National University of Ireland, Galway
STARS REPORT

Date Submitted: July 30, 2021

Rating: Gold

Score: 65.04

Online Report: National University of Ireland, Galway

STARS Version: 2.2

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About STARS

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

STARS is designed to:

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

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

About AASHE

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

Summary of Results

Score 65.04

Rating: Gold

Report Preface

Introduction	0.00 / 0.00
Institutional Characteristics	0.00 / 0.00

Academics

Curriculum	25.41 / 40.00
Research	17.00 / 18.00

Engagement

Campus Engagement	16.53 / 21.00
Public Engagement	13.42 / 20.00

Operations

Air & Climate	6.33 / 11.00
Buildings	5.50 / 8.00
Energy	3.19 / 10.00
Food & Dining	1.75 / 8.00
Grounds	2.50 / 4.00
Purchasing	2.78 / 6.00
Transportation	4.83 / 7.00
Waste	2.75 / 10.00
Water	2.28 / 6.00

Planning & Administration

Coordination & Planning	9.00 / 9.00
Diversity & Affordability	5.09 / 10.00
Investment & Finance	0.50 / 6.00
Wellbeing & Work	4.84 / 7.00

Innovation & Leadership

Innovation & Leadership	3.50 / 3.50

Report Preface

Introduction

Points Claimed 0.00

Points Available 0.00

This section provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Credit	Points
Executive Letter	0.00 / Total adjusted for non-applicable credits Close
Points of Distinction	0.00 / Total adjusted for non-applicable credits Close

Executive Letter

Score	Responsible Party
0.00 /	**Ciarán Ó hÓgartaigh**
Total adjusted for non-applicable credits	President
	NUI Galway
Close	

Criteria

This section allows an institution to upload a letter from the institution's president, chancellor, or other high ranking executive. Typically written on official letterhead, the executive letter serves as an introduction or cover letter for the institution's STARS report. As such, the letter may include a description of the institution's commitment to sustainability, background about the institution, key achievements or highlights from the report, and/or goals for future submissions. The letter also serves as indicator of administrative support for sustainability and the STARS process. Institutions are expected to submit a new executive letter when there has been a change in leadership or the institution is submitting for a higher rating.

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

Executive cover letter:
STARS_application_letter_NUI_Galway_July_2021.pdf

Points of Distinction

Criteria

This optional section provides an opportunity for an institution to highlight up to three programs, initiatives, or accomplishments that best reflect its leadership for sustainability. Completing this section will help inform how AASHE publicizes the institution's STARS rating.

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

Name of the institution's featured sustainability program, initiative, or accomplishment:
The Green Labs Initiative

A brief description of the institution's featured program, initiative, or accomplishment:

The Galway Green Labs initiative, saw labs at CÚRAM, the SFI Research Centre for Medical Devices based at NUI Galway being the first in Europe to be awarded Green Lab Certification. The Galway Green Labs initiative, is spearheaded by Dr Una Fitzgerald, a CÚRAM funded Investigator, Director of the Galway Neuroscience Centre at NUI Galway and member of the CUSP team. Together with her 'green team' of CÚRAM researchers and staff, and with the support of the University Deputy President and Registrar, Professor Pól Ó Dochartaigh, and the CUSP team, she is working to transform practice across campus to address issues such as plastic waste, energy reduction, recycling, and water usage. The achievement of Green Lab Certification in the CÚRAM Centre at NUI Galway was quickly followed by that of the Lambe Institute at University Hospital Galway (UHG). Certification of all laboratories on campus as 'green' by 2025 has since been adopted as a flagship action of NUI Galway's sustainability strategy

Which of the following impact areas does the featured program, initiative, or accomplishment most closely relate to?:
Curriculum
Research
Campus Engagement
Energy
Waste
Water

Website URL where more information about the accomplishment may be found:
http://www.nuigalway.ie/sustainability/projectsresources/thegreenlabsinitiative/

STARS credit in which the featured program, initiative, or accomplishment is reported (if applicable):
OP-5: Building Energy Efficiency

A photograph or document associated with the featured program, initiative, or accomplishment:

Name of a second highlighted sustainability program/initiative/accomplishment:
Sustainable Energy Communities(SEC)

A brief description of the second program/initiative/accomplishment:

NUI Galway is the first university in Ireland to join the SEAI Sustainable Energy Communities (SEC) Network. A SEC embraces an inclusive and community approach, across all sectors, to develop a sustainable energy system. To do so, SECs aim to be energy efficient, to use renewable energy where feasible and to develop decentralised energy supplies. By joining the SEC Network, NUI Galway commits to knowledge sharing with SEC members and to developing and implementing energy-saving initiatives. Joining the SEC network offers many benefits to NUI Galway (and community partners), including: the potential for energy and financial savings by implementing energy efficiency initiatives; an opportunity to promote community building through a partnership approach, where resources and expertise are shared across the network; an opportunity to contribute to national energy reduction targets; to assist in the development of sustainable energy supplies through investment and installation of renewable energy technology.

Which impact areas does the second program/initiative/accomplishment most closely relate to?:
Campus Engagement
Public Engagement
Air & Climate
Buildings
Energy
Investment & Finance

Website URL where more information about the second program/initiative/ accomplishment may be found:
http://www.nuigalway.ie/sustainability/projectsresources/sustainableenergycommunitiessec/

STARS credit in which the second program/initiative/accomplishment is reported (if applicable):
EN-11: Inter-Campus Collaboration

A photograph or document associated with the second program/initiative/ accomplishment:
SEC.PNG

Name of a third highlighted program/initiative/accomplishment:
The Green Flag Award

A brief description of the third program/initiative/accomplishment:

In March 2019, our University was awarded the internationally recognised Green Flag by the An Taisce Green-Campus Programme on behalf of the International Foundation for Environmental Education. The Green Campus Programme is an international environmental education and award scheme that promotes long term whole college action for the environment that empowers both students and staff to create a more balanced community and to reduce environmental impacts and associated costs. The Green Flag Award is the result of many years of hard work undertaken to promote best practice in sustainability across five themes which include energy, waste, travel, biodiversity and water. Work to attain the An Taisce Green Campus Flag was led by the Green Campus Team and part of the Community and University Sustainability Partnership (CUSP).

Which impact areas does the third program/initiative/accomplishment most closely relate to?:

Energy
Grounds
Transportation
Waste
Water

**Website URL where more information about the third program/initiative/
accomplishment may be found:**
https://www.nuigalway.ie/about-us/news-and-events/news-archive/2019/april/nui-galway-awarded-green-flag-campus-award.html

STARS credit in which the third program/initiative/accomplishment is reported (if applicable):
OP-18: Waste Minimization and Diversion

**A photograph or document associated with the third program/initiative/
accomplishment:**
Green_flag.PNG

Institutional Characteristics

Points Claimed 0.00

Points Available 0.00

Institutional characteristics include data related to an institution's boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academic structure. This information provides valuable context for understanding and interpreting STARS data. The category also provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Some of the values reported in IC-2 and IC-3 are also required to pursue specific STARS credits. Such reporting fields may be populated from the data provided in the Institutional Characteristics section of the Reporting Tool.

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

Institutional Boundary

Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	**Dean Pearce** Head of Facilities Management and Services Buildings Offices
Close	

Criteria

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

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

Institution type:
Doctoral/Research

Institutional control:
Public

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

The National University of Ireland, Galway (NUI Galway) is one of Ireland's foremost centres of academic excellence, with over 18,000 students and a staff complement of over 2,500. The University's main campus is located in Galway City spread over 105 hectares along the banks of the River Corrib (see attached map). The campus comprises of 97 individual buildings, as well as parking areas, a student accommodation village, and sports facilities. The University also has city centre property at Nuns Island, Newcastle Road, Westside, and Dangan which are considered to form part of main campus. The attached pdf map shows the main campus and the link below has a number of different maps available.

In addition to the main campus, NUI Galway also provides academic, administrative and research facilities in the following satellite locations:

· Acadamh na hOllscolaíochta, Gaeilge, Doirí Beaga, Co. Donegal

· Acadamh na hOllscolaíochta, Gaeilge, Roisín na Mainiach, Carna, Co. Galway

· Acadamh na hOllscolaíochta, Gaeilge, Carraroe, Co. Galway

· ECI, Carron, Co. Clare

· MRI, Carna, Co. Galway

· MRI, Finavarra, Co. Clare

· Mace Head, Halfmace, Co. Galway

· Medical Academies in Sligo, Letterkenny, Castlebar & Portiuncula

· Shannon College of Hotel Management

· St. Angela's College Sligo

· Irish Centre for High End Computing (ICHEC), Trinity Technology Campus, Dublin

NUI Galway's total property portfolio covers an area of 133 ha

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

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

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

NA

Additional documentation to support the submission :
NUI-Galway-Main-Campus.pdf

Data source(s) and notes about the submission:

The attached map shows the various buildings within the main campus. The following link also has a number of maps related to the campus:

https://www.nuigalway.ie/buildings/maps/

Operational Characteristics

Score	**Responsible Party**
0.00 /	**Michael Curran**
Total adjusted for non-applicable credits	Head of Building Services, Energy and Utilities Buildings Office
Close	

Criteria

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

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

Endowment size:
3,770,000 *US/Canadian $*

Total campus area:
133 *Hectares*

Locale:
Mid-size city

IECC climate zone:
4 - Mixed

Gross floor area of building space:
155,090 *Gross Square Metres*

Floor area of laboratory space:
36,973 *Square Metres*

Floor area of healthcare space:
245 *Square Metres*

Floor area of other energy intensive space:
4,036 *Square Metres*

Additional documentation to support the submission :

Data source(s) and notes about the submission:

The floor areas have been calculated from the Space Survey document, including all buildings located in NUI Galway's main campus.

The lab floor space is the sum of all undergrad lab space and all postgrad & faculty lab space: 21068 + 15905 = 36,973sq.m

The healthcare space includes:
Health services in Aras na Mac Leinn.

The other energy intensive space includes:
Innovation centres: 245m^2
Industrial R&D: 2935m^2
Animal Housing: 856m^2

Academics and Demographics

Score	Responsible Party
0.00 /	**Claire O'Connor**
Total adjusted for non-applicable credits	Director of Planning and Institutional Research
	Planning and Institutional Research
Close	

Criteria

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

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

Number of academic divisions:
4

Number of academic departments (or the equivalent):
19

Number of students enrolled for credit:
18,747

Total number of employees:
2,681

Full-time equivalent student enrollment:
18,094

Full-time equivalent of students enrolled exclusively in distance education:
216

Full-time equivalent of employees:
2,321

Number of students resident on-site:
1,198

Number of employees resident on-site:
11

Number of other individuals resident on-site:
0

Weighted campus users, performance year:
15,451.50

Additional documentation to support the submission:

Academics

Curriculum

Points Claimed 25.41

Points Available 40.00

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

Credit	Points
Academic Courses	8.74 / 14.00
Learning Outcomes	0.67 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	3.00 / 3.00
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	2.00 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	4.00 / 4.00

Academic Courses

Score	Responsible Party
	Gesche Kindermann
8.74 / 14.00	Lecturer - Microbiology
	CUSP

Criteria

Part 1. Sustainability course offerings

Institution offers sustainability course content as measured by the percentage of academic courses offered that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

Part 2. Sustainability course offerings by department

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

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).

- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.

- An indication of whether the course qualifies as sustainability-focused or sustainability-inclusive (or equivalent terminology).

A course may be sustainability-focused or sustainability-inclusive; no course should be identified as both. Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. This credit does not include continuing education and extension courses, which are covered by the Continuing Education credit in Public Engagement.

An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

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

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

	Undergraduate	Graduate
Total number of courses offered by the institution	2,113	1,371
Number of sustainability-focused courses offered	79	47
Number of sustainability-inclusive courses offered	124	53

Percentage of courses that are sustainability course offerings:
8.70

Total number of academic departments that offer courses:
19

Number of academic departments with sustainability course offerings:
15

Percentage of academic departments with sustainability course offerings:
78.95

A copy of the institution's inventory of its sustainability course offerings and descriptions:
Sustainability_Course_Inventory_2_sT4Yk4M.xlsx

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

A brief description of the methodology used to complete the course inventory :

Modules were identified as sustainability focused/related by method of a word search for 49 key word stems, which were applied to all active and approved modules. Modules were assigned first to undergraduate and postgraduate levels. Indicative content, Learning Outcomes and Module descriptions were reviewed where provided, to provide a more detailed assessment of the extent of sustainability education delivered at NUI Galway. The information provided was summarised according to the level of sustainability related content.

Further detail can be seen in attached report (pdf). This pdf is a report from an older revision of this inventory, so the number of modules reported is less than in the attached excel file, which is the newest revision. The methodology is the same however.

How were courses with multiple offerings or sections counted for the figures reported above?:
Each course was counted as a single course regardless of the number of offerings or sections

A brief description of how courses with multiple offerings or sections were counted:

2 modules are available to both PG & UG, meaning there are 264 unique modules which are sustainability focused/related, while if you add up the total PG & UG modules above there is a total of 266.

Website URL where information about the sustainability course offerings is available:
http://www.nuigalway.ie/sustainability/learn-live-lead-model/learn/teachinglearning/

Additional documentation to support the submission:
green-modules-2018.pdf

Data source(s) and notes about the submission:

The complete list of modules taught in 2019/20 was sourced from Quercus by Margaret Forde, the Institutional Research Office Analyst. This list shows the total number of active taught modules in this academic year was 3,484.

Forty nine stem searches were carried out: protect*, preserv*, sustainab*, partnership, habitat*, species, pollut*, survey*, human, interaction, connect*, management, communication, resources, species, global warming, exploration, ecofriendly, responding, understand, social, develop, directive, energy, ecosystem, animal, plant, nature, horticulture, air, water, earth, ocean, marine, renewable, climate, law, agri, geolog*, hydrolog*, psycholog*, biochem*, microbi*, geograph*, zoolog*, botan*, ecolog*, forestry, environment*

Learning Outcomes

Score	Responsible Party
0.67 / 8.00	**Thomas Adams** Student Researcher Civil Engineering

Criteria

Part 1. Institutional sustainability learning outcomes

Institution has adopted one or more sustainability learning outcomes that apply to the entire student body (e.g., general education requirements covering all students) or, at minimum, to the institution'spredominant student body (e.g., learning outcomes that cover all undergraduate students).

The learning outcome(s) may be explicitly focused on sustainability or supportive of sustainability (see Standards and Terms). Mission, vision, and values statements do not qualify.

Part 2. Program-level sustainability learning outcomes

Institution's students graduate from degree programs that require an understanding of the concept of sustainability, i.e., programs that:

- Have been identified as sustainability-focused programs in the Undergraduate Program or Graduate Program credit,

- Have adopted one or more sustainability-focused learning outcomes (i.e., student learning outcomes that explicitly focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems), OR

- Require successful completion of a sustainability-focused course as identified in the Academic Courses credit.

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

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

Has the institution adopted one or more sustainability learning outcomes that apply to the entire student body or, at minimum, to the institution's predominant student body?:
No

Which of the following best describes the sustainability learning outcomes?:

A list of the institution level sustainability learning outcomes:

Total number of graduates from degree programs:
5,327

Number of graduates from degree programs that require an understanding of the concept of sustainability:
444

A brief description of how the figure above was determined:

Taking the 2020 graduates for all Undergraduates, Postgraduates and Diplomas, an inventory was completed extracting graduates from programs (listed below) which require a student to have an in depth understanding of sustainability. These programs were chosen based on NUI Galway's green module report, taking the modules that are highlighted as sustainability focused. For the degree programs listed below, the reported graduates from these degree programs for the year 2020 took one of the sustainability focused modules throughout their degree.

A list of degree programs that require an understanding of the concept of sustainability:

- Full Time Undergraduate Degrees:
Bachelor of Engineering (Civil)
Bachelor of Engineering (Energy Systems)
Bachelor of Engineering (Electrical & Electronic)
Bachelor of Science (Hons.)
Bachelor of Science (Earth and Ocean Sciences)
Bachelor of Science (Environmental Science)
Bachelor of Science (Health & Safety Systems)
Bachelor of Science (Project and Construction Management)
Bachelor of Science (Marine Science)
Bachelor of Arts Degree (Public and Social Policy)

- Full Time Postgraduate Degree - Taught
Master of Engineering in Civil Engineering
Master of Engineering in Energy Systems Engineering
Master of Engineering in Electrical & Electronic Engineering
M.Sc. Sustainable Environments
M.Sc. Marine Science
M.Sc. Climate Change, Agriculture and Food Security
M.Sc. Coastal Marine Environments: Physical Processes, Policy and Practice
M.Sc. Global Environmental Economics
M.Sc. AgInnovation (Distance Education)
M.Sc. Biodiversity & Land Use Planning
M.Sc. Occupational Health and Safety
Master of Arts (Policy & Practice)
Master of Arts (Health Promotion)
Master of Arts (Environment, Society and Development)
Master of Arts (Gender, Globalisation and Rights)
Master of Arts (Politics & Sociology)
Master of Arts (Public Advocacy and Activism)
Master of Laws Degree (International Human Rights)
Master of Laws Degree (Peace Operations, Humanitarian Law & Conflict)
Master of Laws Degree (International Migration & Refugee Law & Policy)

- Full Time Postgraduate Degree - Research
M.Sc. (Bio-Innovation)

- Diplomas:
HDIP OCCUPATIONAL AND ENVIRONMENTAL HEALTH & SAFETY
HDIP OCCUPATIONAL AND ENVIRONMENTAL HEALTH & SAFETY (PART TIME)
Postgraduate Diploma in BioInnovation
Postgraduate Diploma Special Educational Needs
Higher Diploma in Arts (Politics and Society)

Documentation supporting the figure reported above (upload):
SDG_Star_Graduands_2020_Summary.xlsx

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

Percentage of students who graduate from programs that require an understanding of the concept of sustainability:
8.33

Website URL where information about the sustainability learning outcomes is available:
http://www.nuigalway.ie/sustainability/learn-live-lead-model/learn/teachinglearning/

Additional documentation to support the submission:

Undergraduate Program

Score	Responsible Party
3.00 / 3.00	**Gesche Kindermann** Lecturer - Microbiology CUSP

Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree, or certificate program) for undergraduate students

  AND/OR

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

To count, a major, degree/certificate program, minor, or concentration must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

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

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

Does the institution offer at least one sustainability-focused major, degree, or certificate program for undergraduate students?:
Yes

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

A brief description of the undergraduate degree program:

Environmental Science is an interdisciplinary study which examines the interaction between humans and the environment, with specific reference to the effects of modern technological advances.

Today, the necessity to understand our environment has never been more urgent and the need for environmental scientists to deal with increasingly complex issues is growing. The course provides a thorough grounding in the basic sciences in the first year, followed by the application of this knowledge to current environmental problems in the later years. While studying a broad range of subjects, students are also given the opportunity to specialise in topics of their choice.

Website URL for the undergraduate degree program:
https://www.nuigalway.ie/courses/undergraduate-courses/environmental-science.html#course_overview

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

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

Energy Systems Engineering is a multidisciplinary programme that aims to meet the current and growing challenge of dwindling fossil fuel resources and the critical demand for alternative, renewable energy sources as a national, Europe-wide and global priority. The programme covers fundamental engineering knowledge and skills in such areas as energy generation, conversion, electrical power systems and energy management (buildings, transport, industry, etc.), along with modules on energy sources, energy policy, economics and associated environmental issues.

The programme will enhance the skills to develop as a professional engineer who specialises in dealing with the breadth of energy systems used to generate, convert, transmit and manage energy throughout multiple networks, including electrical power, fuel, IT, water, transport and cities. Optional modules offer a technical focus on different sectors of the industry. The early years of the programme cover the fundamental sciences and mathematics, along with introductory modules on energy systems and sources. Multidisciplinary energy systems design projects are supported by advanced modules in engineering design, analysis and information technology.

Website URL for the undergraduate degree program (2nd program):
https://www.nuigalway.ie/courses/undergraduate-courses/energy-systems-engineering.html

Name of the sustainability-focused, undergraduate degree program (3rd program):
Marine Science (GY310)

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

Marine Science encompasses the study of marine life and environments, how they are formed and evolve, and how they are affected by human activity. Topics covered in this programme include marine biology, earth science, chemistry and experimental physics, mathematics, statistics, oceanography, meteorology, botany, geology and microbiology.

The degree in Marine Science is a four-year degree leading to a BSc (Hons). At the end of the degree, graduates have improved their knowledge about the marine environment and have developed thinking and practical and personal skills, enabling them to undergo further academic training in a wide variety of scientific disciplines or begin their own careers. Marine Science is a broad area and the programme aims to help students find what speciality they prefer to study by introducing the subject in a general way at first and allowing them to follow their particular interests later on.

At present, NUI Galway is the only Irish university offering this degree programme and it now has the highest concentration of marine scientists of any institution in Ireland. Research ranges from fundamental understanding of the marine ecosystem to very applied activities involving close co-operation with industry and state agencies. The 3,000 square metre Martin Ryan Marine Science Institute houses most of the teaching and research activity in Marine Sciences at the university. MRI Carna carries out applied research in Carna, County Galway.

Website URL for the undergraduate degree program (3rd program):
http://www.nuigalway.ie/courses/undergraduate-courses/marine-science.html

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

Bachelor of Engineering (Civil)

http://www.nuigalway.ie/courses/undergraduate-courses/civil-engineering.html

Bachelor of Engineering (Electrical & Electronic)

http://www.nuigalway.ie/courses/undergraduate-courses/electrical-and-electronic-engineering.htm

l

Bachelor of Science (Hons.)

http://www.nuigalway.ie/courses/undergraduate-courses/science-undenominated.html

Bachelor of Science (Earth and Ocean Sciences)

https://www.nuigalway.ie/courses/undergraduate-courses/earth-and-ocean-sciences.html

Bachelor of Science (Project & Construction Management)

http://www.nuigalway.ie/courses/undergraduate-courses/project-and-construction-management.html

Bachelor of Science (Health & Safety Systems)

https://www.nuigalway.ie/courses/undergraduate-courses/environmental-health-and-safety.html

Bachelor of Arts Degree (International)

https://www.nuigalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/ba-degrees/ba-international/

Bachelor of Arts Degree (Public and Social Policy)

http://www.nuigalway.ie/business-public-policy-law/cairnes/courses/undergrad/arts-public-and-social-policy.html

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

Name of the sustainability-focused undergraduate minor or concentration:
Corporate Environmental Planning (Specialist Diploma)

A brief description of the undergraduate minor or concentration:

This is a new practice-based course developed by NUI Galway and Next Level Skillnet. This course provides an overview of the evolution of environmental planning and management and its relationship to society and industry today. Drawing on contemporary examples, this course will explore the roots and principles of environmental planning and management in practice, introducing students to a range of conceptual and practical approaches. It will prepare students with the knowledge and skills to be leaders and decision makers in developing solutions for contemporary environmental issues in industrial and commercial environments. It will also provide students with an understanding of waste legislation, the key issues and practical implications in relation to waste management and focus on lean processes and waste prevention.

This specialist diploma award is particularly suitable for students requiring medium-term upskilling for career advancement in the area of environmental policy and leadership to strengthen their capacities as efficient environmental managers and effective environmental leaders in their organisations.

Website URL for the undergraduate minor or concentration:
https://www.nuigalway.ie/adult-learning/courses/find-a-course/environmental-sustainability.html
#course_overview

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

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

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

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

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

Website URL for the undergraduate minor or concentration (3rd program):

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

https://www.nuigalway.ie/courses/undergraduate-courses/

Graduate Program

Score	Responsible Party
3.00 / 3.00	**Gesche Kindermann** Lecturer - Microbiology CUSP

Criteria

Institution offers at least one:

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

  AND/OR

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

To count, a program, minor, concentration, or certificate must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

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

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

Does the institution offer at least one sustainability-focused major, degree program, or the equivalent for graduate students?:
Yes

Name of the sustainability-focused graduate-level degree program:
Sustainable Environments

A brief description of the graduate-level degree program:

This multidisciplinary course provides students with insight into environment, health, and sustainability issues within urban and rural environments. It integrates ecological, health and sustainability issues and considers their interaction within the natural and built environments. It combines modules from Environmental Science, Engineering and Economics to provide students with experience of research-led learning opportunities that will develop skills in identifying and evaluating sustainable solutions for real world environmental problems. Fieldtrips to learn from the practical experience of professionals are an essential element of this course. This course is open to students from a variety of backgrounds.

This course combines theory, policy and practical experience to provide its graduates with the skills and knowledge that are needed to pursue successful careers in managing sustainable environments. It provides scene setting lectures, site visits and practical work to encourage students to adopt an informed, creative and innovative approach to problem solving. It will provide students with the competences to obtain employment in environmental consultancy, policy development or proceed to further research.

Website URL for the graduate-level degree program:
https://www.nuigalway.ie/courses/taught-postgraduate-courses/sustainable-environments.html

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

Sustainable Resource Management: Policy and Practice (inter-institutional programme)

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

This programme brings together theory, policy and practice to provide participants with the skills, knowledge and experience that are needed to pursue successful careers in managing environmental resources sustainably. This new course combines scene setting lectures by experts (including guest seminars), site visits and experiential learning to encourage students to adopt an informed, creative, innovatory and entrepreneurial approach to problem solving. As the course is structured around research that is strongly linked to decision makers in industry and government organisations, it will develop graduates with necessary skills in identifying and evaluating solutions for real world problems.

Website URL for the graduate degree program (2nd program):
https://www.nuigalway.ie/courses/taught-postgraduate-courses/sustainable-resource-management.html#course_outline

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

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

This new programme, based at NUI Galway's new Engineering Building, is for graduates of Level 8 BE degrees who want to develop their engineering knowledge for a career in industry or research based on energy systems applications. It is designed to meet the education standard for Chartered Engineer (C.Eng.) with Engineers Ireland. It builds on the successful BE in Energy Systems Engineering, providing graduates with an opportunity to specialise further or to broaden their knowledge in engineering disciplines.

This programme is offered in the €40 million Engineering Building, a 14,200 square-metre modern, energy-efficient facility, and the largest School of Engineering in the country.

The building is a "living laboratory", which provides high-tech working examples for engineering students to study.

Website URL for the graduate degree program (3rd program):
https://www.nuigalway.ie/courses/taught-postgraduate-courses/energy-systems-engineering.html

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

Master of Engineering in Civil Engineering

https://www.nuigalway.ie/courses/taught-postgraduate-courses/civil-engineering.html

Master of Engineering in Electrical & Electronic Engineering

http://www.nuigalway.ie/courses/taught-postgraduate-courses/electrical-electronic-engineering.h

tml

M.Sc. Climate Change, Agriculture and Food Security

http://www.nuigalway.ie/ccafs/

M.Sc. Coastal Marine Envir: Physical Processes, Policy and Practice

https://www.nuigalway.ie/courses/taught-postgraduate-courses/coastal-marine-environments.html

M.Sc. Global Environmental Economics

http://www.nuigalway.ie/courses/taught-postgraduate-courses/global-environmental-economics.html

M.Sc. Biodiversity & Land Use Planning

http://www.nuigalway.ie/courses/taught-postgraduate-courses/biodiversity-land-use-planning.html

M.Sc. Occupational and Environmental Health and Safety

http://www.nuigalway.ie/courses/taught-postgraduate-courses/occupational-environmental-health-safety.html

M.Sc. AgInnovation (Distance Education)

https://www.nuigalway.ie/courses/taught-postgraduate-courses/aginnovation.html

Master of Arts (Policy & Practice)

https://www.nuigalway.ie/m/courses/taught-postgraduate-courses/arts-policy-practice.html

Master of Arts (Health Promotion)

http://www.nuigalway.ie/courses/taught-postgraduate-courses/health-promotion.html

Master of Arts (Environment, Society and Development)

http://www.nuigalway.ie/courses/taught-postgraduate-courses/geography-environment-society-development.html

Master of Arts (Gender, Globalisation and Rights)

http://www.nuigalway.ie/globalwomensstudies/ma/

Master of Arts (Landscape Archaeology)

http://www.nuigalway.ie/courses/taught-postgraduate-courses/geography-landscape-archaeology.html

Master of Arts (Politics & Sociology)

http://www.nuigalway.ie/courses/taught-postgraduate-courses/ma-sociology-and-politics.html

Master of Arts (Public Advocacy and Activism)

http://www.nuigalway.ie/publicadvocacy/

Master of Laws Degree (International Human Rights)

http://www.nuigalway.ie/courses/taught-postgraduate-courses/law-international-human-rights.html

Master of Laws Degree (Peace Operations, Humanitarian Law & Conflict)

http://www.nuigalway.ie/courses/taught-postgraduate-courses/law-international-peace-support-operations.html

Master of Laws Degree (International Migration & Refugee Law & Policy)

http://www.nuigalway.ie/courses/taught-postgraduate-courses/law-international-migration-refugee-law.html

Master of Laws Degree (Public Law and Social Justice)

https://www.nuigalway.ie/business-public-policy-law/school-of-law/courses/postgraduatetaughtcourses/llb/

Master of Laws Degree (International & Comparative Disability Law & Policy)

http://www.nuigalway.ie/courses/taught-postgraduate-courses/law-intl-comparative-disability-policy.html

M.Sc. (Bio-Innovation) - Research Postgraduate Degree

http://www.nuigalway.ie/courses/research-postgraduate-programmes/phd-and-masters/bioinnovation.html

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

Name of the graduate-level sustainability-focused minor, concentration or certificate:
Public Policy (MA, PDip)

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

The MA in Public Policy prepares its graduates to work in government, public bodies, civil society organisations, NGOs, International organisations, businesses and other fields and organisations that require an expert understanding of policy-making. It offers specialised modules in specific policy areas including: Environmental and Rural policy; Peace, Security and Development; Gender; Disability policy; Ageing policy; Child and Family policy. At a time when policy formulation and implementation is increasingly subject to political scrutiny and negotiation, the course emphasizes the political contexts in which policy is made and implemented and the development of digital government and new forms of public consultation and participation.

The programme is aimed at Arts graduates seeking a qualification that will help them to secure policy-related employment; graduates from other fields including Commerce and Law seeking to improve their employment prospects; and graduates interested in pursuing PhD research in an area where NUI Galway has specialist policy expertise.

Website URL for the graduate minor, concentration or certificate:
https://www.nuigalway.ie/courses/taught-postgraduate-courses/public-policy-ma-pdip.html#course_overview

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

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

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

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

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

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

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

Additional documentation to support the submission:

Data source(s) and notes about the submission:

http://www.nuigalway.ie/ryaninstitute/postgraduateprograms/
-

There are over 160 postgraduate masters degree programs in NUI Galway. Of these there are 19 postgraduate masters degree programs that are strongly aligned with the Ryan Institute's four research themes. The Ryan Institute in particular acts to support the research components of Masters degree programs which are aligned with its four research themes. This is achieved through the activities of the Ryan Institute's Postgraduate Working Group.

The following postgraduate masters degree programs are strongly aligned with the Ryan Institute research themes, with many Masters degree students doing the research component of their Masters degrees in the research groups of Ryan Institute Principal Investigators.

Ag Innovation (MSc)
AgriBiosciences (Structured MSc), in collaboration with Teagasc
AgriFood Sustainability & Technology (MSc)
Biodiversity & Land-Use Planning (MSc)

Biotechnology (MSc)
Civil Engineering (ME)
Climate Change, Agriculture & Food Security (MSc)
Coastal & Marine Environments (MSc)
Computational Genomics (MSc)
Computer Science—Data Analytics (MSc)
Energy Systems Engineering (ME)
Environment, Society, & Development (MA)
Environmental Leadership (MSc)
Journalism (MA)
Mechanical Engineering (ME)
Natural Resource Economics & Policy (MEconSc)
Occupational & Environmental Health & Safety (MSc)
Politics and Sociology (MA)
Rural Sustainability (MA)
Sustainable Resource Management (MSc)
Water Resources Engineering (MSc)

Immersive Experience

Score	Responsible Party
2.00 / 2.00	**Gesche Kindermann** Lecturer - Microbiology CUSP

Criteria

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

To qualify, a program must have a primary and explicit focus on the concept of sustainability, the interdependence of ecological and social/economic systems, and/or a major sustainability challenge.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit. See the Credit Example in the STARS Technical Manual for further guidance.

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

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

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

This new and exciting summer school course offers students practical experience of the natural environment in the West of Ireland. It provides students with survey skills to identify natural resources, and develops their skills to evaluate the sustainable use and conservation of Ireland's ecological resources.

County Galway, on Ireland's Atlantic West Coast is a land of contrasts. Influenced by its oceanic climate, glacial history, hydrology, geology and human habitation, it has developed a variety of beautiful landscapes with unique and fascinating habitats and species. From the fertile rocks of the Burren karst limestone, to the raised bogs of the midlands, the sheer cliffs of the Aran Islands to the salt marshes of Galway Bay, there is a wealth of natural history to explore.

This course is largely field-based, and students visit a variety of landscapes to learn about the environment, habitats and species of the region. The course adopts a multi-disciplinary approach to studying ecology so the learners engage with all aspects of how these ecosystems are created and maintained through natural processes and anthropogenic activity. It covers conservation and sustainability issues and how a sound understanding of these ecological processes is used to combat the challenges facing the environment.

The summer school consists of two modules, each two weeks in duration, which focus on a selection of habitat types in the east and west of the county. The modules may be taken individually as a two week course or together as a comprehensive four week course.

Website URL where information about the institution's immersive education programs is available:
http://www.nuigalway.ie/international-summer-school/courses/ecology/

Additional documentation to support the submission:

Sustainability Literacy Assessment

Score	Responsible Party
	Gesche Kindermann
2.00 / 4.00	Lecturer - Microbiology
	CUSP

Criteria

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

Assessments that exclusively address sustainability culture (i.e., values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments and participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) are recognized in the Assessing Sustainability Culture credit in Campus Engagement.

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

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

Does the institution conduct an assessment of the sustainability literacy of its students?:
Yes

Which of the following best describes the literacy assessment? The assessment is administered to::
A subset of students or a sample that may not be representative of the predominant student body

Which of the following best describes the structure of the assessment? The assessment is administered as a::
Pre- and post-assessment to the same cohort or to representative samples in both a pre- and post-test

A copy of the questions included in the sustainability literacy assessment(s):
SULITEST_-_NUI_Galway_2020_-_CORE_International_-_Overall_results.xlsx

A list or sample of the questions included in the sustainability literacy assessment or the website URL where the assessment tool may be found:

NUI Galway is utilizing the Sulitest for a literacy assessment, sample questions shown below:

"Earth Overshoot Day" is the calculated calendar date on which the current world population has consumed more resources than Earth's capacity to regenerate those resources. From that day on, humanity is thus using up resources of future generations. How has the "Earth Overshoot Day" date moved in the last 50 years?

In 2012, how many people around the world were victims of forced labor?

What is the meaning of the principle of accountability in a sustainability context?

Water is one of the fundamental supporters of life and a basic commodity for humankind. The water footprint measures the amount of water used to produce each of the goods and services we use. What is the global average water footprint for the production of a smartphone?

A brief description of how the literacy assessment was developed and/or when it was adopted:

The Sulitest was used for this sustainability literacy assessment. However, so far this test has been completed with three cohorts of undergrads (BSc Environmental Science, BSc Applied Social Sciences, Environmental problems & solutions module) in 2020 and they will repeat it again after their final year. So NUI Galway are only in the pre phase of the pre and post assessment method.

A brief description of how a representative sample was reached (if applicable) and how the assessment(s) were administered :

Students in the BSc Environmental Science and BSc Applied Social Sciences were required to complete the Sulitest as part of their class participation grade. For the students in the Environmental problems and solutions module, the sulitest was optional. The attached excel file shows these three groups containing the following numbers of participants:

BSc Environmental Science: 24 (mandatory for grade)
BSc Applied Social Sciences: 31 (mandatory for grade)
Environmental problems and solutions: 6 (optional)

A brief summary of results from the literacy assessment(s):

Score % Module/Theme
72 62 CORE International
24 64 Knowledge - Sustainable humanity and ecosystems
18 60 Knowledge - Global and local human-constructed systems
20 60 Knowledge - Transition towards sustainability
10 65 Knowledge - Role to play, individual & systemic change

Website URL where information about the sustainability literacy assessment is available:
https://www.sulitest.org/en/test-certificate.html#5434

Additional documentation to support the submission:
GL_Principles__Practice_Sulitest-2020.pptx

Data source(s) and notes about the submission:

The Sulitest made available for first year NUI Galway students for the first round in the 2020/21 academic year. This was the pre-assessment phase. A post-assessment won't be available until the 2024/25 academic year, when these students are in final year. There are plans to continue assessing students every year from now on.

Incentives for Developing Courses

Score	Responsible Party
2.00 / 2.00	**Gesche Kindermann** Lecturer - Microbiology CUSP

Criteria

Institution has an ongoing program or programs that offer incentives for academic staff (i.e., faculty members) in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. To qualify, the program must specifically aim to increase student learning of sustainability.

Incentives may include release time, funding for professional development, or trainings offered by the institution. Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

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

Does the institution have an ongoing program that offers incentives for academic staff in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses? :
Yes

A brief description of the incentive program(s):

Training offered to staff includes 128 sustainability courses. NUI Galway is committed to staff professional and personal development and offers LinkedIn Learning for free to all academic and non-academic staff across campus. LinkedIn Learning has over 16,000 courses where staff learn at their own pace and select only the courses and videos most relevant to their learning journey. Courses include technical, business, software, leadership, personal health, mindfulness, and creative topics but with the sustainability focus on campus many of the sustainability related courses are popular amongst staff.

To learn 24/7, staff just need to visit LinkedIn Learning and login with their NUI Galway Campus Account credentials. When completed staff receive a certificate. As an example, a search for 'climate and sustainability' on the platform yields 128 courses available to staff 24/7 at no cost. More at the link below

A brief description of the incentives that academic staff who participate in the program(s) receive:

The sustainability training offered to staff has helped develop courses across the campus. Examples of some of the postgraduate courses are:
Sustainable Resource Management: Policy and Practice (inter-institutional programme).
Sustainable Environments
Energy Systems Engineering, more information here:

https://www.nuigalway.ie/courses/taught-postgraduate-courses/sustainable-environments.html

Some examples of degree courses are here:
Energy Systems Engineering
Environmental Science
Marine Science

Website URL where information about the incentives for developing sustainability course content is available:

Additional documentation to support the submission:

Campus as a Living Laboratory

Score	Responsible Party
4.00 / 4.00	**Gesche Kindermann** Lecturer - Microbiology CUSP

Criteria

Institution is utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability.The applied learning for sustainability initiative includes living laboratory projects that contribute to understanding or advancing sustainability in at least one of the following impact areas:

- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work

This credit includes substantive work (e.g., class projects, thesis projects, term papers, published papers) that involves active and experiential student learning (see the Credit Example in the Technical Manual). Supervised student internships and non-credit work may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

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

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

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Campus Engagement?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Campus Engagement:

The Informatics Research Unit for Sustainable Engineering (IRUSE) is a research group at NUI Galway which focuses on developing concepts, methods and technology that underpin best practice sustainable & holistic lifecycle building management solutions. This research group utilizes many aspects of the campus as a living laboratory, such as:
Requirements for life cycle oriented building operation strategies (Design, Commissioning, Operation)

Building Information Models (BIM) focused on the integration of building operation strategies throughout the BLC.

BIM intelligence (algorithms) that enables analysis of building performance utilising the virtual and physical data generators.

http://www.iruse.ie/

CE21012: Community Energy Building Engineering Project Module
Students have completed lots of projects that focus on fulfilling a real need to improve the campus infrastructure by working closely with Buildings & Estates staff.

http://www.nuigalway.ie/course-information/module/CE2102

ALIVE: Student Engagement through Volunteering
In its fifteenth year, ALIVE connects students with volunteering opportunities across Ireland through an online portal. Through ALIVE students can engage in voluntary activities across the university campus, Galway city, and wider communities. Students are enabled to develop their own practical, real-world skills and civic awareness through engagement with charities, non-profits and community organisations. Annually 1,000 students reflect on their volunteering experiences and achieve an award from the NUI Galway President in recognition of their learning.
• Contact email:

alive@nuigalway.ie

• Website:

www.nuigalway.ie/alive

• Social media links:

www.facebook.com/alive.nuigalway

@ALIVEnuigalway

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Public Engagement?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Public Engagement:

Cell EXPLORERS: Muriel Grenon
The Cell EXPLORERS programme is an education and public engagement programme based in the School if Natural Sciences. It aims to inform, inspire and involve young people in modern biology. It runs with an unique model of sustainable public engagement for Higher Education Institution, which has the dual benefit of engaging children in local schools and communities whilst facilitating the training of tomorrow's science communicators. Cell EXPLORERS has developed nationally and now include 10 volunteering teams based in higher education institutions. Since its creation in 2012, it has involved more than 850 volunteers who engaged at least 26,000 members of the public in hands-on science. The programme is also researching the impact it has on its stakeholders.
• Contact email:

muriel.grenon@nuigalway.ie

- Website:

www.cellexplorers.com

- Social media links: @cellexplorers

Co-creating Change for a Healthy Ireland: Fiona Donovan, HI National Coordinator
To create something is to make something happen as a result of one's own actions. To co create is to make something happen as a result of people working together. Co-creating change for active civic engagement is a collective process that connects and empowers us - students, academic staff and community partners - to be change agents in our own lives, in our families, in our communities and ultimately changing the way we live on the planet. Co-creating Change is about ordinary people coming together and making change happen through our everyday choices, decisions and behaviours. Service Learning project outputs will be shared, including: Second Bachelor Commerce (n420 in 105 Intervention projects); (n95 BComm in 25 research projects) and MSc Marketing (n47 in 10 Behavioural Change projects) all to do with "Increasing Physical Activity in Galway City" as Service Learning work for Healthy Ireland. HI estimates this hands on research and community work reached approx. 4,500 people in the community.
- Contact email:

fiona.donovan@hse.ie

;

christine.domegan@nuigalway.ie

- Website:

http://whitakerinstitute.ie/research-cluster/social-innovation-policy

- Social media links: @HealthyIreland @HealthyGalway

P4C Initiative, Philosophy: Lucy Elvis and Annie McKeown-O'Donovan
The P4C (Philosophy for Children) initiative is run by staff and post-graduate students from NUI Galway Philosophy and is delivered by a cohort of volunteers taken from our under-graduate student body. Using P4C - a form of inquiry-based learning that promotes critical thinking skills through participation in democratic communities of inquiry - we work with schools, community groups, and cultural organisations that want to think more deeply and effectively together. To date, over forty students have received basic P4C facilitator training, and more than 400 children have participated in P4C projects on campus, at cultural festivals, and in local primary and secondary schools.
- Contact email:

orla.richardson@nuigalway.ie

;

GalwayP4C@gmail.com

- Website:

https://galwayp4c.com

- Social media links:

www.facebook.com/NUIGPhilosophy

Youth Academy
Geraldine Marley
The Youth Academy at NUI Galway works with high ability 4th, 5th and 6th primary school
students to support their learning and academic development. The Youth Academy aims to inspire entry
into university by introducing children and their families to university life and to enrich the primary
school curriculum. The programme also aims to create positive perceptions of the university and its
academic programmes. Since 2012 almost 3,500 students from across the west of Ireland have attended
courses from across the disciplines at NUI Galway.
• Contact email:

youthacademy@nuigalway.ie

• Website:

www.nuigalway.ie/youthacademy

• Social media links: Facebook:

www.facebook.com/YAnuigalway

Twitter: @YAnuigalway

ReelLIFE SCIENCE: Enda O'Connell
ReelLIFE SCIENCE is a nationwide STEM engagement programme, which encourages the public to
discover more about STEM and its impact on individuals, society and the environment. Participants of
all ages from schools and community groups are challenged to research a scientific topic and
communicate it for the public via an engaging and educational three minute video, while developing
their critical thinking, communication and digital skills. Since launching in 2013, ReelLIFE SCIENCE
has enabled more than 9,000 Irish students and community group members to engage with STEM in
a novel way, while the videos produced have been viewed over 150,000 times online and at public
screenings.
• Contact email:

enda.oconnell@nuigalway.ie

• Website:

www.reellifescience.com

• Social media links:

www.facebook.com/ReelLifeScience

@ReelLifeScience

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Air & Climate?:
No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Air & Climate:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Buildings?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Buildings:

The Alice Perry Engineering building at NUI Galway, which was opened in July 2011, consolidates education and research activities in the various engineering disciplines into one building, which not only provides a learning environment, but itself acts as a teaching and learning tool. It is serving as a 'living laboratory' for engineering, where live data sets from numerous types of sensors are being used to illustrate structural engineering and building performance concepts in undergraduate teaching and in the development of full-scale research in structural engineering and energy. The building contains green-building initiatives, which will provide working models for students. Several of the building's constructional elements have consciously been left exposed, as visual learning tools (RMJM, 2008).

Both energy and structural characteristics of the structure are to be monitored throughout the buildings entire life cycle. The vision is for a building whereby future students will be able to analyse and understand a building's defining characteristics at first hand and on a personal level. Data measuring the strains, temperatures and movements due to loading of the building are being gathered along with energy demands and performance of the building. Embedded sensors within structural elements are fundamental to the development of the building as an interactive teaching tool, reporting on the evolving dialogue of the structure with its environment (Goggins et al, 2012).

https://www.nuigalway.ie/structures/facilities/livinglaboratory/

CE2101: Community Engaged Building Engineering Projects Module
Engineering students complete a 5 ECTS module, which equates to 100-120 hours of learning for an average student. Several students each year complete their projects on developing recommendations for improving the sustainability of buildings on campus. Students have completed lots of projects that focus on fulfilling a real need to improve the campus infrastructure by working closely with Buildings & Estates staff

http://www.nuigalway.ie/course-information/module/CE2102

IRUSE has several students each year working on projects that utilize the campus as a living laboratory, focusing on developing developing concepts, methods and/or technology that underpin best practice sustainable & holistic life cycle building management solutions. .

http://www.iruse.ie/

The Sustainable & Resilient Structures research group at NUI Galway was founded in 2008 by Professor Jamie Goggins. The core expertise of the group is in developing sustainable and resilient structures for buildings and energy infrastructure. The group applies leading-edge scientific and engineering methods to develop the improved infrastructure and built environment required for sustainable social and economic development.

www.nuigalway.ie/structures

A number of other buildings on campus have been used by graduate students in engineering as living laboratories as part of their research work. For example, this project using the Arts Science Building:

https://www.sciencedirect.com/science/article/abs/pii/S0360132318302610

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Energy?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Energy:

IRUSE also has several research groups who supervise undergraduate and postgraduate projects that utilise NUI Galway's infrastructure as a living lab in relation to energy.

http://www.iruse.ie/

The Alice Perry Engineering building is used as a living lab, as mentioned in the buildings section above. The energy data collected from the building is used by both undergraduate and postgraduate engineering students to better understand energy consumption of buildings as part of their modules

For example:
CE466 Energy in Buildings:

http://www.nuigalway.ie/course-information/module/CE466

EG400 Advance Energy Systems Engineering:

http://www.nuigalway.ie/course-information/module/EG400

CE3118 Design of Energy Systems for the Built Environment:

http://www.nuigalway.ie/course-information/module/CE3118

Building Energy Model of Killeany Lodge Inis Mor: Sinead Reidy
RESPOND is an EU H2020 Project focusing on Smart Grid development in Sustainable Energy Communities. The Aran Islands are one of 3 pilots in the RESPOND Project. Kileany Lodge is serving as one of 25 houses that will comprise a Smart Grid on Inis Mor containing various renewable energy systems that include heat pumps and solar PV. An Energy Simulation Model is requires for Killeany Lodge to provide a Baseline of Energy demand prior to integrating Killeany Lodge into the Irish RESPOND Smart Grid Pilot. Also the School of Engineering builds students skills at undergraduate level through the 'Building Engineering Community Based Project' second year module.
• Contact email:

sineadareidy@gmail.com

• Website:

http://project-respond.eu

;

www.iruse.ie

- Social media links: @project_respond

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Food & Dining?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Food & Dining:

Masterchefs Catering (operating Moffetts, Staff Club, Cloud, Stem, CSI cafés) provide the 2GOCUP, Ireland's first deposit and return scheme. To date the scheme has saved over 2,550,000 single use cups from going to landfill introd. 2GOCUP was introduced in the University in January 2020.

How it works:

a) Order your hot drink to go

b) Deposit of €1 for your 2GoCup

c) Return for your €1 or get a fresh 2GOCup

d) You receive a reusable lid with your first deposit, this is yours to keep!

e) Cup lasts a minimum of 3 years if used every single day. That's 1,000,000's of single use cups saved from landfill simply by switching to 2GoCup!.

https://www.2gocup.ie/

Our caterers ensure sustainability labelling is prominent in both kitchens and dining halls encouraging diners to end food waste. Students see signage encouraging them to only take what they can eat and staff are advised of alternative options to binning food such as three simple steps; wrap, label and freeze for staff.

Graduate students from NUI Galway have published research which is on the forefront of sustainable food policy in large organizations:

https://aran.library.nuigalway.ie/handle/10379/6154

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Grounds?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Grounds:

NEAR Health: Caitriona Carlin and Gesche Kindermann
NEAR Health investigates how Nature and Environment can help society Attain and Restore Health.

We aim to connect people with nature to benefit their health and wellbeing. We collaborate with communities to co-create and/or assess inclusive nature-based activities that promote and restore health and wellbeing, helping us value and care for our environment. Combining multisector stakeholders, we develop and transform knowledge for communities, policymakers and practitioners. Funded by EPA and HSE, it contributes to Healthy Ireland goals to create a healthy environment where
'every sector of society can play their part in achieving a healthy Ireland'.
• Contact e-mail:

caitriona.carlin@nuigalway.ie

• Website:

http://whitakerinstitute.ie/project/near-health

• Social media links: @NEARhealth_NUIG

Eco EXPLORERS: Dr Michel Dugon
"Eco EXPLORERS" is a science outreach initiative founded by Dr Michel Dugon, with the support of the NUI Galway School of Natural Science and the NU Galway Discipline of Zoology (part of the SNS). The aim of Eco Explorers is to promote ecological and zoological awareness through school workshops and public / media communication. Since 2013, Michel and 80 NUI Galway volunteers have delivered over 600 workshops to approximately 18,000 pupils throughout Ireland. Michel has hosted the children show "Bug Hunters" on RTE and is regularly consulted by the media to speak about reptiles and bugs.
• Contact email:

michel.dugon@nuigalway.ie

• Website:

www.facebook.com/thebughunters

• Social media links: @EcoExplorersNUI

Sampling and Survey Techniques are taught on the grounds, with assignments including species and habitat management plans (for the following under graduate courses: Env Science, Zoology, Botany, PG: Sust Environment, Biodiversity and Land Use Planning) grounds are used to teach students species and habitat identification skills, ecological survey techniques and conservation management planning, this is assessed via assessed reports, papers and minor theses.

Invasive Species Assessment and management, biosecurity (The module: EV534 Invasive Species & Biodiversity) Students learn invasive species identification, biosecurity and conservation management approaches, assessed via reports and papers. Contributes to the university research biosecurity protocol.

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Purchasing?:
No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Purchasing:

IIs the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Transportation?:

Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Transportation:

Several students each year from Civil Engineering complete their thesis on projects related to understanding and/or advancing sustainable transport infrastructure that serves NUI Galway campus and Galway City.

https://www.nuigalway.ie/science-engineering/engineering/civil-engineering/research/transporten

gineering/

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Waste?:
No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Waste:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Water?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Water:

The Engineering Building at NUI Galway, as mentioned in the Buildings section above, is being used as a living laboratory for Engineering students. One of the metrics that is monitored in this lab is water consumption. Water meters were installed throughout the building during construction. The water consumption data is fed into the buildings BMS (Building Management System), which is connected to a screen in the buildings foyer, where the water consumption is displayed graphically and building users can interact with the screen to learn more.

https://www.nuigalway.ie/structures/facilities/livinglaboratory/

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Coordination & Planning?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Coordination & Planning:

NUI Galway Sustainability Strategy 2017-2020: Michelle O'Dowd Lohan & CUSP
The NUI Galway Sustainability Strategy 2017 to 2020 was launched in November 2017 and sets out a vision to establish NUI Galway as a leading green, smart and healthy campus. The Strategy is based on a Learn-Live-Lead model whereby the University will build on its core strengths in teaching and research to learn about the environment and new techniques, analyse campus operations, building performance and user habits to live more sustainably and connect to the broader community and

other institutions, to lead by example. The Learn-Live-Lead model is organised around six themes (Research and Learning, Energy and Greenhouse Gas Emissions, Nature and Ecosystems, Health and Wellbeing, Built Environment and Governance and Leadership), each comprising objectives and targets for our journey towards sustainability. While the proposals in this plan are well-grounded in Galway and the campus community, there is also a firm commitment to partnership with the local and wider community for example 'developing and implementing flagship projects with Galway City Council and Saolta University Healthcare Group' is a key target within the Leadership and Governance work package area. The Strategy illustrates an ambitious road-map for the campus to become a role model for the transition to a more sustainable future.
• Contact email:

sustainability@nuigalway.ie

;

michelle.odowd@nuigalway.ie

•
Website:

www.nuigalway.ie/sustainability

• Social media links: @NUIGsustain

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Diversity & Affordability?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Diversity & Affordability:

NUI Galway University of Sanctuary and City of Sanctuary: Aidan Harte
The University of Sanctuary campaign seeks to highlight the importance of access to Third-level Education for those living in Direct Provision and members of the Traveller Community. The aim of the campaign at NUI Galway is to increase public awareness of the global refugee crisis and Traveller specific issues across the University campus, and the steering committee hopes to achieve their aim by advocating for the development of pre-existing fee waivers, bursaries, and scholarships for asylum seekers, while developing meaningful outreach programmes to address the dearth of Traveller participation in third-level education. The steering committee will introduce pilot projects promoting multiculturalism and equity across campus through cross-faculty cooperation. The campaign promotes increased awareness, understanding, inclusion and equity for all students attending or hoping to attend third-level education. The University of Sanctuary Steering Committee at NUI Galway includes academic and administration staff, students and societies, community partners and individuals living in the Direct Provision centres in Galway.
• Contact email:

sanctuarynuig@gmail.com

• Website:

http://galway.cityofsanctuary.org

• Social media links:

www.facebook.com/sanctuarygalway

Access Programmes: Dr. Mary Surlis, Imelda Byrne and Adele Clinton
NUI Galway provides access to all academic programmes through a range of inclusive and responsive Access Programmes. NUI Galway's programme of developmental initiatives and supports targets those at primary and secondary schools and potential adult students who might not ordinarily progress to higher education. This includes: Intervention programmes with Primary and Secondary schools; Preparatory Access Programmes; HEAR , an alternative admissions scheme for School Leavers from socio-economically disadvantaged backgrounds; QQI/FE a third level admissions scheme for those who have successfully completed a Level 5 or Level 6 QQI programme in the Further Education

• Contact email:

adele.clinton@nuigalway.ie

• Website:

www.nuigalway.ie/access

www.nuigalway.ie/mature

• Social media links:

www.facebook.com/nuigaccess

www.facebook.com/NUIG.MatureStudentOffice

Soapbox Science: Dara Stanley
Soapbox Science brings science to the streets, targeting members of the public who may not have sought out science outreach, and promoting the visibility of women in science. The event consists of 12 female speakers, who take turns standing on wooden soapboxes in a public space explaining their research, selected from a variety of STEM fields, institutions, and career levels. The 2018 Galway event is run by Dr. Jessamyn Fairfield (Physics) and Dr. Dara Stanley (Botany), and will occur on July 7th by the Spanish Arch, supported by the Galway City Museum and the NUI Galway Research Office. Contact email:

dara.stanley@nuigalway.ie

;

jessamyn.fairfield@nuigalway.ie

Website:

http://soapboxscience.org/soapbox-science-2018-galway

Social media links: @soapboxscigal

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Investment & Finance?:
No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Investment & Finance:

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Wellbeing & Work?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Wellbeing & Work:

PPI Ignite @ NUI Galway: Edel Murphy
Public and Patient Involvement (PPI) in research means research carried out 'with' or 'by' members of the public rather than 'to', 'about' or 'for' them. The PPI Ignite @ NUI Galway programme, funded by the Health Research Board, provides support, education and training to NUI Galway healthcare researchers and members of the public and patients who want to work together in partnership across the research cycle. The programme office also connects patient and community organisations and members of the public with researchers who are seeking PPI partners.
• Contact email:

edel.murphy@nuigalway.ie

• Website:

www.nuigalway.ie/ppi

• Social media links: @PPI_NUIG

UNESCO Child and Family Research Centre: Danielle Kennan and Carmel Devaney
A major child welfare systems change has occurred in Ireland with a new independent Child and Family Agency, Tusla. At this transformational time in Irish social services the UNESCO Child and Family Research Centre has played an important role in re-designing services. A significant aspect of our mixed methods programme of research focused on prevention, partnership and family support is to foreground the views of parents, children and young people. The programme involves significant collaboration with senior managers in Tusla and senior officials and policy makers across government departments and statutory agencies. This collaboration directly responds to the University's vision to develop our partnerships with external organisations to enhance the quality, impact and relevance of our research.
• Contact email:

danielle.kennan@nuigalway.ie

• Website:

www.nuigalway.ie/childandfamilyresearch

• Social media links: @unesco_CFRC and #PPFSstudy

Website URL where information about the institution's living laboratory program is available:
https://www.nuigalway.ie/community-engagement/

Additional documentation to support the submission:
NUI_Galway_Forum_on_Public_and_Civic_Engagement_Showcase.pdf

Research

Points Claimed 17.00

Points Available 18.00

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

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

Research and Scholarship

Score	Responsible Party
	Gesche Kindermann
12.00 / 12.00	Lecturer - Microbiology
	CUSP

Criteria

Part 1. Sustainability research

Institution produces sustainability research as measured by the percentage of employees who conduct research that are engaged in sustainability research.

Part 2. Sustainability research by department

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

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability research activities and initiatives. The research inventory must be based on the definition of sustainability research outlined in Standards and Terms and include for each individual conducting sustainability research:

- Name

- Departmental affiliation

- Research interests/topics or a brief description justifying the individual's inclusion

Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

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

Total number of employees that conduct research:
784

Number of employees engaged in sustainability research:
510

Percentage of employees that conduct research that are engaged in sustainability research:
65.05

Total number of academic departments that include at least one employee who conducts research:
19

Number of academic departments that include at least one employee who conducts sustainability research:
19

Percentage of departments that conduct research that are engaged in sustainability research:
100

A copy of the inventory of the institution's sustainability research (upload):
NUIG_SDGs_2021_Research_Output_Analysis__Appendix_Authors.pdf

Inventory of the institution's sustainability research:

The attached pdf is an analysis on NUI Galway's Research output aligned to the UNs Sustainable Development Goals. At the bottom of this report there is an appendix which shows the sustainability research inventory. This inventory lists each researcher, their Scopus author ID and the SDG topic which their research is aligned to. The Scopus ID can be used to find their research profile online, showing the researchers department, publications and further information.

A brief description of the methodology the institution followed to complete the research inventory:

Elsevier provide a service through Scival to conduct an analysis of an institutions research output alignment to the SDGs. This is how the above inventory has been created. Scival conduct this analysis through a keyword search, highlighting topics that relate to the SDGs. In NUI Galway's case, the last 5 years of publications have been scanned and it shows that 65% of staff have at least 1 publication aligned to the SDGs in this time. More info on how Elsevier carry out this analysis is available at the link below.

https://www.elsevier.com/research-intelligence/societal-impact-research-with-scival

Website URL where information about the institution's sustainability research is available:
http://www.nuigalway.ie/sustainability/learn-live-lead-model/learn/research/

Additional documentation to support the submission:
Current_Academic__Reserach_Employee_V1.6.xlsx

Support for Sustainability Research

Score	Responsible Party
3.00 / 4.00	**Jamie Goggins** Chair of Community University Sustainability Partnership Board School of Engineering

Criteria

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

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or mentorships) that are specifically intended to increase student sustainability research.

- An ongoing program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or faculty development workshops) that are specifically intended to increase sustainability research by academic staff.

- Published promotion or tenure guidelines or policies that give explicit positive recognition to interdisciplinary, transdisciplinary, and/or multidisciplinary research.

- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and/or e-learning objects focused on sustainability.

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

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

A brief description of the student sustainability research program:

Annual NUI Galway Student Sustainability Leadership Award. Take on student interns for summer research projects.

http://www.nuigalway.ie/sustainability/studentaward2019/

The Explore Programme is where NUI Galway students and staff find support for innovative ideas. Over 100 projects have been supported by EXPLORE.-

https://www.nuigalway.ie/explore/

Does the institution have a program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research?:
Yes

A brief description of the faculty sustainability research program:

The Ryan Institute run competitions and provide seed funding to support sustainability research and the dissemination of this research.

Advancing sustainability and innovation is central to the research activities of the Ryan Institute's Research Centres/Clusters and Research Groups. The Ryan Institute is engaged in research and partnerships that contribute to the majority of the 17 Sustainable Development Goals (SDGs), which need to be achieved both nationally and internationally between now and 2030.

The Ryan Institute focuses on four thematic research areas, namely (1) Marine & Coastal, (2) Energy & Climate Change, (3) Agriculture & BioEconomy, and (4) Environment & Health. The Ryan Institute is comprised of 12 Research Centres/Clusters spanning these four thematic research areas. At present, the Ryan Institute is NUI Galway's largest research institute comprised of 91 Research Groups and 12 Research Centres/Clusters that are responsible for over 500 funded research projects comprising circa. 20% of the overall research income of NUI Galway. The 91 Research Groups (each lead by a Ryan Institute Principal Investigator) within the Ryan Institute collectively consist of at least 470 full time researchers, including 90 Postdoctoral Fellows, 50 Research Assistants, and over 240 PhD students.

The MaREI centre, the SFI research centre for energy, climate and marine, provide workshops, funding and support for academic staff at NUI Galway and other Institutions that intended to increase sustainability research. For example, providing financial support for PhD fellowships through the energy resilience in the built environment center for doctoral training (ERBE cdt), where the PhD students must be co-supervised by academic staff from multiple institutions (i.e. at least one MaREI institution partner and either UCL or Loughborough University).

Has the institution published written policies and procedures that give positive recognition to interdisciplinary, transdisciplinary, and multidisciplinary research during faculty promotion and/or tenure decisions?:
No

A copy of the promotion or tenure guidelines or policies:

The promotion or tenure guidelines or policies:

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

A brief description of the institution's library support for sustainability research:

Our library guides specialise in critical areas related to NUIG researcher's interests. A search for the word 'sustainable' across our library guides generates 9 pages of content. Our library guidance includes Statistics, WWI Global trends, Sustainable Development Indicators, Ireland Co2 Emissions and Cars, National Biodiversity Data Centre, Traffic and Transport Traffic Related Statistics from the Gardai (police force), Road Safety Authority Data, Data from National Transport Authority, Rail Statistics Ireland, Bus Statistics Ireland, Taxi Statistics, Bulletin of Vehicle Statistics, Climate and Energy, Water Quality, Air Emissions, Air Quality, Greenhouse Gas Emissions, Recycling and Waste Management, 3D printing, Archaeology, Hotel Management, and Research Data Management.

https://libguides.library.nuigalway.ie

Website URL where information about the institution's support for sustainability research is available:
http://www.nuigalway.ie/researchcommunityportal/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The NUIG Grant Management system has been aligned to the SDGs and requires Budget Holders/Principal Investigators to select the SDGs that their funded projects align to.

Our Institutional Research Information System (IRIS) allows staff to maintain their CVs and profiles and is also being aligned to the SDGs such that staff will select the SDGs relevant to teaching, research, outreach etc.

https://www.nuigalway.ie/research-office/onlinesystems/iris/

The College of Science has included the requirement for SDG alignment for new programme proposals and this is expected to be rolled out across NUIG.

Open Access to Research

Score	Responsible Party
	Gesche Kindermann
2.00 / 2.00	Lecturer - Microbiology
	CUSP

Criteria

Institution facilitates open access publishing in at least one of the following ways. The institution:

A. Offers institutional repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet. The open access repository may be managed by the institution or the institution may participate in a consortial and/or outsourced open access repository.

B. Has a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed (a.k.a. "'author's accepted manuscript") versions of scholarly works in an open access repository.

While the policy may allow for publisher embargoes and/or provide a waiver option that allows authors to opt-out of the open access license/program for individual articles, policies and commitments that are strictly voluntary (i.e., opt-in) do not qualify. Likewise, open access policies published by external funding agencies do not qualify in the absence of a formal institutional policy.

C. Provides an open access article processing charge (APC) fund for employees that includes specified criteria and an application process. Discounts and ad hoc funding for APCs do not qualify in the absence of a formal ongoing program.

D. Provides open access journal hosting services (directly or through participation in a consortium) through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost.

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

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

Does the institution offer repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet?:
Yes

Website URL where the open access repository is available:
https://aran.library.nuigalway.ie/

A brief description of the open access repository:

ARAN (Access to Research at NUI Galway) is our institutional repository supporting Green Open Access publishing. The Green route provides open access publication at no cost to the researcher. ARAN is based on the software DSpace and as of September 2020 had attracted nearly nine million hits (downloads and page views). The repository hosts 13,302 publications including 9,184 articles, 46 books and 395 chapters.

More information can be found at

https://libguides.library.nuigalway.ie/openaccesspublishing/aran

Does the institution have a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed versions of scholarly works in an open access repository?:
Yes

A copy of the institution's open access policy:
QA237-Open-Access-to-Research-Outputs.pdf

The institution's open access policy:

NUI Galway's policy on Open Access to Research Outputs (attached above), adopted by the Academic Council in October 2015, aims to promote open access to the University's publications.

Authors of peer-reviewed articles and peer-reviewed conference papers resulting from research carried out at NUI Galway must deposit a copy in the ARAN (Access to Research at NUI Galway) repository.

ARAN enables easy discovery of publications through global search engines such as Google and complements IRIS by linking from author profiles to the full text of University publications.

Does the policy cover the entire institution? :
Yes

Does the institution provide an open access article processing charge (APC) fund for employees?:
Yes

A brief description of the open access APC fund:

NUI Galway does not have an APC fund for individual articles. NUI Galway is part of the consortium IReL that has a number of transformative agreements in place that enable NUI Galway authors to publish Gold Open Access without paying APCs for individual articles:

https://irel.ie/open-access/

http://library.nuigalway.ie/openscholarship/openpublishing/deals/

Does the institution provide open access journal hosting services through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost?:
No

A brief description of the open access journal hosting services:

No, there is currently no such service in place that would centrally provide an OA journal platform, however, this is under consideration.

There are however discipline specific efforts at NUIG that are not managed by the Library, e.g. An Reiviú, a peer-reviewed online journal that is published yearly with MA students; see:

http://leannteangaanreiviu.com/

.

Estimated percentage of peer-reviewed scholarly works published annually by the institution's employees that are deposited in a designated open access repository:
20

Website URL where information about the institution's support for open access is available:
https://libguides.library.nuigalway.ie/openaccesspublishing

Additional documentation to support the submission:

Data source(s) and notes about the submission:

http://library.nuigalway.ie/openscholarship/openpublishing/

Data has been supplied to us from our library and ARAN staff and in 2019 4412 publications were authored by NUIG employees and 886, or 20%, of these were uploaded to ARAN.

Engagement

Campus Engagement

Points Claimed 16.53

Points Available 21.00

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

In addition, this subcategory recognizes institutions that support employee engagement, training and development programs in sustainability. Employees' daily decisions impact an institution's sustainability performance and employees can model sustainable behavior for students and the rest of the campus community. Equipping employees with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit	Points
Student Educators Program	3.53 / 4.00
Student Orientation	2.00 / 2.00
Student Life	1.75 / 2.00
Outreach Materials and Publications	2.00 / 2.00
Outreach Campaign	4.00 / 4.00
Assessing Sustainability Culture	1.00 / 1.00
Employee Educators Program	0.00 / 3.00
Employee Orientation	1.00 / 1.00
Staff Professional Development and Training	1.25 / 2.00

Student Educators Program

Score	Responsible Party
3.53 / 4.00	**Thomas Adams** Student Researcher Civil Engineering

Criteria

Part 1. Percentage of students served by a peer-to-peer, sustainability educators program

Institution engages its students in sustainability outreach and education as measured by the percentage of students served (i.e., directly targeted) by a peer-to-peer educators program.

Part 2. Educator hours per student served by a peer-to-peer program

Institution engages its students in sustainability outreach and education as measured by the ratio of the number of hours worked by trained student educators to the number of students served by a peer-to-peer program.

To earn points for this credit, an institution must coordinate an ongoing, peer-to-peer sustainability outreach and education program for students that is explicitly focused on sustainability. The institution:

- Selects or appoints students to serve as peer educators and formally designates the students as educators (paid and/or volunteer);

- Provides formal training to the student educators in how to conduct peer outreach; and

- Supports the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

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

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

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

Number of students enrolled for credit:
18,747

Total number of students served by a peer-to-peer sustainability outreach and education program:
14,298

Percentage of students served by a peer-to-peer sustainability outreach and education program:
76.27

Name of the student educators program (1st program):
Seas Suas

A brief description of the student educators program (1st program):

NUI Galway provides support services to help students who are encountering difficulties, and it funds a number of successful programmes to enable students to be trained to support their fellow students in a peer to peer methodology. One such programme, Seas Suas, is underpinned by an awareness that peers may lack confidence and knowledge about how to intervene or be reluctant to intervene due to the "bystander effect" that diffuses responsibility for action in group settings.

A brief description of the student educators program's target audience (1st program):

The NUI Galway 'Seas Suas' programme, aims to motivate students to be more aware of challenging issues impacting students' academic and personal lives and to equip them with the knowledge and

skills to respond appropriately. SDG 3: Good Health and Wellbeing. Research findings relating to the impact of participation in the programme on students' social, emotional, and cognitive outcomes are available here:

https://www.youtube.com/watch?v=kOu8mGMFHDk

Figures below are for each year. Training of 500 students is for 5 weeks (2 hours per week and over 2 semesters - 250 in each) then target impacts are the other 47 weeks. 5000 in total. A minimum of just 2 hours exposure for each trained educator is estimated. Taking 30 weeks of academic course, and taking the remaining 20 weeks as less at 10 weeks, a total of 40 weeks of 2 hours by 500 trained student educators is used here - 40,000 hours. 500 trained students impacting 2 students each = 1500 in total.

Number of trained student educators (1st program):
500

Number of weeks the student educators program is active annually (1st program):
52

Average or expected number of hours worked weekly per trained student educator (1st program):
2

Total number of hours worked annually by trained student educators (1st program):
40,000

Website URL where information about the student educators program is available (1st program):
https://www.nuigstudents.ie/seas-suas

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

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

NUI Galway provides a central community volunteering office, ALIVE, with paid staff that enable students to volunteer for sustainability projects in the City of Galway with funding and training to support them and eliminate any barriers to volunteering. The ALIVE training programme for students consists of a series of workshops and events that empower students to mobilise with their fellow students and wider members of the community.

A brief description of the student educators program's target audience (2nd program):

This years programme included:
-The Global Goals Jam a three day training programme on design-thinking to take a project idea on SDG 4 through to prototypes and testing stages.

https://www.studentvolunteer.ie/nuigalway/news/nui-galway-hosts-the-global-goals-jam-2020

https://www.studentvolunteer.ie/nuigalway/news/global-goals-jam-2020

-The Climathon a month long national competition that trained students on design-thinking to take a project idea on Campus Consumption through to pitching stages.
Climathon winners representing Ireland at the International Conference: (Time: 34:04)

https://www.iiea.com/past-events/climate-and-community%e2%94%82le-climat-tous-ensemble-2/

https://www.studentvolunteer.ie/nuigalway/news/hackathon-with-french-embassy-in-ireland

- Student Sustainability Summit, an annual conference on student led and staff led sustainability initiatives to foster sharing and provide funding support and platform for sustainability ideas for the city and campus.

https://www.studentvolunteer.ie/nuigalway/news/nui-galway-sustainability-student-summit-2021

In total 4800 hours of training but much much more when we take all the volunteering into account. Even if each training hour is worth just one engagement hour then the total is 9600 - including training (4800) and contact hours (4800). 100 students impacting just 2 other students is 300 impacted in total.

Number of trained student educators (2nd program):
100

Number of weeks the student educators program is active annually (2nd program):
24

Average or expected number of hours worked weekly per trained student educator (2nd program):
2

Total number of hours worked annually by trained student educators (2nd program):
4,800

Website URL where information about the student educators program is available (2nd program):
https://www.studentvolunteer.ie/nuigalway/about

Name of the student educators program (3rd program):
Central Societies Office Training Programme

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

NUI Galway provides a central societies office with paid staff that enable students to volunteer for their sustainability projects with funding and training to ensure success of their sustainability goals. The training programme provided to all students in Societies is accessible online in our campus extracurricular engagement platform supporting students to log in and join sustainability programmes, and learn more. This is now a default offering to each student and no website describes it as it is part of each students unique online platform.

A brief description of the student educators program's target audience (3rd program):

In Societies students undertake a series of training workshops in order to be peer to peer leaders that are conduits of knowledge, organising events, welcoming new members and delivering on the Societies objectives.

We do not have definitive numbers but 2/3's of students are thought to have engaged in peer to peer learning with societies. There are 110 student societies and each has a committee of at least 8. 880 student educators. Its estimated that students spend just 1 hour per week in each society. Program active while students are active in their studies (approx. 30 weeks).

his is now a default offering to each student and no website describes it as it is part of each students unique online platform. The website included below explains the overall central societies initiative from which the online platform unique to each student was born.

Number of trained student educators (3rd program):
880

Number of weeks the student educators program is active annually (3rd program):
30

Average or expected number of hours worked weekly per trained student educator (3rd program):
4

Total number of hours worked annually by trained student educators (3rd program):
105,600

Website URL where information about the student educators program is available (3rd program):
https://socs.nuigalway.ie

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

CEIM is NUI Galways peer to peer educators program for creating student leaders - see link:

https://ceim.su.nuigalway.ie

We are currently reviewing this and other outreach and education programs not factored into the above analysis. Please see the attached list of programs, there is extensive work and volunteerism in NUIG and we will provide updated figures in our next STARS application. The numbers provided here are the minimum spent and are therefore conservative calculations.

Number of trained student educators (all other programs):
0

Number of weeks, on average, the student educators programs are active annually (all other programs):
0

Average or expected number of hours worked weekly per student educator (all other programs) :
0

Total number of hours worked annually by trained student educators (all other programs):
0

Grand total number of hours worked annually by trained student sustainability educators (all programs):
150,400

Hours worked annually by trained student sustainability educators per student served by a peer-to-peer program:
10.52

Website URL where information about the student sustainability educators programs is available:

Additional documentation to support the submission:
Lorraines_pdf.pdf

Data source(s) and notes about the submission:

Caculations:
In Central Societies Office Training Programme - two thirds of students engaged in peer to peer learning with societies so:
2/3 x 18,747.0 = 12498
12498 + 1500 (Seas Suas) + 300 (ALIVE) = 14298
Conservatively 14,298 are involved in student to student education. Fo future STARS applications we are reviewing and increasing these numbers upwards.

Student Orientation

Score	Responsible Party
2.00 / 2.00	**Thomas Adams** Student Researcher Civil Engineering

Criteria

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

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

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

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

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

Percentage of all entering students that are provided an opportunity to participate in orientation activities and programming that prominently include sustainability:
100

A brief description of how sustainability is included prominently in new student orientation :

As part of orientation, every new student is provided with a guide on "How to Live more Sustainably as a College Student". There is also a course - Introduction to Sustainability at NUI Galway - which is available on the student portal which new students are encouraged to engage with.

Guides and course:

http://www.nuigalway.ie/sustainability/projectsresources/resources/

Website URL where information about sustainability in student orientation is available:
http://www.nuigalway.ie/startinguniversity/newstudents/

Additional documentation to support the submission:

How_to_live_more_sustainably_as_a_student.pdf

Student Life

Score	Responsible Party
	Thomas Adams
1.75 / 2.00	Student Researcher
	Civil Engineering

Criteria

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

- Active student groups focused on sustainability

- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems

- Student-run enterprises that include sustainability as part of their mission statements or stated purposes (e.g., cafés through which students gain sustainable business skills)

- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills

- Conferences, speaker series, symposia, or similar events focused on sustainability

- Cultural arts events, installations or performances focused on sustainability

- Wilderness or outdoors programs (e.g., that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles

- Sustainability-focused themes chosen for themed semesters, years, or first-year experiences (e.g., choosing a sustainability-focused book for common reading)

- Programs through which students can learn sustainable life skills (e.g., a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)

- Sustainability-focused student employment opportunities offered by the institution

- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions

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

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

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

Name and a brief description of the active student groups focused on sustainability:

Three examples of active groups are:
1) NUIG Environmental Society
The primary aim of the society is to promote a more sustainable way of life, both on campus in NUIG and locally. To promote educational environment and promote positive action around the themes of development, climate change, agriculture and food security. They aim to make their society more accessible to undergraduate students. And to promote sustainable living for students by organising themed workshops and inspiring students with creative ideas to reduce their waste through their facebook page.

https://socs.nuigalway.ie/societies.php?id=NDkz

2) NUIG Energy Society
The goal of the Energy Society is to use fact-based discussion and open collaboration to develop the understanding and awareness of energy production, consumption and its impacts. The society hosts talks related to all aspects of energy, whether technological, economic or social. They foster discussion sessions where members chat about energy research in NUIG and beyond.

https://socs.nuigalway.ie/societies/energy

3) Young Greens Society
The Young Greens strive to make politics relevant to young people, offering a forum to discuss sustainability policy.

https://socs.nuigalway.ie/societies.php?id=NTI1

Furthermore, the CUSP team is a multi-disciplinary, voluntary team of over 30 students and staff from across the campus and community partners all working together with the common aim of establishing the university as a leading institutional model for sustainability. The CUSP team operates through a multidisciplinary board - the CUSP General Board. All CUSP General Board members align to a sustainability working group. There are six Sustainability Working Groups organised around six themes of the Learn Live Lead Model. These will be lead by a Environmental Awareness and Sustainability Officer from September 2021.

The Environmental Awareness and Sustainability Officer promotes sustainability and environmental awareness amongst the members of the Union. They are responsible for developing union policy on environmental and sustainability issues. They will liaise with relevant societies and interest groups and will organise relevant events and campaigns to highlight and address environmental and sustainability issues. They shall represent Union members on relevant university committees and chair the Environmental and Sustainability Forum once per semester. Link provides further information

https://su.nuigalway.ie/team-member/environmental-awareness-and-sustainability-officer/

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Does the institution have a garden, farm, community supported agriculture (CSA) or fishery program, or an urban agriculture project where students are able to gain experience in organic agriculture and sustainable food systems?:
Yes

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

NUIG Organic Gardening Society
The Organic Gardening Society was established in 2010 with the aim of developing a space to grow organic fruit and vegetables on campus. A space was allocated at the rear of No.12 Distillery Road. After much clearing and preparation four raised beds were installed as well as a fruit border, composting area and small greenhouse. Members of the society learn to grow their own fruit and vegetables in a sustainable and organic manner. They welcome members of the wider public to participate in the garden as well. Their community of gardeners get the chance to meet like-minded people, enjoy the mental and physical benefits of working in an outdoor space and, of course, enjoy the vegetable-shaped benefits of their labour. This is the first Organic Garden to be set up in an Irish University Campus.

https://socs.nuigalway.ie/societies.php?id=MzY1

Does the institution have a student-run enterprise that includes sustainability as part of its mission statement or stated purpose?:
Yes

A brief description of the student-run enterprises:

NUIG Enactus Enactus
Enactus NUI Galway is a group of students from a wide variety of disciplines of study, possessing an entrepreneurial spirit and passion for innovation who, alongside the assistance and guidance of NUIGs Business and Faculty Advisory Board, develop sustainable projects within the community with the primary aim of benefitting society.

https://socs.nuigalway.ie/societies.php?id=NDY2

An Meitheal Rothar is a bicycle cooperative based in NUIG formed by students who repair and sell bicycles. They also provide free, and paid for, training on bike maintenance. They also advocate policy makers and Galway City Council for bike friendly planning, policy and infrastructure.

https://bikeworkshops.ie

Does the institution have a sustainable investment fund, green revolving fund, or sustainable microfinance initiative through which students can develop socially, environmentally and fiscally responsible investment and financial skills?:
No

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

Has the institution hosted a conference, speaker series, symposium, or similar event

focused on sustainability during the previous three years that had students as the intended audience?:
Yes

A brief description of the conferences, speaker series, symposia, or similar events focused on sustainability:

NUIG Energy Society host an event every year called "The Galway Energy Summit". It takes place in the Bailey Allen Hall on NUIGs campus. This event connects future leaders with current ones, through the discussion of energy and innovation. Students from all backgrounds are welcome to network with some of Ireland's most innovative companies. The fair brings together various industry experts, companies, start-ups, students and lecturers to one venue. This is the ideal situation for students and other delegates to understand and become more knowledgeable of the work being done in industry. The event commences with a panel discussion. The theme for GES18 was "The Future of Energy in Ireland". A four person panel lead an open discussion on stage. The speakers for the night were Eamon Ryan - Minister for the Environment, Climate and Communication, David Taylor – Chairman of the Energy Institute, 2050 energy in Ireland Calculator creator Clare Duffy - Smart Customer Access and Distribution Planning Manager, ESB Network Dr. David Connolly – Head of Policy, Irish Wind Association Moderator – Shane McDonagh, PhD researcher in UCC and NUIG graduate This was followed by a careers fair which provided students the opportunity to network with industry. Some companies present were ESB, Crowley Carbon Jaguar and Landrover Accenture Enerit and many more. In addition to these companies, start-ups and student society groups attended. This is an all-inclusive networking event for all backgrounds and all ages. A student run event- hosted and attended by students and the public, will allow for a strong step towards energy efficiency in the future. The summit closes with a mixing event - a unique networking opportunity where companies and students discuss and share thoughts on the summit.

Has the institution hosted a cultural arts event, installation, or performance focused on sustainability with the previous three years that had students as the intended audience?:
Yes

A brief description of the cultural arts events, installations, or performances focused on sustainability:

NUIG hosts dedicated events each year for example the Seachange Festival. This festival explored issues of climate change and our place in a changing landscape: through a combination of the real and the imaginary, the exhibiting artists created a collective call for a sea change.

In addition to the visual art exhibitions and film screenings offered, there were a series of talks and discussions entitled Hy-Brasil Dialogues held in the Aula Maxima (the quadrangle) at NUI Galway. Throughout the series, geographers, geologists, marine researchers, architects, linguists, and artists explored the complexity of our current environment, both locally and globally, and from their perspective of geological time, the present and future projections. More information at the link below:

https://www.nuigalway.ie/community-engagement/community-partnerships/artsculture/

Does the institution have a wilderness or outdoors program that follow Leave No Trace principles?:
Yes

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

NATURE AND ENVIRONMENT TO ATTAIN AND RESTORE (NEAR) HEALTH: The team comprises medical and marketing professionals, social scientists and innovators, environmental scientists and ecologists. The NEAR Health project, funded by the Environmental Protection Agency (EPA) and the Health Service Executive under Grant Award No. 2015-HW-MS-2, supports the implementation of the EPA Strategic Plan 2016-2020 – 'Our Environment, Our wellbeing' and Healthy Ireland, the national framework for action to improve the health and wellbeing of the people of Ireland. Link here

http://whitakerinstitute.ie/project/near-health/

Leave No Trace co-facilitate a workshop with NEAR-Health (NUIG). This practical workshop is open to a diverse mix of representatives and may include community-based groups, PPN members, Local Authority, recreational groups, environmental groups, health professionals among others. The objectives are to determine what communities want from their nearby green environment in terms of health and wellbeing.

Has the institution had a sustainability-focused theme chosen for a themed semester, year, or first-year experience during the previous three years?:
No

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

Does the institution have a program through which students can learn sustainable life skills?:
Yes

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

The library has a dedicated space provided and hosts workshops demonstrating sustainable life skills. The space is called the Maker Space. These have been interrupted by COVID, but will proceed after it. The link provided here shows a reuse workshop on laptops and electronics and a 3D printing workshop

http://library.nuigalway.ie/digitalscholarship/makerspace/learn/#

. Both were designed for students and staff and demonstrate the skills and materials critical in reuse.

An Meitheal Rothar are a bicycle cooperative on campus and they host workshops to show students and staff how to maintain their bikes, these are inclusive and are both free and paid for.

https://bikeworkshops.ie/diy-bike-workshop/

Does the institution offer sustainability-focused student employment opportunities?:
No

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

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

A brief description of the graduation pledge(s):

A brief description of other co-curricular sustainability programs and initiatives that do not fall into one of the above categories:

Additional documentation to support the submission:

Outreach Materials and Publications

Score	Responsible Party
2.00 / 2.00	**Thomas Adams** Student Researcher Civil Engineering

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Criteria

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

- A central sustainability website that consolidates information about the institution's sustainability efforts

- A newsletter or social media platform (e.g., Facebook, Twitter, or interactive blog) that focuses specifically on campus sustainability

- Signage that highlights sustainability features on campus

- A sustainability walking map or tour

- A guide for green living and/or incorporating sustainability into the residential experience

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

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

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

Website URL for the central sustainability website:
http://www.nuigalway.ie/sustainability/

Does the institution have a sustainability newsletter or social media platform that focuses specifically on campus sustainability?:
Yes

A brief description of the sustainability newsletter or social media platform:

NUIG uses twitter @NUIGsustain to disseminate news on campus sustainability. Sustainability events such as that attached are communicated to students, staff and the wider public using this.

Does the institution have signage that highlights sustainability features on campus?:
Yes

A brief description of the signage that highlights sustainability features on campus:

Firstly, there are numerous signs around campus as part of the biodiversity trail , more information at the link:

https://www.nuigalway.ie/biodiversitytrail/

There is also signage in places indicating that the area is 'managed for wildlife', as part of our NUI Galway All-Ireland Pollinator Plan, more information at the link:

https://www.nuigalway.ie/media/sustainability/NUI-Galway-Pollinator-Plan-2018-2020.pdf

. A signage template we use can be seen at:

https://pollinators.ie/managed-for-wildlife-signage-templates-now-available/

).

An Bialann restaurant as mentioned elsewhere provides healthy and sustainable food options for students, staff and visitors. In this link you can see their waste separation signage which explains segregation to all users in simple terms:

https://www.facebook.com/AnBhialannNUIG/posts/2144337275796724

Other features are a sustainability word cloud and SDG posters that are up around campus.

Does the institution provide a sustainability walking map or tour?:
Yes

A brief description of the sustainability walking map or tour:

NUI Galway offers many opportunities to connect with nature, including our field research stations in the Burren (Carron & Finavarra) and Connemara (Carna). The main campus in Galway city is also home to a wealth of wildlife and a campus trail has been designed for it. This campus trail is designed to guide walkers through the natural habitats, which are often also used for teaching and research. The first link below explains more, the second link is the campus trail map and the third link is a demonstration video.

1)

http://www.nuigalway.ie/biodiversitytrail/

2)

http://www.nuigalway.ie/media/nuigalwayie/content/files/aboutus/Biodiversity-Trail.pdf

3)

https://youtu.be/YfcBl1rLKeo

Does the institution produce a guide for green living and/or incorporating sustainability into the residential experience?:
Yes

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

A guide is provided on "How to live more sustainably as a college student", and a "Sustainable Event Checklist" for event organization is also provided as is a list of sustainable hotels around Galway for events. These can be found at this link:

http://www.nuigalway.ie/sustainability/projectsresources/resources/

A brief description of other comprehensive sustainability outreach materials and publications not covered above:

Introduction to Sustainability course, available through every students online portal (yourspace).

The purpose of this course is to provide students with an introduction to the concept of sustainability and the Sustainable Development Goals. It informs the student on NUI Galway's work in the area of sustainability and ways to get involved; and share tips on how we can all learn, live and lead sustainability at NUI Galway.

Additional documentation to support the submission:
NUIG_sustainability_event.pdf

Outreach Campaign

Score	Responsible Party
4.00 / 4.00	**Thomas Adams** Student Researcher Civil Engineering

Criteria

Part 1. Student outreach campaign

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

Part 2. Employee outreach campaign

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

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

Measurable, positive results typically involve reductions in energy, waste or water use, cost savings and/or other benefits. To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. Increased awareness or increased membership of a mailing list or group is not sufficient in the absence of other positive results.

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

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

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

Name of the campaign:
Community Engaged Building Engineering projects

A brief description of the campaign:

Community engaged learning and teaching are academic approaches that seek to engage and accredit students, within the curriculum, for working in partnership with civic and civil society organisations to act on local societal challenges. Over the last 12 year, 300+ community engaged building engineering projects have been completed by second year undergraduate (Level 8) civil engineering, energy systems engineering and project & construction management students in NUI Galway. The projects are based around the student groups developing solutions for real-world problems identified by civic society organisations. The projects are framed by a research orientation, commitments to civic engagement, building university-community and city-university partnerships, and partnerships with other official agencies. Such framing means that community users can provide real learning problems for students and community partners can benefit from the results.

- Contact: Prof Jamie Goggins
- Contact e-mail:

jamie.goggins@nuigalway.ie

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

The 300+ community engaged building engineering projects completed by NUI Galway students between 2014 and 2021 related to a number of SDGs. Sustainable Cities and Communities (SDG 11) was associated with the great majority of projects (96%), followed by Good Health and Wellbeing (SDG 3, 58%) and Affordable and Clean Energy (SDG 7, 46%). Industry Innovation and Infrastructure (SDG 9) and Reduced Inequalities (SDG 10) were each associated with approximately 10% of the projects; while Life on Land (SDG 15), Responsible Consumption and Production (SDG 12), Climate Action (SDG13) and No Poverty (SDG1) were directly related to 0.5-3% of the projects. A wide range of projects carried out between 2014 and 2021 included:
· The restoration of the Mill Wheel at Thoor-Ballylee, WB Yeats home (2021, in partnership with local historical society) - directly relating to SDG 11, 3, 12;
· A renovation design of a 1940's Bungalow in order to transform it into a social inclusion café (2021, in partnership with local social enterprise centre) - directly relating to SDG 11, 10, 7;
· Transitional Refugee Shelter – Thermal Performance (2021, in partnership with university buildings office) - directly relating to SDG 10, 1;
· Design of student accommodation made of recycled shipping containers (2020, in partnership with university student union) – directly relating to SDG 11, 9, 3;
· Design of ventilation strategy for new charity offices in Galway (2020, in partnership with the local charity group) – directly relating to SDG 11, 3;
· Design of Derrigimlagh board walk extension (2019, in partnership with the local chamber of commerce) – directly relating to SDG 15, 3;
· Energy and accessibility audit of Craughwell GAA Club (2019, in partnership with the local sports club) – directly relating to SDG 11, 7, 3, 10;
· Electric vehicle feasibility for Údarás na Gaeltachta (2019, in partnership with the regional authority) – directly relating to SDG 7, 11;
· Development of flood defence system in the Spanish Arch area in Galway City (2018, in partnership with the fire and rescue services) – directly relating to SDG 11, 9;
· Development of an awareness campaign for Galway Bay Search and Rescue (2018, in partnership with the national lifeboat institution) – directly relating to SDG 11, 3, 10;
· Light, heat and fire safety evaluation of St. Patrick's Brass Band clubhouse (2017, in partnership with the local music band) – directly relating to SDG 11, 7, 3;
· Retrofit of Ability West 'Clochatuisce' facility (2017, in partnership with the local charity group) - directly relating to SDG 11, 9;
· Design, structural analysis and cost analysis of bridges in the Greenways Project (2015, in partnership with the county council) – directly relating to SDG 11, 15, 3;
An investigation and assessment of accessibility and fire safety to the theatre (2014, in partnership with the city theatre company) – directly relating to SDG 11, 10, 3.
The community engaged building engineering projects have been driven by Quality Education (SDG 4) and Partnerships for the Goals (SDG 17). 'Learning by doing' engineering education enhanced students' learning and engagement, as community partners/users could provide real learning problems and contexts for students, and benefit from the results. In fact, , the majority of community partners found the students' reports very useful and an average of 86% of community partners who completed our annual surveys since 2014 expressed that they would carry out the recommendations suggested in the students' reports.

Working in collaboration with community organisations enables students to use and enhance skills, competencies and knowledge in a real world capacity, which leads to an enlarged and more fulfilling educational experience (Randles and Harmon, 2015). Through community engaged engineering projects, students can (i) develop the ability to identify, formulate and solve engineering problems in their field of study in a real world context; (ii) select and apply relevant methods from established engineering practice by critically using appropriate sources of information to pursue detailed investigations and research of technical issues in their field of study, (iii) recognise the importance of non-technical – societal, health and safety, environmental, and economic – constraints, and (iv) develop the ability to communicate effectively information, ideas, problems and solutions with engineering community and society at large. In fact, community engaged engineering projects can help fulfil all seven programme outcomes required by Engineers Ireland, which is the education standard required for the registration of Chartered Engineers in Ireland.

Name of the campaign (2nd campaign):
NEAR Health

A brief description of the campaign (2nd campaign):

NEAR Health investigates how Nature and Environment can help society Attain and Restore Health. It aims to connect people with nature to benefit their health and wellbeing. It collaborates with communities to co-create and/or assess inclusive nature-based activities that promote and restore health and wellbeing, helping us value and care for our environment. Combining multisector stakeholders, it develops and transforms knowledge for communities, policymakers and practitioners.

Funded by the Environmental Protection Agency and the Health Services Executive, it contributes to Healthy Ireland goals to create a healthy environment where 'every sector of society can play their part in achieving a healthy Ireland'.

Caitriona Carlin and Gesche Kindermann
• Contact e-mail:

caitriona.carlin@nuigalway.ie

;
• Website:

http://whitakerinstitute.ie/project/near-health

• Social media links: @NEARhealth_NUIG

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

NEAR Health directly engaged more than 560 people who participated as our stakeholders in the project, engaging with blue and green spaces for health and wellbeing. These were distributed across the entire country, in urban and rural areas. The outreach was all inclusive and intergenerational.

A brief description of other sustainability-related outreach campaigns:

ReelLIFE SCIENCE - Enda O'Connell
ReelLIFE SCIENCE is a nationwide STEM (Science, Technology, Engineering and Medicine) engagement programme, which encourages the public to discover more about STEM and its impact on individuals, society and the environment. Participants of all ages from schools and community groups are challenged to research a scientific topic and communicate it for the public via an engaging and educational three minute video, while developing their critical thinking, communication and digital skills. Since launching in 2013, ReelLIFE SCIENCE has enabled more than 9,000 Irish students and community group members to engage with STEM in a novel way, while the videos produced have been viewed over 150,000 times online and at public screenings.
A demonstration video on this project is at the link:

https://youtu.be/nr4gTgvom7A

• Contact email:

enda.oconnell@nuigalway.ie

• Website:

www.reellifescience.com

- Social media links:

www.facebook.com/ReelLifeScience

Additional documentation to support the submission:

Assessing Sustainability Culture

Score	Responsible Party
1.00 / 1.00	**Dean Pearce** Head of Facilities Management and Services Buildings Offices

Criteria

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

An assessment that covers a single sustainability topic (e.g., a transportation survey) does not count in the absence of a more comprehensive cultural assessment. Likewise, assessments that exclusively address sustainability literacy (i.e., knowledge of sustainability topics and challenges) are excluded. Literacy assessments are recognized in the Sustainability Literacy Assessment credit in Curriculum.

Participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) qualifies as a cultural assessment.

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

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

Does the institution conduct an assessment of sustainability culture?:
Yes

Which of the following best describes the cultural assessment? The assessment is administered to::
The entire campus community (students and employees) directly or by representative sample

Which of the following best describes the structure of the cultural assessment? The assessment is administered::
Longitudinally to measure change over time

A brief description of how and when the cultural assessment(s) were developed and/or adopted:

A travel survey was first carried out in the winter of 2005. This was followed in the winter of 2014/2015 and will be followed in 2021/2022. A number of other studies were assessed which are not comparative due to seasonality and are not part of this review. In these comparative surveys baseline travel patterns were assessed inter alia identifying means of travel, and commute distance. Determinants of travel choices were assessed inter alia weather, lack of choice, commute time, safety, stress, environmental performance of chose mode, habit cost. Openness to change was also assessed.

A copy or sample of the questions related to sustainability culture:

A sample of the questions related to sustainability culture or the website URL where the assessment tool is available:

A sample of the 2014/2015 travel survey questions can be found at this link:

https://www.surveymonkey.com/r/NUIGtravel14

A brief description of how representative samples were reached (if applicable) and how the cultural assessment is administered:

The most recent survey (2015) was administered directly to the entire campus and strong recovery rates were received. Respondents were categorised as either staff or students.

A brief summary of results from the cultural assessment:

On average staff travel further to campus and 72% of them use the motor car. In general students live closer and 59% of them use active transport. Active travel mode falls steeply with distance of commute. For staff that drive a car, a lack of alternatives and other commitments are the most significant determinants totalling 69%. For students that drive a car, a lack of alternatives and quickest commute time are cited as the more significant determinants at 62%. Total percentage of students that use more sustainable commuting options is 83% and 42% for staff. More than 50% of both cohorts were open to changing to public transport or cycling. More information is available at the link and attachment provided.

Website URL where information about the assessment of sustainability culture is available:
https://www.nuigalway.ie/buildings/service-helpdesk/get-to-around/travel-plan/

Additional documentation to support the submission:
NUI-Galway-Travel-Plan-v4.2.pdf

Data source(s) and notes about the submission:

The surveys inform the travel plan and its sustainability ambitions.

Employee Educators Program

Score	Responsible Party
	Josephine Hynes
0.00 / 3.00	Director of Human Resources
	Human Resources Office

Criteria

Part 1. Percentage of employees served by a peer-to-peer educators program

Institution engages its employees in sustainability outreach and education as measured by the percentage of employees served (i.e., directly targeted) by a peer-to-peer educators program.

Part 2. Educator hours per employee served by a peer-to-peer program

Institution engages its employees in sustainability outreach and education as measured by the ratio of the number of hours worked by trained employee educators to the number of employees served by a peer-to-peer program.

To earn points for this credit, an institution must administer or oversee an ongoing, peer-to-peer sustainability outreach and education program for employees. The institution:

- Selects or appoints employees to serve as peer educators and formally designates the employees as educators (paid and/or volunteer);

- Provides formal training to the employee educators in how to conduct peer outreach; AND

- Supports the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

To qualify, a program must be explicitly focused on sustainability. The peer educators must also represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

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

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

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

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

Employee Orientation

Score	Responsible Party
1.00 / 1.00	**Josephine Hynes** Director of Human Resources Human Resources Office

Criteria

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

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

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

A brief description of how sustainability is included in new employee orientation:

An Induction Handbook is provided and an Induction Coordinator is present in each school to attend to the needs of the new employee. HR have sustainably centralised staff induction and the happens once quarterly.

Aspects of sustainable travel, health and safety and mobility are covered in the handbook. NUI Galway through its partnership process is committed to promoting sustainable travel initiatives for its staff and students.

Website URL where information about sustainability in employee orientation is available:
http://www.nuigalway.ie/human-resources/staff-development/induction/

Additional documentation to support the submission:
Staff_Handbook2016_web.pdf

Data source(s) and notes about the submission:

A portal for staff and induction is based at this link here:

http://www.nuigalway.ie/human-resources/formanagers/welcoming-new-staff/

Staff Professional Development and Training

Score	Responsible Party
1.25 / 2.00	**Josephine Hynes** Director of Human Resources Human Resources Office

Criteria

Part 1. Availability of professional development and training in sustainability

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

Part 2. Participation in professional development and training in sustainability

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

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

- Training to integrate sustainability knowledge and skills into the workplace;

- Lifelong learning and continuing education in sustainability; and/or

- Sustainability accreditation and credential maintenance (e.g., LEED AP/GA).

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

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

This credit applies to non-academic staff members only; it does not include academic staff, i.e., faculty members. Faculty professional development in sustainability is recognized in the Incentives for Developing Courses credit in Curriculum.

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

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

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

Estimated percentage of regular, non-academic staff that participates annually in sustainability professional development and training:
1-24%

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

There are a number of training courses that are offered online that can completed at anytime that suits staff. Some of the course that NUIG offer are Unconcious Bias Training, and Equality, Diversity and Inclustivity Training. These are offered through the LearnUpon platform, more info on how to access these courses can be found below.

NUIG is also a provider of the LiFT course which aims to develop leadership skills and enhance the personal development with communities.

http://www.nuigalway.ie/human-resources/learning-and-development/

A brief description of any external professional development and training opportunities in sustainability that are supported by the institution :

NUIG also now provides all staff with access to LinkedIn Learning which has over 16,000 courses across a wide range of disicplines. Information on how to access LinkedIn Learning throuhg your NUIG account can be found in the links below.

http://www.nuigalway.ie/human-resources/learning-and-development/onlinecourses/

NUI Galway is committed to staff professional and personal development and offers LinkedIn Learning for free to all academic and non-academic staff across campus. LinkedIn Learning has over 16,000 courses where staff learn at their own pace and select only the courses and videos most relevant to their learning journey. Courses include technical, business, software, leadership, personal health, mindfulness, and creative topics but with the sustainability focus on campus many of the sustainability related courses are popular amongst staff.

To learn 24/7 staff just need to visit LinkedIn Learning and login with their NUI Galway Campus Account credentials. When completed staff receive a certificate. As an example a search for 'climate and sustainability' on the platform yields 128 courses available to staff 24/7 at no cost. More at the link below:

http://www.nuigalway.ie/human-resources/learning-and-development/onlinecourses/linkedinlearning

/

Estimated percentage of regular non-academic staff for which sustainability is included in performance reviews:
0

A brief description of how sustainability is included in staff performance reviews :

Annual staff performance reviews are not currently conducted throughout the university for all staff, but this is currently being developed. Staff performance reviews are, however, conducted during probation periods and when staff apply for promotion.

Website URL where information about staff professional development and training in sustainability is available:

Additional documentation to support the submission:

Public Engagement

Points Claimed 13.42

Points Available 20.00

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, nonprofit and for-profit sectors, institutions can help solve sustainability challenges.

Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

Credit	Points
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	3.00 / 3.00
Continuing Education	4.91 / 5.00
Community Service	0.51 / 5.00
Participation in Public Policy	2.00 / 2.00
Trademark Licensing	0.00 / 2.00

Community Partnerships

Score	Responsible Party
3.00 / 3.00	**Jamie Goggins** Chair of Community University Sustainability Partnership Board School of Engineering

Criteria

Institution has one or more formal community partnership(s) with school districts, government agencies, private sector organizations, civil society organizations, and/or other external entities to work together to advance sustainability on a regional, municipal, community, or neighborhood scale.

This may be demonstrated by having an active community partnership that addresses sustainability challenges in the broader community and meets at least two of the following criteria. The partnership is:

- Financially or materially supported by the institution.

- Multi-year or ongoing (rather than a short-term project or event).

- Sustainability-focused, i.e., its primary and explicit focus is on the concept of sustainability, the interdependence of ecological and social/economic systems, or a major sustainability challenge.

- Inclusive and participatory, i.e., underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation, and review.

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

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

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

Name of the institution's formal community partnership to advance sustainability :
Global Challenges University Alliance

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

Which of the following best describes the partnership timeframe?:
Multi-year or ongoing

Which of the following best describes the partnership?:
Sustainability-focused

Are underrepresented groups and/or vulnerable populations engaged as equal partners? :
Yes

A brief description of the institution's formal community partnership to advance sustainability:

NUIG is an active member of Global Challenges University Alliance working to enhance the capacity of all partners to contribute to Agenda 2030 and the SDGs through international collaboration. The

transformative change envisioned in UN's Agenda 2030 will require active and strategic collaboration across different geographic and organisational levels. NUIG has a key role to play, not only in relation to SDG 4 (Ensure inclusive and equitable quality education and promote lifelong learning for all), but also by contributing knowledge and innovation that can contribute to achieving all SDGs. The link below provides more information:

https://www.slu.se/en/collaboration/international/slu-global/global-challenges-university-allia

nce/about-gcua/?submenu=open

Name of the institution's formal community partnership to advance sustainability (2nd partnership):
Research with the World Bank on its Energy Sector Management Assistance Program

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

Which of the following best describes the partnership timeframe? (2nd partnership):
Short-term project or event

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

Are underrepresented groups and/or vulnerable populations engaged as equal partners? (2nd partnership):
Yes

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

Ryan Institute research partnership research on SDG target 7.1 with the World Bank on clean cooking and access to modern energy services has influenced World Bank energy policy in its flagship report on "The State of Access to Modern Energy Cooking Services

https://www.worldbank.org/en/topic/energy/publication/the-state-of-access-to-modern-energy-cook

ing-services

.

A further link explaining more:

https://www.nuigalway.ie/about-us/news-and-events/news-archive/2020/november/nui-galway-and-wor

ld-bank-research-finds-time-savings-key-to-household-stacking-of-cookstoves-in-developing-count

ries.html

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

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

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

Which of the following best describes the partnership? (3rd partnership):
Sustainability-focused

Are underrepresented groups and/or vulnerable populations engaged as equal partners? (3rd partnership):
Yes

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

NUIG collaborates with the Sustainable Energy Authority of Ireland as a Sustainable Energy Community itself. It networks and shares with the other approx. 500 SECs in Ireland providing guidance and support. The aim is to support other communities on their sustainable energy journeys including disadvantaged communities. Galway City Council is focussing with the Galway Energy Cooperative on Westside (a disadvantaged community) as a decarbonisation zone and they aim to work with NUIG on decarbonisation pathways for this community and many others.

More information at this link:

http://www.nuigalway.ie/sustainability/projectsresources/sustainableenergycommunitiessec/

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

NUIG's Socio-Economic Marine Research Unit (SEMRU centre) is advisor to Government on marine ocean economy issues and hosts an annual conference and produces publications on marine policies. Throughout 2020 SEMRU was a member of Marine Spatial Planning Advisory Group and Advisory Group on the expansion of Ireland's network of Marine Protected Areas for the Department of Housing, Local Government and Heritage. Several Whitaker Institute policy briefs were produced on oceans and human health, including 'Sustainable Development Goals (SDGs) – Protocols for Stakeholder Engagement'.

This link has more information:

http://whitakerinstitute.ie/read/policy-briefs/

Website URL where information about the institution's community partnerships to advance sustainability is available:
http://www.nuigalway.ie/sustainability/learn-live-lead-model/lead/communityengagement/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

NUI Galway is committed to community and the development of positive impact on people's lives. The NUI Galway Strategy 2020-2025: Shared Vison, Shaped by Values sets out our mission -NUI Galway is for

the public good. By engaging in our region, locally, nationally and across the world, we are committed to delivering sustainable societal change. We are here for our society and our planet.

NUI Galway is committed to creating pathways to exchange knowledge with the community. The Community Knowledge Initiative fosters sustainability community-university partnerships through core academic activities, including teaching, research and management that aim to promote greater civic engagement among students and staff.

NUI Galway will continue to promote active sustainability community engagement by developing a mutually beneficial, knowledge-based collaboration between the institution and its staff and students and the wider community on sustainability through a range of activities including: service learning/ community-based learning, volunteering, outreach programmes, community-campus partnerships and access programmes.

Already, over 14,000 students take part in service learning each academic year through their participation with over 500 community partners. Service learning encourages students to learn about issues vital to society and instil in students a sense of social responsibility and civic awareness.

A Learning Initiative and Volunteering Experience (ALIVE) is NUI Galway's student volunteer programme. Over 1200 students are recognised each year for their volunteering commitment within a variety of pathways including community and non-governmental organisations through participation within societies and clubs and mentoring first year students.

Inter-Campus Collaboration

Score	Responsible Party
3.00 / 3.00	

Criteria

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

- Is a member of a national or international higher education sustainability network.

- Actively participates in a regional, state/provincial, or local higher education sustainability network.

- Has presented at a higher education sustainability conference during the previous year.

- Has submitted a case study or the equivalent during the previous year to an external higher education sustainability resource center (e.g., AASHE's Campus Sustainability Hub or EAUC's Sustainability Exchange) or awards program.

- Has had employees or students serving on a board or committee of an external higher education sustainability network or conference during the previous three years.

- Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program.

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

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

Is the institution currently a member of a national or international higher education sustainability network?:
Yes

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

NUIG is a member of a number of networks and these include:
1) Irish Universities Association Sustainability Working Group.
The role of the UASWG is to work collaboratively with universities to support and enable a holistic approach to achieving economic and environmental sustainability. Sustainability is the existential challenge of our age and major and rapid changes to current policies and practices are necessary for universities as with many other organisations. More information is here:

https://www.iua.ie/ourwork/sustainability/#

2) The Green Campus Programme has 38 Campuses formally registered on the Programme, with fifteen awarded the Green Flag and NUIG receiving this in 2019

The Green-Campus Programme encourages a partnership approach to environmental education, management and action in third level institutions. The Programme primarily aims to ensure that members of a campus community can engage in a meaningful way to enhance sustainability on campus. It must be noted that the Green-Campus Programme does not reward specific environmental projects or implementation of a new technology. Rather it rewards long term commitment to continuous improvement from the campus community. More information here:

https://www.greencampusireland.org/about/

and here

3) NUIG is part of the ENLIGHT network. This stands for European university Network to promote equitable quality of Life, sustaInability and Global engagement through Higher education Transformation. The ENLIGHT network brings together nine comprehensive, research-intensive universities from nine European countries (Belgium, Estonia, France, Germany, Ireland, Netherlands, Slovakia, Spain, Sweden), training over 300,000 learners per year and sharing a deep commitment to their social responsibility. More information on this here:

https://enlight-eu.org/index.php/university-about-us/about-enlight

4) My Green Lab is a network that fundamentally and permanently improves the sustainability of scientific research and laboratory spaces. More information is here:

https://www.mygreenlab.org/about.html

5) The SDG Accord is a commitment NUIG have made to other learning institutions to do more to deliver the SDGs, to annually report on each signatory's progress, and to do so in ways which share the learning with each other both nationally and internationally. An objective is that sector SDG reporting metrics will be presented at the annual UN High Level Political Forum. moe information at this link:

https://www.sdgaccord.org

6) The CGIAR Research Program on Climate Change, Agriculture and Food Security (CCAFS) is a collaboration among CGIAR Centers and Research Programs, led by the International Center for Tropical Agriculture (CIAT) who is now part of the Alliance of Bioversity International and CIAT. The University is a 'strategic partner' in CCAFS along with Oxford, Leeds, Vermont, Utrecht
times higher education submission - under SDG 17.

CCAFS brings together the world's best researchers in agricultural science, development research, climate science and earth system science, to identify and address the most important interactions, synergies and tradeoffs between climate change, agriculture and food security. More information at this link:

https://ccafs.cgiar.org/partners

Now seeking membership of AASHE alongside this STARS application.

Does the institution actively participate in a regional, state/provincial, or local higher education sustainability network?:
Yes

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

1) As explained above NUIG is a member of the Irish Universities Association Sustainability working group. This has a national and regional role as well as the international role honoured in the previous question.

2) The Green Campus Programme has 38 Campuses formally registered on the Programme, with fifteen awarded the Green Flag and NUIG receiving this in 2019. As for the previous network it has both national and international roles.

3) NUIG is the first university in Ireland to join the SEAI Sustainable Energy Communities Network. A SEC embraces an inclusive and community approach, across all sectors, to develop a sustainable energy system. To do so, SECs aim to be energy efficient, to use renewable energy where feasible and to develop decentralised energy supplies. By joining the SEC Network, NUI Galway commits to knowledge sharing with SEC members and to developing and implementing energy-saving initiatives. Joining the SEC network offers many benefits to NUI Galway (and community partners), including: the potential for energy and financial savings by implementing energy efficiency initiatives; an opportunity to promote community building through a partnership approach, where resources and expertise are shared across the network; an opportunity to contribute to national energy reduction targets; to assist in the development of sustainable energy supplies through investment and installation of renewable energy technology. More information can be found here:

http://www.nuigalway.ie/sustainability/projectsresources/sustainableenergycommunitiessec/

4) NUIG is a member of the Galway National Park City. This network has aims to connect all of Galway's residents to the rest of Nature, to make the Outdoor Classroom part of school life, to endeavour to have free and easy access to high quality green and blue space for the residents of Galway., to endeavour to have the majority of Galway physically green and blue (made up of home gardens, rooftop gardens, parks, woods, farmland, waterways etc), to improve the richness, connectivity and biodiversity of Galway's habitats and to endeavour to improve Galway's air and water quality year on year. More information here:

https://galwaynationalparkcity.com

5) NUIG is a partner of the All Ireland Pollinator Plan which is about all of society, from farmers to local authorities, to schools, gardeners and businesses, coming together to try to create an Ireland where pollinators can survive and thrive. More information is here:

https://pollinators.ie/partners/

6) Galway City Council & Galway County Council, in partnership with the National Transport Authority, have worked with NUIG and others and developed the Galway Transport Strategy, an Integrated Transport Strategy for Galway City & Environs. More information here:

http://www.nuigalway.ie/sustainability/learn-live-lead-model/live/transport/

7) NUIG have worked with IBEC and other partners to adopt the Keep well Mark. One of the Strategic Goals of the NUIG, as set out in our Strategy 2020 to 2025, is that "We will develop and implement a holistic strategy for staff health and wellbeing, building on the WorkPositive Initiative and achieve accreditation through the KeepWell Mark".

More information is here:

http://www.nuigalway.ie/human-resources/employee_wellbeing/

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

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

There is an extensive list of presentations made and these include:
(2021) European University Association Webinar II - The environmental sustainability of learning and teaching.

https://eua.eu/events/195-webinar-ii-the-environmental-sustainability-of-learning-and-teaching.

html

(2021) Building Forward Better webinar series – Teaching and Learning.

https://www.ria.ie/building-forward-better-webinar-series-teaching-and-learning

(2020) Bologna Process Beyond 2020 -

http://bolognaprocess2019.it/wp-content/uploads/2020/07/bologna-process-beyond-2020.pdf

(2020) Civil Engineering Research in Ireland (CERI) 2020. Ryan, Ailbhe; Walsh, Eimear; Moran, Paul; Goggins, Jamie (2020) Temperature profiles of private rental housing occupied by third level students in Ireland Civil Engineering Research in Ireland (CERI) 2020.
(2020) Civil Engineering Research in Ireland (CERI) 2020. Moran, Paul; Goggins, Jamie (2020) Can DEAP help us to predict the energy demand and indoor temperature of homes before and after renovation ? A case study from Dublin Civil Engineering Research in Ireland (CERI) 2020.
(2020) Civil Engineering Research in Ireland (CERI) 2020. Moran, Paul; Goggins, Jamie (2020) Can DEAP help us to predict the energy demand and indoor temperature of homes before and after renovation ? A case study from Dublin Civil Engineering Research in Ireland (CERI) 2020.
(2020) Civil Engineering Research in Ireland (CERI) 2020. Mcginley, Orlaith; Moran, Paul; Goggins, Jamie (2020) Key considerations in the design of a One-Stop-Shop retrofit model Civil Engineering Research in Ireland (CERI) 2020.
(2020) Civil Engineering Research in Ireland Conference (CERI 2020). Goggins, J., & Hajdukiewicz, M. (2020) Community Engaged Learning: A Building Engineering Case Study Civil Engineering Research in Ireland Conference (CERI 2020) Cork, Ireland. (2020) Civil Engineering Research in Ireland Conference (CERI 2020).
Goggins, J., & Hajdukiewicz, M. (2020) Community Engaged Learning: A Building Engineering Case Study Civil Engineering Research in Ireland Conference (CERI 2020) Cork, Ireland.
(2020) Bologna Process Beyond 2020: Fundamental values of the EHEA
O'Dowd Lohan, M; Goggins, J; Fahy, F; Brown, C; O'Donovan, D; Ó Broin, G; Hynes, R; Seoige, S; Hannon, J; Keane, M; Forde, A.M; Carlin, C; Pearce, D; Curran, M; Hannon, L; Clifford, E; Duffy, C; Hallahan, B;Reilly, M; Ó Dochartaigh, P. (2020) NUI Galway sustainability strategy 2017-2020 Learn – Live – Lead . In: Sijbolt Noorda, Peter Scott and Martina Vukasovic eds. Bologna Process Beyond 2020: Fundamental values of the EHEA , pp.219-223.

Has the institution submitted a case study during the previous year to an external higher education sustainability resource center or awards program?:
Yes

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

NUIG has provided several case studies to the Irish Universities Association, Campus Engage. Based within the Irish Universities Association, Campus Engage is dedicated to supporting Irish higher education institutions to embed, scale and promote civic and community engagement across staff and student teaching, learning and research. More information can be accessed here:

https://www.campusengage.ie/

One case study example is here:

https://www.campusengage.ie/case-studies/creating-opportunities-for-engagement-exploring-the-re

lationship-between-the-burren-landscape-and-civil-society/

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

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

Many examples exist, example a Masters student Gary Brennan is a Director on the board of the Galway Energy Cooperative, here:

https://www.galwayenergy.coop

.
Patrick Collins is a member of the board of the Connemara Greenway Alliance, here:

http://connemaragreenway.ie

.
Frances Fahy is a member of the executive committee of SCORAI (Sustainable Consumption Research & Action Initiative,

here:https://scorai.net

.

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

A brief description of the mentoring relationship and activities:

Mentoring arrangements exist for networks mentioned above like:
1) IUA sustainability working group
2) Campus Engage
3) Sustainable Energy Communities
4) And also for the Energy Managers Group

Has the institution had employees or students serving as peer reviewers of another institution's sustainability data and/or STARS submission during the previous three years?:
Yes

A brief description of the peer review activities:

NUIG has reviewed other Sustainable Energy Communities sustainability data. As an example they have significantly supported the Galway Energy Cooperatives data robustness.

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

NUIG has a significant outreach ethos, more here:

http://www.nuigalway.ie/sustainability/learn-live-lead-model/lead/communityengagement/

The examples above indicate significant awards, networks and inter campus collaborations.

The url below shows its green campus award from An Taisce based on sustainability on campus and inter campus networking and sharing with the green campus network.

Website URL where information about the institution's inter-campus collaborations is available:
https://www.nuigalway.ie/about-us/news-and-events/news-archive/2019/april/nui-galway-awarded-green-flag-campus-award.html

Additional documentation to support the submission:

Continuing Education

Score	Responsible Party
4.91 / 5.00	**Brian Ó Donnchadha** CPD Development Officer Adult Learning and Professional Development

Criteria

Part 1. Continuing education courses in sustainability

Institution's offers continuing education courses that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its continuing education sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title and department (or equivalent) of the course.

- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.

Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Part 2. Sustainability-focused certificate program

Institution has at least one sustainability-focused certificate program through its continuing education or extension department (or the equivalent).

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

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

Total number of continuing education courses offered:
320

Number of continuing education courses that are sustainability course offerings:
31

Percentage of continuing education courses that are sustainability course offerings:
9.69

A copy of the institution's inventory of its continuing education sustainability course offerings and descriptions:
Data_EN12_Continuing_Education.pdf

Institution's inventory of its continuing education sustainability course offerings and descriptions:

Inventory is attached above. All modules shown are offered through the Centre for Adult Learning and Professional Development.

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

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

A brief description of the certificate program(s):

Corporate Environmental Planning (Specialist Diploma) offered by the centre for Adult Learning & professional Development through the College of Science & Engineering. First offered in AY2019-2020 and running annually as a 1 year part-time, 30 ECTS at NFQ level 8.

This is a new practice-based course developed by NUI Galway and Next Level Skillnet. This course provides an overview of the evolution of environmental planning and management and its relationship to society and industry today. Drawing on contemporary examples, this course explores the roots and principles of environmental planning and management in practice, introducing students to a range of conceptual and practical approaches. It prepares students with the knowledge and skills to be leaders and decision makers in developing solutions for contemporary environmental issues in industrial and commercial environments. It also provides students with an understanding of waste legislation, the key issues and practical implications in relation to waste management and focus on lean processes and waste prevention.

This specialist diploma award is particularly suitable for students requiring medium-term upskilling for career advancement in the area of environmental policy and leadership to strengthen their capacities as efficient environmental managers and effective environmental leaders in their organisations.

This is delivered as an elective stream on the BSc In Science & Technology Studies. In addition, by selecting 4 required and two optional modules, it is also available as a 30 ECTS special purpose award for those who already have a degree and want to upskill/reskill in the specialism. Furthermore, all of the individual 5ECTS modules are available on a standalone basis for whose pursuing CPD.

More at link here:

http://www.nuigalway.ie/courses/adult-and-continuing-education-courses/corporate-environmental-

planning.html

Website URL where information about the institution's continuing education courses and programs in sustainability is available:
http://www.nuigalway.ie/adult-learning/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

In AY21/22 we plan to offer standalone CPD modules from the MSc Biodiversity and Land Use Planning all of which are 5ECTS NFQ9.

EOS5107 Marine and Freshwater Acidification 5ECTS NFQ9
EOS5106 Marine and Freshwater Resources: Monitoring and Management Project
EOS5103 Environmental Problems in Marine and Freshwater Environments: Contaminants
EV507 Ecosystem Science
EV508 Introduction to Flora & Fauna of Ireland
EV514 Ecological Survey Techniques
EV515 Biodiversity Legislation & Policy
EV527 Habitat Identification & Assessment
EV528 Habitat Creation, Management and Restoration
EV529 Environmental Impact Assessment
EV530 Strategic Environmental Assessment (SEA)
EV532 Climate Change & Biodiversity
EV534 Invasive Species & Biodiversity
EV5101 Water Framework Directive (WFD)

These modules are offered blocked together as awards of Certificate (30ECTS), Diploma (60ECTS) and MSc in Biodiversity and Land Use Planning (90ECTS) on a part-time basis by the College of Science & Engineering (not by the Centre for Adult Learning & Professional Development)

Community Service

Score	Responsible Party
	Thomas Adams
0.51 / 5.00	Student Researcher
	Civil Engineering

Criteria

Part 1. Percentage of students participating in community service

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

Part 2. Community service hours per student

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

Part 3. Employee community service program

Institution has a formal program to support employee volunteering during regular work hours, for example by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated.

Does the institution wish to pursue Part 1 of this credit (student participation in community service)?:
Yes

Total number of students:
18,747

Number of students engaged in community service:
1,296

Percentage of students engaged in community service:
6.91

Does the institution wish to pursue Part 2 of this credit (community service hours)?:
Yes

Total number of student community service hours contributed annually:
59,512

Number of annual community service hours contributed per student :
3.17

Does the institution have a formal program to support employee volunteering during regular work hours?:
No

A brief description of the institution's program to support employee volunteering:

The institution identifies and provides volunteering opportunities to students and staff but not during paid time. Our community service program allows volunteers to up skill and build their know how and more can be found out here:

https://www.studentvolunteer.ie/nuigalway

The NUIG president provides certification and awards each year for extra-curricular (voluntary) activities as part of neigh ALIVE program, more information on how NUIG champions its volunteers is here:

https://www.nuigalway.ie/student-life/campus-activities/presidentsaward/

Our volunteer awards video is here:

https://youtu.be/MxzNr_M8LQ4

Does the institution track the number of employee community service hours contributed through programs it sponsors?:
Yes

Total number of employee community service hours contributed annually through programs sponsored by the institution:
25,384

Website URL where information about the institution's community service programs is available:
https://www.studentvolunteer.ie/nuigalway

Additional documentation to support the submission:
Volunteer_certification.jpg

Data source(s) and notes about the submission:

A descriptive video can be viewed here:
https://youtu.be/pz5NsM4HM8A

And more on our CKI work is demonstrated by videos here:
https://www.youtube.com/channel/UCuUb58qpSi3vmYWBg4X4kDQ

The NUIG president provides certification and awards each year for extra-curricular (voluntary) activities as part of neigh ALIVE program, more information on how NUIG champions its volunteers is here:

https://www.nuigalway.ie/student-life/campus-activities/presidentsaward/

Our volunteer awards video is here:
https://youtu.be/MxzNr_M8LQ4

NUIG volunteer students who graduate also receive an extra diploma attached to their degree scrolls. Their voluntary work is renowned across Galway City and in 2016 8 children's lives were saved from drowning by these volunteers.

From 2003 to 2016 the presidents awards have championed volunteering of staff and students and 330,000 voluntary hours have been logged. Evidence in video of Lord Mayor Frank Fahy (330,000/13 = 25384).

Participation in Public Policy

Score	Responsible Party
2.00 / 2.00	**Jamie Goggins** Chair of Community University Sustainability Partnership Board School of Engineering

Criteria

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

- Municipal/local

- State/provincial/regional

- National

- International

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

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

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

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

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

A brief description of how the institution engages in public policy advocacy for sustainability at the municipal/local level:

NUIG engages in public policy and notable examples recently are the Galway Transport Strategy, the Nuns Island development and the Moycullen 2030 Village Plan.

Details on the Galway Transport Strategy can be perused here:

https://www.galwaycity.ie/galway-transport-strategy

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Detail on the Nuns island development which sees NUIG collaborate with Galway City Council to design a Master plan are here:

https://www.nuigalway.ie/about-us/news-and-events/news-archive/2018/september2018/nui-galway-to

[-develop-plan-for-nuns-island-area-of-galway-city-with-galway-city-council.html](#)

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Researchers from NUI Galway's School of Geography, Archaeology and Irish Studies, together with Forbairt Pobail Maigh Cuilinn (Moycullen Community Development Association), have developed a people powered plan for the future development of the village. The Moycullen 2030 Village Plan project was funded by the Irish Research Council. Link:

https://www.moycullen2030.org

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

A brief description of how the institution engages in public policy advocacy for sustainability at the state/provincial/regional level:

The current Regional Planning Guidelines have been prepared by the West Regional Authority for the period 2010 – 2022 and set out a vision for the region. The Guidelines state that NUIG Galway, Galway-Mayo Institute of Technology and the University of Limerick have formed an alliance and have a combined strategy for the delivery of third level education in the West and Mid-West and will create centres of excellence to benefit the region. This strategy is recognised by the NWRA guidelines and illustrates the active public policy and strategy advocacy in this area. Please read more here:

https://www.nwra.ie/wp-content/uploads/Planning-Guidelines-for-the-West-Region.pdf

An NUIG policy submission to an NWRA consultation is detailed in the NWRA report at the link below and illustrates NUIG advocating for policy on a Galway Light Rail System rather than the business as usual growth in car numbers. More here:

https://www.nwra.ie/wp-content/uploads/2018/04/Directors-Report-on-Submissions-.pdf

NUIG has engaged with the planning of the Regional Spatial & Economic Strategy 2020-2032 educating and informing it. Selected NUIG researchers hosted strategic workshops and information sessions to prepare formal submissions to the Regional Spatial & Economic Strategy 2020-2032 (RSES) for the Northern and Western region. More information here:

https://www.nwra.ie/rses/

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NUIG researchers have delivered a Masterclass in Regional Development to stakeholders at the regional level. This is a bespoke programme that brings together senior regional stakeholders and policy thought leaders on various topics for more read here:

https://www.nwra.ie/news/masterclass-in-regional-development/

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

A brief description of how the institution engages in public policy advocacy for sustainability at the national level:

NUIG engages with public policy at the national level and a number of examples are listed here.

Professor Ciarán Ó hOgartaigh, President of NUI Galway, is on the Council (Board of Directors) of the Economic and Social Research Institute, which is confirmed on their website here:

https://www.esri.ie/about-us/esri-governance

. The ESRI is Ireland's leading not-for-profit economic and social policy research institute. They are fully independent and their work is free of any expressed ideology or political position. "The ESRI produces independent, high-quality research with the objective of informing policies that support a healthy economy and promote social progress." From its foundation in 1960, the Institute's role has been to provide a strong, independent source of research evidence for policy and civil society in Ireland. Its mandate was that it would be funded by government and yet independent of government. This independence means that researchers have no fear of publishing research findings that do not provide support for government policy. Great care was taken to protect the Institute's independence in setting up and revising the Institute's governance structures over the years. Independence, objectivity and excellence remain core values of the ESRI and its researchers.

Saolta Hospital Group are a group of hospitals whose region covers one third of the land mass of Ireland, it provides health care to a population of 830,000, employs in excess of 10,000 employees, and has a budget in excess of €800 million. The Irish Government established an Oireachtas Committee on the Future of Healthcare providing a unique and historic opportunity to develop consensus on a long-term policy direction for Ireland's healthcare system. Their task has been to consider how best to ensure that, in future, everyone has access to an affordable, universal, single-tier healthcare system, in which patients are treated promptly on the basis of need, rather than ability to pay. The Committee has worked tirelessly in its consideration of the national and international evidence, through public hearings, facilitated workshops and in-depth consideration of the evidence. The Committee has published its report called - Committee on the Future of Healthcare, Sláintecare Report. The Saolta Hospital Group have worked directly with the committee making a number of submissions to the report, more evidence here on pages 170, 171 and 172:

https://assets.gov.ie/22609/e68786c13e1b4d7daca89b495c506bb8.pdf

. Professor Ciarán Ó hOgartaigh, President of NUI Galway is a board member of the non-statutory board of the Saolta Hospital Group, more here:

https://www.saolta.ie/content/board-members

. He is also the Chair of its Strategy Committee, more here:

https://www.saolta.ie/content/board-members

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In July 2021 NUI Galway launched a new publicly available online learning hub to promote educational and information resources on sexual consent. The online learning hub was launched by the Minister for Further and Higher Education, Research, Innovation and Science, Simon Harris TD, as part of a Government policy to improve the understanding on the meaning of, and importance of, consent in sexual activity. The Ministers policy was to shine a light on this NUIG exemplar initiative as a policy tool for other institutions. This initiative built on the work of the pioneering Active Consent research team in NUI Galway. Professor Ciarán Ó hOgartaigh, President of NUI Galway said, "NUI Galway is delighted to partner with the Department of Justice and the Department of Further and Higher Education, Research, Innovation and Science on this excellent initiative. At the heart of NUI Galway's values are respect and openness. By championing respect and openness through initiatives such as the Consent Information Hub, we can have a profound and sustainable transformative impact on society. We look forward to supporting this initiative and all who participate." More information here:

http://www.justice.ie/en/JELR/Pages/PR21000177

and

https://www.irishexaminer.com/news/arid-40701086.html

Our NUIG president Ciarán Ó hÓgartaigh, chairs the Irish Universities Association, more information here:

https://www.iua.ie/about/council/

. The IUA strongly endorsed the above NUIG policy as part of their remit, more information here:

https://activeconsent.usi.ie

. A number of other institutions in Ireland have since duplicated this and examples are: (1) the Cork Institute of Technology, more information here:

https://www.cit.ie/edi.active-consent

and (2) the University of Limerick, more information here:

https://www.ul.ie/equality-diversity-inclusion/activeconsent-training

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Examples of the IUA directly lobbying government for third level funding amongst other things are plentiful. As part of this Ciarán Ó hÓgartaigh, the chair of the IUA and the president of NUI Galway said: "An Taoiseach and the Minister have given their strong support for increased investment in education and research as the bedrock of Ireland's continuing development as a society and sustained competitiveness as an economy….. For this generation of students, it is imperative that this generation of political leadership now act on the recommendations from that study consistent with the commitments in the Programme for Government and make a step-change investment in the sector in Budget 2022 after decades of under-funding". More evidence here:

https://universitytimes.ie/2021/09/iua-calls-for-e900m-package-for-third-level-in-budget-2022/

In April 2021, an NUI Galway Domestic Violence Leave Policy was agreed by the University Management Team. The purpose of NUI Galway's Domestic Violence Leave Policy is to provide for a period of paid time away from work for staff members who have suffered or are suffering from domestic violence or abuse. The Domestic Violence Leave Policy places NUI Galway as a leader in the sector, recognising that Higher Education Institutions are not only institutions of learning that contribute to knowledge on deep-rooted social problems such as domestic violence; they are equally places of work committed to creating a safe and respectful working environment that promotes dignity and wellbeing of all members of their communities. The Minister for Higher Education Simon Harris who launched the policy said: "The introduction of the Domestic Violence Leave Policy at NUI Galway marks a critical step forward in ensuring that Higher Education Institutions are safe and supportive workplaces. I really want to commend NUI Galway for this important work and I hope it will be the first of many institutions to adopt such a policy."

https://universitytimes.ie/2021/05/nui-galway-to-launch-domestic-violence-leave-policy

. The Minister efforts have enhanced policy adoption, and evidence can be seen here:

https://www.nuigalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/english-c

reative-arts/news/launch-of-start-here-active-consent.html

The Irish Universities Association under the chairmanship of the NUIG president launch many sustainability initiatives as policy implementation examples for other institutions. One example is Campus Living Labs, in partnership with the Environmental Protection Agency, built a project aimed at reducing waste and increasing recycling on IUA University campuses, more information here:

https://www.iua.ie/press-releases/campus-living-labs-sustainability-project-sees-universities-a

nd-the-environmental-protection-agency-working-together-to-reduce-waste-on-campus/

. The Director General of the IUA said: "The IUA is excited to partner with EPA on this joint initiative to improve the sustainability of University campuses by reducing waste and improving recycling through innovative interventions. Irish universities will join in their efforts to make Irish campuses more sustainable in line with our national goals.'' This is an example of the NUIG President and IUA chair advocating policy that leads by example whereby lighthouse green lab projects lead the way for other laboratories, more information here:

https://www.iua.ie/press-releases/campus-living-labs-sustainability-project-sees-universities-a

nd-the-environmental-protection-agency-working-together-to-reduce-waste-on-campus/

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Professor Ciarán Ó hOgartaigh is also a board member of the National Library of Ireland on the appointment of the Minister for Tourism, Culture, Arts, Gaeltacht, Sport and Media, more here:

https://www.nli.ie/en/the-board.aspx

Ciarán Ó hÓgartaigh, the chair of the IUA and the president of NUI Galway has gone before the Oireachtas Higher Education Committee on the effects of the Covid-19 pandemic requesting more resources for students in need, more evidence here:

https://universitytimes.ie/2021/07/iua-vulnerable-students-will-still-have-access-to-online-lec

tures/

Through his chairmanship The Irish Universities Association established the Enhancing Digital Capacity in Teaching and Learning in Irish Universities project. This is a national programme bringing together seven universities with the high-level aim of enhancing the digital attributes and educational experiences of Irish university students by enabling the mainstreamed and integrated use of digital technologies across the teaching and learning process. Through professional development the intention is to empower all staff who teach and support learning to build digital competence and confidence, and thus become the drivers and key enablers of change themselves. More here:

https://www.iua.ie/press-releases/iua-launches-initiative-to-enhance-digital-learning/

Professor Jim Livesey (Vice-President for Research and Innovation, NUI Galway) is Chair of the Vice-Presidents of Research sectoral group in Ireland and in this role he has advocated to the Department of Further and Higher Education, Research, Innovation and Science as part of the development of the national research strategy to redirect strategy to sustainability through challenge funding mechanisms. This has been the work of many hands but we already see the results of that thinking in the budget provision for SDG-focused challenges and the explicit citation of this approach to research in the National Development Plan. Professor Livesey said: "I've admired the creativity and quality of the research here (NUIG) for many years. The values of respect, openness, sustainability and excellence that animate the university are solid foundations on which to build research of global significance, with national and regional impact. I look forward to working with the research teams in the university as well as regional, national, and international partners as we identify where Galway can make the greatest contribution to research across the domains." More information here,

https://www.nuigalway.ie/about-us/news-and-events/news-archive/2021/march/nui-galway-announce-t

he-appointment-of-new-vice-president-for-research-and-innovation.html

Professor Jim Livesey (Vice-President for Research and Innovation, NUI Galway) is Chair of the Vice-Presidents of Research sectoral group in Ireland and under his chairmanship they have developed a set of briefing points for the research managers when speaking with civil servants and members of the Oireachtas to advance the request for consistent multi-year funding for research into sustainability strategies.

The Climate Research Coordination Group (CRCG) was established under the Environmental Protection Agency's (EPA's) 2014–2020 Research Strategy. The CRCG acts to coordinate climate change-related research in Ireland. It does so by supporting and promoting collaboration between relevant research funding organisations and by providing a forum for the exchange of information on activities and plans. A key objective is to advance shared strategic objectives for climate change research and ensure coherence in climate change research investments in Ireland as well as effective linking of these to European Union funding streams. CRCG meetings are facilitated by the EPA. Its membership is made up of departmental officials, local authority representatives, state agencies and bodies, and stakeholders, who either fund or use outputs from climate change research. NUIG work on developments related to the National Climate Research Infrastructure. The Atmospheric Composition and Climate Change (AC3) and AEROSOURCE networks are composed of the European Monitoring and Evaluation Programme (EMEP) network, the AEROSOURCE network for chemical speciation of aerosols and the GHG monitoring network. In 2020, the EPA agreed a new contract with NUIG in the operation and maintenance of this research infrastructure. Link evidence is provided by both the (1) EPA and (2) the Climate Action Regional Offices, here:
(1)

https://www.epa.ie/publications/research/climate-change/Climate_Research_Coordination_Group_3rd

_Report_on_Activities_July_2021_final.pdf

(2)

https://www.caro.ie/getattachment/Projects-Research/Research/EPA-Research-159-Ensemble-of-regio

nal-climate

(7)/Climate_Research_Coordination_Group_3rd_Report_on_Activities.pdf.aspx?lang=en-GB

The Whitaker Institute's academics, reports and data have extensively informed the Department of Enterprise, Trade and Employment's National Remote Working Strategy published in January 2021 entitled Making Remote Work. This recent impact of NUIG's policy is referenced on page 10, 12, 13, 16, 22 of this government report:

https://enterprise.gov.ie/en/Publications/Publication-files/Making-Remote-Work.pdf

The Socio-Economic Marine Research Unit in NUIG was a member of the Marine Protected Area Advisory Group for the Department of Housing, Local Government and Heritage and chaired the economic, social and cultural perspectives section of the Expanding Ireland's Marine Protected Area Network report published by the Department in 2021. More can be read here:

https://www.gov.ie/en/publication/135a8-expanding-irelands-marine-protected-area-network/

The state of Ireland's housing has rightly attracted considerable attention in recent years. Homelessness, lack of affordability, poor-quality or generally unsuitable accommodation are problems that face many thousands of our citizens, despite a return to strong economic growth. Related to this NUIG academics form part of the expert panel membership for Engineers Ireland State of Ireland 2019 Report. This review of housing and infrastructure in Ireland and can be reviewed here:

https://www.engineersireland.ie/LinkClick.aspx?fileticket=SHtzZx9nDDg%3D&portalid=0&resourceVie

w=1

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

A brief description of how the institution engages in public policy advocacy for sustainability at the international level:

NUI Galway has signed the SDG Accord, demonstrating our commitment at an institutional level to embed the SDGs into our education, research, leadership, operations, administration and engagement activities. More can be read on this here:

http://www.nuigalway.ie/sustainability/the-sustainable-development-goals-(sdgs)/

The SDG Accord annually conducts international SDG policy advocacy on behalf of its signatories at the UN High Level Political Forum. Through its report the SDG Accord presents its review of progress across the SDGs for its alliance who aspire to lead by example on the SDGs. This is international promotion of the SDGs and activism on the SDGs at the highest political scale and occurs annually until 2030. As the UN has 193 country members this illustrates that the SDG Accord currently conducts international policy advocacy on behalf of its signatories and will increasingly do so in the future. More can be read here:

https://www.sdgaccord.org/files/the_sdg_accord_un_high_political_forum_doc_-_interactive.pdf

NUI Galway also signed up to the Athena SWAN charter in 2015 and identified the attainment of an Athena SWAN Bronze award as a key priority in Vision 2020, the University's Strategic Plan 2015-2020.

The Athena SWAN Charter was established to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment in higher education and research. NUI Galway achieved the Athena SWAN Bronze award in April 2018. More on this public policy is here:

https://www.nuigalway.ie/genderequality/athenaswan/

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

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

Website URL where information about the institution's sustainability advocacy efforts is available:

Additional documentation to support the submission:

Trademark Licensing

Score	Responsible Party
0.00 / 2.00	

Criteria

Institution ensures that apparel bearing its name/logo is produced under fair working conditions by:

- Maintaining current membership in the Worker Rights Consortium (WRC), the Fair Labor Association (FLA), or (for institutions outside the U.S., Canada, and the U.K.), an equivalent independent monitoring and verification organization that has been approved by AASHE; OR

- Adopting a labor rights code of conduct in its licensing agreements with licensees who produce its logo apparel without maintaining institutional membership in an independent monitoring and verification organization.

To qualify, a labor rights code of conduct must be consistent in all respects with the WRC Model Code of Conduct, the FLA Workplace Code of Conduct, or the International Labour Organisation (ILO) fundamental Conventions.

The companies, suppliers, and licensees that an institution works with may also participate in monitoring and verification organizations, thereby helping to ensure fair labor practices are applied throughout the supply chain, however these activities are not sufficient to earn points in this credit.

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

Is the institution a member of the Worker Rights Consortium (WRC)?:
No

Is the institution currently a member of the Fair Labor Association (FLA)? :
No

Is the institution currently a member of an equivalent independent monitoring and verification organization approved by AASHE?:
No

A brief description of the independent monitoring and verification organization:

The NUIG logo is trademarked and appears on apparel, but gross annual licensing revenue is less than $50,000 (US/Canadian).

Has the institution adopted a labor rights code of conduct in its licensing agreements with the licensees who produce its logo apparel?:
No

A copy of the labor rights code of conduct for licensees:

The labor rights code of conduct for licensees:

Website URL where information about the institution's trademark licensing initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

http://www.nuigalway.ie/stafftraining/documents/staff_handbook_final.pdf

Operations

Air & Climate

Points Claimed 6.33

Points Available 11.00

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

Credit	Points
Emissions Inventory and Disclosure	1.88 / 3.00
Greenhouse Gas Emissions	4.45 / 8.00

Emissions Inventory and Disclosure

Score	Responsible Party
1.88 / 3.00	**Michael Curran** Head of Building Services, Energy and Utilities Buildings Office

Criteria

Part 1. Greenhouse gas emissions inventory

Institution has completed an inventory to quantify its Scope 1 and Scope 2 greenhouse gas (GHG) emissions. The inventory may also:

- Include Scope 3 GHG emissions from one or more of the following sources:

  - Business travel (the transportation of employees and students for institution-related activities in vehicles owned or operated by third parties)

  - Commuting (regular commuting to and from the institution by students and employees)

  - Purchased goods and services (e.g., food and paper)

  - Capital goods (e.g., equipment, machinery, buildings, facilities, and vehicles)

  - Fuel- and energy-related activities not included in Scope 1 or 2

  - Waste generated in operations (solid waste and/or wastewater disposal/treatment in facilities owned or operated by third parties)

  - Other sources not included in Scope 1 or 2 (e.g., student travel to/from home)

- Have been verified by an independent, external third party or validated internally by personnel who are independent of the GHG accounting and reporting process.

Part 2. Air pollutant emissions inventory

Institution has completed an inventory to quantify its air pollutant emissions. The inventory includes at least nitrogen oxides (NOx) and sulfur oxides (SOx). It may also include other standard categories of toxic air emissions - e.g., carbon monoxide (CO), particulate matter (PM), hazardous air pollutants (HAPs), and so on - from one or more of the following:

- Major stationary sources (e.g., combustion-based energy plants, boilers, furnaces, and generators)

- Area sources (minor stationary sources such as paint booths, book preservation operations, and wastewater treatment plants)

- Mobile sources (e.g., campus fleet, other motorized vehicles, and lawn care equipment)

- Commuting

- Off-site electricity production

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

Has the institution conducted a GHG emissions inventory within the previous three years that includes all Scope 1 and 2 emissions? :
Yes

A copy of the most recent GHG emissions inventory:
NUI-Galway-GHG-Report-2017-2019.pdf

A brief description of the methodology and/or tool used to complete the GHG emissions inventory:

For Scope 1 & 2 emissions, NUI Galway's Buildings Office carries out this Energy Review in compliance with the requirements of the ISO5001: 2018 Energy Management System (EnMS) standard, clause is 6.3. The main purpose of this energy review is to analyse NUI Galway's energy usage and consumption based on measurement. This involves the identification of current types of energy use, the evaluation of past and present energy usage and the analysis and identification of the Significant Energy Users (SEUs).

Opportunities for improving the energy performance of the NUI Galway's Significant Energy Users (SEUs) are outlined and prioritised. Furthermore, the estimated future energy usage and consumption is outlined. Buildings that are included within the scope of the NUI Galway ISO50001 EnMS are documented and included in a thorough review and updated on the NUI Galway Energy Manual and Dashboard. There are 58 buildings included that have a total internal floor area of 155,090 m2.

The management team measure electrical and thermal energy performance using key performance indicators; kWh (e)1 and kWh (th)2 per metre squared of treated floor area per annum. These are termed Energy Performance Indicators, or EnPIs, and are being used to set targets for enhanced energy performance improvement plans. NUI Galway operate a formal Energy Management System (EnMS) which is compliant with the requirements of ISO50001: 2018; Energy Management Systems Standard. The Energy Review is carried out once a year and also in response to major changes in facilities, equipment, systems or energy using processes.

Has the GHG emissions inventory been validated internally by personnel who are independent of the GHG accounting and reporting process and/or verified by an independent, external third party?:
No

A brief description of the GHG inventory verification process:

Documentation to support the GHG inventory verification process:

Gross Scope 1 GHG emissions, performance year:

	Weight in MTCO2e
Stationary combustion	3,523 *Metric Tons of CO2 Equivalent*
Other sources (mobile combustion, process emissions, fugitive emissions)	15 *Metric Tons of CO2 Equivalent*

Total gross Scope 1 GHG emissions, performance year:
3,538 *Metric Tons of CO2 Equivalent*

Gross Scope 2 GHG emissions, performance year (market-based):

	Weight in MTCO2e
Imported electricity	5,594 *Metric Tons of CO2 Equivalent*
Imported thermal energy	0 *Metric Tons of CO2 Equivalent*

Total gross Scope 2 GHG emissions, performance year:
5,594 *Metric Tons of CO2 Equivalent*

Gross GHG emissions from biogenic sources, performance year:
128 *Metric Tons of CO2 Equivalent*

Does the GHG emissions inventory include Scope 3 emissions from the following sources?:

	Yes or No	Weight in MTCO2e
Business travel	Yes	4,378 *Metric Tons of CO2 Equivalent*
Commuting	Yes	9,198 *Metric Tons of CO2 Equivalent*
Purchased goods and services	Yes	30,363 *Metric Tons of CO2 Equivalent*
Capital goods	Yes	0.01 *Metric Tons of CO2 Equivalent*
Fuel- and energy-related activities not included in Scope 1 or Scope 2	Yes	0.01 *Metric Tons of CO2 Equivalent*
Waste generated in operations	Yes	50 *Metric Tons of CO2 Equivalent*

	Yes or No	Weight in MTCO2e
Other sources	Yes	31 *Metric Tons of CO2 Equivalent*

Total Scope 3 GHG emissions, performance year:
44,020.02 *Metric Tons of CO2 Equivalent*

A brief description of how the institution accounted for its Scope 3 emissions:

The GHG Protocol Corporate Standard have online training. This training was used to train a student on how to use the GHG Corporate Standard to measure Scope 3 for an organization. 2017 was chosen as a baseline year and the six categories listed above cover all of the reporting emissions except for emissions from water consumption (reported in the other sources category here). The method for the accounting was to gather the relevant consumption data (procurement, travel, commuting, waste etc) and couple these with the most up to date emissions factors.

For fuel & energy related emissions above, in Ireland there is an emission factor for electricity from the grid called the "Electricity supply efficiency". Electricity supply efficiency differs from electricity generation efficiency as it includes:
Losses from transmission and distribution of electricity on the network
Consumption of electricity in power plants which are considered as losses
This is why fuel & energy related is reported as 0.01 above, as it the emissions are included in Scope 2.

For capital goods above, currently we are at a stage where we have assigned emissions to procurement, but there is no separation between current and capital yet. So all procurement emissions are reported under purchased goods & services.

Has the institution completed an inventory within the previous three years to quantify its air pollutant emissions?:
No

Annual weight of emissions for::

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

Do the air pollutant emissions figures provided include the following sources?:

	Yes or No
Major stationary sources	---
Area sources	---
Mobile sources	---
Commuting	---
Off-site electricity production	---

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

Gross Scope 2 GHG emissions from purchased electricity (location-based):

Gross Scope 2 GHG emissions from imported thermal energy (location-based) :

Website URL where information about the institution's emissions inventories is available:
http://www.nuigalway.ie/sustainability/sustainabilityreportshighlights/nuigalwaycarbonfootprint report/

Additional documentation to support the submission:

Greenhouse Gas Emissions

Score	Responsible Party
4.45 / 8.00	**Michael Curran** Head of Building Services, Energy and Utilities Buildings Office

Criteria

Part 1. GHG emissions per person

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

Part 2. GHG emissions per unit of floor area

Institution's annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.215 metric tons of carbon dioxide equivalent (MTCO2e) per gross square metre (0.02 MTCO2e per gross square foot) of floor area.

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

Carbon sinks

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

- Third-party verified, purchased carbon offsets

- Institution-catalyzed carbon offsets (popularly known as "local offsets")

- Carbon storage from on-site composting. The compost may be produced off-site, but must originate from on-site materials and be returned to the campus for use as a soil amendment.

Purchased carbon offsets that have not been third-party verified do not count. Consistent with the Sustainability Indicator Management & Analysis Platform (SIMAP) and relevant protocols from The Offset Network, non-additional sequestration does not count, but may be reported in the optional reporting field provided.

Scope 2 GHG emissions totals should include accounting for any contractual procurement and sales/transfer of renewable energy, e.g., Renewable Energy Certificates (RECs), Guarantees of Origin (GOs), and International RECs (I-RECs). Such products may not be counted as carbon offsets.

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

Gross Scope 1 and Scope 2 greenhouse gas (GHG) emissions:

	Performance year	Baseline year
Gross Scope 1 GHG emissions from stationary combustion	3,523 *Metric Tons of CO2 Equivalent*	3,508 *Metric Tons of CO2 Equivalent*
Gross Scope 1 GHG emissions from other sources	15 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Gross Scope 2 GHG emissions from imported electricity	5,594 *Metric Tons of CO2 Equivalent*	8,709 *Metric Tons of CO2 Equivalent*
Gross Scope 2 GHG emissions from imported thermal energy	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Total	9,132 *Metric Tons of CO2 Equivalent*	12,217 *Metric Tons of CO2 Equivalent*

Figures needed to determine net carbon sinks:

	Performance year	Baseline year
Third-party verified carbon offsets purchased	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Institution-catalyzed carbon offsets generated	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon storage from on-site composting	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Carbon storage from non-additional sequestration	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

	Performance year	Baseline year
Carbon sold or transferred	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*
Net carbon sinks	0 *Metric Tons of CO2 Equivalent*	0 *Metric Tons of CO2 Equivalent*

A brief description of the carbon sinks, including vendor, project source, verification program and contract timeframes (as applicable):

Adjusted net Scope 1 and Scope 2 GHG emissions:

	Performance year	Baseline year
Adjusted net GHG emissions	9,132 *Metric Tons of CO2 Equivalent*	12,217 *Metric Tons of CO2 Equivalent*

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

	Performance year	Baseline year
Start date	Jan. 1, 2019	Jan. 1, 2017
End date	Dec. 31, 2019	Dec. 31, 2017

A brief description of when and why the GHG emissions baseline was adopted:

The GHG emissions baseline was formed in parallel with the STARS application process. 2019 was chosen as the performance year to avoid irregularities caused by covid-19, this being the most recent year of business as usual. It therefore made it more efficient to use the same baseline year for the GHG emissions baseline as was given for much of the STARS reporting criteria, i.e. 3 years beforehand.

Figures needed to determine "Weighted Campus Users":

	Performance year	Baseline year
Number of students resident on-site	1,198	764
Number of employees resident on-site	11	9
Number of other individuals resident on-site	0	0
Total full-time equivalent student enrollment	18,094	17,197
Full-time equivalent of employees	2,321	2,126
Full-time equivalent of students enrolled exclusively in distance education	216	156
Weighted Campus Users	15,451.50	14,568.50

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

	Performance year	Baseline year
Adjusted net Scope 1 and 2 GHG emissions per weighted campus user	0.59 *Metric Tons of CO2 Equivalent*	0.84 *Metric Tons of CO2 Equivalent*

Percentage reduction in adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user from baseline:
29.52

Gross floor area of building space, performance year:
155,090 *Gross Square Metres*

Floor area of energy intensive building space, performance year:

	Floor area
Laboratory space	36,973 *Square Metres*
Healthcare space	245 *Square Metres*
Other energy intensive space	4,036 *Square Metres*

EUI-adjusted floor area, performance year:
233,562 *Gross Square Metres*

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

A brief description of the institution's GHG emissions reduction initiatives:

NUI Galway has committed to ambitiously moving towards carbon neutrality by the year 2030. In the attached energy review document pages 14 - 19 show a table of Opportunities for Energy Savings and Action Plan (2020 -21). This is a comprehensive list of the short and long term emissions reduction initiatives.

Some of the most impactful of these initiatives are listed below:

- Installation of 2 comprehensive district heating networks linked to 2 energy centres.
- Installation of heat pumps, PV & battery systems, LEDs and other more efficient technologies across campus.
- Reviewing building fabric upgrades for better thermal insulation (higher glaze windows etc).
- Deep retrofits for a number of the smaller buildings on campus.

Website URL where information about the institution's GHG emissions is available:
http://www.nuigalway.ie/sustainability/learn-live-lead-model/live/energy/

Additional documentation to support the submission:
Energy_Review_-_October_2020.pdf

Buildings

Points Claimed 5.50

Points Available 8.00

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

Credit	Points
Building Design and Construction	3.00 / 3.00
Building Operations and Maintenance	2.50 / 5.00

Building Design and Construction

Score	Responsible Party
3.00 / 3.00	**Michael Curran** Head of Building Services, Energy and Utilities Buildings Office

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Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years were designed and built in accordance with a published green building code, policy/guideline, and/or rating system.

Green building codes, policies/guidelines, and rating systems may be:

- Multi-attribute: addressing location and transportation, sustainable sites, water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM, LEED BD+C, and similar programs); OR

- Single-attribute: focusing predominantly on one aspect of sustainability such as energy/water efficiency, human health and wellbeing, or sustainable sites.

Building space that is third party certified under a multi-attribute green building rating system developed/administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space designed and built under other standards and policies/programs. For more information, see Examples of Multi-attribute and Single-attribute Building Frameworks.

Floor area designed and built in accordance with multiple green building codes, policies/guidelines, and/or rating systems should not be double-counted.

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

Total floor area of newly constructed or renovated building space:
9,490 *Square Metres*

Floor area of eligible building space designed and built in accordance with published green building codes, policies, and/or rating systems:

	Floor area
Certified at the highest achievable level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Platinum or Certified Living Building)	9,490 *Square Metres*
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Gold)	0 *Square Metres*
Certified at mid-level under a 3- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., BREEAM Very Good)	0 *Square Metres*
Certified at a step above minimum level under ar 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Silver)	0 *Square Metres*
Certified at minimum level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Certified)	0 *Square Metres*

	Floor area
Certified/verified at any level under a multi-attribute, non-GBC rating system for design and construction, a green building code, or a single-attribute rating system for design and construction	0 *Square Metres*
Designed and built in accordance with a multi-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 *Square Metres*
Designed and built in accordance with a single-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 *Square Metres*
Total	9,490 *Square Metres*

Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:
100

A list of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:

Completed energy related projects on campus can be seen in the map at the bottom of the following link:

http://www.nuigalway.ie/sustainability/learn-live-lead-model/live/energy/

Of these the two following buildings are completed within the last 5 years and these are used in the calculation above:
1) The Human Biology Building - 7026m^2
2) The Lambe Building 2,464m^2

These buildings have used BREAM certification and have achieved the NZEB compliance.

An inventory of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:
Energy-Projects-2020.jpg

Website URL where information about the institution's green building design and construction program is available:
http://www.nuigalway.ie/sustainability/learn-live-lead-model/live/energy/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

A video showing progress on energy in NUIG is in this link:

https://cfvod.kaltura.com/p/723092/sp/72309200/thumbnail/entry_id/1_gq51mle2/version/100001/width/1440/height/759

NUIG exceeded the 30% CO2 equivalent reductions required by government and set itself a 40% reduction target.

Building Operations and Maintenance

Score	Responsible Party
2.50 / 5.00	**Michael Curran** Head of Building Services, Energy and Utilities Buildings Office

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Criteria

Institution's buildings are operated and maintained in accordance with a sustainable management policy/ program and/or a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M).

Sustainable operations and maintenance policies/programs and rating systems may be:

- Multi-attribute: addressing water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM-In Use, LEED O+M, and similar programs); OR

- Single-attribute: less comprehensive; focusing predominantly on either resource use (i.e., energy and/ or water efficiency) or indoor environmental quality (e.g., green cleaning, indoor air quality, and integrated pest management).

Building space that is third party certified under a multi-attribute green building rating system developed/ administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space operated and maintained under other standards and policies/programs.For more information, see Examples of Multi-attribute and Single-attribute Building Frameworks.

Floor area operated and maintained under multiple O+M policies/programs and/or rating systems should not be double-counted.

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

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

Total floor area of existing building space:
213,236 *Square Metres*

Floor area of existing building space operated and maintained in accordance with a sustainable management policy/program and/or a green building rating system:

	Existing floor area
Certified at the highest achievable level under a multi-attribute, Green Building Council (GBC) rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Platinum)	0 *Square Metres*
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Gold)	0 *Square Metres*
Certified at mid-level under a 3- or 5-tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., BREEAM-In Use Very Good)	0 *Square Metres*

	Existing floor area
Certified at a step above minimum level under a 4 -or 5–tier, multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., LEED O+M Silver)	0 *Square Metres*
Certified at minimum level under a multi-attribute, GBC rating system focused on the operations and maintenance of existing buildings (e.g., BREEAM In-Use Pass or LEED O+M Certified)	0 *Square Metres*
Certified at any level under a non-GBC rating system or single-attribute rating system focused on the operations and maintenance of existing buildings	213,236 *Square Metres*
Operated and maintained in accordance with a multi-attribute, sustainable management policy/program, but not certified under an O+M rating system	0 *Square Metres*
Operated and maintained in accordance with a single-attribute, sustainable management policy/program, but not certified under an O+M rating system	0 *Square Metres*
Total	213,236 *Square Metres*

Percentage of existing building space certified under a green building rating system rating system focused on the operations and maintenance of existing buildings:
100

A brief description of the sustainable operations and maintenance policy/program and/ or O+M rating system(s) used:

ISO 50001 Operation standards:

NUI Galway achieved ISO 50001 status in 2012. This means that NUI Galway is operating an internationally recognised Energy Management System Standard within the university.

ISO 50001 is an international standard that enables organisations to establish the systems and processes necessary to improve energy performance, including energy efficiency, use and consumption.

Website URL where information about the institution's sustainable operations and maintenance program is available:
http://www.nuigalway.ie/administration_services/buildings_office/energy_environment/energy/iso/index.html

Additional documentation to support the submission:
ISO_50001.jpg

Energy

Points Claimed 3.19

Points Available 10.00

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

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

Credit	Points
Building Energy Efficiency	3.11 / 6.00
Clean and Renewable Energy	0.08 / 4.00

Building Energy Efficiency

Score	Responsible Party
3.11 / 6.00	**Michael Curran** Head of Building Services, Energy and Utilities Buildings Office

Criteria

Part 1. Reduction in source energy use per unit of floor area

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

Part 2. Site energy use per unit of floor area

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

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

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

Electricity use, performance year (report kilowatt-hours):

	kWh	MMBtu
Imported electricity	16,879,260 *Kilowatt-hours*	57,592.04 *MMBtu*
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	175,000 *Kilowatt-hours*	597.10 *MMBtu*

Stationary fuels and thermal energy, performance year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	61,326.65 *MMBtu*
Imported steam, hot water, and/or chilled water	0 *MMBtu*

Total site energy consumption, performance year:
119,515.79 *MMBtu*

Gross floor area of building space, performance year:
155,090 *Gross Square Metres*

Floor area of energy intensive space, performance year:

	Floor area
Laboratory space	36,973 *Square Metres*
Healthcare space	245 *Square Metres*
Other energy intensive space	4,036 *Square Metres*

EUI-adjusted floor area, performance year:
233,562 *Gross Square Metres*

Degree days, performance year:

	Degree days
Heating degree days	3,089 *Degree-Days (°C)*
Cooling degree days	0 *Degree-Days (°C)*

Total degree days, performance year:
3,089 *Degree-Days (°C)*

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

	Start date	End date
Performance period	Jan. 1, 2019	Dec. 31, 2019

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

Electricity use, baseline year (report kWh):

	kWh	MMBtu
Imported electricity	18,037,986 *Kilowatt-hours*	61,545.61 *MMBtu*
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	0 *Kilowatt-hours*	0 *MMBtu*

Stationary fuels and thermal energy, baseline year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	60,751.70 *MMBtu*
Imported steam, hot water, and/or chilled water	0 *MMBtu*

Total site energy consumption, baseline year:
122,297.31 *MMBtu*

Gross floor area of building space, baseline year:
155,090 *Gross Square Metres*

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

	Start date	End date
Baseline period	Jan. 1, 2017	Dec. 31, 2017

A brief description of when and why the energy consumption baseline was adopted:

2019 selected as its prior to COVID.
2017 selected as we have all required data to hand for it.

Source-site ratio for imported electricity:
2

Total energy consumption per unit of floor area:

	Site energy	Source energy
Performance year	0 *MMBtu / GSM*	0 *MMBtu / GSM*
Baseline year	0 *MMBtu / GSM*	0 *MMBtu / GSM*

Percentage reduction in total source energy consumption per unit of floor area from baseline:

3.66

Documentation to support the performance year energy consumption figures reported above:
Energy_Review_-_October_2020.pdf

A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency:

NUIG fosters more energy efficiency attitudes, behaviours and practices in its staff, students and visitors through numerous measures, brief illustration follows:
1) Battle of the buildings, more here

http://www.nuigalway.ie/sustainability/projectsresources/battleofthebuildings/

2) Green Flag initiative, more here

http://www.nuigalway.ie/sustainability/projectsresources/the-green-flag-award/

3) Sustainable Energy Community, more here

http://www.nuigalway.ie/sustainability/projectsresources/sustainableenergycommunitiessec/

4) Green Labs impacts behaviour, practice and technology adoption, more here

http://www.nuigalway.ie/sustainability/projectsresources/thegreenlabsinitiative/

5) The Engineering building at NUI Galway, which was opened in July 2011, consolidates education and research activities in the various engineering disciplines into one building, which not only provides a learning environment, but itself acts as a teaching and learning tool. It is serving as a 'living laboratory' for engineering, where live data sets from numerous types of sensors are being used to illustrate structural engineering and building performance concepts in undergraduate teaching and in the development of full-scale research in structural engineering and energy. The building contains green-building initiatives, which will provide working models for students. Several of the building's constructional elements have consciously been left exposed, as visual learning tools.
6) At strategic points on campus energy and water use reminders illustrating current, past and low usage help shape the thought and attitudes of staff, students and visitors to reduce their energy and water use on campus and beyond.

A brief description of energy use standards and controls employed by the institution:

ISO 50001 Operation standards:

NUI Galway achieved ISO 50001 status in 2012. This means that NUI Galway is operating an internationally recognised Energy Management System Standard within the university.

ISO 50001 is an international standard that enables organisations to establish the systems and processes necessary to improve energy performance, including energy efficiency, use and consumption.

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

Retrofit of LEDs and energy efficient lighting through out the campus. A recent fit out in 2020 has seen 5,000 LEDs installed on campus.

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

Passive solar heating has been embedded in buildings for many years now. The engineering building in this link was commissioned in 2012

http://www.nuigalway.ie/new-engineering-building/

. The large 14,250 sq m building has passive heating with natural and built shading devices, please view link for more.

Another building - Aras de Brun finished in 2020 underwent a deep retrofit and achieves a performance improvement of 42% in electrical and 91% in thermal energy related usage. A heat pump with 50kW solar PV and battery storage is currently being optimised.

A brief description of co-generation employed by the institution:

Combined Heat and Power (CHP) is installed on campus in the larger buildings of the Arts and Science Concourse, the James Hardiman Library and the Alice Perry Engineering Building. 3 CHP units of 300kW, 350kW and 150kW are utilised on campus.

A brief description of the institution's initiatives to replace energy-consuming appliances, equipment, and systems with high efficiency alternatives:

In 2019 and across campus energy performance reductions from 462 to 237 kWh/sq.m, or 49%, have been achieved since 2006. These figures account for both electricity and thermal energy use, and are predominantly due to high efficiency technology installation, for more see

https://www.nuigalway.ie/media/sustainability/files/Energy-Review-Report--October-2020.pdf

Technology improvements have impacted across our schools and disciplines and as an example our laboratories are the first in Europe to achieve green labs status see here

https://www.mygreenlab.org

. A range of high efficiency technologies together with energy and resource conservation measures have helped establish our green labs.

A district heating plan ahas been designed and is currently being costed after which tendering and commissioning will follow.

Website URL where information about the institution's energy conservation and efficiency program is available:
https://www.nuigalway.ie/media/sustainability/files/Energy-Review-Report--October-2020.pdf

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The NUIG Energy Review Report accounts for 58 buildings and some 155,090 m^2 and provides the data for our OP5 inputs. The NUIG Energy Review Report is uploaded above as "secure/1204/8/754/6931/Energy_Review_-_October_2020.pdf".

Clean and Renewable Energy

Score	Responsible Party
	Michael Curran
0.08 / 4.00	Head of Building Services, Energy and Utilities
	Buildings Office

Criteria

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

Clean and renewable electricity

1. Purchasing or otherwise importing electricity from certified/verified clean and renewable sources. This includes utility-provided green power purchasing options, power purchase agreements (PPAs) for electricity generated off-site, and equivalent products that bundle physical electricity with the right to claim its renewable energy attributes.

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

Clean and renewable thermal energy

1. Using clean and renewable stationary fuels on-site to generate thermal energy, e.g., using certain types of biomass for heating (see Standards and Terms).

2. Purchasing or otherwise importing steam, hot water, and/or chilled water from certified/verified clean and renewable sources (e.g., a municipal geothermal facility).

Unbundled renewable energy products

1. Purchasing RECs, Guarantees of Origin (GOs), International RECs (I-RECs), or equivalent unbundled renewable energy products certified by a third party (e.g., Green-e or EKOenergy).

Energy on the grid is indistinguishable by source. Therefore, neither the electric grid mix for the region in which the institution is located, nor the grid mix reported by the electric utility that serves the institution (i.e., the utility's standard or default product) count for this credit in the absence of RECs, GOs, I-RECs, or equivalent products that document the renewable electricity delivered or consumed and give the institution to right to claim it as renewable.

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

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

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

Total energy consumption, performance year:
119,515.79 *MMBtu*

Clean and renewable electricity (report kilowatt-hours):

	kWh	MMBtu
Imported electricity from certified/verified clean and renewable sources (i.e., bundled green power purchases)	0 *Kilowatt-hours*	0 *MMBtu*
Electricity from on-site, clean and renewable sources (rights retained/retired)	175,000 *Kilowatt-hours*	597.10 *MMBtu*

A brief description of the certified/verified sources of clean and renewable electricity:

NA

A brief description of the on-site renewable electricity generating facilities/devices:

Solar PV installed on campus

Clean and renewable thermal energy (report MMBtu):

	MMBtu
Clean and renewable stationary fuels used on-site to generate thermal energy	1,674.81 *MMBtu*
Imported steam, hot water, and/or chilled water from certified/verified clean and renewable sources	0 *MMBtu*

A brief description of the clean and renewable stationary fuels:

Biomass in the form of wood pellets are burned in an efficient wood pellet burner for heat on campus. We use 1,418.89 MMBtu of this biomass sourced from Clearpower ltd:

https://www.clearpower.ie/what-we-do/fuel/#fuel_anchor

Clearpower supplies our high quality sustainable ENplus A1 EU standard wood pellets that are produced by Balcas and Laois Sawmills in Ireland.

Additionally we generate 255.91 MMBtu of solar thermal on campus and together this totals 1674.81 MMBtu.

A brief description of the certified/verified sources of clean and renewable thermal energy:

NA

Unbundled renewable energy products (report kWh):

	kWh	MMBtu
Purchased RECs, GOs, I-RECs or equivalent unbundled renewable energy products certified by a third party	0 *Kilowatt-hours*	0 *MMBtu*

A brief description of the unbundled renewable energy products:

NA

Total clean and renewable energy generated or purchased:
2,271.91 *MMBtu*

Percentage of total energy consumption from clean and renewable sources:
1.90

Website URL where information about the institution's support for clean and renewable energy is available:
http://www.nuigalway.ie/sustainability/learn-live-lead-model/live/energy/

Electricity use, by source (percentage of total, 0-100):

	Percentage of total electricity use (0-100)
Biomass	---
Coal	---
Geothermal	---
Hydro	---
Natural gas	---
Nuclear	---

	Percentage of total electricity use (0-100)
Solar photovoltaic	---
Wind	---
Other (please specify and explain below)	---

A brief description of other sources of electricity not specified above:

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---
Fuel oil	---
Geothermal	---
Natural gas	---
Other (please specify and explain below)	---

A brief description of other sources of building heating not specified above:

Additional documentation to support the submission:

Food & Dining

Points Claimed 1.75

Points Available 8.00

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

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

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

Credit	Points
Food and Beverage Purchasing	0.00 / 6.00
Sustainable Dining	1.75 / 2.00

Food and Beverage Purchasing

Score	**Responsible Party**
0.00 / 6.00	**Ann Duggan** Director of Commerical Services Commercial Services

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Criteria

Institution's dining services purchase food and beverage products that meet at least one of the following criteria:

- Sustainably or ethically produced as determined by one or more of the standards listed in Standards and Terms.

- Plant-based.

An institution with Real Food Calculator results that have been validated by the Real Food Challenge (U.S.) or Good Food Calculator results that have been validated by Meal Exchange (Canada) may simply report its Real/Good Food percentage as the percentage of expenditures on sustainably or ethically produced products. The percentage of expenditures on plant-based foods is reported separately.

Required documentation

For transparency and to help ensure comparability, a completed STARS Food and Beverage Purchasing Inventory template or equivalent inventory must be provided to document purchases that qualify as sustainably or ethically produced. The inventory must justify each product's inclusion and include, at minimum, the following information:

- Product name, label, or brand

- Product description/type

- Recognized sustainability standard met (e.g., third party certification or ecolabel)

It is not required that products that qualify solely as plant-based be documented at the same level of detail (i.e., they may or may not be included in the inventory).

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

Sustainable Dining

Score	Responsible Party
1.75 / 2.00	**Ann Duggan** Director of Commerical Services Commercial Services

Criteria

Part 1. Sustainable dining initiatives

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

- Hosts a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or supports such a program in the local community.

- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer.

- Supports disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing.

- Hosts low impact dining events (e.g., Meatless Mondays) or promotes plant-forward (vegetables-as-center-of-the-plate, with smaller portions of meat) options.

- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal (e.g., a vegan entrée, an all-vegan station, or an all-vegan dining facility).

- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls.

Part 2. Food waste minimization and recovery

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

- Participates in a competition or commitment program (e.g., U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g., LeanPath) to track and improve its food management practices.

- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste.

- Donates food that would otherwise go to waste to feed people.

- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g., converting cooking oil to fuel, on-site anaerobic digestion).

- Has a pre-consumer composting program.

- Has a post-consumer composting program.

- Utilizes reusable service ware for "dine in" meals.

- Provides reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with a composting program).

- Offers discounts or other incentives to customers who use reusable containers (e.g., mugs) instead of disposable or compostable containers in "to-go" food service operations.

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

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

Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or support such a program in the local community?:
Yes

A brief description of the farmers market, CSA or urban agriculture project:

There is an on campus organic growers project on distillery road which represents NUI Galways' urban agriculture project.

Website:

https://socs.nuigalway.ie/societies/organicgardening

Does the institution or its primary dining services contractor host a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer?:
Yes

A brief description of the sustainability-themed food outlet:

Saol Cafe - see attached document.

Website:

Does the institution or its primary dining services contractor support disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing?:
No

A brief description of the support for disadvantaged businesses, social enterprises, and/or local SMEs:

Estimated percentage of total food and beverage expenditures on products from disadvantaged businesses, social enterprises, and/or local SMEs:

Does the institution or its primary dining services contractor host low impact dining events or promote plant-forward options?:
Yes

A brief description of the low impact dining events and/or plant-forward options:

Sodexo who operate An Bhialann, the largest restaurant on campus with capacity for 800, offer a dedicated vegan salad bar with daily fresh salad choices including items such as vegan sushi. Regular promotions are hosted to highlight sustainability and vegan options such as Meat Free Fridays and guest pop up counters including Veganuary where plant based vegan menus are served. Sample menus include Korean Spiced Boa Buns with shredded, sticky, sesame glazed pulled oats with crunchy veg and kimchi with vegan flapjacks available.

Does the institution or its primary dining services contractor have a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal?:
Yes

A brief description of the vegan dining program:

Sodexo who operate An Bhialann, the largest restaurant on campus with capacity for 800, offer a dedicated vegan salad bar with daily fresh salad choices including items such as vegan sushi. Regular promotions are hosted to highlight sustainability and vegan options such as Meat Free Fridays and guest pop up counters including Veganuary where plant based vegan menus are served. Sample menus include Korean Spiced Boa Buns with shredded, sticky, sesame glazed pulled oats with crunchy veg and kimchi with vegan flapjacks available.

Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labelling and signage in dining halls?:
Yes

A brief description of the sustainability labelling and signage in dining halls:

Our caterers ensure sustainability labelling is prominent in both kitchens and dining halls encouraging diners to end food waste. Students see signage encouraging them to only take what they can eat and staff are advised of alternative options to binning food such as three simple steps; wrap, label and freeze for staff. Menus incorporate sustainability credentials such as highlighting local meats and sustainable fish.

Does the institution or its primary dining services contractor participate in a competition or commitment program and/or use a food waste prevention system to track and improve its food management practices?:
Yes

A brief description of the food recovery competition or commitment program or food waste prevention system:

All University caterers implement food waste prevention systems, the University has a target to reduce food waste by 50% by 2025 and the following are some examples of the commitment involved from the outsourced companies we partner with at NUI Galway. FoodSpace raises the sustainability bar by using only local , seasonal ingredients and aim to have zero-waste kitchens. Vegetable trimmings are turned into pickles and ferments, coffee grinds are used as soil fertiliser, waste milk is made into ricotta cheese and the resulting whey is added to pickling liquor, all activities of a highly motivated and environmentally aware kitchen. Sodexo incorporates CSR training as part of all staff induction to create positive change to create a Better Tomorrow. This includes implementing the Sodexo 'Waste Watch' programme which champions the reduction of food waste on their 'watch'.

Has the institution or its primary dining services contractor implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste?:
No

A brief description of the trayless dining or modified menu/portion program:

Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?:
No

A brief description of the food donation program:

Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses?:
No

A brief description of the food materials diversion program:

Does the institution or its primary dining services contractor have a pre-consumer composting program?:
Yes

A brief description of the pre-consumer composting program:

Sodexo are our largest catering contractor, who support the WatseWatch Progam:
The WasteWatch powered by Leanpath Program prevents on average 50% of food wasted. Using the program, Sodexo teams can rapidly and easily capture food waste data, giving clear insights into what is being wasted in their kitchens and why. With this new understanding, teams can implement targeted operational and behavioral changes to help end avoidable food waste, whether food waste generated in the kitchen or consumer food waste. Sodexo incorporates CSR training as part of all staff induction to create positive change to create a Better Tomorrow. This includes implementing the Sodexo 'Waste Watch' programme which champions the reduction of food waste on their 'watch'.

FoodSpace (second largest catering supplier) raises the sustainability bar by using only local , seasonal ingredients and aim to have zero-waste kitchens. Vegetable trimmings are turned into pickles and ferments, coffee grinds are used as soil fertiliser, waste milk is made into ricotta cheese and the resulting whey is added to pickling liquor, all activities of a highly motivated and environmentally aware kitchen.

https://www.sodexo.com/positive-impact/sustainability/responsible-waste-reduction/wastewatch.ht

ml

Does the institution or its primary dining services contractor have a post-consumer composting program?:
Yes

A brief description of the post-consumer composting program:

Sodexo are our largest catering contractor, who support the WatseWatch Progam:
The WasteWatch powered by Leanpath Program prevents on average 50% of food wasted. Using the program, Sodexo teams can rapidly and easily capture food waste data, giving clear insights into what is being wasted in their kitchens and why. With this new understanding, teams can implement targeted operational and behavioral changes to help end avoidable food waste, whether food waste generated in the kitchen or consumer food waste. Sodexo incorporates CSR training as part of all staff induction to create positive change to create a Better Tomorrow. This includes implementing the Sodexo 'Waste Watch' programme which champions the reduction of food waste on their 'watch'.

FoodSpace (second largest catering supplier) raises the sustainability bar by using only local , seasonal ingredients and aim to have zero-waste kitchens. Vegetable trimmings are turned into pickles and ferments, coffee grinds are used as soil fertiliser, waste milk is made into ricotta cheese and the resulting whey is added to pickling liquor, all activities of a highly motivated and environmentally aware kitchen.

https://www.sodexo.com/positive-impact/sustainability/responsible-waste-reduction/wastewatch.ht

ml

Does the institution or its primary dining services contractor utilize reusable service ware for "dine in" meals?:
Yes

A brief description of the reusable service ware program:

Masterchefs Catering provide the 2GOCUP, Ireland's first deposit and return scheme. To date the scheme has saved over 2,550,000 single use cups from going to landfill (Note: introduced January 2020, no internal stats due to University shutdown).

How it works:

a) Order your hot drink to go

b) Deposit of €1 for your 2GoCup

c) Return for your €1 or get a fresh 2GOCup

d) You receive a reusable lid with your first deposit, this is yours to keep!

e) Cup lasts a minimum of 3 years if used every single day. That's 1,000,000's of single use cups saved from landfill simply by switching to 2GoCup!.

Does the institution or its primary dining services contractor provide reusable and/or third party certified compostable containers and service ware for "to-go" meals (in conjunction with an on-site composting program)?:
Yes

A brief description of the compostable containers and service ware:

Compostable cups/plates are manufactured using polylactic acid made from totally renewable resources like corns, potatoes and other plants. These compostable cups also use less energy, and release less harmful pollution than conventional plastic cups. For example, manufacturing bio-based plastic from corn takes only half as much energy as manufacturing conventional plastic from petroleum.

Crystallized Poly Lactic Acid, is a fully compostable cutlery made from corn starch which is heat resistant up to 85 degrees without deforming. At the end of their useful life, CPLA products can be either recycled or composted in industrial composting facilities. The range includes several colours, forks, knives and spoons.

Polybags' range of compostable bags are derived from natural, renewable resources to reduce the impact of the packaging on the environment. This renewable packaging is manufactured from sugar cane, potato starch and other renewable resources that can be converted into chemicals and polymers using conversion processes similar to those of traditional polythene. Ideal for collecting food waste, this ultra-green packaging is biodegradable and compostable, meeting EU compostability standard EN13432.

Does the institution or its primary dining services contractor offer discounts or other incentives to customers who use reusable containers instead of disposable or compostable containers in "to-go" food service operations?:
Yes

A brief description of the reusable container discount or incentives program:

A take away coffee cup costs €0.10, whereas this charge is avoided if people bring re-fillable coffee cups.

A brief description of other sustainability-related initiatives not covered above:

Website URL where information about the sustainable dining programs is available:

https://www.sodexo.com/positive-impact/sustainability/responsible-waste-reduction/wastewatch.html

Additional documentation to support the submission:

Saol_Cafe_Narrative.docx

Grounds

Points Claimed 2.50

Points Available 4.00

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

Credit		Points
Landscape Management	0.50 / 2.00	
Biodiversity	2.00 / 2.00	

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g., IUCN Category I-VI)

- Internationally recognized areas (e.g., World Heritage, Ramsar, Natura 2000)

- Priority sites for biodiversity (e.g., Key Biodiversity Areas, Alliance for Zero Extinction sites)

- Regions of conservation importance (e.g., Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.

Close

Landscape Management

Score	Responsible Party
0.50 / 2.00	**Dean Pearce** Head of Facilities Management and Services Buildings Offices

Criteria

Institution's grounds include areas that are managed:

- Organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides (i.e., only ecologically preferable materials may be used);

OR

- In accordance with an Integrated Pest Management (IPM) program.

An area of grounds may be managed organically or in accordance with an IPM program that uses selected chemicals, but not both.

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

Total campus area:
133 *Hectares*

Figures required to calculate the total area of managed grounds:

	Area (double-counting is not allowed)
Area managed organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides	33 *Hectares*
Area managed in accordance with an Integrated Pest Management (IPM) program that uses selected chemicals only when needed	0 *Hectares*
Area managed using conventional, chemical-based landscape management practices	100 *Hectares*
Total area of managed grounds	133 *Hectares*

A brief description of any land excluded from the area of managed grounds:

Building footprint, and whilst overseen and monitored for the reasons below, the Lough Corrib Special area of conservation (SAC) area is not maintained.

Percentage of grounds managed organically:
24.81

A brief description of the organic landscape management program:

The area of land we have described being maintained organically largely comprises alluvial woodland and grasslands. Some of this land is located in the Lough Corrib Special area of conservation (SAC). The only landscape work undertaken in or beside this zone is necessitated for safety reasons such as

fallen trees or limbs overhanging the adjacent public path. We allow grasslands to grow into meadows and manage them using the guidelines set out in the All-Ireland Pollinator Plan 2021-2025. The term 'organic' is sometimes interpreted as certified organic and we would just note that this is not the case here.

Percentage of grounds managed in accordance with an IPM program:
0

A copy of the IPM plan or program:

A brief description of the IPM program:

NA

A brief description of the institution's approach to plant stewardship:

A brief description of the institution's approach to hydrology and water use:

A brief description of the institution's approach to landscape materials management and waste minimization:

A brief description of the institution's approach to energy-efficient landscape design:

A brief description of other sustainable landscape management practices employed by the institution:

Website URL where information about the institution's sustainable landscape management program is available:
https://www.nuigalway.ie/buildings/service-helpdesk/landscape-grounds/

Additional documentation to support the submission:

Biodiversity

Score	Responsible Party

2.00 / 2.00

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g., IUCN Category I-VI)

- Internationally recognized areas (e.g., World Heritage, Ramsar, Natura 2000)

- Priority sites for biodiversity (e.g., Key Biodiversity Areas, Alliance for Zero Extinction sites)

- Regions of conservation importance (e.g., Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.

Caitriona Carlin

Postdoctoral Researcher Microbiology

Close

Criteria

Institution has conducted an assessment to identify:

- Endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution;

AND/OR

- Areas of biodiversity importance on land owned or managed by the institution.

The institution has plans or programs in place to protect or positively affect the species, habitats, and/or ecosystems identified.

Assessments conducted and programs adopted by other entities (e.g., government, university system, or NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

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

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, or regions of conservation importance?:
Yes

A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:

At EU level: Lough Corrib Special Protection Area (SPA) and Lough Corrib Special Area of Conservation (SAC). Both designations form part of EU Natura network.

Further information available:

https://www.npws.ie/sites/default/files/protected-sites/synopsis/SY000297.pdf

https://www.npws.ie/sites/default/files/protected-sites/synopsis/SY004042.pdf

Has the institution conducted an assessment to identify endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution?:
Yes

A list of endangered and vulnerable species with habitats on land owned or managed by the institution, by level of extinction risk:

In 2019, National Parks & Wildlife Service (NPWS) carried out an assessment of the conservation status of protected species, as part of the 6 yearly Habitats Directive monitoring, lesser horseshoe bats in Ireland was considered: Unfavourable-Inadequate and declining; Otter is favourable, and improving. NPWS conservation assessment report 2019.

We haven't undertaken any specific assessment on the campus as a whole specifically to identify endangered and vulnerable species but there have been 2 bioblitz events where staff and students and members of the public including experts conducted at 24 hours survey to record everything they found within that time period (2014, 2015). We found rare mosses, rare bats, otter and over 500 other species. At other times, we found unusual snails (listen to the section of the biodiversity trail podcast, where Dr Aidan O'Hanlon is talking) and a rare butterfly breeding on campus – this is the brown hairstreak butterfly. In addition, our proximity to Lough Corrib SAC and SAC (and the fact that site boundaries also overlap with part of the campus), means that for any development purposes, the site and proposal are screened through appropriate assessment processes (implementation of Habitats Directive, to ensure no activity has a negative impact on the status of a protected site).

Has the institution conducted an assessment to identify areas of biodiversity importance on land owned or managed by the institution?:
Yes

A brief description of areas of biodiversity importance on land owned or managed by the institution:

To a certain extent, yes. Staff and students have surveyed main campus grounds for rare fungi (please contact Maria Tuohy as she and her students mapped areas of fungal importance.) From standard habitat mapping and identification activities by staff, students and consultants, we know that there are areas of species rich grassland, reedbeds, wet woodland all along the river Corrib corridor.

There are also areas of biodiversity safeguarded from further development, such as that in Dangan, adjacent the proposed student accommodation block. This is a mix of calcareous grassland, scrub and wet temporary pools. This area is important for bats, terrestrial mammals, birds, plants including orchids and mosses, beetles, various insects, including pollinators. This also includes several species of butterfly (see reference to brown hairstreak butterfly below).

The methodologies used to identify endangered and vulnerable species and/or areas of biodiversity importance and any ongoing assessment and monitoring mechanisms:

MKO consultants carried out ecological assessments including screening for appropriate assessment on behalf of NUIG. They developed a biodiversity management plan for the biodiversity area north of

student accommodation development 2, at Dangan. This sets out yearly actions which will be monitored and reviewed by the college, consultants and environmental science staff and students.

NUIG has drafted a campus wide Biodiversity Action Plan. This is a 5 year plan starting 2021-2025. This sets out actions to safeguard biodiversity on campus and includes the above actions. It is in final draft form having incorporated changes from buildings and estates staff.

NUIG has signed up to the All Ireland Pollinator Plan, and as part of that, developed and put in place a pollinator plan for NUIG. This means that NUIG implements actions such as mowing some areas only once or twice a year, while other areas are mowed on a 6 week basis, and others are mowed more regularly. There are also other actions in NUIG pollinator plan such as perennial planting etc.

A brief description of the scope of the assessment(s):

Staff and students in Botany, Environmental Science, Geography and Zoology and the associated postgraduate programmes carry out annual surveys of the grounds. These are often focussed in Dangan area and along the river walk, so it would not cover the entire campus. This usually entails recognised survey techniques such as mapping habitats according to national standard classification systems, and internationally recognised assessment techniques such as camera traps, pitfall traps, hair tubes and longworth traps. Staff have also carried out specific surveys for rare butterflies such as the brown hairstreak butterfly which to date is known to be restricted to the Burren area. However staff at NUIG and GMIT have published a paper that extends its range into Mayo.

A brief description of the plans or programs in place to protect or positively affect identified species, habitats, and/or ecosystems:

This butterfly is best surveyed for through egg searches, as the animal itself is seldom seen, spending most of the day in tall trees. Females lay eggs that overwinter on young blackthorn. Egg surveys are timed searches of young blackthorn branches. The eggs were first located in NUIG in 2019. Habitat management plans include sensitive management of blackthorn to ensure there is always young blackthorn in suitable aspect. In addition the college employs ecological consultants to survey and make recommendations regarding future developments and safeguarding the nature conservation value of the campus.

Estimated percentage of areas of biodiversity importance that are also protected areas :

Website URL where information about the institution's biodiversity initiatives is available:
http://www.nuigalway.ie/sustainability/learn-live-lead-model/live/natureecosystems/

Additional documentation to support the submission:
Lough_Corrib_SAC.pdf

Data source(s) and notes about the submission:

NUI Galway is an All-Ireland Pollinator Plan Partner and have developed the NUI Galway Pollinator Plan 2018-2020 to help create a campus environment where pollinators can thrive. - https://pollinators.ie/partners/

NUI Galway is committed to enhancing student and staff awareness of biodiversity on campus and have produced a Biodiversity Trail to help promote the campus as an educational and recreational resource. - http://www.nuigalway.ie/biodiversitytrail/

Purchasing

Points Claimed 2.78

Points Available 6.00

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

Credit	Points
Sustainable Procurement	0.00 / 3.00
Electronics Purchasing	1.00 / 1.00
Cleaning and Janitorial Purchasing	0.78 / 1.00
Office Paper Purchasing	1.00 / 1.00

Sustainable Procurement

Score	Responsible Party
0.00 / 3.00	**Alan Lambe** Head of Compliance Office of the Chief Operating Officer

Criteria

Part 1. Institution-wide sustainable procurement policies

Institution has written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories, institution-wide. For example:

- A stated preference for post-consumer recycled or bio-based content, for carbon neutral products, or to otherwise minimize the negative environmental impacts of products and services.

- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs), or otherwise support positive social and economic impacts and minimize negative impacts.

- A vendor code of conduct or equivalent policy that sets standards for the social and environmental responsibility of the institution's business partners that exceed basic legal compliance.

Part 2. Life Cycle Cost Analysis

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products, systems, and building components (e.g., HVAC systems). Practices may include structuring requests for proposals (RFPs) so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

Please note that LCCA is a method for assessing the total cost of ownership over the life cycle of a product or system (i.e., purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the environmental impacts of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 1 and Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

Part 3. Product-specific sustainability criteria

Institution has published sustainability criteria to be applied when evaluating products and/or services in one or more of the following categories. The criteria may be included in broader policies such as those recognized in Part 1, however they must address the specific sustainability challenges and impacts associated with products and/or services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category	Examples
A. Chemically intensive products and services Building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance.	• Published measures to minimize the use of chemicals. • A stated preference for green cleaning services and third party certified products. • Including sustainability objectives in contracts with service providers.
B. Consumable office products Batteries, lamps, paper, toner cartridges	• A stated preference for post-consumer recycled, agricultural residue, or third party certified (e.g., FSC) content. • A stated preference for extended use, rechargeable, or remanufactured products. • A stated preference for low mercury lamps.
C. Furniture and furnishings Furniture, flooring, ceilings, walls, composite wood.	• A stated preference for third party certified materials and products (e.g., FSC or LEVEL certified) • A stated preference for furnishings that are low-VOC or free of flame retardants
D. Information technology (IT) and equipment Computers, imaging equipment, mobile phones, data centers, cloud services, scientific and medical equipment.	• Published measures to reduce the demand for equipment. • A stated preference for ENERGY STAR, TCO Certified, Blue Angel, or EPEAT registered products. • A stated preference for ACT-labeled laboratory products
E. Food service providers Contractors, franchises, vending and catering services. (Food and beverage purchasing is covered in Food & Dining.)	• Including sustainability objectives in contracts with on-site food service providers. • Requiring that dining service contractors pay a living wage to employees.

F. Garments and linens

Clothing, bedding, laundry services.

- Published labor and human rights standards that clothing suppliers must meet.

- A stated preference for organic, bio-based, or recycled content textiles.

G. Professional service providers

Architectural, engineering, public relations, and financial services.

- A stated preference for disadvantaged businesses, social enterprises, or B Corporations.

H. Transportation and fuels

Travel, vehicles, delivery services, long haul transport, generator fuels, steam plants.

- Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport.

- A stated preference for clean and renewable technologies.

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

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

Electronics Purchasing

Score	Responsible Party
	Alan Lambe
1.00 / 1.00	Head of Compliance
	Office of the Chief Operating Officer

Criteria

Institution purchases electronic products that are:

- EPEAT registered,

- Third party certified under a multi-attribute sustainability standard or ISO Type 1 ecolabel developed/
administered by a Global Ecolabelling Network or ISEAL Alliance member organization (e.g., Blue
Angel, TCO Certified, UL Ecologo), AND/OR

- Labeled under a single-attribute standard for electrical equipment (e.g., ENERGY STAR, EU Energy A
or higher, or local equivalent).

Included are desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions,
mobile phones, and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines,
multifunction devices, and printers and scanners). Specialized equipment that EPEAT does not register may
be excluded.

A product that meets multiple criteria (e.g., a product that is both EPEAT registered and ENERGY STAR
labeled) should not be double-counted.

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

Total annual expenditures on electronics:
5,149,220 *US/Canadian $*

Expenditures on environmentally or socially preferable electronics:

	Expenditure Per Level
EPEAT Gold registered and/or third party certified at the highest achievable level under a multi-attribute sustainability standard	5,149,220 *US/ Canadian $*
EPEAT Silver registered and/or third party certified at mid-level under a multi-attribute sustainability standard	0 *US/Canadian $*
EPEAT Bronze registered and/or third party certified at minimum level under a multi-attribute sustainability standard	0 *US/Canadian $*
Labeled under a single-attribute standard	0 *US/Canadian $*

Do the figures reported above include leased equipment?:
Yes

**A brief description of the time period from which the figures reported above are
drawn:**

This data is from a detailed product code report of all NUI Galway purchases for the year 2019, the
time period being 1st Jan 2019 to 31st December 2019. The document is attached.

Website URL where information about the institution's electronics purchasing is available:

http://www.nuigalway.ie/information-solutions-services/servicesforstaff/desktopsupport/buyingcomputerequipment/

Additional documentation to support the submission:

PCO_-_Detailed_Product_Code_Report_2019.xlsx

Data source(s) and notes about the submission:

Our top 5 electronics suppliers all have EPEAT registered products and dedicated sustainability pages on their websites, see below. Our standard PCs and laptops available under contract are:

Windows:
Optiplex 5080 - Desktop Model - EPEAT GOLD
Latitude 5410 - Standard Laptop - EPEAT GOLD
Latitude 5510 - Full Feature Laptop - EPEAT GOLD
Latitude 5310 - Ultra Portable Laptop - EPEAT GOLD

Apple:
Macbook - EPEAT GOLD
iPad - EPEAT GOLD
Macbook Air - EPEAT GOLD
IMAC 21" - EPEAT GOLD
IMAC 27" - EPEAT GOLD
IMAC PRO - EPEAT GOLD
MAC PRO - EPEAT GOLD
MAC Mini - EPEAT GOLD
Macbook Pro 13" - EPEAT GOLD
Macbook Pro 13" Touchbar - EPEAT GOLD
Macbook Pro 15" Touchbar - EPEAT GOLD

There is also a Tech2Students initiative, providing laptops to disadvantaged students. Thousands of students don't have access to a laptop at home. The campaign was developed in April 2020 by Trinity Access and Camara Ireland in response to the digital divide experienced by students in need. Covid 19 showed that the digital divide is real and remains a huge problem for second-level students, those in direct provision and adult learners in marginalised communities. 58% of students in DEIS schools experience a lack of access to broadband or a suitable learning device.

In Phase 2, NUI Galway, the NUIG Access Centre, the Galway City Partnership, the Galway Chamber of Commerce and the Insight SFI Research Centre for Data Analytics, NUI Galway have joined the campaign to go nationwide. The national goal is to deliver 5,000 devices to students in need all over Ireland. 100% of funding donated to the campaign is being used to buy refurbished devices.

Tech2Students -
https://www.nuigalway.ie/accesscentre/tech2students/

Dell (23%) -
https://corporate.delltechnologies.com/en-ie/social-impact/advancing-sustainability.htm

Wriggle (10%) - Apple products:
https://globalelectronicscouncil.org/

Intel (4%) -
https://www.intel.ie/content/www/ie/en/corporate-responsibility/corporate-responsibility.html

Heanet (4%) -
https://www.heanet.ie/who-we-are/our-policies/environmental-policy

Khipu (4%) - ISO 14001:2015 -
https://www.khipu-networks.com/company/qa/

Cleaning and Janitorial Purchasing

Score	Responsible Party
0.78 / 1.00	**Alan Lambe** Head of Compliance Office of the Chief Operating Officer

Criteria

Institution's main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Blue Angel labeled (German Federal Environment Agency)

- Cradle to Cradle Certified

- ECOLOGO certified (UL Environment)

- EU Ecolabel

- Forest Stewardship Council (FSC) certified

- Good Environmental Choice Australia (GECA) certified

- Green Seal certified

- Nordic Swan labeled (Nordic Ecolabelling Board)

- U.S. EPA Safer Choice labeled

- Other multi-criteria sustainability standards and ISO Type 1 ecolabels developed/administered by Global Ecolabelling Network and/or ISEAL Alliance member organizations

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g., floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products. Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other cleaning and janitorial products and materials (e.g., cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

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

Total annual expenditures on cleaning products:
2,044,153 *US/Canadian $*

Annual expenditures on certified green cleaning products:
1,597,257 *US/Canadian $*

Total annual expenditures on janitorial paper products:
0 *US/Canadian $*

Annual expenditures on certified green janitorial paper products:
0 *US/Canadian $*

A brief description of the time period on which the figures reported above are based :

This data is from a detailed product code report of all NUI Galway purchases for the year 2019, the time period being 1st Jan 2019 to 31st December 2019. The document is attached.

Percentage of expenditures on cleaning and janitorial products that are third party certified to meet recognized sustainability standards:
78.14

Website URL where information about the institution's cleaning and janitorial purchasing is available:
https://www.nuigalway.ie/buildings/service-helpdesk/cleaning-services/

Additional documentation to support the submission:
PCO_-_Detailed_Product_Code_Report_2019.xlsx

Data source(s) and notes about the submission:

2019 Procurement data: GROSVENOR CLEANING SERVICES LTD is NUI Galway's main cleaning contractor and they have a section on their website dedicated to corporate social responsibility and sustainability. As this contract comes up as a service payment in the procurement data, there is no separation between cleaning products and janitorial paper products. Therefore the cleaning products figure accounts for all cleaning services procured in 2019. -

https://grosvenorservices.com/about-us/corporate-social-responsibility/

NUGENT SAFETY LTD is our second largest cleaning supplier and they do not have any green certification on their website.

APLEONA HSG LIMITED is our third largest cleaning supplier, who have a sustainability report and corporate social responsibility report:
https://ie-hsg.apleona.com/

Office Paper Purchasing

Score	Responsible Party
1.00 / 1.00	**Alan Lambe** Head of Compliance Office of the Chief Operating Officer

Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

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

Total annual expenditures on office paper:
208,386 *US/Canadian $*

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	0 *US/Canadian $*
30-49 percent	0 *US/Canadian $*
50-69 percent	0 *US/Canadian $*
70-89 percent (or FSC Mix label)	0 *US/Canadian $*
90-100 percent (or FSC Recycled/100% label)	208,386 *US/Canadian $*

A brief description of the time period from which the figures reported above are drawn:

This data is from a detailed product code report of all NUI Galway purchases for the year 2019, the time period being 1st Jan 2019 to 31st December 2019. The document is attached.

Website URL where information about the institution's paper purchasing is available:
https://www.nuigalway.ie/public-sites/procurement/howwebuy/

Additional documentation to support the submission:
PCO_-_Detailed_Product_Code_Report_2019.xlsx

Data source(s) and notes about the submission:

This figure is from the procurement statement for the 2018/19 academic year. It accounts for Exam Scripts, 30,000 Undergradaute Prospectus, Photocopier & Multi Purpose Paper, External or outsourced printing and 12,075 Conferring Brochures.

Our main suppliers; CODEX LTD, SNAP PRINTING GALWAY, ANGLO PRINTERS LTD, all have environmental policies on sourcing their paper from FSC managed forests.

https://www.codex.ie/about-us/environment/

https://www.printbureau.ie/fsc-certified-forest-paper/

snap.ie/environmental-policy/

Transportation

Points Claimed 4.83

Points Available 7.00

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

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

Credit	Points
Campus Fleet	0.11 / 1.00
Commute Modal Split	3.92 / 5.00
Support for Sustainable Transportation	0.80 / 1.00

Campus Fleet

<table>
<tr><th>Score</th><th>Responsible Party</th></tr>
<tr><td>0.11 / 1.00</td><td>**Dean Pearce**
Head of Facilities Management and Services
Buildings Offices</td></tr>
</table>

Criteria

Institution supports alternative fuel and power technology by including vehicles in its motorized fleet that are:

1. Gasoline-electric hybrid,

2. Diesel-electric hybrid,

3. Plug-in hybrid,

4. 100 percent electric (including electric assist utility bicycles and tricycles),

5. Fueled with Compressed Natural Gas (CNG),

6. Hydrogen fueled,

7. Fueled with B20 or higher biofuel for more than 4 months of the year, OR

8. Fueled with locally produced, low-level (e.g., B5) biofuel for more than 4 months of the year (e.g., fuel contains cooking oil recovered and recycled on campus or in the local community)

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

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

Total number of vehicles in the institution's fleet:
37

Number of vehicles in the institution's fleet that are:

	Number of Vehicles
Gasoline-only	2
Diesel-only	31
Gasoline-electric hybrid	0
Diesel-electric hybrid	0
Plug-in hybrid	0
100 percent electric	4
Fueled with Compressed Natural Gas (CNG)	0
Hydrogen fueled	0
Fueled with B20 or higher biofuel	0

	Number of Vehicles
Fueled with locally produced, low-level biofuel	0

Do the figures reported above include leased vehicles?:
No

A brief description of the institution's efforts to support alternative fuel and power technology in its motorized fleet:

The attached NUI Galway Travel Plan has the following aims:

Encourage sustainable travel:
- increase travel choices for all staff, students and visitors of the University
- lessen environmental impact of car use
- promote healthier lifestyles

Reduce single car occupancy car use:
- increase availability of car parking
- limit traffic congestion
- support future growth of the University
- support Green Flag aspirations

Website URL where information about the institution's motorized fleet is available:
https://www.nuigalway.ie/buildings/service-helpdesk/get-to-around/travel-plan/

Additional documentation to support the submission:
NUI-Galway-Travel-Plan-v4.2.pdf

Data source(s) and notes about the submission:

We have a number of researchers who are at the cutting edge of sustainable transport globally. One example is Dr. Rory Monaghan who reviews Hydrogens role in transport here: https://www.energyireland.ie/can-renewable-hydrogen-be-key-to-unlocking-a-decarbonised-energy-system-for-ireland/

and here:

https://www.siliconrepublic.com/machines/hydrogen-fuel-gencomm-rory-monaghan

In parallel work NUIG engineering students have gained ground as well in making the most energy efficient car possible: https://www.siliconrepublic.com/machines/geec-shell-eco-marathon-europe-ireland

Another NUIG researcher in our school of chemistry, Dr Pau Farris reviews hydrogen further and its use in sea transport here: https://irishtechnews.ie/seafuel-project-to-use-hydrogen-as-a-renewable-resource-for-transportation/

Commute Modal Split

Score	Responsible Party
3.92 / 5.00	**Dean Pearce**
	Head of Facilities Management and Services
	Buildings Offices

Criteria

Part 1. Student commute modal split

Institution's students commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, availing of distance education, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

Part 2. Employee commute modal split

Institution's employees commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their worksites.

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

Total full-time equivalent student enrollment:
18,094

Full-time equivalent of employees:
2,321

Has the institution gathered data about student commuting behavior?:
Yes

Total percentage of students that use more sustainable commuting options as their primary mode of transportation:
83

A brief description of the method(s) used to gather data about student commuting:

Comprehensive survey data collected in November 2015:
- online staff and student travel questionnaires
- results compared with previous surveys (2005 onwards)
- Responses received from over 600 staff and 1,350 students
- supplemental traffic and parking surveys

Has the institution gathered data about employee commuting behavior?:
Yes

Total percentage of employees that use more sustainable commuting options as their primary mode of transportation:
42

A brief description of the method(s) used to gather data about employee commuting:

Comprehensive survey data collected in November 2015:
- online staff and student travel questionnaires
- results compared with previous surveys (2005 onwards)
- high response rate from 2,293 staff and 17,153 students
- supplemental traffic and parking surveys

Percentage of students and employees that use the following as their primary mode of transportation:

	Percentage of students (0-100)	Percentage of employees (0-100)
Single-occupancy vehicle	17	58
Zero-emissions vehicle	0	0
Walk, cycle, or other non-motorized mode	59	22
Vanpool or carpool	11	15
Public transport or campus shuttle	13	5
Motorcycle, motorized scooter/bike, or moped	0	0
Distance education / telecommute	0	0

Website URL where information about student or employee commuting is available:
https://www.nuigalway.ie/buildings/service-helpdesk/get-to-around/travel-plan/

Additional documentation to support the submission:
NUIG_-_Sust_Travel_data.pdf

Data source(s) and notes about the submission:

The survey carried out in 2015 was due to be renewed in late 2019, but was postponed due to COVID creating abnormal commuting behavior. NUI Galway began the application for a STARS rating in late 2020, so at this point there was no plan for a new commuting survey to be released. There is a 2021 commuting survey being released in the coming months, but results won't be available until the end of the year/early 2022. For the Institutions first STARS report, it would be greatly appreciated if the out of date survey was accepted. Our plans to update the survey were delayed due to COVID.

Support for Sustainable Transportation

Score	Responsible Party
0.80 / 1.00	**Dean Pearce** Head of Facilities Management and Services Buildings Offices

Criteria

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Has a bicycle-sharing program or participates in a local bicycle-sharing program.

- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization.

- Offers preferential parking or other incentives for fuel efficient vehicles.

- Has one or more Level 2 or Level 3 electric vehicle charging stations that are accessible to student and employee commuters.

- Has incentives or programs to encourage employees to live close to campus.

- Has other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting.

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

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:
Yes

A brief description of the bicycle sharing program:

NUI Galway participates in the Galway City Bike sharing scheme with three stations located on campus.

There are covered and uncovered, secure and unsecure cycle racks throughout the campuses. Cycle racks are mostly monitored by CCTV. However cyclists are strongly encouraged to ensure that they lock their bicycle appropriately with a strong lock. See the attached map for the locations of the bike parking areas

There is a free cycle clinic for staff and students at An Mheitheal Rothar. The public workshops are currently held from 6-9pm on Wednesdays and 12-3pm on Fridays. These are open for the general public. There are also second hand bikes for sale here that have been restored at the work shop.

Coca-Cola Zero® Bikes is an exciting new addition to the city of Galway. Bike stations are located throughout the city to provide a healthy and convenient means of transport. There are several stations close to campus.

The Cycle to Work scheme is available to all staff at NUI Galway. You can use a salary sacrifice arrangement to save up to 52% of the retail price of bike and equipment.

Does the institution participate in a car sharing program?:
No

A brief description of the car sharing program:

The University has information available on the GoCar car club, which is available in the city centre.

GoCar allows you to rent cars for as little as half an hour, using a booking system to reserve the vehicle and in-car technology to unlock the car and drive.

GoCars park on campus, see link below:

https://welcome.gocar.ie/brand/?
utm_source=google&utm_medium=cpc&&utm_term=GoCar&utm_campaign=%

5BGOO%5D-%5BENG%5D-%5BCar%5D-%5BSource_IE%5D-%5BDestination_IE%5D-
%5Bubeeqo.com%5D-%5BBrand_Cor

e%5D-
%5BPFX_GAL%5D&gclid=Cj0KCQjwzYGGBhCTARIsAHdMTQyBX8SFWNweobQ6DJpEa8D4iVTGvpksA2iyTM0ah5c-9

NrbPCyBdwaAjWaEALw_wcB&gclsrc=aw.ds

Does the institution offer preferential parking or other incentives for fuel efficient vehicles?:
Yes

A brief description of the incentives for fuel efficient vehicles:

Yes, EV charging spaces located close to key buildings with high staff profile.

NUIG collaborate with GoCars, so that GoCars are parked on campus offering staff and students the use of efficient cars whose embodied energy is shared. GoCars are hired by the hour and therefore provide students and staff with a user friendly, efficient mode of transport.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:
Yes

A brief description of the electric vehicle recharging stations:

20 EV charging spaces as of 2020 and growing campus wide. There are a number of charging points that are also adjacent to the campus offering fast charging.

Does the institution have incentives or programs to encourage employees to live close to campus?:
No

A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution have other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting?:
Yes

A brief description of other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting:

NUI Galway participates in the yearly active challenges organised by the Smarter Travel team at the NTA. For more information see - smartertravelcampus.ie

Smarter Travel Campus is a hands on programme working with Third Level Institutions to implement campus travel plans - or actions to encourage and support students and staff to walk, cycle, take public transport or carpooling on the commute to campus.

An meitheal rothar are a bicycle cooperative established by NUIG students on campus offering staff and students affordable bicycles and maintenance training (both free and paid). NUIG house the cooperative and provide it with workshops and stores on campus. Most bicycles sold are recycled, reused and repaired:

https://www.facebook.com/AnMheithealRothar

Website URL where information about the institution's support for sustainable transportation is available:
https://www.nuigalway.ie/buildings/service-helpdesk/get-to-around/travel-plan/

Additional documentation to support the submission:
Smarter-Travel-Campus---NUI-Galway.pdf

Waste

Points Claimed 2.75

Points Available 10.00

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

Credit	Points
Waste Minimization and Diversion	1.75 / 8.00
Construction and Demolition Waste Diversion	0.00 / 1.00
Hazardous Waste Management	1.00 / 1.00

Waste Minimization and Diversion

Score	Responsible Party
1.75 / 8.00	**Dean Pearce** Head of Facilities Management and Services Buildings Offices

Criteria

Part 1. Reduction in total waste per person

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2. Total waste per person

Institution's total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tonnes (0.50 short tons) per weighted campus user.

Part 3. Waste diverted from the landfill or incinerator

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

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

This credit includes on-campus dining services operated by the institution or the institution's primary on-site contractor.

Waste includes all materials that the institution discards, intends to discard or is required to discard (i.e., all materials that are recycled, composted, donated, re-sold, or disposed of as trash) except construction, demolition, hazardous, special (e.g., coal ash), universal and non-regulated chemical waste, which are covered in the Construction and Demolition Waste DiversionandHazardous Waste Managementcredits.

Consistent with the U.S Environmental Protection Agency's Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double-counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

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

Figures needed to determine total waste generated (and diverted):

	Performance Year	Baseline Year
Materials recycled	172,636 *Tonnes*	191,921 *Tonnes*
Materials composted	0 *Tonnes*	0 *Tonnes*
Materials donated or re-sold	0 *Tonnes*	0 *Tonnes*
Materials disposed through post-recycling residual conversion	0 *Tonnes*	0 *Tonnes*
Materials disposed in a solid waste landfill or incinerator	216,646 *Tonnes*	208,530 *Tonnes*
Total waste generated	389,282 *Tonnes*	400,451 *Tonnes*

A brief description of the residual conversion facility:

NUIG has a number of initiatives which we list below. We are currently reviewing data from these mixed sources and we aim that this will be ready to report at the time of our next STARS application.

Recycling and Reuse
An meitheal rothar recycles bikes, and repairs bikes by collecting the Galway City's scrapped bikes (from the city council) and fixing and reusing them. They provide NUIG students and staff with waste prevention awareness and cycling courses, bikes and bike maintenance. More here:

https://www.facebook.com/AnMheithealRothar

Compost
We are reviewing the quantities composted on site, there are a number of stakeholders and this is taking time to collate data and harmonise metrics. This will be part of our next STARS application.

- Sodexo our largest catering contractor implement a Waste Watch program which actively monitors food waste. Subsequent implementation of targeted operational and behavioral changes has reduced their food waste by 50%. More here:

https://www.sodexo.com/positive-impact/sustainability/responsible-waste-reduction/wastewatch.ht

ml

- FoodSpace our second largest catering supplier has a zero-waste kitchen and so pickles and composts significantly.
- Where take away service is needed in NUIG the bringing back of cups is incentivised. Outside of this compostable cups, plates and cutlery are used on campus.
- NUIG Organic Gardening Society and its garden has developed a waste composting area to service its volunteers and its needs.

Materials donated or sold
IT equipment is being donated and repaired for students as part of the Tech2Students initiative – a collaboration with TCD entrepreneurs:

https://www.tcd.ie/trinityaccess/tech2students/

. This initiative is inclusive and allows disadvantaged students IT access.

Post-residual conversion
A number of these initiatives exist and these include:
- The Insight centre in NUIG has a pilot project that takes plastic and converts it to filament ink. This project is currently looking to supply the printing needs of the campus by using societys plastic waste.
- Our Green Lab initiative also recycles glassware and actively reduces the use of plastic laboratory ware.

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

	Start Date	End Date
Performance Period	Jan. 1, 2019	Dec. 31, 2019
Baseline Period	Jan. 1, 2017	Dec. 31, 2017

A brief description of when and why the waste generation baseline was adopted:

The baseline of 2017 was chosen for the Universities carbon footprint baseline which has set the baseline for waste reporting also.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	1,198	764
Number of employees resident on-site	11	9
Number of other individuals resident on-site	0	0
Total full-time equivalent student enrollment	18,094	17,197

	Performance Year	Baseline Year
Full-time equivalent of employees	2,321	2,126
Full-time equivalent of students enrolled exclusively in distance education	216	156
Weighted campus users	15,451.50	14,568.50

Total waste generated per weighted campus user:

	Performance Year	Baseline Year
Total waste generated per weighted campus user	389,282 *Tonnes*	400,451 *Tonnes*

Percentage reduction in total waste generated per weighted campus user from baseline:
8.34

Percentage of materials diverted from the landfill or incinerator by recycling, composting, donating or re-selling, performance year:
44.35

Percentage of materials diverted from the landfill or incinerator (including up to 10 percent attributable to post-recycling residual conversion):
44.35

In the waste figures reported above, has the institution recycled, composted, donated and/or re-sold the following materials?:

	Yes or No
Paper, plastics, glass, metals, and other recyclable containers	Yes
Food	No
Cooking oil	No
Plant materials	No
Animal bedding	No
White goods (i.e. appliances)	No
Electronics	Yes
Laboratory equipment	No
Furniture	Yes
Residence hall move-in/move-out waste	No
Scrap metal	No
Pallets	No
Tires	No
Other (please specify below)	No

A brief description of other materials the institution has recycled, composted, donated and/or re-sold:

Above we mention significant initiatives for which we have no collated data just yet. NUIG colleagues (Anne Marie and Naomh) oversee many furniture fit outs, refurbishments and requests for furniture. For years they have been diligently preventing waste, reusing items of furniture and saving on new purchases in the process. Data on this work can be seen in the attached excel file and the overall savings per year from the reuse of furniture is shown below (2015 - 2020).

Year Total Savings
2015/2016 €19,100.00
2016/2017 €92,500.00
2017/2018 €89,500.00
2018/2019 €39,000.00
2019/2020 €32,500.00

Materials intended for disposal but subsequently recovered and reused on campus, performance year:
0 *Tonnes*

Does the institution use single stream recycling to collect standard recyclables in common areas?:
No

Does the institution use dual stream recycling to collect standard recyclables in common areas?:
Yes

Does the institution use multi-stream recycling to collect standard recyclables in common areas?:

Average contamination rate for the institution's recycling program:
0

A brief description of any recycling quality control mechanisms employed:

Signage and awareness of this issue is high amongst students. In March 2019, our University was awarded the internationally recognised Green Flag by the An Taisce Green-Campus Programme on behalf of the International Foundation for Environmental Education. Significant awareness around waste played a major part in this award. More here:

http://www.nuigalway.ie/sustainability/projectsresources/the-green-flag-award/

Our caterers capture many of the food issues before they arrive in the bins as mentioned above. Prevention is a key element of what we do.

A brief description of the institution's waste-related behavior change initiatives:

In March 2019 our coordinated campus efforts on waste and other resources were awarded the internationally recognised Green Flag by the An Taisce Green-Campus Programme on behalf of the International Foundation for Environmental Education. Significant awareness around waste played a major part in this award. More here:

http://www.nuigalway.ie/sustainability/projectsresources/the-green-flag-award/

A brief description of the institution's waste audits and other initiatives to assess its materials management efforts and identify areas for improvement:

Please see the attached data compiled by my office. As mentioned we are currently extending this to incorporate all the elements of waste in our next NUIG STARS application.

A brief description of the institution's procurement policies designed to prevent waste:

Our reporting in OP-11 illustrates that our procurement policy advances 2 main elements which impact waste: (i) cost efficiency and (ii) centralised purchasing. Our CUSP team is currently working on the sustainability of NUIGs procurement policy and further improvements will be evident in our next STARS application.

A brief description of the institution's surplus department or formal office supplies exchange program that facilitates reuse of materials:

As mentioned above we have a number of decetralised initiatives which the CUSP team are bringing together for our next NUIG STARS application. Exchanges of office materials, furniture, and even bicycles will become clearer as we harmonise the data.

A brief description of the institution's platforms to encourage peer-to-peer exchange and reuse:

Peer to peer Reuse and Waste Awareness Education
An meitheal rothar are a cycling cooperative established in NUIG by students. It recycles bikes, and repairs bikes by collecting the Galway City's scrapped bikes (from the city council) and fixing and reusing them. They provide NUIG students and staff with waste prevention awareness and cycling courses, bikes and bike maintenance. More here:

https://www.facebook.com/AnMheithealRothar

Materials exchanged
IT equipment is being donated and repaired for students as part of the Tech2Students initiative – a collaboration with TCD entrepreneurs:

https://www.tcd.ie/trinityaccess/tech2students/

. This initiative is inclusive and allows disadvantaged students IT access.

A brief description of the institution's limits on paper and ink consumption:

- The Insight centre in NUIG has a pilot project that takes plastic and converts it to filament ink. This project is currently looking to supply the printing needs of the campus by using societys plastic waste.

A brief description of the institution's initiatives to make materials available online by default rather than printing them:

Our reporting in OP-11 illustrates that our procurement policy advances 2 main elements which impact waste: (i) cost efficiency and (ii) centralisation. Both elements aim to have online storage as the preference and default position.

A brief description of the institution's program to reduce residence hall move-in/move-out waste:

NUIG staff oversee many furniture fit outs, refurbishments and requests for furniture. For years they have been diligently preventing waste, reusing items of furniture and saving on new purchases in the process. Data on this work can be seen in the attached excel file and the overall savings per year from the reuse of furniture is shown below (2015 - 2020). This has major impacts on conservation in the student halls. Staff also recycle move-out waste with charity shops.

Year Total Savings
2015/2016 €19,100.00
2016/2017 €92,500.00
2017/2018 €89,500.00
2018/2019 €39,000.00

A brief description of the institution's programs or initiatives to recover and reuse other materials intended for disposal:

Recycling and Reuse of Bikes
An meitheal rothar recycles bikes, and repairs bikes by collecting the Galway City's scrapped bikes (from the city council) and fixing and reusing them. They provide NUIG students and staff with waste prevention awareness and cycling courses, bikes and bike maintenance. More here:

https://www.facebook.com/AnMheithealRothar

As mentioned our caterers engage in waste prevention and reduce our food footprint significantly in so doing. NUIG boasts a zero waste kitchen.

Where take away service is needed in NUIG the bringing back of cups is incentivised. Outside of this compostable cups, plates and cutlery are used on campus.

NUIG Organic Gardening Society and its garden has developed a waste composting area to service its volunteers and its needs.

NUIGs Green Labs initiative is a European lighthouse project. It recycles glassware and actively reduces the use of plastic laboratory ware.

NUIG staff actively recover leftover belongings from student halls and as mentioned this data is not recorded yet in one centralised repository. CUSP are active in making this happen for the next STARS application. Just today Friday 11th June 2021 3 car loads FULL TO THE BRIM of student belongings were saved from landfill and donated to the social and circular economy in Galway intern providing support for those disadvantaged and marginalised in society. These included: unopened food; PlayStations; books; irons etc.

Website URL where information about the institution's waste minimization and diversion efforts is available:
https://www.nuigalway.ie/buildings/service-helpdesk/recycling/

Additional documentation to support the submission:
NUI_Galway_Waste_Data_2016-2020.xlsx

Data source(s) and notes about the submission:

NUI Galway hired catering contractors to facilitate catering on site. The caterers manage this waste themselves and have their own waste management sub contracts. This means that waste that goes into the bins on the catering premises is not recorded by our Buildings Office.

That said, we know that the majority of packaging from take away food and beverages from these outlets does get deposited in campus bins and would still be included in the figures, but we have no way to determine what those volumes are.

Three changes are planned for the future:
1. Commercial Services under the direction of Ann Duggan have undertaken to report waste data collected within their catering outlets.
2. We are hoping to introduce a third waste stream for biodegradable waste at all bin stations across the campus.
3. Monitored data for composted, reused, and recycled materials mentioned above are included in the overall figures.

Construction and Demolition Waste Diversion

Score	Responsible Party
0.00 / 1.00	**Dean Pearce** Head of Facilities Management and Services Buildings Offices

Criteria

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

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

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

Construction and demolition materials recycled, donated, or otherwise recovered:
0 *Tonnes*

Construction and demolition materials landfilled or incinerated:
0 *Tonnes*

Percentage of construction and demolition materials diverted from the landfill or incinerator through recycling, donation and/or other forms of recovery:
0

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

A working group was established in 2021 to develop policy and practice on construction waste.

Website URL where information about the institution's C&D waste diversion efforts is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

A working group was established in 2021 to develop policy and practice on construction waste.

Hazardous Waste Management

Score	Responsible Party
1.00 / 1.00	**Dean Pearce**
	Head of Facilities Management and Services
	Buildings Offices

Criteria

Part 1. Hazardous waste minimization and disposal

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

Part 2. Electronic waste diversion

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards® and/or Responsible Recycling (R2) standards.

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

Does the institution have strategies in place to safely dispose of all hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste and seek to minimize the presence of these materials on campus?:
Yes

A brief description of steps taken to reduce hazardous, special (e.g. coal ash), universal, and non-regulated chemical waste:

The attached document is the School of Chemistry's "Chemical Agents Inventories" policy document. The following is an abstract:

Chemical safety requires that there is a complete record of the chemicals held in the University. The aim of this policy is to introduce a system which requires Schools and Units to prepare, maintain and return an inventory of all chemicals held. The inventory will specify the location of chemicals and also the staff member in control of that space (typically a Principal Investigator or the person in charge of a teaching laboratory). The Inventory will be maintained locally and updated on a School/Unit wide basis periodically and this to be at least annually. The Inventory will be used to monitor the movement of chemicals and to control the end of life cycle and disposal of chemicals and their ultimate destination/destruction on completion of a project or retirement of a staff member in control of the space in which they are contained. In addition to the immediate safety improvement there are additional benefits to this chemical inventory stock control, quality and the more efficient use of limited resources including staff time, specialist storage arrangements and financial.

As part of Galway Green Labs programme and the new Procurement Framework, seek to reduce single-use laboratory plastics and promote the use of green products/alternatives. Substitute single-use plastic with other reusable materials and work with supplier to reduce packaging plastic.

A brief description of how the institution safely disposes of hazardous, universal, and non-regulated chemical waste:

Head of School/Unit ensure the following:
- Annual return of the Chemical Inventory to the Health & Safety Office.
- Confirming the safe disposal/reassignment of chemical samples left at end of project or before the retirement of a staff member.

Chemical disposal/handover:
The inventory will be used to plan for end of project or retirement of staff. Where a project is coming to an end or a staff member is coming up to retirement the Inventory will be used to identify chemicals which will be left in need of disposal. The purchase of chemicals will always involve planning for the
disposal cost of the chemicals or waste products derived there from and this will form part of the funding model for all projects. Depending on local arrangements and project budget expiry, a reserve budget option may need to be implemented where chemicals will need to be disposed after the project funding has ceased . No build-up of older chemicals must be allowed in Units as this presents a significant chemical hazard. The Head of School/Unit will ask the staff member to confirm all chemicals have been disposed of at the end of the project or prior to leaving their post. Planning for

disposal will begin several months in advance. Where chemicals are of use to others in the unit responsibility can be transferred by agreement by changing designation in the inventory.

A brief description of any significant hazardous material release incidents during the previous three years, including volume, impact and response/remediation:

NA

A brief description of any inventory system employed by the institution to facilitate the reuse or redistribution of laboratory chemicals:

Head of School/Unit ensure the following:
- Preparation of and maintenance of chemical inventory for their School

HOS Nominee is responsible for:
Preparation of, maintenance and annual return to the Safety Office of chemical inventory for the School or Unit

PI or other person in charge of chemicals:
- Control of chemical sub-inventory.
- Planning and arranging for disposal of chemical agents

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by the institution?:
Yes

Does the institution have or participate in a program to responsibly recycle, reuse, and/or refurbish electronic waste generated by students?:
Yes

A brief description of the electronic waste recycling program(s), including information about how electronic waste generated by the institution and/or students is recycled:

The disposal of WEEE is licensed in accordance with the Waste Management (Waste Electrical and Electronic Equipment) Regulations of 2005 and the subsequent Amendment 2008.

Generally, most WEEE would be removed by Buildings & Estates Facilities Services team to a holding area where it is collected once a month by our Waste Management service provider and disposed of in accordance with the aforementioned legislation. However, depending on the size/weight of an individual item or the volume of multiple items of WEEE concerned arrangements may differ. In the event that the Facilities Services team anticipate difficulties or unnecessary expenditure removing WEEE to the holding area, a separate once off collection from source may be arranged with a waste management contractor and as a result the unit disposing of the equipment may incur the cost of this work.

Is the institution's electronic waste recycler certified under the e-Stewards and/or Responsible Recycling (R2) standards?:
Yes

Website URL where information about the institution's hazardous waste program is available:
https://www.nuigalway.ie/buildings/service-helpdesk/recycling/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Hazardous waste has never been fully scoped out in terms of volumes and categorisation on an institution level. Many schools have their own robust procedures but there is no uniform approach, consistent labelling or best practice agreed centrally.

Since this realization, a discussion has been held on setting up a temporary wider working group including some CTO's proposed by contacts from the HSO to establish what is happening in each unit.

Water

Points Claimed 2.28

Points Available 6.00

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

Credit			Points
	1.28 / 4.00		

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute Aqueduct Water Risk Atlas. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

	Physical Risk QUANTITY	Points available for each part	Total available points for this credit
Water Use	Low and Low to Medium Risk	1⅓	4
	Medium to High Risk	1⅔	5
	High and Extremely High Risk	2	6

Close

Rainwater Management	1.00 / 2.00

Water Use

	Score	Responsible Party
	1.28 / 4.00	

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for each part of this credit are determined by the level of "Physical Risk Quantity" for the institution's main campus, as indicated by the World Resources Institute Aqueduct Water Risk Atlas. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Physical Risk QUANTITY	Points available for each part	Total available points for this credit	Michael Curran
Low and Low to Medium Risk	1⅓	4	Head of Building Services, Energy and Utilities Buildings Office
Medium to High Risk	1⅔	5	
High and Extremely High Risk	2	6	

Close

Criteria

Part 1. Reduction in potable water use per person

Institution has reduced its annual potable water use per weighted campus user compared to a baseline.

Part 2. Reduction in potable water use per unit of floor area

Institution has reduced its annual potable water use per gross square metre or foot of floor area compared to a baseline.

Part 3. Reduction in total water withdrawal per unit of vegetated grounds

Institution has reduced its total annual water use (potable + non-potable) per hectare or acre of vegetated grounds compared to a baseline.

Level of "Physical Risk Quantity" for the institution's main campus as indicated by the World Resources Institute Aqueduct Water Risk Atlas:
Low

Total water withdrawal (potable and non-potable combined):

	Performance Year	Baseline Year
Total water withdrawal	72,733 *Cubic Metres*	78,950 *Cubic Metres*

Potable water use:

	Performance Year	Baseline Year
Potable water use	72,733 *Cubic Metres*	78,950 *Cubic Metres*

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

	Start Date	End Date
Performance Period	Jan. 1, 2020	Dec. 31, 2020
Baseline Period	Jan. 1, 2019	Dec. 31, 2019

A brief description of when and why the water use baseline was adopted:

These years represent what water data was available to us through the Buildings and Estates office.

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	1,198	764
Number of employees resident on-site	11	9
Number of other individuals resident on-site	0	0
Total full-time equivalent student enrollment	18,094	17,197
Full-time equivalent of employees	2,321	2,126
Full-time equivalent of students enrolled exclusively in distance education	216	156

	Performance Year	Baseline Year
Weighted campus users	15,451.50	14,568.50

Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	72,733 *Cubic Metres*	78,950 *Cubic Metres*

Percentage reduction in potable water use per weighted campus user from baseline:
13.14

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area	213,236 *Gross Square Metres*	213,236 *Gross Square Metres*

Potable water use per unit of floor area:

	Performance Year	Baseline Year
Potable water use per unit of floor area	0.34 *Cubic Metres / GSM*	0.37 *Cubic Metres / GSM*

Percentage reduction in potable water use per unit of floor area from baseline:
7.87

Area of vegetated grounds:

	Performance Year	Baseline Year
Vegetated grounds	85 *Hectares*	85 *Hectares*

Total water withdrawal per unit of vegetated grounds:

	Performance Year	Baseline Year
Total water withdrawal per unit of vegetated grounds	855.68 *Cubic Metres / Hectare*	928.82 *Cubic Metres / Hectare*

Percentage reduction in total water withdrawal per unit of vegetated grounds from baseline:
7.87

A brief description of the institution's water-related behavior change initiatives:

Policies from the Water Charter act as guidance and set norms on campus, available here:

https://www.nuigalway.ie/media/sustainability/files/Water-Charter.pdf

To raise awareness with staff, students and visitors of water as a critical and limited resource that must be used responsibly.

To eliminate all unnecessary water usage on campus, to maintain and further improve the water usage reductions achieved on campus in the last period.

Engage staff, students and visitors in responsible water usage and water consumption reduction at a building level and beyond by providing water consumption information and inviting inquiry and feedback. Visual displays like the one pictured in this link make students, visitors and staff aware of the significance of their water use,

https://www.nuigalway.ie/media/sustainability/files/Water-Charter.pdf

. The waternomics platform apps provide a very visual and easily understood display of water and energy use in the various buildings across campus.

Water awareness workshops and seminars held across campus and within disciplines and schools promote water conservation and build awareness of water use for students and staff.

A brief description of the institution's water recovery and reuse initiatives:

NUI Galway is committed to the effective and efficient use of water throughout the campus and the appropriate treatment, management and disposal of wastewater. The University will strive to reduce its water usage and increase the use of harvested rainwater through a series of measures, including: water leakage detection and repair programme, education and outreach, process-related efficiency measures, greywater and rainwater harvesting. The Certified Water Stewardship badge shows that the NUI Galway have undertaken a course designed to show Leadership and set goals/targets in reducing water consumption.

Policies from the Water Charter available here:

https://www.nuigalway.ie/media/sustainability/files/Water-Charter.pdf

NUI Galway to utilise new technologies and methods to reduce water consumption on our Laboratory's and Research labs.

To eliminate the reliance of staff, students and visitors on single use plastics for water consumption.

To reduce water usage on campus by 10% by 2025 based on 2018 baseline.

A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives:

Policies from the Water Charter available here:

https://www.nuigalway.ie/media/sustainability/files/Water-Charter.pdf

Continue the programme of installing water metering and sub-metering on our largest water consumers.

Continue programme of installing water-saving devices in laboratories, kitchens, workshops and WC facilities across the campus e.g. low flow taps, dual flush WC's, time control on urinal flushes and showers and low flow shower heads.

Website URL where information about the institution's water conservation and efficiency efforts is available:
http://www.nuigalway.ie/sustainability/learn-live-lead-model/live/water/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

The 213, 236 m^2 is the building area within the scope of water consumption. The 155,090 m^2 reported in PRE 4 and OP5 refers to 58 buildings on campus within the ISO 50001 energy scope.

NUI Galway is committed to reducing bottled water consumption on campus by increasing drinking water facilities, improving signage and implementing a programme of education and awareness. A water-leakage detection and repair programme rolled out on South Campus incorporating mains replacement has reduced water usage by almost two thirds since 2007. The roll-out of a waterless urinal project that eliminates the need for regular timed flushing has resulted in the saving of 29,800 cubic meters of water per annum.

NUI Galway is a global leader for research on life below water and education and support for aquatic ecosystems both locally and globally. The Times Higher Societal Impact Rankings placed NUI Galway 10th in the world for addressing UN SDG 14 – life below water. SDG 14 aims to sustainably manage and protect marine and coastal ecosystems from pollution and address the impacts of ocean acidification.

Rainwater Management

Score	Responsible Party
1.00 / 2.00	**Michael Curran** Head of Building Services, Energy and Utilities Buildings Office

Criteria

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

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

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

Which of the following best describes the institution's approach to rainwater management?:
Less comprehensive policies, plans or guidelines that incorporate green infrastructure

A brief description of the institution's green infrastructure and LID practices:

NUI Galway is committed to the effective and efficient use of water throughout the campus and the appropriate treatment, management and disposal of wastewater. The University will strive to reduce its water usage and increase the use of harvested rainwater through a series of measures, including: water leakage detection and repair programme, education and outreach, process-related efficiency measures, greywater and rainwater harvesting. The Certified Water Stewardship badge shows that the NUI Galway have undertaken a course designed to show Leadership and set goals/targets in reducing water consumption.

NUI Galway is committed to reducing bottled water consumption on campus by increasing drinking water facilities, improving signage and implementing a programme of education and awareness. A water-leakage detection and repair programme rolled out on South Campus incorporating mains replacement has reduced water usage by almost two thirds since 2007. The roll-out of a waterless urinal project that eliminates the need for regular timed flushing has resulted in the saving of 29,800 cubic meters of water per annum.

A copy of the institution's rainwater management policy, plan, and/or guidelines:
Water-Charter.pdf

A brief description of the institution's rainwater management policy, plan, and/or guidelines that supports the responses above:

The attached Water Stewardship Charter is aligned with NUI Galway's Sustainability Strategy 2021-2025 and contains the following policy on rainwater and LID practices:
Incorporate water usage reduction as a key project design component as part of new buildings and retrofits. Water efficient sanitary fittings; Rainwater harvesting systems and greywater recycling systems; Leak detection; Water sub metering; Presence detectors controlling the water supplies to washrooms; and Water efficient irrigation practices.

Website URL where information about the institution's green infrastructure and LID practices is available:

http://www.nuigalway.ie/sustainability/learn-live-lead-model/live/water/

Additional documentation to support the submission:

Planning & Administration

Coordination & Planning

Points Claimed 9.00

Points Available 9.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	1.00 / 1.00
Sustainability Planning	4.00 / 4.00
Inclusive and Participatory Governance	3.00 / 3.00
Reporting Assurance	1.00 / 1.00

Sustainability Coordination

Score	Responsible Party
1.00 / 1.00	**Michelle O'Dowd** Community and Sustainability Officer Office of Deputy President and Registrar

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Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focuses on sustainability broadly (i.e., not just one sustainability issue, such as climate change) and covers the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g., a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on one aspect of sustainability (e.g., an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g., Academic Affairs Sustainability Taskforce) does not count toward scoring in the absence of institution-wide coordination.

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

Does the institution have at least one sustainability committee?:
Yes

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

Community and University Sustainability Partnership (CUSP) General Board:
Purpose -
Align all our major efforts with the SDGs targets and indicators, including education, research, leadership, operational and engagement activities.
Inform, advise and make recommendations to the University Sustainability Advisory Board on all matters relating to campus sustainability, including governance, policy, resourcing and implementation of sustainability.
Report to the University Sustainability Advisory Board on the status of campus sustainability performance.
Support the delivery of objectives, targets and measures of success set out in the NUI Galway Sustainability Strategy 2017-2020, and subsequent strategies thereafter, through the establishment of 7 sustainability working groups aligned to the themes of Research & Learning; Energy & Greenhouse Gas Emissions; Nature & Ecosystems; Health & Wellbeing; Built Environment; Governance & Leadership; and Communications & Engagement.
Work with the Research & Learning working group to embed the SDGs into our education and research and inform, encourage, support and monitor developments in teaching and research for sustainability.
Work with Built Environment, Energy and Greenhouse Gas Emissions and Nature and Ecosystems working groups to embed the SDGs into our operations and to sustainably manage our campus.
Work with the Governance and Leadership working group to embed the SDGs into our leadership activities and to scale sustainability successes beyond the campus by building sustainability partnerships with neighbouring communities, national bodies and partners across Europe and the globe.
Work with the Communication and Engagement working group to embed the SDGs into our engagement activities. Aim to involve members from all key stakeholder groups in our sustainability activities including students, staff local communities and other external stakeholders
Disseminate information and feedback on sustainability accomplishments, tools, and challenges.
Support the development of sustainability for the University's competitive advantage:-in recruitment,

fundraising, financial and resource management, and funded research.
Act as ambassadors for sustainability both in and outside the University.

CUSP Executive Board:
Purpose -
Represent the CUSP General Board on the University Sustainability Advisory Board.
Provide a forum from which the Deputy President & Registrar /or representative can solicit advice and recommendations from senior campus leadership on the creation and implementation of sustainability principles and policies to guide the campus.
Distribute administrative responsibility, decision-making, and planning among CUSP General Board Members.
Review and assess budget and funding strategies to support sustainability and implementation of the strategic plan.
To review proposals for major campus sustainability initiatives and bring forward recommendations to the CUSP General Board

Members of each committee, including affiliations and role:

Membership

The CUSP General Board member constituency is intended to broadly represent all campus constituencies; and provide expertise in operations, teaching & learning, research, student life, health and wellbeing, nature and ecosystems, marketing, communication, engagement and community.

For a new member to join the CUSP General Board, a proposal is presented to the Chair and the proposal is raised as an agenda item at the next CUSP meeting for
approval among members.
The CUSP General Board consists of the following members:
o Chairperson(s)
o Secretary (Sustainability Officer)
o Representative from the Community Knowledge Initiative
o Up to 2 Representatives from Local Community Groups
o Student Union President and nominated Vice-President
o 3 Representatives from Student Societies (to be nominated by Students Union Societies Chairperson)
o Director of Financial Accounting
o Director of Student Services
o Senior Marketing Officer
o Innovation and Engagement Officer
o Representative from Information Services
o Manager of Commercial Services
o Environmental Health & Safety Officer
o Head of Facilities Management & Services
o Head of Business Support Services
o Head of Buildings Services, Utilities and Energy
o Assistant Director, Estates Operation
o Representative(s) from each of the Schools
o Representative from each Research Institute (The Ryan Institute, Whitaker
Institute for Innovation and Societal Change, Moore Institute for Research
in the Humanities and Social Studies, Lifecourse Institute, Data Science
Institute, National Centre for Biomedical Engineering Science)

From the CUSP General Board, a leader for each of the working groups will be
selected:
▨ Research & Learning
▨ Nature & Ecosystems
▨ Energy & Greenhouse Gas Emissions
▨ Health & Well-being
▨ The Built Environment
▨ Governance & Leadership

🗓 Communication & Engagement (cross-cutting across all working groups)

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent employee?:
Yes

A brief description of each sustainability office:

University Sustainability Advisory Board:
Purpose -
Provide strategic oversight of the University's commitment to sustainability as detailed in NUI Galway Strategic Plan 2020-2025 and the SDG Accord
As a signatory to the SDG Accord, demonstrate leadership in sustainability by aligning all major efforts with the SDGs, including education, research, operations, administration and engagement activities.
Support the development and implementation of the NUI Galway Sustainability Strategy 2017-2020 and beyond.
Demonstrate leadership for sustainability by collaborating with key staff across all disciplines to advise on necessary support and resources to improve sustainability performance.
Undertake high-level strategic analysis to inform decision-making in the allocation of resources for the implementation of sustainable operations across NUI Galway.
Recommend for approval and drive forward sustainability-related policies, procedures and action plans. Support work that is already underway in the development of strategies to engage the campus community and other key stakeholders.
Play a key role in development of strong governance structures and support the integration of sustainability into daily business at all levels of the University.
Oversee the production of interim sustainability reports and report annually to UMT, Academic Council, the Support Services Committee and Colleges.
Act as Ambassadors for Sustainability.
Work closely with external strategic partners to raise the profile of NUI Galway amongst key national and international audiences.
Engage on behalf of NUI Galway in the developing network of universities promoting sustainability.

Membership
The University Sustainability Advisory Board consists of the following members:-
1. The Deputy President & Registrar or appointed Deputy (Chair)
2. Sustainability Officer
3. Chief Operating Officer
4. Vice-President for Research and Innovation (or nominee)
5. Vice-President for Development
6. Dean of Students
7. President of NUI Galway Students' Union
8. CUSP Executive Board (Chair and 2 others)
9. External representative(s) with expertise in sustainability

Full-time equivalent of people employed in the sustainability office(s):
1

Does the institution have at least one sustainability officer?:
Yes

Name and title of each sustainability officer:
Michelle O'Dowd Lohan, Sustainability Research Fellow

Does the institution have a mechanism for broad sustainability coordination for the entire institution?:
Yes

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

The Community and University Sustainability Partnership (CUSP) was established in 2015 under the direction of the Deputy President and Registrar to showcase how a university can become a role model for the transition to a sustainable future. The CUSP team is a multi-disciplinary, voluntary team of over 30 students and staff from across the campus and community partners all working together with the common aim of establishing the university as a leading institutional model for sustainability. CUSP operates through a multidisciplinary board - the CUSP General Board. In September 2019, the University appointed a Community and University Sustainability Officer (CUSO).

The University Sustainability Advisory Board provides strategic oversight of NUI Galway's commitment to sustainability as detailed in the Strategic Plan, Sustainability Strategy and Sustainable Development Goal Accord. The CUSP Executive Board is a sub-committee of the CUSP General Board and represents the CUSP General Board on the University Sustainability Advisory Board.

In April 2020, NUI Galway published its Sustainability Terms of Reference which sets out the work plan and reporting structure of the CUSO, CUSP General Board, CUSP Executive Board and University Sustainability Advisory Board. More recently, the secondNational University of Ireland Galway Sustainability Strategy 2021-2025was launched.

Job title of the sustainability officer position:
Community University Sustainability Officer (CUSO)

Job description for the sustainability officer position:

Job description for the sustainability officer position:

The CUSO reports to the Deputy President and Registrar and working with the CUSP General Board plays a lead role in the implementation of the NUI Galway Sustainability Strategy. More background information in the Terms of Reference:

http://www.nuigalway.ie/media/sustainability/CUSP-Terms-of-Reference-Updated-2021.pdf

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Job title of the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job title of the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

Website URL where information about the institution's sustainability coordination is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

"Sustainability Terms of Reference" sets out the work plan and reporting structure of the CUSO, CUSP General Board, CUSP Executive Board and University Sustainability Advisory Board. Available here: http://www.nuigalway.ie/sustainability/aboutus/

The NUIG sustainability website is accessible here: www.nuigalway.ie/sustainability

Sustainability Planning

Score	Responsible Party
4.00 / 4.00	**Michelle O'Dowd** Community and Sustainability Officer Office of Deputy President and Registrar

Criteria

Part 1. Measurable sustainability objectives

Institution has a published plan or plans that include measurable sustainability objectives that address one or more of the following:

- Academics - sustainability in curriculum and/or research

- Engagement - student, employee, or community engagement for sustainability

- Operations (e.g., sustainable resource use, emissions, groundskeeping, procurement)

- Administration (e.g., diversity, equity, and inclusion; sustainable investment/finance; wellbeing)

The criteria for Part 1 may be met by any combination of published plans, for example:

- Sustainability plan

- Campus master plan or physical campus plan

- Climate action plan

- Diversity and inclusion plan

- Human resources strategic plan

- Strategic plan or equivalent guiding document

Part 2. Sustainability in institution's highest guiding document

Institution includes the integrated concept of sustainability (as opposed to one or more aspects of sustainability) in its highest guiding document, e.g., a published, institution-widestrategic plan or the equivalent.

Sustainability may be included in the highest guiding document as a major theme (e.g., in a section on sustainability, as a major institutional goal, or through multiple sustainability-focused objectives) or as a minor theme (e.g., in passing, as part of a vision or values statement, or in objectives that are related to rather than focused on sustainability). A strategic plan that addresses aspects of sustainability, sustainability issues/concepts, and/or sustainability challenges, but not the integrated concept of sustainability does not qualify.

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

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

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in curriculum and/or research?:
Yes

A list or sample of the measurable sustainability objectives related to academics and the plan(s) in which they are published:

RL1: Integration of sustainability across all education programmes of the university - By 2023

RL2: Availability of co-curricular sustainability experiences for all NUI Galway students - By 2023

RL3: Provision of opportunities for all to learn about sustainability and to be part of the change process in the transition to a sustainable campus - By 2025

RL4: Increase research activity aligned to the SDGs across all colleges and research institutions. Establish a baseline of funded research projects aligned to the SDGs with the ambition to achieve alignment of over 60% - 60% alignment by 2025

RL5: Leadership in sustainability innovation and entrepreneurship. Establish a baseline of and increase sustainability innovation and entrepreneurship programmes - By 2025

Does the institution have a published plan or plans that include measurable sustainability objectives that address student, employee, or community engagement for sustainability?:
Yes

A list or sample of the measurable sustainability objectives related to engagement and the plan(s) in which they are published:

HW1: Achieve the Keep Well Mark - Achieve by 2021

HW2: Achieve Healthy Campus Status - Achieve by 2022

HW3: Tobacco Free Campus - Achieve by 2021

HW4: Level of harmful drinking among students - Reduce year on year

NE1: Biodiversity Action Plan implemented and monitored for future updates -Ongoing

NE2: Demonstrated linkages between sustainable management of campus and research on campus biodiversity. Applied for funding for actions to showcase sustainable biodiversity management for wider community - Start in 2021 and continue year on year

NE3: Signatory to Leave No Trace and principles - implemented By 2022

NE4: Co-developed community projects in city and county with key partners - By 2025

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in operations?:
Yes

A list or sample of the measurable sustainability objectives related to operations and the plan(s) in which they are published:

EN1: Improve energy efficiency by 45% from 2005 baseline year - By 2025

EN2: *Reduce greenhouse gas emissions by 15% based on 2021 baseline - Publication of baseline & methodology By 2025

EN3: 20% of electricity to come from renewable sources by 2025 - By 2025

BE1: From a 2019 baseline, reduce total water consumption by 10% - Achieve by 2025

BE2: Ban specific single-use plastic convenience items including polystyrene food containers, cups and drinks containers - Achieve by 2021. Reduce food wastage (kitchen and plate waste) by 50% - Achieve by 2025.

BE3: Establish baseline transport carbon footprint by 2021 and reduce year on year - 2025

*EN2 - Target will be reviewed after 2021

Does the institution have a published plan or plans that include measurable sustainability objectives that address diversity, equity, and inclusion; sustainable investment/finance; or wellbeing?:
Yes

A list or sample of the measurable sustainability objectives related to administration and the plan(s) in which they are published:

GL1: Show year-on-year progress on the achievement of the SDGs Annual improvement in Times Higher Societal Impact Ranking.

GL2: Impactful partnerships established with community groups to achieve the SDGs Continuous growth each year

GL3 All labs green lab certified - By 2025

GL4: Achieve inaugural STARS ranking and improve award rating - Initial STARS ranking by 2022 with improved award rating by 2025. Maintain An Taisce Green Flag status.

GL5: All contracts/tenders incorporate green purchasing criteria By 2021.

GL6: Develop a roadmap to move ambitiously towards carbon neutrality. Measure and report carbon footprint by 2021. Develop a framework by 2023 for the university to move ambitiously towards carbon neutrality by 2030.

Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :
Yes

The institution's highest guiding document (upload):
NUI-Galway-Strategy-2020-2025---Shared-Vision-Shaped-by-Values.pdf

Website URL where the institution's highest guiding document is publicly available:
https://www.nuigalway.ie/strategy2025/

Which of the following best describes the inclusion of sustainability in the highest guiding document?:
Major theme

The institution's sustainability plan (upload):
NUI-Galway-Sustainability-Strategy-2021-2025_rOrgRKN.pdf

Website URL where the institution's sustainability plan is publicly available:
http://www.nuigalway.ie/sustainability/strategy/

Does the institution have a formal statement in support of sustainability endorsed by its governing body?:
Yes

The formal statement in support of sustainability:

Shared-Vision-Shaped-by-Values - one of the four core values, take from this.

Our value of sustainability comes most strongly from our students, the generation that faces climate change most vividly. Our students demand that we leave the world in a better place than they found it, a responsibility of us all. In our research, teaching and engagement, and in our actions, we are committed to being an exemplar of climate action, for and with our sector and other organisations in our region. Acutely aware of our place in the world at this time and in this place, we are committed to the sustainability of our climate and determined to make a difference. We also cherish our role as a university, as an educational institution, sustaining our communities and the next generation of citizens and of knowledge, for our students and for our society.

The institution's definition of sustainability:

Overview from President - sustainability section.

We cherish our role as a university sustaining our communities and the next generation of citizens and of knowledge for our students and for our society.

Is the institution an endorser or signatory of the following? :

	Yes or No
The Earth Charter	---
The Higher Education Sustainability Initiative (HESI)	---
ISCN-GULF Sustainable Campus Charter	---
Pan-Canadian Protocol for Sustainability	---

	Yes or No
SDG Accord	Yes
Second Nature's Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	---
The Talloires Declaration (TD)	---
UN Global Compact	---
Other multi-dimensional sustainability commitments (please specify below)	Yes

A brief description of the institution's formal sustainability commitments, including the specific initiatives selected above:

The Times Higher Education (THE) launched a new ranking in 2018/19 known as the, THE Impact Rankings. The aim of this new ranking is to capture universities' impact on society based on the institution's success in delivering the United Nations seventeen Sustainable Development Goals (SDGs). The UN has outlined these 17 SDGs with the aim of achieving a better and a more sustainable future for all by 2030. The goals address the global changes we face including poverty, inequality, climate, environmental degradation, prosperity, and peace and justice. Per the Times Higher Education (THE) the purpose of this new ranking is to "provide a showcase for the work being delivered by universities in our communities, and it is an opportunity to shine a light on institutional activities and efforts not covered in other rankings. It allows THE to demonstrate the differences a university is making to the world we live in".

In 2019/20, NUI Galway submitted an application for the Overall THE University Impact Rankings, in order to apply for an overall rank a university must submit data for at least four out of the seventeen SDGs with "SDG 17 Partnership for the Goals" being compulsory. A submission can then be made for any additional three SDGs to achieve an overall impact rank. In 2019/20 NUI Galway submitted data for the compulsory "SDG 17 Partnership for the Goals" and an additional six of the total SDGs. The Times Higher then publish the results for the Universities best four of all the SDGs submitted. See details of each of the SDGs and the metrics required for each of the SDGs in the poster.

NUIG are a member and committed to the ENLIGHT network which stands for European university Network to promote equitable quality of Life, sustaInability and Global engagement through Higher education Transformation, more information here:

https://enlight-eu.org/index.php/university-about-us/members/248-national-university-ireland-ga

lway

We are currently registering with the Alliance for Sustainability leadership: more information is available here:

https://www.eauc.org.uk/about_us

And we are registering with AASHE.

Website URL where information about the institution's sustainability planning efforts is available:
http://www.nuigalway.ie/institutionalresearchoffice/rankings/the-ranking/the-impact-rankings/#:
~:text=NUI%20Galway%20achieves%20a%20world,Sustainable%20Development%20Goals%20(SDGs).

Additional documentation to support the submission:
National-University-of-Ireland-Galway-Sustainability-Strategy.pdf

Inclusive and Participatory Governance

Score	Responsible Party
3.00 / 3.00	**Michelle O'Dowd** Community and Sustainability Officer Office of Deputy President and Registrar

Criteria

Part 1. Shared governance bodies

Institution has formal participatory or shared governance bodies through which the following campus stakeholders can regularly participate in the governance of the institution (e.g., decision-making processes, plan/policy formulation and review):

- Students

- Academic staff (i.e., faculty members)

- Non-academic staff

The bodies may be managed by the institution (e.g., formal boards, committees, and councils), by stakeholder groups (e.g., independent committees and organizations that are formally recognized by the institution), or jointly (e.g., union/management structures).

Part 2. Campus stakeholder representation in governance

Institution's highest governing body includes individuals representing the following stakeholder groups as official (voting or non-voting) members:

- Students

- Academic staff (i.e., faculty members)

- Non-academic staff

Part 3. Gender equity in governance

Women (and/or individuals who do not self-identify as men) comprise at least 20 percent of the official members of the institution's highest governing body.

Part 4. Community engagement bodies

Institution hosts or supports one or more formal bodies through which external stakeholders (i.e., local community members) have a regular voice in institutional decisions that affect them. Examples include campus-community councils, "town and gown" committees, community advisory panels, and regular multi-stakeholder forums that are convened at least once a year.

Part 4 of this credit recognizes institutions that are proactive in creating opportunities for community members to contribute to and participate in the institution's decision-making processes. The institution's contributions to and participation in community decision-making processes do not count.

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

Does the institution have formal participatory or shared governance bodies through which the following stakeholders can regularly participate in the governance of the institution?:

	Yes or No
Students	Yes
Academic staff	Yes
Non-academic staff	Yes

A brief description of the institution's formal participatory or shared governance bodies:

The three pillars of the organisational structure of NUI Galway are:
1) Údarás na hOllscoile
2) Academic Council
3) University Management Team

Of these Údarás na hOllscoile is the University's governing authority, and is responsible for managing and controlling all of the affairs of the University. It contains academic and non-academic staff, students union officers, students and former students. There is a postgraduate student on the governing authority of the University and there are 3 SU elected representatives too, and these are elected by their peers. More information here:

https://www.nuigalway.ie/about-us/university-management/university-structure.html

List of Members:
Cathaoirleach - Máire Geoghegan-Quinn
President - Professor Ciarán Ó hÓgartaigh
Deputy President & Registrar - An tOllamh Pól Ó Dochartaigh
University Professors/Associate Professors
- Professor Aisling McCluskey
- Professor Michal Molcho
- Professor James O'Gara
University Academic Staff
- Dr Rachel Hilliard
- Dr Anthony Grehan
- Dr Dara Cannon
University Professional Service Staff
- Sinéad Beacom
- Dr Eric Mortimer
- Monica Crump

Students' Union Elected Officers
- Pádraic Toomey (President)
- Emma Sweeney (Vice-President/Education Officer)
- Róisín Nic Lochlainn (Vice-President/Welfare & Equality Officer)
Postgraduate Representative
- Sebastiaan Bierema
University Graduates
- BGen Ger Aherne
- Edel Browne
- Conor Fottrell
- Nuala Ní Chonghaile
Local Authority Nominees
- Councillor John Keogh (Roscommon County Council)
- Councillor Richard Finn (Mayo County Council)
- Councillor Niall Murphy (Galway City Council)
- Councillor P.J. Kelly (Clare County Council)
- Councillor Sinéad Maguire (Sligo County Council)
- Councillor Eileen Mannion (Galway County Council)
- Councillor John McCartin (Leitrim County Council)
President of St. Angela's College, Sligo
- Amanda McCloat
Non-members in attendance
- John Gill (Chief Operations Officer)
- Professor James Livesey (Vice-President for Research & Innovation)
- Professor Anne Scott (Vice-President for Equality & Diversity)
- Sharon Bailey (Bursar)
- Caroline Loughnane (Secretary for Governance & Academic Affairs)
- Sinéad Ryan (Director of Governance, Office of the Secretary for Governance & Academic Affairs)
- Clare McCann (Office of the Secretary for Governance & Academic Affairs)

The Academic Council is the chief academic authority and, subject to review by Údarás na hOllscoile, controls the academic affairs of the University, including the curriculum, instruction and education provided by the University (more information at the webpage link below).

The University Management Team is led by the President who is the Head and Chief officer of the University and appointed for a 10-year period. Acting under the President, the various members of the University Management Team each have a specific area of responsibility (more information at the webpage link below).

Having external members on both our governing bodies is the most effective way that external stakeholders representing formal bodies (such as the local authorities) have a regular voice in institutional decisions that affect them.

An external advisory group was established that inputted into the development of the current university strategy (

http://www.nuigalway.ie/strategydevelopment/

).

Our Standing and Strategic Planning Committee, which includes external stakeholders provides strategic oversight and monitors the overall implementation of the University's Strategic Plan(https://www.nuigalway.ie/governance/governing-authority/committees/standing-strategic-planning-committee/).

Two community representatives are members of our CUSP General board, who meet 4 to 5 times a year and informs, advises and makes recommendations to the University Sustainability Advisory Board on all matters relating to campus sustainability, including governance, policy, resourcing and implementation of sustainability (

http://www.nuigalway.ie/media/sustainability/CUSP-Terms-of-Reference-Updated-2021.pdf

).

The Equality, Diversity and Inclusion Committee of Údarás na hOllscoile, chaired by an external member, provide strategic planning and support for equality, diversity, and inclusion governance and initiatives at NUI Galway (

https://www.nuigalway.ie/equalityanddiversity/edistructure/edic/

)

Programmes accredited by professional bodies undergo regular review, such as our Engineering degree programmes which are re-accredited every 3-5 years and include an accreditation visit by a panel that involve industry and academia to ensure engineering and engineering technology programmes meet international standards (

https://www.engineersireland.ie/listings/resource/587

).

In addition, many degree programmes have programme boards that include external stakeholders such as employers of graduates.

Total number of individuals on the institution's highest governing body:
35

Number of students representing their peers as official members of the institution's highest governing body:
4

Number of academic staff representing their peers as official members of the institution's highest governing body:
3

Number of non-academic staff representing their peers as official members of the institution's highest governing body:
3

Number of women serving as official members of the institution's highest governing body:
19

Percentage of official members of the highest governing body that are women:
54.29

Website URL where information about the institution's highest governing body may be found:
http://www.nuigalway.ie/about-us/university-management/university-structure.html#Udaras

Does the institution host or support one or more formal bodies through which external stakeholders have a regular voice in institutional decisions that affect them?:
Yes

A brief description of the campus-community council or equivalent body that gives external stakeholders a regular voice in institutional decisions that affect them:

The Local Authority nominees each represent a number of community committees, panels and forums and bring the voice of external stakeholders to Údarás na hOllscoile our governing authority. In this way community members provide feedback on institutional decisions through our councillors to our governing authority. They are:
Councillor John Keogh (Roscommon County Council)

Councillor Richard Finn (Mayo County Council)
Councillor Niall Murphy (Galway City Council)
Councillor P.J. Kelly (Clare County Council)
Councillor Sinéad Maguire (Sligo County Council)
Councillor Eileen Mannion (Galway County Council)
Councillor John McCartin (Leitrim County Council)

Councillor Niall Murphy (Galway City Council) is dedicated to representing minority groups as are the others listed. Councillors by their very nature support local and minority groups based in their electoral areas. Councillor Richard Finn has been a staunch supporter of equal gender balance. Fo this reason we enter "7" in the next question.

Number of people from underrepresented groups serving as official members of the institution's highest governing body.:
7

Website URL where information about the institution's governance structure is available:
https://www.nuigalway.ie/about-us/university-management/university-structure.html

Additional documentation to support the submission:

Reporting Assurance

Score	Responsible Party
1.00 / 1.00	**Dr. Vincent Carragher** Post-Doctoral Researcher Office of Deputy President and Registrar

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Criteria

Institution has completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria.

To qualify, the process must successfully identify and resolve inconsistencies and errors in the institution's finalized STARS report prior to submitting it to AASHE. The assurance process may include:

1. Internal review by one or more individuals affiliated with the institution, but who are not directly involved in the data collection process for the credits they review.

AND/OR

1. An external audit by one or more individuals affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).

An institution is eligible to earn bonus points in the External Reporting Assurance credit in Innovation & Leadership if its assurance process includes an external audit.

Minimum requirements

The review and/or audit must be guided by and documented in the STARS Review Template and include the following steps:

1. Independent reviewer(s) review all credits that the institution is pursuing and document in the template the issues that are identified. Reviewer(s) must check that:

    ◦ All required reporting fields, attachments, inventories, and URLs are included;
    ◦ Reported information meets credit criteria and is consistent with required timeframes; AND
    ◦ Reported figures are consistent across credits (e.g., between the Institutional Characteristics section and specific credits that require similar figures) and that any inconsistencies are explained.

4. The STARS Liaison (or another primary contact for the institution) addresses the inconsistencies or errors identified during the review by updating information in the Reporting Tool and documenting in the template that the issues have been addressed.

5. Reviewer(s) provide affirmation that the submission has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed.

6. The Liaison or other primary contact uploads:

    ◦ A statement of affirmation from each reviewer, AND
    ◦ The completed STARS Review Template.

Please note that assured reports are still subject to review by AASHE staff prior to publication, which may require additional revisions. AASHE reserves the right to withhold points for this credit if it is determined that the assurance process was clearly unsuccessful in identifying and resolving inconsistencies or errors (e.g., when AASHE staff identify a significant number of issues not captured in the completed review template). Published reports are also subject to public data inquiries and periodic audits by AASHE staff.

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

Has the institution completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria?:
Yes

Did the assurance process include internal review, an external audit, or both?:
Internal review

The name, title, and organizational affiliation of each reviewer:

Vincent Carragher of the Office of Deputy President and Registrar, NUIG has led the assurance process. His comments and suggestions have been relayed to each of the responsible persons for the STARS categories. The latter have provided further information and final assurance has therefore been uploaded here.

A brief description of the institution's assurance process:

Internal review with multiple parties responsible for individual sections and multiple parties reviewing the submission as a whole.

Affirmation from the reviewer(s) that the report has been reviewed in full and that all

identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE:
assurance_letter.pdf

Completed STARS Review Template:
STARS_2.2_Review_Assurance_VC_28.06.21.xlsx

Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE (2nd review):

Completed STARS Review Template (2nd review):

Affirmation from the reviewer(s) that the report has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed prior to submitting it to AASHE (3rd review):

Copy of completed STARS Review Template (3rd review):

Website URL where information about the institution's reporting assurance is available:

Additional documentation to support the submission:

Diversity & Affordability

Points Claimed 5.09

Points Available 10.00

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

Credit	Points
Diversity and Equity Coordination	1.33 / 2.00
Assessing Diversity and Equity	1.00 / 1.00
Support for Underrepresented Groups	1.25 / 3.00
Affordability and Access	1.51 / 4.00

Diversity and Equity Coordination

Score	Responsible Party
1.33 / 2.00	**EDI Comittee** Senior Lecturer Mechanical Engineering

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion, and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

Part 2

Institution makes cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities available to students, academic staff (i.e., faculty members), and/or non-academic staff.

The trainings and activities help participants build the awareness, knowledge, and skills necessary to redress inequalities and social disparities, and work effectively in cross-cultural situations.

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

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights?:
Yes

Does the committee, office and/or officer focus on students, employees, or both?:
Both students and employees

A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

In accordance with the recommendations of the NUI Galway Gender Equality Task Force 2016, the University has put in place a cohesive governance structure to guarantee clear and consistent leadership, responsibility, accountability, and oversight of equality, diversity, and inclusion.

The structures put in place allow for information to flow from local School or Unit level through the appropriate committee and into the Governing Authority. There are two Institutional EDI Committees - The Equality, Diversity, and Inclusion Campus Committee was established in 2016, and following from that, the Equality, Diversity, and Inclusion Committee of Údarás na hOllscoile (Governing Authority) was established in May 2017. Both of these committees work toward progressing the equality agenda in all areas at NUI Galway.

Our college is committed to fostering an environment which actively promotes social and educational inclusion and equality of opportunity for all, whilst celebrating the richness of our diverse community. Our EDI strategy aligns with NUI Galway's 2020-2025 vision which is to create a distinctively values-based culture, having excellence, ambition and the wellbeing of our communities at its core. We are guided by our core values of respect in our actions, excellence in our work, openness in our outlook and sustainability in our approach. We focus on equality by treating people with respect and dignity, and providing everyone with opportunities to fulfil their potential. We focus on diversity to enrich our College by sparking innovation and creating a rewarding and vibrant community. We focus on inclusion as a way to ensure equality of opportunity for all our people and to demonstrate our commitment to Equality, Diversity and Human Rights. We are committed to promoting and enabling a positive culture where staff, students and visitors are confident to be their authentic selves and where we are each valued as our authentic selves. We invite you to join us as a prospective student or staff. Our terms of reference (attached) offer further detail on our vision and strategic content.

Estimated proportion of students that has participated in that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:
Some

Estimated proportion of academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:
Some

Estimated proportion of non-academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:
Some

A brief description of the institution's cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

The following are examples:
1) Intercultural Awareness & Communication:
This course is designed to increase cultural awareness among NUI Galway staff members working with international students and/or in an intercultural environment, and to foster better interactions and communication between staff and international students.

As part of the course a workshop will encourage participants to explore their own assumptions and preconceptions about other cultures, as well as creating awareness of their own cultural heritage and how it affects their world views, values and assumptions. It also encourages participants to focus on their communication style, and how it is affected by culture, as well as the importance of non-verbal communication signals and the way these affect the communication process. The session is interactive and draws upon participants' own experiences.

2) Unconscious Bias Workshops:
Face-to-face unconscious bias workshops are scheduled each semester, and advertised on the Staff Training and Development courses webpage. NUIG communicates the dates of these training workshops to all staff as they are made available. This face-to-face workshop is mandatory for all members of the University and Academic Management Teams, Heads of School, Chairs of committees, members of interview and promotion boards/panels, and other senior decision-makers, and then can be refreshed each year using the online module. Other members of staff are also welcome to attend these workshops to learn more about unconscious bias, review case studies, and work through the ways to mitigate bias in the workplace.

As part of the Unconscious Bias workshop, you may be asked to complete an Implicit Association Test (IAT). These tests are meant simply to raise awareness of unconscious bias, and anyone that may be interested can take a sample IAT test. Participants in these tests may choose to submit some demographic data for the researchers behind this project, alternatively participants may opt not to share this information by clicking the 'Decline' link for each question.

3) Becoming an LGBT+ Ally:
Introduction to the NUI Galway Ally programme. This session provides the opportunity for staff members to learn more about LGBT+ concerns and issues, to increase their knowledge of terminology and policy, to give them the information they need to provide links to the correct resources on campus, and feel confident in supporting their colleagues and students as an Ally. Run in conjunction with the Students' Union and Student Society GiGSoc.

4) Transgender 101:
Trans 101 training is a classroom-based session which includes an explanation of the language we use to differentiate between sex, gender identity, gender expression and sexual orientation, as well as what life is like for a trans person living in Ireland. The first hour focuses on terminology and language. The second hour focuses on the lived experience. The aim of the training is to improve knowledge of the trans community, demystify any misunderstandings, and build empathy. Currently provided by Transgender Equality Network Ireland.

5) Disability Awareness:
Disability awareness training has been designed to support the roll out of the staff guide to Disability in the Workplace. The training is for all staff and in particular, any staff member who has a responsibility for another staff member i.e. line managers and PIs.

The workshop will include the following:
a) Information on the models of disability with particular emphasis on the social model in the context of the UN Convention on the Rights of Persons with Disabilities (UNCRPD)
b) Participants will be encouraged to explore their own attitudes towards disability and accessibility
c) Identifying barriers students and staff with disabilities face and how to remove these barriers

d) An overview of the relevant legislation (Disability Act and Employment Equality legislation) and how it relates to the employment of people with disabilities in NUI Galway
e) Why it is important that NUI Galway promotes an inclusive environment for staff and students beyond mere compliance with legislation
f) An introduction to, and overview of the NUI Galway Staff Guide to Disability in the Workplace (including disclosing a disability and requesting a reasonable accommodation)
g) The role & responsibility of NUI Galway line managers and PIs in respect of supporting and accommodating a staff member with a disability

Again dates are posted for this course on the Staff Training and Development courses webpage.

Website URL where information about the institution's diversity and equity office or trainings is available:
https://www.nuigalway.ie/equalityanddiversity/editraining/

Additional documentation to support the submission:
EDI_Terms_of_Ref.docx

Assessing Diversity and Equity

Score	Responsible Party
	EDI Comittee
1.00 / 1.00	Senior Lecturer
	Mechanical Engineering

Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

- Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of employees and students, including the experiences of underrepresented groups;

- Student outcomes related to diversity, equity, and success (e.g., graduation/success and retention rates for underrepresented groups); AND/OR

- Employee outcomes related to diversity and equity (e.g., pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the Assessing Employee Satisfaction credit.

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

Has the institution engaged in a structured assessment process during the previous three years to improve diversity, equity and inclusion on campus?:
Yes

A brief description of the assessment process and the framework, scorecard(s) and/or tool(s) used:

The Athena SWAN Charter was established in 2005 by the Equality Challenge Unit in the UK to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment in higher education and research.

In May 2015 the charter was expanded to recognise work undertaken in arts, humanities, social sciences, business and law (AHSSBL), and in professional and support roles, and for trans staff and students. The charter now recognises work undertaken to address gender equality more broadly, and not just barriers to progression that affect women.

Does the assessment process address campus climate by engaging stakeholders to assess the attitudes, perceptions and behaviors of employees and students, including the experiences of underrepresented groups?:
Yes

Does the assessment process address student outcomes related to diversity, equity and success?:
Yes

Does the assessment process address employee outcomes related to diversity and equity?:
Yes

A brief description of the most recent assessment findings and how the results are used in shaping policy, programs, and initiatives:

NUI Galway signed up to the Athena SWAN charter in 2015 and identified the attainment of an Athena SWAN Bronze award as a key priority in Vision 2020, the University's Strategic Plan 2015-2020. NUI Galway achieved the Athena SWAN Bronze award in April 2018. This Bronze award is valid until April 2021.

Across Irish universities in 2018, only 23% of Professors are women, and only 30% of the highest level of professional staff are women. No Irish university has yet had a female President. Engagement with the Athena SWAN framework is a proven way of bringing gender equality into strategic and operational planning, and working toward improving the outcome for all staff.

NUI Galway has achieved a Bronze award, but in order to comply with HEA guidelines the university must continue to hold the Bronze award until it is successful in applying for a Silver award. The HEA guidelines state that HEIs may renew Bronze once, and then should apply for Silver accreditation until it is achieved. In order for the institution to apply for a Silver award, the majority of its departments must hold an award - with at least one holding Silver.

Are the results of the most recent structured diversity and equity assessment shared with the campus community?:
Yes

A brief description of how the assessment results are shared with the campus community:

By email communication to colleagues across the University followed by the President's all staff email announcing the achievement of the institutional Athena SWAN award. The results are posted on the NUI Galway website. The President also hosted a celebratory event for the institution, Self-Assessment Team. Press releases were also prepared and circulated.

Are the results (or a summary of the results) of the most recent structured diversity and equity assessment publicly posted?:
Yes

The diversity and equity assessment report or summary (upload):
Athena-Swan-Bronze-Institution-Application_NUIG_Final_redacted.pdf

Website URL where the diversity and equity assessment report or summary is publicly posted:
https://www.nuigalway.ie/genderequality/athenaswan/developments/

Website URL where information about the institution's diversity and equity assessment efforts is available:
https://www.nuigalway.ie/genderequality/athenaswan/

Additional documentation to support the submission:
Athena_SWAN_Institutional_Application_April_1st_2021.docx

Support for Underrepresented Groups

Score	Responsible Party
	EDI Comittee
1.25 / 3.00	Senior Lecturer
	Mechanical Engineering

Criteria

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

1. A publicly posted non-discrimination statement.

2. A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination, or hate crime.

3. Programs specifically designed to recruit students, academic staff (i.e., faculty members), and/or non-academic staff from underrepresented groups.

4. Mentoring, counseling, peer support, academic support, or other programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups.

5. Programs that specifically aim to support and prepare students from underrepresented groups for academic careers as faculty members (sometimes known as pipeline programs). Such programs could take any of the following forms:

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

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

Does the institution have a publicly posted non-discrimination statement? :
Yes

The non-discrimination statement, including the website URL where the policy is publicly accessible:

NUI Galway is committed to equality of opportunity for all staff and students irrespective of gender, civil status, family status, sexual orientation, religious belief, age, disability, nationality or ethnic or national origin, or membership of the Traveller community.

NUI Galway is committed to the development, maintenance and support of a policy of equal opportunity for staff, students and prospective staff and students. The University has and will continue to develop policies, procedures and practices that comply with the Universities Act 1997 (as amended), the Employment Equality Acts 1998 to 2015, the Equal Status Acts 2000 to 2015, the Disability Act 2005, and the Irish Human Rights and Equality Commission Act 2014 amongst others. NUI Galway is committed to the eradication of unfair and discriminatory practices, direct and indirect, however and whenever they occur, and strives to ensure that concepts of diversity and equality of

opportunity are enshrined in its values and objectives. Further information below:

http://www.nuigalway.ie/equality/index.html

http://www.nuigalway.ie/equalityanddiversity/policies-procedures/

https://www.nuigalway.ie/equalityanddiversity/editraining/equalopportunity/

Does the institution have a discrimination response protocol or committee (sometimes called a bias response team)?:
No

A brief description of the institution's discrimination response protocol or team:

Bias Response is taken extremely seriously by NUIG and our answer to this is twofold: (i) the institutional policy level and (ii) the grievance procedure level. These are discussed in order below.

The Governing Authority via the Equality, Diversity & Inclusion Committee (EDIC) has overall responsibility for the approval of the NUIG Equal Opportunities Policy and ensuring that the University's goal of equal opportunities for staff and students is achieved. The Equality, Diversity & Inclusion Campus Committee (EDICC), which reports to the EDIC is responsible for formulating, monitoring, evaluating and reviewing the University's Equal Opportunities policy. The Office of the Vice President for Equality and Diversity (OVPED) is responsible for coordinating the operation of this policy for staff and the development, maintenance and monitoring of support procedures. Heads of Schools/Units are responsible for implementing this Equal Opportunities policy in relation to the staff and students of their School/Unit.

The University seeks to provide appropriate equality & diversity training for all staff and members of committees. The focus of training and development programmes is aimed at Heads of Schools/Units, senior staff, line managers and supervisors who have a particular responsibility for implementing this equality policy.

The University believes that every staff member is entitled to work in an environment free from harassment and sexual harassment, and every student is entitled to study in an environment free from harassment and sexual harassment.

The NUI Galway "Harassment and Sexual Harassment Policy" for staff is here:

http://www.nuigalway.ie/media/humanresources/documents/policiesandprocedures/QA132-harassment__

sexual_harassment_policy_and_procedures.pdf

The University encourages the promotion of a working, learning and social environment where all staff work positively and harmoniously together. The University believes that the work environment should give all employees the freedom to do their work without having to suffer bullying or intimidation from any member of staff, colleague or group of colleagues, student or group of students. More detail on the NUI Galway "Staff Anti-Bullying Policy" can be found here:

http://www.nuigalway.ie/media/humanresources/documents/Staff-Anti-Bullying-Policy---April-2019-

--Final.pdf

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Any staff member who believes that they have been discriminated against on the grounds of age, nationality or ethnic origin, gender, civil status, family status, disability, religious belief, sexual orientation or membership of the Traveller community has the right to file a complaint regarding the alleged discrimination. The Equal Opportunities Grievance Procedure (below) sets out the relevant complaints procedure.

NUI Galway provides a suite of initiatives and leave policies to support work-life balance including career breaks, part-time working, parental leave and special unpaid leave under the Shorter Working Year scheme. These policies, amongst others, are available here:

http://www.nuigalway.ie/human-resources/staff/during-employment/policies-procedures/

The University is committed to equality of opportunity in relation to access to higher and further education and training programmes. This is provided to all staff primarily through the Human Resources Office, the Staff Training and Development Unit, CELT, Office of the VP for Equality & Diversity, and academic programmes which are available within the University.
NUI Galway provides a comprehensive support service for students with a disability via the Disability Support Service. Further information on the Disability Support Service here:

http://www.nuigalway.ie/disability/

The University believes that every student is entitled to study in an environment free from harassment and sexual harassment, and every staff member is entitled to work in an environment free from harassment and sexual harassment. More on the NUI Galway "Student Sexual Harassment and Harassment Policy" is here:

http://www.nuigalway.ie/media/studentservices/files/QA606-Student-Harassment-and-Sexual-Harassm

ent-Policy-amended-051218.pdf

The University believes that the learning environment should give all students the freedom to carry out their studies without having to suffer bullying or intimidation from any student or group of students or member of staff. There is more on the NUI Galway "Student Anti-Bullying Policy" here:

http://www.nuigalway.ie/media/studentservices/files/QA600-Student-Anti-Bullying-Policy.pdf

Any student or course applicant who believes that they have been discriminated against on the grounds of age (subject to University regulations in regard to matriculation and minimum age of entry), race, gender, civil status, family status, disability, religious belief, sexual orientation or membership of the Traveller community has the right to file a complaint regarding the alleged discrimination. The Equal Opportunities Grievance Procedure (below) sets out the relevant complaints procedure.

Both formal and informal guidance and advice to students shall be given in such a way, and in such language, that it includes and represents equally any category of student or potential student.

Equal Opportunities Grievance Procedure
The Equal Opportunities Grievance Procedure can be accessed here and its detail is discussed below under 5 separate points:

http://www.nuigalway.ie/media/equality/files/QA152-Equal-Opportunities-Policy.pdf

1) The objective of this procedure is to provide an opportunity for a member of staff, student, course applicant or member of the public to formally raise a complaint of discrimination on matters relevant to their employment, conditions of service or access to education and services on the above grounds when the normal and customary channel of discussion with their line manager is unable to resolve

the issue. The procedure cannot be used to substitute or extend the appeal function in other procedures. Section 4 outlines the procedure for Staff, and Section 5 outlines the procedure for Students.

2) Principles:
1. A complaint of discrimination will be examined as quickly as possible with a view to resolution at as early a stage as possible. Any recommendations for further action will be clearly stated.
2. At all stages of the procedure the member of staff or student will be given the opportunity to state their case and have the right to be accompanied by a trade union/Student Union representative or a University colleague/fellow student.
3. Where an investigation raises issues of possible misconduct, reference will be made to the relevant disciplinary procedure.
4. The Equal Opportunities Grievance Procedure provides a mechanism to solve problems and no complainant1 shall suffer any form of victimisation as a result of raising a complaint under this procedure.
5. Nothing in this procedure may be construed as diminishing an employee or students' rights in law.
6. This procedure will be implemented in accordance with the Equal Opportunities Policy.
7. Anyone who is responsible for hearing a complaint of discrimination should have received appropriate equality training.
8. Panels convened to decide on the complaint of discrimination should reflect an appropriate gender balance.
9. Records shall be kept detailing the nature of the grievance raised, the response, any action taken and the reasons for it. Investigation proceedings and records shall be kept confidential. Records will be retained in line with Data Protection legislation and related applicable University policies and procedures.
10. The Principle of "Natural Justice" will apply at all times in the application of this procedure.

The Human Resources "Guidance Note on the Principles of Natural Justice" can be read here:

http://www.nuigalway.ie/media/humanresources/publicdocuments/policiesprocedures/Guidance-Note-o

n-the-Principles-of-Natural-Justice.pdf

3) Timelines
The timelines outlined within this procedure should be treated as a guide to all parties involved in the complaints process. It is in the interests of all parties that complaints are progressed in a timely and efficient fashion. It is expected an investigation will normally take up to 6 months to complete from receipt of the complaint in accordance with the schedule below:
• Complaints should be made within 6 months of an incident occurring.
• Complaints will be acknowledged within 5 working days.
• The Investigation team will endeavour to conduct the investigation within 40 working days.
• The Complaints Panel will decide on the complaint, having received the investigation report, within 20 working days.
• The decision will be issued within 10 working days of such decision.

During each stage of the process, the complainant and the respondent will be made aware of specific deadlines. In addition, regular updates will be given on the progress of the case. Every effort will be made to ensure that mutually agreeable dates for the investigation interviews (if required) will be set up as quickly as possible and that paperwork will be completed in a timely fashion by all parties.

4) Procedure for Staff
Stage 1: INFORMAL STAGE
Where a member of staff or applicant for employment is aggrieved on a discrimination matter relevant to their employment or conditions of service the individual shall normally in the first instance raise the matter with the immediate superior making it clear that they wish to invoke the first stage of the Equal Opportunities Grievance Procedure.

Where an immediate superior is the source of the discrimination complaint, or it is otherwise inappropriate for that person to deal with the matter, the complaint of discrimination may be raised with the next manager in line directly or through a union representative or with the Head of Equal Opportunities.

Upon receipt of a complaint of discrimination the appropriate manager, having consulted with the Head of Equal Opportunities, should carry out an investigation to establish the facts promptly. A clear written record should be made of the issues raised and discussed and an accurate record of the matters still in dispute should be made for the next stage of the procedure.

A member of staff has the right to be accompanied by a representative of a recognised Trade Union or a University colleague. It is not necessary to have gone through the informal procedures in order to make a formal complaint.

Stage 2: FORMAL STAGE
If the member of staff remains aggrieved, or if they prefer to raise the matter formally in the first instance, they shall submit a written complaint of discrimination to the Head of Equal Opportunities. The Head of Equal Opportunities will acknowledge receipt of the complaint of discrimination within 5 working days. An Investigation Team will be appointed by the Vice President for Equality & Diversity. The Head of Equal Opportunities will inform the member of staff of the identity of the Investigation Team.

The Investigation Team will investigate the complaint, including taking evidence from the aggrieved member of staff, any person against whom a complaint of discrimination has been made, and other relevant witnesses. A trade union representative or University colleague may accompany any member of staff involved during the evidence gathering process.

A written report of the investigation will be compiled and furnished to the member of staff and the person(s) against whom the complaint has been made. This report will include copies of all documentation relied upon by the person(s) against whom the complaint has been made. The report will also be forwarded to the Complaints Panel (as below).

The Complaints Panel will consist of 3 members; a Head of Discipline/Manager, Head of School/ Unit, as appropriate and as appointed by the Vice President for Equality & Diversity, and a representative of the Human Resources Office. The complaint of discrimination will be decided upon by the Complaints Panel, who may seek additional information as they deem necessary.

Where the Complaints Panel deem it necessary to meet the staff member making the complaint, the Head of Equal Opportunities will notify the member of staff of the meeting and of their right to be represented by a trade union representative or University colleague, giving at least 5 working days' notice of the meeting. The panel may also hear evidence from relevant witnesses and the Investigation Team.

The Complaints Panel will make its decision, giving reasons, and the Vice President for Equality & Diversity will send written notification to the member of staff, normally within 10 working days of such decision. The member of staff will also be informed of their right of appeal.

Stage 3: APPEAL STAGE
If the member of staff remains aggrieved they may submit an appeal in writing to the Vice President for Equality & Diversity, normally within 10 days of having received the decision on their complaint. The appeal must set out in detail the grounds upon which the appeal is made.

The only accepted grounds for appeal are:
• That there have been procedural irregularities in the way the complaint of discrimination has been dealt with at earlier stages
• That further evidence has become available which was not available or could not on reasonable grounds be made available at an earlier stage

An appeal will not be considered outside of these grounds. Disagreement with the Complaint's Panel decision is not grounds for appeal. An appeal will be considered by the Vice President for Equality & Diversity in the first instance to determine whether it has been effectively lodged within the stipulated time limit and meets the accepted grounds for appeal.

Where an appeal meets the accepted grounds for appeal it will be considered by a panel comprising a Vice-President or Dean, Head of School/Unit, and an external member of Governing Authority.

New grievances cannot be considered at this stage nor can evidence which in the view of the Vice President for Equality & Diversity was withheld at earlier stages without good cause.

5) Procedure for Students
Stage 1: INFORMAL STAGE
Where a student or course applicant is aggrieved on a discrimination matter relevant to their access to education, the individual shall normally in the first instance raise the matter with the Head of Discipline making it clear that they wish to invoke the first stage of the Equal Opportunities Grievance Procedure.

Where it is otherwise inappropriate for the Head of Discipline to deal with the matter, the complaint of discrimination may be raised with the Head of School or through a Student's Union representative or with the Head of Equal Opportunities.

A written response outlining the complaint of discrimination and any action to be taken will be provided, normally within ten working days of receipt of the complaint of discrimination. A note should be kept of any meeting/s to allow clarification and agreement on the nature and scope of the complaint of discrimination.

A student has the right to be accompanied by a representative of the Students' Union or a fellow student. It is not necessary to have gone through the informal procedures in order to make a formal complaint.

FORMAL STAGE
If the student remains aggrieved, or they prefer to raise the matter formally in the first instance, they shall submit a written complaint of discrimination to the Head of Equal Opportunities. The Head of Equal Opportunities will acknowledge receipt of the complaint of discrimination within 5 working days. An Investigation Team will be appointed. This team will consist of the Head of Equal Opportunities, an academic member of staff nominated by the Vice President for Equality & Diversity, and a representative of the Students' Union. The Head of Equal Opportunities will inform the student of the identity of the Investigation Team.

The Investigation Team will investigate the complaint, including taking evidence from the aggrieved student, any person against whom a complaint of discrimination has been made and other relevant witnesses. A Students' Union representative or fellow student may accompany any student involved during the evidence gathering process.

A written report of the investigation will be compiled and furnished to the complainant and the person(s) against whom the complaint has been made (respondent). This report will include copies of all documentation relied upon by the person(s) against whom the complaint has been made. The report will also be forwarded to the Complaints Panel (as below).

The Complaints Panel will consist of the Head of Discipline, Head of School or Head of Unit, as appropriate and as appointed by the Vice President for Equality & Diversity, and a representative of the Student Services Office. The complaint of discrimination will be decided upon by the Complaints Panel, who may seek additional information as they deem necessary.

Where the Complaints Panel deem it necessary to meet the student making the complaint, the Head of Equal Opportunities will notify the student of the meeting and of their right to be represented by a Students' Union representative or fellow student, giving at least 5 working days' notice of the meeting. The panel may also hear evidence from relevant witnesses and the Investigation Team.

The Complaints Panel will make its decision, giving reasons, and the Vice President for Equality & Diversity will send written notification to the student, normally within 10 working days of such decision. The student will also be informed of their right of appeal.

APPEAL STAGE
If the student remains aggrieved they may submit an appeal in writing to the Vice President for Equality & Diversity, normally within 10 days of having received the decision on their complaint.

The appeal must set out in detail the grounds upon which the appeal is made.
The only accepted grounds for appeal are:
• That there have been procedural irregularities in the way the complaint of discrimination has been dealt with at earlier stages
• That further evidence has become available which was not available or could not on reasonable grounds be made available at an earlier stage

An appeal will not be considered outside of these grounds. Disagreement with the Complaints Panel decision is not grounds for appeal. An appeal will be considered by the Vice President for Equality & Diversity in the first instance to determine whether it has been effectively lodged within the stipulated time limit and meets the accepted grounds for appeal.

Where an appeal meets the accepted grounds for appeal it will be considered by a panel comprising a Vice-President or Dean, Head of School/Unit as appropriate, and an external member of Governing Authority.

New grievances cannot be considered at this stage nor can evidence which in the view of the Vice President for Equality & Diversity was withheld at earlier stages without good cause.

The NUIG Equal Opportunities Policy can be found here:

http://www.nuigalway.ie/media/equality/files/QA152-Equal-Opportunities-Policy.pdf

And further information on the anti-bullying procedures and policy can be found here:

http://www.nuigalway.ie/media/humanresources/publicdocuments/policiesprocedures/Staff-Anti-Bull

ying-Policy---April-2019---Final.pdf

Does the institution have programs specifically designed to recruit students from underrepresented groups?:
Yes

Does the institution have programs specifically designed to recruit academic staff from underrepresented groups?:
Yes

Does the institution have programs designed specifically to recruit non-academic staff from underrepresented groups?:
Yes

A brief description of the institution's programs to recruit students, academic staff, and/or non-academic staff from underrepresented groups:

Staff
The University ensures that, through its recruitment and selection procedures, it provides equality of opportunities for employment so that the workforce reflects the diversity of the community it serves. The University is committed to the achievement of equality of opportunity for all staff in all aspects of their employment including remuneration, career development, training and promotion. The University monitors and reviews employment policies and practices to ensure that they do not, directly or indirectly, discriminate unfairly against individual members of staff or groups of staff.

In relation to recruitment, the NUI Galway policies and procedures pertaining to recruitment and selection aim to ensure that the best candidate for the job will be selected. Commitment to this principle of appointment on merit will assist the continuing development of the University and support equality of opportunity, in accordance with all relevant legislation. The gender composition of all selection boards will be monitored by the Human Resources Office, and must be comprised of a minimum of 40% women and 40% men. All members of selection boards will complete unconscious bias training. The NUI Galway Recruitment Policy is here:

http://www.nuigalway.ie/human-resources/staff/recruitment-selection/

Students
NUI Galway recognises and implements the philosophy that equality of treatment in the educational

environment is a fundamental right. Accordingly, NUI Galway pledges to use its best endeavours to devise and implement procedures which will ensure that no student or potential student will receive less favourable treatment than any other because of age (subject to University regulations in regard to matriculation and minimum age of entry), race, gender, civil status, family status, disability, religious belief, sexual orientation, or membership of the Traveller community. NUI Galway strives to provide appropriate facilities and services to enable all students to participate fully as students of the University. The provisions in our Equal Opportunities Policy are without prejudice to the right of the University to adopt positive measures to promote equality of opportunity with respect to students as it deems appropriate.

Selection of students for all courses and programmes will be on genuine course-related criteria. Where interviews occur, interview boards will reflect the University's policy on gender balance, i.e. a minimum of 40% women and 40% men. Interviews will be conducted according to guidelines designed to avoid discrimination. Arbitrary considerations will not influence selection decisions.

The NUIG Equal Opportunities Grievance Procedure (discussed under our Bias Response Team inputs above.) sets out the relevant complaints procedure.

The NUIG Equal Opportunities Policy discusses recruitment, staff training etc in more detail, link here:

http://www.nuigalway.ie/media/equality/files/QA152-Equal-Opportunities-Policy.pdf

Does the institution have mentoring, counseling, peer support, academic support, or other programs designed specifically to support students from underrepresented groups on campus?:
Yes

Does the institution have mentoring, counseling, peer support or other programs designed specifically to support academic staff from underrepresented groups on campus?:
Yes

Does the institution have mentoring, counseling, peer support or other programs to support non-academic staff from underrepresented groups on campus?:
Yes

A brief description of the institution's programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups:

The University of Sanctuary - supports disadvantaged students and staff and its aims cover awareness, scholarships, inclusion and multiculturalism. University of Sanctuary provides each student with a mentor and through its actions aims to make Galway's community a much more inclusive and equitable space for all. More information can be found here:

https://www.nuigalway.ie/sanctuaryMore

information here:

https://www.nuigalway.ie/sanctuary

CEIM is a peer support program for staff and students, more information here: CEIM supports students to learn collaboratively in an informal environment and this peer to peer learning complements staff teaching, more information here:

https://ceim.su.nuigalway.ie/about/benefits/

The disability support service promotes inclusive processes for staff and students across campus. More information here.

https://www.nuigalway.ie/disability/

The NUIG access office is fully committed to developing and promoting initiatives which seek to counter disadvantage, more information here:

http://www.nuigalway.ie/administration_services/access_office/

HEAR & DARE schemes, DARE or Disability Access Route to Education is a college and university admissions scheme which offers places on a reduced points basis to school leavers with disabilities. DARE offers an opportunity to students who have the ability to benefit from and succeed in higher education but who may not be able to meet the points for their preferred course due to the impact of their disability/specific learning difficulty. More information here:

https://www.nuigalway.ie/disability/student-entry-routes/dare/

Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:
No

A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members:

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:
No

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:
No

Website URL where information about the institution's support for underrepresented groups is available:

Additional documentation to support the submission:

Affordability and Access

Score	Responsible Party
1.51 / 4.00	**Thomas Adams** Student Researcher Civil Engineering

Criteria

Institution is affordable and accessible to low-income students as demonstrated by one or more of the following indicators:

    A. Percentage of need met, on average, for students who were awarded any need-based aid

    B. Percentage of students graduating without student loan debt

    C. Percentage of entering students that are low-income

    D. Graduation/success rate for low-income students

These indicators are scored together to form a multi-dimensional index of affordability and accessibility that is relevant to institutions in diverse contexts. It is not expected that every institution will necessarily have the data required to report on all four indicators or achieve 100 percent on each indicator that it reports on. See Measurement for specific guidance on completing each indicator.

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

Percentage of need met, on average, for students who were awarded any need-based aid :
78

Percentage of students graduating without student loan debt:
0

Percentage of entering students that are low-income:
35.20

Graduation/success rate for low-income students:
0

A brief description of notable policies or programs to make the institution accessible and affordable to low-income students:

The Higher Education Access Route (HEAR), set up by NUIG, is an admissions scheme which offers places on reduced points and extra college support to school leavers from socio-economically disadvantaged backgrounds, more information here:

http://www.nuigalway.ie/access-students/access-scheme-route/

Tuition waivers in the form of scholarships are awarded to students, more information here:

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwi-it2FjOzwAhXObsAKHRf

ICz4QFjACegQIAhAD&url=https%3A%2F%2Fwww.nuigalway.ie%2Fmedia%2Finternationalstudents%2Ffiles%2F

Scholarship-T%26Cs.docx&usg=AOvVaw0N_z9A2247MBGU4uxqHVon

Sports scholarships also make NUIG a more accessible and affordable opportunity for students, more information here:

https://www.nuigalway.ie/sports/elitesport/elitesportscholarshipdetails/

Summary for the Financial Aid Funding recipients for 2019-20:
Number of applicants 1,818
Number of eligible applicants 1,412
= 78% of applicants eligible

Summary for percentage of entering students that are low-income
6,601 students of 18,747 students enrolled = 35.2%.
Low income students

1412/18,747 = 7.53 or 8%

A brief description of notable policies or programs to support non-traditional students:

The University's Access Centre aims to create a supportive learning environment where students who have experienced socio-economic disadvantage, students with disabilities and mature students are enabled to access and succeed in third level education. This involves a wide range of educational approaches and specialist services targeted at large numbers of students who are classified by the Higher Education Authority as 'non-traditional.'

The Access Centre helps individuals realise their educational potential irrespective of their educational background, age or personal health circumstances. It provides support for students participating on access programmes, students with disabilities and mature students.

Estimated percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:
8

Website URL where information about the institution's accessibility and affordability initiatives is available:
https://www.nuigalway.ie/accesscentre/

Additional documentation to support the submission:
Susi_info.docx

Data source(s) and notes about the submission:

The Higher Education Access Route (HEAR) is a college and university admissions scheme which offers places on reduced points and extra college support to school leavers from socio-economically disadvantaged backgrounds. HEAR has been set up by a number of colleges and universities as evidence shows that socio-economic disadvantage can have a negative effect on how well a student does at school and whether they go on to college. HEAR Applicants must meet a range of financial, social and cultural indicators to be considered for a reduced points place and extra college support.

Investment & Finance

Points Claimed 0.50

Points Available 6.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

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

Credit			Points
Committee on Investor Responsibility	0.00 / 2.00		
Sustainable Investment	0.50 / 3.00		
	This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:		
	Total value of the investment pool (US/ Canadian dollars)	**Total points available for the credit**	
	$1 billion or more	5	
	$500 - 999 million	4	
	Less than $500 million	3	
	Close		
Investment Disclosure	0.00 / 1.00		

Committee on Investor Responsibility

Score	Responsible Party
	Gearóid Ó Broin
0.00 / 2.00	Director Financial Accounting
	Accounts Office

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes academic staff, non-academic staff, and/or students (and may also include alumni, trustees, and/or other parties).

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

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

This credit recognizes committees that that regularly make recommendations to fund decision-makers on the institution's external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the Student Life credit in Campus Engagement.

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

Sustainable Investment

<table>
<tr><th>Score</th><th>Responsible Party</th></tr>
<tr><td>0.50 / 3.00</td><td></td></tr>
</table>

This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Total value of the investment pool (US/Canadian dollars)	Total points available for the credit	
		Gearóid Ó Broin
		Director Financial Accounting
$1 billion or more	5	Accounts Office
$500 - 999 million	4	
Less than $500 million	3	

Close

Criteria

Part 1. Positive sustainability investment

Institution invests in one or more of the following:

- Sustainable industries (e.g., renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g., a manufacturer of wind turbines).

- Businesses selected for exemplary sustainability performance (e.g., using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.

- Sustainability investment funds (e.g., a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.

- Community development financial institutions (CDFIs) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).

- Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e., one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count in Part 1.

- Green revolving loan funds that are funded from the endowment.

Part 2. Investor engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g., to consider the social and/or environmental impacts of investment decisions in addition to financial considerations).

- Uses its sustainable investment policy to select and guide investment managers.

- Has engaged in proxy voting to promote sustainability during the previous three years, either by its committee on investor responsibility (CIR), by another committee, or through the use of guidelines.

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

- Participates in a public divestment effort (e.g., targeting fossil fuel production or human rights violations) and/or has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g., tobacco or weapons manufacturing).

- Engages in policy advocacy by participating in investor networks (e.g., Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices.

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

Total value of the investment pool:
96,000,000 *US/Canadian $*

Value of holdings in each of the following categories:

	Value of holdings
Sustainable industries (e.g., renewable energy or sustainable forestry)	0 *US/ Canadian $*
Businesses selected for exemplary sustainability performance (e.g., using criteria specified in a sustainable investment policy)	0 *US/ Canadian $*
Sustainability investment funds (e.g., a renewable energy or impact investment fund)	0 *US/ Canadian $*
Community development financial institutions (CDFIs) or the equivalent	0 *US/ Canadian $*
Socially responsible mutual funds with positive screens (or the equivalent)	0 *US/ Canadian $*
Green revolving funds funded from the endowment	0 *US/ Canadian $*

A brief description of the companies, funds, and/or institutions referenced above:

Such categorisation is not available. NUIG does not invest in fossil fuels and invests in ethical funds, but we do not have the values.

Percentage of the institution's investment pool in positive sustainability investments:
0

Does the institution have a publicly available sustainable investment policy?:
Yes

A copy of the sustainable investment policy:

The sustainable investment policy:

The published investment policy is here:

http://www.nuigalway.ie/media/pensionsandinvestments/QA327-Investment-Strategy.pdf

In the policy appendices - appendix 1 of the NUIG policy states:
"Ethical considerations - The University expects the managers of the portfolio to take into account best practice in terms of corporate governance and socially responsible investing (SRI) when assessing any individual investment. The managers of the portfolio are not permitted to invest in companies involved in alcohol, gambling, tobacco, armaments, adult entertainment and fossil fuels. "

Does the institution use its sustainable investment policy to select and guide investment managers?:
Yes

A brief description of how the sustainable investment policy is applied:

In paragraph 2.7 of NUIGs current policy states:
"Ethical Investment considerations: The University will only appoint managers who are signatories to the United Nations Principles of Responsible Investment (UN PRI)".

Has the institution engaged in proxy voting, either by its CIR or other committee or through the use of guidelines, to promote sustainability during the previous three years?:
No

A copy of the proxy voting guidelines or proxy record:

A brief description of how managers are adhering to proxy voting guidelines:

This information is not publicly available.

Has the institution filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments during the previous three years?:
No

Examples of how the institution has engaged with corporations in its portfolio about sustainability issues during the previous three years:

This information is not publicly available.

Does the institution participate in a public divestment effort and/or have a publicly available investment policy with negative screens?:
No

A brief description of the divestment effort or negative screens and how they have been implemented:

This information is not publicly available.

Approximate percentage of endowment that the divestment effort and/or negative screens apply to:

Does the institution engage in policy advocacy by participating in investor networks and/or engage in inter-organizational collaborations to share best practices?:
No

A brief description of the investor networks and/or collaborations:

This information is not publicly available.

Website URL where information about the institution's sustainable investment efforts is available:
http://www.nuigalway.ie/media/pensionsandinvestments/QA327-Investment-Strategy.pdf

Additional documentation to support the submission:

Investment Disclosure

Score	Responsible Party
0.00 / 1.00	**Gearóid Ó Broin** Director Financial Accounting Accounts Office

Criteria

Institution makes a snapshot of its investment holdings available to the public on at least an annual basis. Investment holdings must include the amount invested in each fund and/or company, and may also include proxy voting records (if applicable).

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

Does the institution make a snapshot of its investment holdings available to the public?:
No

A copy of the investment holdings snapshot:

Website URL where the investment holdings snapshot is publicly available:

Percentage of the total investment pool included in the snapshot of investment holdings at each of the following levels of detail:

	Percentage (0-100)
Specific funds and/or companies	---
Investment managers and/or basic portfolio composition (i.e. asset classes), but not specific funds or companies	---

Does the institution engage in proxy voting?:
No

Are proxy voting records included in the snapshot of investment holdings?:
No

Website URL where information about the institution's investment pool is available:
http://www.nuigalway.ie/media/pensionsandinvestments/QA327-Investment-Strategy.pdf

Additional documentation to support the submission:

Data source(s) and notes about the submission:

NUIG does not categorise its investment of 96 million dollars. It does not make it publicly available. It does however commit to ethical funds and to not invest in fossil fuel funds.

Wellbeing & Work

Points Claimed 4.84

Points Available 7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution's people define its character and capacity to perform; and so, an institution's achievements can only be as strong as its community. An institution can bolster the strength of its community by offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

Credit	Points
Employee Compensation	2.50 / 3.00
Assessing Employee Satisfaction	0.32 / 1.00
Wellness Program	0.75 / 1.00
Workplace Health and Safety	1.27 / 2.00

Employee Compensation

Score	Responsible Party
	Josephine Hynes
2.50 / 3.00	Director of Human Resources
	Human Resources Office

Criteria

Part 1. Living wage for employees

More than 75 percent of the institution's employees receive a living wage (benefits excluded).

Include all employees (full-time, part-time, and temporary/adjunct) in Part 1. An institution may choose to include or omit student workers, who are covered in the Student Living Wage credit in Exemplary Practice.

Part 2. Living wage for employees of contractors

Institution is able to verify that more than 75 percent of the employees of any significant contractors that are present on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Include all regular (i.e., permanent), part-time and full-time workers employed by significant contractors in Part 2. Examples include, but are not limited to, employees of regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, professional, transportation, and retail services. Construction workers and other employees of contractors that work on-site on a temporary or irregular basis may be excluded, as may student workers employed by contractors.

An institution without wage data for its contractors may report the percentage of employees of contractors covered by collective bargaining agreements (i.e., union contracts) in lieu of the above.

Part 3. Minimum total compensation for employees

Total compensation provided to the institution's lowest paid regular (i.e., permanent), part-time or full-time employee or pay grade meets or exceeds the local living wage.

Provisional compensation for newly hired, entry-level employees (e.g., compensation provided during the first six months of employment) may be excluded from Part 3. An institution may choose to include or omit student workers.

Determining the local living wage

To determine the local living wage:

- A U.S. institution must use the Living Wage Calculator hosted by the Massachusetts Institute of Technology to look up the living wage for "2 Adults, 2 Children" (which assumes both adults are working) for the community in which the main campus is located.

- A Canadian institution must use Living Wage Canada's standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax Low Income Cut-Off (LICO) for a family of four (expressed as an hourly wage),

- An institution located outside the U.S. and Canada must use a local equivalent of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

Please note that a family of four is used to help harmonize the living wage standards and poverty indicators used in different countries and is not assumed to be the most common or representative family size in any particular context. For further guidance in determining the local living wage, see Measurement.

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

The local living wage (based on a family of four and expressed as an hourly wage):
12.30 *US/Canadian $*

Percentage of employees that receive a living wage (benefits excluded):
100

Does the institution have significant contractors with employees that work on-site as part of regular and ongoing campus operations?:
Yes

A list or brief description of significant on-site contractors:

Caterer and refreshment services, cleaning services, courier services. Our supplier charter is due to be published and dictates: "NUI Galway believe that everyone has a right to fair remuneration. NUI Galway expects that all of our suppliers pays each employee at least the minimum wage, or a fair representation of the prevailing industry wage (whichever is higher) and provides each employee with all legally mandated benefits".

Percentage of employees of on-site contractors known to receive a living wage or be covered by collective bargaining agreements (i.e., union contracts):
100

Total compensation provided to the institution's lowest paid regular, part-time or full-time employee or pay grade meets or exceeds what percentage of the living wage?:
125 percent

A brief description of the minimum total compensation provided to the institution's lowest paid employee or pay grade:

The lowest salary scale that we would now use would be a Grade 2 or library shelver. At first point on their scale they earn €29,050 and finally they earn €31,162. More information here:

http://www.nuigalway.ie/payscales/index.php?name=Library%5EShelvers

Has the institution made a formal commitment to pay a living wage?:
Yes

A copy or brief description of the institution's written policy stating its commitment to a living wage:

Our Supplier Charter above is the equivalent.

Website URL where information about employee compensation is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Reference for €12.30 -
https://www.livingwage.ie/documents/

Calculations: €12.30 per hr for 39 hr week = 24,944.40.
Minimum wage in NUIG is €29050 a 16% increase on the living wage.
We selected 125% above as the closest option to 116%.

Assessing Employee Satisfaction

Score	Responsible Party
0.32 / 1.00	**Alice Daly** Health and Safety Officer Health and Safety Office

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction

- Learning and advancement opportunities

- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

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

Has the institution conducted a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?:
Yes

Percentage of employees assessed, directly or by representative sample:
32

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

The Work Positive survey in 2018 was carried out by the Health and Safety Office as it is affiliated to the Health & Safety Authority and the management of workplace stress. It was a confidential online survey and was distributed directly to all staff for completion.

The results were analysed by an external company, here:

https://www.workpositive.ie

An example of the specific questions under one of the criteria is given below:

Demands
Q1. Different groups at work demand things from me that are hard to combine
Q2. I have unachievable deadlines
Q3. I have to work very intensively
Q4. I have to neglect some tasks because I have too much to do
Q5. I am unable to take sufficient breaks
Q6. I am pressured to work long hours
Q7. I have to work very fast
Q8. I have unrealistic time pressures

NUI Galway Specific Questions:
Rating of:-

· I feel valued by the University
· I am proud to work for the University
· I would recommend the University as a good place to work

Tick any of the following things that you feel are good about working at NUI Galway.

Tick any of the following things that you feel are challenging about working at NUI Galway.

Bilingual campus
Physical Campus and location
Promotion opportunities
Resources
Reputation and ranking of NUI Galway
Staff/colleagues
Working conditions/facilities e.g. heating/tea-room Work-life balance
Work hours
Workload
Other - Write In

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation:

1. Report circulated to the University Management Team in 2018

2. Unit Reports circulated to each Unit Head for staff communication and action on local issues.

3. WorkPositive Action Plan launched by the President in November 2018 which was prepared in conjunction with the Director of Human Resources.

4. Each Unit are to make WorkPositive improvements locally.

5. WorkPositive Committee worked to progress WorkPositive Action Plan.

6. 2020 NUI Galway Strategic Plan – Health & Wellbeing Flagship Actions for 2025

It has not been determined who will carry out the follow-up surveys. Many of the follow-up/mitigation measures are HR related/co-ordinated i.e. the Work Positive Action Plan.

Website URL where information about the employee satisfaction and engagement evaluation is available:
http://www.nuigalway.ie/health-safety/a-z/workpositive/

Additional documentation to support the submission:
Work-Positive-Survey-Information.pdf

Data source(s) and notes about the submission:

NUI Galway Strategic Plan 2020-2025 - Flagship Actions 2025

Plans to develop and implement a holistic strategy for staff health and wellbeing, building on the WorkPositive initiative, and achieve accreditation through the KeepWell Mark.

Wellness Program

Score	Responsible Party
0.75 / 1.00	**Josephine Hynes** Director of Human Resources Human Resources Office

Criteria

Part 1. Wellness program

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to students and/or employees.

Part 2. Smoke-free environments

Institution prohibits smoking (as defined by the institution) within all occupied buildings that it owns or leases, and either:

1. Restricts outdoor smoking (e.g., by designating smoking areas or smoke-free spaces), OR

2. Prohibits smoking and tobacco use across the entire campus.

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

Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:
Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all academic staff?:
Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all non-academic staff?:
Yes

A brief description of the institution's wellness and/or employee assistance program(s):

One of the Strategic Goals of the University as set out in our Strategy 2020 to 2025 is that "We will develop and implement a holistic strategy for staff health and wellbeing, building on the WorkPositive Initiative and achieve accreditation through the KeepWell Mark".

The KeepWell Mark is an evidence based accreditation and the first of its kind in Ireland supported by Ibec. It contains a set of health and wellbeing standards that we here at the National University of Ireland Galway can achieve through the promotion of wellbeing in our workplace.

The accreditation takes a holistic approach, focusing on eight key areas and how they impact our business. These eight areas of improvement are:

Leadership
Absence Management
Smoke Free
Physical Activity
Health & Safety
Mental Health
Healthy Eating
Intoxicants

Does the institution prohibit smoking within all occupied buildings owned or leased by the institution?:
Yes

Does the institution restrict outdoor smoking?:
Yes

Does the institution prohibit smoking and tobacco use across the entire campus?:
No

A copy of the institution's smoke-free policy:

The institution's smoke-free policy:

SMOKING RESTRICTIONS POLICY: To ensure the safety of NUI Galway staff, students and visitors, the University has in place a Smoking Restrictions Policy which is in compliance with the tobacco regulations and further developed in consultation with NUI Galway staff and students.
[Public Health (Tobacco) Act 2002]
[Public Health (Tobacco) (Amendment) Act 2004]

This video illustrates our smoke free zones:

https://vimeo.com/151387846

More information here:
1)http://www.nuigalway.ie/smokefree/
2)

http://www.nuigalway.ie/health-safety/a-z/smokingrestrictions/

3)

http://www.nuigalway.ie/media/healthsafety/NUI-Galway-Safety-Statement-Policy.pdf

A smoke free working group has been established and is moving towards a smoke free campus.

Website URL where information about the institution's wellness programs is available:
http://www.nuigalway.ie/human-resources/employee_wellbeing/

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Keep Well Protocol Information:
While the process is straightforward it does require commitment – first, we will perform a self assessment to identify the current level of our organisation and highlight areas for improvement, we have now completed this step. The next step now is the gathering of evidence and preparing for our onsite assessment, to show that we have met the high standards set by Ibec wellness experts across each of the key themes.

The onsite assessment includes a full review of the gathered evidence as well as one on one interviews with our management team, and staff members. There will also be direct engagement with staff through focus groups discussing their personal experiences of health, safety and wellbeing in the organisation. Once this is complete, we will receive a full report and review – along with The KeepWell Mark award.

We hope that this process – and the award that follows – will not only improve our brand and business but will also result in a better working environment for all our staff.

Further information on the KeepWell Mark can also be found here
www.thekeepwellmark.ie
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Workplace Health and Safety

Score	Responsible Party
	Alice Daly
1.27 / 2.00	Health and Safety Officer
	Health and Safety Office

Criteria

Part 1. Health and safety management system

Institution has an occupational health and safety management system (OHSMS).

The system may use a nationally or internationally recognized standard or guideline (see Standards and Terms for a list of examples) or it may be a custom management system.

Part 2. Incidents per FTE employee

Institution has less than four annual recordable incidents of work-related injury or ill health per 100 full-time equivalent (FTE) employees.

Does the institution have an occupational health and safety management system (OHSMS)?:
Yes

Does the system use a nationally or internationally recognized standard or guideline?:
Yes

The nationally or internationally recognized OHSMS standard or guideline used:
The Safety, Health and Welfare at Work Act 2005

A brief description of the key components of the custom OHSMS:

NUI Galway similar to the other Irish Universities operates a devolved safety management system to ensure at a minimum that the University and its staff are in compliance with the Safety, Health and Welfare at Work Act 2005 and associated regulations. The main components of this system operate on the Plan-Do-Check-Act cycle of continuous safety improvement:

Plan:
NUI Galway Safety Statement and associated policies
Each Unit Safety Statement Policy is the Head's local plan (55 Units)
Health & Safety website
Unit's safety training needs assessments ® Central Safety Training Programme
Emergency Procedures

Do:
Unit Risk Assessments
Staff Communications (Central, Units)
Attendance at training by Unit staff (from Induction to Specialist Risks, etc.)
Key Safety Responsibilities Training for Heads of Units and Principal Investigators
Unit Heads to implement safety actions identified in the Unit Safety Statement Policy
Unit Heads to ensure periodic safety inspections/audits are carried out and any necessary improvements are made
Health & Safety Office(HSO) provide supports to high risk Units or specific priorities

Check:
Unit Safety Statement Policies are submitted to HSO on behalf of UMT/Governing Authority annually
Accident and near miss reporting and investigation policy and procedure
Annual PI Compliance Checklist to be provided by each PI to their Head of Unit
Safety Working Group on behalf of UMT/NUI Galway Safety Committee reviews and consults on health and safety issues
Staff surveys e.g. All Staff WorkPositve Survey in 2018

Act:
Key Unit Safety Statement Policies are reviewed
Annual Health & Safety Report including Key Safety Indicators
Address lessons learned including accidents, other collective issues.

All these feed into the next cycle of Plan->Do->Check->Act
Full NUI GALWAY SAFETY STATEMENT POLICY attached.
Our president discusses NUIG health and safety in this video:

https://youtu.be/1nnemY-K2T8

More information here:

http://www.nuigalway.ie/health-safety/

Annual number of recordable incidents of work-related injury or ill health:
45

Full-time equivalent of employees:
2,321

Full-time equivalent of workers who are not employees, but whose work and/or workplace is controlled by the institution:
0

A brief description of the methodology used to track and calculate the number of recordable incidents of work-related injury or ill health :

The methodology to track and calculate NUI Galway accidents and near misses is set out in the NUI Galway Safety Statement Part 5. In summary:

· The primary aim of accident reporting is to identify the causes and prevent the recurrence of such events.

· The "NUI Galway Accident Report Form" is to be used to promptly report all accidents or near misses in Units or common areas (online system but in limited use).

· Accidents should be reported to the University's Health and Safety Office within 24 hours of their occurrence.

· Contractors and other non-NUI Galway employees must complete their own employer's accident report form.

· All accidents and near misses are to be investigated promptly by the Head of the relevant Unit and Safety Co-ordinator with the objective of determining the root causes of the accident or near miss and the prevention of their recurrence.

· Where there are reasonably practicable measures which can be taken to prevent recurrence, Heads of Units have a duty to ensure that these are implemented and subsequently checked to monitor their effectiveness.

· The investigation must also include a review of the relevant risk assessment(s) and Safety Statement, to ensure that they are current and reflect best practice.

· The NUI Galway Health and Safety Office reports certain accidents and dangerous occurrences to the Health and Safety Authority as required by the regulations.

· Interim safety measures may also be needed to ensure safety in the meantime e.g. the machine cannot be used until repaired and it should be tagged off and made unusable in the interim.

· As part of the accident/near miss review within a month of the accident it should be followed up to ensure that the remedial actions are being appropriately addressed and that the casualty has been appropriately involved in the accident follow-up process.

Annual number of recordable incidents of work-related injury or ill health per 100 FTE employees:
1.94

Website URL where information about the occupational health and safety program is available:

http://www.nuigalway.ie/healthsaf/

Additional documentation to support the submission:

NUI-Galway-Safety-Statement-Policy.pdf

Innovation & Leadership

Innovation & Leadership

Points Claimed 3.50

Points Available 3.50

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

Innovation & Leadership credits recognize:

- Emerging best practices (e.g., seeking independent assurance of STARS data prior to submission).

- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g., achieving third party certification for a program or exceeding the highest criterion of an existing credit).

- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g., participation in green hospital networks).

- Innovative programs and initiatives that address sustainability challenges and are not covered by an existing credit.

A catalog of currently available Innovation & Leadership credits is available in the STARS Reporting Tool and on the STARS website. These credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

Scoring

Each Innovation & Leadership credit is worth a maximum of 0.5 bonus points. An institution's overall, percentage-based STARS score is increased by the number of these points it earns. For example, if an institution earned 30 percent of available points in the four main STARS categories, earning 2 Innovation & Leadership points would raise its final overall score to 32.

An institution may claim any combination of Innovation & Leadership credits and may include as many of these credits in its report as desired, however the maximum number of bonus points applied toward scoring is capped at 4.

Credit	Points
Community Garden	0.50 / 0.50
Energy System Certification	0.50 / 0.50
Green Laboratory Program	0.50 / 0.50
Grounds Certification	0.50 / 0.50
Sanctuary Institution	0.50 / 0.50
Sustainability Projects Fund	0.50 / 0.50
Textbook Affordability	0.50 / 0.50

Community Garden

Score	Responsible Party
0.50 / 0.50	**Thomas Adams** Student Researcher Civil Engineering

Criteria

Institution hosts a community garden on institution-owned land that allows local community members to grow their own food.

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

A brief description of the institution's community garden:

The Organic Gardening Society was established in 2010 with the aim of developing an organic garden on campus. A space was allocated at the rear of No.12 Distillery Road (on campus). After much clearing and preparation four raised beds were installed as well as a fruit border, composting area and small greenhouse.

Members of the society will learn to grow their own vegetables in a sustainable and organic manner. We also welcome members of the wider public to participate in the garden as well.

This is the first Organic Garden to be set up in an Irish University Campus and we hope that everyone who is interested in the environment, sustainability, good food or just curious about how to grow vegetables will get involved!

Website URL where information about the community garden is available:
https://socs.nuigalway.ie/societies/organicgardening

Estimated number of individuals that use the institution's community garden annually:

Additional documentation to support the submission:
NUIG_Organic_Gardeners.jpg

Energy System Certification

Score	Responsible Party
	Michael Curran
0.50 / 0.50	Head of Building Services, Energy and Utilities
	Buildings Office

Criteria

Institution has an energy management system (EMS) or electricity delivery system (e.g., microgrid) that is currently certified under ISO 50001, PEER, or an equivalent national or international standard approved by AASHE.

Does the institution have an energy management system or electricity delivery system that is currently certified under ISO 50001, PEER, or an equivalent national or international standard approved by AASHE?:
Yes

A brief description of the institution's certified energy system A brief description of the institution's certified energy system and the national or international standard under which it is certified:

Reducing energy consumption and greenhouse gas emissions are top priorities for NUI Galway's energy department. The aim is to develop the campus as a resource-efficient sustainable energy community. As outlined in both the NUI Galway Energy Policy and in the NUI Galway Statement of Fundamentals, the University operates an Energy Management System which complies in every respect with all legal requirements related to our energy use and to have this system externally certified by an independent body. NUI Galway achieved ISO 50001 status in 2012, and became ISO 50001:2018 Certified in 2020, meaning NUI Galway operates to an internationally recognised Energy Management System standard aligned to the UN SDGS, enabling us to establish systems and processes necessary to improve energy performance, efficiency, use and consumption.

Documentation affirming the energy system certification:
ISO-50001-2018.pdf

Website URL where documentation affirming the energy system certification is available:
http://www.nuigalway.ie/sustainability/learn-live-lead-model/live/energy/

Green Laboratory Program

Score	Responsible Party
0.50 / 0.50	**Thomas Adams** Student Researcher Civil Engineering

Criteria

Institution has or participates in a green laboratory program that covers at least three of the following:

- Energy conservation and efficiency, e.g., fume hood ("shut the sash") and freezer maintenance programs

- Water conservation and efficiency

- Chemical use and disposal

- Materials management, e.g., green purchasing guidelines and recycling and reuse programs

- Training event(s) for lab users on sustainable practices

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

Does the institution have or participate in a green laboratory program?:
Yes

Does the institution's green laboratory program address the following?:

	Yes or No
Energy conservation and efficiency, e.g., fume hood ("shut the sash") and freezer maintenance programs	Yes
Water conservation and efficiency	Yes
Chemical use and disposal	Yes
Materials management, e.g., green purchasing guidelines and recycling and reuse programs	Yes
Training for lab users on sustainable practices	Yes

A brief description of the institution's green laboratory program:

The Galway Green Labs initiative, saw labs at CÚRAM, the SFI Research Centre for Medical Devices based at NUI Galway being the first in Europe to be awarded Green Lab Certification. The Galway Green Labs initiative, is spearheaded by Dr Una Fitzgerald, a CÚRAM funded Investigator, Director of the Galway Neuroscience Centre at NUI Galway and member of the CUSP team. Together with her 'green team' of CÚRAM researchers and staff, and with the support of the University Deputy President and Registrar, Professor Pól Ó Dochartaigh, and the CUSP team, she is working to transform practice across campus to address issues such as plastic waste, energy reduction, recycling, and water usage. The achievement of Green Lab Certification in the CÚRAM Centre at NUI Galway was quickly followed by that of the Lambe Institute at University Hospital Galway (UHG). Certification of all laboratories on campus as 'green' by 2025 has since been adopted as a flagship action of NUI Galway's sustainability strategy.

A video illustrating this program is here:

https://vimeo.com/375847945

Website URL where information about the green laboratory program is available:
https://www.nuigalway.ie/about-us/news-and-events/news-archive/2019/december/curam-launch-galway-green-labs---the-first-in-europe-to-be-awarded-green-lab-certification.html

Additional documentation to support the submission:
NUIG_The_time_to_green_our_labs_is_now_Plastic_pollution.mov

Data source(s) and notes about the submission:

Certification was awarded this November by My Green Lab, a non-profit organisation that aims to fundamentally and permanently improve the sustainability of scientific research by unifying and leading scientists, vendors, designers, energy providers, and others in a common drive toward a world in which all research reflects the highest standards of social and environmental responsibility. Run for scientists, by scientists, it leverages its credibility and track record to develop standards, oversee their implementation, and inspire the many behavioural changes that are needed throughout the scientific community. Though My Green Lab focuses solely on laboratory environments, it believes its activities will excite similar changes across other industries, and in the private lives of the millions of people who spend their time in labs.

https://www.mygreenlab.org/green-lab-certification.html

Grounds Certification

Score	Responsible Party
0.50 / 0.50	**Thomas Adams** Student Researcher Civil Engineering

Criteria

Institution owns and/or manages land that is currently certified under one or more of the following programs:

- ArbNet Arboretum Accreditation

- Audubon Cooperative Sanctuary Program (ACSP)

- Bee Campus USA

- Demeter Biodynamic

- Forest Stewardship Council (FSC) Forest Management standard

- International Union for Conservation of Nature (IUCN) Green List Standard

- National Wildlife Federation's Certified Wildlife Habitat Program

- An Organic standard or Participatory Guarantee System (PGS) endorsed by IFOAM

- Salmon-Safe

- Sustainable Sites Initiative (SITES)

- Tree Campus USA (Arbor Day Foundation)

- An equivalent third party certification program for the protection and promotion of biodiversity approved by AASHE.

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

Does the institution own and/or manage land that is currently certified under the following programs? (at least one positive response required):

	Yes or No
ArbNet Arboretum Accreditation	---
Audubon Cooperative Sanctuary Program (ACSP)	---
Bee Campus USA	---
Demeter Biodynamic	---
Forest Stewardship Council (FSC) Forest Management standard	---
International Union for Conservation of Nature (IUCN) Green List Standard	---
National Wildlife Federation's Certified Wildlife Habitat Program	---

	Yes or No
An Organic standard or Participatory Guarantee System (PGS) endorsed by IFOAM	---
Salmon-Safe	---
Sustainable Sites Initiative (SITES)	---
Tree Campus USA (Arbor Day Foundation)	---
An equivalent program approved by AASHE	Yes

A brief description of the institution's third party certified land holdings:

All Ireland Pollinator Plan
NUI Galway are a proud signatory to the All Ireland Pollinator Plan 2021-25 which seeks to restore, protect, and provide additional habitats for bees and other pollinating insects. It is a key component of our Biodiversity Action Plan. To date we have implemented a wide range of actions on campus in line with the plan including:

Reducing mowing regimes to enable growth of pollinator friendly plants
Creating designated meadows around Dangan Sports ground
Reducing pesticide use
Installing signage to inform community that these areas are being managed as part of the Pollinator Plan

Link:

https://pollinators.ie/

Green Flag Award for Parks & Gardens
The Green Flag Award scheme recognises and rewards well managed parks and green spaces, setting the benchmark standard for the management of recreational outdoor spaces around the world.

Purpose & aims
To ensure that everybody has access to quality green and other open spaces, irrespective of where they live
To ensure that these spaces are appropriately managed and meet the needs of the communities that they serve
To establish standards of good management
To promote and share good practice amongst the green space sector
To recognise and reward the hard work of managers, staff and volunteers
NUI Galway were delighted to be awarded the Green Flag in 2020 and have recently retained it again in 2021, recognising the ongoing improvements we are making to our green spaces on campus.

Link:

https://www.antaisce.org/news/announcement-2020-green-flag-awards

IBAL – Clean Campus
NUI Galway were awarded Grade A: Clean to European Norms in the most recent survey conducted in the 1st round of surveys in 2019.

http://www.nuigalway.ie/buildings/service-helpdesk/landscape-grounds/

Documentation affirming the certification(s):

Website URL where information affirming the certification(s) is available:
http://www.nuigalway.ie/buildings/service-helpdesk/landscape-grounds/

Additional documentation to support the submission:

Sanctuary Institution

Score	Responsible Party
0.50 / 0.50	**Thomas Adams** Student Researcher Civil Engineering

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Criteria

Institution is formally designated or officially self-declared as an institution of sanctuary (a.k.a. a sanctuary campus).

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

Has the institution been formally designated as an institution of sanctuary by Universities of Sanctuary (UK), University of Sanctuary Ireland, or an equivalent third party recognition program?:
Yes

Is the institution officially self-declared to be an institution of sanctuary?:
Yes

Documentation affirming the institution's official sanctuary status:
NUIG_Sanctuary_Launch_Event.pdf

Website URL where information affirming the institution's sanctuary status is available:
https://www.nuigalway.ie/sanctuary/

A brief description of the institution's policies and programs to welcome, support, and protect asylum seekers, refugees, and/or undocumented immigrants:

Additional documentation to support the submission:

Sustainability Projects Fund

Score	Responsible Party
0.50 / 0.50	**Michelle O'Dowd** Community and Sustainability Officer Office of Deputy President and Registrar

Criteria

Institution has a dedicated fund (e.g., a green fund) to support campus sustainability projects.

The fund is ongoing (i.e., not a one-time award or grant) and includes a multi-stakeholder decision-making process to determine which projects receive funding.

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

Name of the institution's sustainability projects fund:
Student Sustainability Awards

Which of the following best describes the primary source of funding for the sustainability projects fund?:
Hybrid

Year the institution's sustainability projects fund was established:
2,018

A brief description of the institution's sustainability projects fund:

Open to all NUI Galway students (with the exception of those students that have previously been awarded an NUI Galway Student Sustainability leadership Award), the successful applicants will be awarded an 8 week scholarship (June-August 2021) with the NUI Galway Community and University Sustainability Partnership (CUSP) team to further roll-out the NUI Galway Sustainability Strategy 2021-2025. The central aim of the award programme is to develop student leaders that are dedicated and enthusiastic about creating a more sustainable campus and community.

A brief description of the multi-stakeholder decision-making process used to determine which projects receive funding through the sustainability projects fund:

All members of the CUSP General Board are requested to put forward suitable sustainability projects that could be made available as part of the NUI Galway Student Sustainability Leadership Award. The CUSP Executive Board review the proposed projects and select those to be made available, taking consideration of the budget available, diversity of projects and alignment with the sustainability strategy. An advertisement is then send to all current students inviting them to apply for the NUI Galway Student Sustainability Leadership Awards. Candidates are then shortlisted and interviews held, where the interview board is chaired by the Chair of the CUSP General Board.

Website URL where information about the sustainability projects fund is available:
http://www.nuigalway.ie/equalityanddiversity/policies-procedures/ediprojectfund/projects/

Additional documentation to support the submission:
Student-Sustainability-Internships-2021-Final-Job-Spec.pdf

Textbook Affordability

Score	Responsible Party
0.50 / 0.50	**Thomas Adams** Student Researcher Civil Engineering

Criteria

Institution supports textbook affordability by:

- Hosting a peer-to-peer textbook exchange program, textbook lending library, or an alternate textbook project covering multiple divisions or departments; AND/OR

- Providing incentives for academic staff that explicitly encourage the authorship, peer review, and/or adoption of open access textbooks (or alternate textbooks composed of open educational resources). The incentives may include honors, fellowships, titles, monetary rewards, and/or release time.

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

Does the institution host a peer-to-peer textbook exchange program, textbook lending library, or alternate textbook project?:
Yes

A brief description of the textbook exchange program, textbook lending library, or alternate textbook project:

NUI Galway Student's Union have a resource with which you can sell your old textbooks through the Students' Union bookshop. One can drop the books to sell in to the Students' Union office and set the price yourself. The Students' Union take a €2 administrative charge for each book sold.

Note: We ask that all books are priced lower than the original cost.

https://su.nuigalway.ie/sell-your-books/

Does the institution provide incentives for academic staff that explicitly encourage the authorship, peer review, and/or adoption of open access textbooks?:
Yes

A brief description of the incentives to encourage the authorship, peer review, and/or adoption of open access textbooks:

Open Press at NUI Galway: Open Access Books and Educational Resources Publishing

Aim to enable and encourage a culture of open publishing of learning materials in NUI Galway. This directory provides an index of 2,531 books published across 98 Pressbooks networks.

Website URL where information about the textbook affordability incentives is available:

https://openpress.nuigalway.ie/

Additional documentation to support the submission: