



Universidad San Francisco de Quito **STARS REPORT**

Date Submitted: Dec. 25, 2013

Rating: Reporter

Score: Reporter

Online Report: [Universidad San Francisco de Quito](#)

STARS Version: 1.2

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About STARS

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

STARS is designed to:

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

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

About AASHE

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

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

Education & Research

Co-Curricular Education

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

Credit
Student Sustainability Educators Program
Student Sustainability Outreach Campaign
Sustainability in New Student Orientation
Sustainability Outreach and Publications
Student Group
Organic Garden
Model Room in a Residence Hall
Themed Housing
Sustainable Enterprise
Sustainability Events
Outdoors Program
Themed Semester or Year

Student Sustainability Educators Program

Criteria

Institution coordinates an ongoing peer-to-peer sustainability outreach and education program for degree-seeking students. The institution:

- Selects or appoints students to serve as educators and formally designates the students as educators,
- Provides formal training to the educators in how to conduct outreach, and
- Offers faculty or staff and/or financial support to the program.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education and/or non-credit students are excluded from this credit.

Student clubs or groups, which are covered by *Co-Curricular Education Tier Two Credit 1*, are not eligible for this credit unless the group meets the criteria outlined above.

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

Student Sustainability Outreach Campaign

Criteria

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

To measure if the campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign.

The campaign could take the form of a competition (such as a residence hall conservation competition), or a collective challenge (such as a campus-wide drive to achieve a specific sustainability target).

The campaign may focus on one or more sustainability issues, but educating students is a primary feature of the campaign.

The campaign may reach additional campus members (faculty, staff, visitors, etc.) as long as students are one of the audiences of the campaigns.

The following impacts are not sufficient for this credit:

- Increased awareness
- Additional members of a mailing list or group

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

Sustainability in New Student Orientation

Criteria

Institution includes sustainability prominently in its new student orientation activities and programming. Sustainability activities and programming are made available to all new students and are intended to educate about the principles and practices of sustainability.

Because orientation activities vary from one institution to another, prominent inclusion of sustainability may not take the same form on each campus. When reporting for this credit, each institution will determine what prominent inclusion of sustainability means given its particular context.

As this credit is intended to measure sustainability being infused throughout the institution, program or discipline-level orientations are not included in this credit.

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

Responsible Party

Diego Cisneros
Research Coordinator
Chancellors Office

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
 - A sustainability newsletter
 - A vehicle to publish and disseminate student research on sustainability
 - Building signage that highlights green building features
 - Food service area signage and/or brochures that include information about sustainable food systems
 - Signage on the grounds about sustainable groundskeeping strategies employed
 - A sustainability walking map or tour
 - A guide for commuters about how to use alternative methods of transportation
 - A guide for green living and incorporating sustainability into the residential experience
 - Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
 - Other
-

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

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

No

A brief description of the central sustainability website that consolidates information about the institution's sustainability efforts:

The website URL for the central sustainability website that consolidates information about the institution's sustainability efforts:

Does the institution have a sustainability newsletter?:

No

A brief description of the sustainability newsletter:

The website URL for the sustainability newsletter:

Does the institution have a vehicle to publish and disseminate student research on sustainability?:

Yes

A brief description of the vehicle to publish and disseminate student research on sustainability:

In 2012 the following students published papers related to sustainability:

Adriana Pavon Palacio

Agustina Arcos-Torres

Alejandro Solano-Ugalde

Arnaud Caoloux

David Cazar

Eduardo Toral

Elicio TapiaRios Tauma

Carlos Andres Gallegos

Daniel Merchan

Daniela Almeida

Eduardo Puertas

Pablo Yepez

All of them have been published in Avances. The research papers go through an editorial process and peer-reviewed. It is an open access Magazine. It publishes exact sciences, biology, environmental and inter discipline articles. This is also an open source for other Universities in the country. Indexed to LATINDEX, Sistema Regional de Información en Línea para Revistas Científicas, de América Latina, el Caribe, España y Portugal - México

The website URL for the vehicle to publish and disseminate student research on sustainability:

<http://usfq.com/publicaciones/avances/Paginas/default.aspx>

Does the institution have building signage that highlights green building features?:

No

A brief description of building signage that highlights green building features :

The website URL for building signage that highlights green building features :

Does the institution have food service area signage and/or brochures that include information about sustainable food systems?:

No

A brief description of food service area signage and/or brochures that include information about sustainable food systems:

The website URL for food service area signage and/or brochures that include information about sustainable food systems:

Does the institution have signage on the grounds about sustainable grounds-keeping strategies employed?:

No

A brief description of signage on the grounds about sustainable grounds-keeping strategies employed:

The website URL for signage on the grounds about sustainable grounds-keeping strategies employed:

Does the institution have a sustainability walking map or tour?:

No

A brief description of the sustainability walking map or tour:

The website URL of the sustainability walking map or tour:

Does the institution have a guide for commuters about how to use alternative methods of transportation?:

No

A brief description of the guide for commuters about how to use alternative methods of transportation:

The website URL for the guide for commuters about how to use alternative methods of transportation:

Does the institution have a guide for green living and incorporating sustainability into the residential experience?:

No

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

The website URL for the guide for green living and incorporating sustainability into the residential experience:

Does the institution have regular coverage of sustainability in the main student newspaper (either through a regular column or a reporter assigned to the sustainability beat)?:

No

A brief description of regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

The website URL for regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat:

Does the institution produce another sustainability publication or outreach material not covered above? (1st material):

No

A brief description of this material:

The website URL for this material:

Does the institution produce another sustainability publication or outreach material not covered above? (2nd material):

No

A brief description of this material:

The website URL for this material:

**Does the institution produce another sustainability publication or outreach material not covered above?
(3rd material):**

No

A brief description of this material:

The website URL for this material:

**Does the institution produce another sustainability publication or outreach material not covered above?
(4th material):**

No

A brief description of this material:

The website URL for this material:

**Does the institution produce another sustainability publication or outreach material not covered above?
(5th material):**

No

A brief description of this material:

The website URL for this material:

Does the institution produce another sustainability publication or outreach material not covered above?

(6th material):

No

A brief description of this material:

The website URL for this material:

Does the institution produce another sustainability publication or outreach material not covered above?

(7th material):

No

A brief description of this material:

The website URL for this material:

Does the institution produce another sustainability publication or outreach material not covered above?

(8th material):

No

A brief description of this material:

The website URL for this material:

Responsible Party

Nicole Galindo
Stundet Council President
Stundet Council

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

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

Yes

The name and a brief description of each student group:

USFQ's Student Government (GOBE) in 2012 worked on various projects that focused on recycling, reduction of single use plastic bottles and paper copies, as well as giving back to the community.

List up to 4 notable recent activities or accomplishments of student group(s):

1. Homework is to be turned in as an electronic file through Desire 2 Learn, the online platform of the University. This platform was implemented on August 2011. A main component of GOBE's work was to train instructors and professors to use this online tool appropriately. The project also included delivering readings on PDF format instead of printed copies.
2. GOBE purchased 3 water fountains for students to refill their personal bottles and decrease the use of single use water bottles. Both cold and hot water is now available through campus.
3. Christmas's celebration for 400 children in la Tola Grande, a vulnerable neighborhood in Cumbaya, where the University is located. This included entertainment and food.
4. A "Thank You Celebration" for the cleaning and security staff. The celebration included entertainment and lunch in order to thank them for their hard work, which is essential for the University's operations and success.

List other student groups that address sustainability:

The website URL where information about student group(s) is available:

<http://www.usfq.edu.ec/estudiantes/gobe/proyectos/Paginas/proyectos.aspx>

Data source(s) and notes about the submission:

For the Online content the assumptions is that all content observes international IP laws.

Responsible Party

Hugo Castell

Instructor

Agronomy

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

Does the institution have an on-campus garden where students are able to gain organic farming and/or gardening experience?:

No

A brief description of the garden:

USFQ's Organic Garden is a mandatory class to agriculture introduction. The garden is located some 6 miles away from the University in a 2.4 acre leased piece of land.

Each semester there is generally between 7 to 10 students in the class where everything from seed planting to genetic research is carried out. Besides students, there are 3 fulltime workers that oversee the organic farm. Students stick to a scheduled production process and are required to assist daily.

Besides cultivating in season-produce, the organic garden also serves as a seedbed for native plants such as Chilca, Guabo, Santa Maria, Ajsillo and podocarpus, which are then transplanted to parks and ravines. Everything is organically managed, from the fertilizer made from quail excrement, to the red earthworms for compost as well as fumigating with trichoderma mushrooms for pest control.

Products sold have to pass a sanitary verification in order to be packed and shipped to the farmers market on Friday's at noon. Leftover produce is fed to the rabbits and guinea pigs at the farm. All other organic left over's are used for compost and re used as organic fertilizer.

The website URL where information about the garden is available:

Model Room in a Residence Hall

This credit was marked as **Not Applicable** for the following reason:

Institution does not have residence halls.

Themed Housing

This credit was marked as **Not Applicable** for the following reason:

Institution does not have on-campus housing.

Sustainable Enterprise

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

Sustainability Events

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

Responsible Party

Diego Egas
Hiking Instructor
Sports

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

Does the institution have a wilderness or outdoors program that organizes hiking, backpacking, kayaking, or other outings for students and follows Leave No Trace principles?:

Yes

A brief description of the program:

Currently the University offers a Climbing/Hiking 3-credit class. The program started in 99 as a club and the then president of the club remains as class instructor today. The class is based on taking a theory in mountaineering, rappel and ropes. Besides attending all theory classes students have to take at least 3 weekend trips during the semester. The class has a policy of leave no trace behind but has no theory on it. As for rock climbing the policy is to use previous bolts.

The website URL where information about the program is available:

<http://ssb.usfq.edu.ec/cursos.html>

Themed Semester or Year

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

Curriculum

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

Credit
Sustainability Course Identification
Sustainability-Focused Courses
Sustainability-Related Courses
Sustainability Courses by Department
Sustainability Learning Outcomes
Undergraduate Program in Sustainability
Graduate Program in Sustainability
Sustainability Immersive Experience
Sustainability Literacy Assessment
Incentives for Developing Sustainability Courses

Sustainability Course Identification

Criteria

Part 1

Institution has developed a definition of sustainability in the curriculum. The definition was developed by a committee comprised of at least three faculty members who teach courses in different departments. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

In order to report on other STARS Curriculum credits, the definition of sustainability in the curriculum should distinguish between courses that focus or concentrate on the concept of sustainability throughout the course and courses that relate to an aspect of sustainability or include sustainability as part of the course.

- Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine an issue or topic using sustainability as a lens.
- Sustainability-related courses incorporate sustainability as a distinct course component or module or concentrate on a single sustainability principle or issue.

Part 2

Institution has identified its sustainability-focused and sustainability-related course offerings. A course is either sustainability-focused or sustainability-related; no course should be identified as both sustainability-focused and sustainability-related. Each institution is free to choose a methodology to identify sustainability courses that is most appropriate given its unique circumstances. Asking faculty or departments to self-identify sustainability courses using the definition in Part 1 or looking at the stated learning outcomes and course objectives associated with each course may provide a richer view of sustainability course offerings than simply reviewing course descriptions, but it is not required.

Part 3

Institution makes its sustainability course inventory publicly available online. The identification can be incorporated into the course catalog or posted as a stand-alone document.

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

Sustainability-Focused Courses

Responsible Party

Alexandra Velasco

Faculty/ Head sustainability project
Business School

Criteria

Institution offers sustainability-focused academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

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

The number of sustainability-focused courses offered :

71

The total number of courses offered :

2,715

Number of years covered by the data:

One

A list of sustainability-focused courses offered:

- 1 ANT-0312E Culture & Social Dynamics Andean Environment
- 2 ANT-0385 Human Ecol. & Maritime Comm
- 3 BIO-0201 Ecuadorian Flora and Fauna
- 4 BIO-0307 Ecosystems Based Manag.
- 5 BIO-0420 Native & Introd Plants Galapagos
- 6 EP-0195 Hiking
- 7 ECL-0101 Ecuador Ecology and resources
- 8 ECL-0300 Ecology and community
- 9 ECL-0304 Tropical Marine Ecol.
- 10 ECL-0310 Human Ecology
- 11 ECL-0311 Marine Ecology
- 12 ECL-0312 Tech. of Marine Research II
- 13 ECL-0315 Ecosystems & Biod. Ecuador
- 14 ECL-0320 Phylogenetic
- 15 ECL-0405 Tropical Montane Ecology
- 16 ECL-0406 Tropical Coastal Ecology
- 17 ECL-0407 Tropical Rainforest Ecology

18 ECL-0408 Studies in Tropical Ecology
19 ECL-0414 Evolutionary Ecology
20 ECL-0637E Political Ecology
21 ECN-0100 Intro to Economics
22 EPE-0302 Ecuadorian Culture
23 INA-0340 Hazardous Material transportation
24 INA-0440 Characterization of waste and waste water
25 INA-0440L Lab Characterization of waste and waste water
26 INA-0450 Environmental Meteorology
27 INA-0502 Waste water treatment
28 INA-0502L Lab. For waste water treatment
29 INA-0513 Environmental Management Systems
30 INA-0520 Environmental Modeling
31 ODT-0526 Dentistry Community Services VI
32 ODT-0558 Dentistry Community Services VII
33 ODT-0557 Community service for the Elder III
34 ECL-0425 Sustainable Tourism
35 REC-0480 Intro. Environmental Engineering
36 SAL-610 Community Health
37 SAL-670 Health Advocacy
38 SIC-0402 Community Project
39 SOC-0290E SOCIAL PROBLEMS IN ECUADOR
40 SSA-611 Environmental Management
41 ANT-0321E Gender & Cultural Studies
42 BIO-0328 Marine Life
43 MED-0400E Health & the Environment
44 INA-0501 Air quality control
45 INA-0514 Environmental Contamination
46 PASEC Community Volunteering
47 Ant 380 Env. Antropology
48 REC Aspects of environmental communication
49 REC 230 Economy for Natural resources
50 Rec 440 Environmental policy
51 REC 461 Bio security
52 REC 335 E Environmental Studies
53 ADM-0451 Corporate Ethics
54 REC-0300 Environmental Entrepreneurship
55 REC-0311 Environmental Education
56 REC-0315E Wildlife Conservation Biology
57 REC-0322E Geopolitics&Envir:Coo&Confl
58 REC-0330 Strategic Planning for N.R.M
59 REC-0351 Wildlife conservation and administration .
60 REC-0410 Protected Areas
61 TUR-0222 Tourist Legislation
62 BIO-0276 Eco physiology
63 BIO-0276L Lab. Eco physiology
64 BIO-0420 Native & Introd Plants Galapag
65 ECL-0335 Techniques of Marine Research

66 ECL-0350 Ecology and Galap. Conservation
67 ECL-0606 Env. Ecosystems
68 ECL-0630 Project Design and execution
69 ECL-0631 Thesis
70 ECL-0653E Conservation Biology
71 ECL-0660 Integrated Management
72 ECL 0663 Community Ecology
73 REC 355 Marine Conservation Biology
74 REC 374 Environmental Project Planning
75 REC 301 Climate Change
76 REC 476 Environmental Evaluation
77 JUR-0502X Law clinics II

The website URL where the publicly available sustainability course inventory that includes a list of sustainability-focused courses is available:

<http://ssb.usfq.edu.ec/cursos.html>

A copy of the sustainability course inventory:

Data source(s) and notes about the submission:

http://usfq.com/programas_academicos/pregrado/Paginas/default.aspx

Sustainability-Related Courses

Responsible Party

Alexandra Velasco

Faculty/ Head sustainability project
Business School

Criteria

Institution offers sustainability-related academic courses.

This credit does not include continuing education and extension courses, which are covered by *PAE Credit 21: Sustainability in Continuing Education*.

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

The number of sustainability-related courses offered :

25

The total number of courses offered :

2,715

Number of years covered by the data:

One

A list of sustainability-related courses offered:

- 1 SOC-0320 Rural Sociology
- 2 ADM-0465 International Business
- 3 AGR-0212 Horticulture
- 4 AGR-0311 Horticulture 1 (highlands)
- 5 AGR-0530 Flori culture
- 6 ANT-0362E Globalization
- 7 ANT-0321E Gender & Cultural Studies
- 8 BIO-0202 General Botanic
- 9 DEP-0201 Extreme Sports
- 11 ING-0101 Intro Science and Engineering
- 12 VET-0202 Community Health and development
- 13 BIO 100 Biology
- 14 ANT-0260 Amazon Communities
- 15 ADM-0350 Human Resource Management
- 16 ADM-0415 Innovation
- 17 ECN-0100 Intro to Economics
- 18 CAA-0410 Scientific writing

- 19 BIO-0302 Marine Mega fauna
- 20 ECL-0332 Research
- 21 ECL-0332J Research techniques
- 22 ECL-0333 Field Environmental Lab
- 23 CID 104 Biosphere
- 24 CID 102 Cosmos
- 25 AGR-0221 Soil Management

The website URL where the sustainability course inventory that includes a list of sustainability-related courses is posted:

http://www.usfq.edu.ec/programas_academicos/pregrado/Paginas/default.aspx

A copy of the sustainability course inventory:

Responsible Party

Alexandra Velasco

Faculty/ Head sustainability project
Business School

Criteria

Institution's academic departments (or equivalent) offer sustainability-related and/or sustainability- focused courses.

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

The number of departments that offer at least one sustainability-related or -focused course :

7

The total number of departments that offer courses:

10

A list of departments that offer sustainability courses:

- College of Administration for the Development - CAD (Innovation)
- College of Biological and Environmental Sciences - COCIBA (Sustainable Tourism)
- College of Health Sciences - COCSA (Dentistry- Community Service)
- College of Science and Engineering – “El Politécnico” (Waste and Water treatment)
- College of Social Sciences and Humanities - COCISOH (Env. Anthropology)
- College of Law - JUR (law Clinics)
- College of Communication and Contemporary Arts - COCOA (Env. Communication)

The website URL where the publicly available sustainability course inventory that includes a list of departments that offer sustainability courses is available:

A copy of the sustainability course inventory :

Sustainability Learning Outcomes

Criteria

Institution's students graduate from programs that include sustainability as a required learning outcome or include multiple sustainability learning outcomes.

For this credit, learning outcomes at the course level count if the course is required to earn the degree. This credit includes graduate as well as undergraduate programs. For this credit, "programs" include majors, minors, concentrations, certificates, and other academic designations. Programs that include co-curricular aspects may count as long as there is an academic component of the program.

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

Responsible Party

Rodny Peñafiel

Environmental Engineering Coordinator

Environmental Engineering

Criteria

Institution offers at least one sustainability-focused undergraduate major, degree program, or equivalent.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a major (e.g. a concentration on sustainable business within the business major) do not count for this credit.

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

Does the institution offer an undergraduate degree program that meets the criteria for this credit?:

Yes

The name of the sustainability-focused, undergraduate degree program (1st program):

Environmental Management

The website URL for the program (1st program):

http://www.usfq.edu.ec/programas_academicos/colegios/cociba/carreras/Paginas/Administracion_Ambiental.aspx

The name of the sustainability-focused, undergraduate degree program (2nd program):

Environmental Engineering

The website URL for the program (2nd program):

http://www.usfq.edu.ec/programas_academicos/colegios/politecnico/carreras/Paginas/ingenieria_ambiental.aspx

The name of the sustainability-focused, undergraduate degree program (3rd program):

The website URL for the program (3rd program):

stars.aashe.org

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

Data source(s) and notes about the submission:

Environmental Management is a 5-year online program the university offers with the objective of combining economic development with the social and environmental aspects and how these relations affect the overall system. This area of study is under the School of Environmental and Biological Science and focuses on individuals who are interested in planning, implementing and evaluating natural resources and the tradeoffs

Environmental Engineering

This degree looks to form professionals who can work on technical solutions for environmental degradation and contamination. This is a mix of sciences by combining biology as well as engineering. The objective is to solve the need for economic growth through an ecological lens as well as looking to create shared value for stakeholders and the community.

Graduate Program in Sustainability

Criteria

Institution offers at least one sustainability-focused degree program or equivalent for graduate students.

The degree program does not have to include sustainability in its name to count for this credit. Environmental Studies programs, for example, count for this credit as long as the program covers the social, economic, and environmental dimensions of sustainability. A program that focuses exclusively on environmental or social issues, however, would not be sufficient to earn this credit.

Concentrations within a degree program (e.g. a concentration on sustainable business within an MBA program) do not count for this credit.

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

Sustainability Immersive Experience

Responsible Party

David Romo
Head of Ethnic Diversity
Ethnic Diversity

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program(s) may take place off-campus, overseas, or on-campus.

For this credit, the program meets one or both of the following criteria:

- it concentrates on sustainability, including its social, economic, and environmental dimensions or
- it examines an issue or topic using sustainability as a lens.

Immersive programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

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

Does the institution offer a program that meets the criteria for this credit?:

Yes

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

The Galapagos Institute for the Arts and Sciences (GAIAS) is a world-class academic and research institution offering hands-on academic programs for international and Ecuadorian students alike. Students partaking in our semester programs have the opportunity to choose between three tracks: Marine Ecology; Evolution, Ecology and Conservation; and People Politics and the Environment. GAIAS also offers tailor made programs, for faculty led programs by other universities and academic institutions. Established by Universidad San Francisco de Quito (USFQ) in 2002, GAIAS was created with the support of the Galapagos National Park, the Municipality of San Cristobal, and the local government. GAIAS recognizes that effective environmental conservation requires accessible and sustainable economic alternatives for the local people. It is with this focus and understanding that GAIAS seeks to promote the development and replication of sustainable, non-extractive economic opportunities through access to quality higher education.

Since its establishment, GAIAS has become one of most important educational and research entities in the Galapagos, hosting more than 250 national and international students every year. This is in addition to local Galapagos residents who are pursuing their degrees through our USFQ-Galapagos extension.

Study Plan: 5 classes worth 3 credits each. Each class lasts between 2 to 3 weeks. During the students' first month in Ecuador, they will take classes at USFQ's main campus in Cumbaya. During the first month, they will also visit the Tiptuni Biodiversity Station, a cloud forest and the Antisana Volcano. The other 4 classes are held at the GAIAS campus in the Galapagos. Through these hands-on classes students will have the opportunity to visit some of the most amazing places in

the Galapagos and enjoy an education-based 4-day cruise.

Courses include:

Tropical Ecology

Native and Introduced Plants of the Galapagos

Evolutionary Biology

Introduction to Marine Ecosystems

Human Ecology and Maritime Communities

The website URL where information about the immersive experience is available:

http://www.usfq.edu.ec/programas_academicos/galapagos/GAIAS/Paginas/Semester-Programs.aspx

Sustainability Literacy Assessment

Criteria

Part 1

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics, not values or beliefs.

Part 2

Institution conducts a follow-up assessment of the same cohort group using the same instrument.

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

Incentives for Developing Sustainability Courses

Criteria

Institution has an ongoing program or programs that offer incentives for faculty in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. The program aims to increase student learning of sustainability.

Incentives may include release time, funding for professional development, and trainings offered by the institution.

Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

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

Research

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

Credit
Sustainability Research Identification
Faculty Engaged in Sustainability Research
Departments Engaged in Sustainability Research
Sustainability Research Incentives
Interdisciplinary Research in Tenure and Promotion

Sustainability Research Identification

Criteria

Part 1

Institution has developed a definition of sustainability research. The definition was developed by a committee comprised of at least three faculty members from different departments who conduct research. The committee may include students, staff, and other stakeholders as well. The definition does not have to be formally adopted.

Part 2

Institution has identified its sustainability research activities and initiatives. This research inventory should include all research centers, laboratories, departments, and faculty members whose research focuses on or is related to sustainability.

Part 3

Institution makes its sustainability research inventory publicly available online.

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

Faculty Engaged in Sustainability Research

Responsible Party

Diego Cisneros
Research Coordinator
Chancellors Office

Criteria

Institution's faculty members conduct research on sustainability topics.

Any level of sustainability research by a faculty member is sufficient to be included for this credit. In other words, a faculty member who conducts both sustainability research and other research may be included.

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

Departments Engaged in Sustainability Research

Responsible Party

Alexandra Velasco

Faculty/ Head sustainability project
Business School

Criteria

Institution's academic departments include faculty members who conduct sustainability research.

Any level of sustainability research by a faculty member in a department is sufficient for this credit.

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

The total number of academic departments that conduct research:

10

The number of academic departments in which at least one faculty member engages in sustainability research:

4

A list of academic departments in which at least one faculty member engages in sustainability research:

- College of Biological and Environmental Sciences - COCIBA
- College of Health Sciences - COCSA
- College of Science and Engineering – “El Politécnico”
- College of Social Sciences and Humanities - COCISOH

The website URL where the sustainability research inventory that includes the departments engaged in sustainability research is posted:

<http://www.usfq.edu.ec/publicaciones/avances/Paginas/default.aspx>

A copy of the sustainability research inventory that includes the departments engaged in sustainability research:

Sustainability Research Incentives

Criteria

Part 1

Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

Part 2

Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

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

Interdisciplinary Research in Tenure and Promotion

Criteria

Institution gives positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and tenure decisions.

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

Operations

Buildings

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building's impact on the outdoor environment.

From the institution:

The university has grown at such a pace that space has been used as diligently as possible. In 2012 the university's density was 88 square feet (27.12 square meters) per student.

Conservation of water and energy is an everyday part of building operations, but strangely enough this has not formally been put into policies or measured.

The climate

Quito, the capital city is located at 9,350 feet of altitude in the equator. This provides a unique spring-like weather year round with an average temperature at noon of 65.7 °F. As for sunshine there is about 2058 sunshine hours annually and approximately 5.6 sunlight hours for each day. USFQ is set in the valley of Cumbayá, which receives on average more sun than Quito.

Refrigerator and Air conditioning Units Inventory

In 2013 a visual inventory of all refrigerators and AC's installed in campus was conducted. Many of these units are in very hard to reach places. The following information was collected: Place where it is located, brand and model, the type of coolant and full capacity that it can hold when it is initially purchased, time since last inspection and maintenance was carried out, amount of years since purchased, and links related.

The University does not do a formal accounting process of how much coolant has been placed back.

The campus has a total area of 536,339.28 square feet, of which 397,923.79 square feet are constructed, representing 74,19% of the available area. Laboratories take up to 29 527,2 square feet, approximately. Free space for recreation purposes represent the other 25.81% that includes a man made lake, 2 soccer fields (1 is synthetic grass), 2 tennis courts and a parking lot.

The campus has 34 buildings, with a total construction area of 529,742.51 square feet. Furthermore there are 38 bathrooms distributed on the entire campus, most of the bathrooms have sinks with water saving mechanisms, and the toilets use water saving regulation devices. Individual consumption has yet to be calculated.

Credit
Building Operations and Maintenance
Building Design and Construction

Building Operations and Maintenance

Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M) Green Building Rating System,

and/or

2) Operated and maintained in accordance with sustainable operations and maintenance guidelines and policies that cover the following:

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

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

Building Design and Construction

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the past three years are:

1) Certified under the LEED® for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems,

and/or

2) Designed and built in accordance with green building guidelines and policies that cover the following topics:

- Impacts on the surrounding site
- Energy consumption
- Usage of environmentally preferable materials
- Indoor environmental quality
- Water consumption

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

Indoor Air Quality

Criteria

Institution has adopted an indoor air quality management policy, plan, and/or practices that include regular auditing or monitoring and a mechanism for occupants to register complaints. Policies and plans adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

Climate

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas emissions. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries.

Credit
Greenhouse Gas Emissions Inventory
Greenhouse Gas Emissions Reduction
Air Travel Emissions
Local Offsets Program

Responsible Party

Alexandra Velasco

Faculty/ Head sustainability project
Business School

Criteria

Part 1

Institution has conducted a GHG emissions inventory covering its Scope 1 and Scope 2 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents' Climate Commitment reporting site, the institution's website, or another public website.

Part 2

Institution has conducted a GHG emissions inventory covering Scope 3 emissions. The GHG emissions inventory is publicly available, either through the American College & University Presidents' Climate Commitment reporting site, the institution's website, or another public website.

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

The website URL where the GHG emissions inventory is posted:

<http://www.usfq.edu.ec/huelladecarbono>

Does the inventory include all Scope 1 and 2 emissions?:

Yes

Does the inventory include emissions from air travel?:

Yes

Does the inventory include emissions from commuting?:

Yes

Does the inventory include embodied emissions from food purchases?:

No

Does the inventory include embodied emissions from other purchased products?:

No

Does the inventory include emissions from solid waste disposal?:

Yes

Does the inventory include another Scope 3 emissions source not covered above?:

Yes

If yes, please specify:

Water

Does the inventory include a second Scope 3 emissions source not covered above?:

If yes, please specify :

Does the inventory include a third Scope 3 emissions source not covered above?:

If yes, please specify :

Does the inventory include a fourth Scope 3 emissions source not covered above?:

If yes, please specify :

Data source(s) and notes about the submission:

USFQ started collecting data for the first time in 2012. This report is our first greenhouse gas emission inventory and will be referred to from now on as our baseline report. The general strategy is to reduce amount of Co2 as well as the costs incurred when it is created, mitigate risk and become an industry leader.

This is our baseline year and we will be putting up our findings shortly an URL with the total.

Greenhouse Gas Emissions Reduction

Criteria

Institution reduced its net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a 2005 baseline.

For this credit, off-site, institution-catalyzed carbon offsets (i.e. those popularly known as “local offsets”) count in full. Purchased carbon offsets that have been verified by a third party may count towards a portion of the reduction. Purchased offsets that have not been third-party verified do not count.

To conduct a GHG emissions inventory, campuses may use any methodology and/or calculator that is consistent with the Greenhouse Gas Protocol's Corporate Accounting and Reporting Standards.

The baseline GHG emissions inventory should include the same emissions sources as the performance year emissions inventory.

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

Air Travel Emissions

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

Local Offsets Program

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

Dining Services

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water, which has potentially dangerous impacts on wildlife and human health. Furthermore, the often long-distance transportation of food to institutions produces greenhouse gas emissions and other pollution. Additionally, farm workers are often paid substandard wages, subjected to harsh working conditions, and exposed to dangerous pesticides. Institutions can use their food purchases to support their local economies; encourage safe, environmentally-friendly farming methods; and help alleviate poverty for farmers.

Please note that while dining services can also play an important role in conserving energy and water, reducing waste, and purchasing environmentally preferable materials other than food, STARS measures these impacts across the institution instead of by department; therefore, the benefits of these actions are captured in the Energy, Water, Waste, and Purchasing subcategories, respectively.

Credit
Food and Beverage Purchasing
Trayless Dining
Vegan Dining
Trans-Fats
Guidelines for Franchisees
Pre-Consumer Food Waste Composting
PostConsumer Food Waste Composting
Food Donation
Recycled Content Napkins
Reusable Container Discounts
Reusable To-Go Containers

Responsible Party

Alexandra Basantes
Purchasing Manager
Food and Beverage CPU

Criteria

This credit includes food and beverage purchases for on-campus dining services operated by the institution or the institution's primary on-site contractor. Institution purchases food and beverages that meet at least one of the following criteria:

- Grown and processed within 250 miles of the institution
- Third-party certified (USDA Certified Organic, Marine Stewardship Council Blue Ecolabel, Food Alliance, Fair Trade, Certified Humane Raised and Handled)

Food and beverage purchases that meet multiple criteria listed above should not be double-counted.

This credit includes food and beverage purchases for on-campus dining operations and catering services operated by the institution or the institution's primary dining services contractor (e.g. Aramark, Bon Appétit Management Company, Chartwells, Sodexo). On-site franchises, convenience stores, vending machines, or concessions are excluded from this credit unless they are operated by the institution or the institution's primary on-site contractor..

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

Percentage of food expenditures that meet one or more of the criteria for this credit (0 - 100):

90

A brief description of the sustainable food and beverage purchasing program:

Ecuador is a small Andean country with a total land area of 109,415 sq. miles (283 kms). The total distance from the upper northern limit to the furthest southern corner is a total of 479 miles (772 km). Quito is located 1/3 down the way, making it very strategic ground for purchasing. The following table (Table 1) puts distances into context; most of them are cities where most agricultural fields are located.

Table 1: Food miles/kms

Quito to: Kms Miles

Machachi 38.8 23

Ambato 132 82

Ibarra 123 76

Santo Domingo de los Colorados 150 93

Quininde 214 132

Guayaquil 421 261

Salcedo 104 64
Esmeraldas 309 192

Providers

The university purchases 90% from national providers (a good amount comes from produce open markets) the other 10% are imported products such as Chilean Salmon, cured meat from Spain, and mussels from Japan. Organics play only a 10% of the total check.

From this we estimate that 80% of food travels on average less than 250 miles, mean while products such as cocoa, coffee and bananas come from 400 miles from the south of Ecuador making that 5% further than 250 miles.

Calculations where based on data provided for purchases done from July 1st to December 31st of 2012. Based on interviews with the purchasing department, the assumption is that the University spends on average the same amount of money for each semester. The data provided, provided for 6 months was multiplied by 2 in order to calculate annual costs.

The Website URL where information about the institution's sustainable food and beverage purchasing efforts is available:

Trayless Dining

This credit was marked as **Not Applicable** for the following reason:

Institution does not have residential dining halls.

Responsible Party

Mario Jimenez

Head Chef

Food and Beverage CPU

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

Does the institution offer diverse, complete-protein vegan dining options during every meal?:

Yes

A brief description of the vegan dining program:

Because food is made from scratch every time, it can be subject to change. This means that people can ask to leave out any components not only for personal reasons but also for dietary restrictions such as lactose intolerance or allergies. There are both vegetarian and vegan options. This means vegetarian broth, veggies and rice plus Carve or tofu. Via Bonita prepares 20 vegetarian plates each day. These do not exclude dairy products. Salads are made to order thus people can leave out any animal products. There are sufficient grains such as Lupin an Andean grain that ranges from 32% to 52% of protein. Marcus can accommodate any requests and even work with produce to make food that is not included in the menu. Overall an estimated 5% of meals are made to satisfy vegetarian or vegan costumers. Main consumers are American students who come in the exchange program.

The website URL where information about the program, policy, or practice is available:

Responsible Party

Mario Jimenez

Head Chef

Food and Beverage CPU

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

Does the institution use frying oil that does not include trans-fats and seek to avoid foods that include trans-fats in its dining operations?:

Yes

A brief description of the trans-fats avoidance program, policy, or practice:

University uses 100% vegetable oil "El Cocinero," which is fabricated with palm oleins and pure soy extract. This oil is designed to resist high temperatures and has no cholesterol. This oil is considered to have no transfat, which has a strict discarding policy to provide students with quality food. A company, which is environmentally certified, provides a service to the University and properly discards the oil.

One of the only possible products that may have transfats are pre-fabricated potatoes chips and other snacks. We calculated that on average 624 bags of snacks are sold each month. That comes down to an average of 7 bags per day.

The website URL where information about the program, policy, or practice is available:

Guidelines for Franchisees

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

Responsible Party

Mario Jimenez
Head Chef
Food and Beverage CPU

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

Does the institution have a pre-consumer food waste composting program?:

Yes

A brief description of the pre-consumer food waste composting program:

The University has an Environmental manager that takes both pre and post consumer waste. This organic material is not composted but it is fed to pigs.

The overall percentage of meals for which pre-consumer scraps are composted:

90

The percentage of meal plan meals for which pre-consumer scraps are composted:

95

The percentage of retail facility meals for which pre-consumer scraps are composted:

90

The percentage of conference meals for which pre-consumer scraps are composted:

90

The website URL where information about the composting program is available:

Responsible Party

Mario Jimenez

Head Chef

Food and Beverage CPU

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

Does the institution have a postconsumer food waste composting program?:

Yes

A brief description of the postconsumer food waste composting program:

The University has an Environmental manager that takes both pre and post consumer waste. This organic material is not composted but it is fed to pigs.

The percentage of overall meals for which postconsumer composting is available:

60

The percentage of meal plan meals for which postconsumer composting is available:

75

The percentage of retail facilities for which postconsumer composting is available:

0

The percentage of conference meals for which postconsumer composting is available:

0

The website URL where information about the composting program is available:

Data source(s) and notes about the submission:

The 2012 base report has limited the inclusion of food and dining purchases to the activities inside the restaurants of the University. The University also has a catering service called Epikus. The catering for events for the University are included but not for private events outside.

Food Donation

Responsible Party

Mario Jimenez

Head Chef

Food and Beverage CPU

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

Does the institution donate leftover or surplus food?:

Yes

A brief description of the food donation program:

Every day about 20 portions of the buffet left-over's go to feed University night workers. Additionally every week we estimate that 80 portions from the Buffet in Via Bonita are not consumed. These portions are properly packed and frozen and await pick up from Fundación Reina de Quito, which serves underprivileged children. When the Non-profit comes the University cooks fresh rice due to the fact that rice cannot be frozen.

The other product which has left over's is bread. Internal policy for the bakery asks for continuous production of bread. The following is done:

- 1/3 of whole wheat and sweet breads are given to "Fundación Ocaso Feliz"
- 1/3 is given to kitchen staff in the morning with coffee in order to ensure everyone has had breakfast. This provides for around 100 people each day.
- 1/3 is made into breadcrumbs for cooking.

The website URL where information about the food donation program is available:

Recycled Content Napkins

Responsible Party

Alexandra Velasco

Faculty/ Head sustainability project
Business School

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

Does the institution use recycled content napkins in its dining service operations?:

Yes

A brief description of the purchasing behavior:

Napkins are bought from "Representaciones Continental". The content is 75% recycled.

The website URL where information about the purchasing is available:

Reusable Container Discounts

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

Reusable To-Go Containers

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

Energy

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global warming. Global warming is expected to have myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are expected to be particularly pronounced for poor communities and countries. In addition to causing global warming, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower floods habitat and disrupts fish migration.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

Credit
Building Energy Consumption
Clean and Renewable Energy
Timers for Temperature Control
Lighting Sensors
LED Lighting
Vending Machine Sensors
Energy Management System
Energy Metering

Building Energy Consumption

Criteria

Institution has reduced its total building energy consumption per gross square foot of building space compared to a 2005 baseline.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBtu

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

Clean and Renewable Energy

Criteria

Institution supports the development and use of clean and renewable energy sources using any one or combination of the following options.

Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such electricity. (In other words, if the institution has sold Renewable Energy Credits for the clean and renewable energy it generated, it may not claim such energy here). The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Option 2: Using renewable sources for non-electric, on-site energy generation, such as biomass for heating.

Option 3: Catalyzing the development of off-site clean and renewable energy sources (e.g. an off-campus wind farm that was designed and built to supply electricity to the institution) and retaining the environmental attributes of that energy.

Option 4: Purchasing the environmental attributes of electricity in the form of Renewable Energy Certificates (RECs) or other similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party, or purchasing renewable electricity through the institution's electric utility through a certified green power purchasing option.

Option 5: Using cogeneration technologies to generate electricity more efficiently. Note: generating electricity using cogeneration technology and a renewable fuel, such as biomass, is considered Option 1 and should not be counted twice.

Since this credit is intended to recognize institutions that are generating new sources of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit. For example, daylighting, passive solar design, and ground-source heat pumps are not counted in this credit. The benefits of such strategies are captured by *OP Credit 5: Greenhouse Gas Emissions Reductions* and *OP Credit 7: Building Energy Consumption*.

Transportation fuels, which are covered by *OP Credit 14: Campus Fleet*, are not included in this credit.

To aggregate energy consumption data from multiple sources, figures should be converted into MMBtu (one million British thermal units – a standard measure of energy) using the following equivalents:

1 kWh = 0.003412 MMBtu

1 MWh = 3.412 MMBtu

1 therm = 0.1 MMBtu

1 kBtu = 0.001 MMBtu

1 ton-hour = 0.012 MMBtu

1 MJ = 0.000948 MMBTU

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

Timers for Temperature Control

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

Lighting Sensors

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

LED Lighting

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

Vending Machine Sensors

This credit was marked as **Not Applicable** for the following reason:

Institution does not have vending machines on campus.

Responsible Party

Fausto Vasco
IT Manager and Coordinator
IT department

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

Does the institution use a centralized energy management system that allows it to track energy consumption and performance in multiple buildings in a central location?:

Yes

A brief description of the management system:

Due to the University's built environment and the climate where the campus is located, there is no need for air conditioning throughout USFQ Cumbaya campus (as explained on the built environment report), except in places where there is special equipment. For instance, the data center where permanent air conditioning is required to avoid damaging by excess heating of special computers, the high performance computing system (HPC), among others. The air conditioning system is Canatal. The usage of electricity for air conditioning is included in the total usage of electricity in the campus

There is in fact an Energy Management System for where the servers are located, which not only provides constant monitoring of temperature but exactly knows the amount of electricity used. This Management system has technology to be connected by phone devices with the technical crew that monitors the servers and can be reached remotely if needed. Due to possible power shortages the management system also has a backup generator that provides servers with energy for 15 to 20 minutes until electric generators at the University start up. Additionally a fire system is also in place. Redundant uninterrupted servers are from the Powerware brand.

The percentage of building space monitored with a centralized energy management system:

2

A description of what systems are shut down during unoccupied periods:

The website URL where information about the institution's use of the technology is available:

Energy Metering

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

Grounds

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving water and resources.

Credit
Integrated Pest Management
Native Plants
Wildlife Habitat
Tree Campus USA
Snow and Ice Removal
Landscape Waste Composting

Integrated Pest Management

Criteria

Institution's grounds are developed and maintained in accordance with an integrated pest management plan that adheres to the following four-tiered approach:

- 1) Set action thresholds
- 2) Monitor and identify pests
- 3) Prevention
- 4) Control

This credit was marked as **Not Applicable** for the following reason:

Institution does not have cultivated grounds comprising one or more percent of the total area of the campus.

Native Plants

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

Wildlife Habitat

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

Tree Campus USA

This credit was marked as **Not Applicable** for the following reason:

Institution is not located in the United States.

Snow and Ice Removal

This credit was marked as **Not Applicable** for the following reason:

Institution does not remove snow and ice as part of annual maintenance routines.

Landscape Waste Composting

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

Purchasing

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Credit
Computer Purchasing
Cleaning Products Purchasing
Office Paper Purchasing
Vendor Code of Conduct
Historically Underutilized Businesses
Local Businesses

Computer Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Electronic Product Environmental Assessment Tool (EPEAT) Silver or higher products. This can take the form of purchasing policies, guidelines, or directives. This credit does not include specialized computers for which no EPEAT certified products are available. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases Electronic Product Environmental Assessment Tool (EPEAT) Silver and/or Gold registered products for standard desktop and notebook/laptop computers and monitors. This credit does not include specialized computers for which no EPEAT certified products are available.

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

Cleaning Products Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogo™ certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase Green Seal or EcoLogo certified cleaning products. This credit does not include cleaning products for which no Green Seal or EcoLogo certified products are available.

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

Office Paper Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase recycled content office paper. This can take the form of purchasing policies, guidelines, or directives to purchase recycled content office paper. Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution purchases recycled content office paper.

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

Vendor Code of Conduct

Criteria

Institution has and acts on a vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of vendors with whom the institution does business. Policies adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

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

Historically Underutilized Businesses

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

Local Businesses

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

Transportation

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit
Campus Fleet
Student Commute Modal Split
Employee Commute Modal Split
Bicycle Sharing
Facilities for Bicyclists
Bicycle and Pedestrian Plan
Mass Transit Programs
Condensed Work Week
Telecommuting
Carpool/Vanpool Matching
Cash-out of Parking
Carpool Discount
Local Housing
Prohibiting Idling
Car Sharing

Campus Fleet

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet (cars, trucks, tractors, buses) vehicles that are:

1. Gasoline-electric hybrid
2. Diesel-electric hybrid
3. Plug-in hybrid
4. 100 percent electric
5. Fueled with Compressed Natural Gas (CNG)
6. Hydrogen fueled
7. Fueled with B20 or higher biofuel for more than 6 months of the year; and/or
8. Fueled with E85 or higher ethanol for more than 6 months of the year.

For this credit, the institution's motorized fleet includes all institution-owned and operated vehicles that are used for transporting people and/or goods. Heavy construction equipment (e.g. excavators and pavers) and maintenance equipment (e.g. lawn-mowers and leaf blowers) are not included in this credit.

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

Responsible Party

Maria del Carmen Cazorla
Faculty
Environmental Engineering

Criteria

Institution's students commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Students who live on campus should be included in the calculation based on how they get to and from their classes.

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

The percentage (0-100) of institution's students who use more sustainable commuting options:

56

The percentage (0-100) of institution's students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation:

44

The percentage (0-100) of institution's students who walk, bicycle, or use other non-motorized means as their primary method of transportation. Please note that this may include on-campus residents :

9

The percentage (0-100) of institution's students who vanpool or carpool as their primary method of transportation:

11

The percentage (0-100) of institution's students who take a campus shuttle or public transportation as their primary method of transportation :

36

The percentage (0-100) of institution's students who use a motorcycle, scooter or moped as their primary method of transportation:

0

The website URL where information about alternative transportation is available:

Data source(s) and notes about the submission:

It is important to establish that students live and commute mainly from Quito, Tumbaco and Cumbayá. Cumbayá is located at 2 200 meters above sea level and it's topography is particular. because it sits on a valley where there is limited connectivity with the rest of the city [1]. An important problem from the commuting system is that most of UFSQ's population comes from Quito (2 800 meters above sea level) and travels for at least 30 minutes or more on a daily basis. The main reason for this is that there are limited number of highways and in addition, the access to public transportation to the USFQ is also limited [1].

The most important highways that join Quito and Cumbayá are Via Interoceánica and Via de Los Conquistadores. Due to their massive occupancy the travel time from and to Quito is variable between 20 minutes to 1 hour[1]. Furthermore, Cumbayá is served only by the following bus cooperatives: Trans Floresta, Ecovia and Sotranor, and they are not enough to comply with the user demand [1]. These factors contribute to a 44% of students commuting on their own to USFQ.

Employee Commute Modal Split

Criteria

Institution's employees (faculty, staff, and administrators) commute to and from campus using more sustainable options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, or a combination of these options. Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

Bicycle Sharing

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

Facilities for Bicyclists

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

Bicycle and Pedestrian Plan

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

Mass Transit Programs

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

Condensed Work Week

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

Telecommuting

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

Carpool/Vanpool Matching

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

Cash-out of Parking

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

Carpool Discount

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

Local Housing

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

Prohibiting Idling

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

Car Sharing

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

Waste

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit
Waste Reduction
Waste Diversion
Construction and Demolition Waste Diversion
Electronic Waste Recycling Program
Hazardous Waste Management
Materials Exchange
Limiting Printing
Materials Online
Chemical Reuse Inventory
Move-In Waste Reduction
Move-Out Waste Reduction

Waste Reduction

Criteria

Institution has implemented source reduction strategies to reduce total waste generation (garbage, recycling, and compost) per weighted campus user compared to a 2005 baseline.

Total waste generation includes all materials recycled, composted, and disposed of as trash except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

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

Responsible Party

Rodny Peñafiel

Environmental Engineering Coordinator

Environmental Engineering

Criteria

Institution diverts materials from the landfill or incinerator by recycling, composting, reusing, donating, or re-selling.

This credit does not include construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in *OP Credit 19: Construction and Demolition Waste Diversion*, *OP Credit 20: Electronic Waste Recycling Program*, and *OP Credit 21: Hazardous Materials Management*.

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

Materials recycled, composted, reused, donated, re-sold, or otherwise diverted :

36.85 Tons

Materials disposed in a solid waste landfill or incinerator :

157.86 Tons

A brief description of programs, policies, infrastructure investments, outreach efforts, and/or other factors that contributed to the diversion rate:

Paper, plastics, aluminum and glass is diligently separated. Cleaning staff is in charge of making sure waste stream is separated and sells recyclables for a profit, which is then used for their annual luncheon. In the other hand Organic waste is sold for pig feed.

Data source(s) and notes about the submission:

Garbage is an important aspect in integrated solid waste management and directly impacts the operations and sustainable efforts in institutions. In this context, garbage recollection service for the Metropolitan District of Quito (DMQ), which includes the waste from the university, is in charge of EMGIRS-EP (Empresa Pública Metropolitana de Gestión Integral de Residuos Sólidos). This local public vendor not only manages the waste recollection from the city but also the final disposal in the city's landfill, located 45 Km from the city of Quito on a sector denominated "Inga Bajo".

Estefanía Narváez, Geovanna Ruiz and Dayana Vega students from Environmental Engineering, under the supervision of Dr. Ródney Peñafiel, professor and coordinator of the Environmental Engineering Department at USFQ, quantified and characterized all waste generated at USFQ Cumbayá campus (Narváez, Ruiz, & Vega, 2013). In this study, Narváez and coworkers selected randomly a week in the second semester of the academic year 2012-2013. The week selected was from March 5th to 9th of 2013. Each day, the waste in campus was weighted to estimate the total output that the University

generates per day (Narváez, Ruiz, & Vega, 2013). Additionally, the composition of the waste was inspected on March 9th in order to obtain information on the type of waste (paper, plastics, organic and others) and categorize them properly (Narváez, Ruiz, & Vega, 2013).

The total amount of garbage generated from January to December of 2012 was estimated based on the data obtained in the quantification and characterization of the waste generated at USFQ previously mentioned. The estimated garbage generated at USFQ Cumbayá campus for 2012 also served to theoretically calculate the potential CO₂ and CH₄ emissions generated as result of the decomposition of the garbage in the landfill.

Construction and Demolition Waste Diversion

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

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

Responsible Party

Fausto Vasco
IT Manager and Coordinator
IT department

Criteria

Part 1

Institution has a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution. Institution takes measures to ensure that the electronic waste is recycled responsibly.

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by students. Institution takes measures to ensure that the electronic waste is recycled responsibly.

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

Does the institution have a program in place to recycle, reuse, and/or refurbish all electronic waste generated by the institution and take measures to ensure that the electronic waste is recycled responsibly?:

Yes

Does the institution have a program in place to recycle, reuse, and/or refurbish electronic waste generated by students and take measures to ensure that the electronic waste is recycled responsibly?:

No

A brief description of steps taken to ensure that e-waste is recycled responsibly, workers' basic safety is protected, and environmental standards are met:

In 2012 an agreement with an Electronic Waste Management Program was signed by the University. Prodes is an environmental manager certified by the municipality.

A brief description of the electronic waste recycling program for institution-generated materials:

This agreement means that all electronic waste will now be recycle and it will no longer be sent to the local landfill. It is important to mention that University extensively tries to reuse and refurbish as many components as it can. In fact, in 2012 no computers were handed over. For 2014 students will be included

A brief description of the electronic waste recycling program for student-generated materials :

The website URL where information about the e-waste recycling program is available:

Hazardous Waste Management

Criteria

Institution has strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

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

Materials Exchange

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

Limiting Printing

Responsible Party

Alexandra Velasco

Faculty/ Head sustainability project

Business School

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

Does the institution limit free printing for students in all computer labs and libraries?:

Yes

A brief description of how printing is limited:

There is currently no free printing in USFQ for students. Printing is carried out by a Xerox franchise and students have to pay 5 cents per copy. As for faculty and staff there is currently no policy that limits printing, printing has to be reported per professor and Department.

The website URL where information about the program, policy, or practice is available:

Responsible Party

Alexandra Velasco

Faculty/ Head sustainability project
Business School

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

Is the institution's default not to print course catalogs, course schedules, and directories, but instead make these materials available online?:

Yes

A brief description of the practice:

USFQ has an online platform called Desire 2 Learn (D2L). This platform was fully implemented in 2011. Increased amounts of course catalogs, course schedules, and directories are now available online. Pdfs and online readings are now most likely used as class materials.

The website URL where information about the practice is available:

<https://miusfv.usfq.edu.ec/>

Chemical Reuse Inventory

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

Move-In Waste Reduction

This credit was marked as **Not Applicable** for the following reason:

Institution does not have residence halls.

Move-Out Waste Reduction

This credit was marked as **Not Applicable** for the following reason:

Institution does not have residence halls.

Water

This subcategory seeks to recognize institutions that are conserving water and making efforts to protect water quality. Pumping, delivering, and treating water is a major energy user, so institutions can help reduce energy consumption and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation and effective stormwater management are important in maintaining and protecting finite groundwater supplies. Water conservation and effective stormwater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit
Water Consumption
Stormwater Management
Waterless Urinals
Building Water Metering
Non-Potable Water Usage
Xeriscaping
Weather-Informed Irrigation

Water Consumption

Criteria

Institution has reduced its total water consumption per weighted campus user compared to a 2005 baseline.

Total water consumption includes both potable and non-potable water.

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

Stormwater Management

Criteria

Part 1

Institution has adopted a stormwater management policy, plan, and/or strategies that mitigate the stormwater runoff impacts of new construction, major renovation, and other projects that increase paved surface area on campus or otherwise significantly change the campus grounds.

The policy, plan, and/or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

The policy, plan, and/or strategies cover the entire campus. While the specific strategies or practices adopted may vary depending on project type and location, this credit is reserved for institutions that mitigate stormwater runoff impacts consistently during new construction. Implementing a strategy or strategies for only one new development project is not sufficient for this credit.

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

Part 2

Institution has adopted a stormwater management policy, plan, or strategies that mitigate the stormwater runoff impacts of ongoing campus operations.

The policy, plan, or strategies address both the quantity and quality (or contamination level) of stormwater runoff.

Though specific practices adopted may vary across the campus, the policy, plan, and/or strategies cover the entire institution. Implementing strategies for only one building or area of campus is not sufficient for this credit.

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

Waterless Urinals

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

Building Water Metering

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

Non-Potable Water Usage

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

Xeriscaping

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

Weather-Informed Irrigation

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

Planning, Administration & Engagement

Coordination and Planning

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, incorporating sustainability into their primary campus plans, and developing plans to move towards sustainability. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Strategic and physical campus plans guide an institution and its physical development. These important documents establish an institution's priorities and influence budgeting and decision making. Incorporating sustainability into these plans is an important step in making sustainability a campus priority and may help advocates implement sustainable changes. Sustainability plans and climate plans provide a road map for how to achieve sustainability goals.

Credit
Sustainability Coordination
Strategic Plan
Physical Campus Plan
Sustainability Plan
Climate Action Plan

Responsible Party

Alexandra Velasco

Faculty/ Head sustainability project
Business School

Criteria

Institution has a sustainability committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies and programs related to sustainability on campus.

The committee, office, and/or coordinator focus on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and cover the entire institution. A committee, office, or coordinator that focuses on just one department or school within the institution does not count for this credit.

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

Does the institution have a sustainability committee?:

Yes

The charter or mission statement of the committee or a brief description of the committee's purview and activities :

In 2011 "Universidad San Francisco de Quito" took upon the challenge to measure the carbon footprint starting in 2012. In 2011 a group conformed by 4 Pdh Professors from the Ecology Department and 1 MBA faculty member from the Business School was assembled.

The project started with the goal of measuring sustainability in the operational area. By December 2011 the University had joined the Stars International Pilot. The project was then enhanced to include Sustainability in Education and Planning and Administration areas.

All of 2012 was spent gathering data for the first time. This is our very first baseline report and we continue to work our findings. The next step is to change this from a technical paper to a sustainability report for our stakeholders in the following months.

Additionally each "expert" will be coming up with strategies for their areas of expertise and present it to the comity in charge of strategy in January.

We have already secured about 10,000 us dollars and the support of strategic partners in order to develop a green revolving fund.

The first goal is to have an understanding of the Universities current situation and have a baseline. The second goal of this study is to ask the right questions in order to prioritize projects based on importance due to limited time and resources needed for investment.

Members of the committee, including affiliations:

Valeria Ochoa
Rodny Peñafiel
Rene Parra
Maria del Carmen Cazorla

The website URL where information about the sustainability committee is available:

Does the institution have a sustainability office?:

No

A brief description of the sustainability office:

The number of people employed in the sustainability office:

The website URL where information about the sustainability office is available:

Does the institution have a sustainability coordinator?:

No

Sustainability coordinator's name:

Sustainability coordinator's position title:

A brief description of the sustainability coordinator's position:

The website URL where information about the sustainability coordinator is available:

Strategic Plan

Criteria

Institution's current, formally adopted strategic plan or equivalent guiding document includes sustainability at a high level. The plan covers the entire institution.

An amendment to the strategic plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a physical campus plan (which is covered in *PAE Credit 3: Physical Campus Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 5: Sustainability Plan*) counts for this credit.

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

Physical Campus Plan

Criteria

Institution's current plan for its physical campus (commonly referred to as the campus master plan) includes sustainability at a high level.

An amendment to the plan may count for this credit, as long as the institution always presents the amendment with the original plan.

Neither a strategic plan (which is covered in *PAE Credit 2: Strategic Plan*) nor an independent sustainability plan (which is covered in *PAE Credit 4: Sustainability Plan*) counts for this credit.

Plans developed at the system level are eligible for this credit. Likewise, multiple plans which together cover the institution's entire physical campus are eligible for this credit.

This credit was marked as **Not Applicable** for the following reason:

Institution does not have a physical campus plan or plans.

Sustainability Plan

Criteria

Institution has a sustainability plan that was developed with input from faculty, staff, and students. The plan includes measurable goals with corresponding strategies and timeframes to achieve the goals. The plan need not be formally adopted.

The plan covers multiple sustainability topics and issues. Plans focused exclusively on climate change, which are covered by *PAE Credit 5: Climate Plan*, are not eligible for this credit.

Strategic or master plans that cover sustainability may count for this credit if they meet the other criteria outlined above.

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

Climate Action Plan

Criteria

Institution has a formal plan to mitigate its greenhouse gas emissions. The plan includes a measurable, numerical goal or goals and a corresponding date or dates by which the institution aims to achieve its goal(s). The plan has been adopted by the institution's administration.

A formal sustainability plan (i.e. a plan that has been adopted by the administration) counts for this credit if it includes climate change goals, strategies, and corresponding timeframes. Such a plan may also count toward *PAE Credit 4: Sustainability Plan*.

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

Diversity and Affordability

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. People of color and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit
Diversity and Equity Coordination
Measuring Campus Diversity Culture
Support Programs for Underrepresented Groups
Support Programs for Future Faculty
Affordability and Access Programs
Gender Neutral Housing
Employee Training Opportunities
Student Training Opportunities

Responsible Party

David Romo
Head of Ethnic Diversity
Ethnic Diversity

Criteria

Institution has a diversity and equity committee, office, and/or coordinator that are tasked by the administration or board of trustees to advise on and implement policies, programs, and trainings related to diversity and equity on campus.

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

Does the institution have a diversity and equity committee?:

No

The charter or mission statement of the committee or a brief description of the committee's purview and activities :

Members of the committee, including job titles and affiliations :

The website URL where information about the diversity and equity committee is available:

Does the institution have a diversity and equity office?:

Yes

A brief description of the diversity office:

"Diversidad Etnica" has the objective to give support students who come from and indigenous, or afro-Ecuadorian background as well as other minorities, especially students who come from low income families. T. The diversity office ensures that ethnic groups that have traditionally been marginalized can access private undergraduate education. The program also gives support to the children of USFQ's security and cleaning staff whom cannot afford full tuition. Diversidad Etnica also oversees the Galapago's station of the University, which offers classes for the people who leave on the island.

The number of people employed in the diversity office:

The website URL where information about the diversity and equity office is available:

<http://usfqdiversidad.blogspot.com/>

Does the institution have a diversity and equity coordinator?:

Yes

Diversity coordinator's name:

David Romo

Diversity coordinator's position title:

Head of ethnic Diversity and Coordinator for the Biology and Cience department

A brief description of the diversity coordinator's position:

Diversity and Equity Coordination

Currently there are 3 people that work as full time staff at the office. Two of them identify themselves as ethnic minorities (Kitchwa from the Amazon and Otavalo). The head officer of the program is David Romo who started the program in 1995. His job is to ensure not only that students of ethnic backgrounds complete their individual programs of study, but also to monitor their transition from their homes to the capital city and adapt to a new way of life. David also takes care of a revolving fund that manages scholarships and donations (the office charges no overhead for the management of this money). Additionally he is also head of the Tiputini Station, his role is to facilitate the relationships with ethnic groups that live around the station.

The website URL where information about the diversity and equity coordinator is available:

<http://www.youtube.com/watch?v=cOjbJs7Cnis>

Responsible Party

David Romo
Head of Ethnic Diversity
Ethnic Diversity

Criteria

Institution assesses attitudes about diversity and equity on campus and uses the results to guide policy, programs, and initiatives.

Institution may measure its culture of diversity and equity using one assessment for the entire institution or using separate assessments that taken together cover the entire institution.

Assessments conducted during the previous five years are eligible for this credit.

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

Has the institution assessed attitudes about diversity and equity on campus in a way that meets the criteria for this credit?:

Yes

A brief description of the assessment(s):

The program has welcomed students from the Otavalo, Saraguro, Shuar, Kichwa (Amazon and highlands), Cachi, Cofán, Waorani, Afro-Ecuadorian among others. The assessment has formally been conducted since 2010 and is reported yearly. Table 1 shows a summary of diversity by ethnic background. In 2012 the number of students in the program came up to 191 a 17.5% increase from the previous year. Graph 1 in the other hand shows ethnic students by gender. The study is done by personal interview through the office.

Year the assessment was last administered:

2,012

A brief description of how the results of the assessment(s) are used in shaping policy, programs, and initiatives:

Table 1: Ethnic students with a full or partial scholarship

Afroecuatoriano 14

Afroshuar 1

Cayambi 2

Chachi 3

Cofán 1
Costa/mestiza 1
Galápagos 2
Kañari 4
Karanki 4
Kichwa Amazónico 19
Kitu cara 4
Mestizo 1
Montubio 1
Mulato 1
Undefined 29
Otavalo 63
Panzaleo 4
Puruha 12
Salasaca 3
Saraguro 2
Shuar 11
Tsachila 1
Waorani 3
Waranka 2
Zuleta 3
Total 191

The University continuously tries to understand the limitations that ethnic students have in order to increase their presence and create opportunities for them to attend university.

For example as mentioned through the report examples of policy and initiatives are: lowering test scores, providing full time tutoring, having a revolving fund for short term leases and emergency money.

The website URL where information about the assessment(s) is available:

Responsible Party

David Romo
Head of Ethnic Diversity
Ethnic Diversity

Criteria

Institution has mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus.

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

Does the institution have mentoring, counseling, peer support, affinity groups, academic support programs, or other programs in place to support underrepresented groups on campus?:

Yes

A brief description of the programs sponsored by the institution to support underrepresented groups within the student body:

Support Programs for Underrepresented Groups

"Diversidad Etnicas" Support program looks for an overall development of the student through academic, social and personal support. The support starts when a prospect student comes in for information about admissions, takes the exam all the way through them joining the work force. Non of the support programs have an extra cost for the students.

Extracurricular activities: ethnic students are motivated to join extracurricular activities such as: concerts, dance, theater, conference among other activities. At the beginning of every year there is an event where students get to meet each other and show their talents as well as reflect on last year's achievements.

Revolving Fund: This fund helps students that don't have the means cover for emergency or part of their basic needs that they are not able to pay for themselves: books, food, transportation, doctor's appointments, medicine, insurance.

A brief description of the programs sponsored by the institution to support underrepresented groups within the faculty:

Personal Counseling: This includes personal or academic counseling, both through a youth counselor and through full time faculty that oversee their academic progress and social wellbeing.

The Learning Center: Students have tutors for different subjects in which they are having trouble. This service is mandatory for students in their first year and who are in conditioned academic standing. The learning center is open for all USFQ's students; the underlying difference is that tutors are awarded on a one on one form for ethnic minorities.

A brief description of the programs sponsored by the institution to support underrepresented groups within the staff:

Exchange programs: Ethnic students are presented the opportunity to go on an exchange program as all other students. The program fully supports students economically for them to go on the exchange. Additionally every year 10 of these students are sent to study English through the summer with the support of the United States Embassy.

The website URL where more information about the programs in each of the three categories is available

:

Support Programs for Future Faculty

Criteria

Institution administers and/or participates in a program or programs to help build a diverse faculty throughout higher education.

Such programs could take any of the following forms:

- Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution).
- Mentoring, financial, and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students to pursue further education and careers as faculty members.
- Mentoring, financial, and/or other support programs for doctoral and post-doctoral students from underrepresented groups.

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

Responsible Party

David Romo
Head of Ethnic Diversity
Ethnic Diversity

Criteria

Institution has policies and programs in place to make it accessible and affordable to low-income students. Such policies and programs may include, but are not limited to, the following:

- Policies and programs to minimize the cost of attendance for low-income students
- Programs to equip the institution's faculty and staff to better serve students from low-income backgrounds
- Programs to prepare students from low-income backgrounds for higher education such as the federal TRIO programs
- Scholarships for low-income students
- Programs to guide parents of low-income students through the higher education experience
- Targeted outreach to recruit students from low-income backgrounds
- Other admissions policies or programs
- Other financial aid policies or programs

Institutions are not required to have programs or policies in each of the above areas in order to earn this credit. They may pursue the policies and programs that are appropriate for their context.

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

Does the institution have policies and programs in place to make it accessible and affordable to low-income students?:

Yes

A brief description of the institution's participation in federal TRIO programs:

This does not apply to Ecuador

A brief description of the institution's policies and programs to minimize the cost of attendance for low-income students?:

All students who enter "Diversidad Etnica" are provided with scholarships or financial assistance, with the majority falling in a 75% scholarship and 25% financial aid, which are then repaid in accordance to their income at the time they enter the work force. The loan, to be repaid on a 3-year basis and has no penalty for late payment.

Economic support goes even further than in-school. USFQ graduates from the program have applied for international masters and the University has paid for the airplane tickets.

A brief description of the institution's programs to equip the institution's faculty and staff to better serve students from low-income backgrounds:

A brief description of the institution's programs to prepare students from low-income backgrounds for higher education:

Students have prologue before they start classes. They continuously have the support of tutors who monitor and help them develop "strategies" for their classes.

A brief description of the institution's scholarships for low-income students:

A brief description of the institution's programs to guide parents of low-income students through the higher education experience:

A brief description of the institution's targeted outreach to recruit students from low-income backgrounds:

A brief description of the institution's other admissions policies and programs:

The program is limited to students identifying themselves as an ethnicity. Students hear about the program from admission officers or other fellow students who will suggest they approach the diversity office.

In order to join as a student under the diversity program and the scholarship the candidate has to get a 1500 out of 2400 possible total points, while regular students are asked a minimum of 1800 points just to be admitted to the University.

In order to stay in the program, the students have to achieve a minimum average of 2.5/4.00 per semester and accumulated (other students who have financial aid need a 3.2/4.00 average per semester). They also need to regularly attend classes and show up to the meetings with their tutors that oversee their academic performance as well as guide them in their personal challenges.

A brief description of the institution's other financial aid policies or programs:

As for general affordability for all students the University offers a combination of scholarship with financial assistance to students who do not have the financial resources but excel academically. In order for prospect students to apply they need a

18.5 over 20 on their overall high school scores. Maintain a 3.3 average and not score a D or lower on any classes. Scholarships and financial assistance currently rely on the yearly budget.

A total of 574 students were awarded direct scholarships (10% out of total students), while a total of 1220 students had financial assistance provided by the University (20% out of all students).

A brief description of the institution's other policies and programs not covered above:

The website URL where information about programs in each of the areas listed above is available:

Gender Neutral Housing

This credit was marked as **Not Applicable** for the following reason:

Institution does not offer student housing.

Employee Training Opportunities

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

Student Training Opportunities

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

Human Resources

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. This includes recognition for treating and remunerating their workers responsibly and fairly. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by making fair and responsible investments in its human capital. Such investments include offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers. Investment in human resources is integral to the achievement of a healthy and sustainable balance between human capital, natural capital, and financial capital.

In addition, this subcategory recognizes faculty and staff training and development programs in sustainability. Faculty and staff members' daily decisions impact an institution's sustainability performance. Equipping faculty and staff with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit
Sustainable Compensation
Employee Satisfaction Evaluation
Staff Professional Development in Sustainability
Sustainability in New Employee Orientation
Employee Sustainability Educators Program
Childcare
Employee Wellness Program
Socially Responsible Retirement Plan

Responsible Party

Janeth Montenegro

Head of HUman Resources

Human Resources

Criteria

Institution evaluates, and updates as appropriate, its wages and benefits policies and its guidelines for contractors operating on campus to ensure that total compensation (wages plus benefits) for all on-campus workers is sufficient to enable these employees to meet their basic needs, as defined by the institution. This evaluation is completed at least once every three years.

Student workers are not covered by this credit.

While wages and total compensation set in the following ways may constitute sustainable compensation, institutions should conduct a basic needs assessment to ensure that the total compensation is adequate before claiming points for this credit:

- Paying prevailing wages for job type or classification
- Paying average or above average wages for the region or city where the institution is located
- Paying minimum wages or a set amount above the minimum wage

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

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

Total number of employees working on campus (including contractors):

1,014

Number of employees (including contractors) that the institution ensures earn sustainable compensation:

1,014

A brief description of how the institution ensures that its lowest-paid workers (including contractors, if applicable) receive sustainable compensation:

Sustainable Compensation is a top priority for the University, not only in part because the University has the policy remunerate workers properly and have a healthy work environment but because it is the law.

The University hires an intermediary company that handles human resources for cleaning, security and dining crews. The living wage in Ecuador is 320 dollars and the wages are reviewed by the government each year and adjusted for inflation. Most recently reviewed in 2012.

Human resources demands payments for Social Security each month in order to ensure workers have been paid on time plus their benefits in order for the company to get their payment. Few workers earn the lowest wage of 320, while the mean earns 350 plus Social security. This also includes 2 extra salaries, one in August to help with back to school costs and in December an extra salary. Additionally any extra hours are properly remunerated and recorded.

The same can also be said about the administrative staff. The University is well-know to have competitive wages and low personnel rotation.

This reporting field is Mandatory for all businesses in Ecuador.

The most recent year total compensation for the institution's lowest-paid workers (including contractors, if applicable) was evaluated to ensure that it was sustainable:

2,012

The website URL where information about the institution's compensation policies and practices is available:

Employee Satisfaction Evaluation

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback at least once every five years to measure employee satisfaction. The survey or equivalent may be conducted institution-wide or may be done by individual departments as long as all departments are covered by a survey. The institution has a mechanism in place to address issues raised by the evaluation.

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

Staff Professional Development in Sustainability

Criteria

Institution makes available training and/or other professional development opportunities in sustainability to all staff at least once per year.

Separate training opportunities for each department would count for this credit, as long as each staff member has an opportunity to learn about sustainability at least once per year.

It is not necessary that each staff member attend such trainings; the credit is based on making training *available* to all staff.

This credit applies to staff members only; it does not include faculty members.

The following training opportunities are not sufficient for this credit:

- Specialized training for a small group of staff
- The opportunity to participate in an institutional sustainability committee or group

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

Sustainability in New Employee Orientation

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees, including faculty and staff.

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

Employee Sustainability Educators Program

Criteria

Institution administers or oversees an ongoing faculty/staff peer-to-peer sustainability outreach and education program. In the program, employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation. The institution offers financial or other support to the program.

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

Childcare

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

Employee Wellness Program

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

Socially Responsible Retirement Plan

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

Investment

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Most institutions invest some of their assets in order to generate income. Together, colleges and universities invest hundreds of billions of dollars. Schools with transparent and democratic investment processes promote accountability and engagement by the campus and community. Furthermore, institutions can support sustainability by investing in companies and funds that, in addition to providing a strong rate of return, are committed to social and environmental responsibility. Investing in these industries also supports the development of sustainable products and services. Finally, campuses can engage with the businesses in which they are invested in order to promote sustainable practices.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit
Committee on Investor Responsibility
Shareholder Advocacy
Positive Sustainability Investments
Student-Managed Sustainable Investment Fund
Sustainable Investment Policy
Investment Disclosure

Committee on Investor Responsibility

Criteria

Institution has a formally established and active CIR or similar body that makes recommendations to the Board of Trustees on socially and environmentally responsible investment opportunities across asset classes, including proxy voting. The body has multi-stakeholder representation, which means its membership includes faculty, staff, and students and may include alumni, trustees, and/or other parties.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution's investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or agenda.

This credit applies to institutions with endowments of US \$1 million or larger. Institutions with endowments totaling less than US \$1 million may choose to omit this credit.

This credit was marked as **Not Applicable** for the following reason:

Institution's endowment is worth US \$1 million or less.

Shareholder Advocacy

Criteria

There are two possible approaches to earning this credit.

1) Institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.

and/or

2) Institution has conducted a negative screening of its entire investment pool within the last three years. This could take the form of prohibiting investment in an industry (e.g. tobacco or weapons manufacturing) or participating in a divestment effort (e.g. companies operating in South Africa during apartheid). The negative screen includes selling all but \$2,000 or less of the affected direct holdings and writing a letter to all fund managers encouraging them to remove affected holdings as well.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the shareholder advocacy activities of those entities.

This credit was marked as **Not Applicable** for the following reason:

Institution's endowment is worth US \$1 million or less

Positive Sustainability Investments

Criteria

Institution invests in any of the following:

- Sustainable industries, such as renewable energy or sustainable forestry
- Businesses selected for exemplary sustainability performances
- Sustainability investment funds, such as a renewable energy investment fund
- Community development financial institutions (CDFI)
- Socially responsible mutual funds with positive screens.

Investment in a socially responsible mutual fund with only negative screens (i.e. one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for this credit.

Institutions for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

This credit was marked as **Not Applicable** for the following reason:

Institution's endowment is worth US \$1 million or less

Student-Managed Sustainable Investment Fund

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

Sustainable Investment Policy

This credit was marked as **Not Applicable** for the following reason:

Institution does not have an investment pool.

Investment Disclosure

This credit was marked as **Not Applicable** for the following reason:

Institution does not have an investment pool.

Public Engagement

This subcategory seeks to recognize institutions that give back to their communities through community service, engagement, and partnerships. Volunteerism and the sense of compassion that community service helps develop are fundamental to achieving sustainability. From tutoring children to removing invasive species to volunteering at a food bank, students, faculty, and staff can make tangible contributions that address sustainability challenges through community service. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs. For example, faculty research and courses can focus on how to address community problems. In addition, colleges and universities can offer incentives for their graduates to pursue careers that fill community needs, and schools can use their prominence to advocate for sustainability outside of their institutions.

Credit
Community Sustainability Partnerships
Inter-Campus Collaboration on Sustainability
Sustainability in Continuing Education
Community Service Participation
Community Service Hours
Sustainability Policy Advocacy
Trademark Licensing
Graduation Pledge
Community Service on Transcripts
Farmers' Market

Responsible Party

Diego Gabela
Head of Admissions
Biology

Criteria

Institution has formal partnership(s) with the local community, including school districts, government agencies, non-profit organizations, or other entities, to work together to advance sustainability within the community.

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

Does the institution participate in community sustainability partnerships that meet the criteria for this credit?:

Yes

A brief description of the institution's sustainability partnerships with the local community:

USFQ has various formal partnerships with local communities, Non Profits, governments and International Universities to foster community relations and advance sustainability efforts.

PASEC Partnerships

The first partnership includes over 55 Non Profits, health clinics and public schools where students volunteer for 80 hours as a class requirement. Most of the partnerships have been ongoing since 2003. Organizations that wish to form a partnership with the university go through proper screening to make sure the requirements and objectives of the class can be achieved. After this screening takes place, a signed agreement among the parties is properly signed and filed. The Non Profit will then be published in the list of partners for PASEC. Every year the list is updated and partnerships are only terminated if one of the two parties raises the desire. Most of the partnerships are focused on the "people" part of sustainability. We have categorized partnerships into areas that organizations serve for example age groups, sector of practice and geographic presence.

Academic Department partnerships for projects for 2012

Academic Department -Project- Geographic Scope

COCSA -Community development-Altura and Guangaje- Cotopaxi

COCSA- Identify endangered fauna that could potentially be commercialized- Ecuadorian Territory

Politécnico-Energy Efficient Power Plants-Macas

CTT- Water management and Quality-Riobamba

Scientific Stations and Community development

a. The Galapagos Institute for the Arts and Sciences (GAIAS)

GAIAS is an academic and research institution offering hands-on academic programs for international and Ecuadorian

students. Students partaking in semester programs have the opportunity to choose between three tracks: Marine Ecology; Evolution, Ecology and Conservation; and People Politics and the Environment. Established by Universidad San Francisco de Quito (USFQ) in 2002, GAIAS was created with the support of the Galapagos National Park, the Municipality of San Cristobal, and the local government as well as in support of Chapel Hill University.

GAIAS recognizes that effective environmental conservation requires accessible and sustainable economic alternatives for the local people.

It is with this focus and understanding that GAIAS seeks to promote the development and replication of sustainable, non-extractive economic opportunities through access to quality higher education.

The website URL where information about sustainability partnerships is available:

http://www.usfq.edu.ec/programas_academicos/Tiputini/Paginas/default.aspx

Responsible Party

David Romo
Head of Ethnic Diversity
Ethnic Diversity

Criteria

Institution collaborates with other colleges and universities to support and help build the campus sustainability community.

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

Does the institution collaborate with other colleges and universities to support and help build the campus sustainability community?:

Yes

A brief summary of papers, guides, presentations, and other resources the institution has developed to share their sustainability experience with other institutions:

Tiputini Biodiversity Station (TBS)

TBS is a biological field station established in Amazonian Ecuador in 1994 by the Universidad San Francisco de Quito in collaboration with Boston University. We steward 638 hectares (about 1500 acres) of Amazonian land and is an official guard post for the Yasuní National Park.

The names of local, state, regional, national, and other campus sustainability organizations or consortia in which the institution participates and/or is a member:

Boston University

A brief summary of additional ways the institution collaborates with other campuses to advance sustainability :

Primary activities are associated with research and education and the main goal is to better understand nature so that appropriate and effective conservation strategies may be implemented. Consequently, scientists are constantly conducting research on a wide array of topics ranging from cataloging the regional mega diversity to animal behavior to global climate change. A large proportion of efforts are dedicated to environmental education of students in organized groups that come for relatively short visits.

The website URL where information about cross-campus collaboration is available:

http://www.usfq.edu.ec/programas_academicos/Tiputini/Paginas/About-us.aspx

Responsible Party

Diego Gabela
Head of Admissions
Biology

Criteria

Part 1

Institution offers continuing education courses that are focused on or related to sustainability.

Courses that can be taken for academic credit are not included in this credit. They are covered by the *Curriculum* subcategory.

Part 2

Institution has a sustainability-related certificate program through its continuing education or extension department.

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

Does the institution offer continuing education courses that are focused on or related to sustainability?:

Yes

Number of sustainability continuing education courses offered :

48

Total number of continuing education courses offered:

285

Does the institution have a sustainability-related certificate program through its continuing education or extension department?:

No

A brief description of the certificate program:

Year the certificate program was created:

The website URL where information about sustainability in continuing education courses is available :

stars.aashe.org

Universidad San Francisco de Quito | STARS Report | 175

Data source(s) and notes about the submission:

USFQ is currently involved in community education programs. Such courses train community members in sustainability topics and help build knowledge about the subject for free and open to the public. We do not have certificate courses under sustainability criteria therefore part 2 will not be completed. We assumed that programs that fell into this category had to do with improving people's life through health, maintaining small community identity and sustainable development, energy and water, biodiversity or conservation planning and programs. We left out 5 programs that are strictly related to biology because there was no evidence of sustainability criteria. Additionally there is a lack of information regarding if any of the other programs might have covered sustainable topics but these were not mentioned in the program content.

Community Service Participation

Responsible Party

Diego Gabela
Head of Admissions
Biology

Criteria

Institution engages its student body in community service, as measured by the percentage of students who participate in community service.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

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

The number of students engaged in community service:

1,277

Total number of students, which may exclude part-time, continuing education and/or non-credit students:

5,953

The website URL where information about the institution's community service initiatives is available:

Data source(s) and notes about the submission:

USFQ students are involved with the community in two main ways: a class directed to volunteerism (it is a 4 credit class) and community work through each academic department mainly health clinics.

As for community work through academic departments, this involvement with the community includes all health clinics and its brigades (dental, health, veterinarian), law services, as well as data compilation for sustainable or health activities.

This credit is also a requirement by the Ecuadorian Higher education accreditation identity SENEYCIT.

Responsible Party

Diego Gabela
Head of Admissions
Biology

Criteria

Institution engages students in community service, as measured by average hours contributed per full-time student per year.

Institutions may exclude non-credit, continuing education, and/or part-time students from this credit.

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

The number of student community service hours contributed during a one-year period:

83,848

Total number of students, which may exclude part-time, continuing education and/or non-credit students:

5,953

The website URL where information about the institution's community service initiatives is available:

Data source(s) and notes about the submission:

Students pick a Nonprofit of their choice from a list of 50 Non-profits that the University has pre-approved. These non-profit put them in contact with real, ongoing social problems in Ecuador. They have to complete 80 hours in order to pass the class. There are 2 ways to complete the required hours. First, they can strictly adhere to work under the requirements of the Non-Profit. An example is Habitat for Humanity in which students have to build homes. The second way they can help the nonprofit is by working on a special project that will be worth at maximum 30 hours. Students can apply their area of study or skills in order to create a project that must endure in time and has a scope. One example is a student whom developed a learning game and left a written manual for teachers on how to use the game and apply learning lessons. Every 5 to 8 students out of 25 students decide to pursue this initiative. This comes up to 60,000 hours of volunteering. Additionally the community work amounted to 23,848 hours of volunteering.

Sustainability Policy Advocacy

Criteria

Institution advocates for federal, state, or local public policies that support campus sustainability or that otherwise advance sustainability.

The policy advocacy must be done by the institution, not by students or a student group.

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

Trademark Licensing

Criteria

Part 1

Institution is a member of the Fair Labor Association or Worker Rights Consortium.

Part 2

Institution has signed on to participate in the Designated Suppliers Program.

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

Graduation Pledge

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

Responsible Party

Karla Diaz
Faculty
PASEM

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

Does the institution include community service achievements on student transcripts?:

Yes

A brief description of the practice:

For community service hours, participation and credits, the analysis of this credit was divided into two major fields. First, PASEC (Pas0102), a 4-credit theory class that teaches service learning and simultaneously has each student volunteer for a minimum of 80 hours.

Students who do not complete the amount of hours will get an F. There are about 10 parallels in fall and spring semesters and 8 parallels in the Summer. Each parallel holds an average of 25 students. There are also 2 online parallels for students who study online with an average of 20.

The website URL where information about the practice is available:

http://www.usfq.edu.ec/programas_academicos/pregrado/colegio_general/aprendizaje_servicio/Paginas/default.aspx

Responsible Party

Hugo Castell

Instructor

Agronomy

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

Does the institution host a farmers' market for the community?:

Yes

A brief description of the farmers' market:

The University has a Farmers market every Friday from 12:00 to 1:00. All products are organic and processed by students in the agriculture department as part of one their classes. Generally, produce is brought in from the organic garden the University manages, as well as fruit and free-range eggs. The Farmer's Market also works as a Co-op where people can ask for produce in advance via email.

The Farmers Market is limited to University's operations and schedule and it usually runs out of food pretty quickly because produce is limited to the production of the organic garden the Agriculture department oversees.

The public does have access, but the market is not publicly publicized only word of mouth.

The website URL where information about the market is available:

Innovation

Innovation

These credits recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured by STARS.

Credit
Innovation 1
Innovation 2
Innovation 3
Innovation 4

Innovation 1

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
- 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
- 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
- 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

Innovation 2

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
- 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
- 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
- 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

Innovation 3

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
- 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
- 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
- 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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

Innovation 4

Criteria

- 1) Innovation credits are reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that greatly exceed the highest criterion of an existing STARS credit or are not covered by an existing STARS credit.
- 2) In general, innovation credits should have roughly similar impacts or be on the same scale as Tier One credits.
- 3) The innovative practice, policy, program, or outcome should have occurred within the past three years.
- 4) The innovative practice or program has to be something that the institution has already done; planned activities do not count.
- 5) An institution can only claim a particular activity as an innovation credit once. When re-submitting for a STARS rating, an innovation credit that the institution submitted previously cannot be re-submitted.
- 6) Practices, policies, and programs that were once considered innovative but are now widely adopted (e.g. being the first institution to enact a policy 20 years ago that is now common) may not be claimed as innovation credits.
- 7) Multiple activities or practices whose sum is innovative can be considered for an innovation credit as long as those activities or practices are related. For example, three innovative waste reduction programs in research laboratories could be listed together under a single innovation credit for Greening Laboratories. Listing a series of unrelated accomplishments or events under a single innovation credit is not accepted.
- 8) While the practices that led to receiving an award may be appropriate for an innovation credit, winning awards and/or high sustainability rankings in other assessments is not, in and of itself, grounds for an innovation credit.
- 9) Outcomes, policies, and practices that are innovative for the institution's region or school type are eligible for innovation credits.
- 10) When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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