlines-for-Mana

gement-of-Lab-Wastes.doc

Departmental Safety Manuals address safe disposal of hazardous waste. e.g. chemicals should not be disposed of down the sink.

https://www.ucc.ie/en/media/academic/biomedicalscience/biochemistry/documents/healthsafety/SAFE

TYMANUAL2020-2021-(CPB).pdf

UCC Policy on Disposal of Biological Agents

https://www.ucc.ie/en/media/research/researchatucc/policiesdocuments/UCCbiologicalwastepolicy28

0918(PDF).pdf

UCC Ionising Radiation Code of Practise including disposal.

https://www.ucc.ie/en/media/support/radiationprotectionoffice/Code_of_Practice_Ionizing_Radiation_2017.pdf

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

No significant release of any hazardous materials during the period.

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Within departments laboratories share resources based on local agreements - e.g. chemistry uses LabCup programme to inventory chemicals.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by the institution?:
Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:
Yes

A brief description of the electronic waste recycling program(s), including information about how electronic waste generated by the institution and/or students is recycled:

Bring to sites for WEEE waste. Trollies are provided at various points around campus in order to safely collect WEEE items. These are in turn exchanged when full and sent for Recycling and Recovery in a licensed facility.

Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:
Yes

Website URL where information about the institution's hazardous waste program is available:
http://greencampus.ucc.ie/recycling-waste-management/

Additional documentation to support the submission:

Water

Points Earned 5.00

Points Available 6.00

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit			Points
	4.00 / 4.00		
	This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute Aqueduct Water Risk Atlas. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:		
	Physical Risk QUANTITY	**Points available for each part**	**Total available points for this credit**
Water Use	Low and Low to Medium Risk	1⅓	4
	Medium to High Risk	1⅔	5
	High and Extremely High Risk	2	6
	Close		
Rainwater Management	1.00 / 2.00		

Water Use

	Score	**Responsible Party**
	4.00 / 4.00	

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute Aqueduct Water Risk Atlas. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Physical Risk QUANTITY	Points available for each part	Total available points for this credit	
			Pat Mehigan
Low and Low to Medium Risk	1⅓	4	Energy Manager Buildings and Estates
Medium to High Risk	1⅔	5	
High and Extremely High Risk	2	6	

Close

Criteria

Part 1. Reduction in potable water use per person

Institution has reduced its annual potable water use per weighted campus user compared to a baseline.

Part 2. Reduction in potable water use per unit of floor area

Institution has reduced its annual potable water use per gross square metre or foot of floor area compared to a baseline.

Part 3. Reduction in total water withdrawal per unit of vegetated grounds

Institution has reduced its total annual water use (potable + non-potable) per hectare or acre of vegetated grounds compared to a baseline.

Level of "Physical Risk Quantity" for the institution's main campus as indicated by the World Resources Institute Aqueduct Water Risk Atlas:
Low

Total water withdrawal (potable and non-potable combined):

	Performance Year	Baseline Year
Total water withdrawal	60,547 Cubic Metres	138,495.93 Cubic Metres

Potable water use:

	Performance Year	Baseline Year
Potable water use	60,547 Cubic Metres	138,495.93 Cubic Metres

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Period	April 1, 2019	March 31, 2020
Baseline Period	Jan. 1, 2008	Dec. 31, 2008

A brief description of when and why the water use baseline was adopted:

Availability of information

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	0	0
Number of employees resident on-site	0	0
Number of other individuals resident on-site	0	0
Total full-time equivalent student enrollment	20,570.98	16,119
Full-time equivalent of employees	3,011.41	2,674
Full-time equivalent of students enrolled exclusively in distance education	369.75	117
Weighted campus users	17,409.48	14,007

Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	60,547 Cubic Metres	138,495.93 Cubic Metres

Percentage reduction in potable water use per weighted campus user from baseline:
64.83

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area	282,364 Gross Square Metres	214,406.91 Gross Square Metres

Potable water use per unit of floor area:

	Performance Year	Baseline Year
Potable water use per unit of floor area	0.21 Cubic Metres / GSM	0.65 Cubic Metres / GSM

Percentage reduction in potable water use per unit of floor area from baseline:
66.80

Area of vegetated grounds:

	Performance Year	Baseline Year
Vegetated grounds	0 Hectares	0 Hectares

Total water withdrawal per unit of vegetated grounds:

	Performance Year	Baseline Year
Total water withdrawal per unit of vegetated grounds	60,547 Cubic Metres / Hectare	138,495.93 Cubic Metres / Hectare

Percentage reduction in total water withdrawal per unit of vegetated grounds from baseline:
56.28

A brief description of the institution's water-related behavior change initiatives:

In 2019 the University signed up to the Irish Water Stewardship Program and underwent a water mapping program to determine the significant users of water across the estate. From the mapping exercise a water charter was developed to implement a number of water conservation measures across the Estate. Measures included the fitting of water meters to actively monitor the esates consumption and identify any underground leaks, installation of low flow and flushing devices as well as the installation of auto shut off systems to shut down water supplies when the buildings are closed.

A brief description of the institution's water recovery and reuse initiatives:

The existing drinking fountains across the University were upgraded to auto bottle filling units to minimise the water waste. Signage installed in toilets and labs to turn off taps and report leaks to the B&E office to conserve water use.

A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives:

The water flows from taps were checked and reduced where possible and resulted in significant savings. Automatic presence sensors were installed in the Boole Library to eliminate the requirement for a time flushing.

Website URL where information about the institution's water conservation and efficiency efforts is available:
https://www.ucc.ie/en/greencampus/practice/energy-water-and-climate-change/water-management-at-ucc/

Additional documentation to support the submission:
UCC_Water_Mapping_Workshop_230519.pdf

Rainwater Management

Score	Responsible Party
1.00 / 2.00	**Pat Mehigan** Energy Manager Buildings and Estates

Criteria

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

Policies adopted by entities of which the institution is part (e.g., government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

"---" indicates that no data was submitted for this field

Which of the following best describes the institution's approach to rainwater management?:
Less comprehensive policies, plans or guidelines that incorporate green infrastructure

A brief description of the institution's green infrastructure and LID practices:

Case by case basis, all capital projects look at use of rainwater and greywater for toilet flushing. New designs should include sustainable urban design systems and drainage/rainwater harvesting plans.

Examples of current infrastructure:
- All gardens and lawns are naturally irrigated by rain water, with the exception of the formal lawn on the Quad, which possesses the only sprinkler on campus.
- The West Lodge has a rain garden planted with native water loving plants to assimilate rainwater runoff from its roof.
- The Hub has a newly installed Green Roof.
- The Beaufort Building uses rainwater collection for toilet flushing.
- The Tyndall uses rainwater for plant watering.
- The Glasshouse at the School of Biological, Earth & Environmental Sciences collect rain water in butts for watering plants.
- Western Gateway building uses greywater from river heatpump for toilet flushing
- The Glucksman gallery uses greywater from heatpump for toilet flushing.

A copy of the institution's rainwater management policy, plan, and/or guidelines:

A brief description of the institution's rainwater management policy, plan, and/or guidelines that supports the responses above:

List of Policy Documents:

1. Capital Projects Office: Design Team Procedures (2021): Section 2.7.1 Targets BREEAM Excellent in all design process for for capital projects unless otherwise stated. BREEAM excellent incorporates rainwater/surface water considerations

Capital Projects Office: Schedule of Stage Services for Mechanical & Electrical Engineering (2021) - Section 1.5 requires the M&E Engineer to advise on mechanical systems for rainwater harvesting and building irrigation systems.

Capital Projects Office: Schedule of Stage Services for Civil / Structural & Fire Engineering (2021): Section 3.2.2 requires the incorporation of Sustainable Urban Design Systems within the civil design, as well as the civil components of any rainwater harvesting system. and the design of the drainage system associated with the civil engineering aspects of a rain water harvesting system, including any calculations associated surface water catchment areas.

Website URL where information about the institution's green infrastructure and LID practices is available:
https://www.ucc.ie/en/greencampus/practice/energy-water-and-climate-change/water-management-at-ucc/

Additional documentation to support the submission:

Planning & Administration

Coordination & Planning

Points Earned 8.00

Points Available 9.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	4.00 / 4.00
Inclusive and Participatory Governance	3.00 / 3.00
Reporting Assurance	0.00 / 1.00

Sustainability Coordination

Score	Responsible Party
1.00 / 1.00	**Maria Kirrane** Sustainability Officer Office of the Director of Buildings and Estates

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focuses on sustainability broadly (i.e., not just one sustainability issue, such as climate change) and covers the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g., a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on one aspect of sustainability (e.g., an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g., Academic Affairs Sustainability Taskforce) does not count toward scoring in the absence of institution-wide coordination.

"---" indicates that no data was submitted for this field

Does the institution have at least one sustainability committee?:
Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

The Green Campus Committee is a student led committee that has membership from students, faculty, admin and operations staff. The committee is chaired by the chairperson of the Environmental Society and the deputy president of the students union. It sits at least monthly.

The Green Forum is composed of interested parties from academia, buildings & estates, procurement, services and university management as well as the students union, and students of the Green Campus Committee. The forum sits twice yearly and thinks strategically about the direction of UCC Sustainability and provides advice.

Members of each committee, including affiliations and role:

Green Campus Committee:
The GCC is co-chaired by the Deputy President of the Student's Union, and the Chairperson of the Environmental Society (or a deputised representative of the Environmental Society). Formal student representation on the Green Campus Committee is elected annually at an EGM by their peers, however all students are welcome to attend committee meetings. The Sustainability Officer, Energy Manager and Commuter Manager are also members of the Green Campus Committee.

The Green Forum is co-chaired by UCC president Prof. John O'Halloran and Director of Buildings & Estates, Mark Poland. Green Forum membership can be accessed here -

https://www.ucc.ie/en/greencampus/about/strategy/

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent employee?:
Yes

A brief description of each sustainability office:

The Sustainability Office is housed under the Office of the Director of Buildings & Estates. It is Comprised of the Sustainability Officer, Energy Manager and two Administrative Assistants. The office regularly employs student interns to support the activities of the Green Campus Programme. The Sustainability Officer coordinates the delivery of the UCC Sustainability Strategy across the entire institution.

Full-time equivalent of people employed in the sustainability office(s):
4

Does the institution have at least one sustainability officer?:
Yes

Name and title of each sustainability officer:
Dr Maria Kirrane, Sustainability Officer

Does the institution have a mechanism for broad sustainability coordination for the entire institution?:
Yes

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

The Sustainability Officer coordinates the delivery of the UCC Sustainability Strategy across the entire institution, including infrastructure & operations, administration & student services, research, teaching & learning, and strategic planning for the institution. The Green Campus Committee and Green Forum support and enable the delivery of the sustainability strategy.

See annual sustainability reports for detailed discussion of activities and accomplishments.

https://www.ucc.ie/en/greencampus/resources/annual-reports/

Recent Accomplishments:
- UCC launches its SDG toolkit for Supporting integration of the SDGs into the Curriculum.
- UCC launched its Sustainable Futures Programme - including a Higher Diploma, Postgraduate Diploma and Masters in Sustainability in Enterprise (2021).
- UCC is currently (2021) ranked 8th globally in the Times Higher Education Impact Rankings for impact on advancing the UN Sustainable Development Goals.
- UCC is currently (2021) ranked 9th globally in the UI Green Metric rankings for environmental sustainability in in HE.
-UCC won 'Best green Campus' at the Irish Education Awards (2021).
-UCC renewed ISO50001 Energy Management certification (2021)
-UCC was awarded its four consecutive Green Flag, from An Taisce Green Campus Ireland and Foundation for Environmental Education (2020).

A key achievement was the embedding of Sustainability into the UCC Academic Strategy and UCC Strategic Plan (2017-2022) and UCC Strategic Pivot (UCC, 2022)

https://www.ucc.ie/en/registrar/theconnecteduniversity/academicstrategy/

Job title of the sustainability officer position:
Sustainability Officer

Job description for the sustainability officer position:

Job description for the sustainability officer position:

The Sustainability Officer coordinates the delivery of the UCC Sustainability Strategy across the entire institution, including infrastructure & operations, administration & student services, research, teaching & learning, and strategic planning for the institution.

