



Participant

Universidad San Francisco de Quito

STARS REPORT

Date Submitted: Dec. 26, 2018

Rating: Silver

Score: 57.59

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

STARS Version: 2.1

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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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Summary of Results

Score 57.59

Rating: Silver

[Institutional Characteristics](#)

b [Institutional Characteristics](#) 0.00 / 0.00

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b [Research](#) 13.00 / 18.00

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b [Campus Engagement](#) 15.99 / 21.00

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b [Air & Climate](#) 7.01 / 11.00

b [Buildings](#) 0.05 / 8.00

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b	Grounds	2.00 / 4.00
b	Purchasing	1.05 / 6.00
b	Transportation	4.36 / 7.00
b	Waste	6.95 / 10.00
b	Water	0.00 / 6.00
Planning & Administration		
b	Coordination & Planning	2.25 / 8.00
b	Diversity & Affordability	4.68 / 10.00
b	Investment & Finance	0.00 / 0.00
b	Wellbeing & Work	4.62 / 7.00
Innovation & Leadership		
b	Exemplary Practice	0.50 / 0.50
b	Innovation	2.00 / 3.00

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

Institutional Characteristics

Institutional Characteristics

Points Claimed 0.00

Points Available 0.00

Institutional characteristics include data related to an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academics (programs, students, staff, and faculty). This information provides valuable context for understanding and interpreting STARS data. Thus, all information documented in the sections below will be displayed in the institution's public STARS report.

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

Institutional Boundary

Score

0.00 /

Total adjusted for non-applicable credits

[Close](#)

Responsible Party

Melanie Valencia

Sustainability Officer

Innovation and Sustainability Office

Criteria

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

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

Institution type: Associate (i.e., short-cycle), Baccalaureate, Doctoral/Research, or Master's:

Baccalaureate

Institutional control (Public, Private for-profit, or Private non-profit):

Private non-profit

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

Universidad San Francisco de Quito is a small, private liberal arts university in the capital city of Ecuador. The University was established in 1988 by Santiago Gangotena, Carlos Montúfar and a group of intellectuals and business people. It now has close to 9000 students. The main campus is located in Cumbayá, a small campus designed just for languages is located in Riobamba and another small campus located in Guayaquil. The University also has research scientific stations. Tiputini Biodiversity Station (TBS) located in the Amazon, the Galápagos Institute for the Arts and Sciences (GAIAS) in San Cristóbal, Galápagos and Paluguillo Paramo Station located in Papallacta; and several other research stations or operations function through Ecuador.

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

	Present?	Included?
Agricultural school	Yes	Yes

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

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

The Medical School is mostly functioning within the boundaries of the Hospital de los Valles which is not fully owned by the University, having a lot of external practices over which USFQ has little to no control.

Additional documentation to support the submission :

Operational Characteristics

Score

0.00 /

Total adjusted for non-applicable credits

Responsible Party

Antonio Solines

Project Coordinator
Development Office

[Close](#)

Criteria

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

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

Endowment size:

0 US/Canadian \$

Total campus area:

9.27 Hectares

Locale:

Urban fringe of mid-size city

IECC climate zone:

3 - Warm

Gross floor area of building space:

70018.54 *Gross Square Metres*

Floor area of laboratory space:

6793.28 *Square Metres*

Floor area of healthcare space:

0 *Square Metres*

Floor area of other energy intensive space:

4964.26 *Square Metres*

Additional documentation to support the submission :

Data source(s) and notes about the submission:

Energy Intensive areas include the ground floor for kitchen and library CICERÓN-EUGENIO ESPEJO-GACEBO-EPICURO PB

Academics and Demographics

Score

0.00 /

Responsible Party

Melanie Valencia

Total adjusted for non-applicable credits Sustainability Officer

Innovation and Sustainability Office

[Close](#)

Criteria

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

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

Number of academic divisions (e.g. colleges, schools):

10

Number of academic departments (or the equivalent):

50

Number of students enrolled for credit:

9902

Total number of employees (staff + faculty):

1228

Full-time equivalent student enrollment (undergraduate and graduate):

9434

Full-time equivalent of employees (staff + faculty):

1141

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

455

Number of students resident on-site:

0

Number of employees resident on-site:

0

Number of other individuals resident on-site, e.g. family members of employees, individuals lodging on-site (by average occupancy rate), and/or staffed hospital beds (if applicable):

0

Weighted campus users, performance year:

7590

Additional documentation to support the submission:

Data source(s) and notes about the submission:

All data obtained through the HUBI reporting system, IT and Human Resources. There are 10 Academic Departments (understood as faculties) and 50 Academic Divisions understood as disciplines.

Academics

Curriculum

Points Claimed 24.70

Points Available 40.00

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

Credit	Points
Academic Courses	6.14 / 14.00
Learning Outcomes	7.36 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	3.00 / 3.00
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	0.00 / 4.00
Incentives for Developing Courses	0.00 / 2.00
Campus as a Living Laboratory	3.20 / 4.00

Academic Courses

Score	Responsible Party
6.14 / 14.00	Melanie Valencia Sustainability Officer Innovation and Sustainability Office

Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability course offerings for current and prospective students. Sustainability course offerings include:

- Courses that have been identified as “sustainability courses” and “courses that include sustainability” using the definitions provided in *G. Standards and Terms*.
- Courses that have been formally designated as sustainability course offerings in the institution’s standard course listings or catalog.

For each course, the inventory provides:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief description of the course.
- An indication of whether the course is a “sustainability course” or a “course that includes sustainability” (or equivalent terminology).

A course may be a sustainability course or it may include sustainability; no course should be identified as both. Courses for which partial or incomplete information is

provided may not be counted toward earning points for this credit. This credit does not include continuing education and extension courses, which are covered by the *Continuing Education* credit in Public Engagement.

For guidance on conducting a course inventory and distinguishing between sustainability courses and courses that include sustainability, see *F. Measurement, G. Standards and Terms*, and the Credit Example, below. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Part 1

Institution offers sustainability course content as measured by the percentage of courses offered that are sustainability course offerings.

The total number of courses offered and the number of sustainability course offerings must be counted in the same manner; see *F. Measurement*.

Part 2

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

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	2353	269
Number of sustainability courses offered	22	2
Number of courses offered that include sustainability	88	2

Percentage of courses that are sustainability course offerings:

4.35

Total number of academic departments (or the equivalent) that offer courses (at any level):

50

Number of academic departments (or the equivalent) that offer at least one sustainability course and/or course that includes sustainability (at any level):

33

Percentage of academic departments with sustainability course offerings:

66

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

[Academic Courses USFQ 2017-2018_xguc6P6.xlsx](#)

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

One

A brief description of the methodology used to determine the total number of courses offered and to identify sustainability course offerings, including the definitions used and the process for reviewing and/or validating the course inventory :

Using the course description as the main source for analysis, courses are identified as sustainability course offerings if the curriculum covers a topic relating to one or more of the United Nations Sustainable Development Goals. Sustainability courses where identified in reference to the STARS guidelines, courses that include sustainability topics and/or a combination of environmental, economic, and social concepts.

How were courses with multiple offerings or sections counted for the figures reported above?:

Each course was counted as a single course regardless of the number of offerings or sections

A brief description of how courses with multiple offerings or sections were counted (if different from the options outlined above):

Are the following course types included in the inventory? :

	Yes (included) or No (not included)
Internships	No
Practicums	No
Independent study	Yes
Special topics	Yes
Thesis / dissertation	Yes
Clinical	Yes
Physical education	No
Performance arts	No

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Revision of Banner, which is an online platform repository of all courses and their course descriptions.

Learning Outcomes

Score	Responsible Party
7.36 / 8.00	Melanie Valencia Sustainability Officer Innovation and Sustainability Office

Criteria

Institution's students graduate from degree programs that include sustainability as a learning outcome or include multiple sustainability learning outcomes. Sustainability learning outcomes (or the equivalent) may be specified at:

- Institution level (e.g., covering all students)
- Division level (e.g., covering one or more schools or colleges within the institution)
- Program level (e.g., covering all graduates from a degree program)
- Course level (if successful completion of the course is required to complete a degree program)

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

This credit is inclusive of learning outcomes, institutional learning goals, general education outcomes, and graduate profiles that are consistent with the definition of "sustainability learning outcomes" included in *G. Standards and Terms*. While they do not necessarily have to use the term "sustainability", learning outcomes must collectively address sustainability as an integrated concept having social, economic, and environmental dimensions for a program's graduates to count. Mission, vision and values statements are not sufficient unless the above criteria are met.

Institutions that do not specify learning outcomes as a matter of policy or standard practice may count graduates from sustainability-focused programs (i.e., majors, minors, concentrations and the equivalent as reported for the *Undergraduate Program* and *Graduate Program* credits) and other degree programs that do not have specified sustainability learning outcomes, but require the successful completion of one or more sustainability courses (i.e., courses in which the primary and explicit focus is on sustainability as reported for the *Academic Courses* credit).

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

Total number of graduates from degree programs (i.e. majors, minors, concentrations, certificates, and other academic designations):

1158

Number of students that graduate from programs that have adopted at least one sustainability learning outcome:

1066

Percentage of students who graduate from programs that have adopted at least one sustainability learning outcome:

92.06

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

One

Does the institution specify sustainability learning outcomes at the institution level (e.g. covering all students)?:

No

Does the institution specify sustainability learning outcomes at the division level (e.g. covering particular schools or colleges within the institution)?:

No

A list or brief description of the institution level or division level sustainability learning outcomes:

Does the institution specify sustainability learning outcomes at the program level (i.e. majors, minors, concentrations, degrees, diplomas, certificates, and other academic designations)?:

Yes

A list or brief description of the program level sustainability learning outcomes (or a list of sustainability-focused programs):

From ABET certification, Environmental Engineering has established the learning outcome of the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.

Other sustainability-focused undergraduate programs include:

Environmental Management

Environmental Education

Biotechnology

Do course level sustainability learning outcomes contribute to the figure reported above (i.e. in the absence of program, division, or institution level learning outcomes)?:

Yes

A list or brief description of the course level sustainability learning outcomes and the programs for which the courses are required:

All undergraduate students are required to take the same course during their academic career: Cosmos. This is a Socratic science course with the following learning outcomes: (1) Relate the impact of human activities with the negative consequences to the biosphere. (2) Discuss about the origin and evolution of the universe and life. (3) Recognize aspects of the physical and natural sciences. (4) Analyze the main global environmental problems, their consequences, and propose solutions.

v. Discuss the different paradigms of the universe and curiosity with respect to the scientific objectivity with which they can be analyzed.

vi. Assess the interdependence that exists between all living beings, including humans.

vii. Formulate possible solutions for the main environmental problems that exist.

Environmental Management, Biotechnology and Environmental Education are additional undergraduate courses required to complete programs in the Department of Biological Science and Environmental Science.

The courses have the following learning outcomes:

Environmental Management: This course provides knowledge of the instruments of environmental management and of the tools for decision making in environmental management in the public sphere and / or private sector.

1. Comprehend the theory about management tools, their function, use and applications.

2. Comprehend the management systems for the achievement of corporate sustainability.

3. Comprehend the link between environmental management, economic growth and industrial development through case studies.

4. Analyze the process of changing the millennium development goals and progress in their fulfillment.

5. Calculate the carbon footprint.

Biotechnology: The course includes an introduction to the study of microorganisms (the most abundant and diverse life forms), the microbial diversity, especially observable in the hundreds of metabolic processes and the massive impact of microorganisms in aquatic and terrestrial environments.

1. Describe the processes and mechanisms of microorganisms' lives.

2. Distinguish applications of microbiology in different areas.

3. Explain the principles of taxonomy and microbial evolution.

4. Identify the role played by microorganisms in our lives and their importance in nature.

5. Interpret the main metabolic pathways and geo-biological cycles of the minerals.

Environmental Education

1. Analyze the differences between different applications of environmental education in Ecuadorian society considering inter-culturality and gender.

2. Give an opinion (oral or written), with precision, regarding the global and local

evolution of Environmental Education.

3. Design, apply and evaluate an environmental education project in an authentic context.

The website URL where information about the programs or initiatives is available:
http://www.usfq.edu.ec/programas_academicos/colegios/cociba/Paginas/Sobre-nosotros.aspx

Additional documentation to support the submission:

Undergraduate Program

Score	Responsible Party
3.00 / 3.00	Melanie Valencia Sustainability Officer Innovation and Sustainability Office

Criteria

Institution offers at least one:

- [Sustainability-focused program](#) (major, degree program, or equivalent) for [undergraduate students](#)

And/or

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

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

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

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for undergraduate students (I.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:

Yes

Name of the sustainability-focused undergraduate degree program:
Environmental Management

A brief description of the undergraduate degree program:

Environmental Management is a 5-year online program that 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.

The website URL for the undergraduate degree program:

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

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

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

Environmental Engineering is a degree that looks into forming professionals who can provide technical solutions to contamination and environmental degradation problems in order to preserve our biodiversity and contribute to sustainable development. This is a multidisciplinary career that provides strong footing in several areas of knowledge such as biology, exact sciences and engineering. Our professionals are committed to preserve the environment and human health by adequately using natural resources, implementing environmental management systems, designing functional and environmentally compatible treatment facilities, managing urban and hazardous solid waste, modeling of environmental contaminants, controlling air quality, among others.

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

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

Name of the sustainability-focused, undergraduate degree program (3rd program):
Environmental Communication

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

The dynamics of today's society have seen the need to integrate the environmental dimension as an essential and priority actor in all decision-making. Therefore, the Environmental Communication emerges as a necessary, fresh and integral alternative to inform, educate and contribute to an environmentally responsible society and citizenship. Beyond awareness and dissemination of environmental

messages and campaigns, environmental communicators generate and mediate, with ethics and responsibility, a true democratic, participatory and educational dialogue.

The career offers the opportunity to immerse the student in both environmental and communication disciplines with a greater focus on journalism. On the one hand, students will be able to produce notes, reports, investigations, press releases in media such as print, digital, radio, television and the web. On the other hand, students will gain experience by linking with the community, public and / or private institutions through projects, volunteering, events and practical workshops.

Environmental Communication recognizes and highlights natural, cultural, social and work diversity. Beyond an integral vision, it is an experience of life.

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

http://www.usfq.edu.ec/programas_academicos/colegios/cocoa/carreras/Paginas/comunicacion_ambiental.aspx

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

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

Yes

Name of the sustainability-focused undergraduate minor, concentration or certificate:
Environmental Engineering

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

The professional activity in technical and engineering areas can generate important environmental impacts. The minor of Environmental Engineering provides students of these areas of knowledge and skills to understand and protect the environment from their respective field.

The website URL for the undergraduate minor, concentration or certificate:

http://www.usfq.edu.ec/programas_academicos/colegios/politecnico/subespecializaciones/Paginas/Subespecializacion-Ingenieria-Ambiental.aspx

Name of the sustainability-focused undergraduate minor, concentration or certificate (2nd program):
Environmental Management

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

The minor in Environmental Management responds to the growing demand of students in the areas of administration, communication, social sciences and engineering, to acquire basic knowledge about environmental aspects that are currently necessary and desired in companies, institutions and organizations. Minors cannot replace a concentration in Applied Ecology, but it can increase the capacity to respond to the growing demands of environmental compatibility of most industrial, commercial, financial and construction activities.

The website URL for the undergraduate minor, concentration or certificate (2nd program):

http://www.usfq.edu.ec/programas_academicos/colegios/cociba/subespecializaciones/Paginas/gestion_ambiental.aspx

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

Sustainable Tourism

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

Sustainable tourism, according to UNEP and UNWTO, takes into account the current and future impacts on economic, social and environmental issues to meet the needs of visitors, the industry and host communities.

This minor addresses the importance of sustainability and the impact of the industry on the global community. Students will examine the components of sustainable tourism and their interrelation for successful and responsible planning and management, which will allow them to have new job perspectives.

The website URL for the undergraduate minor, concentration or certificate (3rd program):

http://www.usfq.edu.ec/programas_academicos/colegios/chat/subespecializaciones/Paginas/minor-turismo-sustentable.aspx

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

Additional documentation to support the submission:

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

Score	Responsible Party
3.00 / 3.00	Melanie Valencia Sustainability Officer Innovation and Sustainability Office

Criteria

Institution offers at least one:

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

And/or

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

To count, programs must concentrate on sustainability as an integrated concept, including its social, economic, and environmental dimensions.

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

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students (I.e. an interdisciplinary academic program that concentrates on sustainability as an integrated concept)?:

Yes

Name of the sustainability-focused graduate-level degree program:
Masters in Public Health

A brief description of the graduate-level degree program:

The Masters in Public Health of the Universidad San Francisco de Quito seeks to contribute to improve the health conditions of diverse population groups in the country, through the implementation of a postgraduate professional training program in Public Health oriented to a multidisciplinary, demanding and contextualized human resource that combines Effectively and under a comprehensive approach, theoretical, practical and investigative aspects, through the application of learning and various methodologies aimed at working with populations. The students take courses such as Design Thinking, Conflict Resolution and Environmental Health and Environmental Economics to take into account all aspects of sustainability.

The Master's Degree in Public Health will promote the development of professionals capable of interdisciplinary work, whose areas of work are articulated with deconcentrated government institutions, decentralized autonomous governments, and private institutions oriented towards a public logic.

The website URL for the graduate-level degree program:

http://www.usfq.edu.ec/programas_academicos/posgrado/posgrados_cocsa/Paginas/salud_publica.aspx

Name of the sustainability-focused, graduate-level degree program (2nd program):

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

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

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

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

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

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

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

No

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

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

The website URL for the graduate minor, concentration or certificate:

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

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

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

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

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

The website URL for the graduate minor, concentration or certificate (3rd program):

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Up to 2010, the University offered a Graduate Program in Sustainability called Master of Science in Sustainable Energy Development Program. This Masters was taught in conjunction with the University of Calgary and was focused as an interdisciplinary program for professional individuals seeking a broad-based education in energy and sustainable development. The objective of the Program is to provide students with a background in energy and environmental management such that they will be able to ensure sustainable energy development and minimize the impact on the environment.

The program was stopped because of new regulations for accreditation under

CEAACES, and it is expected to re-start by the end of this year. This is an important Degree program that could in fact thrust the University's Sustainability efforts.

Immersive Experience

Score	Responsible Party
2.00 / 2.00	Alexandra Velasco Faculty/ Head sustainability project Business School

Criteria

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

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

- It concentrates on sustainability, including its social, economic, and environmental dimensions

And/or

- It examines an issue or topic using sustainability as a lens.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit.

See the Credit Example in the STARS Technical Manual for further guidance.

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

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

A brief description of the sustainability-focused immersive program(s) offered by the institution, including how each program addresses the social, economic, and environmental dimensions of sustainability:

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 Tiputini 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 programs or initiatives is available:
<http://www.usfq.edu.ec/opi/international-students/Paginas/galapagos-semester.aspx>

Additional documentation to support the submission:

Sustainability Literacy Assessment

Score **Responsible Party**

0.00 / 4.00

Criteria

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

Assessments that primarily address sustainability culture (i.e. values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in

sustainability-related programs and activities are excluded. Cultural assessments are recognized in the *Assessing Sustainability Culture* credit in Campus Engagement.

Participation by U.S. and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count for this credit, but may be reported as an Exemplary Practice in Innovation & Leadership.

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

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

Incentives for Developing Courses

Score	Responsible Party
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0.00 / 2.00	
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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 specifically 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.

Campus as a Living Laboratory

Score	Responsible Party
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3.20 / 4.00	Melanie Valencia Sustainability Officer Innovation and Sustainability Office
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Criteria

Institution is utilizing its infrastructure and operations for multidisciplinary student learning and applied research that contributes to understanding campus sustainability challenges or advancing sustainability on campus in at least one of the following areas:

- Air & Climate

- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Public Engagement
- Wellbeing & Work
- Other (e.g., arts and culture or technology)

This credit includes substantive work by students and/or faculty (e.g. class projects, thesis projects, term papers, published papers) that involves active and experiential learning (see the Credit Example in the *STARS Technical Manual*). On-campus internships and non-credit work that take place under supervision of faculty members, sustainability staff, or sustainability committees may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

This credit does not include immersive education programs, co-curricular activities, or community service, which are covered by the *Immersive Experience* credit, credits in Campus Engagement, and the *Community Service* credit in Public Engagement, respectively.

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

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

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Air & Climate?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Air & Climate:

- i. Universidad San Francisco de Quito (USFQ), in the last years had become an institution committed in sustainability development. In order to fulfill this commitment, a new study was needed to evaluate our own carbon emissions corresponding to year 2015. The final results indicate that in 2015 each student contributed to 0.68 t CO₂, while teachers and administrative bodies contributed to 0.84 t CO₂. Comparing these results to baseline year 2012, we found a reduction by a factor of 1.18 of the emissions contributed by student. Overall, in 2015, Universidad San Francisco de Quito has emitted to the atmosphere a total of 6225.41 t CO₂, from which the largest contribution comes from the land mobility

(including all users), representing a 68% of this total value; followed by 17.1% from electric consumption, 8.6% from air transportation, 4.2% from solid wastes treatment, 1.5% from fuel combustion in-situ and 0.6 from wastewater treatment.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Buildings?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Buildings:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Energy?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Energy:

This project develops a pilot energy saving plan for Universidad San Francisco de Quito with the aim of finding possible power failures and propose optimal solutions that are able to contribute to this savings plan. Data was obtained by employing an industrial power analyzer, which was provided and installed by Empresa Eléctrica Quito. Data was collected in only two areas of the University, not in all of the buildings and installations of the University. The two areas under study were selected based on the results of previous energy audit studies which are summarized in the final year projects of two alumni students from the University, in such works, it was found that these areas are the most representative from the total energy consumption in the university. Measurements were made during two periods; during the first period, corresponding to a vacation period, the equipment installed in such areas were not operating at its maximum load, while in the second period the opposite occurs, since the university resumed its normal operation and student activities and therefore loads were working at full.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Food & Dining?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Food & Dining:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Grounds?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Grounds:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Purchasing?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Purchasing:

In the interest of reducing its carbon footprint, USFQ requires specific information about the emitting contribution of hand drying alternatives. Consequently, energy consumption and corresponding CO2 emissions, associated to the life cycle of paper towels and electric hand dryers, were estimated, taking as reference unit three consecutive academic years.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Transportation?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Transportation:

Carpooling is a way of car sharing with the help of a database that coordinates routes and destinations between drivers that would like to offer their vehicles to a specific destination and passengers that would like to make use of them. This model has been successful in the United States of America and some countries in Europe and its efficiency has motivated to promote its implementation as an alternative of mobilization in different private institutions like the University of San Francisco de Quito.

The USFQ now has the self-shared platform,

www.usfq.autocompartido.com.ec

, so that students, teachers and staff have a transportation alternative to come to the university. The platform is, for safety, closed to our community and the only way to register is with email accounts @usfq.edu.ec or @estud.edu.ec.

The idea is to group those who get off in their own vehicle with those who do not have a vehicle, or want to free themselves from the problems of parking and traffic in our city. At the moment each car comes to Cumbayá with an average of 1.18 people. In addition, the problem will only increase since the automotive fleet will grow 12% annually by adding 50,000 cars to the streets, which contributes to poor quality and air pollution. But with carpooling, USFQ hopes to change this.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Waste?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Waste:

The present work shows the characterization of different plastic waste samples generated at Universidad San Francisco de Quito using both classical and instrumental analytical techniques. The classical analysis carried out consisted in identifying the different types of polymers based on the characteristics and physical properties that each one presented when they were subjected to different techniques: combustion, density differences and chemical reaction. The combustion tests were performed through the Beilstein test and the flame method using a bunsen burner as the source of ignition. The characteristics analyzed were color changes in the flame, smell and color of the combustion smoke, soot generation and combustion rate. On the other hand, for the density difference tests, solvents with different densities such as distilled water, corn oil and isopropyl alcohol were used in which the plastic samples were immersed and observed if they floated or were sunk. In addition, 96% concentrated sulfuric acid and acetone were used for both, chemical reaction tests by acid hydrolysis and polymer dissolution. From the analyzes carried out, it was determined that the polymer present in the greatest quantity in plastic waste corresponds to Polyethyleneterephthalate (PET). Therefore, a sample exclusively of this polymer was selected and it was analyzed instrumentally using infrared spectrometry and simultaneous thermal analysis: thermogravimetric and caloric (FTIR - TGA/DSC), obtaining as a result that the samples actually correspond to PET. Finally, a process for the treatment of this polymer and the manufacture of movable tables that fit the chairs of the cinemas of the Paseo San Francisco were designed both on a laboratory and industrial scale.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Water?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Water:

The present population growth and anthropogenic activity exerts great pressure on natural resources. One of the resources with high demand in the areas of urban growth corresponds to water, whose availability is critical and requires better management. In this context, the present study aims to identify the main variables that influence water consumption at the Universidad San Francisco de Quito, in order to promote reduction strategies and policies. For this, a model has been created based on the theory of dynamical systems and using the Software Vensim. The methodology used for this study was divided into three phases: problem articulation and data collection, model formulation, and testing and validation. Findings from the model show that efficient infrastructure and technology are a

promising sector for reducing water consumption, resulting in an opportunity to develop water policies that can afford water reduction of 15,46% after implementation. Also, the model exhibited that occupancy is the major factor influencing total water consumption. However, it also showed that occupancy, has no effect on water consumption per capita. Furthermore, system dynamics approach resulted a useful methodology that enabled to understand the structure and behavior of water consumption at the university. Also, system dynamics helped to build a formal computer simulation which was used as a first stage to design water efficient policies.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Coordination & Planning?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Coordination & Planning:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Diversity & Affordability?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Diversity & Affordability:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Investment & Finance?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Investment & Finance:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Public Engagement?:

No

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Public Engagement:

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to Wellbeing & Work?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to Wellbeing & Work:

Anxiety has been a subject extensively reviewed in the literature, its co-existence with other disorders has been empirically tested. On the other hand, perfectionism has been described as a multidimensional structure characterized by a rigid structure of thinking, there is evidence for transdiagnostic of perfectionism related to depression, anxiety and eating disorders. This investigation seeks to find a correlation between perfectionism and anxiety levels. In order to achieve this, The Beck Anxiety Inventory (BAI) and the Frost Multidimensional Scale (FMPS) were applied with the main objective of measuring anxiety and perfectionism in a college sample, conformed by Clinical Psychology students of the first and last years in San Francisco University. Both tests have excellent reliability and validity within its psychometric properties. Statistical analysis was done using Minitab14 and the results shown a statistical significance for the primary hypothesis, despite the negation of this one. It also suggests a lack of significance for the relationship between gender and anxiety and perfectionism. Finally it confirms a relationship between perfectionism and academic year.

Is the institution utilizing its campus as a living laboratory for multidisciplinary student learning and applied research in relation to other areas (e.g. arts & culture or technology)?:

Yes

A brief description of the student/faculty projects and how they contribute to understanding campus sustainability challenges or advancing sustainability on campus in relation to other areas:

Hausmann Mixed Media Workshop and Festival:

Hausmann is an artistic, scientific and technological proposal that was born to propose new forms of expression. In an interconnected world, Hausmann is a new alternative for artistic production supported by new technologies. The internet, electronics, digital animation, robotics and even biotechnology are mixed in Hausmann.

<http://conexiones.usfq.edu.ec/index.php/351-transgrediendo-los-limites-del-arte-y-la-tecnologia>

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

All projects listed above are senior thesis projects with students. Links will direct to their thesis

Research

Points Claimed 13.00

Points Available 18.00

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

Credit	Points
Research and Scholarship	10.00 / 12.00
Support for Research	3.00 / 4.00
Open Access to Research	0.00 / 2.00

Research and Scholarship

Score	Responsible Party
10.00 / 12.00	Diego Cisneros Research Coordinator Chancellors Office

Criteria

Institution has conducted an inventory during the previous three years to identify its sustainability research activities and initiatives and makes the inventory publicly available. The research inventory should be based on the definition of "sustainability research" outlined in *G. Standards and Terms* and include, at minimum, the names and department affiliations of all faculty and staff members engaged in sustainability research. Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

Part 1

Institution produces sustainability research as measured by the percentage of faculty and staff engaged in research that are engaged in sustainability research.

Part 2

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

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

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

Total number of the institution's faculty and/or staff that are engaged in research (headcount):
353

Number of the institution's faculty and/or staff that are engaged in sustainability research (headcount):
231

Percentage of the institution's faculty and staff researchers that are engaged in sustainability research :
65.44

Total number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts research:
10

Number of academic departments (or the equivalent) that include at least one faculty or staff member that conducts sustainability research:
5

Percentage of research-producing departments that are engaged in sustainability research:
50

A copy of the institution's inventory of its sustainability research that includes names and department affiliations of faculty and staff engaged in sustainability research:
[MV_ProyectosUSFQ.xlsx](#)

The institution's inventory of its sustainability research that includes names and department affiliations of faculty and staff engaged in sustainability research:

See attached file

A brief description of the methodology the institution followed to complete the research inventory (including the types of faculty and staff included as researchers):

Research inventory was gathered based on all projects that directly relate to the United Nation's Sustainable Development Goals.

The website URL where information about the programs or initiatives is available:
<http://www.usfq.edu.ec/publicaciones/avances/Paginas/default.aspx>

Additional documentation to support the submission:

Support for Research

Score	Responsible Party
3.00 / 4.00	Diego Cisneros Research Coordinator Chancellors Office

Criteria

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

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct 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. The program specifically aims to increase student sustainability research.
 - 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. The program specifically aims to increase faculty sustainability research.
 - Written policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions.
 - Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and/or e-learning objects focused on sustainability.
-

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

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

Yes

A brief description of the student research program, including the incentives provided and any positive outcomes during the previous three years:

The Universidad San Francisco de Quito is pleased to offer an undergraduate research option for international students studying at the Cumbayá (main) Campus for a semester or year, entitled Latitude Zero: Ecuador's Research Initiative (LOERI). USFQ is able to offer a wide range of research opportunities to qualified students.

Participating students have the opportunity to conduct a research project in conjunction with a USFQ faculty member in various fields of study. The project is undertaken as a 3-credit independent study course in the field of relevance over the duration of a semester. Participants also select from USFQ classes (some of which are taught in English) in a variety of subject areas.

Participants in the LOERI program commit to work on the research activity over the course of the semester, according to the needs of the professor and project. As highlighted in the program's research option, potential areas of focus include ethnic identity, biotechnology, renewable energy, entrepreneurship, economic development, biodiversity, GIS, water quality analysis, structural and mechanical engineering, climate change, community health, chemistry and ecology. All related to sustainability. More information on the program can be accessed at:

<http://www.usfq.edu.ec/opi/international-students/Paginas/loeri-program.aspx#demoTab2>

Does the institution have a program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics?:

Yes

A brief description of the faculty research program, including the incentives provided and any positive outcomes during the previous three years:

Universidad San Francisco de Quito and the Dean of Research has created a fund to sponsor groups that generate new research projects, called Collaboration Grants. For the year 2017-2018, 13 winners were chosen.

The purpose of Collaboration Grants is to finance and promote interdisciplinary and international collaborations that will result in the creation and/or strengthening of collaborative research networks, in publications, and in the transfer and creation of new, relevant, and innovative knowledge. Collaboration grants are given once a year, for \$10,000 each. One of the selection criteria is that the research project is inter or multi-disciplinary and has long term impact on society or stakeholders. Results are announced December 2017

In addition, since 2016 the University's Galápagos Science Center (GSC), issues an annual research grant application call, whose objective is to fund scientific

research in the Galápagos islands in the areas of biology/ecology, conservation or social sciences with a strong environment and environmental management focus and a contribution to sustainable development within the framework of environmental sustainability. The application calls are open to full time faculty of all disciplines, who have contributed through courses, workshops or other to the GSC, faculty members can also apply in collaboration. The funding offered is up to \$10,000. These grants pass through a selection process, with the Galápagos National Park participation, where the project's research relevance to science, conservation and sustainable management is evaluated during the pre selection phase. The grant winner is required to publish at least one article in a peer reviewed scientific publication with international recognition. Since its issue, more than 51 projects have been funded in areas such as: human-environment relationships, marine ecology, microbiology, earth sciences, sustainable management and conservation.

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

Yes

A brief description of the institution's support for interdisciplinary, transdisciplinary, and multidisciplinary research, including any positive outcomes during the previous three years:

The University's internal procedure for faculty promotion and/or tenure decisions include, at the various faculty levels, that full faculty members are eligible for promotions when (amongst others) they have 1) created or published a defined number of relevant works per category, 2) have participated in a defined number of relevant research projects with a minimum duration of which at least a number must have involved collaboration with foreign researchers, institutions or research networks, and 3) have directed or co directed doctoral or masters research thesis. The specifications on duration and number of projects vary depending on the faculty category.

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

No

A brief description of the institution's library support for sustainability research, including any positive outcomes during the previous three years:

The website URL where information about the programs or initiatives is available: https://www.usfq.edu.ec/sobre_la_usfq/oficinainnovacion/Paginas/recursos.aspx

Additional documentation to support the submission:

Open Access to Research

Score **Responsible Party**

0.00 / 2.00

Criteria

Institution has a published open access policy that ensures that versions of future scholarly articles by faculty and staff are deposited in a designated open access repository.

The policy may allow for publisher embargoes and/or provide a waiver option that allows faculty to opt-out of the open access license/program for individual articles. Open access policies and programs that are strictly voluntary (opt-in) in nature (including open access policies published by external funding agencies) do not earn points unless the institution also provides financial incentives to support faculty members with article processing and other open access publication charges.

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

The open access repository may be managed by the institution or the institution may participate in a consortium with a consortial and/or outsourced open access repository.

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

Engagement

Campus Engagement

Points Claimed 15.99

Points Available 21.00

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

In addition, this subcategory recognizes institutions that support faculty and staff engagement, 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	Points
Student Educators Program	4.00 / 4.00
Student Orientation	1.84 / 2.00
Student Life	1.75 / 2.00
Outreach Materials and Publications	0.75 / 2.00
Outreach Campaign	4.00 / 4.00
Assessing Sustainability Culture	0.00 / 1.00
Employee Educators Program	0.65 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development	2.00 / 2.00

Student Educators Program

Score	Responsible Party
4.00 / 4.00	Melanie Valencia Sustainability Officer Innovation and Sustainability Office

Criteria

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

- Selects or appoints students to serve as peer educators and formally designates the students as educators (paid and/or volunteer);
- Provides formal training to the student educators in how to conduct peer outreach; and
- Supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by faculty or staff.

This credit focuses on programs for degree-seeking students enrolled in a for-credit program. Continuing education students, non-credit students, and other students who are not recognized by the institution as seeking a degree, certificate, or other formal award are excluded.

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

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

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

Number of students enrolled for credit (headcount):

8862

Total number of students enrolled for credit that are served (i.e. directly targeted) by a student peer-to-peer sustainability outreach and education program (avoid double-counting to the extent feasible):

8862

Percentage of students served by a peer-to-peer educator program:

100

Name of the student educators program:

EcoReps

Number of students served (i.e. directly targeted) by the program (headcount):

8862

A brief description of the program, including examples of peer-to-peer outreach activities:

The club EcoReps is an inclusive organization of students with the purpose of carrying out practices, workshops, and projects that contribute to the sustainability of the university, through the support of technicians specialized in the different fields of the environmental area and who work together with the innovation office and sustainability.

A brief description of how the student educators are selected:

Student Educators are selected based on their enrollment in environmental engineering and get some of their 400 mandatory volunteering hours through volunteering in the ecoreps program.

A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach:

They are trained by the Sustainability officer on opportunities within the university mostly on resource management (waste reduction and recycling). They are mentored by other professors to carry out awareness days; for example, they hold 'Water day' annually with the Coordinator of Environmental Engineering.

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination):

Faculty coordination by the Office of Innovation and Sustainability with a salaried officer.

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

Number of students served (i.e. directly targeted) by the program (2nd program):

A brief description of the program, including examples of peer-to-peer outreach activities (2nd program):

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

A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach (2nd program):

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination) (2nd program):

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

Number of students served (i.e. directly targeted) by the program (3rd program):

A brief description of the program, including examples of peer-to-peer outreach activities (3rd program):

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

A brief description of the formal training that the student educators receive to prepare them to conduct peer outreach (3rd program):

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or faculty/staff coordination) (3rd program):

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

education programs, including the number of students served and how student educators are selected, trained, and supported by the institution:

Total number of hours student educators are engaged in peer-to-peer sustainability outreach and education activities annually (all programs):

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

[ecoreps logo.png](#)

Student Orientation

Score	Responsible Party
1.84 / 2.00	Melanie Valencia Sustainability Officer Innovation and Sustainability Office

Criteria

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

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

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

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

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

Percentage of all entering (i.e. new) students (including transfers and graduate students) that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability (0-100):

92

A brief description of how sustainability is included prominently in new student orientation (including how multiple dimensions of sustainability are addressed):

Student Orientation, refers to a peer review program in sustainability in which students can explain about the topic, and the teaching of sustainability in the orientation speeches that are given to freshmen and transfers. The sustainability approach is mostly within the environmental perspective for undergraduates.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Student Life

Score	Responsible Party
1.75 / 2.00	Nathan Digby Dean of Students Dean of Students

Criteria

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

- Active student groups focused on sustainability
- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems
- Sustainable enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)
- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
- Conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience
- Cultural arts events, installations or performances related to sustainability that have students as the intended audience
- Wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students and follow Leave No Trace principles)
- Sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)
- Programs through which students can learn sustainable life skills (e.g. a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions
- Other co-curricular sustainability programs and initiatives

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

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

Does the institution have one or more active student groups focused on sustainability?:
No

A brief description of active student groups focused on sustainability:

The club EcoReps is an inclusive organization of students with the purpose of carrying out practices, workshops, and projects that contribute to the sustainability of the university, through the support of technicians specialized in the different fields of the environmental area and who work together with the innovation office and sustainability.

The website URL where information about the student groups is available (optional):

Does the institution have gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems?:

Yes

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

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, Ajisillo 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. This is done with the students in the agriculture engineering department

The website URL where information about the gardens, farms or agriculture projects is available (optional):

Does the institution have student-run enterprises that include sustainability as part of their mission statements or stated purposes (e.g. cafés through which students gain sustainable business skills)?:

No

A brief description of the student-run enterprises:

The website URL where information about the student-run enterprises is available (optional):

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

No

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

The website URL where information about the sustainable investment funds, green revolving funds or sustainable microfinance initiatives is available (optional):

Does the institution have conferences, speaker series, symposia or similar events related to sustainability that have students as the intended audience?:

Yes

A brief description of the conferences, speaker series, symposia or similar events related to sustainability:

With the initiative of Amor Naturae we hope to contribute to society's development of a process of reconciliation and love for Nature. The events will be focused on providing participants (students, teachers and the public in general) with up-to-date and didactic information on environmental issues of importance to Ecuador and the world to promote the analysis and adoption of more environmentally friendly ways of life.

The website URL where information about the conferences, speaker series, symposia or similar events related to sustainability is available (optional):

https://www.usfq.edu.ec/eventos/amor_naturae/Paginas/default.aspx

Does the institution have cultural arts events, installations or performances related to sustainability that have students as the intended audience?:

Yes

A brief description of the cultural arts events, installations or performances related to sustainability:

In the area of cultural events, USFQ holds an event called the Vagina Monologues, which is a feminist event designed to empower women and advocate for feminist issues such as gender norms and sexual violence.

The website URL where information about the cultural arts events, installations or performances is available (optional):

<https://www.facebook.com/VDAY-USFQ-Los-Mon%C3%B3logos-de-la-Vagina-275719796196185/>

Does the institution have wilderness or outdoors programs (e.g. that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles?:

Yes

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

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 wilderness or outdoors programs is available (optional):

Does the institution have sustainability-related themes chosen for themed semesters, years, or first-year experiences (e.g. choosing a sustainability-related book for common reading)?:

No

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

The website URL where information about the sustainability-related themes is available (optional):

Does the institution have programs through which students can learn sustainable life skills?:

Yes

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

USFQ has held a workshop on zero-waste life and another on business social responsibility.

The website URL where information about the sustainable life skills programs is available (optional):

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

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

Internships with the Office of Sustainability and Innovation developing benchmarking and other projects.

The website URL where information about the student employment opportunities is available:

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

A brief description of the graduation pledges:

The website URL where information about the graduation pledges is available (optional):

Does the institution have other co-curricular sustainability programs and initiatives?:
Yes

A brief description of the other co-curricular sustainability programs and initiatives:

In addition, USFQ practices sustainable agriculture. Behind its kitchens, USFQ has an organic garden with the gastronomy club.

The website URL where information about other co-curricular sustainability programs and initiatives is available (optional):

Estimated percentage of students (full-time and part-time) that participate annually in sustainability-focused co-curricular education and outreach programs (0-100):

Additional documentation to support the submission:

Outreach Materials and Publications

Score	Responsible Party
0.75 / 2.00	Melanie Valencia Sustainability Officer Innovation and Sustainability Office

Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts
- A sustainability newsletter
- Regular coverage of sustainability in the main student newspaper, either through a regular column or a reporter assigned to the sustainability beat
- Social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability
- A vehicle to publish and disseminate student research on sustainability
- Building signage that highlights green building features
- Signage and/or brochures that include information about sustainable food systems
- Signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed
- A sustainability walking map or tour
- A guide for commuters about how to use more sustainable methods of transportation
- Navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)
- A guide for green living and/or incorporating sustainability into the residential experience
- Other sustainability outreach materials and publications not covered above

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

A single outreach material or publication that serves multiple purposes may be counted more than once. For example, a sustainability website that includes tools for bicyclists and pedestrians may be counted in both categories.

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

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

Yes

A brief description of the central sustainability website (optional):

USFQ's website, ois.usfq.edu.ec, provides information about the university's sustainability efforts. In it, USFQ runs a blog and newspaper, called Aula Magna, which highlights sustainability.

The website URL for the central sustainability website:

<http://ois.usfq.edu.ec/>

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 social media platforms (e.g. Facebook, Twitter, interactive blogs) that focus specifically on campus sustainability?:

No

A brief description of the social media platforms that focus on sustainability:

The website URL of the primary social media platform focused on sustainability:

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 the regular coverage of sustainability in the main student newspaper:

The website URL for regular coverage of sustainability in the main student newspaper:

Does the institution produce 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:

The USFQ library has all student research archived in its repository. All students' research in sustainability is also published as a resource in the Office of Sustainability website.

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

<http://repositorio.usfq.edu.ec/>

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 signage and/or brochures that include information about sustainable food systems?:

No

A brief description of the 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 groundskeeping and/or landscaping strategies employed?:

No

A brief description of the signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed:

The website URL for the signage on the grounds about sustainable groundskeeping and/or landscaping strategies employed:

Does the institution produce 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 produce a guide for commuters about how to use more sustainable methods of transportation?:

No

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

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

Does the institution produce navigation and educational tools for bicyclists and pedestrians (e.g. covering routes, inter-modal connections, policies, services, and safety)? :

Yes

A brief description of the navigation and educational tools for bicyclists and pedestrians:

USFQ has a website focusing on mobility, which includes bike routes and commuter tips.

The website URL for navigation and educational tools for bicyclists and pedestrians:

<http://www.usfq.edu.ec/estudiantes/nuevos/Paginas/movilidad.aspx>

Does the institution produce a guide for green living and/or 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 produce other sustainability outreach materials or publications not covered above?:

No

A brief description of these materials or publications:

The website URL for these materials or publications:

Additional documentation to support the submission:

Outreach Campaign

Score	Responsible Party
4.00 / 4.00	Melanie Valencia Sustainability Officer Innovation and Sustainability Office

Criteria

Part 1

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

Part 2

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

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

Measurable, positive results typically involve reductions in energy, waste or water use, cost savings and/or other benefits. To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during

or after the campaign. Increased awareness or increased membership of a mailing list or group is not sufficient in the absence of other positive results.

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

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

Yes

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

Yes

Name of the campaign:

E-Waste Campaign

A brief description of the campaign, including how students and/or employees were engaged:

USFQ with the collaboration of 10 participating schools in the metropolitan district of Quito has carried out the Ewaste Electronic Recycling Campaign for 4 consecutive years, working with environmentally certified recyclers including Arte Green and Fundación Hermano Miguel to bring more than 17 tons of electronic waste, train 25 student leaders and raise awareness among more than 10,000 people about the proper handling of electronic waste focused on reuse and recycling. This campaign is conducted for only one week every year, during the last week of November.

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

Through collaboration with recyclers such as Arte Green and Fundación Hermano Miguel, USFQ was able to recycle more than 17 tons of electronic waste.

The website URL where information about the campaign is available:

https://www.usfq.edu.ec/sobre_la_usfq/oficinainnovacion/Paginas/proyectos.aspx

Name of the campaign (2nd campaign):

Regenera

A brief description of the campaign, including how students and/or employees were engaged (2nd campaign):

USFQ has a discount for everyone who brings in a reusable coffee mug to the cafés on campus. This discount is 10 cents for whoever brings in such mug.

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

The results over one year have shown that 1,317 coffees were bought in a reusable mug, and thus has saved 350 kilograms of CO2 throughout the life cycle.

The website URL where information about the campaign is available (2nd campaign):

<https://noticias.usfq.edu.ec/2017/03/campana-regenera-trae-tu-propia-taza-y.html>

A brief description of other sustainability-related outreach campaigns, including measured positive impacts:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

<c7d009ac-0771-4887-bd71-7d3e3e460dfd.jpg>

Assessing Sustainability Culture

Score **Responsible Party**

0.00 / 1.00

Criteria

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

An assessment that covers a single sustainability topic (e.g. a transportation survey) does not count in the absence of a more comprehensive cultural assessment.

Assessments that exclusively address sustainability literacy (i.e. knowledge of sustainability topics and challenges) or student engagement in sustainability-related programs and activities are excluded. Literacy assessments are recognized in the *Sustainability Literacy Assessment* credit in Curriculum.

Participation by U.S, and Canadian institutions in the National Survey of Student Engagement (NSSE) Sustainability Education Consortium does not count, but may be reported as an Exemplary Practice in Innovation & Leadership.

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

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

Employee Educators Program

Score	Responsible Party
0.65 / 3.00	Claudia Tobar Director IDEA IDEA

Criteria

Institution administers or oversees an ongoing staff/faculty peer-to-peer sustainability outreach and education program that meets the following criteria:

- Employee sustainability educators are formally designated and receive formal training or participate in an institution-sponsored orientation to prepare them to conduct peer outreach to other employees;
- The institution supports the program with financial resources (e.g. by providing an annual budget) and/or administrative coordination by staff or faculty; and
- The peer educators represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

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

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

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

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

Total number of employees (staff + faculty, headcount):
1050

Number of employees served (i.e. directly targeted) by a peer-to-peer sustainability outreach and education program (avoid double-counting):
226

Percentage of employees served by a peer-to-peer educator program:
21.52

Name of the employee educators program:
SHIFT

Number of employees served (i.e. directly targeted) by the program (headcount):
226

A brief description of the program, including examples of peer-to-peer outreach activities:

At USFQ we have an academy called SHIFT. This unit is dedicated to improve the quality of teaching of our faculty members. In this department we organize several discussions and workshops dedicated to reflect on the changes and transformations needed for today's education. Some of the workshops held contain a sustainability focus, such as:

- B-Academy, part of B Corps Academic program.
- Socratic dialogues - how to incorporate liberal arts in courses and teaching.
- Tools for Innovation and Sustainability in Teaching, Practice. Tools such as Intersectionality, Translanguaging, and Community Self-Governance.
- Multi and inter and transdisciplinary in design and architecture.
- Sexual diversity in the class room.
- Course connections.
- Gender.
- Collaborative learning.

These programs aim to improve faculty

A brief description of how the employee educators are selected:

10 professors are selected go to Virginia Tech in Blacksburg, Virginia, USA for a summer program in which they learn the main tools and trends. These professors are selected based on an application, which includes an essay describing their ideas for why modernizing the academic curriculum is important.

A brief description of the formal training that the employee educators receive to prepare them to conduct peer outreach:

When these professors return to the University, they institutionalize the knowledge by teaching others for the rest of the year. An award is given once a year for the ten professors that were selected to go. Once they return, they each have to run a workshop for professors at USFQ.

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or paid faculty/staff coordination):

Budget for 2017 \$30320.

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

Number of employees served (i.e. directly targeted) by the program (headcount) (2nd program):

A brief description of the program, including examples of peer-to-peer outreach activities (2nd program):

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

A brief description of the formal training that the employee educators receive to prepare them to conduct peer outreach (2nd program):

A brief description of the financial and/or administrative support the institution provides to the program (e.g. annual budget and/or paid faculty/staff coordination) (2nd program):

A brief description of all other employee peer-to-peer sustainability outreach and education programs, including the number of employees served and how employee educators are selected, trained, and supported by the institution:

Total number of hours employee educators are engaged in peer-to-peer sustainability outreach and education activities annually:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Employee Orientation

Score	Responsible Party
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Alexandra Velasco

1.00 / 1.00 Faculty/ Head sustainability project
Business School

Criteria

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

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

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

A brief description of how sustainability is included in new employee orientation (including how multiple dimensions of sustainability are addressed):

The university also covers sustainability in the employee orientation, and makes the staff participate in professional development opportunities that are somehow related to sustainability in the campus. Orientation is given at the same time of new student orientation, every semester.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Staff Professional Development

Score	Responsible Party
2.00 / 2.00	Felipe Ante Coordinator Projects

Criteria

Part 1

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

Part 2

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

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

- Training to integrate sustainability knowledge and skills into the workplace.
- Lifelong learning and continuing education in sustainability.
- Sustainability accreditation and credential maintenance (e.g. LEED AP/GA).

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

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

This credit applies to staff members only; it does not include faculty members. Faculty professional development in sustainability is recognized in the *Incentives for Developing Courses* credit in Curriculum.

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

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

Yes

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

Yes

Estimated percentage of regular staff (full-time and part-time) that participates annually in sustainability professional development and training that is either provided or supported by the institution (0, 1-24%, 25-49%, 50-74%, 75% or more):

75% or more

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

During the professional development day, mandatory for all those who work at USFQ, we include sustainability related trainings. In 2016 it was specific to

understanding microaggressions, particularly related to gender equality. This was imparted by a Fullbright visiting scholar, Patricia Marshall, PhD. In 2017 it included understanding the health of rivers in the country and overall ecological health based on the research by Andrea Encalada, PhD.

A brief description of any external professional development and training opportunities in sustainability that are supported by the institution(e.g. through payment, reimbursement, or subsidy):

Every professor has a proposed budget to do trainings based on their professional needs. We have had professors take sustainability trainings such as B-Corps Multipliers (2016), and the Amani Institute Social Innovation Course (2017) for students and faculty. These trainings were financed by the University.

Estimated percentage of regular staff (full-time and part-time) for which sustainability is included in performance reviews (0, 1-24%, 25-49%, 50-74%, 75% or more) :

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Public Engagement

Points Claimed 13.29

Points Available 18.00

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, non-profit and for-profit sectors, institutions can help solve sustainability challenges. Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

Credit

Points

Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	3.00 / 3.00
Continuing Education	5.00 / 5.00

Community Service	1.62 / 5.00
Participation in Public Policy	0.67 / 2.00
Trademark Licensing	Not Applicable

Community Partnerships

Score	Responsible Party
3.00 / 3.00	Rafael Jorda Coordinator Community Engagement

Criteria

Institution has one or more formal community partnership(s) with school districts, government agencies, non-profit organizations, NGOs, businesses and/or other external entities, to work together to advance sustainability.

This credit recognizes campus-community partnerships that the institution supports (materially or financially) and that address sustainability challenges in the broader community. This may be demonstrated by having an active community partnership that meets one or more of the following criteria:

- The partnership is multi-year or ongoing, rather than a short-term project or event;
- The partnership simultaneously supports all three dimensions of sustainability, i.e. social equity and wellbeing, economic prosperity, and ecological health; and/or
- The partnership is inclusive and participatory, i.e. underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation and review.

A partnership is considered to be “transformative”, “collaborative”, or “supportive” based on the number of criteria that are met (see *D. Scoring*).

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

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

“---” indicates that no data was submitted for this field

Name of the institution’s formal community partnership to advance sustainability :
Sin Límites

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

Which of the following best describes the partnership timeframe?:

Multi-year or ongoing

Which of the following best describes the partnership's sustainability focus?:

The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (Yes, No, or Not Sure):

Yes

A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above:

3 years The University has partnered with the FUDELA Foundation for the past 3 years. La Fundación de las Américas para el Desarrollo (FUDELA) is a local organization of the Sin Límite program in Ecuador. Sin Límite offers comprehensive training and technical skill development that improves young people's chances of getting a job and earning a living. It also uses sports, in this case football (soccer), as a tool for training and motivation, and for promoting the development of values such as teamwork, discipline and effective communications such as unemployment, violence, drug use and teenage pregnancy, among other things. This foundation has 40 participants, including refugees from Colombia and Venezuela (60%), and social reinsertion Ecuadorians (40%). Some other items that are taught in this program include: tools to find a job in relation to the food industry; services, entrepreneurship, finances, gastronomy, industrial engineering and operations; soft skills and sports.

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

Suena Pichincha

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

Yes

Which of the following best describes the partnership timeframe? (2nd partnership):

Multi-year or ongoing

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

The partnership supports at least one, but not all three, dimensions of sustainability

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (2nd partnership) (Yes, No, or Not Sure):

Yes

A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (2nd partnership):

Suena Pichincha has been running for the past 4 years. The faculty of the College of Music collaborate with students and high schools to train them and improve their musical skills. Through this program just last year, 300,000 people attended their events, with 10,000 students participating. Some students have also received scholarships to attend USFQ's College of Music. 120 essays were received last year for this scholarship.

<https://www.facebook.com/suenapichincha/>

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

Tiputini Biodiversity Station

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

Yes

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

Which of the following best describes the partnership's sustainability focus? (3rd partnership):

The partnership simultaneously supports social equity and wellbeing, economic prosperity, and ecological health

Are underrepresented groups and/or vulnerable populations engaged as equal partners in strategic planning, decision-making, implementation and review? (3rd partnership)

(Yes, No, or Unknown):

Yes

A brief description of the institution's formal community partnership to advance sustainability, including website URL (if available) and information to support each affirmative response above (3rd partnership):

The Tiputini Biodiversity Station (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 serve as steward of 638 hectares (about 1500 acres) of primary lowland rainforest approximately 300km (200 mi) ESE of Quito. TBS is situated on the north bank of the Tiputini River, a southern tributary of the Napo River within the Yasuní Biosphere Reserve.

Our primary activities are associated with research and education. Located within the world's greatest biodiversity hotspot (link paper) and one of the planet's last

wilderness areas, our main goal is to better understand nature so that appropriate and effective conservation strategies may be implemented.

TBS also serves as an official guard post for the Yasuní National Park.

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

USFQ has a collaboration with 53 different organizations in community engagement projects that are located in 6 different provinces. There are 315 faculty members and 721 students involved, and serve 12,500 people just in 2017.

The website URL where information about the programs or initiatives is available: <https://www.usfq.edu.ec/vinculacion/Paginas/default.aspx>

Additional documentation to support the submission:

Inter-Campus Collaboration

Score	Responsible Party
3.00 / 3.00	Melanie Valencia Sustainability Officer Innovation and Sustainability Office

Criteria

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

- Is an active member of a national or international sustainability network;
- Is an active member of a regional, state/provincial or local sustainability network;
- Has presented at a sustainability conference during the previous year;
- Has submitted a case study during the previous year to a sustainability resource center or awards program that is inclusive of multiple campuses;
- Has had staff, students, or faculty serving on a board or committee of a sustainability network or conference during the previous three years;
- Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program;
- Has had staff, faculty, or students serving as peer reviewers of another institution's sustainability data (e.g. GHG emissions or course inventory) and/or STARS submission during the previous three years; and/or
- Has participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions.

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

Is the institution an active member of a national or international sustainability network?:
Yes

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

USFQ is a member of the Global Universities Partnership on Environment for Sustainability (GUPES) one of the flagship programmes of UN Environment's Environmental Education and Training Unit (EETU). For this network we submit our best practices and there is sharing of experiences.

At the national level, USFQ is part of REDU (Rede Ecuatoriana De Universidades para Investigación y Posgrados). In English, this organization translates to The Ecuadorian Network of Universities for Research and Postgraduate Studies (REDU) is made up of 20 higher education institutions. The goal of the REDU is to link the academic, social, political and productive sectors, through research and training projects at the graduate level, with ethical principles and criteria, respect for the environment, with social justice and recognition of intellectual property.

Is the institution an active member of a regional, state/provincial or local sustainability network?:
Yes

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

Mentoring program for the city of Quito' environmental distinction. We collaborate with the sustainability officers at two local high schools: Liceo Internacional and Colegio Menor.

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

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

Melanie Valencia, a professor of Environmental Engineering at the University, has presented at the Australia sustainability conference called "Environmental, Cultural, Economic, and Social Sustainability" in Cairnes, Australia.

Has the institution submitted a case study during the previous year to a sustainability awards program that is inclusive of multiple campuses? :
Yes

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

The environmental distinction for the city of Quito which includes several campuses. In 2017 USFQ was awarded the highest distinction in the University category and in 2018 it has been awarded the first mentor award to help other institutions.

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

No

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

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

Yes

A brief description of the mentoring relationship and activities:

Our Ewaste campaign is a mentoring program for 10 local high schools. We have also helped Hotel San Sebastian and the Environmental Secretary with their Carbon footprints and General Motors with their water footprint. We have also now started a collaboration with University of Albany.

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

Yes

A brief description of the peer review activities:

Melanie Valencia, professor of Environmental Engineering at the University, is peer reviewing a thesis for Sandra Espinosa, MA, a MScSM candidate at the University of Toronto, entitled "The Influence of Organizational Behavior in Motivating Corporate Environmental Sustainability in Quito, Ecuador".

Has the institution participated in other collaborative efforts around sustainability during the previous year, e.g. joint planning or resource sharing with other institutions?

:

Yes

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

We have collaborated in logistics programs for delivery in the city of Quito to reduce traffic congestion and emissions through the MIT 1 mile program (professor Carlos Suarez leads this program at USFQ). Moreover we currently sit in the plastics regulation committee for the city of Quito.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Continuing Education

Score	Responsible Party
5.00 / 5.00	Claudia Tobar Director IDEA IDEA

Criteria

Part 1

Institution has conducted an inventory during the previous three years to identify its continuing education courses that address sustainability. These course offerings may include:

- Continuing education courses that have been identified as sustainability course offerings using the definitions provided in *G. Standards and Terms*; and/or
- Continuing education courses that have been formally designated as sustainability course offerings in the institution's standard course listings or catalog.

For each course, the inventory provides:

- The title and department (or equivalent) of the course.
- A brief description of the course. Courses for which partial or incomplete information is provided may not be counted toward earning points for Part 1 of this credit.

Courses that are typically taken for academic credit are not included in this credit; they are covered in the Curriculum subcategory

Part 2

Institution has at least one sustainability-themed certificate program through its continuing education or extension department.

Degree-granting programs (e.g. programs that confer Baccalaureate, Masters, and Associates degrees) and certificates that are part of academic degree programs are not included in this credit; they are covered in the Curriculum subcategory.

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

Does the institution offer continuing education courses that address sustainability?:
Yes

Total number of continuing education courses offered:
223

Number of continuing education courses offered that address sustainability:
58

Percentage of continuing education courses that address sustainability:
26.01

A copy of the list and brief description of the continuing education courses that address sustainability:

[MV_ContinuingEducation.xlsx](#)

A list and brief description of the continuing education courses that address sustainability:

The university has a continuing education program through IDEA and Escuela de Empresas.

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

Does the institution have at least one sustainability-themed certificate program through its continuing education or extension department?:

Yes

A brief description of the certificate program(s), including the year the program was created:

Responsabilidad Social Empresarial

The website URL where information about the programs or initiatives is available:

<http://escueladeempresas.com/programas/responsabilidad-social-sostenibilidad/>

Additional documentation to support the submission:

Community Service

Score **Responsible Party**

1.62 / 5.00 **Karla Diaz**

Faculty
PASEM

Criteria

Part 1

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

Part 2

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

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

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

Number of students enrolled for credit (headcount; part-time students, continuing education, and/or graduate students may be excluded):

8862

Number of students engaged in community service (headcount):

1305

Percentage of students engaged in community service:

14.73

Does the institution wish to pursue Part 2 of this credit (community service hours)? (if data not available, respond 'No'):

Yes

Total number of student community service hours contributed during the most recent one-year period:

104400

Number of annual community service hours contributed per student :

11.78

The website URL where information about the programs or initiatives is available:

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

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

Does the institution provide incentives for employees to participate in community service (on- or off-campus)? (Incentives may include voluntary leave, compensatory time, or other forms of positive recognition):
Yes

A brief description of the institution's employee community service initiatives:

You must include community engagement in all projects for approval.

Additional documentation to support the submission:

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 through community engagement (vinculación).

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 SENECYT.

Participation in Public Policy

Score	Responsible Party
0.67 / 2.00	Melanie Valencia Sustainability Officer Innovation and Sustainability Office

Criteria

Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability. The advocacy may take place at one or more of the following levels:

- Municipal/local,
- State/provincial/regional,
- National, and/or
- International.

The policy advocacy must have the implicit or explicit support of the institution's top administrators and/or governing bodies to count. For example, advocacy by administrators, students, staff, or faculty who are acting as representatives of the institution or its governance bodies may count. Advocacy by students, staff, or faculty conducted in a personal capacity does not count unless it is formally endorsed at the institutional level.

Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above.

This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

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

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the municipal/local level?:

No

A brief description of how the institution engages in public policy advocacy for sustainability at the municipal/local level, including the issues, legislation, and ordinances for or against which the institution has advocated:

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the state/provincial/regional level?:

No

A brief description of how the institution engages in public policy advocacy for sustainability at the state/provincial/regional level, including the issues, legislation, and ordinances for or against which the institution has advocated:

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the national level?:

Yes

A brief description of how the institution engages in public policy advocacy for sustainability at the national level, including the issues, legislation, and ordinances for or against which the institution has advocated:

Evaluation of Ecuadorian Nutritional Label by Wilma Freire in the Public Health School.

In August 2014, the Ecuadorian government, through the Ministry of Public Health, promulgated a Sanitary Regulation for Labeling Processed Foods in Ecuador. This regulation put into effect a stoplight nutritional label, which uses red, yellow, and green to represent high, medium, and low levels of added fat, sugar, and salt, and which was designed in consultation with USFQ's Institute for Research in Health and Nutrition (ISYN).

A year later, ISYN conducted a qualitative study to evaluate consumer perceptions, understanding, and use of the label. Through focus group discussions, key informant interviews, and structured observations, the evaluation took into account sex, age group and residence in large, intermediate, and small cities in Ecuador's coast, highlands, and eastern lowland regions.

This evaluation showed that consumers in all age groups, including children, recognize the stoplight label and perceive it to be a source of information about the content of fat, sugar, and salt in processed foods. In particular, the familiar color scheme was recognized as useful in the selection of foods to purchase and consume. Consequently, consumers reported that in some cases, they have reduced the purchase and consumption of unhealthy processed and ultra-processed foods. Key informants included producers processed and ultra-processed foods stated that they do not believe that the label is useful but accept the established policy; additionally in some cases, they have reduced the levels of fat, sugar, or salt in order to have a more "favorable" label. Structured observations showed that the nutritional label regulation is being correctly implemented.

This evaluation resulted in recommendations regarding the location of the label on packages and the need for the label to be obligatory rather than optional. In addition, ISYN recommended that contents not be reported in grams or milliliters but rather in terms of portion size and that a public information strategy be implemented through social networks and groups of students, mothers, and communities about the use of the traffic light label in food purchases and consumption. Finally, ISYN recommended the promotion of locally produced and distributed foods, especially those that are part of Ecuador's traditional diet. This evaluation project contributed to the strengthening and continuation of the traffic light label policy.

This process continues in evaluation until the date of submission in 2018.

Participation of Nutrition and Dietetics in the elaboration of the Dietary Guidelines for Ecuador

The Nutrition and Dietetics discipline of the USFQ participated in the Technical Committee for the preparation of the food guides for Ecuador (FAO and Public Health Ministry). 2 faculty members participated in the ongoing workshops through which this policy was developed as members of the technical table in three workshops: the first in June 2017, the second in August 2017 and the third workshop was held in February 2018. Subsequently, two new meetings were held where the USFQ lead the Evidence chapter and supported the content creation of the Annex of Nutritional Goals and Standard Diet.

USFQ proposal for the inclusion of water quality community monitoring programs in national legislation

USFQ proposed to the National Assembly commission of environment to include community environmental monitoring in the draft of the Law of the Special Territorial Area of the Amazon. The proposal stemmed from a research initiative

developed by the University during five years, in collaboration with grassroots organizations. This proposal was accepted and incorporated as article 58 of the Law of the Special Territorial Area of the Amazon issued in May 2018.

Does the institution advocate for public policies that support campus sustainability or that otherwise advance sustainability at the international level?:

No

A brief description of how the institution engages in public policy advocacy for sustainability at the international level, including the issues, legislation, and ordinances for or against which the institution has advocated:

A brief description of other political positions the institution has taken during the previous three years (if applicable):

A brief description of political donations the institution made during the previous three years (if applicable):

The website URL where information about the programs or initiatives is available:

<http://www.fao.org/ecuador/es/>

Additional documentation to support the submission:

[LEY ORGÁNICA PARA LA PLANIFICACIÓN INTEGRAL DE LA CIRCUNSCRIPCIÓN TERRITORIAL ESPECIAL AMAZONICA.pdf](#)

Trademark Licensing

Responsible Party

Criteria

Institution is a member of the Fair Labor Association (FLA) and/or the Worker Rights Consortium (WRC).

Please note that other initiatives to support fair labor standards in the supply chain are recognized in the *Sustainable Procurement* credit in Purchasing.

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

Institution is not eligible for FLA or WRC membership.

Operations

Air & Climate

Points Claimed 7.01

Points Available 11.00

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit	Points
Greenhouse Gas Emissions	6.51 / 10.00
Outdoor Air Quality	0.50 / 1.00

Greenhouse Gas Emissions

Score	Responsible Party
6.51 / 10.00	Melanie Valencia Sustainability Officer Innovation and Sustainability Office

Criteria

Part 1

Institution has conducted a publicly available greenhouse gas (GHG) emissions inventory that includes, at minimum, Scope 1 and Scope 2 GHG emissions and may also include Scope 3 GHG emissions.

The inventory may also be verified by an independent, external third party and/or validated internally by campus personnel who are independent of the GHG accounting and reporting process.

Part 2

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

Part 3

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.02 metric tons of carbon dioxide equivalent (MtCO₂e) per gross square foot (0.215 MtCO₂e per gross square metre) of floor area.

Performance for Part 3 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space (see *G. Standards and Terms*).

For this credit, the following carbon offsets may be counted:

- Third-party verified purchased carbon offsets
- Institution-catalyzed carbon offsets (popularly known as "local offsets")
- Carbon sequestration due to land that the institution manages specifically for sequestration (as documented in policies, land management plans or the equivalent)
- Carbon storage from on-site composting

Purchased Renewable Energy Certificates (RECs) or Guarantees of Origin (GOs) may not be counted as carbon offsets. Emissions reductions attributable to RECs and GOs that are either Green-e Energy certified or meet Green-e Energy's technical requirements and are verified as such by a third party are reported separately (see *E. Reporting Fields*). Purchased carbon offsets and RECs/GOs that have not been third-party verified do not count.

Institution-catalyzed offsets, on-site composting, and carbon sequestration projects (on and off campus) that are to be counted as offsets must be third party verified or, at minimum, quantified using a method that addresses all of the following accounting issues:

- Selection of a baseline scenario (i.e. what would have happened in the absence of the project?);
- Demonstration of additionality (i.e. the project has resulted in emission reductions or removals in addition to what would have happened in the absence of the project);
- Identification and quantification of relevant secondary effects (i.e. small, unintended GHG consequences of a project, include leakage and changes in GHG emissions up- and downstream of the project);
- Consideration of reversibility (i.e. assessing the risk of reversibility, together with any mitigation or compensation measures included in the project design);
- Avoidance of double-counting (i.e. the reductions giving rise to the offset must occur at sources or sinks not included in the target or cap for which the offset is used).

Institutions that have sold or transferred emissions reductions, e.g. in the form of verified emissions reductions (VERs), may not count those reductions toward this credit. Those transactions are reported separately and net GHG emissions are automatically adjusted upward to reflect the sale or transfer of any institution-generated offsets that have been included as carbon offsets (see *D. Scoring*).

Has the institution conducted a GHG emissions inventory that includes all Scope 1 and 2 emissions? :

Yes

Does the institution's GHG emissions inventory include all, some or none of its Scope 3 GHG emissions from the following categories?:

	All, Some, or None
Business travel	All
Commuting	All
Purchased goods and services	None
Capital goods	None
Waste generated in operations	All
Fuel- and energy-related activities not included in Scope 1 or Scope 2	Some
Other categories	None

A copy of the most recent GHG emissions inventory:

[CarbonFootprint20171_1.pdf](#)

A brief description of the methodology and/or tool used to complete the GHG emissions inventory, including how the institution accounted for each category of Scope 3 emissions reported above:

Commuting

The CO2 emissions related to the commuting were calculated through the traveled distance to and from the University of each student and employee and the efficiency of the car used. The information were obtained from a survey made to all the university community with 3636 students answering and 402 staff and faculty, giving only a 1.11% margin of error.

Air travel was done using the data of all flights purchased by the University using the International Civil Aviation Organization estimates.

Waste Generation

The CO2 emissions related to waste generation is calculated through biodegradation reaction of organic material

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:

No

A brief description of the internal and/or external verification process:

Documentation to support the internal and/or external verification process:

Does the institution wish to pursue Part 2 and Part 3 of this credit? (reductions in Scope 1 and Scope 2 GHG emissions):

Yes

Gross Scope 1 and Scope 2 GHG emissions:

	Performance Year	Baseline Year
Gross Scope 1 GHG emissions from stationary combustion	65.60 <i>Metric Tons of CO2 Equivalent</i>	118.20 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 1 GHG emissions from other sources	143.70 <i>Metric Tons of CO2 Equivalent</i>	90.40 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from purchased electricity	614.60 <i>Metric Tons of CO2 Equivalent</i>	804.90 <i>Metric Tons of CO2 Equivalent</i>
Gross Scope 2 GHG emissions from other sources	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Total	823.90 <i>Metric Tons of CO2 Equivalent</i>	1013.50 <i>Metric Tons of CO2 Equivalent</i>

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	Jan. 1, 2017	Dec. 31, 2017
Baseline Year	Jan. 1, 2012	Dec. 31, 2012

A brief description of when and why the GHG emissions baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

Figures needed to determine total carbon offsets:

	Performance Year	Baseline Year
Third-party verified carbon offsets purchased (exclude purchased RECs/GOs)	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Institution-catalyzed carbon offsets generated	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

	Performance Year	Baseline Year
Carbon sequestration due to land that the institution manages specifically for sequestration	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon storage from on-site composting	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Carbon offsets included above for which the emissions reductions have been sold or transferred by the institution	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>
Net carbon offsets	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

A brief description of the offsets in each category reported above, including vendor, project source, verification program and contract timeframes (as applicable):

USFQ has 600 hectares in the Yasuni National Park as a concession to maintain it and do research as our Tiputini Biological Station. The soil contains 60Mg C/ha based on the Ministry of Agriculture Soil Map

<http://54.229.242.119/GSOCmap/>

Emissions reductions attributable to Renewable Energy Certificate (REC) or Guarantee of Origin (GO) purchases:

	Performance Year	Baseline Year
Emissions reductions attributable to REC/GO purchases	0 <i>Metric Tons of CO2 Equivalent</i>	0 <i>Metric Tons of CO2 Equivalent</i>

A brief description of the purchased RECs/GOs including vendor, project source and verification program:

Adjusted net Scope 1 and 2 GHG emissions:

	Performance Year	Baseline Year
Adjusted net Scope 1 and 2 GHG emissions	823.90 <i>Metric Tons of CO2 Equivalent</i>	1013.50 <i>Metric Tons of CO2 Equivalent</i>

Figures needed to determine “Weighted Campus Users”:

	Performance Year	Baseline Year
Number of students resident on-site	0	0
Number of employees resident on-site	0	0
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	8862	5953
Full-time equivalent of employees (staff + faculty)	1050	491
Full-time equivalent of students enrolled exclusively in distance education	1988	0
Weighted campus users	5943	4833

Adjusted net Scope 1 and 2 GHG emissions per weighted campus user:

	Performance Year	Baseline Year
Adjusted net Scope 1 and 2 GHG emissions per weighted campus user	0.14 <i>Metric Tons of CO2 Equivalent</i>	0.21 <i>Metric Tons of CO2 Equivalent</i>

Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline:
33.89

Gross floor area of building space, performance year:
70018.54 *Gross Square Metres*

Floor area of energy intensive building space, performance year:

	Floor Area
Laboratory space	6793.28 <i>Square Metres</i>
Healthcare space	0 <i>Square Metres</i>
Other energy intensive space	4964.26 <i>Square Metres</i>

EUI-adjusted floor area, performance year:
88569.32 *Gross Square Metres*

Adjusted net Scope 1 and 2 GHG emissions per unit of EUI-adjusted floor area, performance year:
0 *MtCO2e / GSM*

Scope 3 GHG emissions, performance year:

	Emissions
Business travel	668 <i>Metric Tons of CO2 Equivalent</i>
Commuting	2665 <i>Metric Tons of CO2 Equivalent</i>
Purchased goods and services	---
Capital goods	---
Fuel- and energy-related activities not included in Scope 1 or Scope 2	---
Waste generated in operations	127.77 <i>Metric Tons of CO2 Equivalent</i>
Other categories	---

A brief description of the institution’s GHG emissions reduction initiatives, including efforts made during the previous three years:

To reduce the transport GHG emissions a carpooling system was implemented and piloted, waste separation on campus was improved as well as the implementation of specific reduction of waste campaigns (monetary incentives for bringing reusable cups to the campus cafeterias). The University is currently introducing a new institutional bus route for University use with the aim of reducing student, faculty and administrative use of vehicles for school transportation.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The Gross GHG Scope 1 emissions come from diesel fuel consumed for the operation of the backup generators on campus. There are methodological differences for the calculation of this scope between the baseline and performance years.

For the 2012 carbon footprint calculation, there is a reported data accuracy assumption, as the finance and physics plant records did not match on diesel fuel purchases. Data uncertainty was reported because the operational estimation of what was being used for the energy plant differs from what was reported by the Finance department. Therefore, an estimation was calculated on the basis of the purchasing data obtained.

For 2017, all records were obtained for the generator diesel fuel consumption, reducing the data uncertainty. The generators are mainly used during power outages, during

2012, the Campus suffered significantly more power outages than in 2017, another reason for the emissions decline between both years.

For the Gross Scope 2 GHG emissions from purchased electricity, the main difference comes from the change in the academic work week. In 2012 classes were held Monday to Friday, a change was introduced and for 2017 classes were only held Monday-Friday. Reducing to a 4-day academic work week, meant a significant reduction in electricity consumption, as the student population, which makes up the majority of the campus users, doesn't use campus facilities on Fridays.

Due to emission factor updates, significant infrastructure changes, and methodology changes, the baseline 2012 emissions were recalculated, for future benchmarking and comparison purposes. The updated values are being reported.

Outdoor Air Quality

Score	Responsible Party
0.50 / 1.00	Melanie Valencia Sustainability Officer Innovation and Sustainability Office

Criteria

Part 1

Institution has written policies or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources on campus. Policies and/or guidelines may include prohibiting vehicle idling, restrictions on the use of powered lawn care equipment, and similar strategies.

Policies and guidelines that support cleaner and more fuel-efficient fleet vehicles and more sustainable commuting options are covered by credits in the Transportation subcategory.

Policies adopted by entities of which the institution is part (e.g. government or university system) may count for Part 1 of this credit as long as the policies apply to and are followed by the institution.

Part 2

Institution has completed an inventory of significant air emissions from stationary sources on campus or else verified that no such emissions are produced. Significant emissions include nitrogen oxides (NO_x), sulfur oxides (SO_x), and other standard categories of air emissions identified in environmental permits held by the institution, international conventions, and/or national laws or regulations.

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

Does the institution have policies and/or guidelines in place to improve outdoor air quality and minimize air pollutant emissions from mobile sources on campus?:
No

A brief description of the policies and/or guidelines to improve outdoor air quality and minimize air pollutant emissions from mobile sources:

Has the institution completed an inventory of significant air emissions from stationary campus sources or else verified that no such emissions are produced?:
Yes

Weight of the following categories of air emissions from stationary sources::

	Weight of Emissions
Nitrogen oxides (NOx)	0.08 <i>Tonnes</i>
Sulfur oxides (SOx)	0.00 <i>Tonnes</i>
Carbon monoxide (CO)	0.03 <i>Tonnes</i>
Particulate matter (PM)	0.00 <i>Tonnes</i>
Ozone (O3)	0 <i>Tonnes</i>
Lead (Pb)	0 <i>Tonnes</i>
Hazardous air pollutants (HAPs)	0 <i>Tonnes</i>
Ozone-depleting compounds (ODCs)	0 <i>Tonnes</i>
Other standard categories of air emissions identified in permits and/or regulations	0 <i>Tonnes</i>

A brief description of the methodology(ies) the institution used to complete its air emissions inventory:

No significant emissions from 280 gallons of diesel and 42100 gallons of LPG used in 2017.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:
[outdoorairquality_1.xlsx](#)

Buildings

Points Claimed 0.05

Points Available 8.00

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

Credit	Points
Building Operations and Maintenance	0.05 / 5.00
Building Design and Construction	0.00 / 3.00

Building Operations and Maintenance

Score	Responsible Party
0.05 / 5.00	Melanie Valencia Sustainability Officer Innovation and Sustainability Office

Criteria

Institution owns and operates buildings that are:

1) Certified under a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED[®]: Building Operations + Maintenance (O+M)

And/or

2) Operated and maintained in accordance with published sustainable operations and maintenance guidelines and policies that include one or more of the following:

- Indoor air quality (IAQ) management policy or protocol
- Green cleaning policy, program or contract
- Energy management or benchmarking program
- Water management or benchmarking program

Energy and water management and benchmarking programs include dashboards, analytics tools, and other mechanisms to assess performance, set goals, create and implement action plans, and evaluate progress. See, for example [ENERGY STAR Guidelines for Energy Management](#) and [U.S. EPA Portfolio Manager](#).

Building space that meets multiple criteria listed above should not be double-counted.

Building space that is certified under a green building rating system for new construction and major renovation must also be certified under a rating system focusing on operations and maintenance to count as certified space for this credit. For example, a building that is certified under LEED: Building Design + Construction (BD+C) but not LEED: Building Operations + Maintenance (O+M) should not be counted as certified space. Sustainability in new construction and major renovation projects is covered in the *Building Design and Construction* credit.

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

Total floor area of building space:
70018.54 *Square Metres*

Floor area of building space that is certified at each level under a green building rating system for the operations and maintenance of existing buildings used by an Established Green Building Council:

	Certified Floor Area
LEED O+M Platinum or the highest achievable level under another GBC rating system	0 <i>Square Metres</i>
LEED O+M Gold or the 2nd highest level under another 4- or 5-tier GBC rating system	0 <i>Square Metres</i>
Certified at mid-level under a 3- or 5-tier GBC rating system (e.g. BREEAM-In Use, CASBEE for Existing Buildings, DGNB, Green Star Performance)	0 <i>Square Metres</i>
LEED O+M Silver or at a step above minimum level under another 4 - or 5-tier GBC rating system	0 <i>Square Metres</i>
LEED O+M Certified or certified at minimum level under another GBC rating system	0 <i>Square Metres</i>

Floor area of building space that is certified under a non-GBC rating system for the operations and maintenance of existing buildings, e.g. BOMA BESt, Green Globes CIEB:
0 *Square Metres*

Percentage of building space certified under a green building rating system for the operations and maintenance of existing buildings:
0

A brief description of the green building rating system(s) used and/or a list or sample of certified buildings and ratings:

Of the institution's uncertified building space, what percentage of floor area is

maintained in accordance with a published indoor air quality (IAQ) management policy or protocol? (0-100):

A copy of the IAQ management policy or protocol:

The website URL where the IAQ policy/protocol may be found:

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a published green cleaning policy, program or contract ? (0-100):

A copy or the green cleaning policy:

A brief description of how green cleaning is incorporated into cleaning contracts:

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with an energy management or benchmarking program? (0-100):

10

A brief description of the energy management or benchmarking program:

An energy audit was conducted to assess the areas where most consumption occurs. Both the library and kitchens underwent a change of lightbulbs to LED, maintenance of the air conditioning conduction and the addition of self locking doors to the cold rooms for food storage to avoid waste. The auditing and baseline work developed by USFQ is part of USFQ's efforts to construct and energy management program. First steps to measure energy intensive areas and apply energy efficient mechanisms to reduce consumption in these priority areas have been implemented. Next steps include developing an energy management system and energy management procedures.

Of the institution's uncertified building space, what percentage of floor area is maintained in accordance with a water management or benchmarking program? (0-100):

A brief description of the water management or benchmarking program:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

[Energy USFQ.pdf](#)

Building Design and Construction

Score **Responsible Party**

0.00 / 3.00

Criteria

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

1) Certified under a green building rating system for new construction and major renovations, e.g. LEED[®]: Building Design & Construction (BD+C)

2) Certified Living under the Living Building Challenge

And/or

3) Designed and built in accordance with published green building codes, guidelines and/or policies that cover one or more of the following:

- Impacts on the surrounding site (e.g. guidelines to reuse previously developed land, protect environmentally sensitive areas, and otherwise minimize site impacts)
- Energy consumption (e.g. policies requiring a minimum level of energy efficiency for buildings and their systems)
- Building-level energy metering
- Use of environmentally preferable materials (e.g. guidelines to minimize the life cycle impacts associated with building materials)
- Indoor environmental quality (i.e. guidelines to protect the health and comfort of building occupants)
- Water consumption (e.g. requiring minimum standards of efficiency for indoor and outdoor water use)
- Building-level water metering

Building space that meets multiple criteria listed above should not be double-counted.

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

Energy

Points Claimed 3.53

Points Available 10.00

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and

renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

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

Credit	Points
Building Energy Consumption	3.53 / 6.00
Clean and Renewable Energy	0.00 / 4.00

Building Energy Consumption

Score	Responsible Party
3.53 / 6.00	Melanie Valencia Sustainability Officer Innovation and Sustainability Office

Criteria

Part 1

Institution has reduced its total building energy consumption per gross square foot/ metre of floor area compared to a baseline.

Part 2

Institution's annual building energy consumption is less than the minimum performance threshold of 65 Btu per gross square foot per Fahrenheit degree day (389 Btu per gross square metre per Celsius degree day).

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space (see *G. Standards and Terms*).

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

Figures needed to determine total building energy consumption:

	Performance Year	Baseline Year
Grid-purchased electricity	10599.13 <i>MMBtu</i>	8758.48 <i>MMBtu</i>
Electricity from on-site renewables	5.17 <i>MMBtu</i>	4.50 <i>MMBtu</i>
District steam/hot water (sourced from offsite)	0 <i>MMBtu</i>	0 <i>MMBtu</i>
Energy from all other sources (e.g., natural gas, fuel oil, propane/LPG, district chilled water, coal/coke, biomass)	972.49 <i>MMBtu</i>	1447.08 <i>MMBtu</i>
Total	11576.79 <i>MMBtu</i>	10210.06 <i>MMBtu</i>

Start and end dates of the performance year and baseline year (or 3-year periods):

	Start Date	End Date
Performance Year	Jan. 1, 2017	Dec. 31, 2017
Baseline Year	Jan. 1, 2012	Dec. 31, 2012

A brief description of when and why the building energy consumption baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area of building space	70018.54 <i>Gross Square Metres</i>	49214 <i>Gross Square Metres</i>

Source-site ratio for grid-purchased electricity:

2.25

Total building energy consumption per unit of floor area:

	Performance Year	Baseline Year
Site energy	0.17 <i>MMBtu / GSM</i>	0.21 <i>MMBtu / GSM</i>
Source energy	0.35 <i>MMBtu / GSM</i>	0.43 <i>MMBtu / GSM</i>

Percentage reduction in total building energy consumption (source energy) per unit of floor area from baseline:
17.53

Degree days, performance year (base 65 °F / 18 °C):

	Degree days (see help icon above)
Heating degree days	44 <i>Degree-Days (°C)</i>
Cooling degree days	361 <i>Degree-Days (°C)</i>

Floor area of energy intensive space, performance year:

	Floor Area
Laboratory space	6793.28 <i>Square Metres</i>
Healthcare space	0 <i>Square Metres</i>
Other energy intensive space	

EUI-adjusted floor area, performance year:
88569.32 *Gross Square Metres*

Building energy consumption (site energy) per unit of EUI-adjusted floor area per degree day, performance year:
99.61 *Btu / GSM / Degree-Day (°C)*

Documentation (e.g. spreadsheet or utility records) to support the performance year energy consumption figures reported above:

A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency (e.g. outreach and education efforts):

A brief description of energy use standards and controls employed by the institution (e.g. building temperature standards, occupancy and vacancy sensors):

A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:

A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution:

A brief description of co-generation employed by the institution, e.g. combined heat and power (CHP):

A brief description of the institution's initiatives to replace energy-consuming appliances, equipment and systems with high efficiency alternatives (e.g. building re-commissioning or retrofit programs):

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Degree day data

https://www.wunderground.com/history/airport/SEQU/2016/5/18/CustomHistory.html?dayend=18&monthend=5&yearend=2017&req_city=&req_state=&req_statename=&reqdb.zip=&reqdb.magic=&reqdb.magic=

Clean and Renewable Energy

Score Responsible Party

0.00 / 4.00

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 on-site to generate energy other than electricity, 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), Guarantees of Origin (GOs) or similar renewable energy products that are either Green-e Energy certified or meet Green-e Energy's technical requirements (or local equivalents) 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.

Since this credit is intended to recognize institutions that are actively supporting the development and use 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 (i.e. the utility's standard or default product) count for this credit.

The following renewable systems are eligible for this credit:

- Concentrated solar thermal
- Geothermal systems that generate electricity
- Low-impact hydroelectric power
- Solar photovoltaic
- Wave and tidal power
- Wind

Biofuels from the following sources are eligible:

- Agricultural crops
- Agricultural waste
- Animal waste
- Landfill gas
- Untreated wood waste
- Other organic waste

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit (e.g. daylighting, passive solar design, ground-source heat pumps). The benefits of such strategies, as well as the improved efficiencies achieved through using cogeneration technologies, are captured by the *Greenhouse Gas Emissions* and *Building Energy Consumption* credits.

Transportation fuels, which are covered by the *Greenhouse Gas Emissions* and *Campus Fleet* credits, are not included.

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

Food & Dining

Points Claimed 2.29

Points Available 8.00

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

Credit	Points
Food and Beverage Purchasing	1.16 / 6.00
Sustainable Dining	1.13 / 2.00

Food and Beverage Purchasing

Score	Responsible Party
1.16 / 6.00	Paulina Endara CPU Food Service

Criteria

Institution and/or its primary dining services contractor conducts an inventory to identify food and beverage purchases that have the following attributes:

1. **Third Party Verified.** The product is sustainably and/or ethically produced as determined by one or more recognized food and beverage sustainability standards (see G. Standards and Terms).
2. **Local & Community Based.** The product does not qualify as Third Party Verified, but meets the criteria outlined in the table below. This category provides a path for campus farms and gardens and small and mid-sized producers to be recognized in the absence of third party certification.

Consistent with the [Real Food Standards](#), a product must meet the following criteria to qualify as Local & Community Based:

A single-ingredient product must meet ALL of the following criteria:

- | | |
|----------------------------|--|
| Single-Ingredient Products | <ol style="list-style-type: none">1. Ownership. Producer must be a privately or cooperatively owned enterprise. Wild-caught seafood must come from owner-operated boats.2. Size. Produce: Gross annual sales for individual farms must not exceed \$5 million (US/Canadian). Meat, poultry, eggs, dairy, fish/seafood, grocery/staple items (e.g., grains): Producing company's gross annual sales must not exceed \$50 million (US/Canadian).3. Distance. All production, processing, and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution. This radius is extended to 500 miles (800 kilometres) for meat (i.e., beef, lamb, pork, game). |
|----------------------------|--|

Single-Ingredient Products Aggregated From Multiple Sources (e.g., fluid milk)	At least 75 percent of the product (by volume) must meet the Ownership, Size, and Distance criteria outlined above.
--	---

Producing company must meet ALL of the following criteria:

Multi-Ingredient
Products (e.g., baked
goods)

1. Ownership. Company must be a privately or cooperatively owned enterprise.
2. Size. Company's gross annual sales must be less than or equal to \$50 million (US/Canadian).
3. Distance. All processing and distribution facilities must be within a 250 mile (400 kilometre) radius of the institution.

AND

At least 50 percent of the ingredients must come from farms meeting the Ownership, Size, and Distance criteria for Single-Ingredient Products outlined above.

Products from intensive livestock operations (e.g., CAFO-permitted facilities in the U.S.) are excluded. Due to the prevalence of industrial livestock production, meat, poultry, egg, and dairy producers should be assumed to be intensive operations unless the institution can verify otherwise through third party certification, transparent information from the supplier, and/or an appropriate regulatory body.

For additional guidance in identifying products that are Local & Community Based, see the [Real Food Calculator](#).

The institution may also choose to identify purchases that have Other Sustainability Attributes (see E. Reporting Fields), i.e., that are environmentally or socially preferable in ways that are not recognized above. Examples include expenditures on products with credible sustainability claims and labels not formally recognized in the Third Party Verified category and products from local companies and regional farms that do not fully meet the Local & Community Based criteria. Although products reported in this category are considered to be conventionally produced and do not count toward scoring, identifying them can provide a more comprehensive picture of the institution's sustainable purchasing efforts.

Products that meet more than one of the criteria outlined above (e.g., products from small and mid-sized local producers that are Certified Organic) should not be double-counted.

While products with sustainability attributes may be sourced through distributors or other third parties, the attributes of distributors do not count. For example, a product purchased from a local distributor may only be considered local if the product itself meets the criteria outlined above.

Transparency in the supply chain is a fundamental component of a sustainable food system. Products without verifiable sustainability attributes do not count in any of the categories outlined above. For each product that has one or more verifiable sustainability attributes, the inventory provides (at minimum):

- Product description/type.
- Label, brand or producer.
- The category in which the product is being counted (e.g., Third Party Verified, Local & Community-Based), and/or a brief description of the specific sustainability attribute(s) for which it is being counted (i.e., information about the producer and any sustainability certifications or claims justifying its inclusion, e.g., “Certified Organic”, “local farm-to-institution program”).

Institutions in the U.S. and Canada with students running the [Real Food Calculator](#) may upload Calculator results to fulfill the inventory requirement. Likewise, products that have been formally verified through the use of the Real Food Calculator to be “Real Food A” or “Real Food B” may be counted as “third party verified... or Local & Community-Based” (see E. Reporting Fields).

For transparency and to help ensure comparability across institutions, it is strongly recommended that institutions not reporting Real Food Calculator results use the [STARS Food and Beverage Purchasing Inventory template](#) to record their purchases, and upload the results as documentation.

This credit includes food and beverage purchases for on-campus dining halls and catering services operated by the institution or the institution’s primary dining services contractor (e.g., Aramark, Bon Appétit Management Company, Chartwells, Sodexo). Outlets that are unique to the institution or its primary contractor (e.g., retail concepts developed and managed by the institution or contractor) are included. On-site franchises (e.g., national or global brands), convenience stores, vending services, and concessions may be excluded; they are covered in the Sustainable Procurement credit in Purchasing

Part 1

Institution’s dining services purchase food and beverage products that are third party verified under one or more recognized food and beverage sustainability standards or Local & Community-Based.

Part 2

Institution’s dining services minimize the purchase of conventional animal products, as measured by the percentage of total dining services food and beverage expenditures on such products.

Conventional animal products include all meat, fish/seafood, poultry, eggs, and dairy products that do NOT qualify in either the Third Party Verified category or the Local &

Community-Based category (as outlined above). Please note that products reported in the “other sustainability attributes” category are considered to be conventionally produced.

“---” indicates that no data was submitted for this field

Percentage of dining services food and beverage expenditures on products that are third party verified under one or more recognized food and beverage sustainability standards or Local & Community-Based:

13

Does the institution wish to pursue Part 2 of this credit (expenditures on conventional animal products)? (If data is not available, respond “No”):

Yes

Percentage of total dining services food and beverage expenditures on conventional animal products (meat, poultry, fish/seafood, eggs, and dairy products that do NOT qualify in either the Third Party Verified or Local & Community-Based category):

23

A brief description of the sustainable food and beverage purchasing program, including how the sustainability impacts of products in specific categories are addressed (e.g. meat, poultry, fish/seafood, eggs, dairy, produce, tea/coffee):

The University’s vendor for food and dining services prioritizes local sourced products, purchasing is limited by availability. Seafood is sourced directly from Ecuador’s pacific coast. You can see the map of our sourcing here:

[https://www.google.com.ec/maps/@-0.5515771,-80.3661542,8z/data=!4m2!6m1!](https://www.google.com.ec/maps/@-0.5515771,-80.3661542,8z/data=!4m2!6m1!1s1Otx6PzwHzykLhJAqum0T)

[1s1Otx6PzwHzykLhJAqum0T](https://www.google.com.ec/maps/@-0.5515771,-80.3661542,8z/data=!4m2!6m1!1s1Otx6PzwHzykLhJAqum0T)
[GjnPBv2EWU_G?hl=en&authuser=0](https://www.google.com.ec/maps/@-0.5515771,-80.3661542,8z/data=!4m2!6m1!1s1Otx6PzwHzykLhJAqum0T)

An inventory of the institution’s sustainable food and beverage purchases that includes for each product: the description/type; label, brand or producer; and the category in which it is being counted and/or a description of its sustainability attribute(s):

[USFQ STARS Food and Beverage Inventory revision.xlsx](#)

A brief description of the methodology used to conduct the inventory, including the timeframe and how representative samples accounted for seasonal variation (if applicable):

All data was collected for 2017 from January to December by the Food and Dining Services Company serving USFQ. They operate an accounting system that records purchases and expenditures on all products and product categories.

Percentage of total dining services expenditures on Real Food A (0-100):

Percentage of total dining services expenditures on Real Food B (0-100):

Which of the following food service providers are present on campus and included in the total food and beverage expenditure figures?:

	Present?	Included?
Dining operations and catering services operated by the institution	No	No
Dining operations and catering services operated by a contractor	Yes	Yes
Student-run food/catering services	No	No
Franchises (e.g. national or global brands)	No	No
Convenience stores	No	No
Vending services	No	No
Concessions	No	No

A brief description of purchased food and beverage products that have other sustainability attributes not recognized above :

Additional percentage of dining services food and beverage expenditures on conventional products with other sustainability attributes not recognized above (0-100)

:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Sustainable Dining

Score	Responsible Party
1.13 / 2.00	Carlos Ruales Agroforestry Professor Science and Engineering

Criteria

Institution's dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Has a published sustainable dining policy that includes specific criteria to support the procurement of environmentally and socially preferable food and beverage products and/or includes guidelines to reduce or minimize the adverse environmental and social impacts of dining operations;
- Sources food from a campus garden or farm;
- Hosts a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or supports such a program in the local community;
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal;
- Hosts low impact dining events (e.g. Meatless Mondays);
- Hosts sustainability-themed meals (e.g. local harvest dinners);
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer;
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls;
- Engages in outreach efforts to support learning and research about sustainable food systems; and/or
- Other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)

Part 2

Institution's dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor:

- Participates in a competition or commitment program (e.g. U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g. LeanPath) to track and improve its food management practices;
- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste;
- Donates food that would otherwise go to waste to feed people;
- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g. converting cooking oil to fuel, on-site anaerobic digestion);
- Has a pre-consumer composting program;
- Has a post-consumer composting program;
- Utilizes reusable service ware for "dine in" meals;
- Provides reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with an on-site composting program);
- Offers discounts or other incentives to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in "to-go" food service operations; and/or
- Other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging).

This credit includes on-campus dining operations and catering services operated by the institution and the institution's primary dining services contractor.

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

Does the institution or its primary dining services contractor have a published sustainable dining policy?:

No

A brief description of the sustainable dining policy:

Does the institution or its primary dining services contractor source food from a campus garden or farm?:

No

A brief description of the program to source food from a campus garden or farm:

USFQ has a farm that is located away from its main campus but it does not serve dining services.

Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, and/or urban agriculture project, or support such a program in the local community?:

Yes

A brief description of the farmers market, CSA or urban agriculture project:

USFQ hosts a farmers market available to the public every Thursday at noon from the products of USFQ's farm

Does the institution or its primary dining services contractor have a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal?:

Yes

A brief description of the vegan dining program:

Currently there are 10 already pre-made vegetarian options in two of USFQ's restaurants:

- 1 Fiesta Salad
- 2 Souvlaki Salad
- 3 California Salad
- 4 Pasta Salad

- 5 Sánduche mediterráneo
- 6 Mushroom Grilled Cheese
- 7 Veggie Burger
- 8 El Griego
- 9 Wrap Vegetariano
- 10 Ensalada Tabulé

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. 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.

Does the institution or its primary dining services contractor host low impact dining events (e.g. Meatless Mondays)?:

No

A brief description of the low impact dining events:

Does the institution or its primary dining services contractor host sustainability-themed meals (e.g. local harvest dinners)?:

No

A brief description of the sustainability-themed meals:

Does the institution or its primary dining services contractor host a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer?:

Yes

A brief description of the sustainability-themed food outlet:

One of our professors and chefs, Esteban Tapia, runs the Slow Food movement here in Ecuador and hosts events for students and the local community. One of his main projects consists of the protection of the national Cacao. Article for support (in Spanish)

<https://www.slowfood.com/es/se-crea-en-ecuador-el-baluarto-slow-food-para-la-proteccion-del-cacao>

[ao-nacional-del-choco/](https://www.slowfood.com/es/se-crea-en-ecuador-el-baluarto-slow-food-para-la-proteccion-del-cacao)

Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labeling and signage in dining halls?:

No

A brief description of the sustainability labeling and signage in dining halls:

Does the institution or its primary dining services contractor engage in outreach efforts to support learning and research about sustainable food systems?:

Yes

A brief description of the outreach efforts to support learning and research about sustainable food systems:

One of our professors and chefs, Esteban Tapia, runs the Slow Food movement here in Ecuador and hosts events for students and the local community. One of his main projects consists of the protection of the national Cacao. Article for support (in Spanish)

[https://www.slowfood.com/es/se-crea-en-ecuador-el-baluarteslow-food-para-la-proteccion-del-cacao-nacional-del-chocolate/](https://www.slowfood.com/es/se-crea-en-ecuador-el-baluarteslow-food-para-la-proteccion-del-cacao-nacional-del-chocolate)

[ao-nacional-del-chocolate/](https://www.slowfood.com/es/se-crea-en-ecuador-el-baluarteslow-food-para-la-proteccion-del-cacao-nacional-del-chocolate/)

<https://noticias.usfq.edu.ec/2018/11/como-la-usfq-contribuye-con-el.html>

Does the institution or its primary dining services contractor have other sustainability-related initiatives (e.g. health and wellness initiatives, making culturally diverse options available)?:

Yes

A brief description of the other sustainability-related dining initiatives:

One of our professors and chefs, Esteban Tapia, runs the Slow Food movement here in Ecuador and hosts events for students and the local community.

Does the institution or its primary dining services contractor participate in a competition or commitment program and/or use a food waste prevention system to track and improve its food management practices?:

No

A brief description of the food recovery competition or commitment program or food waste prevention system:

Has the institution or its primary dining services contractor implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste?:

Yes

A brief description of the trayless dining or modified menu/portion program:

There are no buffets on campus

Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?:

No

A brief description of the food donation program:

Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g. converting cooking oil to fuel, on-site anaerobic digestion)?:

Yes

A brief description of the food materials diversion program:

All of the dining services' organic waste is donated to a pig farm for feeding.

Does the institution or its primary dining services contractor have a pre-consumer composting program?:

No

A brief description of the pre-consumer composting program:

Does the institution or its primary dining services contractor have a post-consumer composting program?:

No

A brief description of the post-consumer composting program:

Does the institution or its primary dining services contractor utilize reusable service ware for “dine in” meals?:

Yes

A brief description of the reusable service ware program:

Piramide, Trattoria, Via Bonita, Marcus and Apice all use reusable service ware for dine in meals

Does the institution or its primary dining services contractor provide reusable and/or third party certified compostable containers and service ware for “to-go” meals (in conjunction with an on-site composting program)?:

No

A brief description of the compostable containers and service ware:

Does the institution or its primary dining services contractor offer discounts or other incentives to customers who use reusable containers (e.g. mugs) instead of disposable or compostable containers in “to-go” food service operations?:

Yes

A brief description of the reusable container discount or incentives program:

You receive a 10 cent discount in coffee if you bring your own mug.

Has the institution or its primary dining services contractor implemented other materials management initiatives to minimize waste not covered above (e.g. working with vendors and other entities to reduce waste from food packaging)?:

No

A brief description of other dining services materials management initiatives:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Grounds

Points Claimed 2.00

Points Available 4.00

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

Credit

Points

[Landscape Management](#) 0.00 / 2.00
2.00 / 2.00

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g. IUCN Category I-VI)
- Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

[Biodiversity](#)

Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the [Integrated Biodiversity Assessment Tool \(IBAT\) for Research & Conservation Planning](#), the U.S. [Information, Planning, and Conservation \(IPaC\)](#) decision support system, or an equivalent resource or study.

[Close](#)

Landscape Management

Score	Responsible Party
0.00 / 2.00	Silvio Leon Maintenance Manager Campus Operations

Criteria

Institution's grounds include areas that are managed in accordance with:

1) An Integrated Pest Management (IPM) program;

Or

2) An organic land care standard or landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials.

To count, an IPM program must use a four-tiered approach as outlined in *G. Standards and Terms*. Management programs that employ some IPM principles or techniques but do not include a four-tiered approach should be counted as conventional programs.

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

Total campus area (i.e. the total amount of land within the institutional boundary):
9.27 Hectares

Figures required to calculate the total area of managed grounds:

	Area (double-counting is not allowed)
Area managed in accordance with an Integrated Pest Management (IPM) program that uses a four-tiered approach	0 Hectares
Area managed in accordance with an organic land care standard or sustainable landscape management program that has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials	0 Hectares
Area managed using conventional landscape management practices (which may include some IPM principles or techniques)	9.27 Hectares
Total area of managed grounds	9.27 Hectares

A brief description of any land excluded from the area of managed grounds (e.g. the footprint of buildings and impervious surfaces, experimental agricultural land, areas that are not regularly managed or maintained):

Percentage of grounds managed in accordance with an IPM program:

0

A copy of the IPM plan or program:

A brief description of the IPM program:

Percentage of grounds managed in accordance with an organic program:

0

A brief description of the organic land standard or landscape management program that

has eliminated the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides in favor of ecologically preferable materials:

A brief description of the institution's approach to plant stewardship:

A brief description of the institution's approach to hydrology and water use:

A brief description of the institution's approach to materials management and waste minimization (e.g. composting and/or mulching on-site waste):

All of the organic waste generated from the gardens is composted.

A brief description of the institution's approach to energy-efficient landscape design:

A brief description of other sustainable landscape management practices employed by the institution (e.g. use of environmentally preferable landscaping materials, initiatives to reduce the impacts of ice and snow removal, wildfire prevention):

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Biodiversity

Score

**Responsible
Party**

2.00 / 2.00

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g. IUCN Category I-VI)
- Internationally recognized areas (e.g. World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g. Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g. Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

David Romo
Head of Ethnic
Diversity
Ethnic
Diversity

Institutions may identify legally protected areas, internationally recognized areas, priority sites for biodiversity, and regions of conservation importance using the [Integrated Biodiversity Assessment Tool \(IBAT\) for Research & Conservation Planning](#), the U.S. [Information, Planning, and Conservation \(IPaC\)](#) decision support system, or an equivalent resource or study.

[Close](#)

Criteria

Institution conducts one or both of the following:

- An assessment to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land;

And/or

- An assessment to identify environmentally sensitive areas on institution-owned or -managed land.

The institution has plans or programs in place to protect or positively affect the species, habitats and/or environmentally sensitive areas identified.

Assessments conducted and programs adopted by other entities (e.g. government, university system, NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance?:

Yes

A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:

The Tiputini Biodiversity Station (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 serve as steward of 638 hectares (about 1500 acres) of primary lowland rainforest approximately 300km (200 mi) ESE of Quito. TBS is situated on the north bank of the Tiputini River, a southern tributary of the Napo River within the Yasuní Biosphere Reserve.

Our primary activities are associated with research and education. Located within the world's greatest biodiversity hotspot (link paper) and one of the planet's last wilderness areas, our main goal is to better understand nature so that appropriate and effective conservation strategies may be implemented.

TBS also serves as an official guard post for the Yasuní National Park.

Has the institution conducted an assessment or assessments to identify endangered and vulnerable species (including migratory species) with habitats on institution-owned or -managed land?:

Yes

Has the institution conducted an assessment or assessments to identify environmentally sensitive areas on institution-owned or -managed land?:

Yes

The methodologies used to identify endangered and vulnerable species and/or environmentally sensitive areas (including most recent year assessed) and any ongoing assessment and monitoring mechanisms:

The University conducts a project with camera traps to assess all species in the area of the Tiputini Biological Station.

A brief description of identified species, habitats and/or environmentally sensitive areas:

From 150 000 pictures- 70 species rarely seen have been identified in the area
27 species of birds
36 species of mammals
Bats, reptiles and amphibians

A brief description of plans or programs in place to protect or positively affect identified species, habitats and/or environmentally sensitive areas:

USFQ has just signed a new lease of the land to protect it for the next 50 years.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Purchasing

Points Claimed 1.05

Points Available 6.00

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

Credit	Points
Sustainable Procurement	0.25 / 3.00
Electronics Purchasing	0.00 / 1.00
Cleaning and Janitorial Purchasing	0.00 / 1.00
Office Paper Purchasing	0.80 / 1.00

Sustainable Procurement

Score	Responsible Party
0.25 / 3.00	Melanie Valencia Sustainability Officer Innovation and Sustainability Office

Criteria

Part 1

Institution has written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide, for example:

- A stated preference for post-consumer recycled or bio-based content or to otherwise minimize the negative environmental impacts of products and services.
- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs) or otherwise support positive social and economic impacts and minimize negative impacts.
- A vendor code of conduct or equivalent policy that sets expectations about the social and environmental responsibility of the institution's business partners (i.e. product and service providers).

Part 2

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products, systems and building components

(e.g. HVAC systems). Practices may include structuring RFPs so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

Please note that LCCA is a method for assessing the *total cost of ownership* over the life cycle of a product or system (i.e. purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the *environmental impacts* of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

Part 3

Institution has published sustainability criteria to be applied when evaluating products and services in one or more of the following categories. The criteria address the specific sustainability challenges and impacts associated with products and services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category	Examples
1) Chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)	<ul style="list-style-type: none">• Published measures to minimize the use of chemicals.• A stated preference for green cleaning services and third party certified products.
2) Construction and renovation (e.g. furnishings and building materials).	<ul style="list-style-type: none">• A stated preference for materials that meet LEED requirements.
3) Information technology (IT) (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)	<ul style="list-style-type: none">• Published measures to reduce the demand for equipment.• A stated preference for ENERGY STAR or EPEAT registered products.
4) Food services (i.e. franchises, vending services, concessions, convenience stores) (Note that dining halls and catering services operated by the institution or the institution's primary dining services contractor are covered in Food & Dining).	<ul style="list-style-type: none">• Including sustainability objectives in contracts with on-site franchises.• Requiring that franchises pay a living wage to employees.
5) Garments and linens	<ul style="list-style-type: none">• Published labor and human rights standards that suppliers must meet.

6) Professional services (e.g. architectural, engineering, public relations, financial)

7) Transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)

- A stated preference for disadvantaged or community-based service providers.
- A stated preference for B Corporations.
- Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport.
- A stated preference for clean and renewable technologies.

8) Wood and paper

- A stated preference for post-consumer recycled, agricultural residue or third party certified content.
- A stated preference for FSC certified printing services.

9) Other commodity categories that the institution has determined to have significant sustainability impacts

- Strategies designed to address the specific impacts of the commodities, e.g. a stated preference for relevant multi-criteria sustainability standards.

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

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

Does the institution have written policies, guidelines or directives that seek to support sustainable purchasing across commodity categories institution-wide?:

No

A copy of the policies, guidelines or directives:

The policies, guidelines or directives:

Does the institution employ Life Cycle Cost Analysis (LCCA) when evaluating energy- and water-using products and systems?:

No

Which of the following best describes the institution's use of LCCA?:

A brief description of the LCCA policy and/or practices:

Does the institution have published sustainability criteria to be applied when evaluating chemically intensive products and services (e.g. building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance)?:

No

A brief description of the published sustainability criteria for chemically intensive products and services:

Does the institution have published sustainability criteria to be applied when evaluating construction and renovation products (e.g. furnishings and building materials)?:

No

A brief description of the published sustainability criteria for construction and renovation products:

Does the institution have published sustainability criteria to be applied when evaluating Information technology (IT) products and services (e.g. computers, imaging equipment, mobile phones, data centers and cloud services)?:

Yes

A brief description of the published sustainability criteria for IT products and services:

The University issued an EPEAT (Electronic Product Environmental Assessment Tool) policy to promote the use of these criteria for electronic products purchasing. The EPAT policy includes Energy Star ratings and ISO 14001.

Users are directed to look for the products to be purchased in the following web site:

<https://ww2.epeat.net/searchoptions.aspx>

If the required products are not listed, they can refer to the following listed criteria

<http://www.epeat.net/resources/criteria/#tabs-1=televisions>

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Does the institution have published sustainability criteria to be applied when evaluating food services (i.e. franchises, vending services, concessions, convenience stores)?:

No

A brief description of the published sustainability criteria for food services:

Does the institution have published sustainability criteria to be applied when evaluating garments and linens?:

No

A brief description of the published sustainability criteria for garments and linens:

Does the institution have published sustainability criteria to be applied when evaluating professional services (e.g. architectural, engineering, public relations, financial)?:

No

A brief description of the published sustainability criteria for professional services:

Does the institution have published sustainability criteria to be applied when evaluating transportation and fuels (e.g. travel, vehicles, delivery services, long haul transport, generator fuels, steam plants)?:

No

A brief description of the published sustainability criteria for transportation and fuels:

Does the institution have published sustainability criteria to be applied when evaluating wood and paper products?:

No

A brief description of the published sustainability criteria for wood and paper products:

Does the institution have published sustainability criteria to be applied when evaluating products and services in other commodity categories that the institution has determined to have significant sustainability impacts?:

No

A brief description of the published sustainability criteria for other commodity categories:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Electronics Purchasing

Score **Responsible Party**

0.00 / 1.00

Criteria

Institution purchases EPEAT registered products for desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, printers and scanners).

This credit does not include servers, smartphones, or specialized equipment for which no EPEAT certified products are available.

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

Cleaning and Janitorial Purchasing

Score **Responsible Party**

0.00 / 1.00

Criteria

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Forest Stewardship Council (FSC) certified
- Green Seal certified
- UL ECOLOGO certified
- U.S. EPA Safer Choice labeled (formerly Design for the Environment)
- Local equivalents for institutions outside the U.S. and Canada

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g. floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products.

Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other janitorial products and materials (e.g. cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

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

Office Paper Purchasing

Score	Responsible Party
0.80 / 1.00	Diego Garcia Xerox Xerox

Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

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

Total expenditures on office paper :
9500 US/Canadian \$

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 US/Canadian \$
30-49 percent	0 US/Canadian \$
50-69 percent	0 US/Canadian \$
70-89 percent (or FSC Mix label)	9500 US/Canadian \$
90-100 percent (or FSC Recycled label)	0 US/Canadian \$

Percentage of expenditures on office paper that is 90-100 percent post-consumer recycled and/or agricultural residue content and/or FSC Recycled label:
0

A brief description of the time period from which the figures reported above are drawn (i.e. one-year time period or representative sample):

All of our paper is purchased through Xerox, our paper and copies provider.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Transportation

Points Claimed 4.36

Points Available 7.00

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

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

Credit	Points
Campus Fleet	1.00 / 1.00
Student Commute Modal Split	1.54 / 2.00
Employee Commute Modal Split	1.02 / 2.00
Support for Sustainable Transportation	0.80 / 2.00

Campus Fleet

Score	Responsible Party
1.00 / 1.00	Carlos Simba Operations Manager Campus Operations

Criteria

Institution supports alternative fuel and power technology by including in its motorized vehicle fleet vehicles that are:

- A. Gasoline-electric hybrid
- B. Diesel-electric hybrid

C. Plug-in hybrid

D. 100 percent electric (including electric assist utility bicycles and tricycles)

E. Fueled with Compressed Natural Gas (CNG)

F. Hydrogen fueled

G. Fueled with B20 or higher biofuel for more than 4 months of the year

And/or

H. Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year (e.g. fuel contains cooking oil recovered and recycled on campus or in the local community)

For this credit, the institution's motorized fleet includes all cars, carts, trucks, tractors, buses, electric assist cycles, and similar vehicles used for transporting people and/or goods, including both leased vehicles and vehicles that are institution-owned and operated. Heavy construction equipment (e.g. excavators and pavers), maintenance equipment (e.g. lawn-mowers and leaf blowers), and demonstration/test vehicles used for educational purposes are not included in this credit.

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles (e.g. cars, carts, trucks, tractors, buses, electric assist cycles) in the institution's fleet:

23

Number of vehicles in the institution's fleet that are:

	Number of Vehicles
Gasoline-electric, non-plug-in hybrid	20
Diesel-electric, non-plug-in hybrid	2
Plug-in hybrid	1
100 percent electric	0
Fueled with compressed natural gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel for more than 4 months of the year	0

	Number of Vehicles
Fueled with locally produced, low-level (e.g. B5) biofuel for more than 4 months of the year	0

Do the figures reported above include leased vehicles?:
No

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

Currently student government and the office of planning are planning to install a new electric bus for student and faculty/staff use close to the valley.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Taken from Planta Física (Operations and Maintenance)

Student Commute Modal Split

Score	Responsible Party
1.54 / 2.00	Melanie Valencia Sustainability Officer Innovation and Sustainability Office

Criteria

Institution's students commute to and from campus using more sustainable commuting 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

Total percentage of students (graduate and undergraduate) that use more sustainable commuting options as their primary means of transportation:

A brief description of the method(s) used to gather data about student commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

The mobility survey was answered by 3636 students, representing 40% of the student population and giving a margin of error of 1.11%. The survey was designed to assess the location from which students commute (using google maps), their method of transportation, their time travel and overall patterns such as going back home directly on a regular basis, using carpooling platforms such as autocompartido and shifting methods of transportation as a result of pico y placa (a governmental restriction on peak hours for specific license plates on each day of the week). 77% use other methods for transport rather than driving alone (23% of the population).

The percentage of students that use each of the following modes as their primary means of transportation to get to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	23
Walk, bicycle, or use other non-motorized means	8
Vanpool or carpool	26
Take a campus shuttle or public transportation	43
Use a motorcycle, scooter or moped	0

The website URL where information about the programs or initiatives is available: <http://www.usfq.edu.ec/estudiantes/nuevos/Paginas/movilidad.aspx>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Here is the survey developed to understand the mobility of students.

<https://evaluaciones.usfq.edu.ec/events/usfq/auto/>

Employee Commute Modal Split

Score Responsible Party

Melanie Valencia

1.02 / 2.00 Sustainability Officer
Innovation and Sustainability Office

Criteria

Institution's employees (faculty, staff, and administrators) get to and from campus using more sustainable commuting options such as walking, bicycling, vanpooling or carpooling, taking public transportation, riding motorcycles or scooters, riding a campus shuttle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their workplace.

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

Total percentage of the institution's employees that use more sustainable commuting options as their primary method of transportation:

51

A brief description of the method(s) used to gather data about employee commuting, including the timeframe for when the analysis was conducted and how a representative sample was reached, if applicable:

The mobility survey was answered by 406 staff, representing 40% of the student population and giving a margin of error of 1.11%. The survey was designed to assess the location from which staff commute (using google maps), their method of transportation, their time travel and overall patterns such as going back home directly on a regular basis, using carpooling platforms such as autocompartido and shifting methods of transportation as a result of pico y placa (a governmental restriction on peak hours for specific license plates on each day of the week). The survey was mandatory online for 3 weeks on the main site of the university, to access email, d2l and other services. Here is a link to the survey

<http://evaluaciones.usfq.edu.ec/events/usfq/auto/>

The percentage of the institution's employees that use each of the following modes as their primary means of transportation to and from campus::

	Percentage (0-100)
Commute with only the driver in the vehicle (excluding motorcycles and scooters)	49
Walk, bicycle, or use other non-motorized means	5.50

	Percentage (0-100)
Vanpool or carpool	27
Take a campus shuttle or public transportation	17
Use a motorcycle, scooter or moped	1
Telecommute for 50 percent or more of their regular work hours	0.50

The website URL where information about the programs or initiatives is available:
<http://www.usfq.edu.ec/estudiantes/nuevos/Paginas/movilidad.aspx>

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Same survey used with faculty and staff as was for students.

<https://evaluaciones.usfq.edu.ec/events/usfq/auto/>

Support for Sustainable Transportation

Score	Responsible Party
0.80 / 2.00	Alexandra Velasco Faculty/ Head sustainability project Business School

Criteria

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Provides secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters. The storage, shower facilities and lockers are co-located in at least one building/location that is accessible to all commuters.
- Provides short-term bicycle parking (e.g. racks) for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable). Long-term bicycle storage may include bicycle depots/hubs/stations, indoor bicycle rooms, and/or bicycle cages/secure bicycle parking areas. Standard public bicycle racks are not sufficient for long-term storage.
- Has a bicycle and pedestrian plan or policy (or adheres to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users (e.g. a “complete streets” or bicycle accommodation policy)
- Has a bicycle-sharing program or participates in a local bicycle-sharing program.

- Offers free or reduced price transit passes and/or operates a free campus shuttle for commuters. The transit passes may be offered by the institution itself, through the larger university system of which the institution is a part, or through a regional program provided by a government agency.
- Offers a guaranteed return trip (GRT) program to regular users of alternative modes of transportation
- Participates in a car/vanpool or ride sharing program and/or offers reduced parking fees or preferential parking for car/vanpoolers
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization
- Has one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters
- Offers a telecommuting program for employees, either as a matter of policy or as standard practice
- Offers a condensed work week option, for employees, either as a matter of policy or as standard practice, that reduces employee commuting
- Has incentives or programs to encourage employees to live close to campus
- Other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)

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

Does the institution provide secure bicycle storage (not including office space), shower facilities, and lockers for bicycle commuters?:

Yes

A brief description of the facilities for bicycle commuters:

Parking lot offered for 40 bikes. There are showers and also lockers by the coliseum and also in Hayek area where the parking for bikes and motorcycles is located.

Does the institution provide short-term bicycle parking for all occupied buildings and makes long-term bicycle storage available for students who live on-site (if applicable)?:

No

A brief description of the bicycle parking and storage facilities:

Does the institution have a bicycle and pedestrian plan or policy (or adhere to a local community plan/policy) that sets standards and practices for campus streets to enable safe access for all users?:

No

A brief description of the bicycle and pedestrian plan or policy:

We collaborate with EPMMOP in the development of bicycle paths now going directly to the University main door.

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:

No

A brief description of the bicycle sharing program:

Does the institution offer free or reduced price transit passes and/or operate a free campus shuttle for commuters?:

Yes

A brief description of the mass transit programs:

We operate a shuttle from the medical campus to main campus and back.

Does the institution offer a guaranteed return trip program to regular users of alternative modes of transportation?:

No

A brief description of the guaranteed return trip program:

Does the institution participate in a car/vanpool or ride sharing program and/or offer reduced parking fees or preferential parking for car/vanpoolers?:

Yes

A brief description of the carpool/vanpool program:

We have collaborated with autocompartido in the past

<http://www.autocompartido.com.ec/>

. There are also a few whatsapp groups which have been created such as 'Ride Valles' for students in the valleys and 'Dragon Pool'

Does the institution participate in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization?:

No

A brief description of the car sharing program:

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:

No

A brief description of the electric vehicle recharging stations:

Does the institution offer a telecommuting program for employees as a matter of policy or as standard practice?:

No

A brief description of the telecommuting program:

Does the institution offer a condensed work week option that reduces employee commuting (as a matter of policy or standard practice)?:

Yes

A brief description of the condensed work week option:

Fridays there are no classes and professors are encouraged to do their research.

Does the institution have incentives or programs to encourage employees to live close to campus?:

No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution employ other strategies to reduce the impact of commuting (e.g. preferred parking for fuel-efficient vehicles, cash-out of parking programs)?:

No

A brief description of other strategies to reduce the impact of commuting:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Waste

Points Claimed 6.95

Points Available 10.00

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

Credit	Points
Waste Minimization and Diversion	6.45 / 8.00
Construction and Demolition Waste Diversion	0.00 / 1.00
Hazardous Waste Management	0.50 / 1.00

Waste Minimization and Diversion

Score	Responsible Party
6.45 / 8.00	Melanie Valencia Sustainability Officer Innovation and Sustainability Office

Criteria

Part 1

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.50 tons (0.45 tonnes) per weighted campus user.

Part 3

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

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Waste includes all materials that the institution discards, intends to discard or is required to discard (i.e. all materials that are recycled, composted, donated, re-sold, or disposed of as trash) except construction, demolition, electronic, hazardous, special (e.g. coal ash), universal and non-regulated chemical waste, which are covered in the *Construction and Demolition Waste Diversion* and *Hazardous Waste Management* credits.

Consistent with the U.S Environmental Protection Agency's Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

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

Figures needed to determine total waste generated (and diverted):

	Performance Year	Baseline Year
Materials recycled	6.43 <i>Tonnes</i>	4.08 <i>Tonnes</i>
Materials composted	15.87 <i>Tonnes</i>	3.59 <i>Tonnes</i>
Materials donated or re-sold	51.84 <i>Tonnes</i>	22.66 <i>Tonnes</i>
Materials disposed through post-recycling residual conversion	0 <i>Tonnes</i>	0 <i>Tonnes</i>
Materials disposed in a solid waste landfill or incinerator	42.45 <i>Tonnes</i>	129.92 <i>Tonnes</i>
Total waste generated	116.59 <i>Tonnes</i>	160.25 <i>Tonnes</i>

A brief description of the residual conversion facility, including affirmation that materials are sorted prior to conversion to recover recyclables and compostable materials:

All campus has multistream bins that are also checked for material for proper sorting by workforce workers and then recycled.

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	Jan. 1, 2017	Dec. 31, 2017
Baseline Year	Jan. 1, 2012	Dec. 31, 2012

A brief description of when and why the waste generation baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	0	0
Number of employees resident on-site	0	0
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	8862	5953
Full-time equivalent of employees (staff + faculty)	1050	491
Full-time equivalent of students enrolled exclusively in distance education	1988	0
Weighted campus users	5943	4833

Total waste generated per weighted campus user:

	Performance Year	Baseline Year
Total waste generated per weighted campus user	0.02 <i>Tonnes</i>	0.03 <i>Tonnes</i>

Percentage reduction in total waste generated per weighted campus user from baseline:
40.83

Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:
63.59

Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):
63.59

In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food	Yes
Cooking oil	Yes
Plant materials	Yes
Animal bedding	No
White goods (i.e. appliances)	Yes
Laboratory equipment	Yes
Furniture	Yes
Residence hall move-in/move-out waste	No
Scrap metal	Yes
Pallets	Yes
Tires	No
Other (please specify below)	No

A brief description of other materials the institution has recycled, composted, donated and/or re-sold:

Materials intended for disposal but subsequently recovered and reused on campus, performance year (e.g. materials that are actively diverted from the landfill or incinerator and refurbished/repurposed) :

Does the institution use single stream recycling (a single container for commingled recyclables) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:

No

Does the institution use dual stream (two separate containers for recyclables, e.g. one for paper and another for plastic, glass, and metals) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:

No

Does the institution use multi-stream recycling (multiple containers that further separate different types of materials) to collect standard recyclables (i.e. paper, plastic, glass, metals) in common areas?:

Yes

Average contamination rate for the institution's recycling program (percentage, 0-100):

A brief description of any recycling quality control mechanisms employed, e.g. efforts to minimize contamination and/or monitor the discard rates of the materials recovery facilities and mills to which materials are diverted:

A brief description of the institution's waste-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:

A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:

A brief description of the institution's procurement policies designed to prevent waste (e.g. by minimizing packaging and purchasing in bulk):

A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:

A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse (e.g. of electronics, furnishings, books and other goods):

A brief description of the institution's limits on paper and ink consumption (e.g. restricting free printing and/or mandating doubled-sided printing in libraries and computer labs):

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.

A brief description of the institution's initiatives to make materials (e.g. course catalogs, course schedules, and directories) available online by default rather than printing them:

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.

A brief description of the institution's program to reduce residence hall move-in/move-out waste:

A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Construction and Demolition Waste Diversion

Score	Responsible Party
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0.00 / 1.00	
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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.

Hazardous Waste Management

Score	Responsible Party
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0.50 / 1.00	Melanie Valencia Sustainability Officer Innovation and Sustainability Office
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Criteria

Part 1

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

Part 2

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards[®] and/or Responsible Recycling (R2) standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:

Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

Hazardous Waste is classified and collected by the Environmental Engineering Department and put in a storage room that meets safety regulations. It is later taken by an external certified environmental manager approved by the Ministry of Environment in Ecuador, Ministerio del Ambiente (MAE).

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

Hazardous Waste is classified and collected by the Environmental Engineering Department and put in a storage room that meets safety regulations. It is later taken by an external certified environmental manager approved by the Ministry of Environment in Ecuador, Ministerio del Ambiente (MAE).

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

None

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

All of hazardous waste is inventoried by the Environmental Engineering Department and directly taken by the Ministry of Environment. All hazardous waste receives a certification of collection.

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by the institution?:

Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:

Yes

A brief description of the electronic waste recycling program(s), including information about how electronic waste generated by the institution and/or students is recycled:

All electronic waste is collected, reused if still functional and recycled by a certified environmental manager.

Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:

No

Electronic waste recycled or otherwise diverted from the landfill or incinerator during the most recent year for which data is available during the previous three years:

17 Tonnes

The website URL where information about the programs or initiatives is available:

https://www.usfq.edu.ec/sobre_la_usfq/oficinainnovacion/Paginas/proyectos.aspx

Additional documentation to support the submission:

[informe de gestion para san francisco.pdf](#)

Water

Points Claimed 0.00

Points Available 6.00

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

Credit

Points

0.00 / 4.00

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's [Aqueduct Water Risk Atlas](#) and detailed in the following table:

Water Use	Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit
	Low and Low to Medium Risk	1 $\frac{1}{3}$	4
	Medium to High Risk	1 $\frac{2}{3}$	5
	High and Extremely High Risk	2	6

[Close](#)

[Rainwater Management](#) 0.00 / 2.00

Water Use

Score

Responsible Party

0.00 / 4.00

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for this credit are determined by the level of "Physical Risk QUANTITY" for the institution's main campus,, as indicated by the World Resources Institute's [Aqueduct Water Risk Atlas](#) and detailed in the following table:

Physical Risk QUANTITY	Points Available For Each Part	Total Available Points For This Credit	Melanie Valencia Sustainability Officer Innovation and Sustainability Office
Low and Low to Medium Risk	1⅓	4	
Medium to High Risk	1⅔	5	
High and Extremely High Risk	2	6	

[Close](#)

Criteria

Part 1

Institution has reduced its potable water use per weighted campus user compared to a baseline.

Part 2

Institution has reduced its potable water use per gross square foot/metre of floor area compared to a baseline.

Part 3

Institution has reduced its total water use (potable + non-potable) per acre/hectare of vegetated grounds compared to a baseline.

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

Level of "Physical Risk QUANTITY" for the institution's main campus as indicated by the World Resources Institute's Aqueduct Water Risk Atlas:

Low

Total water use (potable and non-potable combined):

	Performance Year	Baseline Year
Total water use	42159.07 <i>Cubic Metres</i>	25846.99 <i>Cubic Metres</i>

Potable water use:

	Performance Year	Baseline Year
Potable water use	42159.07 <i>Cubic Metres</i>	25846.99 <i>Cubic Metres</i>

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	Jan. 1, 2017	Dec. 31, 2017
Baseline Year	Jan. 1, 2012	Dec. 31, 2012

A brief description of when and why the water use baseline was adopted:

The baseline was adopted from the first sustainability report done in 2013.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	0	0
Number of employees resident on-site	0	0
Number of other individuals resident on-site and/or staffed hospital beds	0	0
Total full-time equivalent student enrollment	8862	5953
Full-time equivalent of employees (staff + faculty)	1050	491
Full-time equivalent of students enrolled exclusively in distance education	1988	595
Weighted campus users	5943	4386.75

Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	7.09 <i>Cubic Metres</i>	5.89 <i>Cubic Metres</i>

Percentage reduction in potable water use per weighted campus user from baseline:

0

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area	70018.54 <i>Gross Square Metres</i>	49214 <i>Gross Square Metres</i>

Potable water use per unit of floor area:

	Performance Year	Baseline Year
Potable water use per unit of floor area	0.60 <i>Cubic Metres / GSM</i>	0.53 <i>Cubic Metres / GSM</i>

Percentage reduction in potable water use per unit of floor area from baseline:

0

Does the institution wish to pursue Part 3 of this credit? (reductions in total water use per acre/hectare of vegetated grounds):

No

Area of vegetated grounds:

	Performance Year	Baseline Year
Vegetated grounds	---	---

Total water use (potable + non-potable) per unit of vegetated grounds:

	Performance Year	Baseline Year
Total water use per unit of vegetated grounds	---	---

Percentage reduction in total water use per unit of vegetated grounds from baseline:

A brief description of the institution's water-related behavior change initiatives, e.g. initiatives to shift individual attitudes and practices such as signage and competitions:

A brief description of the institution's water recovery and reuse initiatives:

A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives (e.g. building retrofits):

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Rainwater Management

Score **Responsible Party**

0.00 / 2.00

Criteria

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

Policies adopted by entities of which the institution is part (e.g. state/provincial 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.

Planning & Administration

Coordination & Planning

Points Claimed 2.25

Points Available 8.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	0.25 / 4.00
Participatory Governance	1.00 / 3.00

Sustainability Coordination

Score	Responsible Party
1.00 / 1.00	Alexandra Velasco Faculty/ Head sustainability project Business School

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focuses on sustainability broadly (i.e. not just one sustainability issue, such as climate change) and covers the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g. a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on one aspect of sustainability (e.g. an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g. "Academic Affairs Sustainability Taskforce") does not count toward scoring in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee?:

Yes

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

The Office of Innovation and Sustainability is responsible for promoting joint work between academia, public and private companies, and the internal and external community in terms of creating shared value in innovation and sustainability issues. The Office of Innovation and Sustainability supports diverse programs and projects that range from sustainability courses to research and development projects in sustainable strategies, such as alternative energies, among others.

The Office of Innovation and Sustainability also conducts consultancies through the Center for Technology Transfer and Development (CTT-USFQ), and has a team of experts with fourth-level degrees in sustainability and related areas. We have specialists in water quality and treatment, domestic and industrial effluents treatment, domestic and hazardous waste management, air quality, environmental management, environmental economics, environmental policy, climate change, biodiversity, among others.

Members of each committee, including affiliations and role (e.g. staff, student, or faculty):

Alexandra Velasco
Valeria Ochoa
Melanie Valencia
Cristina Muñoz

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent (FTE) employee?:

Yes

A brief description of each sustainability office:

Just one sustainability office exists

Full-time equivalent (FTE) of people employed in the sustainability office(s):

1

Does the institution have at least one sustainability officer?:

Yes

Name and title of each sustainability officer:

Melanie Valencia, Innovation and Sustainability Officer

Does the institution have a mechanism for broad sustainability coordination for the entire institution (e.g. a campus-wide committee or an officer/office responsible for the entire campus)?:

Yes

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

Ewaste Campaign for 3 years with 10 high schools participating
Energy Management Policy through audits
EPEAT institutionalization
GUPES Green Gown Award for best Community Engagement Program in Latinamerica through the social innovation project. (2016)
Environmental Distinction by the city of Quito: 2015, 2016, 2017 and Mentor 2018.
Premios Latinoamerica Verde (2018)

Job title of the sustainability officer position:

Job description for the sustainability officer position:

Job description for the sustainability officer position:

Job title of the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job title of the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

The website URL where information about the programs or initiatives is available:

https://www.usfq.edu.ec/sobre_la_usfq/oficinainnovacion/Paginas/default.aspx

Additional documentation to support the submission:

Sustainability Planning

Score	Responsible Party
0.25 / 4.00	Melanie Valencia Sustainability Officer Innovation and Sustainability Office

Criteria

Institution has published one or more written plans that include measurable sustainability objectives addressing one or more of the following areas:

- Curriculum
- Research
- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining

- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work
- Other (e.g. arts and culture or technology)

The criteria may be met by any combination of published plans, for example:

- Strategic plan or equivalent guiding document
- Campus master plan or physical campus plan
- Sustainability plan
- Climate action plan
- Human resources strategic plan
- Diversity plan

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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

Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :

Yes

A brief description of how the institution's strategic plan or equivalent guiding document addresses sustainability:

The University has a published strategic plan for 2016-2020 that includes objectives in the following areas:

Academic excellence - which addresses assurance of having subjects that teach liberal arts, research and teaching excellence, internal faculty training and strengthening of science and technology.

High impacts research and creativity - Drive knowledge transfer and generation, through research projects and creativity in conjunction with society and the academic, business and public sectors. Promote outreach through scientific and creative events, strengthen the development of multidisciplinary centers and institutes for research and consulting.

Community Outreach - Generate multidisciplinary outreach programs that guarantee impact and pertinence with a verification of progress and execution.

Operational excellence and permanent quality - Obtain international accreditations, strengthen the library infrastructure to further promote the transfer of knowledge, continuously improve infrastructure increasing efficiency and quality through the improvement of internal processes and policies.

Inclusion and equal opportunities - Strengthen scholarship and financial aid offerings, citing ethnic diversity programs and WISE (Women in Science and Engineering). Adapt infrastructure and facilities for universal access.

A copy of the strategic plan:

[USFO_pedi.pdf](#)

The website URL where the strategic plan is publicly available:

http://www.usfq.edu.ec/sobre_la_usfq/informacion_institucional/politicasinstitucionales/Paginas/default.aspx

Does the institution have a published sustainability plan (apart from what is reported above)? :

No

A copy of the sustainability plan:

The website URL where the sustainability plan is publicly available:

Does the institution have a published climate action plan (apart from what is reported above)? :

No

A copy of the climate action plan:

The website URL where the climate action plan is publicly available:

Does the institution have other published plans that address sustainability or include measurable sustainability objectives (e.g. campus master plan, physical campus plan, diversity plan, human resources plan)? :

No

A list of other published plans that address sustainability, including public website URLs (if available):

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Curriculum?:

No

A list or sample of the measurable sustainability objectives that address Curriculum and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Research?:

No

A list or sample of the measurable sustainability objectives that address Research and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Campus Engagement?:

No

A list or sample of the measurable sustainability objectives that address Campus Engagement and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Public Engagement?:

No

A list or sample of the measurable sustainability objectives that address Public Engagement and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Air & Climate?:

No

A list or sample of the measurable sustainability objectives that address Air & Climate and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Buildings?:

No

A list or sample of the measurable sustainability objectives that address Buildings and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Energy?:

No

A list or sample of the measurable sustainability objectives that address Energy and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Food & Dining?:

No

A list or sample of the measurable sustainability objectives that address Food & Dining and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Grounds?:

No

A list or sample of the measurable sustainability objectives that address Grounds and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Purchasing?:

No

A list or sample of the measurable sustainability objectives that address Purchasing and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Transportation?:

No

A list or sample of the measurable sustainability objectives that address Transportation and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Waste?:

No

A list or sample of the measurable sustainability objectives that address Waste and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Water?:

No

A list or sample of the measurable sustainability objectives that address Water and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Diversity & Affordability?:

Yes

A list or sample of the measurable sustainability objectives that address Diversity & Affordability and the published plans in which each objective is included:

The University's strategic plan contains a specific strategic axis on inclusion and equal opportunities with objectives to strengthen scholarship and financial aid offerings, citing ethnic diversity programs and WISE (Women in Science and Engineering) scholarship and aid programs in as an indicator for compliance. In addition to an objective to adapt infrastructure and facilities for universal access. The objectives are detailed below:

1. Objective: Strengthen the scholarship program and financial aid offered to students. Indicator: Number of excellence scholarships, ethnic diversity program and WISE offered to students in the academic year.
2. Objective: Adjust the facilities of the institution to provide facilities of access to people with special capacities ramps, signage, elevators, classrooms, corridors, library, offices, bathrooms, among others). Indicator: Percentage of buildings suitable for people with disabilities specials in the academic year.

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Investment & Finance?:

No

A list or sample of the measurable sustainability objectives that address Investment & Finance and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address Wellbeing & Work?:

No

A list or sample of the measurable sustainability objectives that address Wellbeing & Work and the published plans in which each objective is included:

Taken together, do the plan(s) reported above include measurable sustainability objectives that address other areas (e.g. arts and culture or technology)?:

No

A list or sample of the measurable sustainability objectives that address other areas and the published plans in which each objective is included:

Does the institution have a formal statement in support of sustainability endorsed by its governing body (e.g. a mission statement that specifically includes sustainability and is endorsed by the Board of Trustees)? :

The formal statement in support of sustainability:

The institution's definition of sustainability (e.g. as included in a published statement or plan):

Is the institution an endorser or signatory of the following? :

	Yes or No
The Earth Charter	---
The Higher Education Sustainability Initiative (HESI)	---
ISCN-GULF Sustainable Campus Charter	---
Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	---
The Talloires Declaration (TD)	---
UN Global Compact	---
Other multi-dimensional sustainability commitments (please specify below)	Yes

A brief description of the institution's formal sustainability commitments, including the specific initiatives selected above:

GUPES UNEP - The GUPES Green Gown Awards, organized by the United Nations Environment Program (UNEP) and the Environmental Association for Universities and Colleges (EAUC), are the most important awards in sustainability for higher education institutions around the world. USFQ won the award with its Socio-Environmental Innovation project class, an exercise to promote experimental transdisciplinary courses to solve real life sustainability challenges in the classroom. The Global Universities Partnership on Environment for Sustainability (GUPES) is a flagship program from UN's Environments Environmental and Training Unit.

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Participatory Governance

Score	Responsible Party
1.00 / 3.00	Valeria Ochoa Faculty Environmental Engineering

Criteria

Part 1

Institution has adopted a framework for engaging internal stakeholders (i.e. students, staff, faculty) in governance. The framework includes:

- Representative bodies through which students, staff and/or faculty can each participate in governance (e.g. student council, staff council, faculty senate);

And/or

- Elected student, staff and/or faculty representatives on the institution's highest governing body. To count, representatives must be elected by their peers or appointed by a representative student, staff or faculty body or organization.

Part 2

Institution has adopted a framework for engaging external stakeholders (i.e. local community members) in the institution's governance, strategy and operations. The framework includes:

- Written policies and procedures to identify and engage local residents in land use planning, capital investment projects, and other institutional decisions that affect the broader community (e.g. development projects that impact adjacent neighborhoods);

And/or

- Formal participatory or shared governance bodies (e.g. seats on the institution's governing body and/or a formally recognized board, council or committee) through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance:
 - Local government and/or educational organizations;
 - Private sector organizations; and/or

- Civil society (e.g. non-governmental organizations and non-profit organizations).

The bodies and mechanisms reported for this credit may be managed by the institution (e.g. formal boards, committees, and councils), by stakeholder groups (e.g. independent committees and organizations that are formally recognized by the institution), or jointly (e.g. union/management structures).

Structures or mechanisms adopted by entities of which the institution is part (e.g. government or university system) may count for this credit as long as they apply and are adhered to by the institution.

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

Do the institution's students have a representative body through which they can participate in governance (e.g. a student council)? :

Yes

Do the institution's students have an elected representative on the institution's highest governing body?:

Yes

A brief description of the bodies and mechanisms through which students are engaged in governance, including information to support each affirmative response above:

The Student Government is elected yearly by the student population. The elected student president and vice-president are part of the University Council (Órgano Colegiado Académico Superior - OCAS).

The OCAS is by statute, a co-participatory institutional governing body, conformed by fourteen members, nine of whom are representatives of the different university levels: professors (5), student body (2), workers (1) and graduates (1). These posts are elected through an electoral process, the lastest carried out between November and December 2015, whose vote was universal, direct, secret and mandatory. These representatives concluded their work in December 2018, as foreseen in their appointments. On the other hand, the representatives of the student body, during 2018, were elected through an electoral process, with the same characteristics, in December of 2017 for the statutory period of one year.

The University Council meets permanently to discuss a variety of topics, such as: student matters, approval of institutional documents related to the self-assessment and accreditation process, regulations and manuals of the University, tuition fees, tariffs and rights, projects to create master's and careers programs, financial topics, to name a few. One of the most important topics, analyzed and resolved by the University Council during 2018, was the approval of a new Statute of the University that entails important changes for the future of the Institution and the validity of its philosophy, values and academic vision, and the creation of a Board of Regents.

Do the institution's staff members have a representative body through which they can participate in governance (e.g. a staff council)?:

No

Do the institution's non-supervisory staff members have an elected representative on the institution's highest governing body?:

Yes

A brief description of the bodies and mechanisms through which staff are engaged in governance, including information to support each affirmative response above:

The OCAS is by statute, a co-participatory institutional governing body, conformed by fourteen members, nine of whom are representatives of the different university levels: professors (5), student body (2), workers (1) and graduates (1). These posts are elected through an electoral process, the lastest carried out between November and December 2015, whose vote was universal, direct, secret and mandatory. These representatives concluded their work in December 2018, as foreseen in their appointments. On the other hand, the representatives of the student body, during 2018, were elected through an electoral process, with the same characteristics, in December of 2017 for the statutory period of one year.

The University Council meets permanently to discuss a variety of topics, such as: student matters, approval of institutional documents related to the self-assessment and accreditation process, regulations and manuals of the University, tuition fees, tariffs and rights, projects to create master's and careers programs, financial topics, to name a few. One of the most important topics, analyzed and resolved by the University Council during 2018, was the approval of a new Statute of the University that entails important changes for the future of the Institution and the validity of its philosophy, values and academic vision, and the creation of a Board of Regents.

Do the institution's teaching and research faculty have a representative body through which they can participate in governance (e.g. a faculty senate)?:

No

Do the institution's teaching and research faculty have an elected representative on the institution's highest governing body? :

Yes

A brief description of the bodies and mechanisms through which teaching and research faculty are engaged in governance, including information to support each affirmative response above:

The OCAS is by statute, a co-participatory institutional governing body, conformed by fourteen members, nine of whom are representatives of the different university levels: professors (5), student body (2), workers (1) and graduates (1). These posts are elected through an electoral process, the lastest carried out between November and December 2015, whose vote was universal, direct, secret and mandatory. These representatives concluded their work in December 2018, as foreseen in their

appointments. On the other hand, the representatives of the student body, during 2018, were elected through an electoral process, with the same characteristics, in December of 2017 for the statutory period of one year.

The University Council meets permanently to discuss a variety of topics, such as: student matters, approval of institutional documents related to the self-assessment and accreditation process, regulations and manuals of the University, tuition fees, tariffs and rights, projects to create master's and careers programs, financial topics, to name a few. One of the most important topics, analyzed and resolved by the University Council during 2018, was the approval of a new Statute of the University that entails important changes for the future of the Institution and the validity of its philosophy, values and academic vision, and the creation of a Board of Regents.

Does the institution have written policies and procedures to identify and engage external stakeholders (i.e. local residents) in land use planning, capital investment projects, and other institutional decisions that affect the community?:

No

A copy of the written policies and procedures:

The policies and procedures:

Does the institution have formal participatory or shared governance bodies through which community members representing the interests of the following stakeholder groups can regularly participate in institutional governance?:

	Yes or No
Local government and/or educational organizations	No
Private sector organizations	No
Civil society (e.g. NGOs, NPOs)	No

A brief description of the bodies and mechanisms through which external stakeholders are engaged in institutional governance (including information about each stakeholder group selected above):

The website URL where information about the programs or initiatives is available:
http://www.usfq.edu.ec/sobre_la_usfq/tribunal_electoral/ocas/Paginas/default.aspx

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The University Councils structure and statues cover the credit criteria for all Part 1 sections.

Diversity & Affordability

Points Claimed 4.68

Points Available 10.00

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

Credit	Points
Diversity and Equity Coordination	1.28 / 2.00
Assessing Diversity and Equity	0.75 / 1.00
Support for Underrepresented Groups	1.33 / 3.00
Affordability and Access	1.32 / 4.00

Diversity and Equity Coordination

Score	Responsible Party
1.28 / 2.00	María Amelia Viteri Coordinator Unidiversidad

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

Part 2

Institution makes cultural competence trainings and activities available to students, staff, and/or faculty.

The trainings and activities help participants build the awareness, knowledge and skills necessary to work effectively in cross-cultural situations. Trainings and activities that focus exclusively on awareness, knowledge or skills do not count.

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

Does the institution have a diversity and equity committee, office, and/or officer tasked to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus?:

Yes

Does the committee, office and/or officer focus on students, employees, or both?:

Students

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

UNIDiversidad arises from a student initiative whose purpose is to promote the well-being of the community through the active search for an environment of trust and empathy. Through different actions, UNIDiversidad trains and guides the USFQ community to act according to current internal processes in specific situations related to respect for the individual and non-discrimination.

The fundamental purpose is to generate an environment of trust and productivity with awareness actions that promote knowledge and empathy through awareness-raising oriented towards prevention, through the "trainer-of-trainers" program.

This program, translated into Union + Diversity addresses inclusion concerns for ethnic minorities, immigrants and LGBTQ.

Estimated proportion of students that has participated in cultural competence trainings and activities (All, Most, Some, or None):

Some

Estimated proportion of staff (including administrators) that has participated in cultural competence trainings and activities (All, Most, Some, or None):

All

Estimated proportion of faculty that has participated in cultural competence trainings and activities (All, Most, Some, or None):

All

A brief description of the institution's cultural competence trainings and activities for each of the groups identified above:

UNIDiversidad arises from a student initiative whose purpose is to promote the well-being of the community through the active search for an environment of trust and empathy. Through different actions, UNIDiversidad trains and guides the USFQ community to act according to current internal processes in specific situations related to respect for the individual and non-discrimination. All the staff and faculty were in the training in 2017 as professional development.

This program, translated into Union + Diversity addresses inclusion concerns for ethnic minorities, immigrants and LGBTQ.

The website URL where information about the programs or initiatives is available: <http://www.usfq.edu.ec/estudiantes/decanato/UNIDiversidad/Paginas/default.aspx>

Additional documentation to support the submission:

Assessing Diversity and Equity

Score	Responsible Party
0.75 / 1.00	Flavio Carrera Project Coordinator Dean of Students

Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

- 1) Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups;
- 2) Student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups); and/or
- 3) Employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the *Assessing Employee Satisfaction* credit.

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

Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity and inclusion on campus?:

Yes

A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used:

USFQ had a survey to students to assess whether discrimination is an issue on campus. USFQ also has a whole department of Ethnic Diversity in charge of recruiting and supporting students from diverse backgrounds.

Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of faculty, staff, administrators and students, including the experiences of underrepresented groups?:

Yes

Does the assessment process address student outcomes related to diversity, equity and success (e.g. graduation/success and retention rates for underrepresented groups)?:

Yes

Does the assessment process address employee outcomes related to diversity and equity (e.g. pay and retention rates for underrepresented groups)?:

No

A brief description of the most recent assessment findings and how the results are used in shaping policy, programs and initiatives:

The study asking whether students felt that discrimination at USFQ is an issue found that:

64,02% disagreed (Discrimination is not an issue at USFQ)

20,17% felt neutral

15,82% agreed

Are the results of the most recent structured diversity and equity assessment shared with the campus community?:

Yes

A brief description of how the assessment results are shared with the campus community:

For ethnic diversity there is a website for sharing the accomplishments and overall follow up of the program.

http://www.usfq.edu.ec/sobre_la_usfq/diversidad_etnica/Paginas/logros-pde.aspx

Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:

Yes

The diversity and equity assessment report or summary:

[USFQ_RESULTADOS ENCUESTA BIENESTAR ESTUDIANTIL \(Mar 2017\).pdf](#)

The website URL where the report or summary is publicly posted:

http://www.usfq.edu.ec/sobre_la_usfq/diversidad_etnica/Paginas/PDE-en-cifras.aspx

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

There are two sources for this information. We have a structured survey done through the dean of students for accreditation. We also have the Ethnic Diversity program that has the data of underrepresented groups online.

Support for Underrepresented Groups

Score	Responsible Party
1.33 / 3.00	David Romo Head of Ethnic Diversity Ethnic Diversity

Criteria

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

- 1) A publicly posted non-discrimination statement.
- 2) A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime.
- 3) Programs specifically designed to recruit students, staff and/or faculty from underrepresented groups.
- 4) Mentoring, counseling, peer support, academic support, or other programs to support students, staff and/or faculty from underrepresented groups.

5) Programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members (sometimes known as pipeline programs). Such programs could take any of the following forms:

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

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

Does the institution have a publicly posted non-discrimination statement? :

Yes

The non-discrimination statement, including the website URL where the policy is publicly accessible:

USFQ has a publicly disclosed honor and co-existence code (Código de Honor y Convivencia), approved by the University Council. The relevant section referring to the non-discrimination policy is referred to below:

The mission of Universidad San Francisco de Quito USFQ is to form the person, in addition to educate and instruct. The learning system is aimed at students taking responsibility for their learning. With this purpose, USFQ seeks to create and maintain a community in which all its members can work and learn together in an atmosphere of respect and freedom. Hence, all forms of harassment, exploitation, or intimidation contravene the principles under which the institution is governed. Every member of the University community must be aware that the university is strongly opposed to harassment, sexual or of any kind, that type of behavior is prohibited by USFQ regulations.

b. Other Harassment - Harassment that is not sexual in nature, but rather based on stereotypes of gender or sex, sexual orientation, race, religion or tendency policy, are also prohibited by the University and will be sanctioned when, especially if it in any way affects the ability of a person to participate or benefit from the University academic programs, jobs or services; and in cases in which those attitudes caused a hostile, intimidating or offensive environment for work and educational performance.

URL:

http://www.usfq.edu.ec/sobre_la_usfq/codigo_de_honor/Documents/codigo_honor.pdf

Does the institution have a discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination or hate crime?:

Yes

A brief description of the institution's discrimination response protocol or team (including examples of actions taken during the previous three years):

The University has the Ombudsperson in charge of mediation and also the Dean of Academic Affairs revising all the cases of discrimination and giving the appropriate sanctions according to the student manual at USFQ. The University's Code of Honor and Coexistence describes the protocols for cases such as: faults, processes and sanctions in different cases. There is a specific section for cases of sexual and non-sexual harassment.

https://www.usfq.edu.ec/sobre_la_usfq/codigo_de_honor/Documents/codigo_honor.pdf

Does the institution have programs specifically designed to recruit students from underrepresented groups?:

Yes

Does the institution have programs specifically designed to recruit staff from underrepresented groups?:

No

Does the institution have programs specifically designed to recruit faculty from underrepresented groups?:

No

A brief description of the institution's programs to recruit students, staff and/or faculty from underrepresented groups:

USFQ has an Ethnic Diversity program (Diversidad Étnica) actively looking for students from underrepresented groups to attend USFQ with a full scholarship in collaboration with Admissions department.

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

Yes

Does the institution have mentoring, counseling, peer support or other programs to support staff from underrepresented groups on campus?:

No

Does the institution have mentoring, counseling, peer support or other programs to support faculty from underrepresented groups on campus?:

No

A brief description of the institution's programs to support students, staff and/or faculty from underrepresented groups:

Support Programs for Underrepresented Groups

"Diversidad Etnica" 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. None 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 to cover for an emergency or part of their basic needs that they are not able to pay for themselves: books, food, transportation, doctor's appointments, medicine, insurance.

Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:

No

A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members:

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:

No

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:

No

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

All of this information can be found in the USFQ Manual for the Professor.
http://www.usfq.edu.ec/sobre_la_usfq/informacion_institucional/politicasinstitucionales/Documentos/manual_profesor.pdf

Affordability and Access

Score	Responsible Party
1.32 / 4.00	Paulina Cruz Head of Financial Assistance Financial Assistance

Criteria

Part 1

Institution has policies and programs in place to make it accessible and affordable to low-income students and/or to support non-traditional 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 guide and prepare students and families from low-income backgrounds for higher education (e.g. U.S. federal TRIO programs)
- Scholarships provided specifically for low-income students
- Targeted outreach to recruit students from low-income backgrounds
- Scholarships provided specifically for part-time students
- An on-site child care facility, a partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students

Part 2

Institution documents its accessibility and affordability to low-income students as demonstrated by one or more of the following indicators:

1. The percentage of entering students that are low-income (e.g., the percentage of students receiving Pell Grant funds as reported in the U.S. IPEDS Student Financial Aid component or the percentage of students receiving the Canada Student Grant for Students from Low-Income Families)
 2. The graduation/success rate for low-income students
 3. On average, the percentage of need met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2)
 4. The percentage of students graduating without interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans)
-

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

Yes

A brief description of any policies and programs to minimize the cost of attendance for low-income students:

All students who enter Ethnic Diversity have all tuition covered. USFQ graduates from the program have applied for international masters getting scholarships and USFQ has paid for their airplane tickets.

A brief description of any 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 guide and prepare students and families from low-income backgrounds for higher education:

Students have preparation before they start classes. They continuously have the support of tutors who monitor and help them develop strategies for their classes specific for ethnic diversity. The learning center and counseling services are also open to all students.

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

PDE students have all tuition covered. Students request financial assistance according to income and need. This financial assistance can be in the form of scholarships or low-interest loans.

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

Admissions office collaborates with Diversidad Étnica to visit local communities.

A brief description of the institution's other policies or programs to make the institution accessible and affordable to low-income students:

Does the institution have policies and programs to support non-traditional students?:

Yes

A brief description of the institution's scholarships provided specifically for part-time students:

A brief description of the institution's on-site child care facility, partnership with a local facility, and/or subsidies or financial support to help meet the child care needs of students:

A breastfeeding room is provided for new mothers.

A brief description of the institution's other policies and programs to support non-traditional students:

Does the institution wish to pursue Part 2 of this credit (tracking accessibility and affordability)? (If data is not available, select 'No'):

Yes

The percentage of entering students that are low-income (0-100):

32

The graduation/success rate for low-income students (0-100):

On average, the percentage of need that was met for students who were awarded any need-based aid (e.g. as reported to the U.S. Common Data Set initiative, item H2) (0-100):

The percentage of students graduating with no interest-bearing student loan debt or for whom no out-of-pocket tuition is required (i.e. the percentage of graduates who have not taken out interest-bearing loans) (0-100):

Estimated percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students (0-100):

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

2742 students receive financial aid (Out of this, 440 students received more than 51% in financial aid)

57 students from low income backgrounds received full tuition (out of 945 merit scholarships)

Total 2799.

32% of students receive financial support to attend USFQ

Investment & Finance

Points Claimed 0.00

Points Available 0.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

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

Credit	Points
Committee on Investor Responsibility	Not Applicable
Sustainable Investment	Not Applicable
Investment Disclosure	Not Applicable

Committee on Investor Responsibility

Responsible Party

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes faculty, staff, and/or students (and may also 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 a regular part of its agenda.

This credit recognizes committees that regularly make recommendations to fund decision-makers on the institution's external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the *Student Life* credit in Campus Engagement.

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

Institution does not have endowment funds.

Sustainable Investment

Responsible Party

Criteria

There are two possible approaches to this credit; institutions may pursue one or both. Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

Option 1: Positive Sustainability Investment

Institution invests in one or more of the following:

- Sustainable industries (e.g. renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g. a manufacturer of wind turbines).
- Businesses *selected for* exemplary sustainability performance (e.g. using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- Sustainability investment funds (e.g. a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- Community development financial institutions(CDFI) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e. one that

excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count for Option 1.

- Green revolving loan funds that are funded from the endowment

Option 2: Investor Engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g. to consider the social and/or environmental impacts of investment decisions in addition to financial considerations)
- Uses its sustainable investment policy to select and guide investment managers
- Has engaged in proxy voting to promote sustainability, either by its CIR or other committee or through the use of guidelines, during the previous three years
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years
- Has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g. tobacco or weapons manufacturing) or participate in a divestment effort (e.g. targeting fossil fuel production or human rights violations)
- Engages in policy advocacy by participating in investor networks (e.g. Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices

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

Institution does not have endowment funds.

Investment Disclosure

Responsible Party

Criteria

Institution makes a snapshot of its investment holdings available to the public, including the amount invested in each fund and/or company and proxy voting records. The snapshot of holdings is updated at least once per year.

Institutions for which investments are handled by the university system, a separate foundation of the institution and/or a management company contracted by the institution should report on the combined activities of those entities.

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

Institution does not have an investment pool.

Wellbeing & Work

Points Claimed 4.62

Points Available 7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

Credit	Points
Employee Compensation	1.62 / 3.00
Assessing Employee Satisfaction	0.00 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	2.00 / 2.00

Employee Compensation

Score	Responsible Party
1.62 / 3.00	Janeth Montenegro Head of HUMAN Resources Human Resources

Criteria

Part 1

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all regular full-time, regular part-time, and temporary (or non-regular) employees (staff and faculty). Institutions may choose to include or omit student workers.

Part 2

Institution is able to verify that more than 75 percent of the employees of contractors that work on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Part 2 is only applicable to institutions that have one or more significant on-site contractors, which may include (but are not limited to) regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, transportation, and retail services (e.g. book and supply stores).

Part 3

Total compensation provided to the institution's lowest paid regular (i.e. permanent) employee or pay grade meets or exceeds the local living wage.

Include regular part-time and full-time workers. Newly hired, entry-level employees may be excluded from Part 3 during the first six months of employment. Institutions may choose to include or omit student workers.

To determine the local living wage::

- U.S. institutions must use the [Living Wage Calculator](#) hosted by the Massachusetts Institute of Technology to look up the living wage for "2 [working] Adults, 2 Children" for the community in which the main campus is located.
- Canadian institutions must use [Living Wage Canada](#)'s standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax [Low Income Cut-Off](#) (LICO) for a family of four (expressed as an hourly wage),
- Institutions located outside the U.S. and Canada must use local equivalents of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

For further guidance, see *F. Measurement*.

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

The local living wage (based on a family of four and expressed as an hourly wage):
4.44 US/Canadian \$

Percentage of all employees (regular full-time, regular part-time, and temporary workers) that receive a living wage (benefits excluded):
84

Does the institution have employees of contractors that work on-site as part of regular and ongoing campus operations?:
Yes

Percentage of employees of contractors that work on-site as part of regular and ongoing campus operations that the institution has verified as receiving a living wage (benefits excluded) (0-100; enter '0' if unknown):
100

The total compensation provided to the institution's lowest paid regular (i.e., permanent) employee or pay grade meets or exceeds what percentage of the living wage?:
125 percent

A brief description of the minimum total compensation provided to the institution's

lowest paid employee or pay grade, including any in-kind benefits included as part of the total compensation figure :

All benefits required by law as detailed below:

Job family : Interns & Support Staff

Pay Grade: N1

Pay range: \$120 to \$500 (monthly)

Social Benefits (required by law):

One extra monthly salary paid in August called (14th salary)

One extra monthly salary paid in December called (13rd salary)

Social Security paid by employee and employer

15 calendar days of paid vacation

Paid overtime if applicable

Reserve Funds paid by employer after one year of employment

When applicable Paid maternity leave and/or paternity leave

Yearly health exam

Private benefits

Basic health insurance paid by employer

Premium health insurance paid by both employer and employee

Extra vacation days during academic recess

Tuition discounts at the University for employee and immediate family members

Paid training for identified needs

Discounted tickets for seminars and/or workshops organized by the University members

Discounts at certain establishments and service providers

Discounted mobile devices and phone services

Special rates for continuing education programs

Special rates for summer camps for employee children and relatives

Has the institution made a formal commitment to pay a living wage?:

A copy or brief description of the institution's written policy stating its commitment to a living wage:

Has the institution made a formal commitment to provide a living wage to its student employees and/or graduate teaching/research assistants (e.g. by adopting a student bill-of-rights)?:

A brief description of the institution's commitment to a student living wage:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

\$380USD is the national fixed monthly minimum wage for 2018 (decreed by law), this was divided by 160 working hours per month to obtain the figure of \$2.38. USD

Assessing Employee Satisfaction

Score	Responsible Party
0.00 / 1.00	

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Wellness Program

Score	Responsible Party
1.00 / 1.00	Gabriela Romo Counseling Counseling

Criteria

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to all students, staff, and/or faculty members.

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

Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all staff?:

Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all faculty?:

Yes

A brief description of the institution's wellness and/or employee assistance program(s), including information to support each affirmative response above :

All students have free access to counseling services through the Dean of Students. The Ombudsperson is also available for everyone at USFQ for conflict mediation and solving. Moreover, the Psychology Clinic is available to all students, faculty and staff from SIME, the medical services clinic at USFQ for very low cost (\$5 the consult).

The website URL where information about the programs or initiatives is available:

<http://www.usfq.edu.ec/estudiantes/decanato/Paginas/consejeriapsicologica.aspx>

Additional documentation to support the submission:

Workplace Health and Safety

Score	Responsible Party
2.00 / 2.00	Janeth Montenegro Head of HUman Resources Human Resources

Criteria

Part 1

Institution has reduced its total number of recordable workplace injuries and occupational disease cases per full-time equivalent (FTE) employee compared to a baseline.

Part 2

Institution has fewer than 6 recordable workplace injuries and occupational disease cases annually per 100 full-time equivalent (FTE) employees.

This credit includes employees of contractors working on-site for whom the institution is liable for workplace safety, for example workers for whom the institution is mandated to report injuries and disease cases by a health and safety authority such as the U.S. Occupational Health and Safety Administration (OSHA) or the Canadian Center for

Occupational Health and Safety (CCOHS). Injuries and disease cases include OSHA/ CCOHS-recordable fatal and non-fatal injuries (or the equivalent) arising out of or in the course of work and cases of diseases arising from a work-related injury or the work situation or activity (e.g. exposure to harmful chemicals, stress, ergonomic issues). See *F. Measurement*, below, for further guidance on reporting injuries and disease cases.

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

Please enter data in the table below:

	Performance Year	Baseline Year
Number of recordable workplace injuries and occupational disease cases	0	1
Full-time equivalent of employees	1050	800
Number of injuries and cases per FTE employee	0	0.00

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Year	Jan. 1, 2017	Dec. 31, 2017
Baseline Year	Jan. 1, 2015	Dec. 31, 2015

A brief description of when and why the workplace health and safety baseline was adopted (e.g. in sustainability plans and policies or in the context of other reporting obligations):

Percentage reduction in workplace injuries and occupational disease cases per FTE employee from baseline:
100

Number of workplace injuries and occupational disease cases per 100 FTE employees, performance year:
0

A brief description of the institution's workplace health and safety initiatives, including how workers are engaged in monitoring and advising on health and safety programs:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Innovation & Leadership

Exemplary Practice

Points Claimed 0.50

Points Available 0.50

Exemplary practice credits recognize specific initiatives that demonstrate sustainability leadership. Exemplary practices include:

- Emerging best practices that are not otherwise recognized in STARS (e.g. seeking independent review of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g. achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g. participation in green hospital networks).
- Exemplary practice credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

A catalog of currently available exemplary practice credits is [available on the STARS website](#).

Credit	Points
Pre-Submission Review	0.50 / 0.50

Pre-Submission Review

Score	Responsible Party
0.50 / 0.50	Melanie Valencia Sustainability Officer Innovation and Sustainability Office

Criteria

Institution has had a finalized version of its current STARS submission reviewed using the [STARS Review Template](#) and has addressed any inconsistencies identified by the reviewer(s) prior to submission. Institutions may opt for one of two approaches:

1. Independent review. Independent reviews are conducted by individuals who are affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).
2. Internal review. Internal reviews are conducted by employees and/or students who are affiliated with the organization for which a report is being submitted, and are not directly involved in the data collection process for the credits they review. At minimum, two institutional contacts must be involved in an internal review process:

an independent reviewer and another individual (who may or may not be directly involved in data collection) to address the review results.

The reviewer(s) must:

1. Review all credits that the institution is pursuing, checking that:
 - All required reporting fields, attachments, inventories, and URLs are included and consistent with credit criteria and timeframes.
 - Reported figures are consistent across credits (e.g., between the Institutional Characteristics section and specific credits that require similar figures) and that any inconsistencies are explained.
3. Document the review and revision process and outcomes using the [STARS Review Template](#).
4. Provide affirmation that the submission has been reviewed in full and that any identified inconsistencies have been addressed.

The STARS Liaison or other primary contact(s) for the institution must:

1. Address any inconsistencies identified during the review prior to submission.
2. Upload a completed [STARS Review Template](#) to document how reviewer comments and identified issues have been addressed.
3. Upload a statement of affirmation from each reviewer.

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

The name, title, and organizational affiliation of each reviewer:

Mary Ellen Mallia, Director of Sustainability, University of Albany.

A brief description of the review process:

A pre submission review process was completed with a revision from University of Albany. A first revision was submitted by the reviewer, data, supporting documents or clarifications were developed to address the reviewer's comments and submitted for a second review. For example, revision of web site links, reconsideration of credit pursue, inclusion of more detailed descriptions. After the 2nd submission, the reviewer issued final comments on the changes made to affirm that the identified inconsistencies were addressed. The revision submission and response process is visualized for each applicable credit is presented in the uploaded Stars review template.

Which of the following describes the review process?:

Independent reviewer(s)

Affirmation from the reviewer that the submission has been reviewed in full and that any identified inconsistencies have been addressed:

[USFQ signed affirmation letter.pdf](#)

Copy of the completed STARS Review Template:

[Completed Review of USFQ by University at Albany.xlsx](#)

Affirmation from an additional reviewer that the submission has been reviewed in full and that any identified inconsistencies have been addressed:

Copy of the completed STARS Review Template for the 2nd reviewer:

Affirmation from a 3rd reviewer that the submission has been reviewed in full and that any identified inconsistencies have been addressed:

Copy of the completed STARS Review Template for the 3rd reviewer:

Affirmation from a 4th reviewer that the submission has been reviewed in full and that any identified inconsistencies have been addressed:

Copy of the completed STARS Review Template for the 4th reviewer:

The website URL where information about the programs or initiatives is available:

Additional documentation to support the submission:

Innovation

Points Claimed 2.00

Points Available 3.00

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	Points
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Innovation A	1.00 / 1.00
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Innovation B	1.00 / 1.00
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Innovation A

Score	Responsible Party
1.00 / 1.00	Alexandra Velasco Faculty/ Head sustainability project Business School

Criteria

Innovation credits are open-ended and reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that address sustainability challenges and are not covered by an existing credit or exemplary practice option.

- 1) In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
- 2) Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
- 3) The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
- 4) The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
- 5) The innovative practice or program should originate from an area within the defined institutional boundary.
- 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. 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. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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. However, an institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:

4 Day Week

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

USFQ has adopted a 4-day week for classes since First Semester in the Cumbayá campus on 2017-2018 reducing the number of students that come to campus on Fridays by 50%, reducing traffic and GHG emissions from vehicles associated with commuting. This measure was introduced as a carbon footprint and traffic mitigation strategy.

The implementation of this measure aims to improve community wellbeing, reduce traffic, reduce GHG emissions and the consumption of resources in other campus facilities (like energy, water and dining facilities). The objective is to optimize resources and service operations (such as cafeterias, some which only open 4 days a week as they cater mostly to students) during a condensed 4-day class week. This measure is reflected in our academic course offering.

This is an innovative practice in the region, as it mitigates several sustainability impacts by linking academic organization with sustainability metrics and performance.

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Air & Climate

Transportation

Coordination & Planning

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the innovation is available :

<https://evaluaciones.usfq.edu.ec/banner/ssb/cursos.htm>.

Additional documentation to support the submission:

Innovation B

Score	Responsible Party
1.00 / 1.00	Alexandra Velasco Faculty/ Head sustainability project Business School

Criteria

Innovation credits are open-ended and reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that address sustainability challenges and are not covered by an existing credit or exemplary practice option.

- 1) In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
- 2) Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
- 3) The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
- 4) The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
- 5) The innovative practice or program should originate from an area within the defined institutional boundary.
- 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. 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. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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. However, an institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

Name or title of the innovative policy, practice, program, or outcome:
Social and Environmental Capstone and Design Lab

A brief description of the innovative policy, practice, program, or outcome that outlines how credit criteria are met and any positive measurable outcomes associated with the innovation:

Through the Innovation and Sustainability Office (OIS for its acronym in Spanish), Universidad San Francisco (USFQ) in Ecuador has developed a capstone course called Social and Environmental Project (PISA for its Spanish acronym in 2015). This class has been treated as a prototype and has been redesigned constantly, striving to ultimately achieve a space to generate long-term sustainability impacts within and without the academic community.

PISA applies design thinking for social innovation (DTSI) to thrust students to use toolsets and cultivate skills to solve real life social and environmental challenges with deliverables that require the application and deployment of these solutions on the ground.

In order to improve design, implementation and evaluation of the efficacy and efficiency of PISA, USFQ created the DLab. This is a laboratory for research and creation of transdisciplinary projects, an experimental space that merges art and science where students, faculty and external stakeholders co create solutions. DLab was created in 2018 with the aim to enhance PISA learning outcomes and generate sustainability projects that integrate academia, research and market niches (in the form of community, institutional and industry engagement) to achieve longer-term undertakings that can allow for impact assessment and monitoring.

In the context of South America, transdisciplinary experiential learning spaces like DLab and classes such as PISA are innovating practices in the academic sector, where rigid academic structures that limit inter/multi/and transdisciplinary learning and academics predominate. USFQ` s programs represent an innovation in academics, and sustainability learning.

Which of the following impact areas does the innovation most closely relate to? (select up to three):

Curriculum

Public Engagement

A letter of affirmation from an individual with relevant expertise or a press release or publication featuring the innovation :

The website URL where information about the programs or initiatives is available:

<https://noticias.usfq.edu.ec/2016/09/melanie-valencia-profesora-de-la-usfq.html>

Additional documentation to support the submission:

Innovation C

Score	Responsible Party
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1.00 / 1.00	
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Criteria

Innovation credits are open-ended and reserved for new, extraordinary, unique, groundbreaking, or uncommon outcomes, policies, and practices that address sustainability challenges and are not covered by an existing credit or exemplary practice option.

- 1) In general, innovation credits should have roughly similar impacts or be on the same scale as other STARS credits.
- 2) Outcomes, policies, and practices that are innovative for the institution's region or institution type are eligible for innovation credits.
- 3) The innovative practice, policy, program, or outcome must be ongoing or have occurred within the three years prior to the anticipated date of submission.
- 4) The innovative practice or program has to be something that the institution has already implemented; planned activities do not count.
- 5) The innovative practice or program should originate from an area within the defined institutional boundary.
- 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. 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. When the innovation is part of a partnership, the summary provided must clearly describe the institution's role in the innovation.

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. However, an institution that has made significant advancements to a project or program that was previously submitted as an innovation may resubmit based on those advancements if the project or program is still considered innovative.

To help verify that the policy, practice, program, or outcome that the institution is claiming for an innovation credit is truly innovative, the institution may submit a letter of affirmation from an individual with relevant expertise in the associated content area or a press release or publication featuring the innovation.

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

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