

ISTANBUL TECHNICAL UNIVERSITY
SUSTAINABILITY REPORT
2021

İTÜ



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Thank you to the following individuals for insights on the policies, practices, and performance of
Istanbul Technical University:

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MISSION

Our mission is to integrate sustainability as a core principle throughout education, research, and management at Istanbul Technical University which is a global university that pioneers in science, technology and arts.



VISION

The purpose of existence for the Istanbul Technical University is to expand the borders of knowledge and its applications in science, technology and art for contributing to the sustainable community. Our vision is to create a culture of responsibility by integrating the values of sustainability in all units of Istanbul Technical University to serve as a local and global model.

LETTER FROM THE RECTOR



Istanbul Technical University, as an established and strong institution heading toward its 250th year, with the experience it takes from its past, its strong academic staff, as a leading research university in the national and international arena, will continue to do good works and to add value to our country's education quality with the dedicated efforts of all of us.

Within the framework of the 2030 vision, which envisages that the direction of development all over the world and in our country will evolve into a sustainable route; our University has adopted the goals of eliminating inequalities, strengthening economic growth and employment, improving cities and residential areas, ensuring industrialization, protecting oceans and ecosystems, producing and consuming energy more sustainably, combating climate change, developing sustainable production and consumption, and strengthening human rights.

We continue our efforts to become a leading research university, to develop technology for sustainable development, to create qualified employment with a strong alumni network, and to realize projects that go beyond the borders of the country with technology entrepreneurship. In our report, which refers to the Sustainable Development Goals that ITU has achieved throughout 2021, we present the activities carried out while also revealing the basic strategies of our institution.

This report also has guiding features in terms of being able to better determine our needs in addition to our achievements and our field of action in every new situation that may arise. We will all work in unity for a guiding and leading university by realizing our goals with a fair, equitable and accessible management philosophy. I would like to thank all my colleagues who contributed to the preparation of the report.

With love and respect...

Prof. Dr. İsmail Koyuncu
Rector

LETTER FROM THE ITU SUSTAINABILITY OFFICE

As the Sustainability Office of ITU, the first technical university in Türkiye, we are delighted to share the second annual Sustainability Report of ITU.

Sustainability is one of the main objectives of ITU Strategic Plan. ITU has a record of proposing sustainable solutions to issues of the university and the society. In 2021, these activities were united to establish the Sustainability Office. Along with the office, the formation of commissions concerning various Sustainable Development Goals strengthened the involvement of academicians and administrative staff, from all faculties and the Rectorate respectively, with different perspectives and professions. Sustainability Office integrates students to its team who actively take place in all of the activities and improve the visibility of the office throughout the university.

Extending beyond our university, ITU Sustainability Office has been a pioneer in advocating a culture of sustainability at other higher education institutions. Our Sustainability Office and its commissions advise our university and other universities in Sustainable Development Goals and impact management. We also conduct activities to educate and help schools in their sustainability journey.

Outside the campuses, we reach local communities, businesses and the government to build sustainable relationships, collaborate for solving our common issues and transfers the knowledge.

ITU is concerned with ensuring that all resources are correctly managed to mitigate the impacts on the society, environment and economy. This report presents transparent and updated information that can be useful guide for universities and stakeholders to acquire information.

ITU is actively working towards sustainability with research, education and innovation to become a leading university in Türkiye and abroad. We focus on improving the accessibility, equality and affordability of our university for our community. With positive relationships we boost our engagement with the industry and ensure environmentally sustainable methods are used to support innovation and research.

In this report, the stance of ITU in 2021 to improve sustainability of Türkiye and the activities of Sustainability Office in its first year is shared. Our activities and commitments in environmental, social and economic sustainability and their impacts are presented. We would like to thank our commissions, Sustainability Office team, students team, ITU academicians and the Rectorate for all of their efforts in 2021 to advance our sustainable impacts.

We have a long way to achieve and safeguard the sustainability of our world. As ITU Sustainability Office we depend on our university staff and students to improve in 2022 and continue their efforts in the future.

Thank you for your interest in ITU Sustainability Report. We welcome the feedback of our readers.

Assoc. Prof. Börte Köse Mutlu
Coordinator of Sustainability Office



ABOUT THE REPORT

METHODOLOGY

Intrinsically, higher education institutions attribute significant importance to understanding and managing their impacts to become more responsible and trustable organizations with the aim of having a more sustainable planet. Higher education and its area of influence will play a crucial role in the global sustainability transformation period. Through its reporting process, higher education can analyze and minimize risks, seize new opportunities and take specified actions in an exemplary manner. The most crucial of them is sustainable performance evaluation systems. They are based on the measurement of sustainability indicators as quantitative data under common denominators all over the world. Thus, the world is encouraged in this regard and a big step is taken for the future. Universities, where research and application studies are carried out for a better future, are among the institutions the sustainability theme is most widely used. Educational foundations which are always associated with the business world and other institutions, they have brought these performance evaluation systems to their platforms. In terms of rating and evaluation systems, when international examples are examined, it is observed that there are different options used in various regions.

AASHEE (The Association for the Advancement of Sustainability in Higher Education), an inter-university sustainability platform widely used in America is one of them. In addition, this formation has a rating system called STARS (The Sustainability Tracking, Assessment, and Rating System). The platform can be followed by all universities from all over the world therefore it is considerably beneficiary for such improvement purposes. A similar platform, THE Impact Rankings Methodology carries out the sustainable performance evaluation measurement of universities developed under the 17 SDG titles determined by the United Nations as Sustainable Development Goals. Connected to each SDG, there are 243 indicators particularizing all disclosures. Various universities participate in this evaluation systematic from all parts of the world, and the sustainability reports of many universities can be examined on their database. The key instrument of above-mentioned systems can be defined as sustainability reporting which communicates institutions' performance and how their activities impact the environment and many other aspects of society. While providing such information; using established, independent frameworks can be very efficacious. One of them, GRI (Global Reporting Initiative) is the oldest system known in the sustainability reporting of all institutions and organizations on the international platform, with its specialized standards for diversified amounts of sectors. Although GRI Standards are the world's most widely used ones for sustainability reporting, it doesn't have a specified standard for educational organizations. However; because of its inclusively detailed structure, reports belonging to any organization can utilize from GRI framework.

ITU Sustainability Office was established by ITU Rectorate to gather sustainability-related activities under a single common roof. Projects, events, social awareness studies, and every step of the reporting process are carried out by the office team studiously. The main shareholders of our report writing process are the sustainability commissions and external stakeholders. With the aim of collecting correct and efficacious sustainability data of ITU, we collaborate with experienced, trustworthy institutions. In addition, environmental and social impact thematic commissions which consist of experts from the academic staff of ITU were charged by the Rectorate as an integral part of the Sustainability Office.

For each impact category, in order to provide clear, correct, and appropriately detailed data, ITU created a specialized data collection program called 'Data Bee Hub'. Members of the above-mentioned commissions, upload data according to their fields of study to this system. Besides gathering related information systematically, it also helps to constitute integrity among various types of data which belong to many different impacts. The writing methodology of the ITU sustainability report is circled around methods that are conducted by two most known and essential standards in sustainability reporting, THE Impact Ranking Methodology and Global Reporting Initiative. In this respect, it is ensured that provided data is comparable with their equivalents globally. Throughout one year, collected data by experts are represented according to indicators of THE Impact Ranking Methodology.

When it comes to presenting collected data properly and achieving high quality, the reporting principles of GRI were used as a guide during the process. Accuracy, balance, clarity, comparability, completeness, sustainability context, timeliness, and verifiability are the principles that we applied carefully.

On the other hand, as an educational organization, reporting procedures should consist of disclosures with a meaningful order. Reporting one year's sustainability-related performance in accordance with GRI standards is possible only by following the instructions provided in GRI 2 and GRI 3. Every disclosure of our report is decided according to these extensively detailed guidelines. From governance to physical issues, while contextualizing the general circumstances of ITU, we utilized GRI 2 which has obligatory necessities and optional parts. Due to this report being written by using GRI standards, every mandatory explanation was provided transparently. Main and sub-commissions consist of our special experts who have the ability to analyze the context of our organization, firstly identified actual and potential impacts of ITU. They categorized the significance of detected impacts objectively. The prioritization process of the impacts is conducted by making a survey among our sustainability commissions, Rectorate and Sustainability Office Student Team. The most important ones are selected as material topics that constitute the core of this report.

They are also assessed according to indicators of THE and our progress toward delivering each the of 17 SDGs is shown in the results of recent Impact Rankings. In this way, ITU's sustainability progression is being verified by a universal system which is calibrated around indicators.

In the process of building this report, we consolidate standards from GRI and THE Impact Rankings. To have a more understandable and sustainable reporting procedure, we created a matrix including THE indicators and corresponding GRI standards as a list at the end of this report.



GOVERNANCE

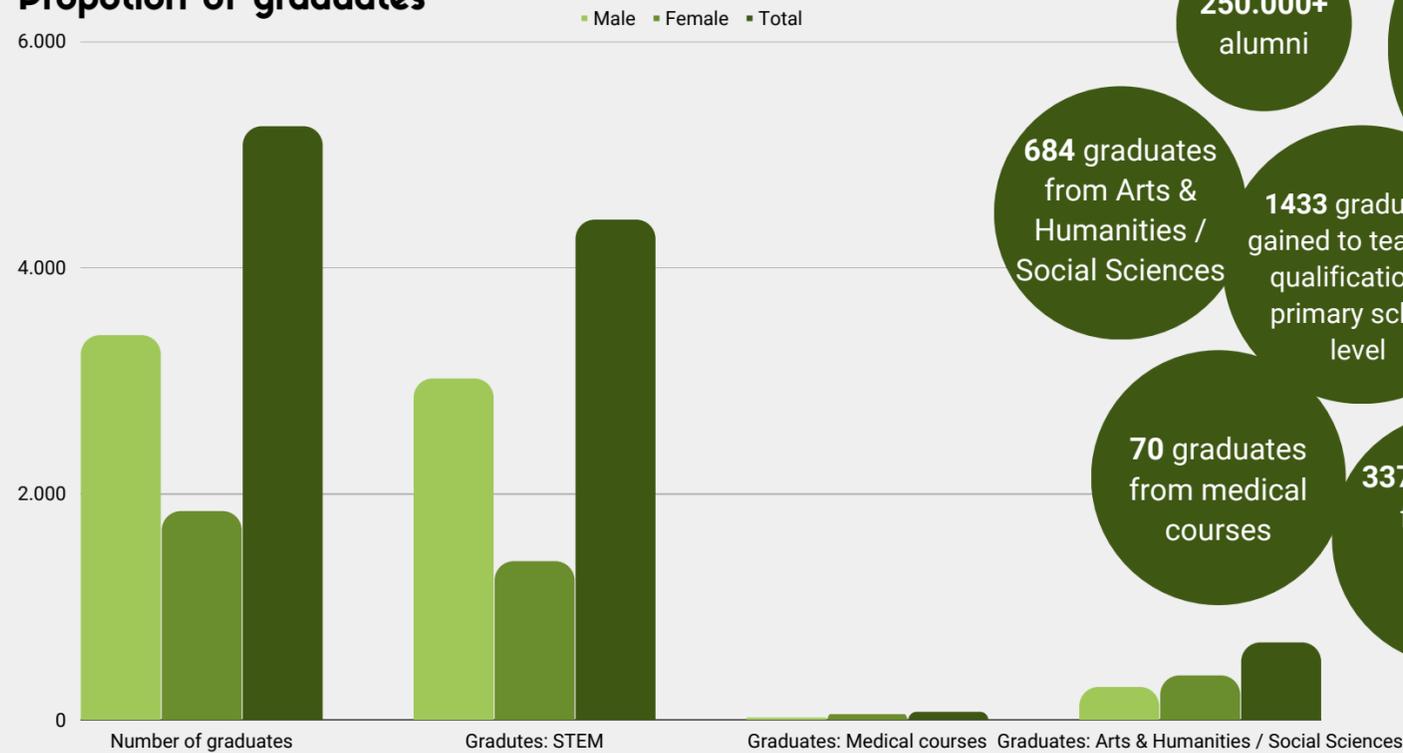
About Istanbul Technical University

ITU is a state university within the Republic of Türkiye Higher Education Institution and since its establishment in 1773, ITU kept expanding its facilities. In this report five of the ITU campuses are included. In 5 different campuses located in the center of Istanbul, undergraduate programs in 13 faculties and graduate and doctoral programs in 7 institutes are offered. Medium of instruction is both Turkish and English. There are departments that provide 100% English education and 30% English education.

Since 2021, ITU is a **EELISA European University** (<https://eelisa.eu>) which has received funding from the European Union's Erasmus+ programme. EELISA aims to transform European higher education while strengthening links between engineering and society by making a real impact on society following the 2030 Agenda for Sustainable Development and the all SDGs.



Proportion of graduates



- 250.000+ alumni
- 5249 students graduated in 2021
- 684 graduates from Arts & Humanities / Social Sciences
- 1433 graduates gained to teaching qualification at primary school level
- 4423 graduates from STEM courses
- 70 graduates from medical courses
- 337 graduates from law related courses
- 67 graduates from agriculture and aqua culture courses
- 12 students with disabilities
- There were 18993 students in 2021



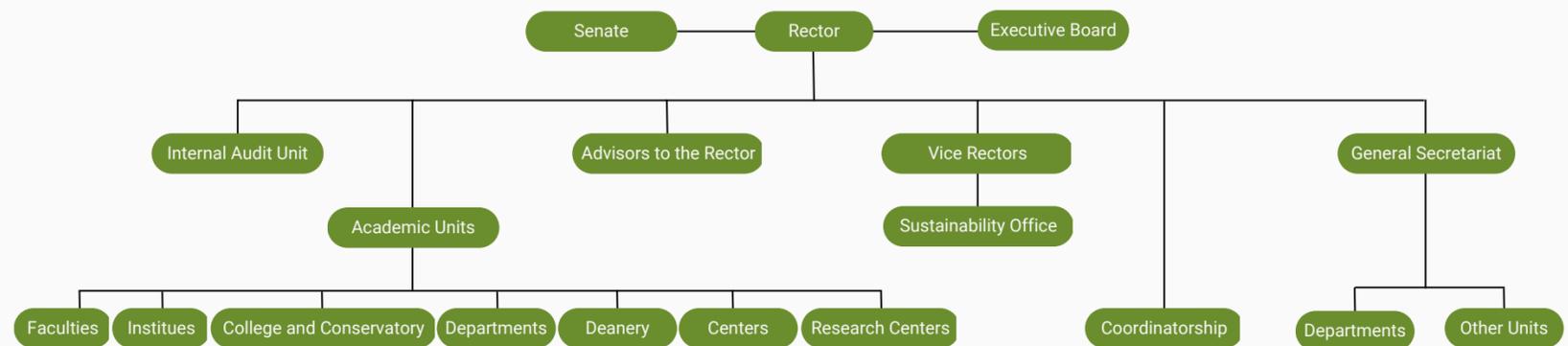


Governance Structure

The highest governance body in ITU is the Rectorate with the University Senate and University Executive Board (UEB). The UEB, composed of the rector, vice-rectors, deans, and three elected members of the University, is responsible for the day-to-day running of the University. The Senate is composed of the rector, vice-rectors, deans, directors of all institutes, and one senator from each faculty elected by the Faculty Board. The Senate is the highest academic council of the University. Both the Senate UEB are constituent to the Faculty Executive Boards and Faculty Boards, respectively. These committees are responsible for decision-making and overseeing the management.

Rectors of all universities in Türkiye are appointed by the Presidency of Republic of Türkiye for a period of 4 years. In ITU, he rector, appointed by the President of Türkiye, appoints three (currently four) vice-rectors whom each has one of the following primary responsibilities: 1) research, industrial relations, entrepreneurship and revolving fund, 2) student affairs, educational matters, cultural and artistic functions, and judiciary matters, and 3) construction, infrastructure development, utilities, continuing education, and sports. Competencies relevant to the impacts of the organization of the rectors are explained in detail on the official website of the Council of Higher Education. (<https://www.yok.gov.tr/kurumsal/mevzuat>).

In ITU, the Sustainability Office was established directly under the rectorate. The vice-rector is directly responsible for its general operation.



Student representation

Student representation is ensured in the management of ITU. There is a representative for each department from the postgraduate students who are also research assistants. Through an election made among faculty representatives, the University Research Assistant Representative is determined. In the management phase, the Faculty Research Assistant Representative has the right to represent the Faculty Administrative Board.

The president of the student council also has representation in the University Senate. Representing the faculties, the dean and a distinguished academic member selected from the faculty, have the right to represent in the senate. The senate of ITU also includes the secretary general as a representative of the non-faculty staff.

The independent students' unions are recognized by the management. The Student Council is an official unit affiliated with the Rectorate, which observes student rights in meeting and developing the educational, health, sports, and cultural needs of students at universities. Student Representatives at ITU are determined by election. Student Representatives come together to form the Faculty Student Representation Boards and ITU Student Council.

ITU believes in quality culture and quality-management in all aspects of the University system. During the past ten years of change in the management thinking, the University has realized that physical and institutional advancements are not very difficult but the most effective way of developing human resources is by quality-management systems. ITU believes in quality-assurance systems at the university, national and European levels. In fact, ITU academic staff is involved in the establishment of a non-government national accreditation system for engineering programs, namely the Engineering Evaluation Board.

The change of management has been very successful in reviving the University. The alumni have started to play an active role in supporting and contributing to University policies. The State Planning Organisation and Treasury responded with support of extensive projects of ITU.

Finance Policies

As a state university, ITU is committed to ensure the responsible consumption of its funds. ITU follows the state legislature to determine the payments and remuneration policies. All employees of the state universities are state employees and the government fixes their salaries as well as the yearly increases in their salaries. The employment practice of ITU is available **online**. (<https://sustainability.itu.edu.tr/sustainable-itu/decent-work-in-itu>)

ITU 2021 income distribution and expense distribution are available in the **2021 Annual Report** which is published **online**. (https://www.itu.edu.tr/docs/librariesprovider2/duyurular/itu_2021_yili_faaliyet_raporu.pdf)

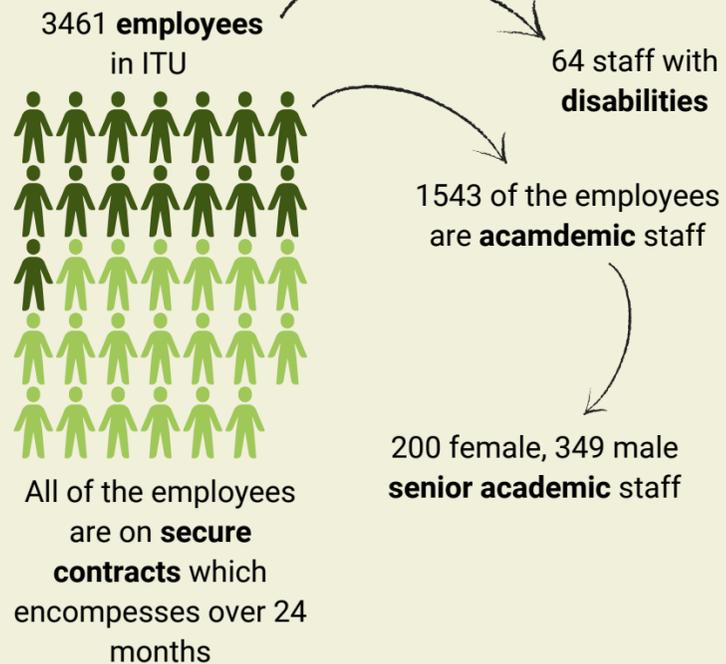
ITU supports income-increasing activities in the University through projects, consultancy, part-time lecturing, and particularly Technocity which is most instrumental in raising staff income. Detailed information is available **online**. (<https://ituodulleri.itu.edu.tr/oduller-ve-yonetmelik/yonetmelik>)

In addition, the university has four more sources of income: income from the services provided by the University to third parties; student fees towards highly subsidized services; research funds; land and building development projects. These are also subject to laws, rules, and regulations similar to those concerning the state-provided budget. In addition to the general structure of funding in state universities, ITU has two foundations (ITU Foundation and ITU Development Foundation) contributing to the University through alumni donations and fundraising activities. The funds from the two foundations are not subject to strict state budget rules, and they provide a measure of flexibility to the management system.

Responsible Purchase

ITU prefers to use products from local sources. The Food Service System of ITU prioritises local producers. **Safe and Sustainable Food Management Directive** regulates the responsible purchases. (https://yaziisleri.itu.edu.tr/docs/librariesprovider2/itu-directives/itu-safe-and-sustainable-food-management-directive.pdf?sfvrsn=e2ee0312_0)

Staff



Number of academic staff by subject area:

| | |
|-------------------------------------|------|
| STEM | 1062 |
| Medicine | 13 |
| Arts & Humanities / Social sciences | 275 |



Communication of Concerns

Positive relations are established between the University and stakeholders to prevent conflicts of interest. The vision is clearly delivered to the stakeholders and continuous feedback is collected from them to foresee and mitigate the possible conflicts. The Higher Education Institutions Principles of Ethical Conduct is followed to ensure positive the relations. In case of a conflict the University follows the published **policies.**

(<https://pdb.itu.edu.tr/mevzuat/yuksekoğretim-kurumları-etik-davranış-ilkeleri>)

In case of a negative impact, the processes to remediation are available in the **Sustainability Office Directive.**

Moreover, the mechanisms for seeking advice and raising concerns are carried out easily through online platforms. The concerns of students, staff and stakeholders are communicated to related offices by creating an online **"help ticket"** (<https://yardim.itu.edu.tr>).

ITU utilizes an online system to resolve and communicate the any arising issues and concerns. The system is open to everybody who wants to communicate with ITU departments. On the website the statics of Help Ticket are published as well.

The critical concerns can be communicated to the rectorate by creating a help ticket to the general secretariat. The number of concerns communicated to the general secretariat is 169 in 2021. The nature of the help tickets are based on the available categories on the web page.

| | |
|--------------------------|--------|
| Total Help Ticket | 482409 |
| Ticket in 2021 | 135967 |



While using the Help Ticket, the user can see the previously asked questions. If the users' question was not asked and answered before, they can create a Help Ticket. Users can choose any department to send their questions, concerns and advices.



Roadmap to Peace and Justice

- As a public university, ITU conforms to National Laws on Crime, Corruption, and Bribery.
- ITU staff manual mentions the salary that all staff and administrative staff will receive according to the economic development policy of the Republic of Türkiye.
- ITU recognizes labor rights for all workers which guarantee decent work.
- ITU strongly supports policies that eliminate everything related to forced labor, modern slavery, human trafficking, and child labor within its institution, in Türkiye, and around the world.
- Since ITU is a state university, it guarantees the equal rights of the employees in the event that the activities carried out in public places are carried out by third parties.
- Staff can use the documents provided in the link (<https://pdb.itu.edu.tr/matbu-evrak>) to appeal for their rights and/or pay.
- Academic freedom is ensured through the Directorate of Higher Education's Ethical Behavior Principles. Subclause 1 of Article 1.2 in these principles is on "academic freedom and autonomy". Scientists working at the university are able to share their ideas and knowledge with society and have a guiding feature, both by choosing their study subjects and by presenting the subjects on which they work and are experts to society and the public.
- ITU offers a neutral and safe environment on different campuses of the university to discuss politics-related issues.
- Our University follows the National University Entrance Exam. Therefore, Our University only decides on the minimum points for new students' submissions.

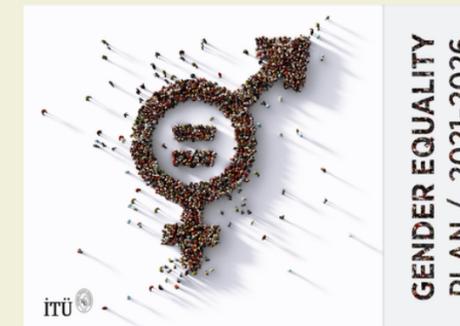
Gender Equality

ITU Gender Equality policy outlines the intolerance of ITU towards sexual harassment and gender. ITU is fully committed to its policy of not discriminating against its employees based on religion, gender, and age. Our university has a policy of non-discrimination against women.

ITU aims to ensure equal pay scales for all employees by eliminating gender gaps and ITU also guarantees all male/female staff that the pay scale is not calculated by gender.

Government's maternity and paternity policies, that support women's participation are detailed in our plan.

Our University provides several childcare supports for students and staff.



ITU publishes its university governance measures and employment practice on its website. Compliance with laws and regulations is carried out according to **The Higher Education Institutions Principles of Türkiye.**

(<https://sustainability.itu.edu.tr/sustainable-itu/justice-in-itu/principles-on-corruption>)

Additionally, employment practise of ITU and **Gender Equity Plan** are available online.

(<https://sustainability.itu.edu.tr/sustainable-itu/decent-work-in-itu>)

Sustainability Office

In response to demand from the students, staff, and faculties, the Sustainability Office was launched in 2021. This is also a new initiative as part of the President's Strategic Directions in Fall 2021 at Istanbul Technical University.

The Sustainability Office has designed and implemented several initiatives to build a culture of sustainability on campus and across the greater Istanbul community. The Sustainability Task Force was created to evaluate the status of sustainability at ITU and its peer institutions. This committee created the "Outline of Sustainability Initiatives," which encompassed academics, outreach and community relations, auxiliaries operations, facilities operations, campus life, and executive council decisions.

ITU publishes its annual sustainability report which covers from January to December every year. Sustainability reporting and financial reporting dates align.

The sustainability report is prepared by the Sustainability Office of ITU which can be contacted for inquiry. Following the preparation of Annual Sustainability Report the Office presents the report and evidences to the rectorate. The final review is completed by the rector and signed ready for publication.

In addition to annual reports, the impacts are shared on **SDG-related websites** of ITU.

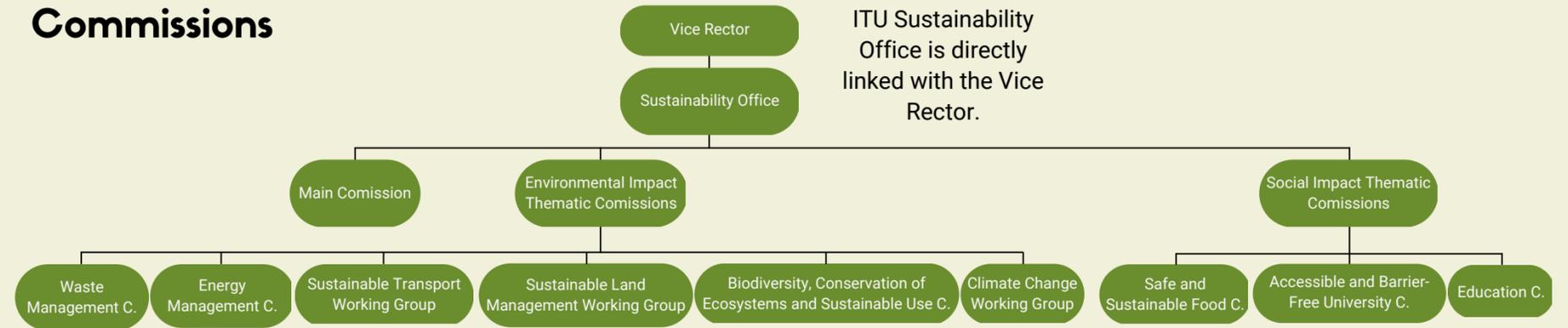
(<https://sustainability.itu.edu.tr/sustainable-development-goals>)



The Sustainability Office of ITU aims to integrate sustainability as a core principle throughout education, research, and management. ITU provides students with academicians who are skilled to teach SDGs. The collaborative seminar and workshops that are targeted to educate the students and staff are conducted to share the advanced knowledge through various activities every academic year. Eventually the students can take their knowledge into their careers in the future.



Commissions



The Sustainability Office was established with a hybrid system of bottom-up or top-down approaches. The student organization, academic staff, and administrative staff are under the management of the Office. Issues pertaining to sustainability are managed by the Sustainability Office and Commissions contribute and work in line with the activities of the Office. The members of the Commission are chosen from the University academics, researchers, and administrative employees.

The vice rector works with the Sustainability Office and Commissions in managing the outcomes and impacts. The economic and environmental outcomes of the activities are measured and evaluated by the related Commissions. The Office seeks external assurance through its Commissions/Research Groups who reports on impact yearly.

Independent evaluations take place every year by THE (Times Higher Education) Impact ranking evaluations. ITU registers for THE Impact ranking by providing detailed information about its SDG advancement and publishes the ranking results that are received from THE.

ITU outcomes are also accredited by QS ranking and UI Green Metric.



ITU has enjoyed unequivocal successes in the past, but it always maintained a culture of change. The administrators of the University understand future trends and thus they improve. The evaluations are key guidelines in designing organizational practices.

Managing outcomes

The UEB and the Senate consider the sustainability outcomes through overseeing activities in education, research, and management of ITU. The effectiveness is reviewed by the UEB which meets every week or every other week and the Senate meets every two to three weeks.

Quality assurance in education at ITU is mainly based on a Continuous Quality Improvement (CQI) system. The CQI system is based on a two-loop outcome assessment and feedback procedure. According to the CQI system, each course must define its role in satisfying the educational objectives and outcomes. Each program decides on its educational objectives together with stakeholders by taking into consideration the mission of the institution and department, stakeholder inputs, and feedback from the process.

For evaluation of the performance, a questionnaire is sent to graduates at defined periods after graduation to measure the expected educational objectives.

The Senate Education Committee also conducts a questionnaire on the web for each course every semester. This is intended to give an overall idea of the course with reference to its standing in the University. All of these activities are documented. At present, the assessment of the CQI system is being realized by means of an ABET EC2000 substantial equivalency accreditation.

ENGAGEMENT

Sustainability Related Courses

ITU has shown its commitment to meaningful education around the SDGs by increasing the number of courses related to SDGs. There are currently 111 sustainability courses university-wide at all levels, for both undergraduate and graduate levels. There are both mandatory and elective sustainability courses in various departments. Most crucially, there is a SDG related course which is mandatory for undergraduate students of every department.



The **sustainability courses** are listed for the easy access of students in the website of the Sustainability Office. (<https://sustainability.itu.edu.tr/get-involved/education>)

The "Climate Change" and "Climate Dynamics" courses in the undergraduate course explain the basis of climate change and the risks that may occur. In addition, there are special courses on climate change in the "Earth System Science" program at ITU. Examples of these courses are "Climate Change: Science, Impacts and Mitigation and "Atmospheric Chemistry for Climate Scientists.



ITU Institute of Science and Technology offers the "Management of Aquatic Ecosystems" course under the Environmental Sciences Engineering and Management program.



There are online courses on SDGs with the EELISA collaborators.

In addition, several new postgraduate and continuing education programmes are going to be launched with the advice of the Rectorate.

English for Academic Purposes
Through
SUSTAINABLE DEVELOPMENT GOALS
by
Istanbul Technical University

Istanbul Technical University Continuing Education Center (ITU CEC), is the unit contributing to the development of cooperation between the University and public, private sector, and international organizations since 1997 by developing, coordinating, and implementing the training programs apart from the undergraduate and postgraduate degree programs of the University. Loyal to the quality, standards, and ethical rules of the University, ITU CEC offers to give high-quality courses, seminars, and training programs in a variety of subjects for persons, institutions, and society by providing them with new developments in their fields and new skills. Sustainability education programme is conducted for local individuals and businesses to increase their knowledge on climate change risks, impacts, mitigation, adaptation and impact reduction. The aim of it to provide early-warning and to accelerate the transformation of the sustainable world.

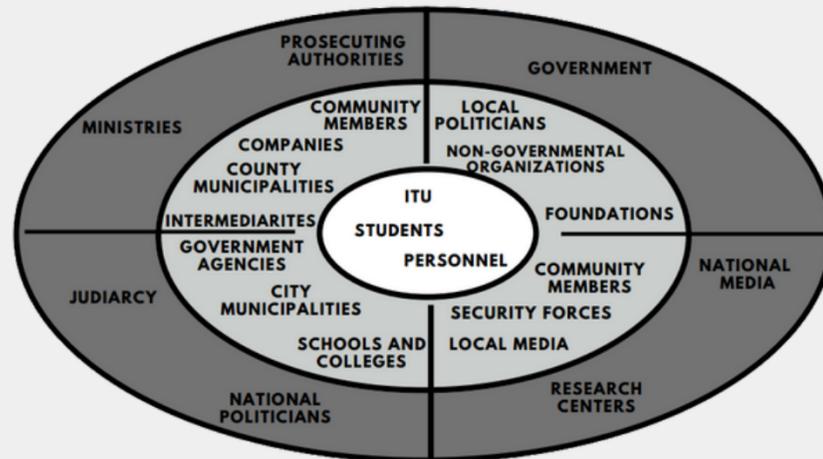
Stakeholder Engagement

Our stakeholders include industry partners, alumni, government, policy makers, local community, non-governmental organizations, public institutions, suppliers from which the University purchases products and services, regulatory and supervisory institutions including accreditation institutions such as YÖK and ABET.

The engagement with these groups are ensured through means of surveys, workshops, club activities and joint events. "External Stakeholder Questionnaire" published over the KEP, the data coming from the Academic and Administrative Units' Quality Commissions and Advisory Boards were grouped and evaluated in the seven areas. All of them were used in the creation of the SWOT analysis, strategies and objectives sections of the Strategic Plan. The Importance-Impact matrix approach was used to prioritize the identified stakeholders of our University. Evaluations were made by the Strategic Planning Subcommittee using the External Stakeholder Questionnaire.



The approach to stakeholder engagement in ITU is governed by a **Stakeholder Engagement Policy**. Activities, value chain and other business relationships of ITU is managed based on the directive on the conservation and sustainable use of biodiversity and ecosystems.



STAKEHOLDERS OF ISTANBUL TECHNICAL UNIVERSITY

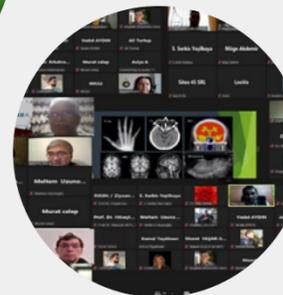


Sustainable Collaborations

ITU engages with various associations to build a sustainability community. Therefore, ITU signed cooperation agreements in different fields with local governments, ministries, many official institutions and organizations, as well as representatives of Türkiye's leading private sector and non-governmental organizations.

As a well-established university, from past to present, ITU members have been serving as a consultant, expert, and guide in different disciplines, both locally, nationally, and internationally. In addition, ITU Academic staff share their expertise to help many courts in İstanbul and around nation to resolve all disputes and lawsuits related to their fields of expertise.

ITU provides education on the policy by cooperation protocols are made with local governments. Many academicians in ITU provide consultancy services and project partnerships with government departments and public institutions. In addition, protocols have been signed with many public institutions to start and manage joint projects.



ITU carries out countless collaborations every year. Some of the notable collaborations include the followings.

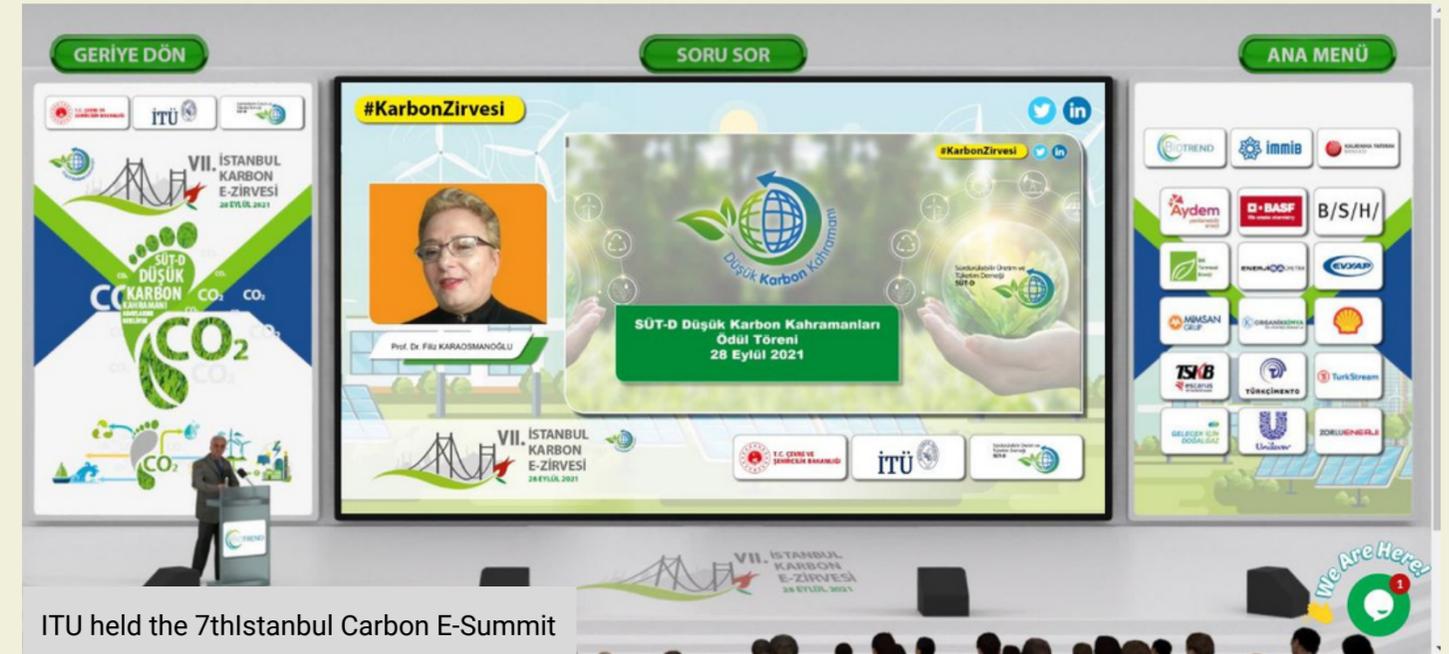
- ITU and The Ministry of Environment, Urbanization and Climate Change of Türkiye developed strategies to solve the mucilage problem and to control pollution in the Sea of Marmara.
- ITU and İstanbul Metropolitan Municipality developed strategies for urban transformation and İstanbul Earthquake.
- Türkiye's entrepreneurship and innovation hub, ITU ARI Teknokent, is implementing the "ITU Çekirdek Sustainability Program" with the İstanbul Chamber of Industry (ISO).
- ITU launched the "250 Thousand Saplings in the 250th Year" campaign as part of its 250th Anniversary Events with the non-profit organization CEKUD.
- ITU and the non-profit organization CRDF Global hosted a seminar on Nuclear Technology in Sustainable Development.
- ITU approved a new policy to introduce its academic archives to the public, to increase the accessibility of its scientific studies, and to provide metadata to national and international harvesting systems by establishing an archive in accordance with Open Archives Initiative-Protocol for Metadata Harvesting (OAI-PMH) standards.

Sustainable Collaborations

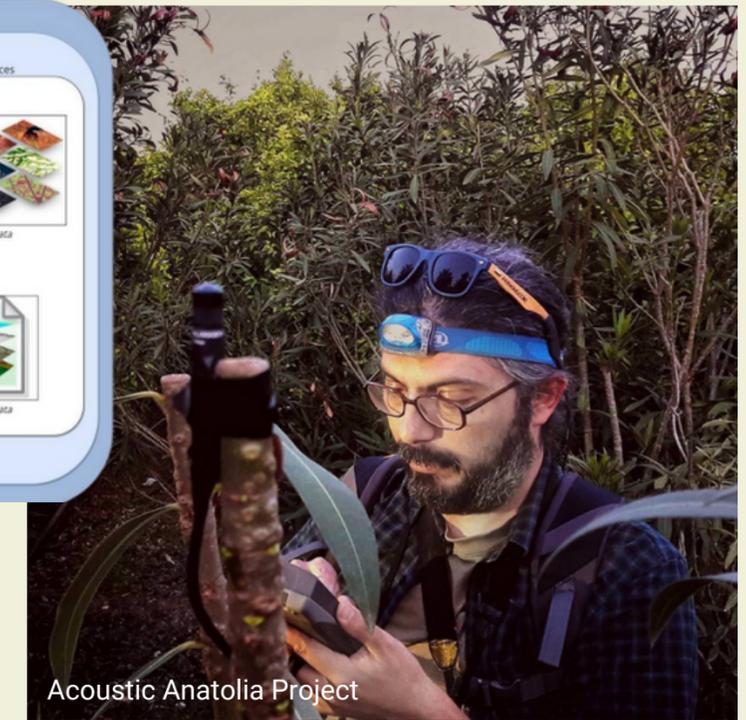
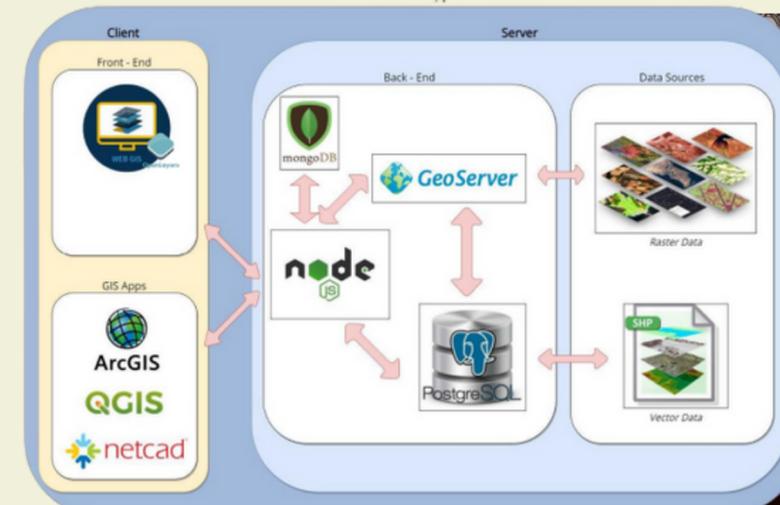


- Istanbul Provincial Disaster Risk Reduction Plan was compiled under the coordination of AFAD, with the contribution of relevant public institutions, local administrations, private and civil sectors, and our citizens, and presented to the evaluation of experts in their fields. The main purpose of this plan, which was prepared in partnership with AFAD and ITU, is to reveal the current situation in Istanbul and to identify the dangers and risks. Finally, it is the follow-up of the targets set in order to reduce these dangers and risks.
- ITU has prepared a report that includes the causes and consequences of the flood disaster in the Bozkurt district of Kastamonu in 2021. In this report, what caused the flood disaster was investigated and the problems caused by the flood disaster were reported. Finally, the precaution that can be taken for flood disasters is discussed.
- Support was provided to two projects developed and carried out with the aim of "effective fire fighting" in cooperation with Istanbul Technical University Scientific Research Projects (BAP) and STFA Investment Holding AŞ.
- ITU is collaborating with Tohum Institution, an NGO which defines itself as an education, culture, and nature association. Due to this collaboration, Tohum is participating as a member of the advisory board of ITU Climate Change Research Center.

- The Sustainable Production and Consumption Association (SÜT-D), with the main support of the Ministry of Environment and Urbanization and Istanbul Technical University, held the 7th Istanbul Carbon E-Summit on September 28, 2021. Within the scope of the E-Summit, companies that carry out social and technical practices to reduce greenhouse gas emissions and reduce their carbon footprint were awarded.
- ITU carried out sustainable landscaping studies with the joint cooperation of the Istanbul Regional Directorate of Forestry, Istanbul Metropolitan Municipality, and ITU Faculty of Architecture Landscape Department academicians. The purpose of these studies is to protect the green areas in ITU Ayazağa Campus.
- ITU hosts the spring of Kanlıkavak water, one of Istanbul's oldest and most historical water resources. Istanbul Water and Sewerage Administration (İSKI) is responsible for protecting and maintaining water resources in Istanbul and has recently made a landscape design. ITU also supports İSKI in achieving this objective.
- ITU Scientific Research Projects Coordination Unit supports Acoustic Anatolia: Integrating Citizen Science into Acoustic Ecology Project. Acoustic Anatolia Project utilizes a citizen science approach to collect ultrasonic recordings from all around Türkiye, aiming to provide bat diversity and abundance data for establishing effective conservation programs.



ITU held the 7th Istanbul Carbon E-Summit



Acoustic Anatolia Project

PARTNERSHIPS FOR THE GOALS (SDG17)

Partnership for the goals is one of the most crucial SDGs. As listed under Sustainable Collaborations, ITU conducts numerous activities through partnerships with academia, government and NGOs. The most notable international academic collaborations are displayed in our global engagement map.



ITU is one of the 9 partners of EELISA, "European Engineering Learning Innovation and Science Alliance".



ITU is a partner of The ATHENS Programme which "is aimed at carrying out intensive specialization courses".



ITU is a member of CESAER which is a European association of leading specialised and comprehensive universities of science and technology.



ITU is a member of Sustainable Development Solutions Network (UN SDSN) since 2017.



ITU is a member of AASHE since 2021. AASHE, The Association for Advancement of Sustainability in Higher Education, dates back to 2001.

ITU values its national and international partnerships for a sustainable world.

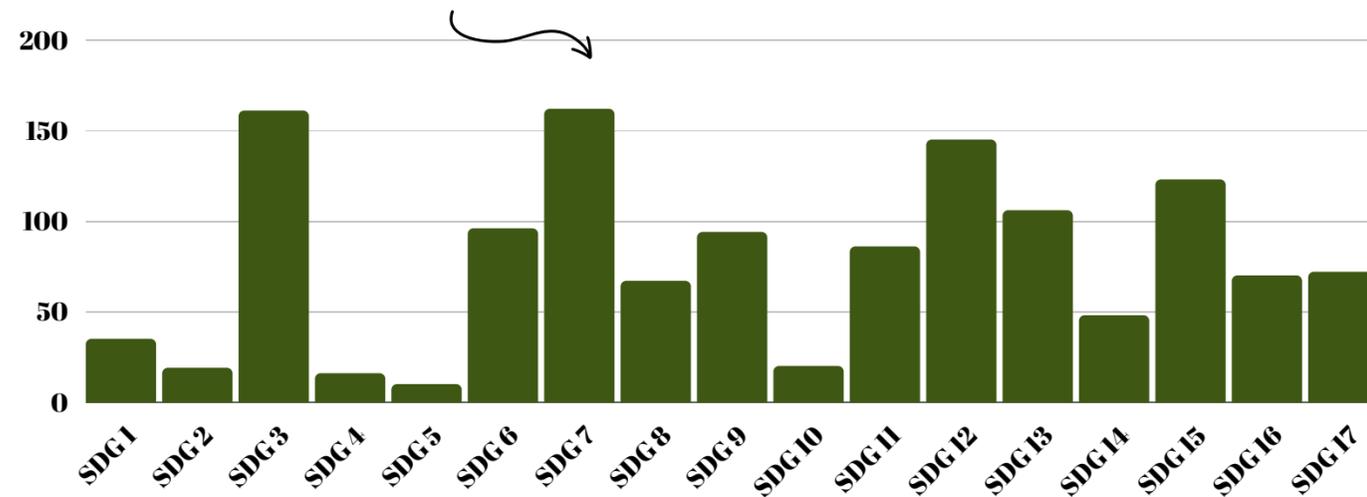


RESEARCH AND INNOVATION

Research

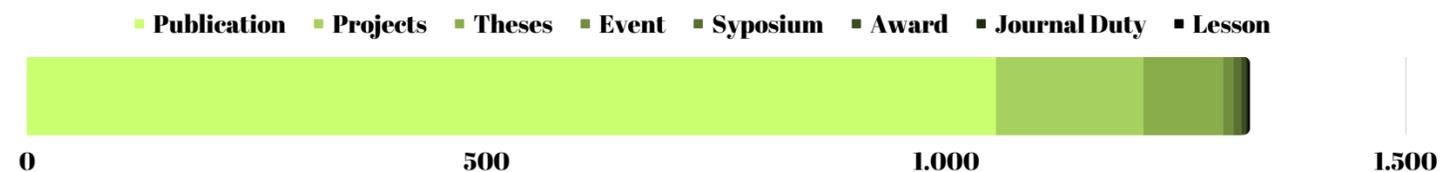
The researchers' contribution to UN Sustainable Development Goals are published in AVESIS ITU page. AVESIS "Sustainable Development Goals" module increases the impact by ensuring that publications, projects, theses, and similar activities are visible at the international level. (<https://avesis.itu.edu.tr/sustainability>)

ITU researchers' activities performed within the United Nations Sustainable Development Goals are measured. The number of publications, projects, theses, organized events, congress and symposium participations, journal duties, awards and lessons in 2021 is displayed in the graph below.



This year, SDG 3 and 7 was the most popular topics for the research activities. These SDGs are closely followed by SDG 12 and 13. SDG 2, 4 and 5 were not researched as much since they are less related to STEM subjects.

The number of various research activities are illustrated in the graph below. The most favoured act of research was publication. Projects and theses were the next method of research.



Innovation

ITU is committed to solve the sustainability problems of our society through innovation and research. The initiatives by ITU in innovation are supported by ITU ARI Teknokent and ITU Çekirdek.



In order to leverage technology production in Türkiye, ITU ARI Teknokent aims to be a hub for R&D and innovation activities in Türkiye, particularly Istanbul, and support, improve and steer the synergy arising from ITU's academic knowledge and R&D companies. As part of these aims, academicians are encouraged into working with the Teknopark companies thanks to the ITU's infrastructure and knowledge for a versatile, effective and sustainable academy-industry cooperation.



Celebrating its tenth anniversary and ranked among the top 5 university incubation centers by UBI Global, ITU Çekirdek provides training, consultancy, mentoring, networking, corporate business partners, press & PR support and services to inspire technology startups at different stages and contribute to their success in the market.

Startups included in the process of ITU Çekirdek are eligible for Pre-Incubation, Big Bang Startup Challenge (Türkiye's biggest entrepreneurship event) and Incubation stages.

ITU Çekirdek provides various programs, one of which is the Sustainability Program. The start-ups also foster and support a low-carbon economy/technology.

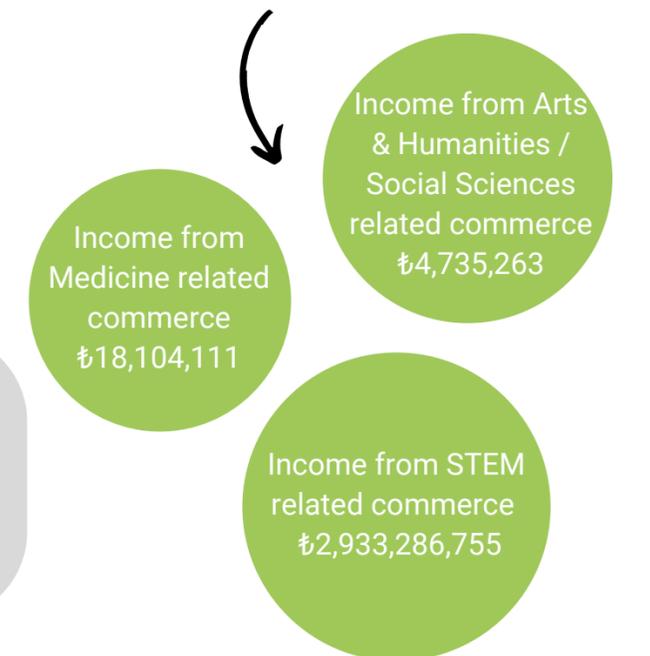
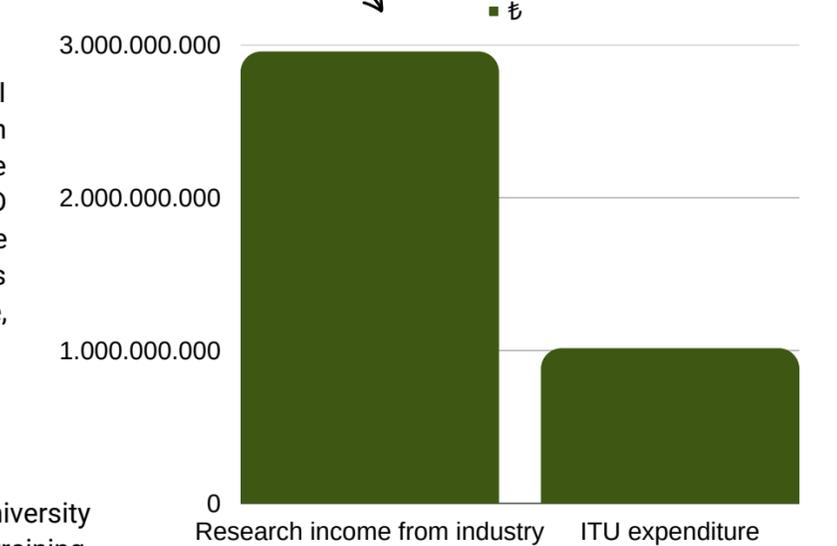
Sustainability Program

ITU Çekirdek and Istanbul Chamber of Industry have expanded the scope of their long-standing cooperation to provide services for a sustainable world. On the ITU Çekirdek Sustainability Program, ITU ARI Teknokent and Istanbul Chamber of Industry invite startups that develop digital technologies in the industry for a "Sustainable World".

Economic Impact

ITU spin-offs exploit the intellectual property that has originated in the university. There is technology and knowledge transfer with 170 spin-offs.

ITU research income and ITU expenditure is displayed in the graph below.



SOCIAL IMPACT

Zero Hunger

ITU is Providing affordable food choices three times a day. Providing free soup (Beeçorba) to students every morning during the week days. Also additional facilities were established in the different locations in the campus with alternative choices. Other than free soup program, lunch cost is 25 cent and dinner is 50 cent in ITU campuses.

All food outlets contain various sustainable food choices. Four kitchens and twenty one cafeteria of different capacities are affiliated at all the Istanbul Technical University Campuses in dining halls affiliated to the Catering Branch Directorate. Those facilities can be used as a main alternative in vegan and catering meals within the scope of the main course. In Dining Halls Affiliated to the Catering Branch Directorate, vegetarian main dishes include wheat, bulgur, flour, etc. from their recipes. By removing raw materials, it will be suitable for use or sensitive abrasion with gluten sensitivity. It benefits from Vegan/Vegetarian options at the same price as other options. Alternative options are available in different cafeterias.

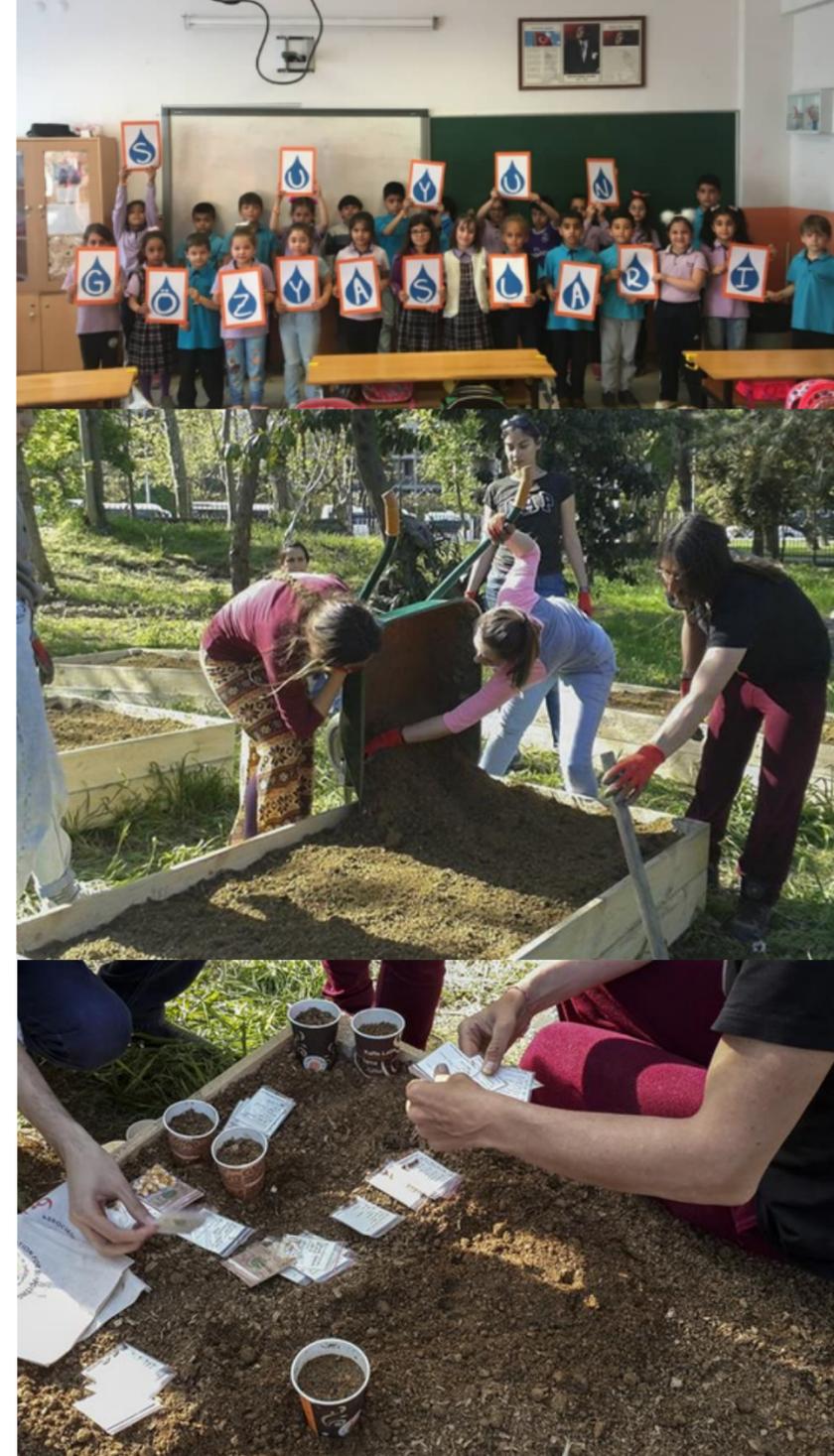
Daily calorie values are calculated and announced on ITU Portal, ITU SKS website and ITU mobile application for Dining Halls Affiliated to the Catering Branch Directorate.



ITU Lunch Scholarship (free of charge lunch) was provided for 2534 student in 2021. The university is asking the alumni and current members if they can donate for lunch scholarship and 550,000 TL scholarship collected. Also, 608.753 TL for lunchscholarship and 240.730 TL for accommodation scholarship have been collected.

OUTREACH - Student Actions

- A social responsibility project called Tears of Water "Suyun Gözyaşları in Turkish" is carried out by ITU Environmental Engineering Club since 2008. The Project aims to give free seminars and workshops to elementary school students in order to increase the conscious in water use.
- The Environmental Engineering Students Club of ITU organizes an event called "Sustainable Ecosystem Days" every year since 2009. It is an organization that brought together environmental and ecosystem representatives, academicians, and students from the public and private sectors for 2 days when several seminars regarding ecosystems were conducted within the organization.
- ITU collaborated with Buğday Association under the Nature-friendly Urban Gardens – Seeds to the Campuss Project where volunteers took courses regarding sustainable agriculture. Volunteers also planted heirloom seeds on the ITU Taşkışla campus. No pesticides or any kind of chemicals were used in the process that would harm the ecosystem.
- The student of ITU take active roles for sustainability of the university. Environmental Engineers' Club and ITU EELISA Student Club are some of the clubs focusing on SDGs.



İTÜ Çevre
Mühendisliği Kulübü



OUTREACH - Projects and Events

Food

- Safe and Sustainable Food Commission of ITU has established a special event on World Food Day, which is open to public and free so that interested local farmers and producers can participate.
- Members of Food Engineering Department has worked in two collaborative research projects with Republic of Türkiye Ministry of Agriculture and Forestry General Directorate of Agricultural Research and Policies – Fruit Research Institute. Project topics include determination of quality criteria of agricultural products and supply chain-oriented determination of Breeding Goals



Students' presentation on the World Food Day Event



Studies on Arctic, Antarctic, Ocean and Marine Sciences



Electric Vehicle Summit by ITU Electrical Engineering Club

- 4 Mucilage-related projects of ITU were granted support by TÜBİTAK Research Funding Program Directorate (ARDEB). "Su Kaynaklarında İklim Değişikliğine Uyum Projesi (in Turkish)" supported by the republic of Türkiye ministry of agriculture and forestry general directorate of water management. The project covers 30 metropolitan municipalities in Türkiye.
- DIGIWATER - Digitalisation of water industry by innovative graduate water education is precious that brings together six universities, six small and medium-sized enterprises (SMEs) and a European umbrella organization for water, consolidating the lessons learned from decades-long experience in the field. Moreover, a workshop on the Current Situation and Future of Water Resources in the Framework of Climate Change was held.
- ITU as a body supports "Marine Pollution Detection for the Northern Region of the Bosphorus Project" initiated by IC İçtaş İnşaat. The remote monitoring system used in the project, which contributes to the protection of the marine environment, coastline, and human health and was implemented with the scientific support of Istanbul Technical University Turkish Straits Maritime Application and Research Center, was installed on a bridge for the first time in Türkiye and the world.



DIGIWATER
Co-funded by the European Union through ERASMUS+ Knowledge Alliance program (2021-2023)



ITU Pond



Water

- There are several projects on conservation of water on and off campus. These projects are conducted by different research groups with only one goal. Conscious water usage and Water Conservation in different areas such as; studies on Arctic, Antarctic, Ocean and Marine Sciences, sustainable building projects and other educational projects.
- ITU National Research Center on Membrane Technologies (MEM-TEK) has conducted a long-term project with the collaboration of the Istanbul Water and Sewerage Administration and studied advanced water treatment by applying membrane technologies.
- ITU has a water pond, called as Gölet, that is used as a source to rain water. Extracted water from Gölet is used as irrigation water in campus.

Energy

- In line with the incentives made by Istanbul Technical University in the field of 100% renewable energy, our university hosted events such as the electric vehicles summit, smart grids event, nuclear energy and future seminar, nuclear reactor technical tour and national nuclear research university workshops. "SPEED AND ENERGY OPTIMIZATION OF SOLAR ELECTRIC CAR PROJECT": Within the scope of the project, it is aimed to prepare the infrastructure and determine the method for a program that will enable a solar car to reach the desired point in the fastest way by making optimum use of the amount of energy available during both the track race and the long road.
- The international conference on "Nuclear Technology, Radiation Safety, and Advanced Technological Researches" (ICNRA2021) was held via online on December 10-11, 2021. The conference was completed successfully with more than 55 paper presentations from Africa, America, Asia, Europe, and Far East Asia with their invaluable contributions, and more than 123 participants from all over the world. A cooperation protocol was signed between Istanbul Technical University (ITU) and Turkish Exporters Assembly (TİM) to contribute to Türkiye's "National Space Program" goal. With the protocol, within ITU Space Systems Design and Test Laboratory, the "R&D Project of Multifunction Solar Panel in Nano, Micro, Cube Satellites" will be implemented with the coordination of InovaTİM. With the project, multifunctional, domestic solar panels will be developed for Nano and Micro Satellites, which are quite widespread in the world and cost very low.
- Zero Waste Certificates of all campuses of Istanbul Technical University were presented. HASAT (HASAT) - Energy Efficiency Project in General Lighting Business Package, ITU Energy Institute - National Nuclear Research University Workshops, Development of Technological Infrastructure of Turkish Electricity Transmission Networks Project was carried out.

OUTREACH - Projects and Events

Health

Adhoc - As part of an ongoing programme Our university has several local and international projects in to improve or promote health and well-being. Two examples are below: RoboRehab is Assistive Audiology Rehabilitation Robot, TUBITAK 1001 project. A humanoid robot Pepper enhanced with emotion/attention/stress recognition based on physiological data, and facial data, and gamification of conventional auditory tests are used. EMBOA ERASMUS+ project entitled "Affective loop in Socially Assistive Robotics as an intervention tool for children with autism" is a research and educational project that aims at enhancement of social robot intervention in children with autism with affective computing technologies. The project is implemented in years 2019-2022 under EU Erasmus Plus Strategic Partnership for Higher Education Programme.



Ecosystems

ITU as a body has "Directive on Campus Animals" and "Directive on the Conservation and Sustainable Use of Biodiversity and Ecosystems". These directives include precautions to be taken for animals living in ITU campuses and also the ecosystem and their biodiversity in our campus.



In 2021, ITU as a body conducted and supported different works to promote the conservation of land. In order to maintain the biodiversity on the campus, many experts and academicians in different fields collaborated.

ITU as a body conducts and supports different works to promote the conservation of aquatic ecosystems. In 2021, ITU hosted an event called "Sustainable Environment, Sustainable Technologies", collaborating with Environment Foundation and MSMB. Several presentations about sustainable development and the sustainable environment were made.



"Istanbul Ecosystems Workshop" held by Istanbul Municipality, with four academicians from ITU in four workgroups. Closing meetings of the workshop are streamed online, on the municipality's YouTube channel. Workshop took place between 11.02.2021 - 22.02.2021 and brought together 23 NGOs, 33 academicians, 65 municipal staff, 5 civil servants. In the workshop, ITU academicians recommended the new sustainable policies, the importance of wetland placements (such as ITU Pond), and how they can enrich a region's biodiversity despite increasing urbanization.



ITU as a body provides educational programs on ecology and ecosystems for students and local communities. These educational practices may be conducted by student clubs or other centers by the authority of ITU. Environmental Engineering Students Club organizes an event called "Sustainable Ecosystem Days" every year.

Gender

ITU Women's Studies Center in Science, Engineering and Technology and The Levy Economics Institute of Board College cooperation with ILO, UNDP, UN Women participated The Impact of Public Investment in Social Care Services on Employment, Gender Equality, and Poverty: The Turkish Case in policy making at local, regional, national and/or global level. An evidence on global level was provided. The policy is still valid in 2021.



OUTREACH - Education

- ITU as a body undertakes educational outreach activities such as summer schools, and volunteer education programs to local communities. ITU Continuing Education Center provides education open to the general public on 41 different topics including the Sustainable Development Certificate Program which covers sustainable management of land.
- We offer a wide range of online courses and access to lectures free of charge in ITU AKE (Open Source Education) Youtube Channel and our online Learning Management System called Ninova. All our Master and PhD theses are made completely **available to public free of charge** (www.polen.itu.edu.tr/home). In addition, our graduates have lifelong free access to our libraries and computers. Furthermore, access to these educational resources is provided to students and academicians from other universities by providing daily entrance and yearly guest membership. In 2021, 296 students not studying at our university and academicians from other universities have accessed the resources of our library. Furthermore 325 resources/publications were shared with other libraries through a sharing system, which is free of charge, called ILL (Inter Library Loan).
- In 2021 ITU Continuing Education Center (SEM) has provided a total of 170 community educational events within 39 public programs on professional development, art and foreign language education that are open to general public. A total of 5732 people not affiliated with our university have attended these lectures and events. The number of programmed professional development events and their participants increased considerably, by means of our widespread online learning education approach. Our University organized ITU Graduates Talks about various topics, such as "New Trends in textiles", "Future of Marketing", "People Inspired from the Skies", "Sustainable Cities and Ecology" and many other that are open to the public via our Youtube Channel.
- İTÜNova Technology Transfer Office provides several vocational trainings.

ITU Continuing Educational Center (SEM) declares in that in all its activities, it prioritizes equity among participants. Furthermore, SEM states in its personal data policy that the personal data collected for the applications are limited to, "Name Surname, TR Identity Number, Telephone Number, Date of Birth, Address, Email Address, Occupation, Institution, Last Graduated/Will Be Graduated, Last Graduated/Will Be Graduated Department" and these data will be collected via a Registration Form, as also indicated in the ITU SEM directive as the main application method. No data on the ethnicity, gender or religion are collected from the applicants, ensuring the evaluation process of the applications are regardless of these.

UZMANLIK SERTİFİKA PROGRAMI
Program içeriği

Sürdürülebilir Kalkınma Amaçları Uzmanlık Eğitim programı, 17 temel hedef ve alt hedeflerini konu alan 6 modül üzerinden 72 saatlik eğitim ve eğitim sonrasında yapılacak test sınavından oluşmaktadır. Eğitim 6 ana başlıkta planlanmıştır.

- 1) Sürdürülebilir Kentler ve Topluluklar ve Kentsel Fırsatlar
- 2) Sosyal Sürdürülebilirlik, Sürdürülebilir Ekonomik Büyüme
- 3) İklim Eylemi, Yeşil Mutabakat ve Afetlere Dirençlilik
- 4) Enerji ve Su Verimliliği
- 5) Üretken Ekonomiler
- 6) İnovasyon ve Teknoloji, Katılımcı Yönetim

AMAÇLARI

Our dissertations
were accessed
889367 times in
2021.



- Certificate programs offered at İTÜSEM are designed to support basic education for everyone. In 2021, 35 certificate programs, 125 events were held and 3780 people participated. Also 7 different certificate courses were conducted to companies.
- ITU SEED Accelerator Program, celebrates its 10th anniversary and is ranked in the top five, among university incubation centers by UBI Global. In order to inspire technology entrepreneurs at different stages and contribute to their success in the global market ITU SEED offers all the support an entrepreneur needs in his journey, such as training, consultancy, mentoring, networking, corporate business partners, press & PR support and investment.
- There is a start-up incubation center called "İTÜ Çekirdek" that supports start-up projects within ITU. It carries out initiatives that promote and support the low carbon economy/technology, sponsored by Istanbul Technical University.
- Our university provides financial assistance to the local community assisting the start-up of sustainable businesses. The start-ups admitted to ITU ÇEKİRDEK can use the 800 m2 open office located in ARI 3 building in Maslak free of charge as a work office. With Express, which is positioned as a faster pre-incubation period, in addition to the İTÜ Çekirdek pre-incubation opportunities; entrepreneurs can meet ITU Çekirdek stakeholder institutions and organizations faster, meet with investors earlier and give less share options for pre- incubation services.
- Our university provides several mentorship programmes and training workshops. ITU Çekirdek Incubation Center; is the right place for all entrepreneurs and startups who not only have technological and cutting-edge products or business ideas. İTÜNOVA TTO and ITU ARI, which conduct its activities by combining their powers for national development, have combined their powers again within the scope of BİGG İTÜ ÇEKİRDEK programme.
- BMI RENEWABLE ENERGY TECHNOLOGIES CERTIFICATE PROGRAM" is aimed to eliminate the lack of knowledge of those who want to work in the energy sector and the technical staff working in the sector, to have information about new regulations and current practices on renewable energy technologies with the contribution of ITU Energy Institute.
- ITU has signed protocols with the Turkish Ministry of Education (MEB). ITU academicians participated in the education at the Vocational and technical High School named ITU MTAL Highschool and ITU Music Middle School. ITU Academicians took part both in the administrative and teaching tasks (12 ITU academicians conducted the Technology courses through the term) in these schools (Programmed). In 2021, a total of 240 students of the high school are given educations by the ITU Academicians.

ART & CULTURE

- As an institution, our university provides public access to buildings, monuments or natural heritage landscapes of cultural significance. our library and its resources are completely accessible to our graduates, with lifelong free access. Moreover, access to these educational resources is provided to researchers from other institutions by providing daily and yearly guest entrance. ITU offers a wide range of online courses and access to lectures free of charge. All these can be visited by anyone upon appointment via the "ITU Campus Visit Form".

ITU spent
₺21,897,682
for arts and
heritage



- The Istanbul Technical University Turkish Music State Conservatory is running an art and science activity program under the title BİSED (Bilimsel ve Sanatsal Etkinlikleri Destekleme) for over ten years. These activities are open to the public and are organized in the 120-seat BİSED Hall in Maçka very close to the cultural center of Istanbul. Due to the covid-19 pandemic, some events ran online. ITU TMDK has a structure where science and art meet under the same roof with its seven undergraduate programs, and the protection and transfer of cultural heritage is one of the primary objectives of the institution. The Istanbul Technical University Turkish Music State Conservatory is running an art and science activity program under the title BİSED (Bilimsel ve Sanatsal Etkinlikleri Destekleme) for over ten years. These activities are open to the public and are organized in the 120-seat BİSED Hall in Maçka very close to the cultural center of Istanbul. Due to the covid-19 pandemic, some events ran online. With publications such as TMDK Evenings, it has become events where old and new teachers meet under the roof of ITU and make a note of history with our artist graduates. These broadcasts are kept open to everyone on the TMDK Youtube channel, which has approximately 3 thousand subscribers. ITU TMDK has a structure where science and art meet under the same roof with its seven undergraduate programs, and the protection and transfer of cultural heritage is one of the primary objectives of the institution. In addition, ITU TMSC leads education at secondary and high school levels with academic opportunities.

- ITU Geological Engineering Faculty building hosts the "Ihsan Ketin Natural History Museum". The museum includes the "Darwin 200" exhibition and collections of many fossil species. The museum can be visited by anyone upon appointment as indicated on the Museum Webpage. In ITU Taşkişla Campus (Architecture Faculty), works of art and artifacts are exhibited annually at the beginning of the semester. Due to the covid-19 pandemic, the exhibitions were organized online in 2021.
- In the Gümüşsuyu Campus (Faculty of Mechanical Engineering), whose roots date back to 1773, the collection reflecting the history of technology used in the faculty is exhibited in the corridors.
- Taşkişla Campus became one of the locations where the Istanbul Biennial 2022 was held. Also, the online events has been held publicly such as the different seminar series in the Faculty of Architecture.

Three campuses, which are Gümüşsuyu, Maçka, and Taşkişla, are the ottoman era heritage and have their unique architectural styles and atmospheres because of their former usage.

The Gümüşsuyu campus was the Ottoman military barrack building, Maçka was the Ottoman Empire Era police station building, and Taşkişla was the Ottoman Empire Era Military Medicine building. Taşkişla is currently an architecture faculty. Due to this feature, the Taşkişla campus hosts many exhibitions, seminars, and other events for many people, enabling the improvement of the interaction between academia and the public.



ITU Geological Engineering Faculty building hosts the "Ihsan Ketin Natural History Museum".



ITU Taşkişla Campus



ITU Gümüşsuyu Campus

EQUITY & ACCESSIBILITY

The sectors and value chain in which ITU operates, its establishment activities, products and services, the markets it is involved in and other relevant business relations are described in the Directive on the Conservation and Sustainable Use of Biodiversity and Ecosystem.

Low-Income Students

ITU follows the National University Entrance Exam. Therefore, Our University can just decide about the minimum points for new students submissions. However, Our university provides lots of scholarship for students who cannot afford their studies during their entire university lives; such as scholarships, food, housing, transportation, legal services. Our university provides Achievement Scholarship, Athlete Scholarship, Food Scholarship (free of charge lunch) and Necessity Scholarship Also students receive computers donated from the graduates association. Free education and grants programs are also offered to support poor students from low- or lower-middle-income countries.

ITU provides various scholarships for students who cannot afford their studies during their entire university life.

There are scholarships for students who are successful in the University Entrance Exam and cannot afford their studies. Our university provides Achievement Scholarship, Athlete Scholarship, Food Scholarship (free of charge lunch) and Necessity Scholarship. Also students receive computers donated from the graduates association.

ITU also supports the bottom %20 of household income groups.

In 2021;

While the total number of students at the university is 18,993, the number of low income students receiving financial aid is 8,619.

8251 students started a degree 3139 of them are female

1734 students from developing countries

6633 are first generations to start a degree 2523 are female

8030 students had work placements for more than a month

Achievement Scholarship
Athlete Scholarship
Food free of charge
Necessity Scholarship



Equality

As an institution, our university has a publicly posted admissions policy that is non-discriminatory or details and explains the rationale for appropriate affirmative action policies in admissions. Applications and admissions are measured/tracked from underrepresented (and potentially underrepresented) groups, including ethnic minorities, low-income students, non-traditional students, women, LGBT students, students with disabilities, and newly settled refugee students, and takes planned steps to recruit students/staff/faculty members. There is a diversity and equality committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs and training on diversity, equality, inclusion and human rights on campus. Mentoring/counseling/peer support programs, accessible facilities for the disabled, support services and access plans are offered.

Shared Facilities

Our university provides shared sports facilities with the local municipality, local people from the surrounding, local community and with local schools. In 2021, the sport activities including Capoeira, pilates, yoga and zumba courses, swimming pool and gives lessons to children and for adults, sport school of basketball and futbol continued.



Affordable Food With Options

All food outlets contain various sustainable food choices. Four kitchens and twenty one cafeteria of different capacities are affiliated at all the Istanbul Technical University Campuses in dining halls affiliated to the Catering Branch Directorate. In Dining Halls Affiliated to the Catering Branch Directorate, vegetarian main dishes include wheat, bulgur, flour, etc. from their recipes by removing raw materials, it will be suitable for use or sensitive abrasion with gluten sensitivity. It benefits from Vegan/Vegetarian options at the same price as other options. Alternative options are available in different cafeterias. Affordable meal options are provided three times a day. Free soup (Beeçorba) is available to students every morning during the week. In addition, all information is announced on the ITU Portal, ITU SKS website and ITU mobile application.



Health Support

ITU has a free of charge Mental health support unity, called İTÜ Psychological Counseling and Guidance Center. It provides the following services: Individual Psychological Counseling service, Group Counseling service, Orientation Service which is are peatable application during the academic year, Consultation Services to families so that the student can develop his / her unique talents in social, emotional and intellectual aspects according to their interests and needs, Coordination services in coordination with faculty, administration and our students.

Our Universtiy's Psychological Counseling Center provides services for sexual and reproductive health-care. Moreover, our Health Service branch provides several reproductive care services.



ENVIRONMENTAL IMPACT

Supporting Biodiversity

ITU as a body has **Directive on the Conservation and Sustainable Use of Biodiversity and Ecosystems** which aims to support the protection, improvement and sustainable use of natural and artificial ecosystems in ITU campuses, prevent the loss of biodiversity hosted by ITU campuses, stop and reverse the land degradation in ITU campuses, sustainable management and protection from pollution of marine and coastal ecosystems that are associated with ITU campuses.

There are different bird species such as parrots, hawks and magpies on campus. Reptiles, squirrels, hedgehogs, cats and dogs are other types of animals that live on campus, cabins have been created where they can meet their eating and drinking needs. All dogs and cats have been vaccinated and a veterinarian has been appointed to control their health.

It has been observed that the sparrows are moving away from the forests with the increasing number of animal species such as crow and magpie in the Ayazağa Campus. Bird nests were placed throughout the campus so that the sparrows could return to the forest and, with the bird nests, the sparrow population increased.

The interior and surroundings of the pond were rehabilitated in 2016 are still protected in 2021. With the new spillway operation, if the water rises in the pond, the water can overflow and flow down the open channel in a controlled manner and go to the collector without damaging the body. Especially taking into account the periods when the rain is low or the times when there is a drought problem, the artificial pond fed with rain water has been made ready for all conditions. By taking advantage of the topography, minimum energy consumption has been achieved in transferring water to irrigation systems.

Directive on the Conservation and Sustainable Use of Biodiversity and Ecosystems states: "priority is given to identifying, monitoring and protecting the species in the national conservation lists and the 'Red List of Species in Danger of Extinction' prepared by the International Union for Conservation of NaturalLife and Natural Resources". "Action plans are created to identify invasive species that may endanger biological diversity within the university's responsibilities and jurisdictions, to prevent the spread of these species and to reduce their effects".

Reducing Water Use

ITU as a body has a Strategic Plan, which implies treating water in place to use with different purposes under the perspective of climate change. Grey water treatment systems are set into the buildings to treat grey water.

To regulate the principles regarding the sustainable management of water used for other activities in ITU campuses, including alternative water sources such as rain water and grey water, and the removal of wastewater in a way that does not pose a risk to human and environmental health on 08.11.2021 ITU **Water Management Directive** was published. The Water Management Directive ensures the protection of water resources on the campus and prevents polluted water from entering the water system. In this way, water systems are not affected by any kind of failure. All infrastructures about stormwater and wastewater are separated from each other. The whole generated wastewater is collected from the buildings and conveyed out of the campus. The collected wastewater is received by Baltalimanı Wastewater Treatment Plant which is operated by Istanbul Water and Sewerage Administration.



The use of water is affected by the campus population which varies in ITU due to its public facilities. Along with students and employees, many local people enter the university campuses throughout the day. Therefore, the amount of water and energy use is greatly affected by the visitors' activities. There are two resources which are the main supply from the city network and the artificial pond located in ITU. Their amount of water reuse are 477.864 and 77.000 m³/year, respectively.

Free drinking water service is provided in the cafeteria and dormitories. With the standards, Tap Water is available to drink directly.

Sustainable Landscaping

ITU as a body prefers landscaping applications with plant species, which consume less water and are suitable for the local climate. Due to the high demand for water, grass areas are created in certain areas. In most areas, the land is leveled and the area becomes a meadow by itself without planting. Since the leaves that fall in the forests of ITU Maslak Campus are needed, they do not allow the development of grass value on the ground. These needle leaves on the forest floor are collected with the bottom cleaning.

Local plants are preferred in the landscape which does not require precipitation more than that in Istanbul. Landscape practices that do not require intensive gardening works have been put into practice recently. Gardening activities in new sustainable buildings are important examples of this new concept. Secondly, a new garden was established on the campus following permaculture principles. The garden is one of the attempts to strengthen ecological agriculture.

Food Protection

ITU as a body has a **Safe and Sustainable Food Directive** which aims to regulate the principles regarding the safe and sustainable management of food production and sales places and cafeteria services operating in ITU campuses within the responsibility and authority of the ITU Rectorate.

ITU's technical specifications used in the purchase of raw materials and materials required by the ITU Catering Branch Office are prepared by food engineers in accordance with the laws, communiqués, standards and other national and international regulations and are constantly revised. The website of the ITU Catering Branch Office is public and gives information about food safety, sustainability and waste management.

The Food Service System of ITU prefers to use products from local food sources. Additionally, members of Food Engineering Department has worked in two collaborative research projects with Republic of Türkiye Ministry of Agriculture and Forestry General Directorate of Agricultural Research and Policies – Fruit Research Institute. Project topics include determination of quality criteria of agricultural products and supply chain-oriented determination of Breeding Goals.

The Amount of Food Waste in Dining Halls Affiliated to the Catering Branch Directorate is 98004 kg per year. Food waste amount was increased in 2021 because of the increasing campus population after end of the pandemic. Besides, per capita waste production (kg/capita*day) was similar.



Managing Our Waste

ITU has a **directive on Waste Management** which is compatible with National Waste Framework Directive. The directive includes measures to reduce and reuse packaging wastes as well as other waste materials. In ITU Ayazaga Campus, plastic, paper and metals, are collected in blue containers, whereas glass are collected in green-white containers. Used oil is collected in green bins located in 2 different locations. All other waste is collected in grey containers. Waste characterization studies are done in ITU Ayazağa Campus. According to this study, the campus is divided into four basic groups. They are academic buildings, administrative buildings, cafeteria (including dining hall) and residential areas (dormitories and dwelling-house). Laboratories and maintenance buildings are excluded from the study. One building is selected from the each group to determine waste characterization. For one week, the wastes are collected and characterized. Wastes in blue and grey containers are classified for 18 waste component. ITU also conducts seminars to staff and students in order to increase the awareness in waste reduction and recycling.



ITU has complied with the following criteria to obtain the Basic Level Zero Waste Certificate of Ministry of Environment, Urbanisation and Climate Change:

- At least binary collection of recyclable paper, glass, metal, plastic wastes separately from other wastes,
- Placement of storage equipment for glasses, textile/clothing wastes separately in easily accessible places for separate collection of wastes,
- Establishment and start-up of Waste Collection Centers and collection points,
- Informing the public by determining the waste collection program, collecting the wastes within the framework of the program,
- Planning, informing and guiding different wastes such as batteries, vegetable waste oil, electrical and electronic equipment waste, medicine waste, and bulky wastes to be brought to the Waste Collection Center or collected from their place,
- Carrying out the necessary studies for the recovery of biodegradable wastes by collecting them separately (compost, biomethanization),
- Making awareness raising studies for the implementation of the system by recording the data of the zero waste management system,
- Compliance with the provincial Zero Waste Management System Plan.

Energy Use

Developments in energy security, energy efficiency, and carbon management are essential inputs for economic, technological, and social development. Increasing energy efficiency efforts and strengthening the market is an essential priority for countries that want to achieve sustainable development and green agreement goals, especially in energy policy.

ITU as a body has an Energy Management Directive which aims to establish policies for the effective use of energy by increasing energy efficiency in existing and newly planned buildings, conducting energy audits to identify areas where energy waste is high, reducing investments in carbon-intensive energy industries, especially coal and oil, to protect the environment and increase efficiency in the use of energy resources within the responsibility and authority of the ITU Rectorate.

ITU thrives on increasing the number of sustainable buildings in terms of water and energy efficiency. Minimizing water use is one of the main objectives of the new constructions. LEED standards are considered in water efficiency. Two new buildings on the campus had applications to get a LEED certification. Informatics Research Center Building has taken the LEED certification.

ITU develops measures to reduce energy consumption in buildings. ITU provides some of its electricity from renewable energy. There are solar panels on the roof of the Graduate Education Institute and the ITU Abdulkhakim Sancak Mosque on the campus. Renewable energy systems provide almost 40kw/h energy in Istanbul Technical University. Photovoltaic panels were installed on top of the roofs. Energy efficiency is ensured in the interior and exterior electricity, ventilation, heating, and cooling (except lighting) of the mosque. LEED standards are followed during the installations.

Investments to be made within the scope of the "Energy Efficiency in Public Buildings Project (EEPBP)" supported by the The Ministry of Environment and Urbanization and Climate Change will primarily focus on the renovation of central public buildings with high energy consumption and shorter payback periods. ITU was chosen as one of the pilot universities. 5 buildings in Ayazağa campus will be renovated within the scope of this project.

Pre-feasibility studies on "Energy Efficiency in Public Buildings Project" have been carried out for the selected buildings in ITU Ayazağa campus.



Climate Action Plan

ITU has a **Climate Action Plan** and Strategic Plan which cover the energy consumption of each campus unit.

The plan analyzes the transportation, energy, water, waste diversion and education situation of ITU and discusses how improvements can be made in the future.

Carbon Neutral University

Türkiye has committed to reduce its emission increase by 21% until 2030. Another important goal of Türkiye in the fight against climate change is to achieve "net zero carbon emissions" by 2053. ITU is a pioneer university in complying with national plans from past to present. The 2021-2026 Climate Action Plan will also be updated according to Türkiye's 2053 net zero carbon emissions. ITU has agreed to be Carbon Neutral by 2048.

Total energy used: 157,866GJ
University floor space: 218,185m²

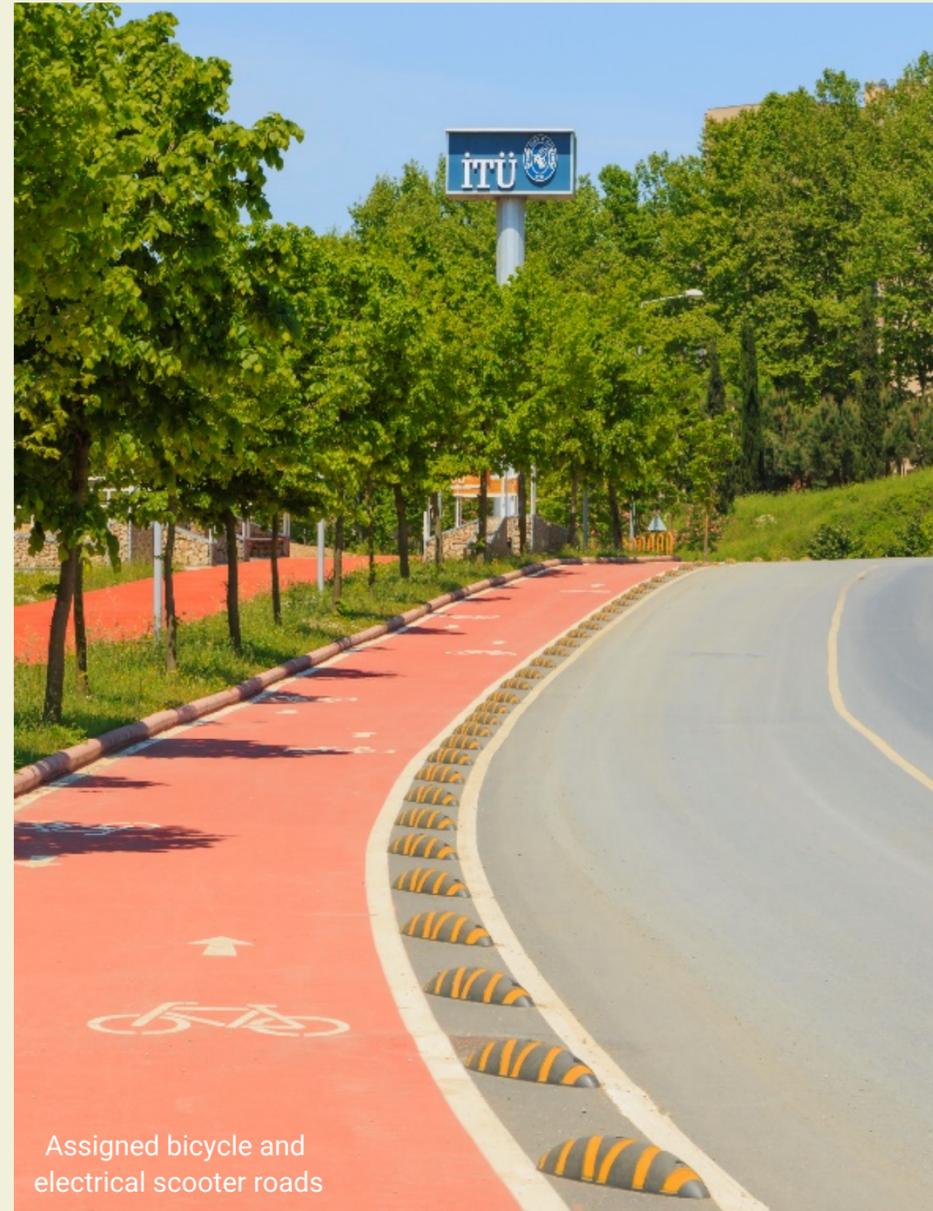
Smoke-Free Campus Improving Sustainable Transportation

ITU **Smoke-free Airspace Directive** was published on 16.09.2021 in order to take precautions and protect our university's staff, students, guests and other stakeholders from the harms of tobacco products and to make arrangements to ensure that fresh air can be breathed on our campuses.

Our university declared a Climate Action Plan, including a Sustainable Commuting Section, where the data on the existing state of the campus and the targets are presented. Finalized R&D project titled 'Environment Friendly Optimization of Transportation Networks: Analysis Over Small Sized RealNetwork' considering the Ayazağa Campus as the real case network.

Our university provides and extends specifically assigned bicycle and electrical scooter roads throughout the campus. These are colored in red and motorized vehicle access is prevented with specially designed small barriers that look like bees, which is our university's mascot. Furthermore, ITU turns roads for motorized vehicles on the campus into pedestrian zones to provide more sustainable commuting inside the campus. Examples are Festival road, Ağaçlı road, and Konukevi road. A total of 61 shuttle buses are provided to staff and faculty members so that personal vehicle usage is decreased for a more sustainable commute. Rental electrical scooters are provided almost anywhere on the Ayazağa campus and can be charged at four locations. Rental bicycles are located at 8 locations. The ITU Ayazağa campus comprises three electric car charging stations with one rental electrical car located at each.

ITU campus traffic policy states clearly that pedestrians have priority over all other vehicles including bikes. To indicate this, crosswalks are placed at 32 different locations on Ayazağa Campus. The most pedestrian-intense spot of the campus, the main entrance is furtherly emphasized with the patterned tiles, as an extra caution for motorized vehicles. Some regions of the campus that were previously open to motorized transport, are transformed into pedestrian- only or pedestrian+bike-only access



Assigned bicycle and electrical scooter roads

Utilising Brown Fields

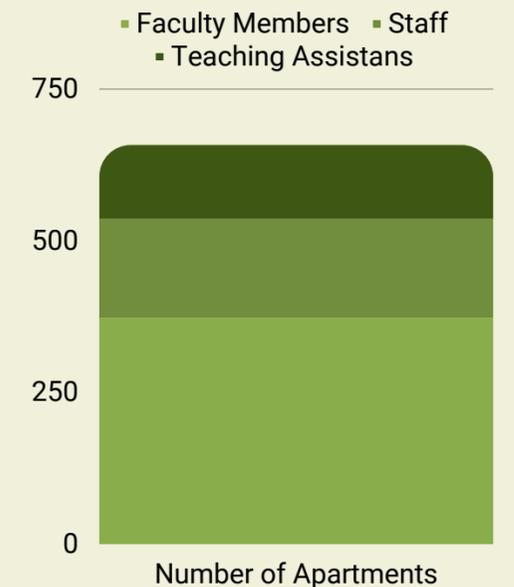
Our university focuses on utilizing brownfield sites by primarily building new buildings on them whenever necessary and possible.

Ari-7 Teknokent, Simitevi and Bisikletevi buildings in our Ayazaga campus were built on construction waste sites. The construction sites comprise the waste of İşbank towers and İstinye Park mall.

Affordable Housing

ITU Faculty of Architecture have been collaborating with local authorities to address planning/development issues.

Affordable housing is provided to employees for a cost of 0.6 \$ per square meter. ITU offers apartments ranging from 15-121 m2, hence rents are ranging between 9-73 US dollars per months based on the apartment size. There is a 5 years upper limit for the apartments renting so that every employee can benefit from it. Currently we have 657 number of apartments inside the Ayazağa campus.



Affordable long-term housing is provided to a total of 5300 students.

2500 people stay at the Guest House.

23.9 million TL scholarship is provided to 6805 Students.

TABLES

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|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------|
| 1.1 | Research on poverty | | | Fully | 16 |
| 1.2 | Proportion of students receiving financial aid to attend university because of poverty | | | Fully | 22 |
| 1.2.1 | Students receiving financial aid | GRI 203: Indirect Economic Impacts 2016 | 203-2 Significant indirect economic impacts | Fully | 22 |
| | Number of students | | | Fully | 22 |
| | Number of low income students receiving financial aid | | | Fully | 22 |
| 1.3 | University anti-poverty programmes | | | Fully | 22 |
| 1.3.1 | Bottom financial quintile admission target Targets to admit students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country. | GRI 203: Indirect Economic Impacts 2016 | 203-2 Significant indirect economic impacts | Fully | 22 |
| | Bottom financial quintile student success Graduation/completion targets for students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country. | | | Fully | 22 |
| 1.3.2 | Low-income student support Provide support (e.g. food, housing, transportation, legal services) for students from low income families to enable them to complete university. | | | Fully | 22 |
| 1.3.3 | Bottom financial quintile student support Programmes or initiatives to assist students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country to successfully complete their studies. | | | Fully | 22 |
| | Low or lower-middle income countries student support Schemes to support poor students from low or lower-middle income countries (e.g. offering free education, grants). | | | Fully | 22 |
| 1.3.4 | Community anti-poverty programmes | | | Fully | 20-22 |
| 1.4.1 | Local start-up assistance Provide assistance in the local community supporting the start-up of financially and socially sustainable businesses through relevant education or resources (e.g. mentorship programmes, training workshops, access to university facilities). | GRI 2: General Disclosures 2021 GRI 413: Local Communities 2016 | 2-6 Activities, value chain and other business relationships 413-1 Operations with local community engagement, impact assessments, and development programs) | Fully | 20-22 |
| | Local start-up financial assistance Provide financial assistance to the local community supporting the start-up of financially and socially sustainable businesses. | | | Fully | 20-22 |
| 1.4.2 | Programmes for services access Organise training or programmes to improve access to basic services for all. | | | Fully | 20-22 |
| 1.4.3 | Policy addressing poverty Participate in policy making at local, regional, national and/or global level to implement programmes and policies to end poverty in all its dimensions. | GRI 102 General Disclosures GRI 415: Public Policy 2016 | 2-6 Activities, value chain and other business relationships 415-1 Political contributions | Fully | 20-22 |

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|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|
| 2.1 | Research on hunger | | | Fully | 16 |
| 2.2 | Campus food waste | | | Fully | 23 |
| 2.2.1 | Campus food waste tracking Measure the amount of food waste generated from food served within the university. | GRI 306: Waste 2020 | 306-4 Waste diverted from disposal (306-4-a) 306-3 Waste generated 306-4 Waste diverted from disposal (306-4-a) 306-5 Waste directed to disposal | Fully | 23 |
| | Campus food waste Total food waste Number of campus population | | | Fully | 23 |
| 2.2.2 | Student hunger | | | Fully | 17 |
| 2.3.1 | Student food insecurity and hunger Have a programme in place on student food insecurity. | | | Fully | 17 |
| 2.3.2 | Students and staff hunger interventions Provide interventions to target hunger among students and staff (e.g. including supply and access to food banks/pantries). | | | Fully | 17 |
| 2.3.3 | Sustainable food choices on campus Provide sustainable food choices for all on campus, including vegetarian and vegan food. | | | Fully | 17 |
| 2.3.4 | Healthy and affordable food choices Provide healthy and affordable food choices for all on campus. | GRI 403: Occupational Health and Safety 2018 | 403-6-b Promotion of worker health | Fully | 17 |
| 2.4 | Proportion of graduates in agriculture and aquaculture including sustainability aspects | | | Fully | 7 |
| 2.4.1 | Proportion of graduates in agriculture and aquaculture | | | Fully | 7 |
| | Number of graduates | | | Fully | 7 |
| | Number of graduates from agriculture and aquaculture courses including sustainability aspects | | | Fully | 7 |
| 2.5 | National hunger | | | Fully | 18 |
| 2.5.1 | Access to food security knowledge Provide access on food security and sustainable agriculture and aquaculture knowledge, skills or technology to local farmers and food producers. | GRI 413: Local Communities 2016 | 413-2-a Operations with significant actual and potential negative impacts on local communities | Fully | 18 |
| 2.5.2 | Events for local farmers and food producers Provide events for local farmers and food producers to connect and transfer knowledge | GRI 413: Local Communities 2016 | 413-1 Operations with local community engagement, impact assessments, and development programs | Fully | 18 |
| | University access to local farmers and food producers Provide access to university facilities (e.g. labs, technology, plant stocks) to local farmers and food producers to improve sustainable farming practices. | | | Fully | 18 |
| 2.5.3 | Sustainable food purchases Prioritise purchase of products from local, sustainable sources. | | | Fully | 9 |

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|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|
| 3.1 | Research on health and well-being | | | Fully | 16 |
| 3.2 | Number graduating in health professions | | | Fully | 7 |
| 3.2.1 | Proportion of graduates in health professions | | | Fully | 7 |
| | Number of graduates | | | Fully | 7 |
| | Number of graduates in health professions | | | Fully | 7 |
| 3.3 | Collaborations and health services | | | Fully | 13-14 |
| 3.3.1 | Current collaborations with health institutions Have current collaborations with local, national, or global health institutions to improve health and well-being outcomes. | GRI 403: Occupational Health and Safety 2018 | 403-6-a Promotion of worker health | Fully | 13-14 |
| 3.3.2 | Health outreach programmes Deliver outreach programmes and projects in the local community (which can include student volunteering programmes) to improve or promote health and well-being including hygiene, nutrition, family planning, sports, exercise, aging well, and other health and well-being related topics. | GRI 413: Local Communities 2016 | 413-1 Operations with local community engagement, impact assessments, and development programs | Fully | 13-14-19 |
| 3.3.3 | Shared sports facilities Share sports facilities with the local community, for instance with local schools or with the general public. | GRI 403: Occupational Health and Safety 2018 | 403-6-b Promotion of worker health | Fully | 22 |
| 3.3.4 | Sexual and reproductive health care services for students Provide students access to sexual and reproductive health-care services including information and education services. | GRI 403: Occupational Health and Safety 2018 | 403-6-b Promotion of worker health | Fully | 22 |
| 3.3.5 | Mental health support Provide students and staff with access to mental health support. | GRI 403: Occupational Health and Safety 2018 | 403-6-b Promotion of worker health | Fully | 22 |
| 3.3.6 | Smoke-free policy Have a 'smoke-free' policy. | GRI 403: Occupational Health and Safety 2018 | 403-6-b Promotion of worker health (strengthening the prevention and treatment of substance abuse, including narcotic drug abuse and harmful consumption of alcohol) | Fully | 25 |
| 4.1 | Research on early years and lifelong learning education | | | Fully | 16 |
| 4.2 | Proportion of graduates with teaching qualification | | | Fully | 7 |
| 4.2.1 | Proportion of graduates with relevant qualification for teaching | | | Fully | 7 |
| | Number of graduates | | | Fully | 7 |
| | Number of graduates who gained a qualification that entitled them to teach at primary school level | | | Fully | 7 |

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| 4.3 | Lifelong learning measures | | | Fully | 20 |
| 4.3.1 | Public resources (lifelong learning) Provide access to educational resources for those not studying at the university – e.g. computers, library, online courses, and access to lectures. | GRI 413: Local Communities 2016 | 413-1 Operations with local community engagement, impact assessments, and development programs | Fully | 20 |
| 4.3.2 | Public events (lifelong learning) Host events at university that are open to the general public: public lectures, community educational events. | GRI 413: Local Communities 2016 | 413-1 Operations with local community engagement, impact assessments, and development programs | Fully | 20 |
| 4.3.3 | Vocational training events (lifelong learning) Host events at university that are open to the general public: executive education programmes (this refers to short courses for people who are not attending the university; this specifically excludes courses like MBA) and/or vocational training. | GRI 404: Training and Education 2016 | Average hours of training that the organization's employees have undertaken during the reporting period | Fully | 20 |
| 4.3.4 | Education outreach activities beyond campus Undertake educational outreach activities (e.g. tailored lectures or demonstrations) beyond campus – in local schools, in the community. This can include voluntary student-run schemes. | GRI 413: Local Communities 2016 | 413-1 Operations with local community engagement, impact assessments, and development programs | Fully | 20 |
| 4.3.5 | Lifelong learning access policy A policy that ensures that access to these activities is accessible to all, regardless of ethnicity, religion, disability immigration status or gender. | GRI 2: General Disclosures 2021 GRI 418: Customer Privacy 2016 | 2-23 Policy commitments 418-1 | Fully | 20 |
| 4.4 | Proportion of first-generation students | | | Fully | 20 |
| 4.4.1 | Proportion of graduates with relevant qualification for teaching | | | Fully | 20 |
| | Number of students starting a degree | | | Fully | 20 |
| | Number of first-generation students starting a degree | | | Fully | 20 |
| 5.1 | Research on gender equality | | | Fully | 16 |
| 5.2 | Proportion of graduates with teaching qualification | | | Fully | 22 |
| 5.2.1 | Proportion of women first-generation | | | Fully | 22 |
| | Number of women starting a degree | | | Fully | 22 |
| | Number of first-generation women starting a degree | | | Fully | 22 |
| 5.3 | Student access measures | | | Fully | 10 |
| 5.3.1 | Tracking access measures Systematically measure and track women's application rate, acceptance or entry rate, and study completion rate at the university. | | | Fully | 10 |
| 5.3.2 | Policy for women applications and entry Have a policy (e.g. an Access and Participation plan) addressing women's applications, acceptance, entry, and participation at the university. | | | Fully | 10 |
| 5.3.3 | Women's access schemes Provide women's access schemes, including mentoring, scholarships, or other provision | | | Fully | 10 |

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| 5.3.4 | Women's application in underrepresented subjects Encourage applications by women in subjects where they are underrepresented. Through university outreach or through collaboration with other universities, community groups, government or NGOs in regional or national campaigns. | | | Fully | 10 |
| 5.4 | Proportion of senior female academics | | | Fully | 9 |
| 5.4.1 | Proportion of senior female academics | GRI 401: Employment 2016 GRI 405: Diversity and Equal Opportunity 2016 | 401-1 405-1 | Fully | 9 |
| | Number of senior academic staff | | | Fully | 9 |
| | Number of female senior academic staff | | | Fully | 9 |
| 5.5 | Proportion of women receiving degrees | | | Fully | 7 |
| 5.5.1 | Proportion of female degrees awarded | GRI 202: Market Presence 2016 | 202-1 | Fully | 7 |
| | Number of graduates: Total | | | Fully | 7 |
| | Number of graduates by subject area (STEM, Medicine, Arts & Humanities / Social Sciences): Total | | | Fully | 7 |
| | Number of graduates: STEM | | | Fully | 7 |
| | Number of graduates: Medicine | | | Fully | 7 |
| | Number of graduates: Arts & Humanities / Social Sciences | | | Fully | 7 |
| | Number of female graduates by subject area (STEM, Medicine, Arts & Humanities / Social Sciences): Total | | | Fully | 7 |
| | Number of female graduates: STEM | | | Fully | 7 |
| | Number of female graduates: Medicine | | | Fully | 7 |
| | Number of female graduates: Arts & Humanities / Social Sciences | | | Fully | 7 |
| | 5.6 | Women's progress measures | | | Fully |
| 5.6.1 | Policy of non-discrimination against women Have a policy of non-discrimination against women | GRI 2: General Disclosures 2021 | Disclosure 2-23 Policy commitments | Fully | 10 |
| 5.6.2 | Non-discrimination policies for transgender Have a policy of non-discrimination for transgender people. | | | Fully | 10 |
| 5.6.3 | Maternity and paternity policies Have maternity and paternity policies that support women's participation. | GRI 401: Employment 2016 | 401-3 | Fully | 10 |
| 5.6.4 | Childcare facilities for students Have accessible childcare facilities for students which allow recent mothers to attend university courses. | | | Fully | 10 |
| 5.6.5 | Childcare facilities for staff and faculty Have childcare facilities for staff and faculty | GRI 401: Employment 2016 | 401-3 | Fully | 10 |
| 5.6.6 | Women's mentoring schemes Have women's mentoring schemes, in which at least 10% of female students participate. | | | Fully | 10 |

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| 5.6.7 | Track women's graduation rate Have measurement or tracking of women's likelihood of graduating compared to men's, and schemes in place to close any gap. | | | Fully | 10 |
| 5.6.8 | Policies protecting those reporting discrimination Have a policy that protects those reporting discrimination from educational or employment disadvantage | GRI 2: General Disclosures 2021 | 2-23 Policy commitments | Fully | 10 |
| 6.1 | Research on water | | | Fully | 16 |
| 6.2 | Water consumption per person | | | Fully | 23 |
| 6.2.1 | Measure the total volume of water used in the university that is taken from mains supply, desalinated, or extracted from rivers, lakes, or aquifers? | GRI 303: Water and Effluents 2018 | 303-1 Interactions with water as a shared resource 303-3 Water withdrawal 303-5 Water consumption | Fully | 23 |
| | Water consumption per person | | 303-3 Water withdrawal 303-5 Water consumption | Fully | 23 |
| | Volume of water used in the university: Inbound (treated/extracted water) Number of campus population | | | Fully | 23 |
| 6.3 | Water usage and care | | | Fully | 23 |
| 6.3.1 | Wastewater treatment A process in place to treat wastewater. | GRI 303: Water and Effluents 2018 | 303-4 Water discharge | Fully | 23 |
| 6.3.2 | Preventing water system pollution Processes to prevent polluted water entering the water system, including pollution caused by accidents and incidents at the university. | | | Fully | 23 |
| 6.3.3 | Free drinking water provided Provide free drinking water for students, staff and visitors (e.g. drinking water fountains). | | 303-1 Interactions with water as a shared resource | Fully | 23 |
| 6.3.4 | Water-conscious building standards Apply building standards to minimise water use | | | Fully | 23 |
| 6.3.5 | Water-conscious planting Plant landscapes to minimise water usage. (e.g. use drought-tolerant plants) | | | Fully | 23 |
| 6.4 | Water reuse | | | Fully | 23 |
| 6.4.1 | Water reuse policy Have a policy to maximise water reuse across the university? | GRI 303: Water and Effluents 2018 | 303-3 Water withdrawal 303-5 Water consumption | Fully | 23 |
| | Water reuse measurement Measure the reuse of water across the university? | | | Fully | 23 |
| 6.5 | Water in the community | | | Fully | 17-18 |
| 6.5.1 | Water management educational opportunities Provide educational opportunities for local communities to learn about good water management | | | Fully | 17-18 |
| 6.5.2 | Promoting conscious water usage Actively promote conscious water usage on campus, and in the wider community | | | Yes | 17-18 |
| 6.5.3 | Off-campus water conservation support Support water conservation off campus | | | Fully | 17-18 |

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| 6.5.4 | Sustainable water extraction on campus Where water is extracted (for example from aquifers, lakes or rivers) utilise sustainable water extraction technologies on associated university grounds on and off campus. | GRI 303: Water and Effluents 2018 | 303-1 Interactions with water as a shared resource 303-3 Water withdrawal | Fully | 17-18 |
| 6.5.5 | Cooperation on water security Cooperate with local, regional, national, or global governments on water security. | GRI 304: Biodiversity 2016 | 304-3-a | Fully | 17-18 |
| 7.1 | Research on clean energy | | | Fully | 16 |
| 7.2 | University measures towards affordable and clean energy | | | Fully | 24 |
| 7.2.1 | Energy-efficient renovation and building Have a policy in place for ensuring all renovations or new builds are following energy efficiency standards | G4 CONSTRUCTION AND REAL ESTATE SECTOR G4-DMA SECTOR SPECIFIC GUIDANCE FOR Disclosure on | | Fully | 24 |
| 7.2.2 | Upgrade buildings to higher energy efficiency Have plans to upgrade existing buildings to higher energy efficiency | G4 CONSTRUCTION AND REAL ESTATE SECTOR G4-DMA SECTOR SPECIFIC GUIDANCE FOR Disclosure on | | Fully | 24 |
| 7.2.3 | Carbon reduction and emission reduction process Have a process for carbon management and reducing carbon dioxide emissions | GRI 305: Emissions 2016 | 305-1 Direct (Scope 1) GHG emissions 305-4 GHG emissions intensity 305-5 Reduction of GHG emissions | Fully | 24 |
| 7.2.4 | Plan to reduce energy consumption Have an energy efficiency plan in place to reduce overall energy consumption | GRI 302: Energy 2016 | 302-4 Reduction of energy consumption | Fully | 24 |
| 7.2.5 | Energy wastage identification Undergo energy reviews to identify areas where energy waste is highest | GRI 302: Energy 2016 | 302-4 Reduction of energy consumption | Fully | 24 |
| 7.2.6 | Divestment policy Have a policy on divesting investments from carbon-intensive energy industries notably coal and oil | | | Fully | 24 |
| 7.3 | Energy use density | | | Fully | 24 |
| 7.3.1 | Energy usage per sqm Total energy used University floor space | GRI 305: Emissions 2016 | 305-1 Direct (Scope 1) GHG emissions | Fully | 24 |
| 7.4 | Energy and the community | | | Fully | 18-20 |
| 7.4.1 | Local community outreach for energy efficiency Provide programmes for local community to learn about importance of energy efficiency and clean energy | | | Fully | 18-20 |
| 7.4.2 | 100% renewable energy pledge Promote a public pledge toward 100% renewable energy beyond the university | G4 Sector Disclosure 2012 G4-EN3 ENERGY CONSUMPTION WITHIN THE ORGANIZATION OG2 TOTAL AMOUNT INVESTED IN RENEWABLE ENERGY | | Fully | 18-20 |
| 7.4.3 | Energy efficiency services for industry Provide direct services to local industry aimed at improving energy efficiency and clean energy (energy efficiency assessments, workshops, research renewable energy options) | G4 CONSTRUCTION AND REAL ESTATE SECTOR G4-DMA SECTOR SPECIFIC GUIDANCE FOR Disclosure on Management Approach | | Fully | 18-20 |

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| 7.4.4 | Policy development for clean energy technology Inform and support governments in clean energy and energy-efficient technology policy development | | | Fully | 18-20 |
| 7.4.5 | Assistance to low-carbon innovation Provide assistance for start-ups that foster and support a low-carbon economy or technology | | | Fully | 18-20 |
| 8.1 | Research on economic growth and employment | | | Fully | 16 |
| 8.2 | Employment practice | | | Fully | 10 |
| 8.2.1 | Employment practice living wage Pay all staff and faculty at least the living wage, defined as the local living wage (if government defines this) or the local financial poverty indicator for a family of four (expressed as an hourly wage) | | | Fully | 10 |
| 8.2.2 | Employment practice unions Recognise unions and labour rights (freedom of association and collective bargaining) for all, including women and international staff | | | Fully | 10 |
| 8.2.3 | Employment policy on discrimination Have a policy on ending discrimination in the workplace (including discrimination based on religion, sexuality, gender, age) | GRI 405: Diversity and Equal Opportunity 2016 | 405-2-a | Fully | 10 |
| 8.2.4 | Employment policy modern slavery Have a policy commitment against forced labour, modern slavery, human trafficking and child labour | GRI 408: Child Labor 2016 GRI 409: Forced or Compulsory Labor 2016 | 408-1 409-1 | Fully | 10 |
| 8.2.5 | Employment practice equivalent rights outsourcing Have a policy on guaranteeing equivalent rights of workers when outsourcing activities to third parties | | | Fully | 10 |
| 8.2.6 | Employment policy pay scale equity Have a policy on pay scale equity including a commitment to measurement and elimination of gender pay gaps | GRI 405: Diversity and Equal Opportunity 2016 | 405-2-a | Fully | 10 |
| 8.2.7 | Tracking pay scale for gender equity Measurement or tracking pay scale gender equity | GRI 405: Diversity and Equal Opportunity 2016 | 405-2-a | Fully | 10 |
| 8.2.8 | Employment practice appeal process Have a process for employees to appeal on employee rights and/or pay | GRI 2: General Disclosures 2021 | 2-20 Process to determine remuneration 2-21 Annual total compensation ratio 2-30 Collective bargaining agreements | Fully | 10 |
| 8.3 | Expenditure per employee | | | Fully | 9 |
| 8.3.1 | Expenditure per employee Number of employees University expenditure | GRI 2: General Disclosures 2021 | GRI 2-19 Remuneration policies | Fully | 9 |
| 8.4 | Proportion of students taking work placements | | | Fully | 22 |
| 8.4.1 | Proportion of students with placements Number of students Number of students with work placements for more than a month | | | Fully | 22 |

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| 8.5 | Proportion of employees on secure contracts | | | Fully | 9 |
| 8.5.1 | Proportion of employees on secure contracts | GRI 2: General Disclosures 2021 | 2-7-b 2-8-a | Fully | 9 |
| | Number of employees | | | Fully | 9 |
| | Number of employees on contracts of over 24 months | | | Fully | 9 |
| 9.1 | Research on industry, innovation and infrastructure | | | Fully | 16 |
| 9.2 | Patents citing university research | | | | |
| 9.3 | University spin offs | | | Fully | 16 |
| 9.3.1 | Number of university spin offs | GRI 203: Indirect Economic Impacts 2016 GRI 201: Economic Performance 2016 | 203-1 Infrastructure investments and services supported 201-4 Financial assistance received from government | Fully | 16 |
| | | | | | |
| 9.4 | Research income from industry and commerce | | | Fully | 16 |
| 9.4.1 | Research income from industry and commerce per academic staff 2016 | GRI 201: Economic Performance 2016 | 201-1 Direct economic value generated and distributed | Fully | 16 |
| | Research income from industry and commerce by subject area: STEM | GRI 203: Indirect Economic Impacts 2016 | 203-2 Significant indirect economic impacts) | Fully | 16 |
| | Research income from industry and commerce by subject area: Medicine | | | Fully | 16 |
| | Research income from industry and commerce by subject area: Arts & Humanities / Social sciences | | | Fully | 16 |
| | Number of academic staff by subject area: STEM | | | Fully | 8 |
| | Number of academic staff by subject area: Medicine | | | Fully | 8 |
| | Number of academic staff by subject area: Arts & Humanities / Social sciences | | | Fully | 8 |
| 10.1 | Research on reduced inequalities | | | Fully | 16 |
| 10.2 | First-generation students | | | Fully | 22 |
| 10.2.1 | Proportion of first-generation students | | | Fully | 22 |
| | Number of students starting a degree | | | Fully | 22 |
| | Number of first-generation students starting a degree | | | Fully | 22 |
| 10.3 | Students from developing countries | | | Fully | 22 |
| 10.3.1 | Proportion of international students from developing countries | | | Fully | 22 |
| | Number of students | | | Fully | 22 |
| | Number of international students from developing countries | | | Fully | 22 |
| 10.4 | Proportion of students with disabilities | | | Fully | 7 |
| 10.4.1 | Proportion of students with disabilities | | | Fully | 7 |
| | Number of students | | | Fully | 7 |
| | Number of students with disability | | | Fully | 7 |

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| 10.5 | Proportion of employees with disabilities | | | Fully | |
| 10.5.1 | Proportion of employees with disabilities | GRI 401: Employment 2016 | 401-1 New employee hires and employee turnover 401-2 Benefits provided to full-time employees that are not provided to temporary or parttime employees 401-3 Parental leave | Fully | 9 |
| | Number of employees | GRI 2: General Disclosures 2021 GRI 404: Training and Education 2016 | 2-7 Employees 2-8 Workers who are not employees 404-1 Average hours of training per year per employee | Fully | 9 |
| | Number of employees with disability | | | Fully | 9 |
| 10.6 | Measures against discrimination | | | Fully | 22 |
| 10.6.1 | Non-discriminatory admissions policy Have an admissions policy which is non-discriminatory or which details and explains the logic for any appropriate positive discrimination policies in admissions | | | Fully | 22 |
| 10.6.2 | Access to university track underrepresented groups applications Measure and track applications and admissions of underrepresented (and potentially underrepresented) groups including ethnic minorities, low income students, non-traditional students, women, LGBT students, and disabled students, and newly settled refugee students. | | | Fully | 22 |
| 10.6.3 | Access to university underrepresented groups recruit Take planned actions to recruit students, staff, and faculty from under-represented groups | | | Fully | 22 |
| 10.6.4 | Anti-discrimination policies Have anti-discrimination and anti-harassment policies | | | Fully | 22 |
| 10.6.5 | University diversity officer Have a diversity and equality committee, office or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programmes and trainings related to diversity, equity, inclusion and human rights on campus. | GRI 2: General Disclosures 2021 GRI 405: Diversity and Equal Opportunity 2016 | 2-7-a Employees 405-1 Diversity of governance bodies and employees) 405-2 Ratio of basic salary and remuneration of women to men) | Fully | 9-22 |
| 10.6.6 | Support for underrepresented groups Provide mentoring, counselling, or peer support programmes to support students, staff, and faculty from underrepresented groups. | GRI 405: Diversity and Equal Opportunity 2016 | 405-1 Diversity of governance bodies and employees 405-2 Ratio of basic salary and remuneration of women to men | Fully | 22 |
| 10.6.7 | Accessible facilities Provide accessible facilities for people with disabilities. | | | Fully | 22 |
| 10.6.8 | Disability support services Provide accessible facilities for people with disabilities. | | | Fully | 22 |
| 10.6.9 | Disability access scheme Provide access schemes for people with disabilities such as mentoring or other targeted support | | | Fully | 22 |
| 10.6.10 | Disability accommodation policy Have reasonable accommodation policy or strategy for people with disabilities including adequate funding | GRI 207: Tax 2019 | 207-1 Approach to tax | Fully | 22 |

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| 11.1 | Research on sustainable cities and communities | | | Fully | 16 |
| 11.2 | Support of arts and heritage | | | Fully | 21 |
| 11.2.1 | Public access to buildings Provide public access to buildings and/or monuments or natural heritage landscapes of cultural significance | GRI 2: General Disclosures 2021 GRI 203: Indirect Economic Impacts 2016 | 2-1 Organizational details 2-2 Entities included in the organization's sustainability reporting 203-1 Infrastructure investments and services supported | Fully | 7-21 |
| 11.2.2 | Public access to libraries Provide public access to libraries including books and publications | GRI 203: Indirect Economic Impacts 2016 | 203-1: Infrastructure investments and services supported | Fully | 21 |
| 11.2.3 | Public access to museums Provide public access to museums, exhibition spaces or galleries, or works of art and artefacts | | | Fully | 21 |
| 11.2.4 | Public access to green spaces Provide free public access to open spaces and green spaces | | | Fully | 21 |
| 11.2.5 | Arts and heritage contribution Contribute to local arts, in terms of number of annual public performances of university choirs, theatre groups, orchestras etc... either ad-hoc or as part of an ongoing programme | | | Fully | 21 |
| 11.2.6 | Record and preserve cultural heritage Deliver projects to record and preserve intangible cultural heritage such as local folklore, traditions, language, and knowledge. This can include the heritage of displaced communities. | | | Fully | 21 |
| 11.3 | Expenditure on arts and heritage | | | Fully | 21 |
| 11.3.1 | Arts and heritage expenditure | GRI 203: Indirect Economic Impacts 2016 | 203-1: Infrastructure investments and services supported | Fully | 21 |
| | University expenditure | | | Fully | 21 |
| | University expenditure on arts and heritage | | | Fully | 21 |
| 11.4 | Sustainable practices | | | Fully | |
| 11.4.1 | Sustainable practices targets Measure and set targets for more sustainable commuting (walking, cycling or other non-motorized transport, vanpools, carpools, shuttlebus or public transportation, motorcycle, scooter or moped, or electric vehicles) | GRI 203: Indirect Economic Impacts 2016 | 203-1: Infrastructure investments and services supported | Fully | 24 |
| 11.4.2 | Promote sustainable commuting Undertake actions to promote more sustainable commuting | | | Fully | 25 |
| 11.4.3 | Allow remote working Promote or allow telecommuting or remote working for employees as a matter of policy or standard practice, or offer a condensed working week to reduce employee commuting | | | Fully | 25 |
| 11.4.4 | Affordable housing for employees Provide affordable housing for employees | | | Fully | 25 |

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| 11.4.5 | Affordable housing for students Provide affordable housing for students | | | Fully | 25 |
| 11.4.6 | Pedestrian priority on campus Prioritise pedestrian access on campus | GRI 203: Indirect Economic Impacts 2016 | 203-1: Infrastructure investments and serv | Fully | 25 |
| 11.4.7 | Local authority collaboration regarding planning and development Work with local authorities to address planning issues and development, including ensuring that local residents are able to access affordable housing | | | Fully | 25 |
| 11.4.8 | Planning development - new build standards Build new buildings to sustainable standards | | | Fully | 25 |
| 11.4.9 | Building on brownfield sites Build on brownfield sites, where possible | | | Fully | 25 |
| 12.1 | Research on responsible consumption and production | | | Fully | 16 |
| 12.2 | Operational measures | | | Fully | 24 |
| 12.2.1 | Ethical sourcing policy Have a policy on ethical sourcing of food and supplies | GRI 306: Waste 2020 | 306-2 Management of significant waste related impacts | Fully | 24 |
| 12.2.3 | Policy waste disposal - hazardous materials Have a policy, process or practice on waste disposal - Covering hazardous materials | | 306-2 Management of significant waste related impacts | Fully | 24 |
| 12.2.4 | Policy waste disposal - landfill policy Have a policy on waste disposal - to measure the amount of waste sent to landfill and recycled | | 306-3 Waste generated | Fully | 24 |
| 12.2.5 | Policy for minimisation of plastic use Have policies around use minimisation of plastic | | 306-2 Management of significant waste related impacts | Fully | 24 |
| 12.2.6 | Policy for minimisation of disposable items Have policies around use minimisation of disposable items | | 306-2 Management of significant waste related impacts | Fully | 24 |
| 12.2.7 | Disposable policy: extensions to services Ensuring these policies extend to outsourced services and the supply chain | | 306-2 Management of significant waste related impacts | Fully | 24 |
| 12.2.8 | Minimisation policies extended to suppliers Ensuring these policies extend to outsourced suppliers and the supply chain - (suppliers of equipment, stationary, building contracts)? | | 306-2 Management of significant waste related impacts | Fully | 24 |
| 12.3 | Proportion of recycled waste | | | Fully | 24 |
| 12.3.1 | Waste tracking Measure the amount of waste generated and recycled across the university | GRI 306: Waste 2020 | 306-4 Waste diverted from disposal | Fully | 24 |
| 12.3.2 | Proportion of waste recycled | | 306-4 Waste diverted from disposal | Fully | 24 |
| | Amount of waste generated | | 306-3 Waste generated | Fully | 24 |
| | Amount of waste recycled | | 306-4 Waste diverted from disposal | Fully | 24 |
| | Amount of waste sent to landfill | | 306-5 Waste directed to disposal | Fully | 24 |

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| 12.4 | Publication of a sustainability report | | | Fully | |
| 12.4.1 | Publication of a sustainability report | GRI 2: General Disclosures 2021 | 2-3 Reporting period, frequency and contact point 2-4 Restatements of information 2-18 Evaluation of the performance of the highest governance body 2-22 Statement on sustainable development strategy | Fully | 11 |
| 13.1 | Research on climate action | | | Fully | 16 |
| 13.2 | Low-carbon energy use | | | Fully | |
| 13.2.1 | Low-carbon energy tracking Measure the amount of low carbon energy used across the university | GRI 302: Energy 2016 | 302-1 Energy consumption within the organization | Fully | 24 |
| 13.2.2 | Low-carbon energy use Total energy used Total energy used from low-carbon sources | | | Fully | 24 |
| 13.3 | Environmental education measures | | | Fully | |
| 13.3.1 | Local education programmes on climate Provide local education programmes or campaigns on climate change risks, impacts, mitigation, adaptation, impact reduction and early warning | | | Fully | 12 |
| 13.3.2 | Climate Action Plan, shared Have a university Climate Action plan, shared with local government and local community groups | | | Fully | 24 |
| 13.3.3 | Co-operative planning for climate change disasters Participate in co-operative planning for climate change disasters, working with government | GRI 201: Economic Performance 2016 | 201-2 Financial implications and other risks and opportunities due to climate change | Fully | |
| 13.3.4 | Inform and support government Inform and support local or regional government in local climate change disaster or risk early warning and monitoring | GRI 305: Emissions 2016 | 305-4 GHG emissions intensity | Fully | |
| 13.3.5 | Environmental education collaborate with NGO Collaborate with NGOs on climate adaptation | | | Fully | |
| 13.4 | Commitment to carbon neutral university | | | Fully | 24 |
| 13.4.1 | Commitment to carbon neutral university Have a target date by which it will become carbon neutral according to the Greenhouse Gas Protocols? scope 1 scope 1 and 2 Scope 1, 2 and 3 (partial) | GRI 302: Energy 2016 GRI 305: Emissions 2016 GRI 305: Emissions 2016 GRI 302: Energy 2016 GRI 305: Emissions 2016 GRI 302: Energy 2016 | 302-4 Reduction of energy consumption 305-5 Reduction of GHG emissions 305-1 Direct (Scope 1) GHG emissions 302-2 Energy consumption outside of the organization 305-2 Energy indirect (Scope 2) GHG emissions 302-2 Energy consumption outside of the organization | Fully | 24 |

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| | Scope 1, 2 and 3 (full) | GRI 302: Energy 2016 GRI 305: Emissions 2016 | 302-2 Energy consumption outside of the organization 305-3 Other indirect (Scope 3) GHG emissions | | |
| | scope not known | GRI 302: Energy 2016 | 302-2 Energy consumption outside of the organization | | |
| 13.4.4 | Achieve by date | GRI 302: Energy 2016 | 302-3 Energy intensity | Fully | 24 |
| | Achieve by | | | Fully | 24 |
| 14.1 | Research on life below water | | | Fully | 16 |
| 14.2 | Supporting aquatic ecosystems through education | | | Fully | 17-19 |
| 14.2.1 | Fresh-water ecosystems (community outreach) Offer educational programmes on fresh-water ecosystems (water irrigation practices, water management/conservation) for local or national communities | GRI 304: Biodiversity 2016 | 304-1 Operational sites owned, leased, managed in, or adjacent to, protected areas and areas of high biodiversity value outside protected areas | Fully | 17-19 |
| 14.2.2 | Sustainable fisheries (community outreach) Offer educational programme or outreach for local or national communities on sustainable management of fisheries, aquaculture and tourism | | | Fully | 17-19 |
| 14.2.3 | Overfishing (community outreach) Offer educational outreach activities for local or national communities to raise awareness about overfishing, illegal, unreported and unregulated fishing and destructive fishing practices | | | Fully | 17-19 |
| 14.3 | Supporting aquatic ecosystems through action | | | Fully | |
| 14.3.1 | Conservation and sustainable utilisation of the oceans (events) Support or organise events aimed to promote conservation and sustainable utilisation of the oceans, seas, lakes, rivers and marine resources | GRI 304: Biodiversity 2016 | 304-1 Operational sites owned, leased, managed in, or adjacent to, protected areas and areas of high biodiversity value outside protected areas | Fully | 23 |
| 14.3.2 | Food from aquatic ecosystems (policies) Have a policy to ensure that food on campus that comes from aquatic ecosystems is sustainably harvested | | | Fully | 23 |
| 14.3.3 | Maintain ecosystems and their biodiversity (direct work) Work directly (research and/or engagement with industries) to maintain and extend existing ecosystems and their biodiversity, of both plants and animals, especially ecosystems under threat | | 304-2 Significant impacts of activities, products and services on biodiversity | Fully | 23 |
| 14.3.4 | Technologies towards aquatic ecosystem damage prevention (direct work) Work directly (research and/or engagement with industries) on technologies or practices that enable marine industry to minimise or prevent damage to aquatic ecosystems | | | Fully | 23 |

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| 14.4 | Water sensitive waste disposal | | | Fully | |
| 14.4.1 | Water discharge guidelines and standards Have water quality standards and guidelines for water discharges (to uphold water quality in order to protect ecosystems, wildlife, and human health and welfare) | | | Fully | |
| 14.4.2 | Action plan to reducing plastic waste Have an action plan in place to reduce plastic waste on campus | GRI 306: Waste 2020 | 306-4 Waste diverted from disposal | Fully | |
| 14.4.3 | Reducing marine pollution (policy) Have a policy on preventing and reducing marine pollution of all kinds, in particular from land-based activities | GRI 304: Biodiversity 2016 | 304-2 Significant impacts of activities, products and services on biodiversity | Fully | |
| 14.5 | Maintaining a local ecosystem | | | Fully | 23 |
| 14.5.1 | Minimizing alteration of aquatic ecosystems (plan) Have a plan to minimise physical, chemical and biological alterations of related aquatic ecosystems | GRI 304: Biodiversity 2016 | 304-3 Habitats protected or restored | Fully | 23 |
| 14.5.2 | Monitoring the health of aquatic ecosystems Monitor the health of aquatic ecosystems | | | Fully | 23 |
| 14.5.3 | Programs towards good aquatic stewardship practices Develop and support programmes and incentives that encourage and maintain good aquatic stewardship practices | | | Fully | 23 |
| 14.5.4 | Collaboration for shared aquatic ecosystems Collaborate with the local community in efforts to maintain shared aquatic ecosystems | | | Fully | 23 |
| 14.5.5 | Watershed management strategy Have implemented a watershed management strategy based on location specific diversity of aquatic species | GRI 304: Biodiversity 2016 | 304-1-a | Fully | 23 |
| 15.1 | Research on land ecosystems | | | Fully | 16 |
| 15.2 | Supporting land ecosystems through education | | | Fully | |
| 15.2.1 | Events about sustainable use of land Support or organise events aimed to promote conservation and sustainable utilisation of the land, including forests and wild land | GRI 304: Biodiversity 2016 | 304-2 Significant impacts of activities, products and services on biodiversity | Fully | 23 |
| 15.2.2 | Sustainably farmed food on campus Have policies to ensure that food on campus is sustainably farmed | | | Fully | 23 |
| 15.2.3 | Maintain and extend current ecosystems' biodiversity Work directly to maintain and extend existing ecosystems and their biodiversity, of both plants and animals, especially ecosystems under threat | GRI 304: Biodiversity 2016 | 304-1-a | Fully | 14 |
| 15.2.4 | Educational programmes on ecosystems Offer educational programmes on ecosystems (looking at wild flora and fauna) for local or national communities? | | | Fully | |
| 15.2.5 | Sustainable management of land for agriculture and tourism (educational outreach) Offer educational programme/outreach for local or national communities on sustainable management of land for agriculture and tourism | GRI 304: Biodiversity 2016 | 304-2 Significant impacts of activities, products and services on biodiversity | Fully | 17-20 |

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| 15.3 | Supporting land ecosystems through action | | | Fully | 23 |
| 15.3.1 | Sustainable use, conservation and restoration of land (policy) Have a policy to ensure the conservation, restoration and sustainable use of terrestrial ecosystems associated with the university, in particular forests, mountains and drylands | | | Fully | 23 |
| 15.3.2 | Monitoring IUCN and other conservation species (policies) Have a policy to identify, monitor and protect any IUCN Red Listed species and national conservation list species with habits in areas affected by the operation of your university | GRI 304: Biodiversity 2016 | 304-4 IUCN Red List species and national conservation list species with habitats in areas affected by operations | Fully | 23 |
| 15.3.3 | Local biodiversity included in planning and development Include local biodiversity into any planning and development process (e.g. construction of new buildings) | | 304-2 Significant impacts of activities, products and services on biodiversity | Fully | 23 |
| 15.3.4 | Alien species impact reduction (policies) Have a policy to reduce the impact of alien species on Campus | | 304-2 Significant impacts of activities, products and services on biodiversity | Fully | 23 |
| 15.3.5 | Collaboration for shared land ecosystems Collaborate with the local community to maintain shared land ecosystems | | | Fully | 14 |
| 15.4 | Land sensitive waste disposal | | | Fully | 24 |
| 15.4.1 | Water discharge guidelines and standards Have water quality standards and guidelines for water discharges (to uphold water quality in order to protect ecosystems, wildlife, and human health and welfare) | | | Fully | 24 |
| 15.4.2 | Policy on plastic waste reduction Have a policy on reducing plastic waste on campus | GRI 306: Waste 2020 | 306-4 Waste diverted from disposal | Fully | 24 |
| 15.4.3 | Policy on hazardous waste disposal Have a policy, process or practice on waste disposal covering hazardous materials | | 306-2 Management of significant waste related impacts | Fully | 24 |
| 16.1 | Research on peace and justice | | | Fully | 16 |
| 16.2 | University governance measures | | | Fully | 8 |
| 16.2.1 | Elected representation Have elected representation on the university's highest governing body from: students (both undergraduate and graduate), faculty, and staff (non-faculty employees) | GRI 2: General Disclosures 2021 GRI 206: Anti-competitive Behavior 2016 | 2-9 Governance structure and composition 2-10 Nomination and selection of the highest governance body 2-13 Delegation of responsibility for managing impacts 2-11 Chair of the highest governance body 206-1 Legal actions for anti-competitive behavior, anti-trust, and monopoly practices | Fully | 8-11 |
| | students (both undergraduate and graduate) | | | Fully | 8 |
| | faculty | | | Fully | 8 |
| | staff (non-faculty employees) | | | Fully | 8 |

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| 16.2.2 | Students' union Recognise a students' union | | | Fully | 8 |
| 16.2.3 | Identify and engage with local stakeholders Have written policies and procedures to identify local stakeholders external to the university and engage with them | GRI 2: General Disclosures 2021 | 2-5 External assurance 2-15 Conflicts of interest 2-16 Communication of critical concerns 2-29 Approach to stakeholder engagement 2-25 Processes to remediate negative impacts 2-26 Mechanisms for seeking advice and raising concerns | Fully | 9-10-11 |
| 16.2.4 | Participatory bodies for stakeholder engagement Have an existence of participatory bodies to recognize and engage local stakeholders, including local residents, local government, local private, local civil society representatives | | 2-29 Approach to stakeholder engagement | Fully | 13 |
| 16.2.5 | University principles on corruption and bribery Publish the university's principles and commitments on organized crime, corruption & bribery | | 2-23 Policy commitments 2-24 Embedding policy commitments 2-27 Compliance with laws and regulations | Fully | 10 |
| 16.2.6 | Academic freedom policy Have a policy on supporting academic freedom (freedom to choose areas of research and to speak and teach publicly about the area of their research) | | | Fully | 10 |
| 16.2.7 | Publish financial data Publish university financial data | | 2-20 Process to determine remuneration 2-21 Annual total compensation ratio 2-30 Collective bargaining agreements | Fully | 9-11 |
| 16.3 | Working with government | | | Fully | 13 |
| 16.3.1 | Provide expert advice to government Provide specific expert advice to local, regional or national government (for example through policy guidance, participation in committees, provision of evidence) | GRI 2: General Disclosures 2021 | 2-29 Approach to stakeholder engagement | Fully | 13 |
| 16.3.2 | Policy- and lawmakers outreach and education Provide outreach, general education, upskilling and capacity-building to policy and lawmakers on relevant topics including economics, law, technology, migration and displacement, and climate change | GRI 410: Security Practices 2016 | 410-1 Security personnel trained in human rights policies or procedures | Fully | |
| 16.3.3 | Participation in government research Undertake policy-focused research in collaboration with government departments | | | Fully | |
| 16.3.4 | Neutral platform to discuss issues Provide a neutral platform and 'safe' space for different political stakeholders to come together to frankly discuss challenges | | | Fully | |

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| 16.4 | Proportion of graduates in law and civil enforcement | | | Fully | 7 |
| 16.4.1 | Proportion of graduates in law Number of graduates Number of total graduates from law and enforcement related courses | | | Fully | 7 |
| 17.1 | Research into partnership for the goals | | | Fully | 16 |
| 17.2 | Relationships to support the goals | | | Fully | 13-15 |
| 17.2.1 | Relationships with regional NGOs and government for SDG policy Have direct involvement in, or input into, national government or regional non-government organisations, SDG policy development - including identifying problems and challenges, developing policies and strategies, modelling likely futures with and without interventions, monitoring and reporting on interventions, and enabling adaptive management | GRI 2: General Disclosures 2021 | 2-28 Membership associations | Fully | 13-15 |
| 17.2.2 | Cross sectoral dialogue about SDGs Initiate and participate in cross-sectoral dialogue about the SDGs, e.g. conferences involving government or NGOs | | | Fully | 13-15 |
| 17.2.3 | International collaboration data gathering for SDG Participate in international collaboration on gathering or measuring data for the SDGs | | | Fully | 13-15 |
| 17.2.4 | Collaboration for SDG best practice Through international collaboration and research, review comparative approaches and develop international best practice on tackling the SDGs | | | Fully | 13-15 |
| 17.2.5 | Collaboration with NGOs for SDGs Collaborate with NGOs to tackle the SDGs through: student volunteering programmes, research programmes, or development of educational resources student volunteering programmes research programmes development of educational resources | | | Fully | 13-15 |
| 17.3 | Publication of SDG reports | | 2-3 Reporting period, frequency and contact point 2-4 Restatements of information 2-12 Role of the highest governance body in overseeing the management of impacts 2-14 Role of the highest governance body in sustainability reporting 2-17 Collective knowledge of the highest | Fully | 6-11 |
| 17.4 | Education for the SDGs | | | Fully | |
| 17.4.1 | Education for SDGs commitment to meaningful education Have a commitment to meaningful education around the SDGs across the university, relevant and applicable to all students | | | Fully | 12 |
| 17.4.2 | Education for SDGs specific courses on sustainability Have dedicated courses (full degrees, or electives) that address sustainability and the SDGs. | | | Fully | 12 |
| 17.4.2 | Education for SDGs in the wider community Have dedicated outreach educational activities for the wider community, which could include alumni, local residents, displaced people | | | Fully | 12 |



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