A NETWORK IN CONTINUOUS DEVELOPMENT
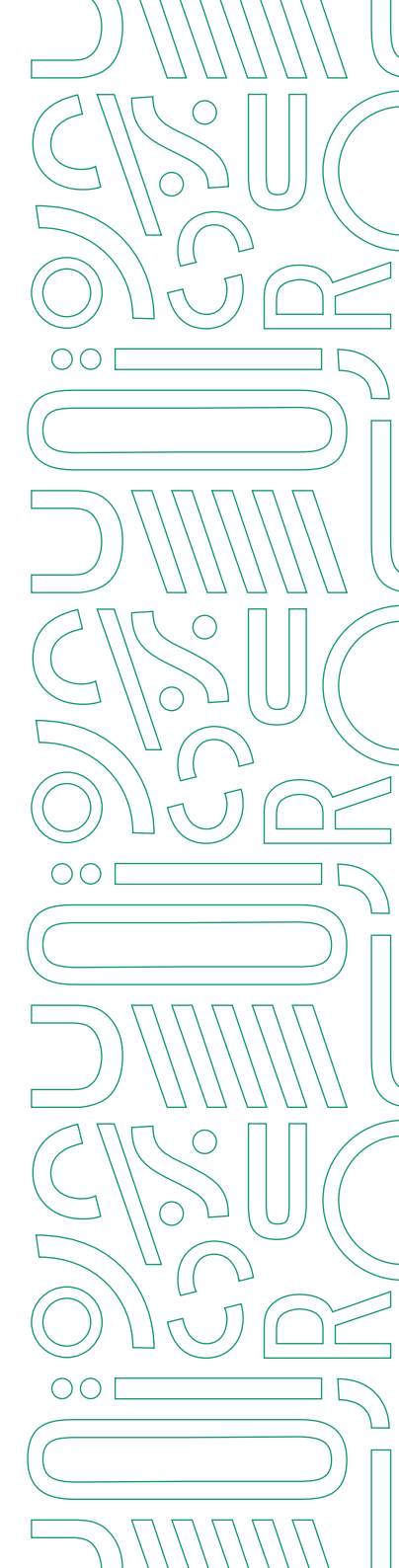2019-2020 RUS ACTIVITIES REPORT

RUS

RETE DELLE UNIVERSITÀ PER LO SVILUPPO SOSTENIBILE - NETWORK OF UNIVERSITIES FOR SUSTAINABLE DEVELOPMENT

A network in continuous development

RUS Activities Report
January 2019 - May 2020

PREFACE

Environmental sustainability is one of the great issues of this century. It is a challenge upon which each one of us is called to adopt a responsible attitude that safeguards and preserves the environment as a primary asset. We do this with care, from reducing plastic consumption to adopting alternative means of transport; from reducing food waste to using clean energy. However worthy, these behaviours are surely important, but not sufficient. The goals set by the 2030 Agenda for Sustainable Development call for a profound change that translates into a new way of thinking and therefore also of teaching and doing research. Busy in its laboratories studying new solutions, University is a place of education, culture and exchange and therefore has a decisive role to play in shaping the world we want to live in and the one we want to leave behind. In the face of unprecedented technological development, and of the speed and impact with which this is affecting the habits and pace of life and work, there must be a greater awareness of the contribution that

academia can provide to society. Hence the origin of CRUI's commitment through the RUS (Rete delle Università per lo Sviluppo sostenibile), the Network of Universities for Sustainable Development,
The activities carried out in recent years and described in this report are a clear example of this. The same can be said of the Magnificent Meetings dedicated to these issues and the Manifesto - from "Universities for Sustainability" to "Sustainability in Universities", which deals with the matters of circular economy, resilience, social cohesion and the role that each university is called upon to play in its territory. This is a role that we cover with great conviction, in the certainty that we can make a difference for the current and future generations of researchers and professionals who will be appointed to outline the Country's growth policies.

Ferruccio Resta

President of the CRUI
Conferenza dei Rettori
delle Università Italiane
(Conference of the Rectors
of Italian Universities)

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FOREWORD

PATRIZIA LOMBARDI

For some years now, specialist literature has strongly acknowledged and emphasised the role that universities play in the transition to sustainable development of local communities and territories. This role and its ensuing responsibility do not end with the training of future managers, lecturers, politicians, decision-makers and professionals, but also include the dissemination and advancement of knowledge, the support of government, industry and civil society in the co-production of technological innovation and a commitment to the material and spiritual progress of local communities.

The recent period of health crisis, as well as the economic and social recession we are currently experiencing, has further highlighted the fundamental task that university is called to execute in guiding and supporting the process of building the transformational resilience necessary for the tangible achievement of the United Nations 2030 Agenda goals. This is a complex challenge that involves all local and global bodies and stakeholders. It is clear that achieving the Sustainable Development Goals requires inclusive partnerships, based on a common vision and on principles and values that put people and the planet at the very centre. This requires partnerships between governments, the private sector and civil society at all levels: global, regional, national and local. Only with this major joint action, highlighted by Goal 17 of the Agenda, will it be possible to direct investments from the North to the South, in strategic sectors such as sustainable energy, infrastructure and transport, as well as information and communication technologies.

The evolution of knowledge, scientific research and innovation also require the construction of partnerships according to the well-known Quintuple Helix model (Carayannis, E. G., & Campbell, D. F., 2009). Without partnerships, not only would the objectives of equity and environmental and intergenerational justice be compromised, but this would also apply to those linked to social inequalities and forms of discrimination and exclusion against the weakest, especially women and children. In the wake and awareness of this, the RUS, the Network of Universities for Sustainable Development, which is in itself the first Italian experience of coordination and sharing among all the universities committed to environmental sustainability and social responsibility, in the five years since its establishment has created various partnerships with associations and bodies that share these same principles, such as the Italian Alliance for Sustainable Development - ASviS, AIESEC, UNICEF Italy, ANDISU, the Conferenza dei Collegi Universitari di Merito - CCUM, as well as EXPO2020 Italy, the Italian Alpine Club - CAI, Nuova Economia per Tutti - NExT, Salone della CSR e dell'Innovazione sociale. One of the main objectives

Carayannis e.g., Campbell, D. F.J. (2009); **" 'Mode 3' and 'Quadruple Helix': Toward a 21st century fractal innovation ecosystem"** in International Journal of Technology Management volume 46, Issue 3-4

of the RUS is to increase the positive impacts of the actions implemented by individual universities. The agreement with these associations and bodies was therefore an important opportunity to activate synergies and to pool joint actions to achieve the targets of the 2030 Agenda.

In this last year of activity, the RUS, coordinated by Politecnico di Torino, has been especially involved in defining a plan for the concrete implementation of the Manifesto - from "Le Università per la Sostenibilità" to "La Sostenibilità nelle Università", signed by Rectors last May 2019 in Udine. This also led to the establishment of a new working group on "Inclusion and Social Justice" and the creation of a specific working table on capacity building, as well as an important opportunity for collaboration with ANVUR, for the definition of indicators and metrics able to measure the success of universities' third mission actions and initiatives, as is highlighted in chapter 5 of the Report. More recently, the RUS has supported the process of signing the important collaboration agreement signed, in July 2020, by CRUI with GSE, the Energy Services Manager. This agreement, based on the technical annex prepared by the RUS, will provide access to facilities and opportunities for collaboration in the development of training and information activities on the issues of energy efficiency and upgrading, as well as in the testing of energy communities and initiatives necessary for the energy transition of our territories.

The commitment of the RUS was also evident at the time of the Covid-19 emergency with systemic and continuous actions not only related to teaching and research, but also to the welfare and physical and psychological well-being of people in local communities, as demonstrated by the 121 good practices reported, between April and June, by RUS member universities (see chapter 4 of the Report), as well as the contents of the open letter through which the RUS Coordination Committee, together with the coordinators of the Working Groups, declared their willingness to make themselves available to the territories and the Government.

Finally, the Report provides the results of the annual "mapping" survey among the universities that are members of the RUS (chapter 6). From the observation of the data received, there is no doubt that the attention and commitment of the universities in the Network on sustainable development issues is growing, not only as a reference in the strategic plans of the universities but also in the establishment of offices in charge of involvement and capacity building activities.

Lastly, the RUS has supported educational activities linked to lifelong learning, aimed at teaching, administrative and technical staff and librarians, as well as local communities, in addition to outreach activities, awareness-raising and involvement events, both in person and remotely during the lockdown period. Finally, I would like to highlight the great participation of RUS universities in

supporting the work of the National Strategy for Sustainable Development (SNSVS), adopted by the Ministry of the Environment and Protection of Land and Sea (MATTM) in October 2017, thanks to the dissemination of the "vectors of sustainability": education, awareness and communication, through the transformation of knowledge into skills; the promotion of education for sustainable development and its solutions. All of this appears in the results of the MATTM Call for Proposals (SNSvS 2), which show the establishment of numerous partnerships between universities and regional bodies both in terms of Research Projects supporting the processes of elaboration and implementation of regional and provincial strategies for sustainable development (Category 1) and Research Projects on priority topics for the implementation of the National Strategy for Sustainable Development (Category 2).

In conclusion, as the 2020 Report points out, the Network, with its 77 universities and more than 500 active members in its 7 Working Groups, is making its expertise available to the country in this delicate moment of transition, which unfortunately brings with it not only repercussions on the national health and economic system, but also a drastic increase in the social exclusion gap.
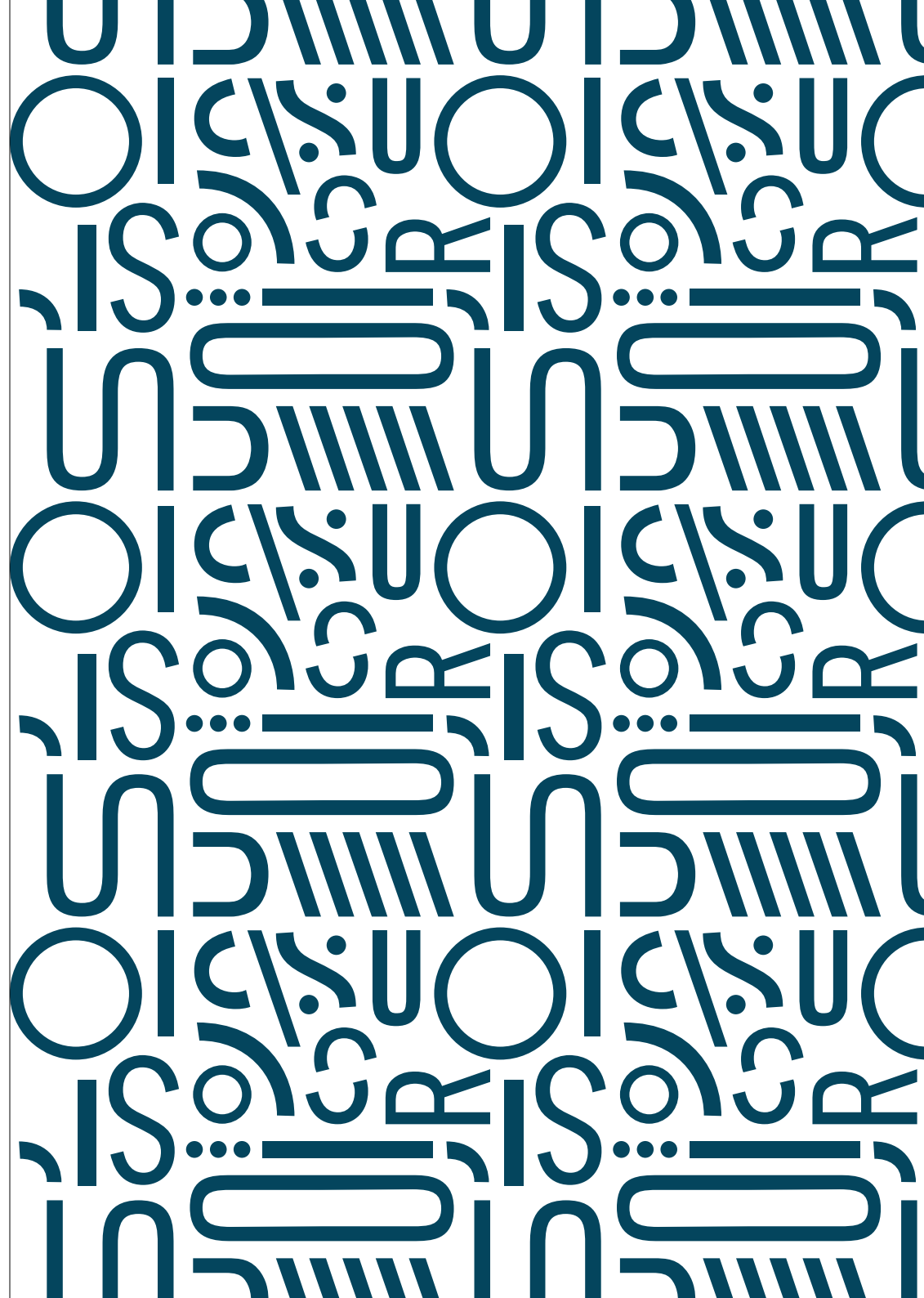
GOALS AND OBJECTIVES

Promoted by CRUI - Conference of Italian University Rectors - since July 2015, the RUS - Network of Universities for Sustainable Development is the first experience of coordination and sharing among Italian universities committed to environmental sustainability and social responsibility issues, which have undertaken to direct their institutional activities towards integrated sustainability objectives and to actively participate in achieving the institutional objectives of the Network.
All CRUI member universities take part in the RUS by right, but other universities whose institutional aims are consistent with the objectives of the network may also join.
The RUS, which is a unique experience of its kind in terms of the number of members and range of action, is proposed as a model of good practice to be extended to other sectors of public administration, education and of the territory in general, encouraging the development of partnerships between universities and cities, spreading social innovation throughout the territory and providing cultural stimuli for the entire Country system.

GOALS
The main goal of the Network is the dissemination of the culture and good practices in sustainable development both within universities and in the broader community (at a local, regional, national and international level), in order to increase the positive environmental, ethical, social and economic impacts of the actions implemented by the Network members, so as to contribute to the achievement of the 2030 Agenda Goals and to strengthen the recognition and value of the Italian experience at an international level.

INSTITUTIONAL OBJECTIVES
The institutional objectives of the Network are listed below:
- Harmonisation of institutional activities and improved management of environmental and social aspects.
- Creation of a community capable of developing best practices and representing the university at a national and international level.
- Promotion and development of projects in knowledge and skills transfer, teaching and university management.
- Development of a transdisciplinary approach in university curricula in order to contribute to the growth of a culture of sustainable development and to influence the adoption of appropriate lifestyles by students.
- Training and refresher courses on sustainable development for university staff and teachers at all levels.
- Creation of awareness-raising and promotional campaigns to foster stakeholder engagement.
- Increased collaboration with public bodies and

businesses on projects related to the aims of the Network.

- Formulation of opinions and proposals, on matters within its competence, when requested by institutional bodies.

GOVERNANCE

WORKING GROUPS

Climate Change
Food
Education
Energy
Inclusion and Social Justice
Mobility
Resources and Waste

ORGANISATIONAL SECRETARY

Politecnico di Torino

COORDINATION COMMITTEE

Politecnico di Torino
President and Secretary Offices

Alma Mater Studiorum – Università di Bologna
Università Ca' Foscari Venezia
Università degli Studi di Bari Aldo Moro
Università degli Studi di Milano-Bicocca
Università degli Studi di Parma
Università degli Studi di Roma "Tor Vergata"
Università degli Studi di Siena
Università degli Studi di Udine
Politecnico di Bari
Politecnico di Milano

GENERAL ASSEMBLY

Delegates of the 77 Universities

PARTICIPATING UNIVERSITIES

WORKING GROUPS

The RUS is divided into seven Working Groups (WGs) dedicated to the priority issues for the achievement of the Network's institutional objectives.

Below is the main information for each WG: the coordinator (there may be more than one and supported by operational contact persons), a brief description of the WG's objectives and any significant activity developed between January 2019 and May 2020. The WGs started their activities at different times and are in continuous transformation and updating; to date, these are: Mobility, Resources and Waste, Energy, Climate Change, Education, Food, Inclusion and Social Justice (the latter formally established in December 2019, so for this reason it does not show a significant activity for the reporting period).

2017
51 participating universities

2018
+ 07 universities, a total of 58 participating universities

2019
+ 10 universities, a total of 68 participating universities

2020
+ 09 universities, a total of 77 participating universities

CLIMATE CHANGE

Year and month of start-up
2017, March

Universities involved
47

Coordinator
Prof. Stefano Caserini
— Politecnico di Milano

Operational contact person
Mrs. Paola Baglione - Arch.
— Politecnico di Milano

The aim of the Working Group on Climate Change is to guide the universities' commitment to actions against climate change through the sharing of information, materials and methods aimed at defining common metrics, knowledge, skills and good practices. The activities include support to the development of inventories of CO2 emissions of universities, the promotion of mitigation and adaptation plans, the support to the undertaking of formal commitments to limit emissions and to provide communication and training on the subject.

GUIDELINES MITIGATION PLANS

The guidelines for the drafting of the "Emission Mitigation Plan" of the universities were discussed in the Working Group and are being defined in a specific document, which outlines the methodological framework for the definition, formal undertaking and subsequent verification of a university's commitments to reduce climate-changing emissions.

FOOD

Year and month of start-up
2018, December

Universities involved
52

Coordinators
Prof. Egidio Dansero
— Università degli Studi di Torino
Prof. Eleonora Sirsi
— Università degli Studi di Pisa

Operational contact persons
Dr. Nadia Tecco
— Università degli Studi di Torino
Dr. Margherita Brunori
— Università degli Studi di Milano

The Food Working Group deals with how food is consumed in universities, by students and staff, in order to make universities a model of sustainable food consumption for the territory. The contents of the Working Group concern the supply, distribution and consumption of food and the management of related waste, as well as food education and sustainability, and relations with other players in the area. The working group aims to produce knowledge on the university food phenomenon by collecting and disseminating data and promoting the exchange of experiences and good practices.

ACCESSIBILITY TO DRINKING WATER IN UNIVERSITY

A survey was carried out with the aim of investigating the practices of universities on the issue of drinking water, which revealed that a good number of universities have already taken action or are taking action to install dispensers providing free access to water and distributing water bottles. One aspect that is still lacking proper coordination is the way water is provided during events, since in most cases there is no one-size-fits-all approach.

EDUCATION

Year and month of start-up
2017, September

Universities involved
47

Coordinator
Prof. Enrico Giovannini
— Università degli Studi di Roma "Tor Vergata"

Deputy coordinator
Dr. Gabriella Calvano
— Università degli Studi di Bari

Aware of the importance of adopting a lifelong and life-wide learning perspective, the Education Working Group focuses on the various methods of education to and for sustainable development, highlighting good practices and proposing teaching and educational approaches and methods that are effective in ensuring that all members of the university community (students, lecturers, technical and administrative staff) are familiar with the 2030 Agenda and the principles of sustainable development, also with reference to their field of study.

LESSON ZERO ON SUSTAINABLE DEVELOPMENT

The Lesson Zero is the network's first training initiative. Through it, the RUS member universities decided to promote a training course on the contents of the 2030 Agenda.
It consists of an optional online or face-to-face credit-bearing course aimed at students of all degree programmes, which aims to introduce them to sustainability issues, with particular reference to the 17 Sustainable Development Goals proposed by the 2030 Agenda. The initiative is carried out in collaboration with ASviS, which made its online course available. Each university may decide to provide it "as is", or to consider it as a basis from which to promote an in-depth study of the Agenda's objectives, according to the focus and skills (including research) of its own university.

ENERGY

Year and month of start-up
2016, November

Universities involved
44

Coordinator
Prof. Alberto Poggio
— Politecnico di Torino

Operational contact persons
Mr. Claudio Turcotti - Eng.
— Politecnico di Torino

The Energy Working Group studies the energy requirements of the university facilities, the actions to reduce them and to meet them with renewable energies, in compliance with comfort standards and the services provided. To this end it collects data and builds information and methodological bases, and defines metrics.
It supports the action of Energy Managers in universities.
It collects and disseminates good practices for energy management in Public Administration.
It promotes attention to energy sustainability in university communities and on the local territory.

DRAFTING OF A GREEN PAPER ON "SUSTAINABLE ENERGY MANAGEMENT"

The document aims to provide elements to give further drive to the implementation of the 2019 Rectors' Manifesto on energy management of universities, through:

- a focus on the role and characteristics of the Energy Manager,
- the identification of common objectives and actions,
- the promotion of energy management in academic communities and the local area,
- the dissemination of stimuli and good practices.

INCLUSION AND SOCIAL JUSTICE

Year and month of start-up
2019, December

Universities involved
39

Coordinator
Prof. Laura Nota
— Università degli Studi di Padova

Operational contact persons
Dr. Gioia Grigolin
— Università degli Studi di Padova

The aim of the Inclusion and Social Justice Working Group is to implement shared policies and to promote sustainable and inclusive social contexts capable of evolving and initiating innovations focused on social justice. The commitment is to raise a critical awareness of inequalities, discrimination and inequities, to promote services focused on the right to education, to initiate inclusive policies that pay attention to linguistic and gender inequalities and to reduce any barriers.
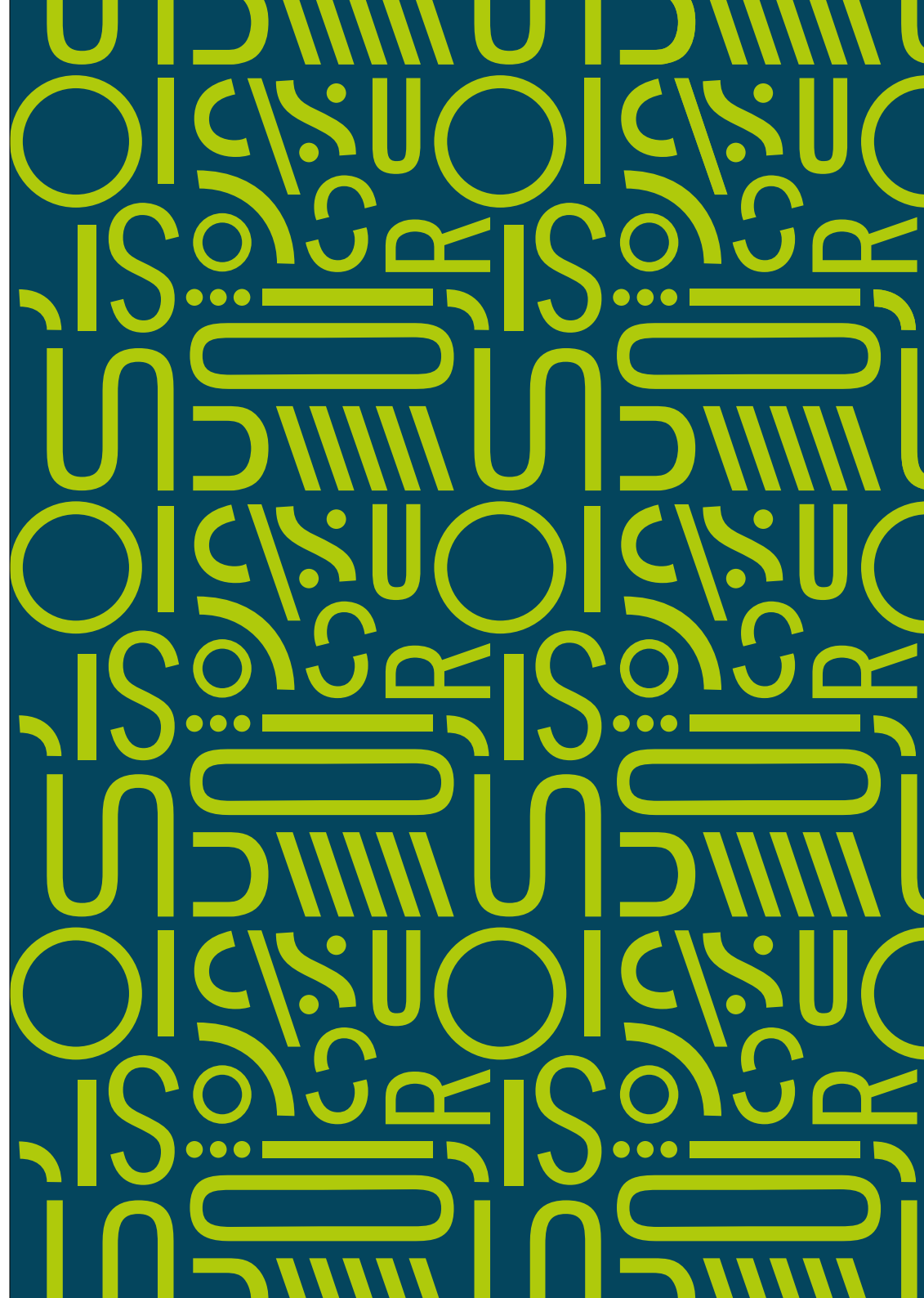
MOBILITÀ

Year and month of start-up
2016, November

Universities involved
64

Coordinator
Prof. Matteo Colleoni
— Università degli Studi di Milano-Bicocca

Deputy coordinator
Prof. Giuseppe Inturri
— Università degli Studi di Catania

Operational contact persons
Dr. Massimiliano Rossetti
— Università degli Studi di Milano-Bicocca

The Mobility Working Group discusses and implements academic mobility management policies and interventions and the drafting of home-university travel plans with a view to promoting sustainable mobility, encouraging the use of public or shared transport, limiting access to university buildings by private cars with traditional fuels and raising awareness of mobility values and behaviours in order to encourage innovation and technological and organisational change. Particular attention is paid to the promotion of active mobility (walking and/or cycling).

UNIVERSITIES AND GOVERNANCE OF SUSTAINABLE MOBILITY

During the course of the year, the working group dedicated particular attention to the preparation of shared methods and tools for surveying and classifying both the mobility profiles of the academic population and the mobility management measures implemented by the various universities. The former not only responded to the need to adopt tools suitable for producing comparable data, but also to provide fundamental empirical evidence for drafting home-work travel plans. The latter, on the other hand, made it possible to classify mobility management interventions within common and comparable categories at the national and international level. Ultimately, this activity has laid the groundwork for the publication of the book "Universities and governance of sustainable mobility", in which the topic of sustainable mobility and its governance is presented with a focus on both the actions implemented by the various public and private players to achieve the objectives of sustainable mobility of the United Nations 2030 Agenda for Sustainable Development, as well as those carried out in the academic field by RUS.

RESOURCES AND WASTE

Year and month of start-up
2016, November

Universities involved
56

Coordinators
Dr. Daria Prandstraller
— Alma Mater Studiorum -
Università di Bologna
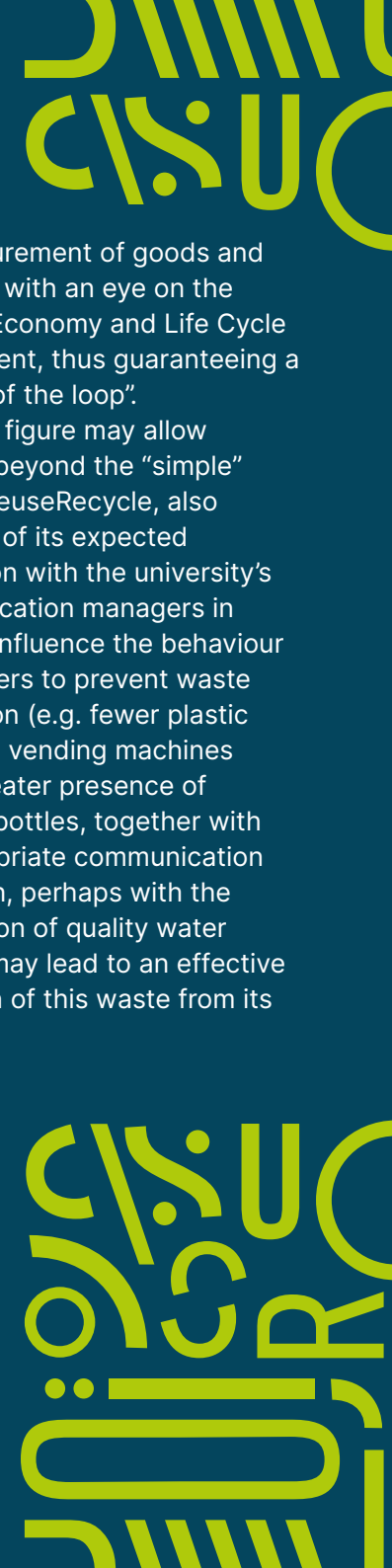Dr. Eleonora Perotto
— Politecnico di Milano

The working group works on management methods (collection, temporary storage, transport and treatment) for all types of waste produced by universities, in accordance with legislative and technical standards. Even with an eye on the "circular economy", it also collects and disseminates practices aimed at raising awareness of the issue of proper waste management and at directing towards behaviours designed to prevent waste production from the outset: from the non-use or limited/shared use of certain objects or substances to the virtuous management of goods and materials in order to extend their useful life as long as possible.

PROPOSAL FOR THE ESTABLISHMENT OF THE "UNIVERSITY RESOURCE AND WASTE MANAGER"

Starting from the current situation concerning waste management in the universities, outlined by means of the questionnaire administered in 2018, and also in consideration of the important stimuli received from the CRUI regarding the request to join the "StopSingleUsePlastic" campaign (on which the working group has taken steps to map and share good practices), following internal discussions within the working group, but also in the context of international events to which the working group was invited, it was decided that the person who is responsible for waste management at the universities should give priority to waste prevention. In fact, it was considered that the traditionally conceived Waste Manager role should "evolve". At the 2019 Magnificent Meetings in Udine, a proposal was made (and accepted) to create the "University Resource and Waste Manager", a figure that, in addition to managing the waste produced, acts in synergy with the relevant offices for the procurement of goods and services, with an eye on the Circular Economy and Life Cycle Assessment, thus guaranteeing a "closing of the loop".

This new figure may allow us to go beyond the "simple" ReduceReuseRecycle, also by virtue of its expected interaction with the university's communication managers in order to influence the behaviour of our users to prevent waste production (e.g. fewer plastic bottles in vending machines and a greater presence of drinking bottles, together with an appropriate communication campaign, perhaps with the distribution of quality water bottles, may lead to an effective reduction of this waste from its origin).

CHAPTER THREE
2019-2020 ACTIVITIES

2019
01 02 03 04 05 06 07 08 09 10 11 12 **2020** 01 02 03 04 05

Events

M'illumino di meno
1 March

2019 CRUI Magnificent meetings
29-30 May

Festival of Sustainable Development
21 May - 6 June

Climbing for climate
19 July 2019

Signing of the Climate Emergency Letter
(Initiative coordinated by the UN Environment Youth and Education Alliance)
18 September 2019

Conference of the Working Group on Climate Change
Greenhouse gas inventories in Italian universities
22 November

Launch of the RUS Challenge on 2030 Agenda
February 2020

M'illumino di meno
6 March

Participation in Earth Day initiatives
22 April 2020

Launch of COVID-19 good practices collection
4 April 2020

Dissemination of the RUS open letter
17 April 2020

New activities

Launch of the Regional Table of Piedmontese Universities
19 March 2019

Launch of GBS-RUS Working Table
4 March 2019

Start of dialogue with GSE
July 2019

Start of work - Capacity Building Table
July 2019

Formal establishment of the WG operational contact person
November 2019

Launch of the Regional Table of Lombardy Universities
17 December 2019

Launching of the working group Inclusion and Social Justice
December 2019

Approval of new RUS Agreement
21 May 2020

Training

active RUS partnerships and sponsorships granted, as well as the courses activated by the individual universities on the themes of the 2030 Agenda

Master in Sustainable Development Job
Università degli Studi di Milano-Bicocca
May 2019

Siena Summer School on Sustainable Developement
9 - 20 September 2019

Interdisciplinary training course in Sustainability Sciences
Università degli Studi di Roma "La Sapienza"
January 2020

PECCEI Project
27-31 January 2020
17-22 February 2020
27-30 April 2020

SDGs@PoliTO
Doctoral courses in collaboration with Joint Research Centre
maggio 2020

Collaborations

Participation in the #StopSingleUsePlastic campaign
January 2019

UNI Technical Commissions
UNI/CT 057 on "Circular Economy"
April 2019

Signature of Memorandum of Understanding between RUS and CCUM
17 October 2019

Membership of the Forum for Sustainable Development of the MATTM
November 2019

Start of dialogue between RUS and AVNVUR
November 2019

Signature of Memorandum of Understanding between RUS and ANDISU
11 February 2020

Signature of Memorandum of Understanding and Section General Commissariat of Italy at EXPO 2020 Dubai
9 March 2020

Sottoscrizione Protocollo d'intesa tra RUS e Unicef Italia
9 April 2020

UNI/CT 058 Technical Commissions on the theme "City, Community and Sustainable Infrastructure"
May 2020

LAUNCH OF THE GBS-RUS WORKING TABLE

4 March 2019

Start of work by the Gruppo Bilancio Sociale (GBS - Social Reporting Group) on "Social reporting and universities" in collaboration with the RUS with the aim of preparing a reference model to support university sustainability reports.

2019 CRUI MAGNIFICENT MEETINGS

21 May / 6 June 2019

CRUI - the Conference of Italian University Rectors - is dedicating its annual "Magnifici Incontri CRUI" - CRUI Magnificent Meetings - to the theme "Universities for Sustainability".
The event, which coincides with the RUS annual conference, takes place in Udine on 29 and 30 May 2019. The RUS Working Groups are coordinating 3 tables and drafting the related position papers:
- Environment, mobility, waste and territory;
- Energy, climate and resources;
- University education for sustainability.

At the end of the two days of work, the Manifesto - From "Le Università per la Sostenibilità" to "La Sostenibilità nelle Università" was presented and the work on the Manifesto Implementation Plan began.

SUSTAINABLE DEVELOPMENT FESTIVAL

29-30 May 2019

RUS universities take part in the Festival by organising more than 250 events. The President of the RUS Coordination Committee represents the Network at two national events organised by ASviS: 28 May at Auditorium Assolombarda, Milan - "Businesses and finance for sustainable development. Opportunities to be seized and obstacles to be removed", on 4 June at Nuvola Lavazza, Turin - "Generation 2030".

START OF THE CAPACITY BUILDING WORKING TABLE

July 2019

Considering the crucial role of sustainability offices for the achievement of the objectives set out in the Manifesto - from "Universities for Sustainability" to "Sustainability in Universities" drafted in Udine, the "capacity building" working table is activated with the aim of drafting guidelines to support universities that have not yet set up dedicated sustainability offices.

CLIMBING FOR CLIMATE

19 July 2019

The Rectors, Vice-Rectors and Delegates of the universities of the RUS climbed to an altitude of 3,000 metres on the Adamello Glacier, a symbol of the climate damage caused to the planet, to sign the "Adamello Charter". In addition to the universities of the RUS, the event involves the Italian Alpine Club (CAI) and the Italian Glaciological Committee. The declaration commits the institutions taking part in the event to cooperate with civil society to fight global warming by educating students, developing research aimed at sustainable development and raising public awareness.

SIENA SUMMER SCHOOL ON SUSTAINABLE DEVELOPMENT

9-20 September 2019

Second edition of the Siena Summer School on Sustainable Development, which representsthe first advanced training school entirely dedicated

to the in-depth study of global sustainability issues, in relation to the UN 2030 Agenda and the 17 Sustainable Development Goals. The school is organised by ASviS, in collaboration with RUS, the Enel Foundation, Leonardo, SDSN Italy, SDSN Mediterraneo and the Santa Chiara Lab of the Università degli Studi di Siena. The 2019 edition saw the participation of 42 students, including PhD students, researchers, but also professionals, public managers and administrators and the presence of more than 40 speakers, including academics, representatives of institutions and businesses.

PECCEI PROJECT

27-31 gennaio
17-22 febbraio
27-30 aprile 2020

The PECCEI Project (Euro-Mediterranean Partnership for the Circular Economy and Innovation) in collaboration with the Università degli Studi di Bari. The project envisages the definition, design and implementation of a didactic course aimed at training experts in the management of sustainable development activities in universities. About 50 people attended the course, including representatives from 14 universities of the RUS.

LAUNCH OF REGIONAL TABLES

2019

In order to increase the impact of the university system on the regional territory, the RUS promotes partnerships between universities located in the same territories with the intention of developing at a territorial/regional level the role that the Network has at a national level. Two regional tables will be launched in 2019.

Climbing for Climate, Adamello Glacier, 19 July 2019

**Summer School
on Sustainable
Development**,
Siena, 9-20
September 2019

PIEDMONT RUS TABLE

The Piedmontese universities adhering to the RUS (Politecnico di Torino, Università del Piemonte Orientale, Università degli Studi di Scienze Gastronomiche and Università degli Studi di Torino) launch the Piedmont RUS Table with the aim of strengthening the impact of the Piedmontese universities in promoting sustainable development for the territory, increasing collaboration with public and private stakeholders and sharing good practices.

LOMBARDY RUS TABLE

The Lombardy universities that are members of the RUS (Istituto Universitario di Studi Superiori di Pavia - IUSS, Libera Università di Lingue e Comunicazione - IULM, Politecnico di Milano, Università Carlo Cattaneo - LIUC, Università Cattolica del Sacro Cuore, Università degli Studi dell'Insubria, Università degli Studi di Bergamo, Università degli Studi di Brescia, Università degli Studi di Milano, Università degli Studi di Milano-Bicocca, Università degli Studi di Pavia) kick off the Lombardy RUS Table in Milan at Palazzo Lombardia to present the Network to the Lombardy Region and start a collaboration for the regional project "Lombardy Protocol for Sustainable Development". The Lombardy coordination of the RUS Universities starts a discussion with the Region to define incentive policies for sustainable mobility, energy efficiency, research and other areas.

RESPONSE TO COVID-19 PERIOD

OPEN LETTER AND GOOD PRACTICES

Given the situation of sudden change caused by the Covid-19 pandemic, in March 2020 the RUS Coordination Committee, together with the coordinators of the RUS Working Groups, is wondering what the role of the Network might be in keeping the focus on sustainable development issues. In April 2020, the RUS "Open Letter" is published with the aim of bringing to the attention of politicians and public opinion the need to rethink current development models in favour of a sustainable model from a socio-economic, environmental and institutional point of view, as called for by the 2030 Agenda. At the same time, the crucial role of universities in this process of change is reaffirmed.

Over the same period, a collection of good practices implemented by RUS universities to cope with the emergency caused by Covid-19 is being promoted. The aim of the collection is to highlight the many initiatives put in place to ensure continuity in teaching, research and third mission activities in the light of the UN 2030 Agenda Goals and to highlight the extraordinary capacity for transformational resilience of Italian universities to meet the needs that emerged in the new context.

Thus, alongside the digital transformation of lessons and library services, tools were created to accompany and support students with disabilities, with a view to inclusion and equal opportunities. The situation created by the pandemic has provided an opportunity to expand online education by making MOOCs on sustainability and the SDGs available to students and university employees, as well as webinars on science (in many cases also open to the public outside the universities) or by organising online courses on study, work and self-employment.

Considering the actions taken in the field of research and technology transfer, the RUS universities have not only focused on the medical & health field, but have also analysed the impact of emergency and lockdown in areas such as mobility, economics, education, climate change, media communication and psychological well-being. Universities have also responded to the crisis by driving the energy and creativity of students through calls for ideas for innovative projects aimed at defining solutions for sustainable development. At the same time, acknowledging the growing number of situations of discomfort induced by forced isolation and the difficulty of adapting to the new situation, many universities have strengthened actions aimed at corporate welfare through psychological support actions, while on the health side, in the face of a life that is far more sedentary, also measures to support physical well-being and the promotion of a healthy diet. There are also many initiatives implemented with a view to social

solidarity: promotion of donations, fundraising and crowdfunding actions for the benefit of health facilities, involvement of students in voluntary initiatives to support local health authorities and the local community, social initiatives for the welfare of the elderly and children, and actions to address the issue of gender violence. The result of the responses put in place by the RUS universities is therefore a kaleidoscope of actions embracing the various dimensions of the Italian academia.
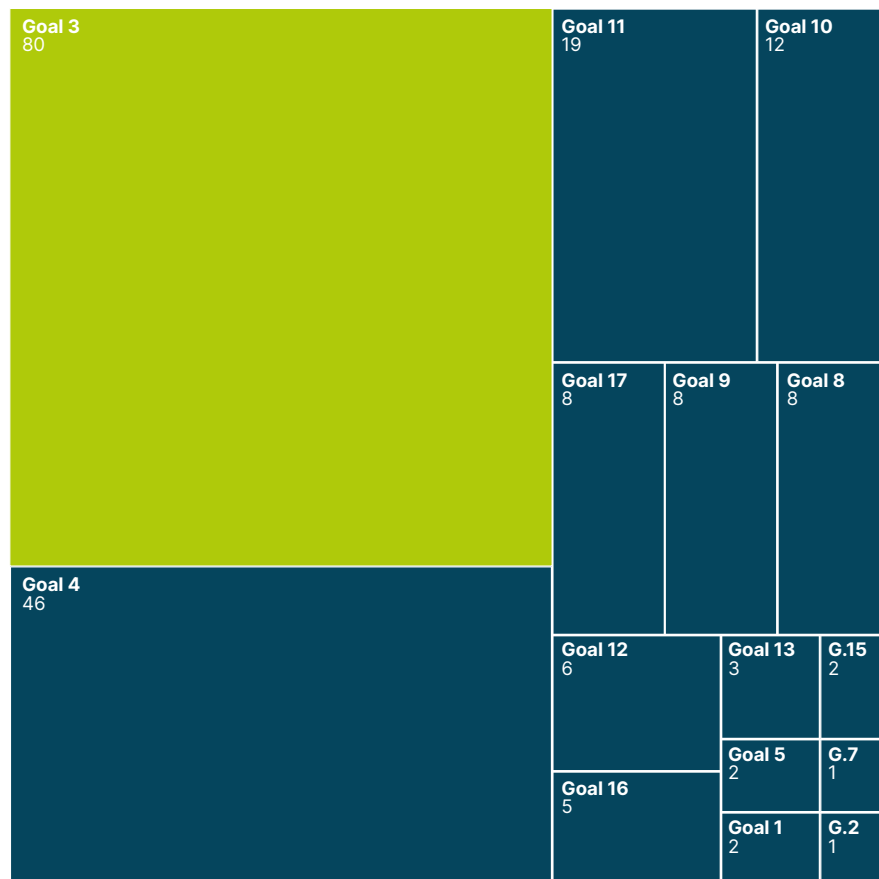The ASviS website lists 121 good practices reported by RUS universities.

WGs AND GOOD PRACTISES

The activities of the RUS working groups in the first months of 2020 also focused on the issues raised by the COVID-19 crisis with a series of different practices and initiatives. The Climate Change Working Group focused on the implementation of remote meetings. The Resources and Waste Working Group, in addition to collecting the good practices and preliminary actions undertaken by the RUS universities, began an internal discussion on the possibility of applying the principles of circular economy to the issue of personal protective equipment, which is an essential accessory for the safe resumption of university activities, but which risks greatly increasing the consumption of resources and the production of waste.
The Energy Working Group has set up a subgroup to look in depth at issues relating to the management of air conditioning systems in university buildings. The subgroup's activities, based on the needs that

have emerged, will broaden the areas of interest to include all energy, well-being and safety aspects relating to the design and management of systems. The Mobility Working Group has initiated an internal dialogue, identifying shared measures to tackle the pandemic and to promote sustainable mobility even in times of crisis: remote working, distance learning, a census of travel flows, active mobility policies and the remodelling of teaching schedules. To support the proposed measures, a survey has been launched on the changes in the mobility habits of university communities, which will focus on the potential of active mobility as a possible alternative to the car. The Education Working Group highlighted how universities have proven to be resilient and able to adapt rapidly to the needs of a society in constant transformation, which demands that equal opportunities be guaranteed for all students. Foreseeing that, even when the health emergency is over, some courses may also be delivered through online teaching could represent an opportunity for universities. Finally, the Food Working Group focused on food education, explaining what to eat in order to follow a Mediterranean diet and keep fit a healthy diet even in this period of emergency.

ON WHICH **SUSTAINABLE DEVELOPMENT GOALS** DOES THE INITIATIVE HAVE A DIRECT EFFECT?
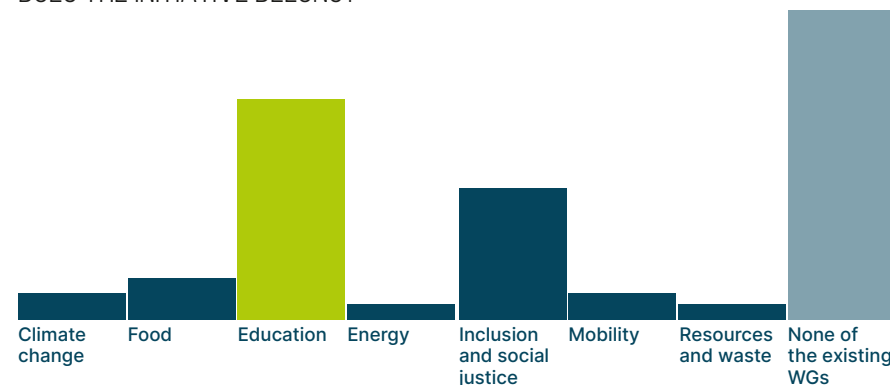
Goal 3
80

Goal 11
19

Goal 10
12

Goal 4
46

Goal 17
8

Goal 9
8

Goal 8
8

Goal 12
6

Goal 13
3

G.15
2

Goal 5
2

G.7
1

Goal 16
5

Goal 1
2

G.2
1

AT WHAT **LEVEL** IS THE INITIATIVE BEING DEVELOPED OR INTENDED TO BE DEVELOPED?

University | Municipal | Sub-regional Regional | National | Global

WHICH OF THE **UNIVERSITY'S MAIN MISSIONS** DOES THE INITIATIVE CONTRIBUTE TO?

Teaching
24

Research
33

Third mission
68

Other
5

TO WHICH **RUS WORKING GROUP** DOES THE INITIATIVE BELONG?

Climate change | Food | Education | Energy | Inclusion and social justice | Mobility | Resources and waste | None of the existing WGs

WHO ARE THE MAIN **TARGET GROUPS** OF THE INITIATIVE?

technical-administrative staff

teachers

researchers

students family

needy categories

workers

financial sector

entrepreneurs

general public

health sector

public administration
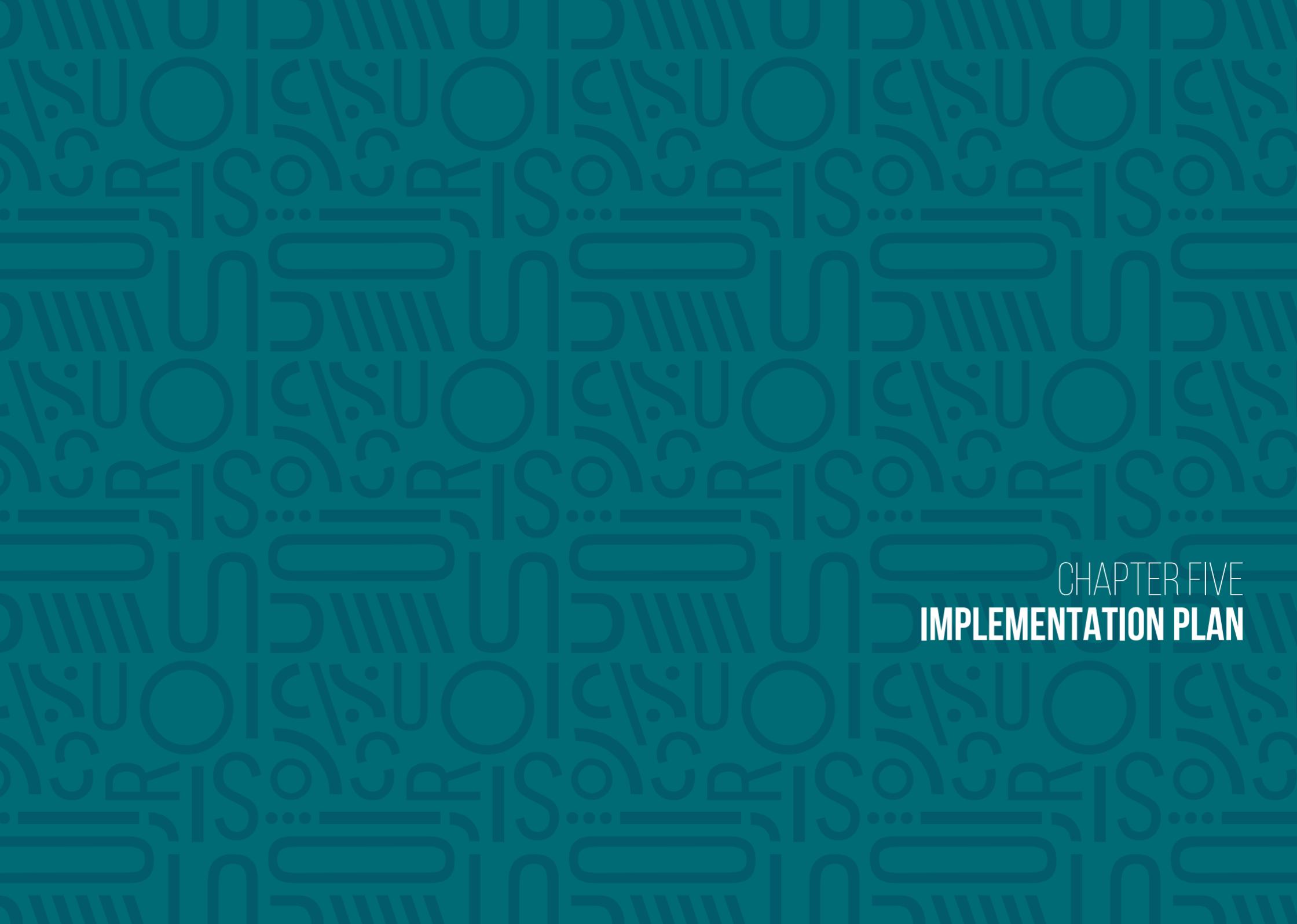
IMPLEMENTATION PLAN

THE RECTORS' PACT FOR SUSTAINABILITY

PATRIZIA LOMBARDI

University has the primary task of preparing society for the future. Its tools are the training of new generations and the development of new knowledge. The application effects of these tools determine the progress of society, the ability to anticipate and offer solutions to the major challenges that the Country and humanity will face as a result of environmental, social and cultural changes, globalisation and technological progress. The process is certainly long-term and has a strong multidisciplinary character. Among the most important issues, perhaps the one with the greatest impact for the coming decades, is the sustainability of development. Both the United Nations and the European Union have identified sustainable development as mankind's greatest challenge in order to maintain its resource assets and pass them on to future generations without deteriorating them. With the aim of strengthening the teaching function of Italian universities towards sustainability, establishing itself as a locus of aggregation and meeting of different sensitivities and within which to design a future of social inclusion, respect for human beings, nature and the planet, in May 2019, the CRUI adopted the Manifesto - from "Universities

for Sustainability" to "Sustainability in Universities". This document recognises the fundamental role that universities play in implementing the Sustainable Development Goals (SDGs) of the UN 2030 Agenda and suggests the implementation of concrete actions and along different lines. The educational system of universities is asked not only to train people who are competent and aware of the issue of sustainability, and to create widespread awareness of the importance of the problems linked to climate change, the use of non-renewable resources, atmospheric pollution, waste, etc., but also to innovate the educational approach and teaching methods, considering as crucial a closer integration of knowledge deriving from STEM (Science, Technology, Engineering and Mathematics) and SSH (Social sciences and humanities) disciplines, trans-disciplinarity and creativity. University research is asked to identify «sustainable» solutions for the planet, innovation and the creation of businesses capable of operating on matters of sustainability and circular economy. The University's Third Mission is pivotal to sustainable development, for the impact that the action of universities can generate on the communities and territories in which they operate through processes of involvement, support and awareness-raising (outreach). Universities are themselves complex organisations where thousands, sometimes tens of thousands of people - as many as you would find in a medium-sized city - live every day. University campuses can be likened to urban districts, sometimes very large in area and

often scattered within historical urban contexts. These parts of the city consume water and energy on a daily basis, produce waste and emissions, and have an impact on the environment that cannot be ignored but, on the contrary, must be accounted for. On this front, in particular, the Manifesto commits universities to setting up an integrated sustainability structure with qualified managers (Sustainability, Energy, Mobility, Waste & resources) and provides for the strengthening of activities for analysing and quantifying the impacts of university structures in terms of consumption of the main resources, energy management and generation of climate-changing emissions. It also commits universities to include in their Strategic Plans at least one of the SDGs adopted in the UN 2030 Agenda. The way it has been conceived, the Manifesto is a true "Pact" of the Rectors (in the same way as the "Covenant of Mayors" for Climate and Energy, launched in 2008 in Europe with the ambition of bringing together local governments committed on a voluntary basis to meeting and exceeding the EU climate and energy targets), in that it commits Italian universities to promoting the implementation of the 2030 Agenda, with the aim of strengthening the role of universities in the social and economic transformation of the country, as a reference point for good practices to support local administrations in implementing sustainability projects and to strengthen the resilience and adaptability of local communities to climate and environmental change.

The RUS, whose main aim is to spread the culture of sustainability, played a fundamental role in building the knowledge base that was made available to the discussion groups and that led to the creation of the Manifesto. Thanks to its streamlined organisation divided into Working Groups (Education, Energy, Mobility, Climate Change, Resources and Waste, Food, Inclusion and Social Justice), it was able to constitute the technical and scientific reference apparatus for the CRUI in drawing up the document. More importantly, the RUS took on the task of preparing the Implementation Plan of the same Manifesto, applicable on a national scale and with reference to the Sustainable Development Goals of the 2030 Agenda.

For universities, in fact, the United Nations 2030 Agenda represents an action plan to transform the world, acting in favour of People, Peace, the Planet, Prosperity and Partnerships. This is realistically possible the more the value and the communicative and inspirational power of the SDGs have a concrete impact on the behaviour of students, teachers, administrative staff, governing bodies and all the stakeholders with whom they come into contact. It is therefore a matter for universities to undertake a transversal process, to be evaluated in the long term, through which to pursue environmental protection, community well-being, social equity and inter-generation and social inclusion and economic development in an «integrated» and systemic way.

The Network aims to be a model of good practices to be extended to other sectors of Public Administration, education and the territory in general, encouraging the development of

partnerships between universities and cities, spreading social innovation in the territory and providing cultural stimuli for the entire Country system.

CRUI Magnificent meetings, Udine, 29-30 May 2019

THE ORGANISATION OF SUSTAINABILITY IN UNIVERSITIES

CAPACITY BUILDING WORKING TABLE

These notes are a proactive summary of the ideas that emerged during the discussions of the "Capacity Building" table and the RUS Coordination following the approval of the Manifesto - from "Universities for Sustainability" to "Sustainability in Universities" at the Magnificent Meetings in Udine. The aim is to offer some suggestions and guidelines for the organisation of sustainability in Italian universities.

TOWARDS A UNIVERSITY PLAN FOR SUSTAINABLE DEVELOPMENT

University directs its activities towards the pursuit of global and intergenerational well-being and undertakes to take into account the social, ethical, economic and ecological dimensions in its decisions from an integrated perspective.
University is therefore committed to sustainable development in its research projects, learning processes and activities; in the construction and management of its open and built spaces and residences; in its mobility choices; in the use of energy and all natural resources; in food

consumption; in managing emissions, waste and refuse; in building inclusive and social justice-centred contexts.

FOREWORD

The University Plan for Sustainable Development is inspired by the principle of sustainable development developed by the UN Brundtland Commission (1987). Its achievement is the result of the integrated application of three indivisible elements: economic development, social inclusion and the protection and enhancement of natural and environmental resources. Development is sustainable when it meets the needs of the present without compromising the ability of future generations to meet their own needs, in accordance with principles of responsibility and technical and ethical consistency.
The Plan makes this principle its own, committing itself to the ecosystem, to the well-being of the community and of mankind, with particular attention to scientific research and to the training of male and female students, bearing in mind that the experiences and teachings of their university life will also guide their future behaviour and choices.
The University is committed to identifying and implementing an organisational and management model that promotes, through strategies and concrete actions, sustainable development in all processes and to developing projects for its dissemination and promotion, aimed at actively involving the university community and the territory.
The Plan is the main instrument for coordinating and

implementing the Sustainable Development Goals (SDGs) of the UN 2030 Agenda for Universities. It also endorses the principles and guidelines of the Network of Universities for Sustainable Development (RUS) established by CRUI and of the Manifesto - from "Universities for Sustainability" to "Sustainability in Universities", which have as their main purpose "the practice and dissemination of sustainability culture and good practices, both within and outside universities (at urban, regional, national, international level), in order to increase the positive impacts in environmental, ethical, social and economic terms of the actions implemented by universities in the field of sustainability, regional, national and international level), in order to increase the positive environmental, ethical, social and economic impacts of the actions implemented by the Network members, so as to contribute to the achievement of the SDGs, and to strengthen the recognition and value of the Italian experience at international level" (from the RUS Network Agreement).

PROJECT

The development and well-being of society depend on the promotion of human life and peaceful, equitable, inclusive, democratic relations, the conservation of natural resources and the quality of the environment, and are based on a set of strategic values, which must be protected and passed on to future generations:

- Natural Capital (biodiversity and energy fixing capacity...)

- Infrastructure capital (residential and productive facilities, renewable energy generation capacity, transport...)
- Human capital (size and distribution of the population, health, education, well-being, equally distributed opportunities...)
- Social capital (norms, values, laws, institutions, trust in them, perceptions of support, absence of discrimination and inequality, supportive and inclusive social relations...)
- Intellectual Capital (knowledge created through experience, inventions, looking for possibilities to invest in the future, perception of growth ...)
- Territorial Capital (the virtuous relations created in the territories between the university and other public and private actors; material and immaterial resources of the local contexts, which are enhanced, enriched and reproduced in the synergic relations between the territorial actors).

The University strives for a systematic and holistic orientation to the challenges of sustainable development, correctly valuing the contribution of these components and their interdependencies to the well-being of generations.

The effectiveness of actions and interventions to promote sustainable development depends on the formalised adoption of an integrated approach. The aim of the Plan is to promote the transversal application of the principle of sustainability in the University's processes, functions and activities, from teaching to research and the third mission. As a matter of priority, the university also plans

and implements actions aimed at harmonising the relationship between spaces, environment and people and at encouraging increasingly responsible lifestyles, in order to reduce the ecological footprint (carbon, water, etc.) of the university and improve the quality of life in university spaces. At the same time, the University promotes, through a systematic dialogue with the territory and in particular with the young people living there, social cohesion and inclusion, reduction of inequalities, promotion of cultural growth and sustainable economic progress of society.

The plan takes on board the 17 Sustainable Development Goals of the 2030 Agenda, declaring them in the following thematic areas:
● Energy and Emissions
● Mobility
● Climate resilience (includes university and residential buildings)
● Nature and Ecosystem (includes management of water consumption, consumables, resource cycle)
● Inclusion, Health and Well-being and Gender Equity (includes promotion of sustainable nutrition)
● Culture, Learning and Research (including education for and for sustainable development)

For each area, a specific long-term (multi-annual) strategy and an annual plan of actions are defined at four levels:
1. OBJECTIVES | The objectives are expressed

through quantitative targets for reducing undesirable outputs and optimising the use of resources, within predefined time horizons (aligned with SDGs, international industry certifications and best practices).
2. ACTIONS | Initiatives or activities oriented towards the pursuit of objectives and to facilitate the alignment between the different services and structures of the University.
3. COMMITMENTS | Commitment statements and recommendations for future action in areas where there are no adequate instruments to set and/or achieve a specific quantitative target.
4. STAKEHOLDER ENGAGEMENT | Procedures for the direct involvement of all the components of the university community, starting with the students, and discussion with the main stakeholders (institutional and non-institutional) of the territory.

For each thematic area, the Plan identifies an integrated strategy three years after its approval, to be regularly reviewed.

AREAS OF ACTION

ENERGY AND EMISSIONS
The university is part of a complex but also well-established system, within which synergies are to be developed to reduce energy needs and related emissions.
In this context, quantitative reduction targets require the identification of expressive indicators, appropriately normalised and able to adequately

capture direct and indirect emission sources, including savings already in place (e.g. CO2 equivalent savings from photovoltaic installations). Actions will include the formalisation of targets in contracts, including performance and environmental quality aspects of supplies.

MOBILITY

The most significant objective in the field of Mobility Management (pursuant to Ministerial Decree no. 179 of 27/03/1998) is to reduce the use of individual transport to access university sites, for example by encouraging more sustainable forms of transport that reduce motorised traffic flows, emissions of pollutants into the atmosphere and the energy used by vehicles.

As a consequence, safety in commuting between home and work (for employees) and between home and university (for students) and the quality of life in the community also increases.

CLIMATE RESILIENCE
(including university and residential buildings)
The goal of sustainability is also reflected in a targeted and prudent management of resources and spaces and in a new focus on the well-being of users: motor and visual accessibility, usability, comfort for the student community, technical and administrative staff and faculty. The new buildings/structures and all the spaces envisaged in the building development plan will be assessed from the point of view of sustainability, both in the operational and construction phases, and resilience

to climate change. Preparation of a University Plan for Climate Change Preparedness and Resilience.

NATURE AND ECOSYSTEM
(including management of water consumption, consumables, resource cycle)
The university is part of a larger, interconnected ecosystem and the activities carried out by the university consume resources and produce externalities that are reflected in the environment. For this reason, the university will plan the sustainable use of environmental and natural resources and implement the sustainable management of water resources and purchases of consumables, contribute to the improvement of ecosystems and green spaces of its relevance and develop where possible the presence and care of gardens and agricultural production realities in a perspective of circularity and in consideration of the target 2.4 of Agenda 2030 and actions for the reduction of plastic, in order to strengthen biodiversity and the welfare of students and staff of the University.

INCLUSION, HEALTH AND WELL-BEING AND GENDER EQUITY
(including promotion of sustainable nutrition)
The university shares the Sustainable Development Goals of the United Nations 2030 Agenda and in particular Goals 3, 5 and 10. Inclusion and gender equity are inescapable dimensions of the university's policies, which also shares the World Health Organisation's definition of health as a state

of complete physical, mental and social well-being and not simply the absence of disease or infirmity. The University promotes the building of inclusive, sustainable, equitable, gender-sensitive, social justice and inequality-reducing environments. Consequently, the dissemination of a culture of inclusion, wellbeing, sustainable health and minimisation of health risks will be promoted in all the University's characteristic functions, from education to science and general.

In view of the role of canteens and the supply and consumption of food and beverages in the places (bars, canteens, vending machines, indoor spaces) where teaching and research activities are carried out, and taking into account the private catering offer around the university sites, the university will implement the necessary policies to favour the pursuit of goals 2, 11 and 12 of the 2030 Agenda, combining them with educational interventions aimed at the adoption of sustainable lifestyles according to target 4.7

CULTURE, LEARNING AND RESEARCH
(including education for and for sustainable development)
Developing the full potential of collaboration and integrated knowledge across disciplines leads to more effective solutions to problems. The university will become a living laboratory oriented towards identifying the next generation of solutions for sustainable development by strengthening and nurturing an integrated approach to sustainability across the University's structures, activities

and processes and by promoting the study of sustainable development issues and themes as an integral part of research, learning processes and third mission actions.

GENERAL OPERATIONAL GUIDELINES
The following is schematic and purely illustrative. The operational solutions specifically adopted by universities will vary according to dimensional, organisational, territorial and other characteristics. As a general rule, universities will carefully weigh up the advantages and disadvantages of each option, and in particular the need to strike a balance between: executive/operational functions and planning/strategic functions, especially with reference to offices/commissions and delegations; precise definition of competences and administrative procedures and the need to promote proposals and change.

DEFINITION OF COMMITMENTS AND RESOURCES
- Define a specific and integrated programme with other planning tools of the University.
- Include the pursuit of the SDGs and the promotion of sustainable development in the university's Statute and Strategic Plan, preferably with binding references to a specific University Plan for Sustainable Development.
- To prepare and approve in the Academic Senate and in the Board of Directors the University Plan for Sustainable Development, articulated in strategies and actions consistent with explicit and punctual medium and long term qualitative

and quantitative objectives.
- Define appropriate human and financial resources on a multiannual basis (Integrated Performance Budget and Annual/Triennial University Budget).

ESTABLISHMENT OF AN INTEGRATED STRUCTURE FOR SUSTAINABLE DEVELOPMENT

- Establish (by Rector's decree, even better if explicitly included in the Statute) a Commission, an office, a service or a working group for Sustainable Development of the University (CASS), coordinated by the Delegate of the University for Sustainable Development (DASS), which includes all the referents in the field and involves the General Management, the heads of at least the Technical Services of the University and communication, and a substantial representation of the student component.
- Identify detailed functions and tasks of CASS for the definition, proposal and implementation of the University Plan for Sustainable Development, through metrics, objectives, strategies and actions, and the preparation of ex ante consultative opinions on University action programmes. The main functions of this structure should be planning and strategic and coordinating the work of the University's technical structures.
- Suggested composition for CASS: mixed teaching/administrative staff. Both academic and technical/administrative/legislative expertise required.

- Mandate CASS to participate in discussion and governance tables on territorial policies concerning the competences of its members.
- Inclusion of CASS in the Athenaeum organisation chart in a staff position at the top of the Athenaeum (Rector/Pro-Rector/Director General).
- Explicit and recognisable mandate to CASS from all parts of the university community.
- Systematic liaison with the Academic Senate and the Board of Directors.

MOST IMPORTANT FUNCTIONS AND MANDATES

- University Delegate for Sustainable Development (DASS) or Sustainability Manager: strategic planning and coordination, supervision of strategy implementation, formal responsibility, institutional relations, coordination of the University Commission/Office/Service for Sustainable Development. To be determined whether coinciding with or alongside a more technical delegate figure. Preferably, the RUS delegate and the sustainability delegate should coincide.
- University Energy Management (EMA), also including the role of Responsible for the Conservation and Rational Use of Energy (pursuant to Law no. 10, art. 19 of 9 January 1991), with the function of Rector's Contact Person for the sustainable use of energy in the structures of the University.
- University Mobility Management (MMA): this also includes the role of Head of Corporate Mobility (pursuant to Ministerial Decree, 27 March 1998,

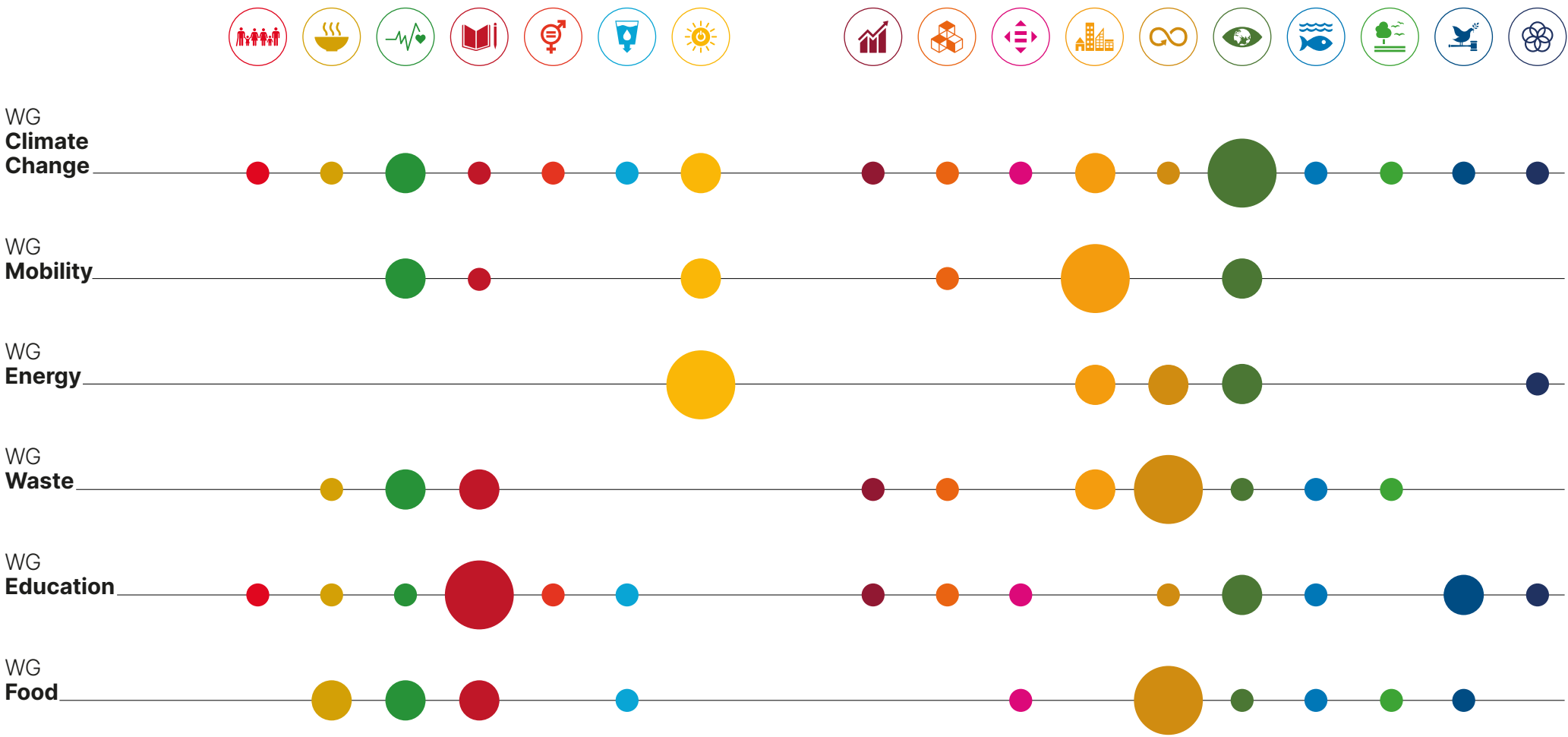art. 3), acting as the Rector's Contact Person for sustainable mobility in the University's facilities.

- Resource and Waste Management of the University (RWMA): this also includes the role of Technical Manager for Waste Management (pursuant to Ministerial Decree of 3 June 2014, no. 120, art. 12, a figure that is not yet compulsory for waste producers), acting as the Rector's contact person for the supply and sustainable use of resources and waste management in the University's facilities, with a view to the Circular Economy. Also assess responsibility for water consumption.
- Building/Green Spaces/Ecosystems Management di Ateneo (BMA): delegations for sustainable building, nature and ecosystem, carbon offsetting, etc.
- Food Management di Ateneo (FMA), with the functions of: managing relations with the body for the right to study for the management of canteens (organisation of spaces, canteen vouchers, GPP supply contracts), controlling the commitments to be made with suppliers and structures present in the University for the purpose of supplying food (university bars, vending machines, etc.), promoting relations with the territory (commercial businesses for the supply of food to students, farms), proposal for the organisation of spaces in order to allow the consumption of meals brought from home.
- GPP Management: with the function of promoting and overseeing sustainable procurement of goods and services by the University.
- Communication and Stakeholder Engagement Management of the University, as Contact Person for the communication and involvement of members of the University community and the reference territory on the issues of sustainable development and the 2030 Agenda. Growth and consolidation of relations with the business world and civil society.
- Management and Coordination of University Projects for Development Cooperation.
- Management and Coordination of Equal Opportunity Projects and Initiatives to support the right to study of students with and without disabilities, learning difficulties, health problems, migration histories, etc., in collaboration with the Rector's Delegate for Disability and the National University Conference of Delegates for Disability (CNUDD - Conferenza Nazionale Universitaria dei Delegati per la Disabilità) and as provided for by the regulations in force.
- Management and Coordination of Projects for Social Inclusion and Justice.
- Management and Coordination of training and educational policies and actions on sustainable development and the 2030 Agenda.

THE UNIVERSITIES' COMMITMENT TO SUSTAINABLE DEVELOPMENT

RUS WORKING GROUPS

Within the framework of the Implementation Plan, each WG has indicated:

1 Reference SDGs
to identify the scope of the planned actions

2 Secondary SDGs
as the main areas of impact

other SDGs
impacting both directly and indirectly on the actions

WG
Climate Change

WG
Mobility

WG
Energy

WG
Waste

WG
Education

WG
Food

CLIMATE CHANGE

The climate crisis has now become a major concern for universities, as the large student demonstrations in 2019 have shown.

The obligations already assumed by Italy in the European and international context (Paris Agreement) will require, in the immediate future, rapid and decisive action in the direction of decarbonising the entire energy and transport system, in order to achieve CO2 neutrality by the middle of the 21st century. The ambitious targets of the Paris Agreement require action at all political and administrative levels and by a variety of actors, including Italian universities.

Italian universities can make an important contribution to the fight against climate change. In addition to their traditional 'institutional' role of educating students on the various aspects of the climate problem in the more general context of sustainable development and of research and development on adaptation and mitigation, universities can act as a laboratory for decarbonisation and management of the impacts of a changing climate.

Actions should focus on mitigation, i.e. the progressive reduction of the main CO2 emissions (the most important greenhouse gas for a university), such as emissions from the generation of heat for heating buildings, indirect emissions related to the university's energy consumption and transport (travel of employees and students to and from their place of residence; mobility of employees and students on mission or away).

As the academic environment is also affected by the already ongoing effects of climate change, adaptation actions are also needed to minimise impacts and increase the resilience of the university system.

STRATEGY AND PRIORITIES | CLIMATE CHANGE

Global warming is now a reality and a great deal of information is available on the impacts that have already occurred in Italy, as well as on the increases in temperature and sea level predicted for the future, under different emission scenarios. Climate change is therefore a reality that is increasingly perceived also by public opinion, in particular by students, who have demonstrated on several occasions in 2019 to demand incisive action to curb climate-changing emissions.

On the mitigation side, the scenario for the future at national level is one of rapid and complete decarbonisation of the energy system, which is necessary to achieve the intentions of the Paris Agreement. The targets agreed for 2030 at EU level (on climate-changing emissions, energy efficiency, renewable energy) envisage a 40% reduction in emissions by 2030 compared to 1990 levels. This target will most likely be revised upwards in the coming months, as well as being accompanied by clearer targets for 2050, as several studies showed that even the commitment to reduce greenhouse gas emissions proposed by Europe in the Paris Agreement is insufficient and will have to be increased in the context of the five-yearly

relaunches provided for in the Agreement; in turn, alignment with the Paris Agreement will result in more challenging targets for EU Member States, including Italy. In this context, the European Green Deal put forward by the European Commission with the aim of achieving a net zero greenhouse gas emissions target, in 2050 should be considered. The ambitious targets of the agreement - to limit the increase in global temperatures to 'well below +2°C' (compared to pre-industrial times) and to make efforts to limit it to +1.5°C - require action at all political and administrative levels and by a variety of actors. For this reason, in parallel to the national agreement, commitments have been made by sub-national actors (regions, municipalities), as well as 'stakeholders' such as companies, investors and civil society organisations.

Italian universities can make an important contribution to the fight against climate change, and have long since started to work on reducing CO_2 emissions, while action on adapting to climate change has been more limited.

In addition to their traditional 'institutional' role of educating students on the various aspects of the climate problem in the more general context of sustainable development and research and development on adaptation and mitigation, universities can provide a model for decarbonisation and management of climate change impacts.

There are many sources of climate-changing emissions from universities:

- direct emissions: from the university's generation of heat (heating of buildings), or possibly electricity, through the use of fossil fuels; from transport owned or controlled by the university; from fluorinated gas leaks from cooling equipment;
- indirect emissions: linked to the university's energy consumption (electricity, heat, steam or cold), from energy produced by third parties;
- indirect emissions related to transport (travel of employees and students to and from home; mobility of employees and students on mission or away);
- indirect emissions related to other goods used in the university (e.g. paper, food, other goods).

Carbon dioxide (CO_2) emissions are largely dominant (>99%) of total emissions also linked to other climate pollutants such as methane (CH_4), nitrous oxide (N_2O) or fluorinated gases (F-gas). The reduction of these emissions for a university is mainly related to actions in the energy and mobility sectors, while much smaller contributions come from actions related to waste management, forestation and F-gas managed in universities. In addition to having its own emission responsibility, the academic environment is also affected by the already ongoing effects of climate change. Adaptation actions are therefore aimed at minimising impacts and increasing the resilience of the university system. Although Italian universities have not yet launched structured and coordinated activities in this field, it is a field of great interest that should be considered in the future, for example by assessing the vulnerability of universities to

extreme events, both in terms of temperature (heat waves) and precipitation.

GOOD PRACTICES

Reporting the results of the university emissions inventory
Making students, lecturers and technical-administrative staff aware of the various contributions (electricity consumption, transport, heating, etc.) to the university's CO_2 emissions brings the issue of climate change closer to the people, helping them to understand that everyone can make a contribution.

Climate Change Mitigation Actions
Implementing actions to reduce emissions of climate-altering compounds at least within the limits of the university's control. Initiate coordinated actions with local and regional authorities to reduce the impact of activities not under the direct control of the university (e.g. public transport, energy production from renewable sources).

Climate change adaptation plan
Implement actions to manage the impacts of heat waves or other climate change issues at the local scale (e.g. heavy rainfall, sea level rise).

Communication actions on climate change
Raising awareness of the relevance and strategic dimension of the problem of change increases the motivation of students/teachers/administrative staff in mitigation and adaptation actions and helps to spread good practices outside the university.

THEME	OBJECTIVE	ACTION	QUALITATIVE/QUANTITATIVE INDICATOR
Greenhouse gas emissions inventory	Drawing up an inventory of the university's CO_2 emissions.	An inventory of CO2 emissions makes it possible to quantify the weight of the various direct and indirect emission sources of a university, with a twofold purpose: on the one hand to provide the basis for setting up interventions to reduce emissions, and on the other hand to find data of great interest for educational and communication purposes, both towards its own students and staff and towards the entire local community. The inventories can be carried out annually, biennially or every five years.	Number of CO_2 emission inventories carried out
Climate change mitigation	Drafting and approval of a 'mitigation plan'.	A mitigation plan aims to congruently assess the emission reduction potential of the measures envisaged, outlining the main advantages and obstacles to the implementation of individual actions and providing a preliminary assessment of the economic effort required. The mitigation plan can constitute the strategic framework necessary to facilitate the adoption of the actions by the university bodies.	Formal approval of the 'mitigation plan'
Commitment to reduce greenhouse gas emissions	Formal adoption of emission reduction commitments.	The signing of an emission reduction commitment defines the strategic framework of a university's action on climate change; it also has a great communicative value, in order to proactively involve the various components of the university community in the effort, first and foremost the students who have recently shown great interest in these issues, but also teachers, researchers and technical-administrative staff.	Approval of reduction targets for different time frames (e.g. 2025, 2030 or 2050).
Adaptation to climate change	Drafting of a 'Climate Adaptation Plan'."	The aim of a university climate change adaptation plan is to coordinate interventions both within the university's organisational structure and with local institutions and stakeholders, in order to minimise the current and expected future impacts of climate change on the university's structures and people living there. It may also be of interest to assess the usefulness of appointing a university adaptation manager.	Formal approval of a 'climate adaptation plan'

FOOD

The RUS-Food working group reflects on the ways in which food is produced, served and consumed in universities, in the conviction that the act of food consumption is important in terms of its impact on natural resources and as an exercise in making significant choices for the affirmation of sustainable production and consumption models. Knowledge of consumption habits and styles and the identification of good practices in the name of the objectives of the 2030 Agenda represent an opportunity for academic bodies to play a role, corresponding to the "third mission", with regard to socio-economic aspects (possibility of relating to the local entrepreneurial fabric and production chains so as to orient the offer of products characterised by a production process with a low impact on resources); environmental aspects (involved through the use of energy in the production and serving of food and in waste management); health aspects (composition of university canteen menus, vending machines, bars and other food distribution points, food education initiatives); social profiles (management of surpluses). Dealing with food consumption represents an opportunity for universities to intervene not only on the content, but also on the time and space of teaching; adapting university administration management with reference to food administration in light of sustainability objectives allows universities also to be a model for other administrations.

Alongside this, university research and teaching can, in considering food production and consumption, play a significant role in the pursuit of most of the SDGs identified in the 2030 Agenda.

STRATEGY AND PRIORITIES | FOOD

While there is a consolidated activity of the university administrations and related administrations (regional bodies for the right to study) aimed at organising university catering and food and drink services, there has been no systematic reflection so far on the methods and contents of these activities, aimed both at assessing their impacts and externalities and at considering their value and potential.

Similarly, there has been a lack of action consciously aimed at improving services with a view to sustainability in its various dimensions, or at least a picture of the most virtuous initiatives undertaken by individual universities is not yet available. In fact, there are quite a few universities that have implemented practices that, in line with regulatory indications, implement the decisions of the administration, pursuing aims in line with health requirements and attention to the territory and the environment.

The RUS-Food working group's course of action therefore envisaged an initial mapping exercise (carried out during 2019) with reference to the practices in place in Italian universities regarding food production (university farms and gardens), its provision (organisation of canteens, contracts for vending machines and for the management of bars on university premises) and consumption (selection of menus that take account of the seasonality and

diversity of student needs, provision of spaces for the consumption of meals brought from home, innovative food procurement actions by groups of university consumers, students, lecturers and staff, information actions on the characteristics of food and nutritional requirements).

The RUS-Food Working Group, in parallel and in synergy with the action of the other RUS Working Groups, proposes to implement the strategies presented through the implementation of parallel actions on different scales, summarised as follows:

- direct actions at/on structures in our universities
- actions and synergies to be implemented at university system level
- actions and synergies to be launched at local level, in collaboration with other local actors, and in particular the various regional right-to-study bodies
- active involvement of the various components of university communities

GOOD PRACTICES

Revision of specifications for vending machines, university bars, catering and university canteens and restaurants
Introduction of criteria to guide food consumption towards higher quality and healthier food at affordable prices, also reducing waste production, energy consumption (in synergy with other RUS groups)

Access to water
Good practice in facilitating access to drinking water in universities, with the installation of micro-filtered and controlled mains water dispensers, distribution of flasks, awareness-raising and information initiatives and positive effects on the reduction of single-use plastics.

THEME	OBJECTIVE	ACTION	QUALITATIVE/QUANTITATIVE INDICATOR
Food governance in the University	Promoting food governance in the university	Mapping of the existing situation, comparison of the solutions adopted by universities that have already moved in this direction	Creation of a food contact person in the university (not only for RUS) Creation of a food group (in connection with integrated sustainability structure) Establishment of a 'food manager
University canteens	To have an up-to-date and comprehensive picture of the situation of university canteens	Collaboration with the Food-Insider survey, currently being launched, co-promoted as Rus-Food with Andisu and CCUM	Definition of specific qualitative and quantitative indicators for university canteens, their performance and their role in relation to the university community and the local area.
Access to water	Knowledge of the situation in the universities and opportunities for action	Mapping the situation in the universities	Number of universities that have undertaken a water access policy (specific indicators for individual actions: dispensers, water bottles, information campaigns and system: water strategy).

EDUCATION

Global challenges, particularly that of sustainable development, urgently call for a change in ways of thinking and acting, lifestyles and consumption. The desired transformation calls for educational systems to redefine objectives, methods, pedagogical and evaluative approaches, to enhance the student resource, to urge the institutions that determine it, to include sustainability and its principles in their organisational, management, teaching and research structures. This is why the 2030 Agenda recognises the value and importance of education in determining the change in lifestyles and mentalities with a view to building a sustainable future: education is, not by chance, an autonomous goal (Goal 4), but also a "vector" of sustainability. Universities, which have been committed to guaranteeing teaching, research and public engagement paths for sustainable development since the Talloires Conference in 1991, are now called upon to play a greater part in an educational function that is not limited to the transfer of knowledge, but which promotes the formation of the individual in his or her entirety through formal, non-formal and informal learning paths, capable of enhancing the themes of the 2030 Agenda and enabling everyone to recover a sense of responsibility for building a world and a future that are sustainable from an economic, social, environmental and institutional point of view. Education for and about sustainable development must therefore be understood, including at university level, as an integral part of quality education, in a perspective that can only be lifelong learning and that involves everyone (students, teachers, technical and administrative staff). It is a holistic, transformative, action-oriented education. It aims to develop skills that enable people to reflect on their actions, taking into account their current and future social, cultural, economic and environmental impact, from both a local and a global perspective. Everyone must be enabled to act sustainably within complex contexts; to deal with new and different situations; to participate in socio-political processes by orienting economic and social choices towards sustainable development.

STRATEGY AND PRIORITIES | EDUCATION

The commitment of universities to sustainability is particularly effective when teaching and research activities, as well as the sustainable management of university facilities, are accompanied by educational and training choices. For this role to be fulfilled, it is necessary to adopt an educational approach capable of setting ambitious and complex goals. In particular, it is necessary to base educational processes on a systemic, interdisciplinary and transformative approach: it is not enough to educate on sustainability, it is not enough to include sustainability 'pills' in university courses, reinforcing the idea that it is enough to know in order to behave sustainable. As indicated by the available literature, educational pathways for sustainability are more effective if designed in an inter- and transdisciplinary perspective, where the development by students of transversal as well

as disciplinary competences, developed through a "systemic thinking", relational and creative, is of great importance.

These competences should not only be developed by the students but, first of all, acquired and made their own by the teachers, who are fundamental 'agents of change' who are attributed and recognised a role that is inevitably also educational. It is therefore necessary to start thought processes on the methods used in university teaching: in particular, participatory, place-centred and student-centred methods can foster a more profound focus on sustainable development issues and stimulate complex and critical thinking, which is essential for tackling the challenges posed by the contemporary world.

But educating "for" sustainability implies a further commitment on the part of universities: that of opening up to local areas and cities, reinforcing existing links and setting themselves up as hubs, as laboratories where they can identify and experiment with solutions for sustainability, even by resorting to new schemes capable of overcoming traditional models, creatively generating new contexts. It is essential to recognise that these solutions acquire greater significance if they are the result of collaboration between complementary players who live in the same area and experience it, together. In recent years, we have witnessed an increasing focus on sustainable development issues in the educational offerings of Italian universities. However, although the demand for training on these issues is growing, professional profiles with

this background have not yet been adequately valued in the production system. It is therefore up to the universities to promote sustainability issues and skills in key roles in the management of complex processes, be they productive, relational or human. The synthesis between sustainability, innovation and experimentation is therefore of central importance, as a means of helping to develop a mindset capable of generating change for sustainable development. Knowing about sustainability without experiencing it, practising it or understanding its connections with everyday life does not generally produce the necessary and desired change in mentality. In this context, it is essential to recover the value of ethics, which should also be considered as the basis for the training of university lecturers, an ethic that should be made increasingly explicit and evident in a complex and globalised context such as the one in which universities now find themselves operating and educating: only in this way will it be possible to recognise whether what one is doing is not only right, but also the best option; only in this way will it be possible to reflect on one's own ethical positions with regard to sustainability itself.

Since the transformation towards sustainable development is a process that inevitably also involves the younger generations, it is also the task and responsibility of universities to train school teachers at all levels. Recovering awareness of this responsibility, including with regard to sustainability, is fundamental and urgent. However, a clear regulatory reference framework is needed. We

need common foundations (in terms of knowledge, skills, competences and attitudes) to avoid incomplete and/or non-organic interventions. We need teaching that focuses on the process and not only on the content and the product.

Finally, university assessment, as a tool capable of affecting the effectiveness of learning processes and overcoming any fragmentation, must also be reviewed in the light of what has been said so far. It is therefore necessary to rethink the evaluation of teaching, research and activities relating to the Third Mission in order to make the most of these new approaches and to encourage universities to adopt an integrated approach to the various actions put in place to support sustainable development. The diagram shows, for the different areas mentioned here, objectives, tools and actions to be taken to make the Manifesto operational - from "Universities for Sustainability" to "Sustainability in Universities" in the area of education "to" and "for" sustainable development.

GOOD PRACTICES

The Lesson Zero is the network's first training initiative. Through it, RUS member universities have decided to promote a training course on the contents of the 2030 Agenda.

Lesson Zero is an optional credit-bearing online or face-to-face course for students of all degree programmes, which aims to introduce them to sustainability issues, with particular reference to the 17 Sustainable Development Goals proposed by the 2030 Agenda. The initiative is carried out in collaboration with ASviS, which made its online course available.

Each university may decide to provide it as it is, or to consider it as a basis from which to promote an in-depth study of the Agenda's objectives, according to the focus and competences (including research) of its own university.

THEME	OBJECTIVE	ACTION	QUALITATIVE/QUANTITATIVE INDICATOR
Use of a systemic, inter- and trans-disciplinary, transformative approach also in teaching processes	To apply selected participatory, place-based and student-centred teaching methods (e.g. service learning) to a sample of lessons, also with a view to promoting the development of transversal competences for sustainable development (creativity, systemic thinking, predictive competence, complex thinking...)	Identification of a sample of lectures (common in terms of SSD, CFU, topics and preferably SD themes and issues) in which lecturers will be invited to use specific teaching methods identified by the RUS. Application of the method in the next A.Y. by willing lecturers and universities. Monitoring and evaluation of results and impacts in terms of: Development of transversal and sustainability skills Increased student awareness of SD and Agenda 2030 Increased participation in the civic and political life of their university	Application by the university of the method(s) identified (Yes/No) Percentage of total lecturers per university willing to apply the method(s) Percentage of students who have developed at least one of the sustainability competences (UNESCO, 2017) Organisation by students or student associations of initiatives related to the 2030 Agenda (Yes/No) Percentage of students who, having passed the examination successfully, are able to apply systemic thinking to the knowledge they have learned in their studies Percentage of teachers who say they promote the development of sustainability competences in their teaching Average percentage of programme declared by teachers dedicated to competences related to the 2030 Agenda
Open up to local areas and cities, strengthen the link with them and become a hub for experimenting with sustainability solutions, including in the educational field	Rethinking some outgoing professional profiles to respond more effectively to the labour market's need for professionals with a "green" and "sustainable" approach	Individuare i green jobs più richiesti dal mercato del lavoro italiano. Comprendere i gap formativi che le università italiane è opportuno che colmino. Definire (anche in collaborazione con ISFOL) i profili professionali "green" e "sustainable" maggiormente richiesti. Strutturare il percorso per la formazione di queste figure professionali.	Organisation of at least one discussion event with labour market components and experts (Yes/No) Percentage of students employed (within 3 years) in green and sustainable professions Proportion of students (by years of study) intending to engage in green professions after graduation Degree of usefulness of transversal skills and perceived sustainability in the world of work Percentage of teachers who say they promote the development of sustainability competences in their teaching Average percentage of programme declared by teachers dedicated to competences related to the 2030 Agenda

THEME	OBJECTIVE	ACTION	QUALITATIVE/QUANTITATIVE INDICATOR
Ensure that all students, teachers and PTA of Italian universities know the meaning, themes and issues of sustainable development and the contents of the 2030 Agenda	Make "Lesson Zero" compulsory for students on first and second level degree courses and for PhD students	Definition of credits and essential contents of the "Zero Lesson", also ensuring validation of CFU in case of transfer from one university to another. Ensure that the Zero Lesson training proposal is interdisciplinary in nature. Identification of a training course for university PTAs in order to provide the content and technical-practical skills to manage the University's sustainability processes.	Presence of the Lesson Zero Percentage of Bachelor students who successfully passed the final "Lesson Zero" test Percentage of students on second level degree courses who successfully passed the final "Lesson Zero" test Percentage of doctoral candidates trained in 2030 Agenda topics Percentage of PTA per University trained in the management of University sustainability processes
Attention to particularly urgent cross-cutting issues (e.g. climate change or loss of biodiversity or gender equality...)	Activate training courses for the PTA Promote moments of reflection where the whole university community (including students) is active to reflect/discuss/ identify solutions (also in a Third Mission perspective) with respect to the chosen transverse theme	Organisation, at regular intervals, of a "Day of the Goal ...", i.e. a moment in which all members of the university community (including students) share knowledge, skills and points of view to discuss, together, urgent issues, provide scientifically based information (also in collaboration with institutions and the third sector), and encourage reflection on the responsibilities and potential of each individual.	Organisation of 'Goal Days...' by universities (Yes/No) Number of "Days" organised per year by each university Percentage of students involved per university Percentage of lecturers involved per university Percentage of PTA members involved per university Involvement of other institutions (Yes/No) Involvement of associations and the third sector (Yes/No) Participation by students in associations aiming at at least one of the SDGs (Yes/No; percentage of participating students)
Responsibility of universities in teacher training at all levels of the education system	Ensure that teacher training at all levels of the national education system is responsive to the needs of education for sustainable development and complexity	Think about ESD credits (but also about programmes, methods and evaluation processes) which, regardless of which degree course the student attends, are compulsory for those who do not rule out a teaching career at the end of their university course.	Activation of ESD pathways for students who do not rule out a career in teaching Percentage of students who decide to take these courses acquiring credits in the field of ESD

ENERGY

Energy is one of the central themes of the United Nations 2030 Agenda for Sustainable Development. In the context of more developed countries, such as Italy, Objective 7 "Clean and accessible energy" indicates in particular objectives concerning the reduction of energy consumption, also in terms of improving energy efficiency and reducing energy intensity, and the development of renewable sources, in terms of increasing their share in the energy supply mix.

Universities play a central role in the energy transition, in terms of both energy management in university facilities and the involvement of those who are part of the university community, as well as the stimulating role they can play at local level. The RUS Energy Working Group studies, first of all, the energy needs of university facilities with the aim of identifying concrete actions to reduce them and make greater use of renewable energy, while respecting standards of comfort and the services provided. To this end, it collects data and contributes to the construction of informative and methodological bases for the definition of metrics concerning the energy consumption of Italian universities, also in order to quantify their weight at national level and within the Public Administration. Furthermore, it supports the action of Energy Managers in universities, collects and disseminates good practices for energy management in the Public Administration, promotes the focus of the university community on energy sustainability. As part of its activities, the working group collaborates with other institutional and research bodies active in the fields of interest.

STRATEGY AND PRIORITIES | ENERGY

Energy management in universities is the first framework of action, with the aim of reducing consumption and using renewable sources consistent with the objectives defined at European and national level, including through the definition of specific plans at the university level. The main enabling condition for the start-up of this process is the appointment (independently of legal obligations) of an Energy Manager in all Italian universities, with the assignment of specific roles and functions in the direction of energy sustainability. The starting point for an action plan is the construction of databases and time series of data on university facilities, both from the point of view of monitoring energy consumption and of the main dimensions and information on buildings. In some cases, these activities require management tools and information systems integrating different administrative, technical and logistical functions. Priority actions concern energy saving, first of all on existing structures and on those consumption components where action can be taken in the short term (e.g. interventions on lighting, monitoring and regulation and control of installations). This is followed in the medium term, work on building envelopes and technological systems, including from the point of view of the energy consumption requirements to be assigned when new buildings are constructed. By means of a synergy action at university system

level, it is necessary to envisage a specific national programme for the energy requalification of university buildings, as is already in place for central public administration assets.

Further actions concern the way in which energy is supplied to university facilities in order to reduce climate-changing emissions. Energy supplies can be progressively oriented towards renewable sources (e.g. through the guarantee of origin, in the case of electricity) or towards forms of generation with higher conversion efficiency (e.g. from heat pumps, cogeneration and/or trigeneration, district heating/cooling in the case of thermal and cooling energy). The development of self-generation from renewable sources at university facilities (photovoltaics, in particular) is still limited in terms of self-consumption. Experiments should be launched for the sharing and exchange of self-produced energy between different university facilities, taking advantage of the new tools recently introduced by European legislation (e.g. the concept of energy community) and the possible synergies with the new sustainable mobility functions.

The dynamics of energy needs are to a large extent linked to individual behaviour in interaction with facilities, systems and equipment. The active involvement of the different components of the university communities plays a decisive role. The first actions concern the analysis of individual behaviour and the provision of easily accessible and comprehensible information on energy consumption and technological systems. The

involvement of the university community should include discussion and sharing of assumptions, objectives and implementation processes of energy sustainability actions to be taken at university level. The involvement of university communities can also be initiated through participation in national and international information campaigns.

Universities can act as an "open laboratory" for economic and productive subjects, translating the implementation of actions and interventions into pilot experiences for the experimentation of innovative technologies, solutions, tools and processes in the energy field. The results of these experiments can be shared with other public administrations in the area, to which the universities can provide support for the implementation of energy sustainability actions.

In spatial planning, universities can make an important contribution towards a multidisciplinary, holistic and integrated vision. Existing local urban, energy and environmental plans follow different paths of definition and implementation, sometimes with outcomes that are not congruent from the energy perspective. Universities can play a role in aggregating common data and information, as well as in stimulating a convergence of the expected results in terms of reduction of consumption and use of renewable sources.

GOOD PRACTICES

Data collection
Energy data collection of university structures: consumption of energy vectors (including possible self-production); dimensional and usage data of buildings; management (presence of monitoring systems).
First elaborations: the electricity needs of Italian universities represent about 20% of the total Public Administration.

Energy diagnosis and consumption planning
Carrying out energy consumption analyses and energy audits of university facilities.
Scheduling of energy use and operation of technological installations according to the time profile of activity and occupancy expected for the facilities.

Information and user involvement
Integration between the technological systems of monitoring, regulation and control and the awareness of the users of university facilities, through the provision of summary information on the effects of virtuous behaviour.
Involvement of the users of the facilities in mapping the state of consistency and functionality of the building structures and technological systems, for the definition of intervention plans.

THEME	OBJECTIVE	ACTION	QUALITATIVE/QUANTITATIVE INDICATOR
Study of energy consumption	data	collect data on energy consumption, size and key information on university buildings and facilities	percentage of students sampled/total CRUI
Study of energy consumption	monitoring	implement energy consumption monitoring systems in university facilities	number of universities with monitoring
Study of energy consumption	periodic reports	prepare periodic reports on the energy consumption of university facilities, on supply methods and on the progress of planned actions and interventions	number of universities with energy reports
Innovative energy management	energy management	appoint an Energy Manager in each university, independently of the legal obligation, with specific functions related to planning and implementing actions for the reduction of energy consumption and the use of renewable energy sources	number of universities with Energy Managers
Innovative energy management	management systems	adopt ISO 50001 or similar energy management systems	number of universities with a management system
Innovative energy management	energy performance	implement energy performance contracts or otherwise that contain performance formulas in the construction of facilities or services at universities	number of universities with energy performance contracts
Involvement and awareness-raising	information	to promote information actions on the extent of energy consumption, the functioning of technological systems and the reduction of energy waste through the adoption of virtuous individual behaviours	number of events number of students and/or employees involved
Involvement and awareness-raising	campaigns	participate in national and international awareness-raising campaigns on energy sustainability	number of events number of students and/or employees involved

MOBILITY

Sources are in agreement in saying that over the last twenty years the demand for mobility in Italy has strongly increased and that it is mainly urban societies that are most affected by the phenomenon. Paying attention only to the population that moves to go to their place of study and work every day, the Census data show that in the period between 1971 and 2011 their number increased by 23% (from 23 million to about 29 million). Widening the field of observation to all people who made a trip on an average weekday, the latest survey on the demand for mobility of Italians shows a high percentage of the mobile population at 79%. If we pay attention to the modal split, the high ownership and use of private vehicles that persists in our country has had the result of creating areas in which public transport and active mobility (walking and cycling) continue to receive small shares of the travel choices. In particular, the percentage of use of private vehicles is 69% (nine percentage points higher than in 2000), that of active mobility 19% (five percentage points lower than in 2000) and that of public transport stable at about 9%. According to the results of the first national survey on mobility in Italian universities (2017), compared to the country's daily mobility, academic mobility has at least three positive aspects. First of all, a better modal split, with limited shares of private vehicle mobility (22%), high level of mobility by public transport (61%) and active mobility in line with national values (17%). Secondly, a good level of inter-modality and

combined use of means of transport, in particular local public transport. Lastly, the presence of innovation-friendly environments, in which changes in mobility behaviour meet the more general objectives of sustainable development, safeguarding socio-economic and environmental resources and improving the quality of life. Alongside the positive aspects, however, there are some critical elements. First of all, the lack of homogeneity in demand and in the modal split according to size, territorial location and type of university population. Secondly, the low use of active mobility, especially mono-modal mobility by students, due to their longer home-university travel distances, but also to the lack or bad quality of infrastructure and urban and wide area services for cycling. A third reason is the longer distances and longer journey times for students to reach university. This can be explained by the spatial dispersion of Italian residences and the fact that Italian students tend to live with their families of origin (rather than in university residences or in towns and districts close to university sites). The long distances and times of university commuting also have the negative result of increasing travel costs which, as shown by the national survey, for Italian students who live beyond a 40-kilometre radius can be quite steep.

STRATEGY AND PRIORITIES | MOBILITY

Several strategies and policies of academic management have been implemented to face the criticalities of mobility of the Italian

university population. The first academic mobility management action consists in appointing the company Mobility Manager and in activating university mobility management actions. Although foreseen by national legislation, there are universities in which this figure has not been appointed. Moreover, where it is present, the appointment of the Mobility Manager does not always lead to the activation of organic and permanent policies of mobility management and to the drawing up of a home-university Travel Plan. However, it should be noted that in recent years the number of universities with Mobility Managers and mobility planning tools has increased, as has the level of attention paid to the socio-economic and environmental sustainability of the mobility flows of university populations. An improvement that can be counted among the positive results of the activities of comparison, exchange and activation of good practices within the Mobility WGs of the RUS. Academic mobility management policies can be divided into four different strategies, the effectiveness of which depends on the universities' ability to implement them in a synergetic and continuous way.

Concession strategies and policies

The policies that respond to this strategy are aimed at limiting the use of private vehicles through the support of public transport and active mobility. These policies are the most widespread in Italian universities, also because they are often included within the more general company welfare measures to support employees. The support to public mobility is normally implemented by promoting agreements with public transport companies at a local or supra-local level aimed at issuing discounted season tickets for employees. Where implemented, these policies have proved to be very effective, shifting a significant number of employees from private to public transport and helping to spread the practice of using transport for journeys other than commuting.

Restriction strategies and policies

Restricting the right to private vehicular mobility is adopted much less frequently by Italian universities than policies aimed at granting services. The issue of restricting individual mobility rights, on the other hand, is still today the subject of comparison and debate between very different positions. Therefore, not many universities in Italy have adopted these measures to restrict private vehicle access; however, some have in recent years reduced the number of on-campus parking spaces and the number of ZTL permits.

Strategies and policies of persuasion

Persuasive strategies and policies are based on the assumption that in order to change mobility choices, like other habitual behaviours, restrictive interventions are not sufficient and that it is necessary to intervene also on the value, normative and attitudinal dimensions of individuals. Moreover, since mobility is a habit that is difficult to modify with norms and rational explanations, changing

behaviour requires a sufficiently long time to allow the actors to test the effectiveness of changing mobility habits/practices. Measures aimed at encouraging the use of active mobility and public transport by means of communication/awareness-raising campaigns and above all personalised marketing programmes (known in Anglo-Saxon literature as PTP, Personalized Travel Planning) are part of this argumentative scenario.

Innovative strategies and policies
This is the strategy and policies that should meet with the greatest consensus in environments such as the academic world, which aims to promote studies and research on innovation. In fact, several universities are studying technological and organisational proposals to improve the mobility of university populations within the framework of, but not limited to, the work programmes of the Mobility Working Group of the Network for Sustainable Development.

GOOD PRACTICES

Concession strategies and policies
Thanks to an agreement signed between the municipality, the university and the LPT company, since October 2017 students, employees and visitors have been able to reach the university's premises with the combination METRO+METROSHUTTLE. January 2018, a METROBUS line has been established to connect the metro station with the Humanities Departments in the historical city centre. Finally, since October 2018 all university students have been travelling free of charge on urban LPT vehicles: 50 bus lines, the metro line and shuttle services.

Strategies and policies of persuasion
In 2015, a personalised marketing programme (soft measure) for the promotion of sustainable mobility was implemented to coincide with the commissioning of the metro (hard measure). As a result, 38% of motorists started using the metro. In a second phase, IPET (Individual Personal Ecotravel Technology), an app that provides personalised travel solutions as an alternative to the private car, also through persuasive technology practices and gamification, came into force.

Restriction strategies and policies
The university green office supports the management of university car parks according to the principles of sustainability, with the aim of ensuring access for those who need it most and discouraging parking (and therefore car use) when other travel options are possible. Going beyond generic "please use your car less" appeals and recognising individual differences and mobility needs, the aim is to achieve the best sustainability results through a combination of choices and opportunities by making intelligent use of all available information.

THEME	OBJECTIVE	ACTION	QUALITATIVE/QUANTITATIVE INDICATOR
Governance of sustainable academic mobility	Strengthen the active role of the university in the governance of urban and metropolitan mobility	Appointment of the University Mobility Manager. Drafting of the Home-Work Travel Plan (HWTP). Participation of the Mobility Manager in local and city working groups for mobility governance.	Number of universities with Mobility Managers Number of universities with HWTPs. Number of universities whose managers participate in working groups on mobility governance.
Public transport	Increase the use of public transport by defining new, more effective concession policies with transport companies	Conclusion of agreements with public transport companies for the purchase of tickets at discounted prices. Participation in working groups with public transport operators to improve the frequency and quality of mobility.	Number of agreements concluded with public transport companies. Percentage of students and staff with an annual LPT season ticket. Number of universities co-participating in the purchase of LPT season tickets for students and staff. Average annual expenditure by students and staff on LPT season tickets.
Active mobility	Increasing active mobility, through agreement policies, as well as active mobility and university access services and infrastructures	Conclusion of agreements with sharing mobility companies. Construction (or participation in the construction) of infrastructure for cycling and walking. Construction of cycle workshops and bicycle parking. Equip with fleets of company bicycles.	Number of agreements concluded with sharing mobility companies. Percentage of students and staff with an annual subscription to sharing mobility services. Number of universities with a fleet of company bicycles. Average annual expenditure on the construction of active mobility infrastructure.
Technical and organisational innovation	Adopt technical and organisational solutions, also in terms of schedules and timetables of services and teaching activities, to relieve congestion due to people coming to and from universities	Replacement of the company car fleet with electric cars. Installation of electric rechargers and other energy-saving devices. Adoption of timetable changes to improve access to university in sustainable ways.	Number of universities with eco-friendly company cars or buses/shuttles. Number of universities equipped with electric charging facilities. Number of universities that have adopted "agile work" interventions. Number of universities that have implemented de-synchronisation interventions aimed at decongesting entry and exit flows.

RESOURCES, WASTE, CIRCULAR ECONOMY

The incessant production of waste and the increasingly unsustainable use of resources, both linked to human activities, have long been incompatible with the delicate balance of environmental ecosystems. The actions needed to "ensure sustainable patterns of production and consumption" are indicated by several targets of the UN 2030 Agenda, in particular, those related to Goal 12 aimed at reducing waste generation and adopting circular economy processes for the production and use of goods and resources. In order to implement the above actions, however, it is necessary to take up the challenge of change, as the UN is asking us to do, having launched the initiative "Be the change, take the challenge". In this context, the role of universities, as places in which to conceive and test approaches and practices of change, both in terms of innovation and inclusiveness, can be fundamental in all phases of the Circular Economy: research activities and training of future professionals for the phases of eco-design and production (from the type of materials used, to the assembly methods, to the production technologies) and for those of recovery, recycling and waste disposal (innovative technologies), awareness-raising, information and education activities also within the third mission (therefore also addressed to the population, with particular regard to the reduction of waste production).

The RUS Resources and Waste Working Group, which was set up with this in mind, sees as its main areas of action those related to (i) the management methods (collection, storage, transport and treatment), from a technical and regulatory point of view, of all types of waste produced by the universities and (ii) the dissemination of practices aimed at raising awareness of the issue of proper waste management and at guiding towards behaviours designed to prevent waste production.

STRATEGY AND PRIORITIES | RESOURCES, WASTE, CIRCULAR ECONOMY

If, on the one hand, the supply of Resources and the management of Waste theoretically represent a continuum that is difficult to separate, on the other hand, it is only recently that universities are trying to tackle these issues together, which traditionally have been the prerogative of different areas/offices and the subject of different regulations; this is thanks to the change of perspective brought about by the Circular Economy that is imposing itself with respect to the Linear Economy.

The necessary change, however, cannot disregard the current limits of mainly regulatory nature: the same definition of waste, or "any substance or object which the holder discards or intends or is obliged to discard" (Legislative Decree 152/06, art. 183, letter a), derived from Directive 2008/98/EC), has as a serious consequence to burden the start of any activity aimed at reusing or extending the useful life of a substance or object. In order to overcome this intrinsic limitation to the conversion to the Circular Economy, universities can (i) try to deeply influence the conscience of future change makers by educating and involving young people

in their activities and by proposing new models of behaviour, (ii) to influence the legislator by creating a critical mass and joining other voices calling for concrete change.

It is precisely with regard to this second aspect that the Resources and Waste Working Group has identified, as one of its priority areas of intervention, networking with authorities, institutions, consortia and legal experts to address the issue of "regulatory limits and responsibilities" with regard to waste management in the university environment with a view to overhauling the current system.

The working group also considers it necessary that the principles of the circular economy and the waste hierarchy (the 3Rs principle: Reduction, Reuse, Recycling) should be included in the universities' "Vision", finding a formal ideological collocation in general policy documents such as the Statute and the Strategic Plan, and a concrete application in specific documents such as the University Plan for Sustainable Development (promoted, moreover, by the RUS) and the specific sector Regulations (from the one dedicated to waste management to the one concerning purchases), taking care to prioritise the prevention of waste production over all other possibilities. Furthermore, in order to transform the current linear approach to resource and waste management into a cyclical one, it was recently established in the framework of the 2019 Magnificent Meetings that it is necessary to identify and train a Resource and Waste Manager (R&WM).

This figure should be the Rector's contact person for the procurement and use of resources and for the management of all types of waste produced in the university, as well as the relevant counterpart of the Sustainability Manager in this area. In addition, by taking part in the work of the Waste Working Group, the R&WM of each university would allow to obtain a constant exchange of good practices and a monitoring of the performance of the universities with respect to "procedures for the purchase of goods and services and waste management", thus accelerating, with a view to continuous improvement, the transition from a Linear to a Circular Economy.

Finally, given not only the large catchment area of the universities, but also their institutional and third mission role, another important priority area is the dissemination of practices aimed at raising the awareness of the university community and the general public on the issue of proper waste management and at guiding them towards behaviour that prevents the production of waste from the outset. In order to give substance to the above, it is important to carry out a series of parallel actions on different scales, summarised and further detailed in diagram 1:

- direct actions at/on facilities in our universities;
- actions and synergies to be implemented at university system level;
- actions and synergies to be launched at local level, in cooperation with other local actors;
- actions promoted by the different components of the university communities adequately involved.

GOOD PRACTICES

Reduction of waste from single-use plastic packaging

Distribution of water bottles and installation of drinking fountains/ water houses/ drinking bottles.

It is among the most frequently implemented/desired practices.

It usually involves offering freshmen, staff and guests of the university a water bottle as a gift to reduce the purchase of disposable plastic bottles and promote the consumption of tap water/water dispensers.

In several cases the water bottles have become part of the university's merchandising, helping to spread its identity.

Two points of attention are being studied/evaluated by some universities: (i) control and responsibility for the quality of the water supplied and (ii) choice of water bottles (material).

Some universities have activated contracts for plastic-free vending machines (see Food WG activities).

Reducing paper waste

Usually several paths are followed:

- digitisation of internal university processes;
- call to reduce, where possible, the printing of documents and emails or, at least, to use both sides and paper with a high recycling rate;
- shift from paper-based to digital promotion and dissemination tools;
- guidelines for limiting the number of printed material at events and conferences.

Point of attention: monitor the effectiveness of initiatives and verifying actual waste reduction.

Increased awareness and communication activities

The most common activities are: training events and seminars, promotional activities co-designed by lecturers/experts and students, exhibitions on the theme, flash mobs, themed competitions, communication campaigns, initiatives involving the participation of staff, lecturers and students outside the university and aimed at the general public (plogging events, Clean Up The World, direct exchange and repair of objects, collection points for specific waste with posters aimed at raising awareness as well as educating, such as batteries, medicines, plastic or cork tops, coffee pods, in areas owned by the universities and accessible to the public, where the waste delivered is assimilated to urban waste, etc.).

THEME	OBJECTIVE	ACTION	QUALITATIVE/QUANTITATIVE INDICATOR
Actions for the circular economy	Change of vision: from linear to circular economy	Establish formal commitments for waste prevention and reduction, extending the life cycle of goods/products, purchasing services instead of goods whenever possible. Promoting the reuse of assets that are not in use (e.g. IT equipment, furniture, through the establishment and publication of an internal university "catalogue") and defining clear rules for their donation in a non-university context. Implementation of projects for self-composting and community composting of the organic fraction from cafeterias and canteens (see Food Working Group activities) and from the management of parks and gardens.	Changes in the amount of waste delivered over time by type (in kg and percentage). Recycling trend over time (in kg and percentage). Number of assets donated over time (inventory office). Economic savings due to no purchase of new goods/materials/substances (compost, etc.)
Actions in the technical and regulatory field	Exceeding regulatory limits and critical management issues	Establishment for each university of a permanent technical round table for discussion with the administration and the local waste manager. Networking between universities and experts in the field to propose regulatory changes and experiments. Promoting the participation of "waste management" experts (or R&WM) experts to the RUS Resources and Waste Working Group and to technical tables at national and ministerial level.	Number of working tables / discussion fora Number of participants in working tables (including RUS working group) Number of projects launched Number of new supply chains for resource and waste management
Institutionalisation of R&WM	Presence of competent figures for waste management and procurement in universities	Appointment of an R&WM expert in the following areas: (i) technical and regulatory management of special waste (skills recognised by passing the Waste Management Technical Manager's exam); (ii) supervision of separate waste collection and interface with the municipal manager; (iii) management of relations with procurement / tender offices; (iv) Development of Special Projects on waste prevention and reduction.	Number of formally appointed university R&WMs
R&WM training	Training of experts for the labour market.	Development of a training offer (see Education Working Group activities) company waste prevention and management (waste managers, environmental technicians, etc.), with cross disciplinary skills (chemical, physical, biological, engineering and legal.	Number of courses held Difference between number of courses held per year current and previous year Number of persons trained

THEME	OBJECTIVE	ACTION	QUALITATIVE/QUANTITATIVE INDICATOR
Promote a circular economy culture	Culture dissemination, awareness-raising and communication	Promotion of dialogue with the local community (in a "third mission" perspective) to disseminate the culture of reuse and recycling and the need for an ecological transition. Promotion of awareness-raising and communication events open to all concerning social responsibility in waste production and management.	Number of events organised Number of people involved
In-depth WASTE AND HEALTH report	Dissemination of culture, awareness-raising and promotion of engagement with specific reference to the theme "Waste and health relationship"	Promote the participation of university experts in working groups on the relationship between waste management and public health, in order to overcome any obstacles to the implementation of the circular economy. Promotion of awareness-raising and communication moments concerning the emergency management plan, to be shared with experts in the field, management companies and professionals.	Number of participants Number of initiatives organised locally

INCLUSION AND SOCIAL JUSTICE

On 19 December, the RUS Coordination Committee approved the establishment of the 'Inclusion and social justice' working group.
The formation of this group stems from the reflections that emerged in Udine during the event 'The CRUI Magnificent Meetings', during which the Manifesto - from "Universities for Sustainability" to "Sustainability in Universities" - was signed, with the aim of strengthening the teaching function of the university in this direction, by including in the training proposal a series of professional skills related to the principle of sustainability. On this occasion, in particular, the need to set up a working group dedicated to inclusion and social justice was highlighted.
This is also intended to give further impetus to the work of the RUS, which aims to coordinate universities on the issues of environmental sustainability and social responsibility in order to share good practices and experiences in favour of the 2030 Agenda's Sustainable Development Goals. Universities, through their institutional activities in the fields of research, education and third mission in promoting the achievement of Goals 4-Quality education and 10-Reducing inequalities, are in fact called upon to build inclusive contexts, attentive to gender equality and social justice.

MOTIVATIONS AND UNDERLYING IDEAS

The awareness on which the proposal of this table has been built is that the society in which we live is characterised by conditions of uncertainty, complexity and change, phenomena which have impacts on the well-being of individuals, groups and communities. We experience a multiplicity of problems, such as poverty, objective and subjective, personal and social barriers, high rates of emigration and immigration, over-exploitation of natural resources, high levels of social heterogeneity, increased competitiveness and precariousness, which are interconnected and interact with even greater consequences.
The complex reality in which we live hinges on a three-level articulation, the macrosystem, relating to the social and cultural issues in which we are immersed, the prevailing and degenerate ideology of neo-liberalism and its manipulative strategies, the socio-economic conditions and the role played by the context of origin, the way of conceiving work and participation in it, the way of conceptualising human life, merit, success and vulnerability, the mesosystem, i.e. the places of life, the cities, towns, communities and organisations where business life, school life, university life, service support, production systems, advertising, communication and information processes operate, and the microsystem, the individual and his or her family.

ROLE OF UNIVERSITIES

We are aware that in order to deal with this situation, we need study, research, knowledge, sharing of knowledge, exchanges and relations with the best forces in the area, education and training of the younger generations, and awareness-raising among men and women. Universities have a significant role to play in all this, through their 'instruments of action,' research, training and third mission, they have a duty to intervene to promote the construction of inclusive, sustainable, fair, gender-conscious, socially just and inequality-fighting contexts. We are aware that, to this end, it is important to refer to the most up-to-date and accredited conceptual and scientific models, to an interdisciplinary vision, and to give value and substance to what is proposed at international and national level by the best institutions, starting with the United Nations with its 2030 Agenda, if we really want to outline significant trajectories capable of promoting fair and sustainable social innovations.

PATHS TO BE BUILT

The idea of setting up this round table is based on the plan to involve universities in processes of reflection, conceptual constructions, identification of actions and operational trajectories that will enable them to face up to social challenges, to act as agents of change for the benefit of sustainable and inclusive development, to propose good practices, knowledge, materials, for the benefit of this.

The activities should cover:

- the implementation of shared policies for the promotion of social contexts that are able to evolve by capitalising on complexity and heterogeneity, and that are able to initiate sustainable and inclusive innovations, centred on social justice, for a quality life for all;
- raising a critical awareness of inequalities, discrimination and forms of inequity and how to overcome them;
- the promotion of ways of encouraging participation and involvement in building friendly and natural forms of support for university life, inclusive teaching, services focused on the right to study and a quality educational and professional life for all, ways of promoting an inclusive and sustainable mentality, the launch of inclusive and gender-sensitive language policies, infrastructural and technological aspects that help in an inclusive and accessible way to reduce barriers and promote support.

SUSTAINABILITY REPORTING OF THE UNIVERSITIES

SBG-RUS WORKING TABLE

Voluntary sustainability reporting by universities is intended to be a primary element of their policies for communicating to stakeholders their commitment and pro-active vision for achieving a more sustainable future. By drawing up a sustainability report, the university can promote and improve the process of interaction with its stakeholders; provide an overall picture of its activities and achievements; support decision-making processes; and set outcome targets to be pursued with appropriate governance and strategy. As part of this process, accountability is therefore also a mechanism for organisational learning and continuous improvement.

In order to guide universities in this process, the Social Report Study Group (GBS) and RUS are drafting a Sustainability Standard for Universities. It is a lean document, easy and quick to implement, which will strengthen the transparency and communication of the universities' achievements and guide them along the path of accountability and sustainability. The starting point for the working group was research document no. 7 on "Social reporting in universities", published by GBS in 2008 and already adopted by some Italian universities since the first approaches to social reporting. The content of this document has been integrated and modified in order to take into account both the regulatory and institutional innovations that have taken place since its publication (university mission, indicators, accounting, etc.), and the practices and standards, developed at national and international level, on the issues of social and environmental commitment required of organisations (SDGs, emission reduction, gender equality, non-financial statement, web reporting, etc.). The Sustainability Reporting Standard for Universities has been designed as a content standard, capable of both guiding the process of implementing university social responsibility management systems and proposing the structure and content of reporting. The Standard will also propose elements of connection with the planning and programming systems of the universities and with the system of indicators already in place, in order to promote reporting functional to the strategic planning of the university and its three main missions (teaching, research and third mission).

The Standard consists of an introductory and a more technical part. In the first part, the objectives and principles of the sustainability report are defined, as well as elements that present the university's unique identity, such as its governance structure and mission. In the second, the true heart of the sustainability report, sets of indicators (qualitative and quantitative) are presented,

aimed at measuring the university's activities by considering environmental, social and economic impacts. In accordance with the metrics developed by the RUS WGs, the dimensions to be measured and monitored will be presented considering the peculiarities of the variable being measured.

It will then be the task of each university to adapt the structure and measurements proposed by the Standard to its own peculiarities. In order to limit the risk of self-referentiality of the sustainability report and to increase its credibility, the document recommends the use of assurance by an independent third party.

The Sustainability Reporting Standard for Universities will be accompanied by an Operating Manual to support universities in drafting the various sections proposed by the Standard. The Operational Manual is a document that aims to assist those involved in drafting the report by providing explanations on the various aspects of structure and content in the Standard, offering guidance on the process of constructing indicators, suggesting ways of stakeholder engagement and offering suggestions for the assurance process.

The Standard ultimately aims to:

- provide a balanced and reasoned synthesis of the university's operations in its three missions while also considering the socio-environmental and economic aspects of its operations;
- highlight the current and prospective contribution of universities to achieving the sustainable development goals of the UN 2030 Agenda;

- guide and strengthen the universities' commitment to the national and international challenges that the institutional and social context will require of them.

NETWORK SNAPSHOT

An annual survey is carried out with the dual purpose of providing an up-to-date picture of a growing network and mapping the universities' activities and initiatives on sustainable development.

For the 2020 survey, an online questionnaire was administered to the 74 RUS member universities in April 2020 and 59 responses were received, with a response rate of 80%.

The questionnaire is structured in 11 sections: the principles of sustainable development, Agenda 2030 and SDGs, delegations, organisational structure, sustainability activities, students, communication channels, reporting, networks and, finally, questions specific to the working groups. The most significant results of the survey are reported below.

cross-disciplinarity
research
art training transfer
education campus
third mission institutions
city buildings
infrastructure
design reporting
system thinking mapping
structure
creating awareness
lifestyle engagement
responsible consumption sharing
impact reduction agreements prevention
planet 2030 Agenda equity
climate change equal opportunities
circular economy waste people
emissions reduction wellbeing community
energy inclusion
energy saving social justice
energy efficiency
innovation development
water empowerment
resources teleworking
plastic mobility
green
renewable sources recycling
responsibility food ecology
environment resilience ecopsychology

SUSTAINABLE DEVELOPMENT PRINCIPLES

Are the principles of sustainable development mentioned in the **University Statute**?

| yes 27 | no 32 |

Are the principles of sustainable development present in the **University's Strategic Plan**?

| yes 53 | no 6 |

Does the University Strategic Plan include **quantitative sustainability targets**?

| yes 32 | no 27 |

Does sustainability have a **specific allocation in the university budget**?

| yes 26 | no 33 |

In which **areas of work** can you find references to the principles of sustainable development?

teaching 57
research 55
third mission 56
campus management 45
other 5   social and gender balance sheet / associations and volunteering / personnel management / social commitment / orientation activities, internships, hosting of school-work apprenticeships/ building development

2030 AGENDA AND SDGS

Is your university carrying out awareness-raising activities on **Agenda 2030** issues?

| yes 58 | no 1 |

Which **SDGs** are mainly related to the activities of your university?

goal 4 **quality education** 32
goal 3 **health and well-being** 24
goal 13 **fight against climate change** 24
goal 5 **gender equality** 21
goal 11 **sustainable cities and communities** 20
goal 7 **clean and accessible energy** 16
goal 12 **responsible consumption and production** 14
goal 9 **enterprise, innovation and infrastructure** 8
goal 10 **reduce inequalities** 6
goal 16 **peace, justice and strong institutions** 5
goal 2 **end hunger** 4
goal 8 **decent work and economic growth** 4
goal 17 **partnership for the goals** 4
goal 14 **life under water** 2
goal 1 **overcoming poverty** 1
goal 6 **clean water and sanitation** 1
goal 15 **life on earth** 0

MANDATES

For which of the following areas are there **formal delegates or managers** in your university?

equal opportunities / inclusion / welfare
44

sustainability
44

energy management
36

mobility management
32

communication and stakeholder involvement
26

training on sustainable development issues
19

development cooperation
15

buildings / green spaces / ecosystems
26

waste and resources
26

food
10

other*
4

gpp
7

decarb
2

* right to education / disability and specific learning disorders / gender medicine / social reporting

Is the **Delegate for Sustainability** also the Delegate for RUS?

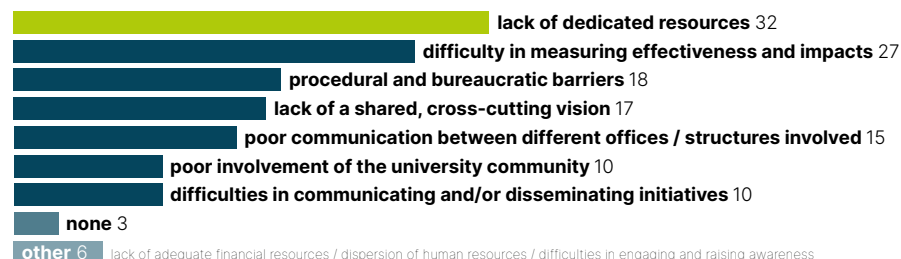| yes 37 | no 32 | non c'è delegato 16 |

ORGANISATIONAL STRUCTURE

Is there a dedicated sustainability **organisational structure** at the University?
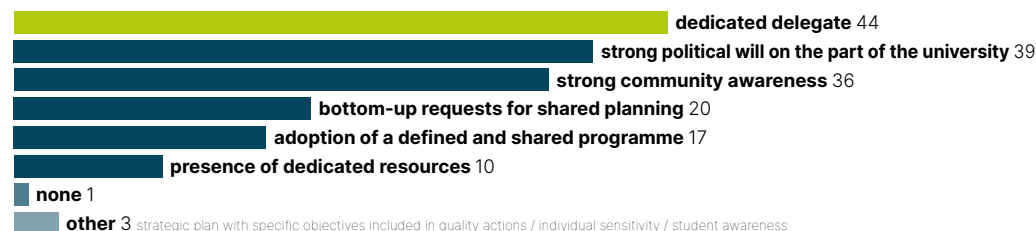
yes, only commission 23
yes, only administrative unit 6
both 9
under construction 4
no 16
other 1

SUSTAINABILITY ACTIVITIES

What **barriers/obstacles** have you encountered in implementing actions for sustainable development at your university?

- lack of dedicated resources 32
- difficulty in measuring effectiveness and impacts 27
- procedural and bureaucratic barriers 18
- lack of a shared, cross-cutting vision 17
- poor communication between different offices / structures involved 15
- poor involvement of the university community 10
- difficulties in communicating and/or disseminating initiatives 10
- none 3
- other 6 — lack of adequate financial resources / dispersion of human resources / difficulties in engaging and raising awareness

What **factors**, on the other hand, have triggered the implementation of actions for sustainable development?

- dedicated delegate 44
- strong political will on the part of the university 39
- strong community awareness 36
- bottom-up requests for shared planning 20
- adoption of a defined and shared programme 17
- presence of dedicated resources 10
- none 1
- other 3 — strategic plan with specific objectives included in quality actions / individual sensitivity / student awareness

STUDENTS

Are students **involved** in the university's sustainable development activities?

- yes 56
- no 3

How are the students involved?

- through dedicated awareness-raising events 45
- through the implementation of specific projects with a defined timeframe 28
- there is an ongoing collaboration 21
- through specific calls 10
- other 9 — participation of representatives in governing bodies / seminars / cooperation with the student council / internships, traineeships and scholarships / degree awards / competitions

Are there any **student associations** in your university that deal with sustainability?

- yes 35
- no 24

Do these associations **actively cooperate** with the dedicated organisational structures?

- yes 30
- no 5

REPORTING

Is there **regular reporting** on sustainability activities?

- yes 29
- no 30

Which **reporting standard(s)** does it refer to?

- GRI 15
- GBS 9
- IIRC 2
- none 7
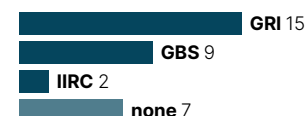
NETWORK AND RANKING

Apart from the RUS, which **sustainability networks** does your university belong to?

- ASviS 27
- GBS 9
- ISCN 8
- UN global compact 6
- UN GUPES 2
- UN PRIME 2
- UN SDSN 6
- none 18
- other 15 — IUSDRP / ESSSR / UNICA GREEN / ISDRS / Forum on inequalities and diversities / SUN / UNIADRION / APEnet / Netvl / Unitown / CUCS / ISLE / econometica / EUA / CESAER
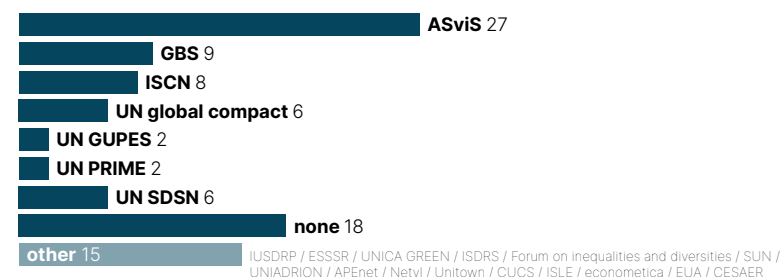
What **sustainability rankings** does your university take part in?

- Greenmetric 27
- THE impact 13
- none 28

CLIMATE CHANGE

In your opinion, what is your university's **level of commitmen**t to climate change (mitigation and adaptation)?

- **excellent** 5
- **good** 24
- **sufficient** 22
- **insufficient** 7
- **poor** 1
- **very poor** 0
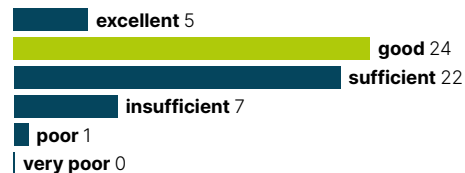
FOOD

Is there a **coordinating group or figure dedicated** to food-related sustainability in the university?

- **there is no coordination whatsoever** 19
- **there is coordination, but it is an informal group** 14
- **there are one or more persons dedicated to green public procurement for services related to food supply/consumption** 11
- **the group coordinates with other groups/roles working on other sustainability issues** 8
- **there is a formally recognised group of people dedicated to the theme** 7
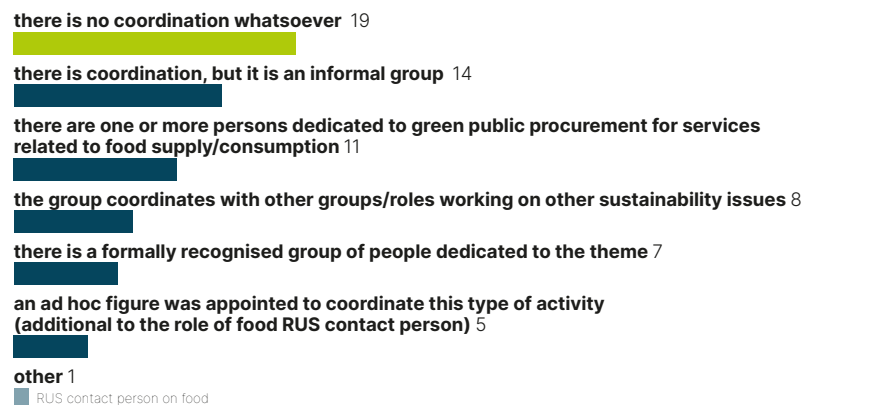- **an ad hoc figure was appointed to coordinate this type of activity (additional to the role of food RUS contact person)** 5
- **other** 1
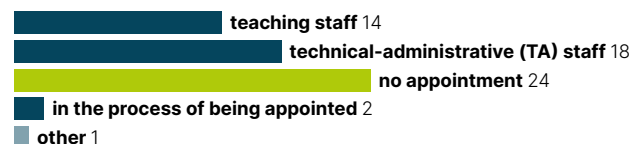 - RUS contact person on food

EDUCATION

Has the university activated the so-called **Zero Lesson**, a cross-curricular course on sustainable development and the 2030 Agenda for all degree courses?

- **yes** 16
- **no** 43

MOBILITY

The **mobility manager** officially appointed at the university belongs to:

- **teaching staff** 14
- **technical-administrative (TA) staff** 18
- **no appointment** 24
- **in the process of being appointed** 2
- **other** 1

INCLUSION AND SOCIAL JUSTICE

Are there specific **University policies** for inclusion and social justice?

- **yes** 56
- **no** 3

They concern:

- **students with disabilities** 56
- **students with learning difficulties** 51
- **staff with disabilities** 44
- **other** 12
  - international cooperation and development activities / students in gender transition, with psychological and psychic discomfort / humanitarian corridors / foreign students and refugees / asylum seekers / immigrants and refugees, support actions for inclusion and accompaniment / actions in support of gender equality, equal opportunities, LGBTQ rights / actions for the protection and prevention of all types of discrimination and harassment / administrative and teaching staff with specialised support actions in the field of work discomfort
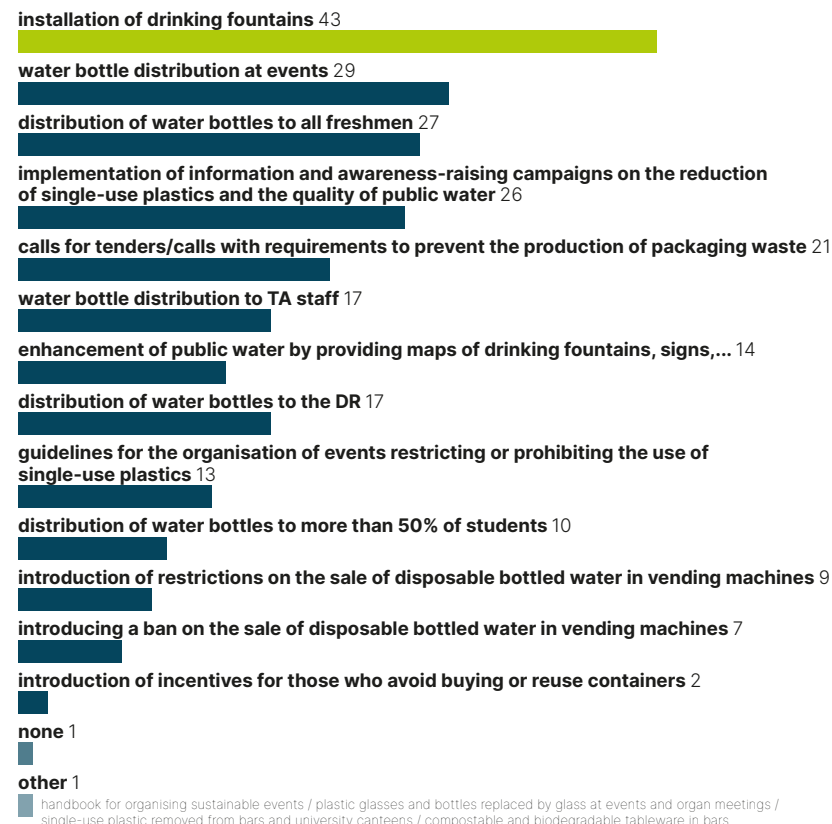
WASTE AND RESOURCES

What action has your university taken to date to prevent the use of **single-use plastics**?

- **installation of drinking fountains** 43
- **water bottle distribution at events** 29
- **distribution of water bottles to all freshmen** 27
- **implementation of information and awareness-raising campaigns on the reduction of single-use plastics and the quality of public water** 26
- **calls for tenders/calls with requirements to prevent the production of packaging waste** 21
- **water bottle distribution to TA staff** 17
- **enhancement of public water by providing maps of drinking fountains, signs,...** 14
- **distribution of water bottles to the DR** 17
- **guidelines for the organisation of events restricting or prohibiting the use of single-use plastics** 13
- **distribution of water bottles to more than 50% of students** 10
- **introduction of restrictions on the sale of disposable bottled water in vending machines** 9
- **introducing a ban on the sale of disposable bottled water in vending machines** 7
- **introduction of incentives for those who avoid buying or reuse containers** 2
- **none** 1
- **other** 1
  - handbook for organising sustainable events / plastic glasses and bottles replaced by glass at events and organ meetings / single-use plastic removed from bars and university canteens / compostable and biodegradable tableware in bars

CHAPTER SEVEN
COLLABORATIONS

COLLABORATIONS

During 2019 and the first months of 2020, RUS confirmed previous agreements and formalised, through Memoranda of Understanding, collaboration with entities that share the same aims and recognise the 2030 Agenda as an essential guide in orienting their activities. Through the Memoranda of Understanding, RUS and the entity express their interest in establishing a relationship of collaboration on issues related to the 2030 Agenda for Sustainable Development, consisting of the implementation of activities of common interest and participation in mutual initiatives, according to the procedures defined from time to time.

More specifically, the RUS has formally established its cooperation with the following bodies and associations:

Alma Mater Studiorum - Università di Bologna
Istituto Universitario di Studi Superiori - Iuss Pavia
Libera Università di Bolzano
Libera Università di Lingue E Comunicazione - Iulm
Libera Università Internazionale degli Studi Sociali "Guido Carli" - Luiss
Libera Università Maria Ss. Assunta - Lumsa
Politecnico di Bari
Politecnico di Milano
Politecnico di Torino
Scuola Superiore di Studi Universitari e di Perfezionamento Sant'Anna
Università Ca' Foscari Venezia
Università Campus Bio-medico di Roma
Università Carlo Cattaneo - Liuc
Università Cattolica del Sacro Cuore
Università della Valle D'aosta - Université de la Vallée D'aoste
Università degli Studi del Sannio
Università degli Studi della Basilicata
Università degli Studi della Campania - Luigi Vanvitelli
Università degli Studi della Tuscia
Università degli Studi dell'Aquila
Università degli Studi dell'Insubria
Università degli Studi di Bari Aldo Moro
Università degli Studi di Bergamo
Università degli Studi di Brescia
Università degli Studi di Cagliari
Università degli Studi di Camerino
Università degli Studi di Cassino e del Lazio Meridionale
Università degli Studi di Catania
Università degli Studi di Catanzaro "Magna Graecia"
Università degli Studi di Ferrara
Università degli Studi di Firenze
Università degli Studi di Foggia
Università degli Studi "G. D'annunzio" Chieti Pescara
Università degli Studi di Genova
Università degli Studi di Macerata
Università degli Studi di Messina
Università degli Studi di Milano
Università degli Studi di Milano-Bicocca
Università degli Studi di Modena e Reggio Emilia
Università degli Studi del Molise
Università degli Studi di Napoli Federico II
Università degli Studi di Napoli "L'Orientale"
Università degli Studi di Napoli Parthenope
Università degli Studi di Padova
Università degli Studi di Palermo

Università degli Studi di Parma
Università degli Studi di Pavia
Università degli Studi di Perugia
Università degli Studi di Roma "La Sapienza"
Università degli Studi di Roma "Tor Vergata"
Università degli Studi di Roma Unitelma Sapienza
Università degli Studi di Salerno
Università degli Studi di Sassari
Università degli Studi di Scienze Gastronomiche
Università degli Studi di Siena
Università degli Studi di Teramo
Università degli Studi di Torino
Università degli Studi di Trento
Università degli Studi di Trieste
Università degli Studi di Udine
Università degli Studi di Urbino Carlo Bo
Università degli Studi di Verona
Università degli Studi Internazionali di Roma – Unint
Università degli Studi Link Campus University
Università degli Studi Mediterranea di Reggio Calabria
Università degli Studi Roma Tre
Università degli Studi Saint Camillus - International University of Health And Medical Sciences - Unicamillus
Università degli Studi Suor Orsola Benincasa
Università del Piemonte Orientale
Università del Salento
Università della Calabria
Università di Pisa
Università Iuav Di Venezia
Università Lum Jean Monnet
Università per Stranieri Di Perugia
Università per Stranieri Di Siena
Università Politecnica delle Marche

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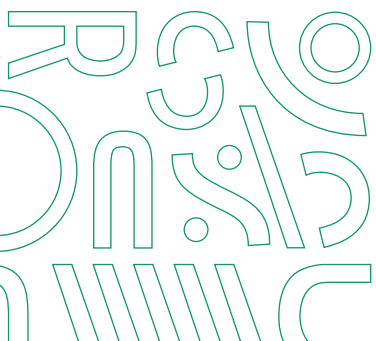### RETE DELLE UNIVERSITÀ PER LO SVILUPPO SOSTENIBILE - NETWORK OF UNIVERSITIES FOR SUSTAINABLE DEVELOPMENT