Job title of the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job title of the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

Website URL where information about the institution's sustainability coordination is available:

Additional documentation to support the submission:

Sustainability Planning

Score	Responsible Party
4.00 / 4.00	**John O'Halloran** Deputy President and Registrar Office of the Deputy President and Registrar

Criteria

Part 1. Measurable sustainability objectives

Institution has a published plan or plans that include measurable sustainability objectives that address one or more of the following:

- Academics - sustainability in curriculum and/or research

- Engagement - student, employee, or community engagement for sustainability

- Operations (e.g., sustainable resource use, emissions, groundskeeping, procurement)

- Administration (e.g., diversity, equity, and inclusion; sustainable investment/finance; wellbeing)

The criteria for Part 1 may be met by any combination of published plans, for example:

- Sustainability plan

- Campus master plan or physical campus plan

- Climate action plan

- Diversity and inclusion plan

- Human resources strategic plan

- Strategic plan or equivalent guiding document

Part 2. Sustainability in institution's highest guiding document

Institution includes the integrated concept of sustainability (as opposed to one or more aspects of sustainability) in its highest guiding document, e.g., a published, institution-widestrategic plan or the equivalent.

Sustainability may be included in the highest guiding document as a major theme (e.g., in a section on sustainability, as a major institutional goal, or through multiple sustainability-focused objectives) or as a minor theme (e.g., in passing, as part of a vision or values statement, or in objectives that are related to rather than focused on sustainability). A strategic plan that addresses aspects of sustainability, sustainability issues/concepts, and/or sustainability challenges, but not the integrated concept of sustainability does not qualify.

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

"---" indicates that no data was submitted for this field

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in curriculum and/or research?:
Yes

A list or sample of the measurable sustainability objectives related to academics and the plan(s) in which they are published:

UCC 2022 (Strategic Pivot)
ACTION 1.1.1. Accelerate the actions in the Academic Strategy innovative assessment and further integration of research, sustainability, global reach and community engagement in the curriculum.

ACTION 2.1.2. Map our research onto the UN Sustainable Development Goals.

https://www.ucc.ie/en/media/support/strategicplanning/UCC_2022_Delivering_a_Connected_Universit

y.pdf

UCC Academic Strategy (2018-2022)
Priority One: Developing a Connected Curriculum.
The Academic Strategy envisages the enhancing and building of connections to provide curricular coherence and to enhance the student and staff experience. Six components have been identified as comprising the Connected Curriculum at UCC, namely research-based teaching, employability, sustainability, inter- and transdisciplinarity, global reach, civic and community engagement. This priority seeks to surface good practice and provide inspiration and tools to support staff to integrate the distinct components of the Connected Curriculum framework in their teaching. The implementation of the Connected Curriculum will ensure that these connected experiences are articulated and visible in the course descriptions and learning outcomes.

https://www.ucc.ie/en/media/support/regsa/dpr/academicstrategy/AcademicStrategy2018-2022.pdf

UCC Sustainability Strategy (2016)

• To understand and document the environmental or sustainability content of current academic programmes and curriculum;
• To promote, increase and raise awareness of current programmes with environmental or sustainability content across all four colleges;
• To encourage the active participation in non-formal sustainability education in particular the Green Campus initiative;
• To encourage and support the development of sustainability literacy within teaching and learning;
• To capitalise on the diverse nature of student population to increase students' knowledge of global sustainability issues;
• Where appropriate, sustainability to be taken into account in discussions leading to course approval.

https://www.ucc.ie/en/media/support/buildingsandestates/environment/UCCSustainabilityStrategy_i

nteractive.pdf

UCC Research & Innovation Strategic Plan (2016-2021) Seeks to align research with the SDGs

https://www.ucc.ie/en/media/research/researchatucc/documents/UCCResearchInnovationStrategicPlan

(2017%C3%A2%C2%80%C2%932022)proof5.pdf

Does the institution have a published plan or plans that include measurable sustainability objectives that address student, employee, or community engagement for sustainability?:
Yes

A list or sample of the measurable sustainability objectives related to engagement and the plan(s) in which they are published:

UCC Sustainability Strategy
• To increase awareness and facilitate greater engagement of the University's students and staff on sustainability issues;
• To encourage, support and promote initiatives for students and staff to take responsible environmental and sustainability actions through behavioural and practice change;
• To retain the University's 'Green Flag' and maintain its position as a leader in the Green Campus community;
• To maintain and improve the University's position in the world Green Metrics and/or other sustainability rankings systems for Higher Level Institutes;
• To facilitate and support voluntary student and staff environmental and sustainability relevant organisations and initiatives;
• To further engage with the Students Union, the Societies Guild and individual societies around this issue.

https://www.ucc.ie/en/media/support/buildingsandestates/environment/UCCSustainabilityStrategy_i

nteractive.pdf

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in operations?:
Yes

A list or sample of the measurable sustainability objectives related to operations and the plan(s) in which they are published:

UCC Sustainability Strategy (2016) sets out sustainability Strategic Aims, Objectives and Key Performance indicators for institutional operations including Energy, Water, Climate, Commuting & Travel, Biodiversity & Landscape, Waste, Food.

Please see the Sustainability Strategy for full details.

https://www.ucc.ie/en/media/support/buildingsandestates/environment/UCCSustainabilityStrategy_interactive.pdf

In 2020 UCC produced a water stewardship charter with 12 key action to reduce water consumption and waste.

An Annual Energy Plan is also published as part of the ISO50001 process.

Does the institution have a published plan or plans that include measurable sustainability objectives that address diversity, equity, and inclusion; sustainable investment/finance; or wellbeing?:
Yes

A list or sample of the measurable sustainability objectives related to administration and the plan(s) in which they are published:

UCC Sustainability Strategy sets out Strategic Aims, Objectives & KPIs for institutional Procurement & Contracts.

Please see the Sustainability Strategy for full details.

https://www.ucc.ie/en/media/support/buildingsandestates/environment/UCCSustainabilityStrategy_interactive.pdf

The UCC Athena Swan Action Plan (2019-2023) outlines a series of actions, timelines and KPIs for enhancing Gender Equality at UCC. Please see the Plan for in dept details.

https://www.ucc.ie/en/media/support/edi/athenaswan/AthenaSWANUCCActionPlan2019-2023.pdf

Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :
Yes

The institution's highest guiding document (upload):

Website URL where the institution's highest guiding document is publicly available:
https://www.ucc.ie/en/strategicplanning/2017/

Which of the following best describes the inclusion of sustainability in the highest guiding document?:
Major theme

The institution's sustainability plan (upload):

Website URL where the institution's sustainability plan is publicly available:
https://www.ucc.ie/en/media/support/buildingsandestates/environment/UCCSustainabilityStrategy_interactive.pdf

Does the institution have a formal statement in support of sustainability endorsed by its governing body?:

The formal statement in support of sustainability:

The institution's definition of sustainability:

Is the institution an endorser or signatory of the following?:

	Yes or No
The Earth Charter	No
The Higher Education Sustainability Initiative (HESI)	No
ISCN-GULF Sustainable Campus Charter	Yes
Pan-Canadian Protocol for Sustainability	No
SDG Accord	Yes
Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	No
The Talloires Declaration (TD)	Yes
UN Global Compact	No
Other multi-dimensional sustainability commitments (please specify below)	Yes

A brief description of the institution's formal sustainability commitments, including the specific initiatives selected above:

Principles of Responsible Investment.
Campus Engage Charter (Ireland).
Sustainable Solutions Development Network.
UNFCC Race to Zero

Website URL where information about the institution's sustainability planning efforts is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Note that in 2021 in response to global challenges including the COVID-19 pandemic UCC pivoted its strategic plan. Both the UCC Strategic Plan 2017-2022 and the Pivot UCC 2022 are available at she strategic plan weblink

https://www.ucc.ie/en/strategicplanning/2017/

Inclusive and Participatory Governance

Score	Responsible Party
3.00 / 3.00	**John O'Halloran** Deputy President and Registrar Office of the Deputy President and Registrar

Criteria

Part 1. Shared governance bodies

Institution has formal participatory or shared governance bodies through which the following campus stakeholders can regularly participate in the governance of the institution (e.g., decision-making processes, plan/policy formulation and review):

- Students

- Academic staff (i.e., faculty members)

- Non-academic staff

The bodies may be managed by the institution (e.g., formal boards, committees, and councils), by stakeholder groups (e.g., independent committees and organizations that are formally recognized by the institution), or jointly (e.g., union/management structures).

Part 2. Campus stakeholder representation in governance

Institution's highest governing body includes individuals representing the following stakeholder groups as official (voting or non-voting) members:

- Students

- Academic staff (i.e., faculty members)

- Non-academic staff

Part 3. Gender equity in governance

Women (and/or individuals who do not self-identify as men) comprise at least 20 percent of the official members of the institution's highest governing body.

Part 4. Community engagement bodies

Institution hosts or supports one or more formal bodies through which external stakeholders (i.e., local community members) have a regular voice in institutional decisions that affect them. Examples include campus-community councils, "town and gown" committees, community advisory panels, and regular multi-stakeholder forums that are convened at least once a year.

Part 4 of this credit recognizes institutions that are proactive in creating opportunities for community members to contribute to and participate in the institution's decision-making processes. The institution's contributions to and participation in community decision-making processes do not count.

"---" indicates that no data was submitted for this field

Does the institution have formal participatory or shared governance bodies through which the following stakeholders can regularly participate in the governance of the institution?:

	Yes or No
Students	Yes
Academic staff	Yes
Non-academic staff	Yes

A brief description of the institution's formal participatory or shared governance bodies:

UCC Student's Union are democratically elected by their peers to represent on their behalf.

https://www.uccsu.ie/

UCC Governing Body membership is published on the below website. It includes representation from academic and non academic staff, and student representation through the students union. UCC Governing Body represents the needs of all staff at every level and indeed has representation from staff at all levels in the University. In addition, a "People Committee" sits below, and reports into, Governing Body. This committee provides oversight of:
- the implementation of the Human Resources action plan arising from Goal 4 of the University's Strategic Plan;
- the development and implementation of policies and procedures related to the welfare, wellbeing and conditions of employment of staff;
- the development and implementation of the University's equality, diversity and inclusion strategies;
- the compliance with relevant employment law requirements in the overall context of the University's governance framework;
- the development and implementation of health and safety measures, policies and procedures to ensure the safety of staff in compliance with the Safety Health and Welfare at Work (SHWW) Act and Regulations;
- the Human Resources Risk Register and associated mitigation plans;
the Human Resources strategies of the University subsidiaries.

https://www.ucc.ie/en/ocla/govbod/

UCC Academic Council is the primary internal body responsible for academic affairs and derives its authority from the Universities Act, 1997. Its membership is published on the below website. It includes academic and non-academic staff, and students union representation.

https://www.ucc.ie/en/academicgov/secretary/council/

Total number of individuals on the institution's highest governing body:
39

Number of students representing their peers as official members of the institution's highest governing body:
3

Number of academic staff representing their peers as official members of the institution's highest governing body:
10

Number of non-academic staff representing their peers as official members of the institution's highest governing body:
3

Number of women serving as official members of the institution's highest governing body:
18

Percentage of official members of the highest governing body that are women:
46.15

Website URL where information about the institution's highest governing body may be found:
https://www.ucc.ie/en/ocla/govbod/

Does the institution host or support one or more formal bodies through which external stakeholders have a regular voice in institutional decisions that affect them?:
Yes

A brief description of the campus-community council or equivalent body that gives external stakeholders a regular voice in institutional decisions that affect them:

UCC's neighbourhood forum is hosted on campus with membership including, UCC staff, local residents, Student Union members and guests from external organisations. The forum discusses a range of topics related to the local community including parking and local public trasnport options.

Number of people from underrepresented groups serving as official members of the institution's highest governing body.:

Website URL where information about the institution's governance structure is available:
https://www.ucc.ie/en/ocla/univgov/

Additional documentation to support the submission:

Reporting Assurance

Score	Responsible Party
0.00 / 1.00	

Criteria

Institution has completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria.

To qualify, the process must successfully identify and resolve inconsistencies and errors in the institution's finalized STARS report prior to submitting it to AASHE. The assurance process may include:

1. Internal review by one or more individuals affiliated with the institution, but who are not directly involved in the data collection process for the credits they review.

AND/OR

1. An external audit by one or more individuals affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).

An institution is eligible to earn bonus points in the External Reporting Assurance credit in Innovation & Leadership if its assurance process includes an external audit.

Minimum requirements

The review and/or audit must be guided by and documented in the STARS Review Template and include the following steps:

1. Independent reviewer(s) review all credits that the institution is pursuing and document in the template the issues that are identified. Reviewer(s) must check that:

     ◦ All required reporting fields, attachments, inventories, and URLs are included;
     ◦ Reported information meets credit criteria and is consistent with required timeframes; AND
     ◦ Reported figures are consistent across credits (e.g., between the Institutional Characteristics section and specific credits that require similar figures) and that any inconsistencies are explained.

4. The STARS Liaison (or another primary contact for the institution) addresses the inconsistencies or errors identified during the review by updating information in the Reporting Tool and documenting in the template that the issues have been addressed.

5. Reviewer(s) provide affirmation that the submission has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed.

6. The Liaison or other primary contact uploads:

     ◦ A statement of affirmation from each reviewer, AND
     ◦ The completed STARS Review Template.

Please note that assured reports are still subject to review by AASHE staff prior to publication, which may require additional revisions. AASHE reserves the right to withhold points for this credit if it is determined that the assurance process was clearly unsuccessful in identifying and resolving inconsistencies or errors (e.g., when AASHE staff identify a significant number of issues not captured in the completed review template). Published reports are also subject to public data inquiries and periodic audits by AASHE staff.

"---" indicates that no data was submitted for this field

Has the institution completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria?:

Did the assurance process include internal review, an external audit, or both?:

The name, title, and organizational affiliation of each reviewer:

A brief description of the institution's assurance process:

Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE:

Completed STARS Review Template:

Affirmation from the reviewer(s) that the report has been reviewed in full and that all

identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE (2nd review):

Completed STARS Review Template (2nd review):

Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE (3rd review):

Copy of completed STARS Review Template (3rd review):

Website URL where information about the institution's reporting assurance is available:

Additional documentation to support the submission:

Diversity & Affordability

Points Earned 5.76

Points Available 10.00

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit	Points
Diversity and Equity Coordination	1.56 / 2.00
Assessing Diversity and Equity	1.00 / 1.00
Support for Underrepresented Groups	2.00 / 3.00
Affordability and Access	1.20 / 4.00

Diversity and Equity Coordination

Score	Responsible Party
1.56 / 2.00	**Maria Kirrane** Sustainability Officer Office of the Director of Buildings and Estates

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion, and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

Part 2

Institution makes cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities available to students, academic staff (i.e., faculty members), and/or non-academic staff.

The trainings and activities help participants build the awareness, knowledge, and skills necessary to redress inequalities and social disparities, and work effectively in cross-cultural situations.

"---" indicates that no data was submitted for this field

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights?:
Yes

Does the committee, office and/or officer focus on students, employees, or both?:
Both students and employees

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

The UCC Equality Committee has been in place for over 20 years. The aim of the committee is "promoting equality of access and equality in employment and opportunity for staff and students of UCC, for overseeing the implementation of Equality Legislation in the University and for making recommendations to the University Management Team on all matters relating to Equality." The Committee membership is representative of the academic, administrative and operational units within the university as well as the Student's Union.
In 2016, an Equality Diversity and Inclusion Unit was established under the office of the Deputy President and Registrar. The purpose of the unit is to lead on the development and delivery of the EDI strategy across UCC.

Estimated proportion of students that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:
Some

Estimated proportion of academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:
Most

Estimated proportion of non-academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:
Most

A brief description of the institution's cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

EDI in HE (Equality, Diversity & Inclusion in Higher Education) is an online training programme open to all UCC staff and faculty. Module topics cover 'Introduction to Equality, Diversity & Inclusion', Recruitment and Selection', 'Meeting the Needs of Diverse Students in teaching and Learning Settings', and 'Putting Policy into Practice'. Each section contains video and multimedia stories and scenarios including interactive quizzes, and online instant assessments to offer staff valuable feedback on their learning. By using this interactive and multimedia resource, staff will have the opportunity to consider and reflect on the part they play in building an inclusive culture across the

university sector.
Additionally the EDI Unit it has a dedicated training hub

https://www.ucc.ie/en/edi/hub/

.
In this area, you can find training and information on a range of EDI-related topics and areas, such as Race and Racism, Neurodiversity and LGBTI matter to implementing the Public Sector Duty in Ireland. The content ranges from short, informational videos and text, links to information sessions to specific topic training modules.

Website URL where information about the institution's diversity and equity office or trainings is available:
https://www.ucc.ie/en/edi/

Additional documentation to support the submission:
PA_5_Diversity_and_Equity_Coordination_Supporting_Information.docx

Data source(s) and notes about the submission:

UCC Equality Committee
https://www.ucc.ie/en/edi/equalitycommittee/

UCC Equal Opportunities and Diversity Policy
https://www.ucc.ie/en/hr/policies/recruitment/equal-opportunities/

UCC Policy on Equality in Recruitment
https://www.ucc.ie/en/edi/about/policies/uccpolicies/

UCC Code of practice on the Employment of People with Disabilities

https://www.ucc.ie/en/hr/policies/recruitment/codeofpracticeontheemploymentofpeoplewithdisabilities/

Duty of Respect and Right to Dignity at work

https://www.ucc.ie/en/media/support/edi/edidocuments/DRRD-1Dec2020(final).pdf

UCC Gender Identity and Expression Policy

https://www.ucc.ie/en/edi/giep/

https://www.ucc.ie/en/edi/hub/

Assessing Diversity and Equity

Score	Responsible Party
1.00 / 1.00	**John O'Halloran** Deputy President and Registrar Office of the Deputy President and Registrar

Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

- Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of employees and students, including the experiences of underrepresented groups;

- Student outcomes related to diversity, equity, and success (e.g., graduation/success and retention rates for underrepresented groups); AND/OR

- Employee outcomes related to diversity and equity (e.g., pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the Assessing Employee Satisfaction credit.

"---" indicates that no data was submitted for this field

Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity and inclusion on campus?:
Yes

A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used:

The Athena SWAN Charter recognises and celebrates good practice in recruiting, retaining and promoting women in science, technology, engineering, maths and medicine (STEMM) in higher education. The Charter aims to address gender imbalances in STEMM disciplines, based on the belief that endeavours in these fields will be enriched when they can benefit from the talent of the whole population, and when barriers to progress in academic careers are removed.
By signing the Charter, the Irish universities and Institutes of Technology have made a progressive commitment to embed its six principles in their policies, practices and culture.
A Bronze Award affirms that a university or HEI -
- is aware of gender equality issues at an institutional level
- has identified particular challenges it faces, and
- has a plan for the future
To earn a bronze award, a university must -
- undertake an institutional self-assessment, and
- propose a three-year action plan, based on our self-assessment
UCC holds a bronze Athena Swan award and in 2015 undertook a self-assessment, which is available here

https://www.ucc.ie/en/media/aboutucc/presidentx27soffice/athenaswan/UCCBronzeInstitutionalAthen

aSWANApplicationApril292016.pdf

UCC has held a bronze Athena SWAN award since 2016, and successfully renewed our institutional accreditation in 2019 under the expanded Athena SWAN Charter. 9 Schools and Departments now hold departmental-level awards at bronze level, and UCC plans to renew our institutional accreditation in 2023 at Silver level.

https://www.ucc.ie/en/athenaswan/about/

Interim Registrar Professor Stephen Byrne chairs UCC's Athena SWAN Steering Group that oversees UCC's Athena SWAN work and the implementation of UCC's Action Plan. Steering Group members represent a diverse cross section of the university community, including those in STEMM and non-STEMM disciplines, academic and administrative roles, students, and early to mid and late-career roles.
On 20th October 2021, UCC today celebrated its recent Athena SWAN award successes, recognizing the University's commitment to promoting good practice and advancing gender equality in higher education.
At a virtual ceremony, Minister Simon Harris congratulated awardees to celebrate the advancement of equality in higher education.
Three awards cycles were included in the ceremony, with UCC receiving nine awards, including the Institutional Bronze award (awarded in 2019).
To celebrate this success, UCC held its own outdoor ceremony in the University's President's Garden, with President John O'Halloran presented Athena SWAN awards to UCC's School of Biochemistry & Cell Biology (2021 awardee), Dental School & Hospital (2020), School of Law (2021), School of Nursing & Midwifery (2020), and School of Public Health (2019).
President O'Halloran also accepted an award from Professor Áine Hyland for the University's institutional Athena SWAN accreditation, successfully renewed in 2019.

Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of employees and students, including the experiences of underrepresented groups?:
Yes

Does the assessment process address student outcomes related to diversity, equity and success?:
Yes

Does the assessment process address employee outcomes related to diversity and equity?:
Yes

A brief description of the most recent assessment findings and how the results are used in shaping policy, programs, and initiatives:

The entire findings of the self-assessment can be found at the following link

https://www.ucc.ie/en/media/aboutucc/presidentx27soffice/athenaswan/UCCBronzeInstitutionalAthen

aSWANApplicationApril292016.pdf

The findings have informed the Athena Swan Action Plan

https://www.ucc.ie/en/athenaswan/actionplan/

Are the results of the most recent structured diversity and equity assessment shared with the campus community?:
Yes

A brief description of how the assessment results are shared with the campus community:

Through the Athena Swan steering group, which has representation from all aspects of campus life and by making publicly available all findings.

Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:
Yes

The diversity and equity assessment report or summary (upload):
PreliminaryreportonUCCStaffandStudentEqualitySurveys2018Apr3A4.pdf

Website URL where the diversity and equity assessment report or summary is publicly posted:
https://www.ucc.ie/en/media/support/edi/edidocuments/PreliminaryreportonUCCStaffandStudentEqualitySurveys2018Apr3A4.pdf

Website URL where information about the institution's diversity and equity assessment efforts is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

https://www.ucc.ie/en/news/ucc-celebrates-six-awards-for-equality-work.html

https://www.ucc.ie/en/news/athena-swan-success-for-ucc-.html

Support for Underrepresented Groups

Score	Responsible Party
2.00 / 3.00	**John O'Halloran** Deputy President and Registrar Office of the Deputy President and Registrar

Criteria

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

1. A publicly posted non-discrimination statement.

2. A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination, or hate crime.

3. Programs specifically designed to recruit students, academic staff (i.e., faculty members), and/or non-academic staff from underrepresented groups.

4. Mentoring, counseling, peer support, academic support, or other programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups.

5. Programs that specifically aim to support and prepare students from underrepresented groups for academic careers as faculty members (sometimes known as pipeline programs). Such programs could take any of the following forms:

   ◦ Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
   ◦ Financial and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as academics.
   ◦ Financial and/or other support programs for doctoral and postdoctoral students from underrepresented groups.

"---" indicates that no data was submitted for this field

Does the institution have a publicly posted non-discrimination statement? :
Yes

The non-discrimination statement, including the website URL where the policy is publicly accessible:

UCC Policy on Equality in Recruitment
UCC Equal Opportunities & Diversity Policy
UCC Code of Practice on the Employment of People with Disabilities
UCC Duty of Respect and Right to Dignity Policy
The text of these policies is available via the following link

https://www.ucc.ie/en/edi/about/policies/uccpolicies/

Does the institution have a discrimination response protocol or committee (sometimes called a bias response team)?:
Yes

A brief description of the institution's discrimination response protocol or team:

The procedures for responding to acts of discrimination are outlined in the above listed policies. In the first instance, a staff member is advised to consult HR. The university also has in place a Staff ombudsman -

https://www.ucc.ie/en/staffombudsman/

and student ombudsman -

https://www.ucc.ie/en/studentombudsman/

as completely impartial sources of conflict resolution.

Does the institution have programs specifically designed to recruit students from underrepresented groups?:
Yes

Does the institution have programs specifically designed to recruit academic staff from underrepresented groups?:
Yes

Does the institution have programs designed specifically to recruit non-academic staff from underrepresented groups?:
Yes

A brief description of the institution's programs to recruit students, academic staff, and/or non-academic staff from underrepresented groups:

Students - University College Cork participates in the two schemes that are available under the ACCESS route to University. The Higher Education Access Route to Education (HEAR) is a third level alternative admissions scheme which offers places on reduced points, and extra college supports to school leavers (who are resident in the Republic of Ireland) from socio-economically disadvantaged backgrounds. The Disability Access Route to Education (DARE) is a third level alternative admissions scheme for school-leavers whose disabilities have had a negative impact on their second level education.

Staff and Faculty - UCC has held a bronze Athena SWAN award since 2016, and successfully renewed our institutional accreditation in 2019 under the expanded Athena SWAN Charter. 9 Schools and Departments now hold departmental-level awards at bronze level, and UCC plans to renew our institutional accreditation in 2023 at Silver level. Athena SWAN recognises and celebrates good practice in recruiting, retaining and promoting women in higher education. Originally directed at the science, the programme has in recent years expanded to include the humanities as well as professional and support roles. UCC's Athena SWAN UCC Action Plan for 2019-2023 can be found at this link

https://www.ucc.ie/en/media/support/edi/athenaswan/AthenaSWANUCCActionPlan2019-2023.pdf

Registrar and Deputy President Professor Stephen Byrne chairs UCC's Athena SWAN Steering Group that oversees UCC's Athena SWAN work and the implementation of UCC's Action Plan. Steering Group members represent a diverse cross section of the university community, including those in STEMM and non-STEMM disciplines, academic and administrative roles, students, and early to mid and late-career roles.

The Athena Swan Ireland 2021 charter framework supports higher education institutions, academic departments, and professional units in impactful and sustainable gender equality work and to build capacity for evidence-based equality work across the equality grounds enshrined in Irish legislation.

UCC supports Roots café - training and employment for Cope Foundation adults with intellectual disabilities.

Does the institution have mentoring, counseling, peer support, academic support, or other programs designed specifically to support students from underrepresented groups on campus?:
Yes

Does the institution have mentoring, counseling, peer support or other programs designed specifically to support academic staff from underrepresented groups on campus?:
Yes

Does the institution have mentoring, counseling, peer support or other programs to support non-academic staff from underrepresented groups on campus?:
Yes

A brief description of the institution's programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups:

UCC has many supports in place to support and prepare students from underrepresented groups. They are listed below but for more information see attachment.

UCC plus programme provides ongoing support for students from socioeconomically disadvantaged areas (Racial, ethnic, immigrant populations , people with disabilities, lesbian, gay, bisexual, and transgender individuals, adult learners
veterans, individuals from different religious groups and economic backgrounds)

The UCC ACCESS+ programme is specifically for students who have attended one of the Cork city DEIS Schools or Youthreach centres, students who are members of the Traveller or Roma Community and students from Cork Life Centre.

The Higher Education Access Route to Education (HEAR) - socio-economically disadvantaged backgrounds.
The Disability Access Route to Education (DARE)

UCC was granted University of Sanctuary status.

UCC Race Equality Forum -

https://www.ucc.ie/en/edi/about/projects/raceequalityforum/

DISCs Project -

https://www.ucc.ie/en/edi/about/projects/discsproject/

Speak Out - platform to report bullying, harassment and discrimination, including racism and racial incidents.

UCC #ProgressWithPride campaign - support LGBTI+, black, brown and ethnic minority communities

UCC Gender Identity and Expression Guidelines provide a range of guidance designed to support UCC staff and students, ensuring the successful implementation of UCC's Gender Identity and Expression Policy

LGBT+ Staff Network launched the new UCC Rainbow Alliance during Equality Week 2019. Set up by the Equality and Welfare Unit of the Department of Human Resources following expressions of interest by staff. The aim of the network is to "To work in partnership with management and staff of University College Cork to create a safe, inclusive and diverse working environment that encourages a culture of respect and equality for everyone regardless of their sexual orientation, in order that every individual can reach their full potential without fear of discrimination." The UCC LGBT Staff Network is open to administrative and academic staff of the university.
The Mature Student Office supports all Mature and QQI/FE students in UCC

Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:
No

A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members:

NA

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:
Yes

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:
No

Website URL where information about the institution's support for underrepresented groups is available:
https://www.ucc.ie/en/uccplus/contact/

Additional documentation to support the submission:
PA_07_Support_for_Underrepresented_Groups_Supporting_Information.pdf

Data source(s) and notes about the submission:

UCC's AthenaSWANUCCActionPlan for 2019-2023 can be found at this link
https://www.ucc.ie/en/media/support/edi/athenaswan/AthenaSWANUCCActionPlan2019-2023.pdf

/www.ucc.ie/en/athenaswan/about/

https://www.ucc.ie/en/media/discoverucc/maps/UCC_Campus_Map_All_Gender_WC.pdf

UCC Policy on Equality in Recruitment
UCC Equal Opportunities & Diversity Policy
UCC Code of Practice on the Employment of People with Disabilities
UCC Duty of Respect and Right to Dignity Policy
The text of these policies is available via the following link
https://www.ucc.ie/en/edi/about/policies/uccpolicies/

The following supports are in place for Students and Staff.
https://www.ucc.ie/en/edi/giep/#supports-and-resources-for-students-and-staff

Citizens Information: Changing to Your Preferred Gender
http://www.citizensinformation.ie/en/birth_family_relationships/changing_to_your_preferred_gender.html

Counselling and Development (for UCC Students)
https://www.ucc.ie/en/studentcounselling/

Duty of Respect and Right to Dignity Policy UCC
https://www.ucc.ie/en/media/support/hr/equality/DocumentFile-35110-en.pdf

Employee Assistance Programme UCC
https://www.ucc.ie/en/hr/eap/

Equality, Diversity and Inclusion Unit UCC
http://www.ucc.ie/en/edi

Gender Recognition Act Ireland (2015)

http://www.irishstatutebook.ie/eli/2015/act/25/enacted/en/pdf

Glossary of terms from Transgender Equality Network Ireland (TENI)
http://www.teni.ie/page.aspx?contentid=139

Garda Vetting (see 'Vetting for Transgender persons')
https://vetting.garda.ie/Help/FAQ

Gendered Intelligence Resource List:
http://genderedintelligence.co.uk/professionals/resources

Staff Ombudsman UCC
https://www.ucc.ie/en/staffombudsman/

Student Advisor and Ombudsman UCC
https://www.ucc.ie/en/studentombudsman/

Supporting Black and Minority Ethnic Trans People by Gender Identity Research and Education Society:
https://www.gires.org.uk/inclusivity-supporting-bame-trans-people/

Supporting Transgender Inclusion in the Workplace: Guidelines for Employers and Employees by TENI:
http://www.teni.ie/attachments/422b4a34-78af-4b62-9818-aced13ed58ca.PDF

Teaching Beyond the Gender Binary in the University Classroom:
https://cft.vanderbilt.edu/teaching-beyond-the-gender-binary-in-the-university-classroom/

Affordability and Access

Score	Responsible Party
1.20 / 4.00	**John O'Halloran** Deputy President and Registrar Office of the Deputy President and Registrar

Criteria

Institution is affordable and accessible to low-income students as demonstrated by one or more of the following indicators:

    A. Percentage of need met, on average, for students who were awarded any need-based aid

    B. Percentage of students graduating without student loan debt

    C. Percentage of entering students that are low-income

    D. Graduation/success rate for low-income students

These indicators are scored together to form a multi-dimensional index of affordability and accessibility that is relevant to institutions in diverse contexts. It is not expected that every institution will necessarily have the data required to report on all four indicators or achieve 100 percent on each indicator that it reports on. See Measurement for specific guidance on completing each indicator.

"---" indicates that no data was submitted for this field

Percentage of need met, on average, for students who were awarded any need-based aid :
60

Percentage of students graduating without student loan debt:

Percentage of entering students that are low-income:
30

Graduation/success rate for low-income students:
0

A brief description of notable policies or programs to make the institution accessible and affordable to low-income students:

The university has a director of equality, diversity and inclusion whose specific remit is to establish and promote policies and practices to support non-traditional students though the continuum of their studies and community engagement to promote students to study in the university. Much work is undertaken on specific programmes that deal with these issues and accreditation is often sought for these programmes to ensure they meet international best practice. The HEAR programme, administered by the UCC PLUS office, is an entry route for socio-economically disadvantaged students that provides academic and personal supports. The programme also provides financial aid by providing bursaries to these students to minimise the cost of living whilst attending university. This bursary is provided for all years of their degree study. Students who do not enter through this route can apply and receive financial aid through a hardship fund for low income households that helps to alleviate the living costs associated with attending university. There is also a national government scheme that supports students from low income households and a national access plan to widen participation for non-traditional cohorts.

A brief description of notable policies or programs to support non-traditional students:

The University has an embracing policy to support non-traditional students. There are specific entry routes for low income, disability, mature entry (over 23), second chance students (QQI) and refugees. There are support programmes in place to promote entry, facilitate the transition and support students through their university journey. The university presently has a 26% intake into undergraduate degrees from non-traditional backgrounds.

The university also has a director of equality, diversity and inclusion whose specific remit is to establish and promote policies and practices to support non-traditional students though the continuum of their studies and community engagement to promote students to study in the university.

Estimated percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

Website URL where information about the institution's accessibility and affordability initiatives is available:
https://www.ucc.ie/en/sfsa/saf/

Additional documentation to support the submission:
PA_08_Affordability_and_Access_-_Supporting_Information.pdf

Data source(s) and notes about the submission:

Note - graduation rate is a snapshot of one year i.e. the % of low-income students that graduate out of the total number of students. This is likely a significant underestimation. Longitudinal data will be available for the next submission.

https://www.ucc.ie/en/uccplus/schools/

https://www.ucc.ie/en/uccplus/hear/

https://www.ucc.ie/en/uccplus/current/

https://www.ucc.ie/en/sfsa/susi/

https://accesscollege.ie/dare/about-dare/what-is-dare/

https://www.ucc.ie/en/study/undergrad/guidance/refugeeandasylumseekerbrochure/

Investment & Finance

Points Earned 5.00

Points Available 6.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

Throughout this subcategory, the term "sustainable investment" is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit		Points
Committee on Investor Responsibility	2.00 / 2.00	
Sustainable Investment	3.00 / 3.00 This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:	

Total value of the investment pool (US/Canadian dollars)	Total points available for the credit
$1 billion or more	5
$500 - 999 million	4
Less than $500 million	3

Close

Investment Disclosure	0.00 / 1.00

Committee on Investor Responsibility

Score	Responsible Party
2.00 / 2.00	**Diarmuid Collins** Bursar/ Chief Financial Office Finance Office

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Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes academic staff, non-academic staff, and/or students (and may also include alumni, trustees, and/or other parties).

An institution for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or a regular part of its agenda.

This credit recognizes committees that that regularly make recommendations to fund decision-makers on the institution's external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the Student Life credit in Campus Engagement.

"---" indicates that no data was submitted for this field

Does the institution have a formally established and active committee on investor responsibility (CIR) or equivalent body?:
Yes

The charter or mission statement of the CIR or other body which reflects social and environmental concerns or a brief description of how the CIR is tasked to address social and environmental concerns:

UCC's finance committee controls the management and divestment of assets (including intellectual property), and to invest any money belonging to the University, including any unapplied income, in such Stock, Funds, Shares or Securities. With the recent signing by the university of the UN supported Principles of Responsible Investments, the finance committee have committed to responsible investment across environmental, ethical, social and governance issues. The university will need to report annually against the indicators set out by the UNPRI

https://www.unpri.org/signatories/reporting-for-signatories

Does the CIR include academic staff representation?:
Yes

Does the CIR include non-academic staff representation?:
Yes

Does the CIR include student representation?:

Yes

Members of the CIR, including affiliations and role:

The membership and affiliatons of committee members is available here

https://www.ucc.ie/en/financeoffice/committee/

The President of the Students Union attends meetings subject to identified items of reserved business.

Examples of CIR actions during the previous three years:

In 2018 UCC became a signatory of the UN endorsed Principals of Responsible Investment.

Website URL where information about the institution's committee on investor responsibility is available:
https://www.ucc.ie/en/financeoffice/committee/

Additional documentation to support the submission:

Sustainable Investment

Score

Responsible Party

3.00 / 3.00

This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Total value of the investment pool (US/ Canadian dollars)	Total points available for the credit
$1 billion or more	5
$500 - 999 million	4
Less than $500 million	3

Diarmuid Collins
Bursar/ Chief Financial Office
Finance Office

Close

Criteria

Part 1. Positive sustainability investment

Institution invests in one or more of the following:

- Sustainable industries (e.g., renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g., a manufacturer of wind turbines).

- Businesses selected for exemplary sustainability performance (e.g., using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.

- Sustainability investment funds (e.g., a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.

- Community development financial institutions (CDFIs) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).

- Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e., one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count in Part 1.

- Green revolving loan funds that are funded from the endowment.

Part 2. Investor engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g., to consider the social and/or environmental impacts of investment decisions in addition to financial considerations).

- Uses its sustainable investment policy to select and guide investment managers.

- Has engaged in proxy voting to promote sustainability during the previous three years, either by its committee on investor responsibility (CIR), by another committee, or through the use of guidelines.

- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

- Participates in a public divestment effort (e.g., targeting fossil fuel production or human rights violations) and/or has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g., tobacco or weapons manufacturing).

- Engages in policy advocacy by participating in investor networks (e.g., Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices.

"---" indicates that no data was submitted for this field

Total value of the investment pool:
32,412,029 US/Canadian $

Value of holdings in each of the following categories:

	Value of holdings
Sustainable industries (e.g., renewable energy or sustainable forestry)	0 US/Canadian $
Businesses selected for exemplary sustainability performance (e.g., using criteria specified in a sustainable investment policy)	0 US/Canadian $
Sustainability investment funds (e.g., a renewable energy or impact investment fund)	13,233,679 US/Canadian $
Community development financial institutions (CDFIs) or the equivalent	0 US/Canadian $
Socially responsible mutual funds with positive screens (or the equivalent)	13,992,426 US/Canadian $
Green revolving funds funded from the endowment	0 US/Canadian $

A brief description of the companies, funds, and/or institutions referenced above:

Investments include forestry funds, ethical global equity fund, Irish energy efficiency fund, and renewable energy funds. Since the last valuation (2017) the portfolio has increased the proportion of sustainability investment funds. It's gained exposure to new themes (e.g., sustainable property) while also increasing its participation in existing themes such as renewable energy and social infrastructure.

Percentage of the institution's investment pool in positive sustainability investments:
84.00

Does the institution have a publicly available sustainable investment policy?:
No

A copy of the sustainable investment policy:

The sustainable investment policy:

UCC is a signatory to the United Nations Principles on Responsible Investment. Becoming a signatory required UCC to sign a declaration agreeing to:
• To incorporate Environmental, Social and Corporate Governance (ESG) issues into investment analysis and decision-making processes;
• To be an active owner and to incorporate ESG issues into our ownership policies and practices;
• To seek appropriate disclosure on ESG issues by the entities in which we invest;
• To promote acceptance and implementation of the Principles within the investment industry;
• To work with the PRI Secretariat and other signatories to enhance their effectiveness in implementing the Principles;
• To report on our activities and progress towards implementing the Principles.

More information can be found here.

https://www.unpri.org/signatories/become-a-signatory

Does the institution use its sustainable investment policy to select and guide investment managers?:
Yes

A brief description of how the sustainable investment policy is applied:

As a signatory of the UN PRI, UCC have agreed
• To incorporate Environmental, Social and Corporate Governance (ESG) issues into investment analysis and decision-making processes;
• To be an active owner and to incorporate ESG issues into our ownership policies and practices;
• To seek appropriate disclosure on ESG issues by the entities in which we invest;
• To promote acceptance and implementation of the Principles within the investment industry;
• To work with the PRI Secretariat and other signatories to enhance their effectiveness in implementing the Principles;
• To report on our activities and progress towards implementing the Principles.

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:
Yes

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

Both the equity managers in the portfolio engage with companies to the extent possible and exercise shareholder rights through proxy voting.

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:
No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

Does the institution participate in a public divestment effort and/or have a publicly available investment policy with negative screens?:
Yes

A brief description of the divestment effort or negative screens and how they have been implemented:

As a signatory of the UN PRI, UCC have agreed
• To incorporate Environmental, Social and Corporate Governance (ESG) issues into investment analysis and decision-making processes;
• To be an active owner and to incorporate ESG issues into our ownership policies and practices;
• To seek appropriate disclosure on ESG issues by the entities in which we invest;
• To promote acceptance and implementation of the Principles within the investment industry;
• To work with the PRI Secretariat and other signatories to enhance their effectiveness in implementing the Principles;
• To report on our activities and progress towards implementing the Principles.

Approximate percentage of endowment that the divestment effort and/or negative screens apply to:
100

Does the institution engage in policy advocacy by participating in investor networks and/or engage in inter-organizational collaborations to share best practices?:
Yes

A brief description of the investor networks and/or collaborations:

As a signatory of the UN PRI, UCC have agreed
• To incorporate Environmental, Social and Corporate Governance (ESG) issues into investment analysis and decision-making processes;
• To be an active owner and to incorporate ESG issues into our ownership policies and practices;
• To seek appropriate disclosure on ESG issues by the entities in which we invest;
• To promote acceptance and implementation of the Principles within the investment industry;
• To work with the PRI Secretariat and other signatories to enhance their effectiveness in implementing the Principles;
• To report on our activities and progress towards implementing the Principles.

Website URL where information about the institution's sustainable investment efforts is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Investment data as of December 2021.

Investment Disclosure

Score	Responsible Party
0.00 / 1.00	**Diarmuid Collins** Bursar/ Chief Financial Office Finance Office

Criteria

Institution makes a snapshot of its investment holdings available to the public on at least an annual basis. Investment holdings must include the amount invested in each fund and/or company, and may also include proxy voting records (if applicable).

"---" indicates that no data was submitted for this field

Does the institution make a snapshot of its investment holdings available to the public?:
Yes

A copy of the investment holdings snapshot:

Website URL where the investment holdings snapshot is publicly available:
https://stpublic.blob.core.windows.net/pri-ra/2020/Investor/Public-TR/(Merged)_Public_Transparency_Report_University%20College%20Cork_2020.pdf

Percentage of the total investment pool included in the snapshot of investment holdings at each of the following levels of detail:

	Percentage (0-100)
Specific funds and/or companies	0
Investment managers and/or basic portfolio composition (i.e. asset classes), but not specific funds or companies	100

Does the institution engage in proxy voting?:
Yes

Are proxy voting records included in the snapshot of investment holdings?:
No

Website URL where information about the institution's investment pool is available:
https://stpublic.blob.core.windows.net/pri-ra/2020/Investor/Public-TR/(Merged)_Public_Transparency_Report_University%20College%20Cork_2020.pdf

Additional documentation to support the submission:

Data source(s) and notes about the submission:

UCC produces a transparency report annually as part of the institutional commitment to the Principals for Responsible Investment.

With regard to Proxy Voting, as declared in the attached PRI Transparency report UCC requires its external manager to vote on its behalf.

Wellbeing & Work

Points Earned 5.56

Points Available 7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

Credit	Points
Employee Compensation	2.00 / 3.00
Assessing Employee Satisfaction	1.00 / 1.00
Wellness Program	0.75 / 1.00
Workplace Health and Safety	1.81 / 2.00

Employee Compensation

Score	Responsible Party
	John O'Halloran
2.00 / 3.00	Deputy President and Registrar
	Office of the Deputy President and Registrar

Criteria

Part 1. Living wage for employees

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all employees (full-time, part-time, and temporary/adjunct) in Part 1. An institution may choose to include or omit student workers, who are covered in the Student Living Wage credit in Exemplary Practice.

Part 2. Living wage for employees of contractors

Institution is able to verify that more than 75 percent of the employees of any significant contractors that are present on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Include all regular (i.e., permanent), part-time and full-time workers employed by significant contractors in Part 2. Examples include, but are not limited to, employees of regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, professional, transportation, and retail services. Construction workers and other employees of contractors that work on-site on a temporary or irregular basis may be excluded, as may student workers employed by contractors.

An institution without wage data for its contractors may report the percentage of employees of contractors covered by collective bargaining agreements (i.e., union contracts) in lieu of the above.

Part 3. Minimum total compensation for employees

Total compensation provided to the institution's lowest paid regular (i.e., permanent), part-time or full-time employee or pay grade meets or exceeds the local living wage.

Provisional compensation for newly hired, entry-level employees (e.g., compensation provided during the first six months of employment) may be excluded from Part 3. An institution may choose to include or omit student workers.

Determining the local living wage

To determine the local living wage:

- A U.S. institution must use the Living Wage Calculator hosted by the Massachusetts Institute of Technology to look up the living wage for "2 Adults, 2 Children" (which assumes both adults are working) for the community in which the main campus is located.

- A Canadian institution must use Living Wage Canada's standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax Low Income Cut-Off (LICO) for a family of four (expressed as an hourly wage),

- An institution located outside the U.S. and Canada must use a local equivalent of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

Please note that a family of four is used to help harmonize the living wage standards and poverty indicators used in different countries and is not assumed to be the most common or representative family size in any particular context. For further guidance in determining the local living wage, see Measurement.

"---" indicates that no data was submitted for this field

The local living wage (based on a family of four and expressed as an hourly wage):
14.19 US/Canadian $

Percentage of employees that receive a living wage (benefits excluded):
100

Does the institution have significant contractors with employees that work on-site as part of regular and ongoing campus operations?:
Yes

A list or brief description of significant on-site contractors:

Catering and refreshment services, cleaning services, courier services. Our supplier charter is due to be published and dictates: "UCC believe that everyone has a right to fair remuneration. UCC expects that all of our suppliers pays each employee at least the minimum wage, or a fair representation of the prevailing industry wage (whichever is higher) and provides each employee with all legally mandated benefits".

Percentage of employees of on-site contractors known to receive a living wage or be covered by collective bargaining agreements (i.e., union contracts):
100

Total compensation provided to the institution's lowest paid regular, part-time or full-time employee or pay grade meets or exceeds what percentage of the living wage?:
100 percent

A brief description of the minimum total compensation provided to the institution's lowest paid employee or pay grade:

The lowest salary scale that we would now use is.
Executive Assistant/Clerical Officer €26,219 annual salary going up to €37,675.

Executive Assistants /Secretary assistants offer clerical support to administrative departments,

management teams, or an individual. Their duties include attending to correspondence from clients or suppliers, managing office procedures, and scheduling departmental meetings.

Has the institution made a formal commitment to pay a living wage?:
Yes

A copy or brief description of the institution's written policy stating its commitment to a living wage:

The salaries of University staff are determined having regard to the policy relating to pay and conditions in the public service as determined from time to time by the Government.

Website URL where information about employee compensation is available:
https://www.ucc.ie/en/hr/salaryscales/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

At the time of submission the living wage in Ireland is €12.90 per hour based on
https://www.livingwage.ie/
as per STARS Guidance for Ireland.

€12.90 converted to USD using exchange rates of 22 March 2022 = €14.19.

Calculations: €12.90 per hr for 37 hr week = €24,819.60 Annual Living Wage salary.

€1,399.40 difference between €12.90 living wage and UCC's lowest current pay grade €26,219.

Minimum wage in UCC is €26,219 a 5.6% increase on the living wage of €12.90.

Assessing Employee Satisfaction

Score	Responsible Party
1.00 / 1.00	**John O'Halloran** Deputy President and Registrar Office of the Deputy President and Registrar

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction

- Learning and advancement opportunities

- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

"---" indicates that no data was submitted for this field

Has the institution conducted a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?:
Yes

Percentage of employees assessed, directly or by representative sample:
100

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

On conclusion of Staff Wellbeing & Development workshops in May/June annually, an anonymous survey is issued to get feedback on our programmes, events, supports and activities and what staff would like to see in place the following year to support their wellbeing and development. Survey results are available for the last 6 years.
The survey is issued to all UCC staff and all responses are assessed. Responses for the past 2 years have been 74 and 120 respectively. Staff are given 2 to 3 weeks to complete the questionnaire and reminded at intervals to complete the survey. The breakdown of staff who participated in 2021 survey is as follows:
• 77% - full time & 23% part-time
• 80% female
• Administrative staff = 62%
• Academic staff = 29%
• Research & Technical = 9%
UCC's Wellbeing and Development Unit invites feedback on all programmes using Level 1 of Kirkpatrick evaluation method for most programmes by gathering information on staff reaction to the programmes. Longer programmes use Level 2 and Level 3 of the model to get feedback on how the training programmes have impacted on their roles and records any behaviour changes.
Participants on Digital Badge programmes submit a reflective piece with information on the impact of the training. Staff wellbeing & Development invites feedback on all programmes, through online evaluation forms which are reviewed and acted upon by the team where appropriate. The team receive ongoing feedback from colleagues with regular feedback from management and the HR Business teams.
Sample Responses

When asked how participation has impacted their role / work practices / wellbeing, the replies included:
• Improved confidence, reduced stress, sense of comradery, broadened network
• Better working relationships, developed as a manager
• More productive & better organised
• Increased wellbeing & Fitness

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation:

The annual survey is an important tool for the Wellbeing & Development unit and is used to enhance, develop and improve programmes. Results from the survey are used by the team in planning for the next year. The team has an agile approach and actively seeks feedback on how to best support staff. The unit has regular engagement with senior management and HR Business and the survey results are communicated to stakeholders.

The wellbeing programme and initiatives are informed by staff surveys including the EDI survey and by Employee Assistance Service reports which highlight the main supports sought by staff. Programmes are delivered by a mixture of internal and external experts to address these issues. The Wellbeing team provide induction training and individual and team interventions to foster a culture of staff wellbeing. A monthly programme of wellbeing activities is circulated to all staff and HR staff receive monthly wellbeing bulletins.
The university has been recognised nationally for its commitment to staff wellbeing. In 2018, UCC became the first Irish university to be awarded the IBEC Keep Well Standard. The university contributed nationally to the HE Wellbeing Symposium in 2021.
UCC has led the way with innovative wellbeing staff supports including becoming the first university to introduce a coaching panel of professional coaches available to support staff wellbeing.
UCC's commitment to staff wellbeing was central to business continuity during the Covid-19 pandemic with the following Wellbeing protocols being adopted for Hybrid working and working from home.

Meeting Timings
• Core hours under Athena Swan for meetings (10am-4pm) while noting not all can do this at present with challenges of working from home
• Build in time (i.e., morning or afternoon weekly) to allow for no meetings to allow research/ preparation to be undertaken (at local level)
Meeting Duration
• 45 minutes rather than a standard hour with 15 mins break prior to the next meeting
• Focus and encourage a more decision-focused culture in meetings
Meeting Agenda
• An item 'Staff Wellbeing' (what practices are working in your area, what practices should continue, what practices need tweaking or adopting) be added to local agendas of meetings
Email protocol
• Introduce email protocol - advising staff not to send emails after 6pm but to wait until following morning

Website URL where information about the employee satisfaction and engagement evaluation is available:
https://www.ucc.ie/en/hr/wellbeingdevelopment/

Additional documentation to support the submission:
UCC_Wellness_Programme.docx

Wellness Program

Score	Responsible Party
0.75 / 1.00	**John O'Halloran** Deputy President and Registrar Office of the Deputy President and Registrar

Criteria

Part 1. Wellness program

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to students and/or employees.

Part 2. Smoke-free environments

Institution prohibits smoking (as defined by the institution) within all occupied buildings that it owns or leases, and either:

1. Restricts outdoor smoking (e.g., by designating smoking areas or smoke-free spaces), OR

2. Prohibits smoking and tobacco use across the entire campus.

Policies adopted by entities of which the institution is part (e.g., government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

"---" indicates that no data was submitted for this field

Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:
Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all academic staff?:
Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all non-academic staff?:
Yes

A brief description of the institution's wellness and/or employee assistance program(s):

UCC has a dedicated Staff Wellbeing & Development unit in the Human Resources Department including a Staff Wellbeing & Development Manager who leads the team. There is strong university leadership commitment to staff wellbeing & development which is woven into the university's 2017-2022 Strategic Plan, 'Delivering a Connected University". The Wellbeing Manager was the lead for Pillar 4 of the Strategy: People & Organisational Culture.
The HR Director champions wellbeing at University Senior Management (UMT) level and is assisted by 6 HR Business managers who are supported by the Wellbeing Team. Wellbeing is represented throughout the university's committee structures with wellbeing and HR staff among the members of the Equality Committee, Business Continuity Committee and Academic Council Staff Development committee.
The university is a member of the UK Healthy Universities Network and University Senior Management team (UMT) have recently agreed to adopt the Healthy Ireland Campus Charter and Framework which will be implemented over the coming months. The Staff Wellbeing & Development Advisor will be the staff lead for the implementation of the Charter and Framework.
The wellbeing programme and initiatives are informed by annual staff surveys including the EDI survey and by Employee Assistance Service reports which highlight the main supports sought by staff. Programmes are delivered by a mixture of internal and external experts to address these issues.
The Wellbeing team provide induction training and individual and team interventions to foster a culture of staff wellbeing. A monthly programme of wellbeing activities is circulated to all staff and HR staff receive monthly wellbeing bulletins with updates on key trends and new initiatives.
The university has been recognised nationally for its commitment to staff wellbeing. In 2018, UCC became the first Irish university to be awarded the IBEC Keep Well Standard. The university contributed nationally to the HE Wellbeing Symposium in 2021.
UCC has led the way with innovative wellbeing staff supports including becoming the first university to introduce a coaching panel of professional coaches available to support staff wellbeing.
UCC's commitment to staff wellbeing was central to business continuity during the Covid-19 pandemic with the following Wellbeing protocols being adopted for Hybrid working and working from home.

Meeting Timings
• Core hours under Athena Swan for meetings (10am-4pm) while noting not all can do this at present with challenges of working from home
• Build in time (i.e., morning or afternoon weekly) to allow for no meetings to allow research/ preparation to be undertaken (at local level)
Meeting Duration
• 45 minutes rather than a standard hour with 15 mins break prior to the next meeting
• Focus and encourage a more decision-focused culture in meetings
Meeting Agenda
• An item 'Staff Wellbeing' (what practices are working in your area, what practices should continue, what practices need tweaking or adopting) be added to local agendas of meetings
Email protocol
• Introduce email protocol - advising staff not to send emails after 6pm but to wait until following morning

Inspire workplaces provide an external employee assistance programme to all staff and their family members, over the age of 18 and retired staff. UCC also have a student wellbeing coordinator and the Health Matters Programme, which aims to improve improve the health and wellbeing of staff, students, and visitors to our university community. Information for students on available health services, advice on money matters, academic support or queries about student living can all be addressed with information and links to services you need for Student Wellbeing.
UCC takes a holistic approach to the wellbeing needs of staff and has a strong culture and tradition of excellence in Workplace Wellbeing.

https://www.ucc.ie/en/students/wellbeing/

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In 2018, UCC was the first university to be awarded IBEC's KeepWell Mark, which reflects UCC's dedication to the health and wellbeing of its staff. UCC is committed to the health, prosperity and wellbeing of our colleagues and helps to ensure that the principles of health and wellbeing extend beyond the workplace and into the lives of our families and communities. UCC offers a comprehensive and varied programme of wellbeing related supports to all colleagues including networking cafes, lunchtime activities and 60-minute resilience workshops in addition to the EAP service offered by Spectrum Life.

In addition, the Student Union have a dedicated Welfare Officer -

http://collegeroad.ie/welfare/

See attachment for further information.

Does the institution prohibit smoking within all occupied buildings owned or leased by the institution?:
Yes

Does the institution restrict outdoor smoking?:
Yes

Does the institution prohibit smoking and tobacco use across the entire campus?:
No

A copy of the institution's smoke-free policy:

The institution's smoke-free policy:

UCC Smoking Policy

As and from the 29th March 2004, under public health legislation, smoking is prohibited in all University buildings and enclosed workplaces including University vehicles. This applies to all persons.

The limited exceptions as specified in Section 47 of the Public Health Tobacco Regulations (current edition) also operates. Details are available from the Office of Tobacco Control and the Health & Safety Authority.

Note: This policy also covers e-vapour smoking/vaping

Website URL where information about the institution's wellness programs is available:
https://www.ucc.ie/en/healthmatters/.

Additional documentation to support the submission:
220328_UCC_Wellness_Programme.pdf

Workplace Health and Safety

Score	**Responsible Party**
	John Ring
1.81 / 2.00	University Safety Officer
	Health & Safety Office

Criteria

Part 1. Health and safety management system

Institution has an occupational health and safety management system (OHSMS).

The system may use a nationally or internationally recognized standard or guideline (see Standards and Terms for a list of examples) or it may be a custom management system.

Part 2. Incidents per FTE employee

Institution has less than four annual recordable incidents of work-related injury or ill health per 100 full-time equivalent (FTE) employees.

Does the institution have an occupational health and safety management system (OHSMS)?:
Yes

Does the system use a nationally or internationally recognized standard or guideline?:
Yes

The nationally or internationally recognized OHSMS standard or guideline used:
1. Safety Management Criteria of Health and Safety Authority Ireland and requirements of Safety, Health and Welfare Act (2005). 2. Criteria of European Safety Agency. 3. Criteria of National Safety Awards and 4. OHSAS 18001

A brief description of the key components of the custom OHSMS:

Described in detail the following links:

A) UCC Safety Management System

https://www.ucc.ie/en/occupationalhealthandsafety/managinghealthsafety/

https://www.ucc.ie/en/occupationalhealthandsafety/managinghealthsafety/safetystatements/appscli

nks/#volume-3a-s-hazard-id-risk-assessment-general-s-o-p

https://www.ucc.ie/en/occupationalhealthandsafety/managinghealthsafety/occupationalhealthhygien

e/

https://www.ucc.ie/en/occupationalhealthandsafety/managinghealthsafety/permittowork/

B) UCC Corporate Assurances including signed assurances from each senior head of Function and Independent Benchmarking (desk top review)
Comprehensive FA Annual Safety Report (prior year) and Action plans (Current year) to Governing Body (17 Divisions) – including head of FA signed assurances to GB. Details at:

https://www.ucc.ie/en/occupationalhealthandsafety/managinghealthsafety/annualsafetyreport/

Note: All Reports are subsequently benchmarked by an Independent Consultant and individual feedback reports are compiled and issued.

C) Annual Safety report to Governing Body in Dec each year (year in arrears reporting) – including outturn of FA performance benchmarking. 70% minimum Target. 80% required Standard. 1/3r of marks for RA performance, 1/3rd of Marks for Training performance, 1/3rd of Marks – all other aspects of Safety Mgt including staff consultation and management of special risks.

Annual number of recordable incidents of work-related injury or ill health:
15

Full-time equivalent of employees:
3,011.41

Full-time equivalent of workers who are not employees, but whose work and/or workplace is controlled by the institution:

A brief description of the methodology used to track and calculate the number of recordable incidents of work-related injury or ill health :

The web-based reporting system is now in operation and replaces the paper-based process. The reporting portal may be used by staff and students and by visitors or persons external to UCC.

https://www.ucc.ie/en/occupationalhealthandsafety/accidentsemergencies/incidentreportingforms/

Any person may report an incident. This can be undertaken using the relevant form. (There are 3 Options: a Staff accident, a Non-Staff Accident or a Dangerous occurrence/near miss/property damage incident.)

Responsibility for ensuring that an incident is reported in a timely manner via the relevant form rests with the relevant Head of School/Department/Section or their nominee in all cases.

Note: In the case of major incidents, these should also be notified to the General Services Duty Officer, Buildings Officer/B&E Facilities Manager, OCLA Insurance, Heads of School/Business unit manager, School/Department Safety Officer and the H&S Office using email or telephone in parallel to the reporting of the incident here.

Annual number of recordable incidents of work-related injury or ill health per 100 FTE employees:
0.50

Website URL where information about the occupational health and safety program is available:
https://www.ucc.ie/en/occupationalhealthandsafety/

Additional documentation to support the submission:
OverviewofSafetyatworkinUCC.pdf

Data source(s) and notes about the submission:

Described in detail the following links:

A) UCC Safety Management System

https://www.ucc.ie/en/occupationalhealthandsafety/managinghealthsafety/

https://www.ucc.ie/en/occupationalhealthandsafety/managinghealthsafety/safetystatements/appsclinks/#volume-3a-s-hazard-id-risk-assessment-general-s-o-p

https://www.ucc.ie/en/occupationalhealthandsafety/managinghealthsafety/occupationalhealthhygiene/

https://www.ucc.ie/en/occupationalhealthandsafety/managinghealthsafety/permittowork/

B) UCC Corporate Assurances including signed assurances from each senior head of Function and Independent Benchmarking (desk top review)
Comprehensive FA Annual Safety Report (prior year) and Action plans (Current year) to Governing Body (17 Divisions) – including head of FA signed assurances to GB. Details at:

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Note: All Reports are subsequently benchmarked by an Independent Consultant and individual feedback reports are compiled and issued.

C) Annual Safety report to Governing Body in Dec each year (year in arrears reporting) –
including outturn of FA performance benchmarking. 70% minimum Target. 80% required Standard.
1/3r of marks for RA performance, 1/3rd of Marks for Training performance, 1/3rd of Marks – all other aspects of Safety Mgt including staff consultation and management of special risks.

Innovation & Leadership

Innovation & Leadership

Points Earned 4.00

Points Available 4.00

The credits in this category recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured in STARS.

Innovation & Leadership credits recognize:

- Emerging best practices (e.g., seeking independent assurance of STARS data prior to submission).

- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g., achieving third party certification for a program or exceeding the highest criterion of an existing credit).

- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g., participation in green hospital networks).

- Innovative programs and initiatives that address sustainability challenges and are not covered by an existing credit.

A catalog of currently available Innovation & Leadership credits is available in the STARS Reporting Tool and on the STARS website. These credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

Scoring

Each Innovation & Leadership credit is worth a maximum of 0.5 bonus points. An institution's overall, percentage-based STARS score is increased by the number of these points it earns. For example, if an institution earned 30 percent of available points in the four main STARS categories, earning 2 Innovation & Leadership points would raise its final overall score to 32.

An institution may claim any combination of Innovation & Leadership credits and may include as many of these credits in its report as desired, however the maximum number of bonus points applied toward scoring is capped at 4.

Credit	Points
Community Garden	0.50 / 0.50
Diversity and Equity Recognition	0.50 / 0.50
Energy System Certification	0.50 / 0.50
Food Bank	0.50 / 0.50
Green Cleaning Certification	0.00 / 0.50
Green Laboratory Program	0.50 / 0.50
Online Sustainability Course	0.50 / 0.50
Sanctuary Institution	0.50 / 0.50
Single-Use Plastic Ban	0.50 / 0.50
Sustainability Projects Fund	0.50 / 0.50

Community Garden

Score	Responsible Party
0.50 / 0.50	**Maria Kirrane** Sustainability Officer Office of the Director of Buildings and Estates

Criteria

Institution hosts a community garden on institution-owned land that allows local community members to grow their own food.

"---" indicates that no data was submitted for this field

A brief description of the institution's community garden:

UCC Community Gardens are jointly owned by the Environmental Society and the International Development Society and are run by staff and students of UCC. Located just across from the College Road entrance to the main UCC Campus, the community garden offers a unique opportunity to concept with nature in an urban environment. The project began in 2007, with the installation of three polytunnels behind the Societies Office, on College Road.
Elements of permaculture are practiced in this urban setting and, as a community garden, all who get involved can take some of the food grown in the gardens. UCC Community Gardens is a food-growing initiative that respects agro-ecological techniques, promotes DIY problem solving and is open to all. They grow our own fruit & veg from open-pollinated seed where possible, practice natural building and aspects of permaculture in an urban setting.
The garden is also a social outlet for people interested in growing their own food with BBQ's, annual Halloween and Christmas parties, workshops and talks on gardening, natural building, cooking with food and developing natural skill sets also all hosted there. Enjoy a community setting atmosphere; learn about growing and caring for vegetables, flowers and herbs; take care of your mental and physical wellbeing; get the opportunity to be involved in the running and upkeep of the garden as part of the committee! The Community Gardens will also help you to become a more socially responsible student who respects sustainability and embraces nature in its truest form. The Community Gardens are promoted by UCC Green Campus, School of BEES, UCC Visitor Centre; UCC Environmental Society and UCC Co-Op Society.

Website URL where information about the community garden is available:
https://www.ucc.ie/en/greencampus/practice/landscape-heritage-and-natural-resources/ucc-community-gardens/

Estimated number of individuals that use the institution's community garden annually:
500

Additional documentation to support the submission:
TIGJuly2018CommunityGardenfeature.pdf

Data source(s) and notes about the submission:

https://www.ucc.ie/en/greencampus/practice/landscape-heritage-and-natural-resources/ucc-community-gardens/

https://www.ucc.ie/en/international/news/ucc-community-gardens.html

https://www.ucc.ie/en/civic/open/communityweek/tuesday/introductiontocommunitygardening/

Email Community Garden - communitygarden@uccsocieties.ie

https://www.facebook.com/ucccommunitygarden/

https://www.instagram.com/ucccommunitygarden/?hl=en

Diversity and Equity Recognition

Score	Responsible Party
0.50 / 0.50	**John O'Halloran** Deputy President and Registrar Office of the Deputy President and Registrar

Criteria

Institution has been formally recognized for leadership in diversity, equity, and/or inclusion during the previous three years by.

- Athena SWAN Charter (Advance HE)

- Award for Diversity and Inclusion (NCAA and MOAA)

- Canada's Best Diversity Employers

- Diversity Champion (INSIGHT Into Diversity magazine)

- Diversity Index of 0.70 or higher (U.S. News)

- Inclusion Cultivates Excellence Award (CUPA-HR)

- Institutional Excellence Award (National Association of Diversity Officers in Higher Education)

- Race Equality Charter (Advance HE)

- An equivalent national or international third party recognition program for leadership in diversity, equity, and/or inclusion approved by AASHE

"---" indicates that no data was submitted for this field

Has the institution been formally recognized for leadership in diversity, equity, and/or inclusion during the previous three years by a national or international program? :
Yes

A brief description of the diversity, equity, and/or inclusion recognition:

UCC has held a bronze Athena SWAN award since 2016, and successfully renewed our institutional accreditation in 2019 under the expanded Athena SWAN Charter. 9 Schools and Departments now hold departmental-level awards at bronze level, and UCC plans to renew our institutional accreditation in 2023 at Silver level.

Registrar and Deputy President Professor Stephen Byrne chairs UCC's Athena SWAN Steering Group that oversees UCC's Athena SWAN work and the implementation of UCC's Action Plan. Steering Group members represent a diverse cross section of the university community, including those in STEMM and non-STEMM disciplines, academic and administrative roles, students, and early to mid and late-career roles.

Documentation affirming the diversity, equity, and/or inclusion recognition:

Website URL where documentation affirming the diversity, equity, and/or inclusion recognition is available:
https://www.ucc.ie/en/athenaswan/about/

Additional documentation to support the submission:

Energy System Certification

Score	Responsible Party
	Pat Mehigan
0.50 / 0.50	Energy Manager
	Buildings and Estates

Criteria

Institution has an energy management system (EMS) or electricity delivery system (e.g., microgrid) that is currently certified under ISO 50001, PEER, or an equivalent national or international standard approved by AASHE.

"---" indicates that no data was submitted for this field

Does the institution have an energy management system or electricity delivery system that is currently certified under ISO 50001, PEER, or an equivalent national or international standard approved by AASHE?:
Yes

A brief description of the institution's certified energy system A brief description of the institution's certified energy system and the national or international standard under which it is certified:

In November 2011, UCC became the first third level institution worldwide to achieve the ISO 50001 standard. UCC was also the first public sector body in Ireland to be certified to ISO 50001.

The University is committed to responsible energy management as part of our overall environmental strategy and has a long track record in energy management, assisted with grant and technical support from the Sustainable Energy Authority of Ireland (SEAI) to support energy saving initiatives. We recognise that our activities impact upon the environment and we are particularly mindful of our environmental responsibilities in local, national and global terms.

The main principals of our Energy Management Systems are detailed below.

University Management Commitment
In adopting the standard, UCC demonstrates its commitment to energy management and conservation. The President of UCC is committed to ensuring that UCC stands out as a College that demonstrates the efficient use of energy to minimise its impact on the environment and can be used as a benchmark for Universities across the globe. The President has approved the energy policy (UCC Energy Policy) for the College and has appointed the Director of Buildings & Estates, Mark Poland, as the management representative, to be responsible for ensuring compliance with this standard and that the standard is subjected to continuous improvement. Mark has the authority and responsibility for:

Ensuring the EnMS is established, implemented, maintained and undergoes continuous improvement in compliance with the standard.
Allocating responsibility for energy management activities to the Energy & Utilities Manager.
Reporting back to the University Management Team (UMT) meetings on energy performance and adherence to the EnMS.
Ensuring that the energy measures are in line with UCC's energy policy, promoting the awareness of the energy policy and objectives throughout the College and ensuring that the operation of the EnMS is appropriate and effective.
Ensuring the energy management approach supports the UCC Energy Policy
Energy Planning/Reviews

Annual reviews are carried out to identify the significant energy users (SEU's) across UCC as well as the variables and people that can significantly impact them. To determine the SEU's the following process is applied:

Review past and present energy performance.
Identify the SEU's, the equipment, facilities, variables and people that can impact them.
Agree energy performance indicators (EnPI's) for the SEU's.
Identify any energy saving opportunities, prioritise and develop a plan to implement the changes.
Determine method to validate energy saving measures.
Our latest approved 20/21 Energy Performance

Documentation affirming the energy system certification:

Website URL where documentation affirming the energy system certification is available:
https://www.ucc.ie/en/greencampus/practice/energy-water-and-climate-change/iso-50001/

Food Bank

Score	Responsible Party
0.50 / 0.50	**Maria Kirrane** Sustainability Officer Office of the Director of Buildings and Estates

Criteria

Institution hosts a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger and poverty among students. The food bank, pantry, or equivalent may serve employees or local community members in addition to students.

"---" indicates that no data was submitted for this field

Does the institution host a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger and poverty among students?:
Yes

A brief description of the food bank, pantry, or equivalent resource:

Excerpt from national coverage of UCC SU FOod Bank:
A fundraising drive set up to ease food poverty in UCC has raised more than €7,000 in 12 hours after a food bank in the college ran out in less than an hour on Wednesday.

Students queued at the first food bank run by the UCC Students' Union and many people had to be turned away as demand far outstripped supply.

More than 100 students were supported by the food bank but many had to be turned away as supplies ran out much quicker than anticipated.

"This is the seriousness of the situation we are currently in not only in Cork but in this Country," the students' union executive said.

Website URL where information about the food bank is available:
https://www.echolive.ie/corknews/arid-40872551.html

Additional documentation to support the submission:

Green Cleaning Certification

Score	**Responsible Party**
0.00 / 0.50	

Criteria

Institution uses a green cleaning program or service that is certified under:

- Green Seal's Environmental Standard for Commercial Cleaning Services (GS-42),

- The International Sanitary Supply Association's (ISSA) Cleaning Industry Management Standard for Green Buildings (CIMS-GB), AND/OR

- An equivalent, nationally or internationally recognized third party certification program approved by AASHE.

Please note that this credit recognizes comprehensive green cleaning programs and services that have been third party certified. Expenditures on certified green cleaning products are recognized in the Cleaning and Janitorial Purchasing credit.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Green Laboratory Program

Score	Responsible Party
0.50 / 0.50	**Pat Mehigan** Energy Manager Buildings and Estates

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Criteria

Institution has or participates in a green laboratory program that covers at least three of the following:

- Energy conservation and efficiency, e.g., fume hood ("shut the sash") and freezer maintenance programs

- Water conservation and efficiency

- Chemical use and disposal

- Materials management, e.g., green purchasing guidelines and recycling and reuse programs

- Training event(s) for lab users on sustainable practices

"---" indicates that no data was submitted for this field

Does the institution have or participate in a green laboratory program?:
Yes

Does the institution's green laboratory program address the following?:

	Yes or No
Energy conservation and efficiency, e.g., fume hood ("shut the sash") and freezer maintenance programs	Yes
Water conservation and efficiency	Yes
Chemical use and disposal	Yes
Materials management, e.g., green purchasing guidelines and recycling and reuse programs	Yes
Training for lab users on sustainable practices	Yes

A brief description of the institution's green laboratory program:

The program brings together the Lab community at UCC and is made up of Lab managers, technical officers, lab users, and suppliers and is supported by the operational services and procurement department.
The program sets out to reduce and minimize the environmental footprint of our lab operations, develop policies and good practice guidance and bring together the Lab community at UCC to implement a green lab certification program at the University.
In addition, UCC students and staff came together to run a climate assembly at UCC in February 2021 . This was the first assembly of its kind to take place in a university in Ireland. The assembly was inspired by the Citizens' Assembly and was based around the need to "Build Back Better" in the wake of Covid lockdowns. The Build Back better Climate Assembly Report highlighted the need to reevaluate the way that our lab's work to reduce energy consumption and the large amounts of waste

that they produce. Single-use items are regularly used in labs, many of which are plastics. There are alternatives available and they should be used where possible". (

https://www.ucc.ie/en/media/support/greencampus/pdfs/gcwebsitepdfs/
BuildBackBetterClimateAssemb

lyReport.pdf

UCC Students Union President Asha Woodhouse stated her commitment in her election manifesto to working alongside the UCC Sustainability Officer and the SU Education Officer in obtaining Green Labs certification for the university's labs. This endorsement and support from the student body is a very powerful support for UCC Green Labs program.

Website URL where information about the green laboratory program is available:
https://www.ucl.ac.uk/sustainable/leaf/take-part-leaf

Additional documentation to support the submission:
UCC_Green_Laboratory_LEAF_Programme_Supporting_Information..pdf

Data source(s) and notes about the submission:

https://www.ucl.ac.uk/sustainable/leaf/take-part-leaf

https://www.ucc.ie/en/greencampus/news/build-back-better---ucc-climate-assembly-.html

https://www.ucc.ie/en/media/support/greencampus/pdfs/gcwebsitepdfs/BuildBackBetterClimateAssemb
lyReport.pdf

https://www.uccsu.ie/wp-content/uploads/2021/03/Asha-Woodhouse.pdf

Online Sustainability Course

Score	Responsible Party
0.50 / 0.50	**Maria Kirrane** Sustainability Officer Office of the Director of Buildings and Estates

Criteria

Institution offers a free, sustainability-focused course on the public internet, e.g., a massive open online course (MOOC) or the equivalent with a primary and explicit focus on sustainability. To qualify, students must have enrolled in the course during the previous three years.

To qualify, a course must have a dedicated instructor, include instructional materials and assessments, and have an established structure (e.g., an expected time commitment, a syllabus or calendar, and a mechanism for learner engagement). Continuing education courses that are free and otherwise meet the criteria are included.

"---" indicates that no data was submitted for this field

Has the institution offered a free, sustainability-focused course on the public internet in which students were enrolled within the previous three years?:
Yes

Title and a brief description of the institution's free, online sustainability course:

UW0005 - University Wide Module In Sustainability.
'Putting education for sustainability in its place: put yourself in the Picture'

An online university wide module in sustainability developed through partnership and collaboration across all sectors of UCC campus and beyond. A fundamental focus of the development of the module was and is around sustainability citizenship. To provide students with a broadly based interdisciplinary introduction to sustainability issues as a foundation for 'sustainability citizenship'.
It has been developed freely by all participants involved in course and content and is provided freely to all participants enrolling. The module is open to students and staff of the university as well as the general public. The module is available for additional credit, Continuing Professional Development, or a UCC Green Campus Digital Badge.
More information regarding the online Sustainability module is attached below.

Website URL where information about the free, online sustainability course is available:
https://www.ucc.ie/en/greencampus/practice/teaching-and-learning/university-wide-module-on-sustainability/

Number of individuals taking the institution's free, online sustainability course in the most recent year offered:
140

Additional documentation to support the submission:
IN27_Online_Sustainability_Course_UW0005_Supporting_Information.docx

Data source(s) and notes about the submission:

https://reg.ucc.ie/curriculum/modules/?mod=uw0005

https://www.ucc.ie/en/greencampus/practice/teaching-and-learning/university-wide-module-on-sustainability/

http://www.ucc.ie/modules/descriptions/page103.html#UW0005

Sanctuary Institution

Score	Responsible Party
0.50 / 0.50	**John O'Halloran** Deputy President and Registrar Office of the Deputy President and Registrar

Criteria

Institution is formally designated or officially self-declared as an institution of sanctuary (a.k.a. a sanctuary campus).

"---" indicates that no data was submitted for this field

Has the institution been formally designated as an institution of sanctuary by Universities of Sanctuary (UK), University of Sanctuary Ireland, or an equivalent third party recognition program?:
Yes

Is the institution officially self-declared to be an institution of sanctuary?:

Documentation affirming the institution's official sanctuary status:

Website URL where information affirming the institution's sanctuary status is available:
https://www.ucc.ie/en/edi/universityofsanctuary/

A brief description of the institution's policies and programs to welcome, support, and protect asylum seekers, refugees, and/or undocumented immigrants:

Additional documentation to support the submission:

Single-Use Plastic Ban

Score	Responsible Party
0.50 / 0.50	**Maria Kirrane** Sustainability Officer Office of the Director of Buildings and Estates

Criteria

Institution has banned or eliminated the on-site sales and distribution of at least one type of single-use disposable plastic, for example:

- Straws

- Beverage bottles

- Shopping bags

- Food serviceware, containers, or utensils

- Polystyrene (Styrofoam™) products

- Individually packaged items (e.g., napkins, condiments, and baked goods)

To qualify, a single-use disposable plastic must have been banned or eliminated across the entire institution. Biodegradable plastic options may be used if they are both certified compostable and used in conjunction with a campus composting program.

"---" indicates that no data was submitted for this field

Has the institution banned or eliminated the on-site sales and distribution of at least one type of single-use disposable plastic?:
Yes

A brief description of the single-use disposable plastics that have been banned or eliminated:

All UCC restaurant outlets have pledged to become plastic free by September 2022 ahead of its pledge to achieve this by 2023, by working collaboratively across the whole university and the introduction of UCC's Single-Use Plastics Policy.
The policy covers SUPs sold by UCC's suppliers and subsidiary companies and any market stalls permitted to trade on UCC campus. Laboratory SUPs are being addressed through the UCC Green Labs programme. The items covered by this policy include:
- Single-Use beverage containers i.e. coffee cups, drinks cups etc.
- Single-Use salad containers/lunch boxes
- Single-Use plastic cutlery
- Single-Use plastic bottles (e.g. for water/ soft drinks)
- Further SUP items may be added to this list at a later date by the SUP Action Group, and it will be clearly communicated to all relevant stakeholders where applicable
A SUP or disposable item is defined as one that is designed to be used by the consumer once and disposed of thereafter. Given the current situation regarding postconsumer management of compostable/biodegradeable waste, the policy includes compostable and biodegradeable cups as an SUP.
It is proposed that:
- By the 1st September 2022, SUPS will have been completely phased out of all UCC Restaurants and Catering Services.

- By the 1st January 2023, SUPs will have been completely phased out of UCC shops and vending services.

In addition UCC's Biosciences Institute is Ireland's first single-use plastic free cafe both in the kitchen and customer facing. All plastic drink bottles have been removed from the café and have been replaced with glass bottles and cans. Customers won't find any plastic sachets of sauces, disposal cutlery, or plastic wrapped snacks. Everything from bread to cooked meats to salad leaves arrives from local suppliers in re-usable containers. There are no drinks in plastic bottles and no crisp packets, and the disposable, takeaway containers or coffee cups are made from compostable and come with a surcharge. The café has an integrated water fountain system with built-in washing capability for students and staff to use.
Already UCC staff and students are banned from taking disposable coffee cups into the library as part of the Green Library campaign. To support this transition, discounts are available at outlets across campus when students/staff bring reusable mugs.
The Boole Library has a "binless" office system . The system has seen all small bins removed from every floor, in both the student and staff areas, and two large recycling centres put in place in the ground floor. Up to 10,000 plastic bags are diverted from landfill each year as a result.

Website URL where information about the single-use disposable plastic ban(s) is available:
https://www.ucc.ie/en/greencampus/practice/recycling-and-waste-management/#:~:text=In%20January%202019%2C%20the%20the,use%20plastic%20free%20by%202023.

Additional documentation to support the submission:
UCC_SUP_Policy_24-5-22.docx

Data source(s) and notes about the submission:

https://www.ucc.ie/en/greencampus/practice/recycling-and-waste-management/ditch-the-disposables/

https://www.ucc.ie/en/greencampus/practice/recycling-and-waste-management/#:~:text=In%20January%202019%2C%20the%20the,use%20plastic%20free%20by%202023
.

https://www.ucc.ie/en/international/news/ucc-launches-bio-green-cafe.html

https://www.irishexaminer.com/lifestyle/arid-30884952.html

https://www.facebook.com/UCCGreenCampus/videos/launch-of-bio-green-cafe/1111902498960885/

https://libguides.ucc.ie/librarysustainability/ditchdisposable

Sustainability Projects Fund

Score	Responsible Party
0.50 / 0.50	**Maria Kirrane** Sustainability Officer Office of the Director of Buildings and Estates

Criteria

Institution has a dedicated fund (e.g., a green fund) to support campus sustainability projects.

The fund is ongoing (i.e., not a one-time award or grant) and includes a multi-stakeholder decision-making process to determine which projects receive funding.

"---" indicates that no data was submitted for this field

Name of the institution's sustainability projects fund:
UCC Green Campus Living Laboratory Fund

Which of the following best describes the primary source of funding for the sustainability projects fund?:
Department driven

Year the institution's sustainability projects fund was established:
2,019

A brief description of the institution's sustainability projects fund:

The UCC Green Campus Living Laboratory Seed Fund will support two types of projects:
1. Research Masters projects (including fees, stipend of €18,500 and associated costs, up to a maximum of €28,000). Up to one research masters project will be funded in this round. Due to budget constraints, the masters research must be completed within one year of the project start date. It is expected that the masters would be interdisciplinary in nature.
2. Demonstration projects up to the value of €10,000. The number of demonstration projects awarded will depend on total value of successful projects. A value for money approach will be taken in determining which projects get funded. An element of learning and/or research must be included in these projects and awardees will be required to complete a case study at the end of the project.

A brief description of the multi-stakeholder decision-making process used to determine which projects receive funding through the sustainability projects fund:

The chairs of the University's Green Forum make the decision on what projects will be funded.

Website URL where information about the sustainability projects fund is available:
https://www.ucc.ie/en/greencampus/research/seed-fund/

Additional documentation to support the submission: