In 2011, the Hogeschool-Universiteit Brussel (HUB) was pleased to be the first Belgian higher education institute to publish a sustainability report in accordance with the Global Reporting Index (GRI) G3.1 Guidelines. The process of reporting proved to be as fruitful as the end product. As an academic institution, it is natural to look critically at actions taken and methodologies used and then strive to create knowledge from these experiences. HUB is pleased to publish its second sustainability report. This report demonstrates our progress over the last year in regards to social, environmental, and economic indicators. As HUB continues to merge with KAHO, we are met with new opportunities to integrate sustainability and share experiences. In 2011, the joint Board of Directors for HUB-KAHO adopted CO₂ reduction as a Strategic Target for the entire institution. We hope to grow together, and learn from each other’s expertise in different areas of sustainability in higher education.

As the Dean of the Faculty of Economics and Management, it is my pleasure to continue the legacy of sustainability within our faculty. With two AISHE-certified (Auditing Instrument for Sustainability in Higher Education) study programs, a Sustainability Coordinator and Core Group, a research program tackling tough issues like sustainable development, business ethics, CSR, and environmental policy, and a motivated student body, we value sustainability and want to be prepared when facing the challenges of our generation. Our Faculty is well poised to continue and expand our sustainability initiatives in academic year 2012-2013. We encourage not just our students and colleagues to think critically and act for sustainable development, but everyone.

I renew Former Dean Raspoet's commitment to the ideals of Rio+20 and the UN Decade of Education for Sustainable Development, and I look forward to the year ahead with much anticipation as to what can be achieved.
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Update on Management Approach

Merger

Although mostly geographically located in the Brussels-Capital Region of Belgium, HUB belongs to the higher education community of Flanders, Belgium. In accordance with the Bologna Declaration, HUB and several other university-colleges partnered with the Katholieke Universiteit Leuven (KU Leuven) and formed what is now known as the KU Leuven Association. This association is an official entity regulating the cooperation of KU Leuven and twelve university-colleges. With more than 76,000 students, the KU Leuven Association is the largest association in Flanders.

In the Structural Decree of April 4, 2003, the Flemish Government calls for the structural cooperation between higher education institutions in order to optimize the higher education landscape of Flanders. On October 29, 2009, HUB-EHSAL, HUB-KUBrussel, and KaHo Sint-Lieven entered into a merger agreement. The Strategic Plan HUBrussel – KaHo Sint-Lieven 2010-2015 outlines how the merger will proceed. The merger agreement calls for the integration of the Boards of Directors and the organizational structures, and for the development of joint strategic policy. The first step of this merger calls for administrative integration. During the course of merging, the institutions continue to act as separate entities.

As a result of the merger process, a new college-university institution—HUB-KAHO—is emerging. Due to the new structure of HUB-KAHO, changes have occurred to management systems (for example: the addition of a Directors Committee focusing on the merger, Executive Councils for practical and academic education; additional negotiating committees; Study Councils; and Campus Councils). Existing operational departments of HUB and KAHO are being reorganized in a centralized and decentralized manner. Operational departments that serve the daily needs of students and staff members are decentralized, and departments which could benefit from streamlined efficiency on the level of the institution and the Association are centralized. Educational departments are organized by professional and academic. Mergers between educational departments are taking place between professional education departments and academic education departments.

In addition to the merger, academic departments of HUB and KAHO are in the process of being integrated into the KU Leuven. This part of the integration process will be finished in 2013, resulting in the Faculty of Economics and Management becoming a sub-faculty of the KU Leuven’s Faculty of Business and Economics.
Students: 7163; Staff: 906

Campus Consolidation

In an effort to consolidate Brussels campuses in the center of the city, HUB has closed three facilities: Campus Nieuwland, Campus Koekelberg, and Campus Koningsstraat. The remaining facilities of HUB include:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Brussel</td>
<td>Hermes, Erasmus, and T’Serclaes Buildings, Warmoesberg 26 - 1000 Brussel</td>
</tr>
<tr>
<td>Campus Brussel – Terranova</td>
<td>Blekerijstraat 23-29 - 1000 Brussel</td>
</tr>
<tr>
<td>Campus Parnas</td>
<td>Stationsstraat 301 - 1700 Dilbeek</td>
</tr>
</tbody>
</table>

HUB intends to expand its central facilities with the acquisition of another building located in the center of Brussels. However, for 2011, HUB operated with a reduced number of facilities.

Scope and Reporting Period

This report will provide the reader with an update on operational data from 2011, as well as information about educational, research, and outreach activities from the academic year 2011-2012. Since external stakeholder engagement relies heavily on the use of an existing report to communicate, it was difficult to fully achieve this in the initial report. In-depth and meaningful external stakeholder engagement was, however, possible once the initial report had been published—the process/outcomes of such stakeholder engagement are presented in this report. Additional information about educational activities of other faculties and educational departments has been added to the information on the Faculty of Economics and Management in this report. Contribution from other educational departments and faculties will hopefully continue to grow with time.
Sustainability on the Agenda

Timeline of Sustainability at HUB

1998:
- Creation of the Bachelor/Master in Environment, Health, and Safety Management (EHSM)

Board of Directors adopts:
- HUB Sustainability Mission Statement
- Sustainability as a Strategic Option

Development of educational tools:
- IVOOR teachers’ manual of sustainability integration
- Interactive business game "CSR at the Helm"
- Interdisciplinary Assessment Project

HUB publishes
1st Sustainability Report
Board of Directors adopts HUB-wide Strategic Indicator: Monitoring and reduction of CO2
Internal stakeholder engagement

Before: Creation of the Center for Economics and Corporate Sustainability (CEDON) and Sustainability Coordinator within the Faculty of Economics and Management (FEM)

1st AISHE audit
- 2-star AISHE certificate for EHSM program

Feedback of 1st AISHE audits: focus on educational activities for sustainability

2nd AISHE audit:
- 2-star certification for EHSM
- 2-star certification for Business Engineering (BE)

Feedback from 2nd AISHE audit:
1) need for increased communication about sustainability;
2) need for HUB environmental management

Formation of SENSD Belgium, a student group for sustainability, with support from FEM
FEM adopts the RIO+20 Declaration of Higher Education Institutions

HUB publishes
2nd Sustainability Report
Initiation of environmental management system
Participation in City of Brussels Local Agenda 21
External stakeholder engagement in collaboration with KAURI

Managing our Sustainability Performance

Strategic Options and Targets

Strategic Options are the themes that HUB holds in the highest regards. The Options are used to guide the institution in a common and desired direction. The Strategic Options include:

1) University College—new structure emerging as a result of HUB-KAHO merger, future integration of academic education into the KU Leuven, and the convergence of practical and theoretical education.
2) Campus and Collaboration—integrate campuses into their local surroundings and promote synergy amongst campuses.
3) Education, Personnel, and Students—constantly strive for quality and innovation.
4) Internationalization and Diversity—internationalization of educational programs, tailored to the diversity of HUB.
5) Research—conduct pioneering research.
6) Community Service and Continuing Education—further develop social services and continuing education.
7) Sustainability—integrate themes of sustainability into education, research, operations, and outreach.

Each department commits to selected options on an annual basis, and sets targets for how they will contribute to the Strategic Options they have chosen. In addition, the entire institution sets targets for each Strategic Option. These institution-wide targets will be monitored on an annual basis via Strategic Indicators.

As discussed in the Environmental Section, in 2011, the Board of Directors adopted CO₂ reduction as one of the Strategic Targets for Strategic Option: Sustainability. A Strategic Target for how well sustainability is integrated into educational and research activities is in the process of being developed.
Engagement with Stakeholders

A Revised Approach: Internal Stakeholder Engagement

Upon reflection of the previous year’s approach to internal stakeholder engagement, it was decided to adjust the approach during the preparation of this report, keeping in mind the previous successes and setbacks. Last year, the emphasis was on beginning the dialogue about sustainability at the level of HUB. “Open Dialogues” were held, and interested persons could attend and learn more about what has been done and contribute their input. Internal stakeholders requested more information about sustainability at HUB in general, and noted that without some sort of initial communication (i.e., a report) it was difficult for them to know where HUB is in regards to sustainability and what future steps should be taken.

In response to internal stakeholders’ request for more communication, in 2011 there was regular communication with students and staff members about upcoming sustainability activities. The HUB intranet (staff portal) and hubrussel.net (student portal) proved to be vital tools for sharing information internally. Student respondents to the HUB Sustainability Survey 2012 indicate that they have noticed an increase in communications about sustainability activities during the past year.

It was decided that the online survey platform was the most successful for internal stakeholder engagement for the formal purposes of sustainability reporting. The previous 2011 Sustainability Survey had a high response rate, and due to the open-ended question format, a lot of in-depth and meaningful insights were contributed.

The 2012 Sustainability Survey—a bilingual survey (Dutch and English)—was made available to student and staff members from April 16 – May 4, 2012. 75 students and 47 staff members participated in the survey. The survey was divided into three sections: Personal Commitment, Priorities, and Barriers. Section 1—Personal Commitment—aims to gain insight into how participants incorporate sustainability into their lives and how participants relate to the sustainability agenda of HUB. Section 2—Priorities—lists 17 common themes of sustainability, and lets the participant decide how the themes should be prioritized by HUB. Section 3—Barriers—includes questions about the current priorities of HUB (education for sustainable development, electricity usages, waste, and use of cafeteria services), with the intention of identifying barriers to behavioral changes.
When asked in what way a higher education institution should integrate sustainability, 39% of participants said in operations; 33% said in education; and 27% said in research; while only 1% of participants said that higher education institutions should not integrate sustainability.

When asked if HUB integrates sustainability into the institution 35% of participants said yes; 35% of participants said yes/somewhat (limited integration); 21% said no; and the remaining participants were not sure.

The majority of participants felt they could express their opinion about how HUB integrates sustainability (56%); 20% felt they could not; 10% responded they could sometimes, or in limited fashion; a few respondents were not sure where they would go to express themselves and/or felt they could express themselves but that actions on the part of HUB would not follow. Participants were divided as to whether or not they felt it was important to be part of the decision-making process for sustainability integration at HUB: 36% felt it was important; 20% felt it was not important; 18% felt it was not important to be included as long as good decisions were made; and 9% felt periodically expressing their opinion (like in the form of a survey) was sufficient participation.
### Keywords from student participants:

**Why is the sustainability of HUB important to you?**
- HUB is a role model to students and society
- As an education institution, HUB can raise awareness of the issues
- HUB has a responsibility to students and society
- Because of the size of HUB, there is the potential for a big impact

**What steps do you personally take to live in a sustainable way?**
- Sustainable transportation
- Environmental considerations
- Limit energy consumption
- Limit waste
- Opt for sustainable products
- Diet choices
- Opting for studies that include themes of sustainability
- Engagement

**How can HUB help you live in a more sustainable way?**
- HUB can set a good example
- Integrate sustainability themes in education
- Motivate students/organize activities about sustainability
- Offer more sustainable options in cafeteria
- Reduce heating in winter
- Print course books double-sided/minimize printing requirement/utilize electronic tools
- Sustainable options for student housing
- Contribute to research for a sustainable future

### Keywords from staff participants:

**Why is the sustainability of HUB important to you?**
- HUB is a role model to society
- HUB is a role model to students:
  - can influence future decision makers and leaders
  - can show alternatives to the current situation
- Environmental concerns
- Contribution to research
- Cost saving potential

**What steps do you personally take to live in a sustainable way?**
- Sustainable transportation
- Limit energy consumption
- Limit waste
- Concern for family wellbeing and children's future
- Sustainable consumption
- Residential choices
- Diet choices
- Educate others/include topics in courses and research
- Engagement

**How can HUB help you live in a more sustainable way?**
- HUB can set a good example
- Improve environmental management (lighting, heating system, ventilation, waste)
- Manage materials in a more sustainable way (ink cartridges, plastic bottles, paper)
- Improve efficiency of heating and lighting system
- Create a pro-sustainability atmosphere/promote awareness
- Promote work-life balance/flexibility
Priorities of participants:

- Reduce waste at HUB: 11%
- Reduce energy consumption at HUB: 13%
- Reduce greenhouse gas emissions: 7%
- Reduce water consumption at HUB: 5%
- Encourage biodiversity at HUB and the surrounding community: 8%
- Environmental investments at HUB: 6%
- Ethical and environmental criteria of suppliers: 7%
- Ethical and environmental considerations for food sold in cafeteria: 8%
- Include stakeholders in HUB’s sustainability strategy: 6%
- Employee involvement in the sustainability of HUB: 6%
- Student involvement in the sustainability of HUB: 6%
- Promote employee and student safety at HUB: 8%
- Promote gender equality at HUB: 6%
- Promote diversity at HUB: 4%
- HUB-sponsored events that benefit the local community: 4%
- Student involvement in the sustainability of HUB: 6%
- Employee involvement in the sustainability of HUB: 6%
- Include stakeholders in HUB’s sustainability strategy: 6%
- Other: 1%
- Other: 1%
External Stakeholder Engagement

KAURI is a Belgian multi-actor learning network and knowledge center on corporate responsibility (business ethics, corporate social responsibility, corporate governance, and corporate citizenship) and NGO accountability. 260 members (corporate and non-corporate) make up the KAURI network, with the common goal of establishing local and global sustainable (trade) relationships. KAURI organizes stakeholder dialogues for members. On May 11, 2012 HUB was privileged to have KAURI organize the first external stakeholder dialogue for HUB. The Dean of the Faculty engaged in a roundtable-style discussion with selected external stakeholders, facilitated by KAURI.

KAURI uses what they refer to as a 360° approach, encompassing all aspects of the business in regards to sustainability—ethics, good governance and leadership, financial policy, economic aspects, environment, social policy, citizenship, communication, quality management, international aspects, and goods and services (in the case of HUB: education, research, and services to society). Stakeholders from the KAURI network and stakeholders relevant to HUB were asked to participate. Due to the intimate nature of the dialogue, participants were limited to the following selected persons:

- Jeroen Langerock, Communications Director of Coca-Cola
- Mieke Vercaeren, Public Affairs Advisor of Colruyt Group
- Gilles Weyns, Communication Advisor of Commotie
- Julie Castiaux, Senior Consultant of Deloitte
- Bart Holvoet, Director of Forest Stewardship Council (FSC) Belgium
- Martine Haelterman, Client Relations Director of Sodexo
- Sébastien Voyneau, Local Agenda 21 Coordinator for the City of Brussels
- Inge Wallays, Personal Advisor of Triodos Bank
- Sin Declerc, Manager of Uitrit4 (sustainable mobility advisors)
- Leen Audenaert, Ecocampus employee with the Department of Environment, Nature, and Energy of the Flemish Government
- Nico Storme, CSR Lecturer at HOWEST
- Stijn De Roover, Program Officer at VLIR-UOS (comments submitted in writing)
- Marijke De Couck, President of the Alumni Association for EHSM program at HUB
- John Munge Maina, MBA student with Vlerick Management School
- Cesar Martines, MBA student with Vlerick Management School
- Tim Verheyden, Business Engineering student at HUB (comments submitted in writing)
- Karolien De Cooman, Business Engineering student at HUB (comments submitted in writing)
- Tom Erna, Business Management student at HUB (comments submitted in writing)
- Wouter Proot, Business Management student at HUB (comments submitted in writing)
- Gert Woumans, Business Engineering Student at HUB
In addition to external stakeholders and student participants, a number of staff members from various departments in HUB were present. The table below presents key discussions points of the dialogue.

<table>
<thead>
<tr>
<th>Management’s Approach to Sustainability</th>
<th>Environmental Management</th>
<th>Financial</th>
<th>Social</th>
<th>Points for Improvement for the Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Possibility for integrated reporting</td>
<td>• Availability of data is a limiting factor for what initiatives can be done and how much can be reported on</td>
<td>• The possibility of integrating “sustainability” into economic policies (i.e., investment decisions, purchasing, etc.)</td>
<td>• Active aging: government programs previously helped HUB respond to aging issues; since regulation has changed, HUB will have to give more attention to this issue</td>
<td>• Clarify how sustainability is integrated into decision making at HUB/how decisions about sustainability are made at HUB</td>
</tr>
<tr>
<td>• Further inclusion of students and alumni in decision-making processes about sustainability</td>
<td>• The use of an environmental management system could streamline the efficiency of collecting and organizing data</td>
<td>• More transparency on financial rewards and avoiding conflicts of interests within the Board of Directors</td>
<td>• Partnerships of HUB with the South</td>
<td>• Include information about how sustainability is currently included in financial policies/decisions</td>
</tr>
<tr>
<td>• Further integration of HUB in its local context is possible through further collaboration with City of Brussels Local Agenda 21</td>
<td>• As a higher education institution, HUB should critically analyze data that are available instead of focusing on a higher level of disclosure</td>
<td>• More transparency on the process of investment decisions (i.e., risk profile, legal requirements, etc.)</td>
<td>• Internships could also be seen as services to society</td>
<td>• Further inclusion about activities from other academic, educational, and research departments/faculties and more concrete examples</td>
</tr>
<tr>
<td>• Further collaboration with Ecocampus and other Flemish higher education institutions on the topic of sustainability</td>
<td>• The automatic heating system being installed in HUB will address some of the inefficiencies with electricity use; but there is also the potential to consider other energy suppliers</td>
<td>• Focus in education on sustainability in financing</td>
<td>• How HUB supports student residential facilities in Brussels</td>
<td>• Define absolute targets for environmental goals (i.e., CO2 reduction)</td>
</tr>
<tr>
<td>• The priorities of HUB on Materiality Matrix are topics HUB find important, not necessarily the areas with best performance</td>
<td>• More communication with stakeholders is welcomed, especially with students and alumni</td>
<td>• Clear communication about expectations could help modify behavior (i.e., let students know if they are supposed to turn off lights when they leave a classroom)</td>
<td>• Role of student in HUB’s work on sustainability</td>
<td>• Students should be utilized for externally assuring the report in accordance with GRI guidelines</td>
</tr>
<tr>
<td>• More communication with stakeholders is welcomed, especially with students and alumni</td>
<td></td>
<td>• Paper management should be two-fold: 1) reduction of consumption and 2) sustainable paper source</td>
<td></td>
<td>• Provide more comparison with other similar institutions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Further use of recycled paper (course books) and accountability of paper</td>
<td></td>
<td>• Include future direction in “Sustainability Timeline”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Approach mobility from all aspects, and how mobility effects other aspects—employee turnover, attraction to students, bikes, etc.</td>
<td></td>
<td>• Include achievements of HUB graduates in the field of sustainability</td>
</tr>
</tbody>
</table>
The discussion with stakeholders was a beneficial experience for HUB. Stakeholders were generally optimistic and praised HUB for its hard work in leading Flemish higher education institutions in the realm of sustainability. As shown in the table on the previous page, many specific points were touched on during the discussion. Although it would be idealistic to achieve more in terms of environmental, social, and financial performance, HUB must be strategic with its time, resources, and ability. Therefore, although all comments from stakeholders are valuable, within the next year, HUB has selected a few concepts to work on.

**Improvements and new initiatives**

As communication was one of the main points raised by stakeholders, this topic has been given specific attention and new initiatives have resulted. The Marketing Department at HUB has played a vital role in increasing the communication about sustainability initiatives with internal and external stakeholders during the past year. A page on the HUB website has been added, solely devoted to sustainability initiatives at HUB. Information about sustainability policies, documents, and upcoming events can be found there. This allows both internal and external stakeholders the opportunity to find information that was previously not available. The publication of HUB’s first sustainability report was of course a major communication effort. The report proved to be essential to stakeholder engagement processes, as it provided a starting point for critical conversations.

Based on the discussion with stakeholders, the scope of this report has been expanded to further represent other educational departments/faculties of HUB. This was an important topic to many stakeholders. Each educational department/faculty was contacted, and the information they provided about how sustainability is integrated in their educational programs has been added to this report. An Indicator for the Strategic Option: Sustainability, measuring the integration of sustainability into educational and research activities, is in the process of being developed. Student involvement in sustainability projects within HUB (i.e., regarding operations, outreach, etc.), in addition to student projects in collaboration with business partners (i.e., regarding external partners’ operations, outreach, etc.) will be critical.

In the future, HUB would like to further contribute to research on sustainability reporting in higher education institutions. It is the hope that if indicators could be adjusted to include the core business of academic institutions, the process of reporting would become more meaningful and, therefore, more widely used by higher education. In addition to indicator revisions, reporting culture needs to be addressed and adapted to the culture of higher education institutions.

Environmental performance was also an important topic to not only external, but also internal stakeholders. Much effort has been devoted to the development of an environmental management system. It is the intention of HUB to participate in the Brussels-based initiative Ecodynamic Enterprise Label. This label ensures HUB’s commitment to its environmental performance. In addition to the
development of an environmental management system, the Strategic Indicator regarding CO₂ reduction will help HUB focus attention on improving its environmental performance.

The Financial Director of HUB was contacted in regards to the comments raised on integrating sustainability in the financial policies of the institution. Further inclusion of financial topics will be discussed during the next reporting period.

The Human Resources Department, the international department, student services, and various other departments continue to work on social issues at HUB (i.e., active aging, North/South relations, etc.). The Faculty of Economics and Management sees the benefits of further involving students in its process of integrating sustainability into the Faculty. It is the hope for the future to include student representatives in the Sustainability Core Group in academic year 2012-2013, to continue to encourage master and bachelor projects on the sustainability of HUB, and potentially involve students in assurance processes of future reports. In addition to the future inclusion of current students, the Faculty will strive to better communicate with/engage HUB alumni, students from other higher education institutions within Brussels, Flanders, and the global context.

The Materiality Matrix on the following page presents the issues as they concern stakeholders and are relevant to HUB. Based on the stakeholder engagement processes and outcomes, the matrix has been slightly adjusted from the initial report. Firstly, “environmental investments” have proven to be a higher concern to stakeholders than previously perceived, therefore it has moved higher on the matrix to an area of medium importance. Secondly “sustainable procurement” has replaced “use of environmentally and socially friendly products” to include the importance of integrating sustainability in purchasing policies, not just practices. Thirdly, the “active involvement of students in sustainability activities” has been added to the Matrix.
### Materiality Matrix

<table>
<thead>
<tr>
<th>Concern to Stakeholders</th>
<th>Availability of information/ transparency of management’s decisions</th>
<th>Sustainability-themed education available to students and community</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sustainable mobility</td>
<td>Energy efficiency/CO₂ reduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Waste Reduction</td>
</tr>
<tr>
<td></td>
<td>Stakeholder inclusiveness</td>
<td>Employee and student welfare</td>
</tr>
<tr>
<td></td>
<td>Sustainable procurement</td>
<td>Sustainability-themed research</td>
</tr>
<tr>
<td></td>
<td>Sustainable cafeteria operations</td>
<td>Diversity, non-discrimination, and human rights</td>
</tr>
<tr>
<td></td>
<td>Environmental performance of HUB (including indoor environmental quality)</td>
<td>Active involvement of students in sustainability activities at HUB</td>
</tr>
<tr>
<td></td>
<td>Water conservation</td>
<td>Social activities for students and staff members</td>
</tr>
<tr>
<td></td>
<td>Environmental investments</td>
<td></td>
</tr>
</tbody>
</table>

**Relevance to HUB**
As an educational institution, HUB’s most important contribution to a sustainable society is the education it offers to its students, which incorporates themes of sustainability, and the HUB graduates, who possess skills and sustainability-oriented thinking necessary to tackle the challenges of sustainability in their future occupations. In this capacity, the “product” HUB produces is education and sustainability-minded graduates.

**Approach to Sustainability in Education**

As “sustainability” is one of HUB’s Strategic Options, all its faculties and educational departments can voluntarily commit to this theme as a priority for their educational programs. HUB’s Educational Development Plan 2008-2013 (*Onderwijsontwikkelingsplan*) stresses some concrete actions that can be undertaken by the different faculties and departments:

- integrate sustainability related themes in existing courses;
- develop interdisciplinary educational projects with other faculties/departments;
- use student-activating teaching methods within educational programs.

In the following section, an overview of the approach to sustainability of the faculties and educational departments of HUB will be given. Afterwards, the Faculty of Economics and Management will provide an in-depth update on its sustainability activities in education.
The Faculties and Educational Departments Report

PROFESSIONAL EDUCATION

Business Studies Department

From the very start of their educational program, bachelor students of the Business Studies Department at HUB are sensitized to consider sustainability and diversity as an essential element of their future careers.

During the Project Week in the beginning of their studies, CSR at the Helm (see page 37 of HUB Sustainability Report 2011) and the movie “Age of Stupid”, in which mainly the “P” of planet is highlighted, provide the students with an introduction to sustainability. Business professionals are invited to deal with specific sustainability-related themes in their courses—the students studying accountancy and tax-law become acquainted with the ethical aspects of banking; students studying office management and logistics management are given an introduction to sustainable mobility by an employee of Cyclo, a social economy enterprise which promotes cycling in Brussels. Students also participate in company visits where concepts of corporate social responsibility (CSR) are applied.

In their final reflection reports, all first year students elaborate on: how they function in a multicultural team and/or with non-native speakers; to what extent they take into account the long-term consequences of their actions and whether they have developed a well-balanced personal opinion about the matter.

In all the Business Studies programs, the second- and third-year students are invited to analyze how companies shape their sustainability policy. All aspects of sustainability are gradually discussed in the course of their educational program—i.e., people, planet, and profit. In the course Business Ethics, amongst others, students critically assess the extent to which a company of their choice realizes its sustainability goals.

Graduates from the Business Studies program have experience critically evaluating the CSR of the company that offered them a work placement as an essential aspect of corporate culture and reflect on how they functioned in that particular environment. In this way, the graduates have proven their analytical skills and long-term thinking, and they are prepared to make straightforward choices in their career.
**Education Department**

The Education Department of HUB approaches sustainability on three different levels: the level of the lecturer, the level of the student, and the level of the future teacher.

Various lecturers of HUB’s Education Department are part of the thematic learning network, entitled “Integration of Sustainable Development in Teacher Education.” This is an Ecocampus (see Outreach Section) network, gathering lecturers from Flemish teacher education departments to develop knowledge and exchange didactic materials and methods among each other.

On the level of the student, the competence of “Sustainable Development” is being achieved within the Bachelor of Education via different courses addressing sustainability related themes. Topics include the interactive game on Corporate Social Responsibility—*CSR at the Helm*, study visits on the topic of global education, and guest speakers from NGOs.

The programs of the Education Department strive for the future teachers to integrate sustainability in the schools and classes where they will teach. Their studies provide students with the necessary skills to work with their future pupils on sustainability during the classes and via interdisciplinary projects.

**Health Care Department**

The Health Care Department of HUB guides its students in developing the competence of “sustainability” during the three phases of their education program.

“Taking Action for Sustainability” is included in the competency profile of the different Health Care programs. Within these programs, students are encouraged to take sustainability into account in their practice and to carefully consider the use of resources. Students learn to make their decisions based on not just social, but also economic and ecological considerations.

Lecturers have an exemplary function and try to minimize waste in their courses (i.e., use of digital platforms). Focus on good practices in the field help present sustainability in a meaningful way for future health care practitioners. Due to the nature of health care, professionals are in contact with a diverse range of people, environments, and issues—therefore, interdisciplinary work is an important part of the educational programs.
Social and Community Work Department

Within the Social and Community Work Department, sustainability is understood as a broad, value-laden concept. Starting from fundamental values, such as honesty, justice, and equality, students are taught to—in an ecologically responsible way—build sustainable relationships and initiate and facilitate sustainable social change processes.

The vision of the Department towards sustainability is explicitly and implicitly translated into various aspects of the different study programs of the Social and Community Work Department. The Bachelor of Social Work and the Bachelor of Special Education include “sustainability” in the competency profiles of the students. Students learn to act with respect for environmental limits when striving for a sustainable future for their clients and target groups. Within these study programs, themes of sustainability are integrated in a transversal way throughout various courses.

In the Bachelor of Family Sciences, the Ecology course trains students in a very concrete way to work towards sustainable development, both at the individual and family level, as well as the policy level. Sustainability also is a central theme in the department’s policy on community outreach and research.
ACADEMIC EDUCATION

Faculty of Languages and Literature

In the Faculty of Languages and Literature attention for sustainability is mainly focused on social aspects. The educational programs of Applied Linguistics, Linguistics and Literature, Translation and Interpreting, Multilingual Communication, and Journalism are specifically applicable for the topic. Lecturers and students do not limit themselves to the mere analysis of societal structures, but they also try to support and enhance them. Special attention is given to the multicultural and multilingual Brussels community.

Students of the Master in Journalism recently contributed to a publication that highlights the diversity of the Brussels society, “Learning young. Portraits of Brussels Seniors Crafted by Students” (Jong leren. Portretten van Brusselse senioren gemaakt door studenten) (Brussels: Hogeschool-Universiteit Brussel, 2011). All students in the Faculty can participate in the project “Reading Group at Home” (Boekenbende aan huis), in which they read stories aloud for children of immigrant families. In addition, students can do an internship in which they act as a coach for non-native speakers of Dutch or for students with a speech impediment. Educational projects like the “Simulated Translation Bureau” (Virtueel Vertaalbureau) have students apply their skills in real life, often for Belgium-based NGOs with a social focus. Within the faculty, much attention is also paid to the cultural and literary heritage.

Faculty of Economics and Management

The Faculty of Economics and Management gives high priority to the integration of sustainability into its education, research, and outreach activities and tries to instigate change within HUB’s operations. Sustainability-themed topics are taught throughout the whole curriculum of the Combined Bachelor/Master in Environment, Health and Safety Management (EHSM), and are being addressed in a number of courses of the Combined Bachelor/Master of Business Engineering (BE), and Business Administration (BA) Programs. Two of the Faculty’s programs—EHSM and BE—were awarded two AISHE stars for successful integration of sustainability themes into their curricula in 2010 (see page 20-21 of HUB Sustainability Report 2011).

The Faculty created the position of Sustainability Coordinator to oversee the integration of sustainability into its activities of education, research, and outreach to provide support to other HUB departments that wish to integrate sustainability initiatives, and to represent HUB at external functions for sustainability integration. The following section of this report highlights some of the Faculty’s sustainability integration initiatives of academic year 2011-2012.
Highlights from the Faculty of Economics & Management

PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION – PRME

In 2011, the Faculty signed onto PRME and committed to the 6 Principles of PRME:

1) **Purpose**: the Faculty will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

2) **Values**: the Faculty will incorporate into its academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

3) **Method**: the Faculty will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership.

4) **Research**: the Faculty will engage in conceptual and empirical research that advances its understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value.

5) **Partnership**: the Faculty will interact with managers of business corporations to extend its knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

6) **Dialogue**: the Faculty will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organizations, and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

A central commitment of any institution participating in PRME is to regularly share information with its stakeholders on the progress made in implementing the six principles listed above. The Sharing Information on Progress (SIP) is PRME’s method of communicating an institution’s commitment to the six principles. This report is intended to act as the Faculty’s SIP, as it covers information on vision, values, educational process, research achievements, partnerships, and stakeholder engagement processes.

As the Faculty looks towards the next two years, support from the PRME community will be integral. Internationalization is a central theme at HUB, and international partner institutions are always sought. The Faculty will continue to look to PRME members for partnership opportunities for student/staff mobility, as well as opportunities for collaborative efforts—i.e., adapting GRI tools to be suitable for education. PRME also offers the Faculty opportunities to participate in business-oriented global platforms on sustainability—i.e., PRME Global Forums.
Marking the 20th anniversary of the United Nations Conference on Environmental and Sustainable Development that took place in Rio de Janeiro in 1992, the RIO+20 conference joined world leaders, participants from government, private sectors, NGOs, and other groups to discuss sustainable development. The conference focused on a green economy in the context of sustainable development, poverty ratification, and the institutional framework for sustainable development.

Business schools have a unique ability to contribute to these themes. As a member of HUB commits to RIO+20!

By signing the Declaration of Commitment to Sustainable Practices of Higher Education Institutions on the Occasion of the United Nations Conference on Sustainable Development, Dean Raspoet, commits the Faculty to:

- teach sustainable development concepts;
- encourage research on sustainable development;
- practice campus greening efforts;
- Support sustainability efforts in the local community;
- engage with and share results through international frameworks.

Dean Raspoet signing the Declaration at the KAURI stakeholder dialogue event
May 11, 2012
PRME, the Faculty was invited to participate in the PRME 3rd Global Forum for Responsible Management Education and the Global Compact RIO+20 Corporate Sustainability Forum in Rio De Janeiro, June 2012. At these events, the Faculty was able to contribute its experiences with integrating sustainability themes into business education and research to the conversation. The Faculty will benefit from learning about the experiences of other business-oriented schools and faculties, as well as business leaders and governmental organizations.

**Sustainability Integration into Courses**

**Multi-stakeholder simulation**

A multi-stakeholder simulation is used as an interactive learning tool for students of the Faculty. Members of the Faculty of Economics and Management worked together to develop this learning tool, and it has already been utilized in the Master of Environment, Health, and Safety Management and in the Master of Business Administration. The project focuses on teaching corporate social responsibility and stakeholder engagement.

**Francqui-Chair on Climate Change**

As discussed further in the Environmental Section, Prof. Dr. Jean-Pascal van Ypersele, the Vice-chair of the IPCC (Intergovernmental Panel on Climate Change) gave five in-depth lectures on climate change at HUB. The titles of the lectures were as follows:

- 22/11/2011 Climate Negotiations – an insider’s view;
- 23/11/2011 What every economist should know about the science of climate change;
- 20/12/2011 Durban 2011: overview and evaluation;
- 17/02/2012 How to balance mitigation and adaption in climate change;
- 02/03/2012 Climate change and sustainable development.

As a major player in the international stage on climate change, Dr. Jean-Pascal van Ypersele was able to provide student and staff participants in the lectures with an insiders’ view on the process of international climate talks—specifically the process leading up to the Durban Conference and the impacts of the conference.
ROUND TABLE DISCUSSIONS ABOUT COOPERATIVE ENTREPRENEURSHIP

On March 16, 2012, the Faculty of Economics and Management held its annual roundtable discussions between bachelor students of Business Administration and entrepreneurs. The goal of this initiative is to promote the importance of the interaction between companies and higher education, in order to encourage cooperative actions by the entrepreneurs of tomorrow. The theme of this year was “cooperative entrepreneurship.” The discussions focused on:

- which business models companies use;
- how companies implement sustainable innovation;
- why cooperative entrepreneurship is chosen;
- what obstacles are associated with the cooperative idea.

SUSTAINABLE DEVELOPMENT COURSE

Included in the Business Engineering as well as the Environment, Health, and Safety Management study programs is a course specifically on sustainable development. The course focuses on the history and theories of sustainable development. The aim is to investigate how “sustainable development” translates into actual applications. Attention is focused on the influence of economic growth, based on environmental quality and the development side of “sustainable development”—in regards to the UN Millennium Goals.

SUSTAINABILITY AS A LEARNING TOOL

Since education is the core business of an academic institution, it is important to relate activities from the entire institution to the classroom. HUB’s first sustainability report was used in the Sustainable Management course of the Master of Environment, Health, and Safety and the CSR course of the Master of Business Administration. The students were asked to examine the indicators HUB chose to report on in the initial report, and analyze: 1) how HUB’s list of indicators compare to other higher education institutions’ lists of chosen indicators and 2) how HUB reports on its indicators versus what the GRI Protocol for reporting suggests. This activity not only familiarizes the students with the GRI methodology and HUB’s own process of reporting, but it gives the preparers of the report insight into how the report is read and internalized by students.
Sustainability-Themed Master Theses

Since academic year 2010-2011, Colruyt Group annually awards the Prize for Corporate Sustainability to selected HUB master theses on the subject of corporate social responsibility. The selection process for the winner focuses on theses having to do with the topic of corporate social responsibility that meet specific criteria of the Colruyt Group—such as: relevance of the thesis to business, innovative character of the thesis, theme of the thesis (e.g., ethics, value-driven undertaking, environment, energy, mobility).

The winner receives a cash prize and a gift, and runners up are given a consolation prize. In 2010-2011, Davina Degelaen (Master in Business Administration) won the prize with her thesis entitled “The Willingness to Pay for Products with a ‘Bio’ Label by Consumers.” Kevin Schollaart, also a student of the Master in Business Administration, was elected in 2011-2012 for his thesis entitled “Is Investment in Soft Commodities Economically and Ethically Acceptable?”

Quality Assurance within the Faculty

**Special Quality Characteristic “Sustainability”**

Flemish institutions of higher education can voluntarily apply for a Special Quality Characteristic (*bijzonder kwaliteitskenmerk*) when having their educational programs accredited by the Dutch-Flemish Accrediting Organization (*Nederlands-Vlaamse Accreditatieorganisatie – NVAO*). The Faculty of Economics and Management decided to apply for the Special Quality Characteristic of Sustainability for its academic programs Bachelor/Master in Environment, Health and Safety Management (EHSM), and Bachelor/Master in Business Engineering (BE), based on the two-star AISHE certificates both programs received after an external audit by the Dutch organization Sustainable Higher Education (*Duurzaam Hoger Onderwijs - DHO*). The EHSM program received the Special Quality Characteristic of Sustainability on December 8, 2011, while the BE program is currently still in the reviewing process.
AISHE – AUDITING INSTRUMENT FOR SUSTAINABILITY IN HIGHER EDUCATION

As HUB has been utilizing AISHE since 2005 (see HUB Sustainability Report 2011 pages 20-21), HUB is poised to provide insight on the future restructuring of the AISHE tool. Ownership of the AISHE tool has been transferred to a private entity—Hobéon, in the Netherlands—and HUB (among others) has been requested to provide insight on the development of a new version of AISHE.

CORE GROUP SUSTAINABILITY

During the academic year 2011-2012, the Sustainability Core Group of the Faculty of Economics and Management focused on improving the sustainability of HUB’s operations, primarily by raising awareness among students and staff members. The Core Group has collaborated with the ICT department to initiate automatic double-sided printing and researched suitable recycled paper options. During the Week of Sustainable Food at HUB, the Core Group sensitized students and staff members to the CO₂ emissions in food.

OUTLOOK FOR FUTURE

The Core Group will focus its efforts for academic year 2012-2013 on sustainability in education, improving the environmental performance of HUB, and sensitization initiatives. These efforts will be connected with feedback the Faculty received after the recent visitations of the EHSM, BA, and BE study programs, in addition to the 83% of student participants in the HUB Sustainability Survey 2012 who responded that it was important for them that sustainability themes were included in their education.

CSR education will further be integrated into the EHSM program via introducing the topic earlier in the program, and focusing on sustainability-specific themes in courses like Sociology and Philosophy.

In academic year 2011-2012, the Faculty of Economics and Management worked with other HUB departments on sustainability-related projects. Joint efforts from the year included (to name a few): a colloquium on the interrelatedness of social/cultural themes and sustainability with the Social and Community Work Department; support to the newly formed SENS student group; the Week of Sustainable Food in collaboration with Student Services and Sodexo catering; and efforts to improve the environmental impact of HUB—specifically its paper use, in conjunction with the ICT and Logistics departments. It is the intention of the Faculty to continue to work with other departments on sustainability-related projects at HUB.
Research Organization

Theoretical research at HUB is divided into the research councils of Economics & Management, Language, and Law (corresponding with the theoretical-based academic departments of HUB). The Center for Research Coordination supports in the development and implementation of research at HUB.

In addition, there are the Center for Practice Based Research and Services (PRAGODI) and Research Institute for Family Studies.

Research centers and their respective subgroups are displayed to the right.
Highlights from CEDON Research Centre

As described in the initial report, CEDON takes the lead at HUB for integrating themes of sustainability into research. Therefore, an update on the research centre’s activities is listed here.

Research Projects on Sustainability Themes

**START-UP POLICY CENTRE FOR SUSTAINABLE MATERIALS MANAGEMENT (2012-2015)**

The Policy Centre for Sustainable Materials Management (SuMMa) started up in January 2012 to investigate and foster the role of policy in Flanders, which is necessary to make a transition towards sustainable materials management. It is an interdisciplinary and interinstitutional research platform with researchers from HUB, Universiteit Hasselt, Universiteit Antwerpen, and VITO—the Flemish institute for technological research, under the coordination of KU Leuven. HUB is copromotor of Cluster 1 (systems analysis) and Cluster 3 (socio-economic aspects) and is promotor of Cluster 5 (collaborative governance).

**COLLABORATION OF SCHOOLS AND COMMUNITIES FOR SUSTAINABLE DEVELOPMENT (2011-2014)**

HUB is partner in this project, which started in October 2011. CoDeS is a Comenius multilateral Network funded by the Lifelong Learning Program from EU that focuses on school community collaboration addressing sustainability. The activities of the network aim at providing a European perspective on the processes of learning, models, values and tools for successful collaboration. Based on partners’ wide range of experience and background in Education for Sustainable Development (ESD), the network will produce, publish and disseminate a range of products useful for school and community stakeholders to engage into successful practice such as case study reports, tool box, travelling guide, and different types of workshops.

**PhD Research**

*Environment and Health in Flanders*

CEDON colleague, Stien Stassen, publicly defended her PhD titled ‘Environment and Health in Flanders, 40 years of institutional struggle’ on July 2, 2012. In her PhD research, she conducted a historical analysis of the knowledge production and policy-making processes of the Flemish environmental health arrangement. The main objective of the research is to reconstruct
and analyze the dynamic emergence and the institutionalization of the Flemish environmental health arrangement in order to investigate to what extent the new thoughts and discourses, in response to complexity, have influenced the institutionalization process.

**CSR Management - Optimization Techniques for Sustainability in the Organization**

Marijke De Prins is due to complete her PhD on Corporate Social Responsibility (CSR) in 2013. In the theoretical part of this study, two different pathways of CSR management are studied. The first pathway is CSR management through the integrated use of traditional management systems (ISO 9001, ISO 14001, and OHSAS 18001). The second track is CSR management by the use of specific CSR instruments such as ISO 26000 and GRI. Besides a theoretical component there is also empirical research on the application of the management cycle for CSR and on the use of specific management systems.

**Interacting Externalities**

The PhD research of Marieke Franck focuses on environmental pollution, modeled in economics as a negative externality. The research aims to value multiple externalities in a consistent way, using the hedonic valuation method—a technique that estimates willingness to pay of consumers for reductions in negative externalities by looking at differences in sales prices of houses. The goal of the research is to shed light on the question: Does the presence of noise and air pollution at one single location reinforce or dampen the other’s negative effect? For the empirical part of the project, some case studies of interacting externalities in Flanders will be studied in detail.

**Sustainability Reporting in Higher Education**

In October 2011, FEM’s former Sustainability Coordinator, Kim Ceulemans, started up her PhD research on sustainability reporting in higher education. The purpose of this research is to study the process of integration of sustainability in institutions of higher education, and more specifically, the use of sustainability reporting and sustainability indicators within these institutions. Amongst others, HUB and its sustainability reporting process will be one of the cases studied in the research.

**Collaborative Governance for Sustainable Materials Management**

The PhD research of Inge Vermeesch commenced in January 2012 at HUB-CEDON and is part of the SuMMa Policy Research Centre’s Cluster 5 on collaborative governance. The aim is to study and foster novel relational processes between social actors belonging to different social sectors (government, civil society, business) necessary for sustainable materials management. The action research will be based on Flemish cases, in close collaboration with the relevant actors in the field.
COURSES, SEMINARS and CONFERENCES on SUSTAINABILITY THEMES

BELGIAN ENVIRONMENTAL ECONOMICS DAY (BEED)

CEDON organizes an annual Belgian Environmental Economics Day, which offers an opportunity to researchers in the areas of environmental, resource and ecological economics from universities, university-colleges, or research institutes in Belgium, to present their recent work. It is an academic, one-day meeting open to all interested stakeholders (academics, public servants, consultants, students, etc.). BEED also aims at making the scientific discipline of environment economics more visible in Belgium. It can be seen as an intermediate platform between individual researchers and traditional international professional associations (European Associations of Environmental and Resource Economists EAERE, International Society of Ecological Economics ISEE).

The 2011 BEED featured these lectures:

- Thomas Blondiau (KU Leuven): "Enforcing Environmental Regulations Using the Criminal or the Administrative Track: Theory and Empirics"
- Lotte Ovaere (KU Leuven): "The Choice of Environmental Regulatory Enforcement by Lobby Groups"
- Wim Benoot (KU Leuven): "Strategic Incentives for Car Fuel Taxes and Fuel Efficiency Standards"
- Karla Claus (student HUBrussel): "Public versus Private Incentives to Invest in Green Roofs: A Cost Benefit Analysis for Flanders"
- Ellen De Schepper (UHasselt): "An integrated Cost-Benefit Analysis of a Photovoltaic Noise Barrier"

More information about the BEED and an archive of the presentations can be found on CEDON’s website: www.hubrussel.net/CEDON.

MULTI-ACTOR FACILITATION COURSE

“Facilitating Multi-actor Collaboration for Sustainable Resource Management” is a training course jointly organized by HUB, and Cycloop—a network for facilitation and action research in multi-actor collaboration, and sponsored by VLIR-UOS—a Flemish institution responsible for university development cooperation. The course is focused on social-process knowledge and skills to facilitate multi-actor collaboration in settings for sustainable resource management, e.g. irrigation and drinking water, nature conservation, catchment management, mining conflicts, forestation, etc. Objectives of the courses include:

- familiarize the participants with social process theories, methods and tools related to multi-actor collaboration;
contextualize multi-actor theories in the social, cultural, and economic conditions of the participants;
provide training opportunities for collaboration competencies such as active listening, dialogue, facilitation, coordination, process design, etc.;
develop, with the participants, personal action plans that can support them to put their learning points into practice in their own working environment.

From April 16th until April 25th, 2012, the second edition of the course was held in Brussels, mainly attended by participants from the South, including persons from Latin America, Asia, and Africa.

**European Study Visit**

From the 24th until the 28th of October 2011, the HUB hosted a European Study Visit on “Higher Education for Sustainable Development: Guiding Principles and Good Practices.” This was an intensive learning program for ten selected participants from different European organizations. Several seminars, workshops and field visits gave the participants the opportunity to learn about the integration of sustainability in higher education.

The purpose of sustainable higher education is to prepare today’s students (tomorrow’s decision makers) to the complex challenges of the future. Visions of how this process should be realized are very diverse, ranging from simply adding to the curriculum, to a complete transition of it. During this study visit, participants learned about:

- integrating competences for sustainability in higher education, using the whole school approach;
- the contribution of higher education to solving local and regional sustainability challenges;
- models and instruments for integrating sustainability in higher education and instruments and indicators to measure it;
- initiatives to integrate sustainability in competences and curriculum.
Local Agenda 21, City of Brussels

Agenda 21—the worldwide plan of action for sustainable development—was adopted by more than 178 governments at the United Nations Conference on Environment and Development (UNCED, Rio 1992). The City of Brussels commits itself on the local level to Agenda 21. In 2011, the HUB received a grant from the City of Brussels’ Local Agenda 21. HUB organized its contribution to the Local Agenda 21 through six themes: health, social integration, social entrepreneurship, sustainable food, waste reduction, and stakeholder engagement.

Health
During November 2011, HUB focused on promoting health. Activities included:
- blood donations with the Red Cross;
- a free healthy breakfast for students;
- workplace analysis for personnel (focusing on ergonomics);
- free eye exams from students of optician study program;
- various fitness activities.

Social Integration
A Colloquium on Sustainable Brussels and the role of social/cultural work was organized by the Social Work study program, with support from the Faculty of Economics and Management. The Keynote speaker of the event was Jef Peeters, editor of the book Een veerkrachtige samenleving – Sociaal werk en duurzame ontwikkeling (A Resilient Society – Social Work and Sustainable Development). Ecocampus also participated in the event by organizing a “Debate Café” where participants discuss in small groups the themes of the topic.
**Waste Prevention**

Waste prevention is an on-going theme at HUB. In the past academic year, the HUB utilized a Brussels-Capital Region Environmental Agency (*Leefmilieu Brussel – BIM*) sensitization campaign. The Sustainability Core Group of the Faculty of Economics and Management worked together with the ICT department to initiate: 1) automatic double-sided printing at HUB and 2) the use of recycled paper in all HUB printers and copiers.

The SENSD student group organized a battery collection in honor of Earth Day (April 22, 2012).

**Social Economy**

The Faculty of Economics and Management organized a day for bachelor students, studying business administration, and social entrepreneurs to have small, roundtable discussions about the ideology and practical approach to social cooperatives.

**Sustainable Food**

**Cooking workshop with Kurt the Cook**

Kurt the Cook walked participants through all the steps of making a gourmet and sustainable meal. At the end of the workshop, everyone sat down together to enjoy a freshly prepared meal.
SENSD Students Sustainable Meal

Students kicked off the event with a glass of Roomer, a sustainable aperitif from Ghent. An interactive game guided students through discussions about the (un)sustainability of global food trade. Groups bartered with (and stole from) each other in an attempt to secure resources like food, water, and energy. By the end of the evening, everyone had a good laugh and sat down to enjoy dinner Mexican style.

Thursday Veggieday (Donderdag Veggedag)

Thursday was vegetarian day in the De Mineen! Sodexo and EVA provided interested persons with educational materials on sustainable, vegetarian, and healthy food options. Students and personnel enjoyed a savory vegetable lasagna—which completely sold out!

Eat no meat: save the world?! (Eet geen dieren: red de wereld?!)
Participants learned about the impact of animal food production on society and the environment from Tobias Leenaert, Director EVA (Ethical Vegetarian Alternative), while enjoying an appetizing catered vegan meal.

Stakeholder Engagement

The external stakeholder engagement event in collaboration with KAURI, the Belgian stakeholder network, was held on May 11, 2012. The event brought key stakeholders together for a roundtable discussion about how HUB approaches sustainability (see Stakeholder Engagement Section).
SENSD

The Student European Network for Sustainable Development (SENSD) is a network of student groups in Europe working towards sustainability. In 2011, a local chapter of SENSD formed at the HUB. Students who want to engage in sustainability outside the classroom now have a platform to do so. During the academic year 2011-2012, SENSD organized an event during the Week of Sustainable Food as well as a battery collection on Earth Day (April 22).

The HUB is proud to provide logistic support to these students.

Ecocampus

Ecocampus is an initiative of the Flemish Government’s Department of Nature and Energy aimed at integrating sustainable development themes into higher education. Ecocampus concentrates on the participatory and educational side of environmental protection and sustainable development.

HUB has collaborated with Ecocampus since its conception in 2008. Now that Ecocampus has begun its second phase (2011-2015), HUB contributes to Ecocampus by providing expert input and involvement centered around the symposium entitled “Duurzaam Hoger Onderwijs – De Kennis Voorbij” (Sustainable Higher Education, Past the Knowledge).
### Employees

#### Workforce

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<th>Total</th>
<th>Employment Type</th>
<th>Gender</th>
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<td># Part-time</td>
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<tr>
<td>Exiting Employee</td>
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<td>-</td>
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Table S1: HUB Employees by Type, Gender, and Age 2011. *Realtime data computed from February 2012 in order to reflect all changes made in 2011.*
In total, the HUB workforce consists of 906 employees (a slight decrease from 938 employees from the previous year). No significant changes have occurred to the compilation of the HUB workforce since 2010.

In 2011, HUB’s workforce (HUB-EHSAL vzw and HUB-KUBrussel vzw) participated in more than 18,576.25 hours of internal or external training (an increase over 2010—13,794.50 hours) as seen in the table above.

**Parental Leave**

In 2011, twenty female employees were entitled to primary parental leave, and all took their allotted leave. Eleven male employees were entitled to primary parental leave in 2010; of those, six men took their allotted leave. Two of the fathers entitled to primary parental leave which did not take it, had their children during the summer vacation period. Another father entitled to leave but did not take it, is only employed at 10% (a guest lecturer). All employees, except one female employee, returned to work after taking primary parental leave and were still employed by the end of 2011.

In addition to primary parental leave (immediately after the birth of a baby), there is an optional three-month leave which can be used anytime from birth until the child is twelve years of age. In 2011, 163 female and 107 male employees were entitled to this optional leave (i.e., they had children between 0-12 years of age). Thirty-eight female employees and no male employees chose to use part, or all, of this leave during 2011. Only one female employee did not return after this leave.

**Health and Safety**

In 2011, there were seventeen personnel accidents that occurred at work. Of these, the most serious was an open fracture that occurred from a loss of footing and resulted in fourteen missed days of work. In addition, there were nine accidents that occurred on the way to or from work. Of these, a broken bone was the most serious, resulting in fourteen missed days of work. There were no fatal injuries.
Students

In 2011, HUB had a total of 7163 students\(^1\). Economics and Management study programs account for the largest percentage of student enrollment.
Student Services

STUVO (student services) strives to meet the needs of HUB students. Psychotherapeutic support is offered to students for study-related problems and personal problems. Guidance teachers and Dutch language support are also available to students through their study program’s department. In 2011, HUB purchased special software to further support dyslexic students with their studies. Students with dyslexia can also get reimbursed for speech therapy.

STUVO took a number of initiatives in 2011 to promote the health and safety of HUB students, including:

- First aid courses;
- Free healthy breakfast for students at Brussels Campus and Parnas Campus;
- World AIDS Day at the Brussels Campus on December 1, 2011;
- Red Cross blood collection.

Internationalization

Internationalization is an important theme at HUB, as illustrated by its adoption as a Strategic Option of the institution. In 2010-2011, HUB welcomed 129 exchange students/twelve visiting personnel; and 103 HUB students/nine personnel went on exchange. HUB partners with seventy higher education institutions inside Europe, and fourteen out, for student and staff exchange programs.

In addition, (inter)national projects focus on important social developments. These projects are realized in close cooperation with external organizations and are subsidized by regional, national, and/or international governments. Some examples of international projects include:

- Comenius: Kleine Helden in Nood – a European project aimed at addressing the theme of gender-specific dimensions in education;
- The DREAM Project – a project aimed at teaching self knowledge and providing secondary students with a sense of realism;
- European Study Visit: Sustainability in Higher Education (see page 33);
- Multi-Action Facilitation Course (see page 32).
Managing our Environmental Performance

Due to the closure of the Koekelberg and Nieuwland facilities, the environmental performance of 2011 is difficult to compare with 2010.

In 2011, HUB laid the foundation for an environmental monitoring system. HUB, with external support from ibeve—an environmental and human resources consulting firm—performed an environmental review of HUB. Although HUB is in accordance with local environmental regulation, it commits itself to strive for better. The Sustainability Core Group provides theoretical guidance to the Environmental Coordinator, and where possible, the physical campus is used as a learning tool for students (for example, bachelor/master projects on HUB’s environmental performance, HUB data used in lesson plans, etc.).

HUB is exploring the possibility of participating in a Brussels-based initiative—the Ecodynamic Enterprise Label (Label “Ecodynamische Onderneming”). By participating in this local initiative, HUB would work with the local government to set environmental goals. After a two-year period, a review would determine if HUB has met its goal, and 1-, 2-, or 3-star certification is possible.

In academic year 2005-2006, the Board of Directors added “Sustainability” to HUB’s list of Strategic Options. Different departments have chosen to contribute to this Strategic Option in various ways. In 2011, the Board of Directors adopted “CO₂ Emission” as an indicator of the Strategic Option: Sustainability. This commits HUB to determine a baseline performance for CO₂ emissions per capita, set a target for reductions, and then monitor emissions of greenhouse gases on an annual basis. The Sustainability Coordinator (and the Sustainability Core Group) will collaborate with the Environmental Coordinator for this initiative.
In 2011, HUB consumed an estimated total of 2,813,385.73 kWh, equivalent to 10128.19 GJ of electricity. 2010 data have been adjusted from the initial report to include operations from the entire T’Serclaes facility. In total, there was a relatively minor decrease in energy consumption between 2010 and 2011 of 77,593.95 kWh. This reduction can be attributed to the closure of the Nieuwland and Koekelberg facilities. There is also a significant increase in the consumption of the T’Serclaes facility, which was expected since that facility was opened mid-2010. The cost of electricity for 2011 has been included in this report, as cost has been identified as a key driver for change in the organization—specifically the cost of electricity is a major concern of the Board of Directors.

<table>
<thead>
<tr>
<th>Building</th>
<th>Hermes</th>
<th>Erasmus</th>
<th>T'Serclaes</th>
<th>Parnas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provider</td>
<td>Nuon</td>
<td>Nuon/Electrabel</td>
<td>Electrabel</td>
<td>Nuon</td>
</tr>
<tr>
<td>2010</td>
<td>1,359,911.00 kWh</td>
<td>67,559.00 kWh</td>
<td>648,504.57 kWh</td>
<td>246,234.00 kWh</td>
</tr>
<tr>
<td>2011</td>
<td>1,322,257.00 kWh</td>
<td>11,557.73 kWh</td>
<td>1,227,334.00 kWh</td>
<td>252,237.00 kWh</td>
</tr>
<tr>
<td>Cost 2011</td>
<td>€ 159,848.43</td>
<td>€ 15,042.42</td>
<td>€ 179,983.24</td>
<td>€ 37,605.60</td>
</tr>
<tr>
<td>Total Estimated HUB Electricity Consumption 2010*:</td>
<td>2,890,979.68 kWh</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Estimated HUB Electricity Consumption 2011*:</td>
<td>2,813,385.73 kWh</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Cost for Energy 2011</td>
<td>€ 392,479.69</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Estimated consumption. Estimated total HUB consumption does not include HUB operations at Terranova facility.

Table EN1: HUB Electricity Consumption 2010 and 2011.
Gas

The total estimated gas consumption for 2011 was 3,186,454.00 kWh (11471.23 GJ). There was a decrease in consumption from 2010 by 226,576.86 kWh.

<table>
<thead>
<tr>
<th>Building</th>
<th>Hermes</th>
<th>T'Serclaes</th>
<th>Parnas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provider</td>
<td>Electrabel</td>
<td>Electrabel</td>
<td>Electrabel</td>
</tr>
<tr>
<td>2010</td>
<td>1,359,911.00 kWh</td>
<td>676.57 kWh</td>
<td>246,234.00 kWh</td>
</tr>
<tr>
<td>2011</td>
<td>1,072,604.00 kWh</td>
<td>1,472,761.00 kWh</td>
<td>641,089.00 kWh</td>
</tr>
<tr>
<td>Total 2010</td>
<td></td>
<td></td>
<td>3,413,030.83* kWh</td>
</tr>
<tr>
<td>Total 2011</td>
<td></td>
<td></td>
<td>3,186,454.00 kWh</td>
</tr>
</tbody>
</table>

Table EN2: HUB Gas Consumption 2010 and 2011. *Note: Nieuwland and Koekelberg data are included in total.

Oil

As the Koekelberg Campus was the only facility to use gasoil in their operations, and the facility is now closed, there was no gasoil consumption in 2011.

Energy Savings

Attention continues to be given to the amount of energy used at HUB and the subsequent emission of CO₂. In 2011, the Board of Directors adopted “CO₂ Emission” as the indicator for the Strategic Option: Sustainability. By using Scope 1 and 2, as defined by the Green House Gas Protocol, HUB will focus its attention for CO₂ reduction initially on energy reduction.

The ICT department continues to look for ways to improve its energy efficiency. In 2011, an investigation was performed as to whether the energy efficiency of the ICT data center could be improved. This is an on-going project.

In addition to major operational changes, student and staff behavior has a major impact on the amount of energy consumed at HUB. PowerFreezzz is a locally-developed software that allows computers to be automatically turned off when not in use. HUB intends to launch this software in academic year 2012-2013. Assuming a computer uses between 80-150 kWh of energy when on and 15 kWh when in sleep mode, the potential energy saving for an institution the size of HUB is quite large. However the actual energy savings of these initiatives will not be known until after implementation.
Greenhouse Gas Emissions

HUB’s estimated tons CO$_2$e (carbon dioxide equivalent) emissions for factor-based emissions (i.e., indirect emissions resulting from the purchase of energy) for 2010 and 2011 are presented in the table below:

<table>
<thead>
<tr>
<th>Building</th>
<th>Hermes Electricity</th>
<th>Hermes Gas</th>
<th>Erasmus Electricity</th>
<th>Erasmus Gas</th>
<th>T'Serclaes Electricity</th>
<th>T'Serclaes Gas</th>
<th>Parnas Electricity</th>
<th>Parnas Gas</th>
<th>Nieuwland Electricity</th>
<th>Nieuwland Gas</th>
<th>Koekelberg Electricity</th>
<th>Koekelberg Gas</th>
<th>Koekelberg Oil</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>353.62</td>
<td>444.96</td>
<td>17.57</td>
<td>64.03</td>
<td>282.93</td>
<td>93.24</td>
<td>318.86</td>
<td>64.03</td>
<td>54.67</td>
<td>0.04</td>
<td>0.62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>343.83</td>
<td>329.05</td>
<td>3.01</td>
<td>196.67</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total 2010</td>
<td>1,799.42</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total 2011</td>
<td>1,709.09</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table EN3: HUB Greenhouse Gas Emissions 2010 and 2011 display in tons of CO$_2$e.

The 2010 data have been adjusted to reflect the edits to T'Serclaes energy consumption. In 2011 HUB emitted an estimated 1,709 tons of CO$_2$e. This represents a slight decrease in emissions from 2010, but again this can be attributed to the closure of the Nieuwland and Koekelberg facilities.

As stated above, the indicator for the Strategic Option: Sustainability commits HUB to determine a baseline performance for CO$_2$ emissions per capita, set a target for reductions, and then monitor emissions of greenhouse gases on an annual basis. Setting concrete targets for an institution in constant flux is difficult and not always meaningful. Campus consolidation and mergers continue to reshape the boundaries of the institution, and in turn affect the environmental performance. It is difficult to track intentional successes and failures in regards to behavioral changes when large institutional changes shift performance dramatically in one way or another. It is too soon to commit HUB to a specific reduction target, as the baseline emission level has yet to be determined. The closure of Nieuwland and Koekelberg skewed the 2010 to 2011 trend, and the projected opening of a new HUB facility will skew data trends over the next two years.

However, uncertainty is not a reason to not act. As mentioned in the Education Section, in academic year 2011-2012, Prof. Dr. Jean-Pascal van Ypersele, the Vice-chair of the IPCC gave five lectures on climate change at HUB (see page 25). HUB plans to further sensitize and engage student and staff members about climate change and their impacts on the CO$_2$e emissions of HUB in academic year 2012-2013.
There are still major operational hurdles to overcome that inhibit HUB from a better performance. Mainly the heating systems of the T’Serclaes and Hermes buildings are not efficient (hot spots force windows to be opened while heating is on), and lighting in T’Serclaes is centrally controlled (which prevents individuals from being about to turn off and on lights in their own office). The Environmental Coordinator is investigating possible solutions for both of these issues.

**Water**

Data for HUB’s water consumption continue to be limited to the Hermes, T’Serclaes, Parnas, and Terranova facilities. In 2010, HUB consumed an estimated 20,215 m$^3$ of water; in 2011 HUB consumed an estimated 17,275 m$^3$ of water. Although the overall water consumption has decreased by 2940 m$^3$ (which can be attributed to the closing of the Nieuwland and Koekelberg facilities), the consumption of each individual facility increased. This can be attributed to the closure of the facilities, resulting in an increased student and staff population making use of the remaining facilities.

<table>
<thead>
<tr>
<th>Building Provider</th>
<th>Hermes</th>
<th>ERASMUS</th>
<th>T’Serclaes</th>
<th>Parnas</th>
<th>Terranova</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provider</td>
<td>Hydrobru</td>
<td>Hydrobru</td>
<td>Hydrobru</td>
<td>I.W.V.B</td>
<td>Hydrobru</td>
</tr>
<tr>
<td>2010</td>
<td>9,228 m$^3$</td>
<td>No data available</td>
<td>3,138 m$^3$</td>
<td>400 m$^3$</td>
<td>1,174 m$^3$</td>
</tr>
<tr>
<td>2011</td>
<td>11,175 m$^3$</td>
<td>No data available</td>
<td>4,820 m$^3$</td>
<td>466 m$^3$</td>
<td>814 m$^3$</td>
</tr>
<tr>
<td>Total Estimated HUB Water Consumption 2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20,215 m$^3$</td>
</tr>
<tr>
<td>Total Estimated HUB Water Consumption 2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17,275 m$^3$</td>
</tr>
</tbody>
</table>

Table EN4: HUB Water Consumption 2010 and 2011.

In 2010, HUB facilities located in Brussels discharged an estimated total of 16,809 m$^3$ of sewage, and the HUB facility located in Flanders discharged an estimated total of 466 m$^3$ of sewage.
Materials Used and Waste Generated

In 2011, HUB contracted with Net Brussel to collect 1292.10 m³ of waste, of which 44% would be diverted to be recycled. This represents an increase in overall waste generated by HUB from 2010, and a decrease in percentage of waste diverted for recycling. These data exclude the Parnas facility located outside the jurisdiction of Net Brussel. In 2011 there were no significant spills.

<table>
<thead>
<tr>
<th></th>
<th>Non-Sorted Waste</th>
<th>Paper</th>
<th>PMD</th>
<th>Glass</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>504.12 m³</td>
<td>286.10 m³</td>
<td>182.26 m³</td>
<td>59.28 m³</td>
</tr>
<tr>
<td>2011</td>
<td>721.60 m³</td>
<td>314.40 m³</td>
<td>213.20 m³</td>
<td>42.90 m³</td>
</tr>
<tr>
<td>Total 2010*</td>
<td></td>
<td>1031.76 m³</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total 2011*</td>
<td></td>
<td>1292.10 m³</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage Diverted for Recycling 2010</td>
<td></td>
<td></td>
<td></td>
<td>51%</td>
</tr>
<tr>
<td>Percentage Diverted for Recycling 2011</td>
<td></td>
<td></td>
<td></td>
<td>44%</td>
</tr>
</tbody>
</table>

Table EN5: HUB Waste Streams 2010 and 2011 (not including waste of Parnas Campus).

However, containers are only collected if they are full, so the actual amount of waste generated by HUB is lower than what is contracted for.

<table>
<thead>
<tr>
<th></th>
<th>Total HUB Students</th>
<th>Total Waste</th>
<th>Non-Sorted Waste</th>
<th>Paper, PMD, and Glass</th>
<th>Percentage Recycled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>2349</td>
<td>523.71 m³</td>
<td>316.69 m³</td>
<td>207.02 m³</td>
<td>39.53%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>2643</td>
<td>731.72 m³</td>
<td>433.40 m³</td>
<td>298.32 m³</td>
<td>40.77%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>3314</td>
<td>711.81 m³</td>
<td>420.75 m³</td>
<td>291.06 m³</td>
<td>40.89%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>5581</td>
<td>671.11 m³</td>
<td>409.20 m³</td>
<td>261.91 m³</td>
<td>39.03%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>7163</td>
<td>691.90 m³</td>
<td>434.50 m³</td>
<td>257.40 m³</td>
<td>37.20%</td>
</tr>
</tbody>
</table>

Table EN6: HUB Waste Streams 2010 and 2011 (not including waste of Parnas Campus), Declercq 2012.
As illustrated in table EN6, although the number of students at HUB continues to rise, the overall waste generation maintains relatively stable. There has, however, been a slight downward trend in the percentage of waste diverted to be recycled.

As mentioned in the Materiality Matrix on page 17, the reduction of waste is a priority to HUB. In academic year 2011-2012, a bachelor project by Charlotte Declercq, a student of the Environment, Health and Safety Management program, was performed on the purchasing policies and respective waste streams of HUB. One of the main focus points of the student’s work was the behavior of students in regards to sorting or not sorting their waste at HUB. This is one area of the institution’s performance that is heavily influenced by the actions of its community. After extensive investigation, the student concluded that the placement of bins and the attitude of students greatly influenced whether or not students would sort their waste. To address these two issues, the student worked with the Logistics Department, Sodexo Catering Services, and Student Services (STUVO) on the placement and availability of sorted-waste bins. The student also developed a sensitization campaign, as shown below.
Paper

As identified in the initial report, paper is one of HUB’s major materials used. 7,000,000 sheets of paper were purchased in 2011; a reduction from 7,500,000 sheets in 2010. In an effort to further reduce consumption, HUB automated double-sided printing for all copiers and printers in December 2011. As noted by a student during the external stakeholder dialogue, these figures do not include obligatory print job students do outside of HUB (the printing of course materials at home) or printed course readers.

In addition to focusing attention on the reduction of paper usage, the Sustainability Core Group in collaboration with the ICT department initiated experimentation with using recycled paper for printing and copying machines. As stated in the initial report, HUB had tried using recycled paper before with poor results (dust generation, paper jams, and ink linkages on paper). Based on an investigation into sustainable paper use initiated by the Environment, Health, and Safety Committee of the KU Leuven Association, a new paper provider was selected for the Association, and a specific type of paper (Blue Angel Certified Recycled Paper) was identified as the overall best choice for recycled paper. The Sustainability Core Group and ICT department decided to implement this type of recycled paper at HUB.

Difficulties occurred after a couple months—specifically, paper jams increased exponentially. It is unclear if these difficulties were due to the quality of the paper or the storage of the paper at HUB. HUB is currently working with the paper supplier to select a new type of recycled paper that will work for the institution.
Bart Holvoet, the Director of the Forest Stewardship Council (FSC) Belgium attended the stakeholder dialogue event of May 11, 2012. Mr. Holvoet provided HUB with interesting feedback on some paper sources used in the past and considered for future use by the institution. In addition to providing information about paper sources, Mr. Holvoet engaged HUB in a discussion about paper management.

The goal for academic year 2012-2013 is to further reduce the amount of paper used for printing and copying purposes. Students already pay for every print/copy job. However, there is no accountability system in place for staff members. With the installation of new printers/copiers and the implementation of a new accountability system in 2012-2013, HUB hopes to decrease paper and energy waste that results from unwanted or unnecessary print jobs. Naturally staff members will not be charged for print jobs, but they will be given an allotted amount in the beginning of the year. The goal is to encourage everyone to “think before you print.”

By utilizing the Papercut software, staff members will be able to track their paper consumption on a year-to-date basis. Sensitization actions are built into the software—in addition to tracking the number of sheets of paper users consume, information about the number of trees used, CO2 emitted, and energy required for their printing jobs is also provided to the user. Individual usage can be compared to the average of the entire institution as well. Papercut estimates that a 10% reduction in paper usage occurs solely because users know their consumption is being tracked.iv

Sensitization actions will help staff members be conscious of their printing

In addition to reducing the number of print jobs and opting for a more sustainable paper source, HUB seeks to reduce its paper impact through the atomization of double-sided printing. A common estimation for average paper reduction from switching to double-sided printing is 33%.v

Plastic Cups

Another highly visible material used at HUB are plastic polystyrene (PS) cups. These cups are primarily used for drinking coffee by staff members. The cups are intended for single use and are not recyclable in standard municipal recycling streams. Internal stakeholders continuously voice their dislike for the use of these cups and the volume in which they are used at HUB, therefore it was decided to include PS cups in this report. In 2011, HUB purchased a total of 131,500 of these disposable cups.
ICT Equipment

The purchasing and waste streams of ICT-related equipment are different from the rest of HUB’s materials listed above. ICT materials cannot be disposed of in the regular waste stream of HUB, so they are collected separately and disposed of periodically by an organized collection.

Printer toners account for a constant ICT waste stream. HUB has recently switched to the company Ricoh for multiuse printing/coping machines. Ricoh is an ISO 14001 certified company, with known sustainability attributes such as sustainable design criteria, user-friendly “take-back” schemes, and a focus on energy efficiency. Ricoh Belgium and Luxemburg offers a toner recycling program for its customers. In addition, there is an automated tracking system for Ricoh toners which will make it easier for HUB to track quantity and cost of toners used. Previously the tracking of toners and their end-of-life processes was difficult for HUB. In 2012, there will be more accountability and insurance that toners are properly recycled and not disposed of accidentally in waste bins.

As Ricoh machines replace multiuse machines, it is the goal of the ICT department to reduce the number of individual printers used at HUB. Shared multiuse machines discourage “convenience” prints that individual-use printers allow.

“Sustainability is a work in progress. We can always do more—change our habits and take precautions for the future. My advice: put at least 20 meters between you and your printer. You’ll print less and picking up the printed pages is good for your health.”

–Jan Van Calster, Head of ICT HUB
Economic Performance

Information for this indicator has been compiled using data from the *Jaarverslag 2010-2011*, annual report. The main policy objectives of the financial management of HUB can be summarized as: 1) the efficient use of financial resources for the realization of the HUB Mission Statement, whereas activities for education, research, scientific, and social services are developed at an acceptable cost to the community; 2) ensuring a sufficient degree of financial autonomy of the institution to guarantee the continuation of its operations.

The sale of the Nieuwland building during 2011 accounts for major differences between 2010 and 2011 performance. As shown in the table below, extra revenue increased from just under one million euro in 2010, to over eight million in 2011; this can be attributed to the sale of the building. In 2011, government funding continued to account for 76% of HUB’s revenues; and 67.9% of HUB’s operating costs were for personnel. In 2011, HUB received no significant fines for non-compliance with laws and regulations.
<table>
<thead>
<tr>
<th>Economic Value Generated</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a) Revenues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operational subsidies; tuition and fees; proceeds from educational activities; services and research; inventory and change orders being processed; fixed assets; memberships fees, donations, subsidies; other operating income.</td>
<td>€53,424,145</td>
<td>€52,301,916</td>
</tr>
<tr>
<td><strong>b) Extra Revenue</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial income, extraordinary income, profit from extraordinary activities.</td>
<td>€1,358,157</td>
<td>€8,945,730</td>
</tr>
<tr>
<td><strong>Economic Value Distributed</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>c) Operating Costs</strong></td>
<td>€16,890,803</td>
<td>€14,991,226</td>
</tr>
<tr>
<td>Goods, raw materials, and consumables; services and other goods; depreciation for liabilities and charges; depreciation allowance; provisions for liabilities and cost; other operating costs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>d) Employee wages and benefits</strong></td>
<td>€35,695,472</td>
<td>€37,130,809</td>
</tr>
<tr>
<td>Employee salaries, social security, and pensions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>e) Payments to providers of capital</strong></td>
<td>€1,092,670</td>
<td>€1,031,306</td>
</tr>
<tr>
<td>Interest of loans.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>f) Community Investments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>These are done sporadically; there is no set budget for community investments, nor are these expenditures explicitly recorded from other operational expenses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>g) Extra Costs</strong></td>
<td>€28,620</td>
<td>€18,092</td>
</tr>
<tr>
<td>Additional financial costs (excluding interest of loans)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Economic value retained</strong></td>
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* Disclosure of Management Approach: Social

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*No changes have occurred, see HUB Sustainability Report 2011

This report is a self-declared level B report in accordance with the GRI G3.1 Guideline. Additional information about HUB, including the annual reports, can be found at: www.hubrussel.be.

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1 Data regarding student enrollment taken from the annual report (*Jaarverslag Deel 2 Onderwijs* pg. 49-50).
2 Greenhouse gas emissions are converted to their heating trapping potential in terms of carbon dioxide, as defined by the Greenhouse Gas Protocol: www.ghgprotocol.org
4 www.papercut.com/tour/save-paper
5 www.conservatree.org