



Campus Brussels Sustainability Report 2014

KU LEUVEN



HOGESCHOOL-
UNIVERSITEIT
BRUSSEL

Sustainability Report 2014

Sustainability has a long tradition at Campus Brussels. Formerly, as the HUB, we were the first Belgian higher education institution to publish a GRI sustainability report. Now, as Odisee from September 2014, we continue our journey towards sustainability in partnership with the KU Leuven.

In 2013-2014, we were pleased to receive our first ever Ecodynamic Enterprise label as recognition of our commitment to improving our environmental performance. Additionally, we joined the Donderdag Veggiedag (Thursday Veggieday) campaign to sensitize students and staff members to sustainability issues of food.

For the past several years, we have successfully been working on the topic of diversity—inclusion is one of our core values.

As an educational institution, our largest contribution to a sustainable future is our role in fostering an educated society. It is our goal to lead by example for our students, and send graduates into the world with the skills and competences needed to combat the issues of their generation.



Dirk De Ceulaer
Chair, HUB-KAHO
Board of Directors

As Campus Dean of the KU Leuven Faculty of Economics and Business (FEB) here in Brussels, I am pleased to help foster a platform of collaboration among the players of sustainability at Campus Brussels. Synergies can be found—for example during the process of achieving our Ecodynamic Enterprise label—between students and staff members of the FEB and colleagues of HUB-KAHO involved in managing our social and environmental performance.

On its different campuses, the FEB itself has several initiatives related to ethics, responsibility, and sustainability in its programs and research. We are now in the process of translating these into a coherent and all-embracing faculty policy on sustainability in education, research, and operational activities. In the pursuit of its education and research mission, the Faculty explicitly aims to develop a stimulating environment for staff and students, in which they feel free to develop their innovative, ethical, and entrepreneurial expertise in education, research, and business, whilst emphasizing the role of economic policy in the greater society. Accordingly, the FEB endorses social responsibility in its role as an open-minded center for debate on corporate, economic, societal and ethical issues with an international and intercultural focus.

Tom Van Puyenbroek

Campus Dean, KU Leuven
Faculty of Economics and Business at Campus Brussels



Table of Contents

Campus Brussels in Context	6
HUB-KAHO Mission Statement	8
Identity and Mission of KU Leuven.....	8
Governance	9
Commitment to Sustainability	9
Dialogue, Engagement, and Collective Learning.....	11
Materiality Matrix.....	14
Campus Brussels Highlights 2013-2014	15
Community	17
Diversity.....	17
Employees.....	18
Student	19
Environmental Performance	21
Ecodynamic Organization.....	21
Project Meyboom	22
Electricity and Gas	23
Greenhouse Gas Emissions.....	25
Water.....	27
Materials Used and Waste Generated.....	27

Paper	28
Economic Performance.....	29
Faculty of Economics & Business	32
Mission Statement FEB	33
Vision of the FEB.....	34
Values of the FEB: Rigor and Relevance in Research and Education	33
Targets for Ethics, Sustainability, and Responsibility (ERS).....	34
Formal Commitments Regarding ERS	35
Research	36
Education	39
Internationalization.....	42
Report Preparers	43
Contact.....	44

Campus Brussels in Context

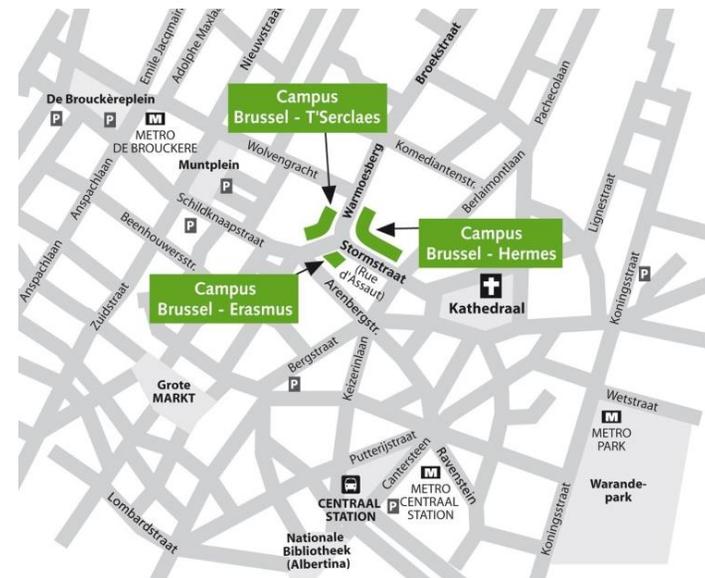
In Flanders Belgium, professionally-orientated bachelor's degrees are offered solely by university-colleges, while academic bachelor's and master's degrees are offered by universities. Until recently, university-colleges were also allowed to organize academic bachelor's and master's degrees, as the Hogeschool-Universiteit Brussel (HUB) did, as long as the institution was in association with a university.

In 2013, the academically-oriented programs of the HUB integrated into KU Leuven. Professional bachelor degrees are now associated with the HUB-KAHO (to be renamed in 2014-2015 as Odisee). Campus Brussels now houses educational offerings of the HUB-KAHO and the KU Leuven university. Personnel involved in the academic programs have become KU Leuven personnel.

Both institutions are public higher education institutions that serve the Brussels, Flemish, and international community. Both HUB-KAHO and the KU Leuven belong to the KU Leuven Association. This association is an official entity regulating the cooperation of KU Leuven and university-colleges. With more than 76,000 students, the KU Leuven Association is the largest association in Flanders.

This report focuses on the environmental, social, and financial performance of activities that occur at Campus Brussels. While it will be challenging to describe two institutions in one report, the history of the collaboration between the HUB-KAHO and KU Leuven makes focusing on the physical campus a logical emphasis for this report. The organizational,

legal, and physical boundaries of the two institutions are convoluted due to on-going mergers, restructurings, and associations. Naturally, the emphasis on one campus does not cover the full reach of either institution's performance, but rather gives the reader an overview of the respective institutions' policies, provides an in-depth analysis of Campus Brussels based on GRI indicators, and offers exemplars. In addition, this report includes a section on the KU Leuven



Faculty of Economics and Business (FEB). The FEB@HUB has led the reporting process of the former HUB, and has placed great significance on themes of ethics, responsibility, and sustainability.

Campus Brussels facilities are located in the metropolitan area of Brussels. Operational matters (environmental impacts, fiscal activities, labor relations, etc.) fall under various jurisdictions: the City of Brussels, the Brussels-Capital Region, the Flemish Region, the Belgian Federal State, and the European Union. Compliance with regional, federal, and international regulations ensures social, economic, and environmental performance in many respects.

Additional information regarding the operational structure, partner institutions, description of degree programs, and internal governance can be found in the annual reports available on the HUB-KAHO and KU Leuven websites (www.hubkaho.be & www.kuleuven.be).

7000+ Students

800+ Staff



HUB-KAHO Mission Statement

In our institutions, students are central.

We valorize their talent and transform them into skilled and committed people.

Practice as orientation, science and research as a foundation is our profile.

Dream, Think, Dare, Do and Persevere, is our motive.

Our education is state of the art, validated by the public.

Our guidance is personal.

Innovation and quality remain our ambitions.

We choose for Europe and the world from a Flemish anchoring.

Being collectively different is our strength.

We operate from a Christian inspiration that encourages a broad and authentic civic engagement.

We cherish confidence in each other and in the future.

Identity and Mission of KU Leuven

KU Leuven is an autonomous university. It was founded in 1425. It was born of, and has grown within, the Catholic tradition. From its Christian view of the world and the human, KU Leuven endeavors to be a place for open discussion of social, philosophical, and ethical issues and a critical center of reflection in and for the Catholic community.

KU Leuven offers its students an academic education based on high-level research, with the aim of preparing them to assume their social responsibilities.

KU Leuven is a research-intensive, internationally-oriented university that carries out both fundamental and applied research. It is strongly inter- and multidisciplinary in focus and strives for international excellence. To this end, KU Leuven works together actively with its research partners at home and abroad.

KU Leuven encourages personal initiative and critical reflection in a culture of idea exchange, cooperation, solidarity, and academic freedom. It pursues a proactive diversity policy for its students and staff.

KU Leuven aims to actively participate in public and cultural debate and in the advancement of a knowledge-based society. It applies its expertise to the service of society, with particular consideration for its most vulnerable members.

From a basis of social responsibility and scientific expertise, KU Leuven provides high-quality, comprehensive health care, including specialized tertiary care, in its University Hospitals. In doing so, it strives toward optimum accessibility and respect for all patients.

KU Leuven carries out its academic activities at various campuses, research parks, and hospital facilities in close cooperation with the members of the KU Leuven Association and with its hospital partners.

Governance

KU Leuven

KU Leuven is governed by a Board of Directors which determines strategy, follows up on its implementation, and approves the budget and annual accounts. The Rector, the Managing Director, and the Vice-Rectors of the Groups represent KU Leuven's Executive Board in the Board of Directors. The Board counts 14 external members and also includes two student representatives.

The Board of Directors delegates to the Executive Board and the Academic Council the authority to define KU Leuven's strategy and the main policy decisions, to monitor the University-wide management of educational and research quality, and the allocation of financial resources for education, student policy, research, and service to society. Implementation of the Council's decisions is delegated to the Executive Board. The Board is also responsible for the daily management of the University and oversees internal quality assurance, risk management and control.

More information about the governance of KU Leuven and the composition of governing bodies can be found here: www.admin.kuleuven.be/rd/en/statutory-regulations.

HUB-KAHO

HUB-KAHO is governed by a Board of Directors—Raad van Bestuur. The Board of Directors is comprised of internal and external members. The majority of members must be professionally active and represent a mix of profiles in regards to education, economic and social fields, and civil society. Student representatives make up at least ten percent of the Board of Directors. The Nomination Committee oversees the nomination of new Board members in the manner stated in the Internal Regulations. Achieving a proper balance of experience, education, and skill-set determine the main selection categories for new members. In addition, the Board wants to ensure a balance of gender. Persons of 70 years or greater cannot serve as members of the Board of Directors.

More information about the governance structure of HUB-KAHO, including the names and positions of individual Board members can be found in the Annual Report 2013, available on the HUB-KAHO website (www.hubkaho.be).

Commitment to Sustainability

HUB-KAHO

Strategic Options are the themes that HUB-KAHO holds in the highest regards. The Options are used to guide the institution in a common and desired direction.

The HUB-KAHO Strategic Options include:

- 1) Students are central.
- 2) Attractive educational profile and recognized quality.
- 3) Research in a leading role and a policy priority.
- 4) Societal impact through knowledge transfer and lifelong learning.
- 5) Competent and involved staff.
- 6) Professional organization and an open network of the university-college.
- 7) Internationalization—opting for Europe and the world.
- 8) Diversity—collectively different.
- 9) Sustainability as a valuable long-term policy.

KU Leuven

At the highest organizational level, the KU Leuven Association's Charter on Safety, Health, Welfare, and the Environment sets out the Association's commitment to corporate social responsibility (CSR). The Charter prioritizes the Associations' concern of safety, health, and the welfare of the environment. In addition, the Charter encourages employees and students to take an active role:

Concern for safety, health, welfare and the environment is a task for everyone:

employers, managers, teachers, each individual member of staff and every individual student. Each employee has an important role model for students and community.

Students are trained to become safety conscious individuals with attention to environmental aspects.

As of academic year 2013-2014, the KU Leuven has a Vice Rector of Culture, Diversity, and Sustainability, Katlijn

Malfiet. The KU Leuven Sustainability working group focuses on sustainable mobility, waste, rational energy usage, sustainable practices in student living spaces, environmentally-friendly procurement, as well as sustainability in education and research. In 2013, a KU Leuven Metaforum work group announced its action plan for KU Leuven's climate neutrality by 2030 with specific focus on actions for education, research, student life, and the operations of the university (mobility, procurement, buildings and energy, etc.). Notably, the action plan calls for the inclusion of sustainability into the governance structure and vision of the entire university.

In academic year 2013-2014, the KU Leuven Academic Council approved the Sustainability Policy Framework. This policy framework sketches the challenges, formulates possible concrete steps, and determines the sustainability policy priorities for the period 2014-2017. Environment, development

and justice are inextricably linked in a broad strategy for sustainable development.

Central to the framework is the concept of *universitas*: all members of the university community (students, staff, alumni and emeriti) contribute to a sustainable university. The policy framework strives toward the structural imbedding of the

sustainability mindset in education (with special attention for system-level thinking), research (with special attention for transdisciplinarity) and business operations (building on the experience and previous work of the Technical Services Department and proposals of the Metaforum work group ‘KU Leuven Climate Neutral 2030’).

Dialogue, Engagement, and Collective Learning

Higher education institutions can contribute significantly to fostering the transition towards a sustainable society due to their double role: creating knowledge and transferring this knowledge to the society, and preparing students for their future role in society.

As an educational institution, those with the biggest stake in the activities of Campus Brussels are students and staff members. Students can be viewed as special stakeholders for an educational institution, as they can be categorized as both internal and external. Whatever way they are perceived, their input is vital and special attention has been paid to engaging this group in various forms.

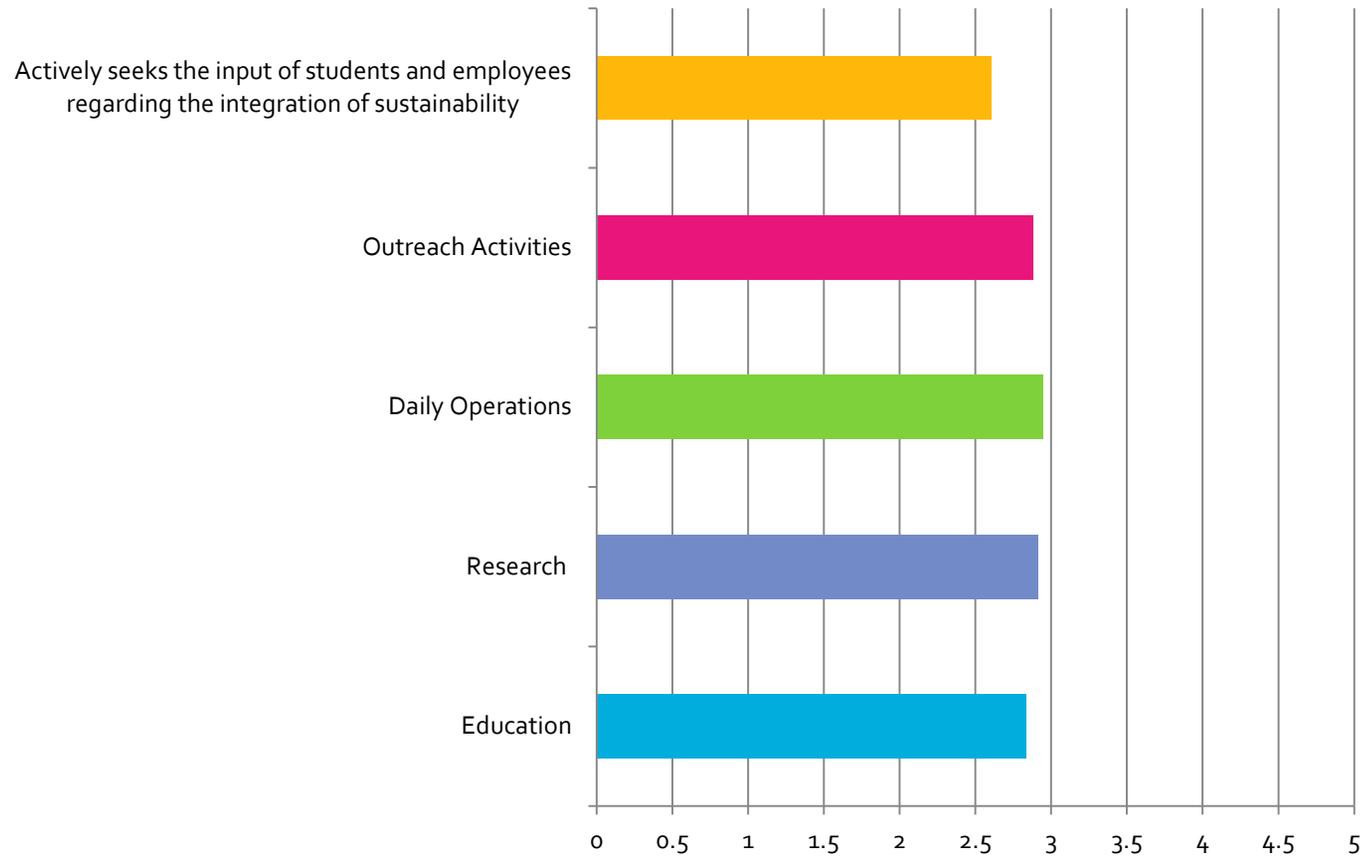
Research and educational initiatives of the HUB-KAHO and KU Leuven act as catalysts for engaging and collaborating with the local community. Highlights of these initiatives will be included throughout this report.

Formal engagement activities of the Campus Brussels on the topic of sustainability include: an annual online survey available to students and staff members, in-class engagement activities with students, and feedback from select external stakeholders.

In-class engagement activities for students enable a two-way communication. Based on these engagement activities in academic year 2013-2014, diversity has gained a higher rating on the Materiality Matrix (page 15) and information regarding the impacts of student and staff commuting has been added to the environmental section of this report. Students want a short, easy-to-read sustainability report with information displayed in ways they can relate to (i.e., graphs and graphics).

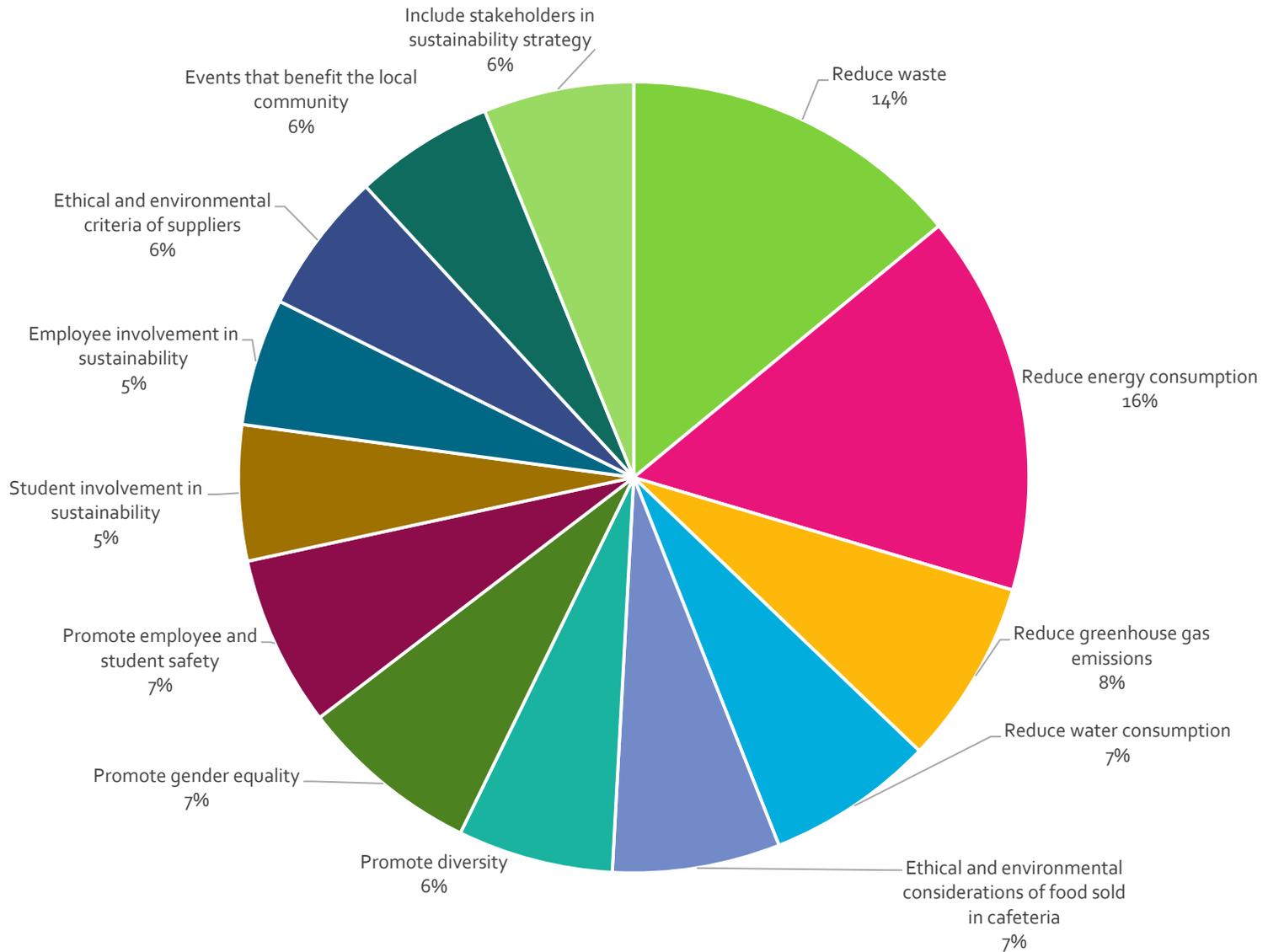


What do Our Stakeholders Think?



On a scale of 1-5, how well is sustainability integrated at Campus Brussels?

What are the Priorities of our Stakeholders?



Materiality Matrix

	<ul style="list-style-type: none"> • Availability of information/ transparency of management’s decisions • Indirect economic impacts 	<ul style="list-style-type: none"> • Sustainability-themed education available to students and community • Sustainability-themed research that contributes to policy and societal welfare • Diversity and non-discrimination • Energy efficiency/CO2 reduction • Waste Reduction
Concern for Stakeholders	<ul style="list-style-type: none"> • Stakeholder inclusiveness • Sustainable procurement • Sustainable cafeteria operations • Environmental performance (including indoor environmental quality) • Water conservation • Environmental investments 	<ul style="list-style-type: none"> • Employee and student welfare • Sustainability-themed research • Active involvement of students in sustainability activities
	<ul style="list-style-type: none"> • Social activities for students and staff members 	<ul style="list-style-type: none"> • Sustainable mobility
Relevance to Campus Brussels		

Campus Brussels Highlights 2013-2014

EcoDynamic Enterprise Label

In 2013-2014, Campus Brussels received the prestigious EcoDynamic Enterprise Label from the Brussels Capital Region for the buildings of T'Serclaes and Hermes. The label represents commitment to improving the environmental performance of the Campus. Both buildings received a one-star label (out of a possible three stars). The label is valid for three years, in which time Campus Brussels hopes to further improve its environmental performance and obtain an additional star.



Thursday Veggieday

Thursday Veggieday came to Campus Brussels in 2013-2014. The nonprofit organization EVA (Ethical Vegetarian Alternative) initiated the campaign Thursday Veggieday to promote opting for vegetarian one day a week as a way to foster a healthy lifestyle and decrease one's ecological footprint. On Thursdays, participating organizations focus on vegetarian dishes. Meat is still served, but the main dish is vegetarian. This gives people the opportunity to try new options while reducing their environmental impacts and enjoying the health benefits of less meat-intensive diets.

The process of implementing Thursday Veggieday involves good collaboration between the host institution, the catering partner, and EVA. EVA works with chefs to develop a tasting menu that stakeholders from the institution rate; only the most popular dishes are then used.



Metro Five

The City of Brussels metro line 5 connects 28 stations across the city. This line is characterized by a multitude of cultures and languages. The Metro Five project aims to explore and display the diversity of the metro line in a series of newspaper-styled publications entitled *Metro 5*. During September-December 2013 two newspapers per week were distributed; one for every station. The newspaper was filled with stories of people who lived and or worked close to that specific station.

Students and personnel from the Faculty of Arts and the Faculty of Business and Economics took care of the interviews. Students from Luca and from ISFSC also joined the project with their specific expertise, such as photography, layout, and translation. This resulted in 122 unique portraits. Students from HUB-KAHO Social Work organized activities near the stations to attract people. Students of HUB-KAHO Applied Informatics developed a free app for smartphones. Five community centers in Brussels also cooperated in the project. At the end of the

project, a selection of portraits was displayed around Campus Brussels.

Cactus&co, a NGO that stimulates cycling in the city, organized bicycle tours in the neighborhoods of the stations. In addition, a “sustainable promenade” was organized by KU Leuven Faculty of Economics and Business professor Ingrid Molderez.

The stories of all the people who were willing to participate, can still be read on the website of the project (<http://metro5be.tumblr.com>).

Metro 5 was a partnership between HUB-KAHO, LUCA, ISFSC, Cactus&Co, MIVB, Villo, GC De Rinck, GC De Vaartkapoen, GC De Markten, GC De Maalbeek and GC Den Dam. The project was subsidized by the Brussels-Capital Region and the Flemish Community Commission.



Community

Diversity

Campus Brussels sees concern for diversity as an essential part of the sustainable society that it strives for. Only through shared values of intellectual freedom, respect for others, solidarity, and service can Campus Brussels guarantee that diversity is effectively cultivated and generated for both the community and for the individual. Strongly dealing with diversity requires an active pluralism, so that dialogue with different philosophical approaches and visions can continuously occur. The HUB-KAHO Diversity Cell works to ensure the inclusive nature of Campus Brussels. In 2013, HUB-KAHO adopted a joint mission statement for diversity (available: www.hubkaho.be) that aims to create an authentic, inclusive environment in which all human beings are valued and everyone can enjoy the richness that diversity brings.



Employees

Formerly, all employees of Campus Brussels were associated with HUB-KAHO. Since the academic year 2013-2014, staff associated with the academic education are now part of the KU Leuven. Both the HUB-KAHO and the KU Leuven are public higher education institutions and adhere to similar personnel policies.

Belgian labor laws state that the minimum age of employment is fifteen, for youths no longer subject to compulsory full-time education. Youths between ages fifteen and eighteen can participate in part-time work/study programs and may work full-time during school vacations.

Parental leave is available to all male and female employees. Primary parental leave is for immediately before and/or after the birth of a baby. Women are mandated to take at least one week of primary leave before the birth, and nine weeks of primary leave after the birth of their child, but are allowed up to 15 weeks in total; men are allowed up to ten days of primary leave in total. Additionally, an optional leave allows each parent to take an additional total of three months of fulltime leave (or six months of half-time leave; or fifteen months at one-fifth time, etc.) anytime from the when the child is born to 12 years old.

HUB-KAHO

Important values of the HUB-KAHO personnel policy are: respect and diversity, loyalty and solidarity, team spirit and collegiality, commitment and trust, personal responsibility and growth, intellectual freedom, and servitude.

All employees have the opportunity to develop skills necessary to achieve the stated objectives, and the organization seeks to recognize the efforts of workers. In 2013, the total number, for internal and external professional development was 14,266 hours for the vzw HUB EHSAL.



The Health and Safety Committee (CPBW) is responsible for the health and safety of all employees. Each labor union representative has a role in the monitoring and the promotion of occupational and health and safety programs. Non-discrimination is included in the labor regulations for staff members.

Detailed information on types of employment and benefits can be found in the annual report available at www.hubkaho.be. All employees, full-time and part-time, receive reimbursement for public transportation commuting expenses.

KU Leuven

KU Leuven chooses an inclusive policy that gives people of diverse backgrounds an equal place within the university.

The HR policy of the FEB is geared to the recognition of educational and research excellence. Career and succession decisions are based on a balanced assessment of educational quality and innovation, research quality and relevance, as well as internal contributions and contributions to society.

As a short-term policy priority, the FEB places special attention in the area of staff diversity in terms of gender and nationality.

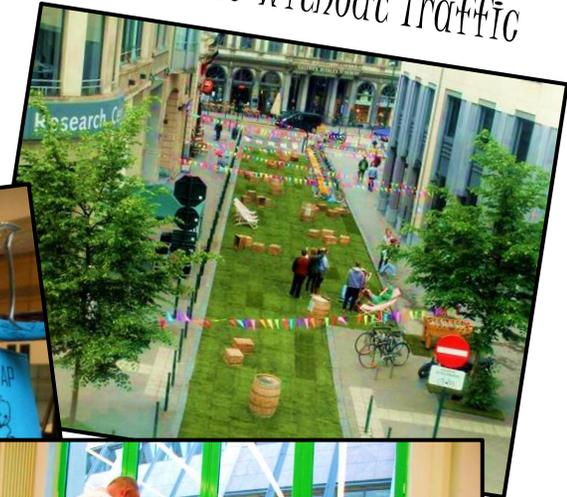
STUVO Student Services

STUVO organizes student services for students of Campus Brussels. In academic year 2013-2014, STUVO continued its policy aimed at a) removing financial, psychosocial, medical, or socio-cultural barriers to studying and b) creating opportunities for development, meeting, and networking as a basis for further social integration and career opportunities. STUVO activities include: student counseling (ex: medical and psychological counseling, counseling for students with disabilities and interventions in the context of the health of the student), ombudspersons, social services (ex: assist students in financing their studies, advice on the socio-legal status of the student), and student activities/participation. Special software purchased in 2011 continues to support dyslexic students with their studies.

Clothing Swap



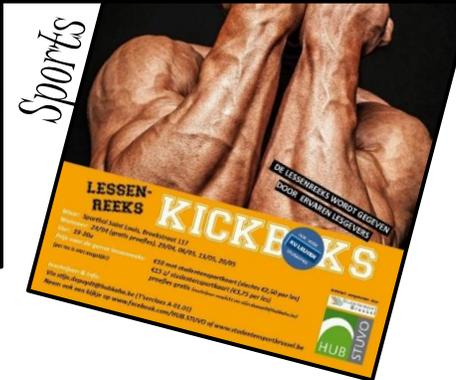
Picnic without Traffic



Blood Drive



Political Debate



Sports

Counseling

The psychological counseling of students is carried out by trained employees of STUVO, who receive regular training as to the specific needs and problems of the changing student population. This support team pursues an inclusive policy by offering individually-customized support to each student with a special need or emergency assistance, including: problems related to the study (problematic procrastination, impaired concentration, reorientation) and psychological, relationship, or health counseling. If specialized treatment in the long term is necessary, students will be referred to local mental health centers. Counselors are also responsible for guiding and supporting students with disabilities. Additionally, they sensitize teachers and the entire organization to the problems of students with disabilities on numerous forums.

Accessibility

A person with a disability or special needs has the right to reasonable accommodation. Professors are reminded to take sufficient account of students with special needs. First year students can take a language test, and based on these results, is given advice regarding his/her level of ability. Students can ameliorate his/her language proficiency if necessary. Students with dyslexia can make use of reading software. In addition, different forms of financial support are available to students depending on their situation.

*Nobody has a
disability unless the
environment creates
one.*

(Machteld Verbruggen, VVKBuO)

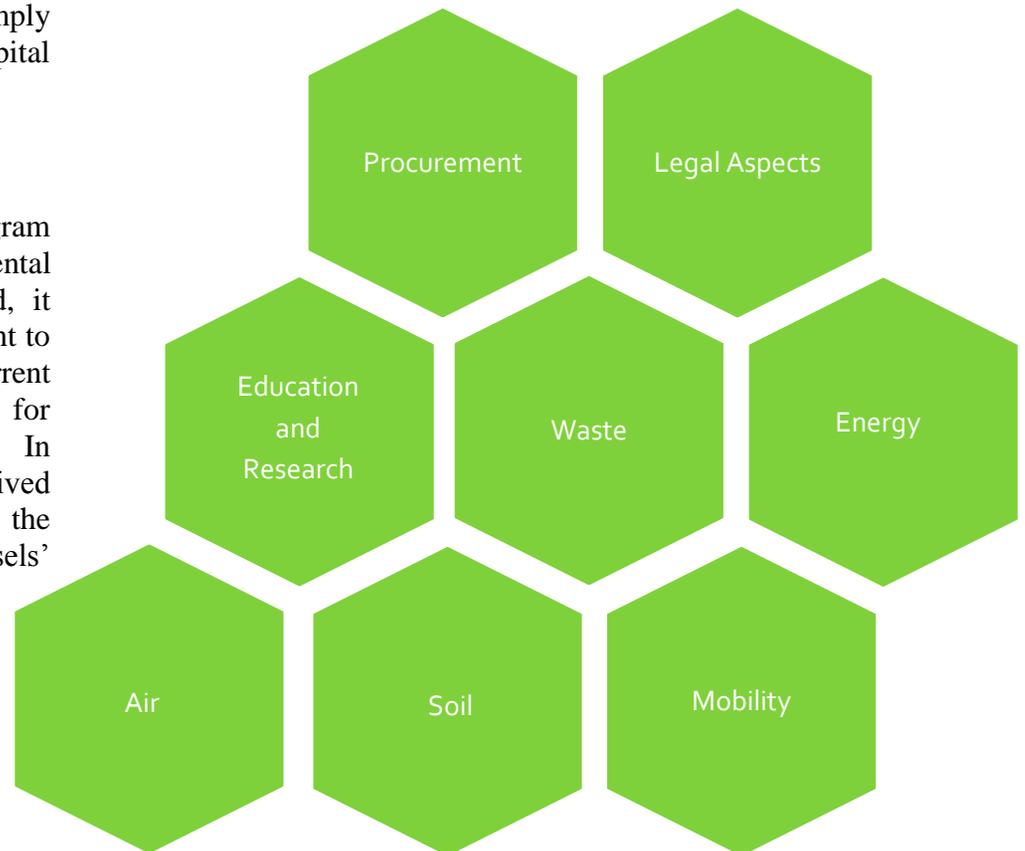
Environmental Performance

The Committee for Prevention and Protection at Work (CPBW) is an advisory body that oversees the safety and health of workers at Campus Brussels and the environmental performance of the campus. Campus Brussels must comply with the environmental legislations of the Brussels Capital Region.

Ecodynamic Organization

Campus Brussels uses the Ecodynamic Organization program of the Brussels-Capital Region as its environmental management tool. As this initiative is Brussels-based, it allows Campus Brussels to work with the local government to achieve environmental goals. An analysis of the current situation was carried out in 2013, and an action plan for improved environmental performance was developed. In 2013-2014, the buildings of T'Serclaes and Hermes received one-star labels for their environmental performance. To the right are the most important aspects of Campus Brussels' environmental plan.

As an education institution, Campus Brussels has the unique advantage of being able to utilize students' theses work on the environmental performance of the campus. Previous topics included: sustainable procurement, air pollution, mobility, electricity reduction, and CO₂ calculations.



Project Meyboom

With the closure of the former Koekelberg and Nieuwland campuses, the former HUB started the process of centralizing its campuses in the heart of Brussels. The Meyboom campus is the next step in centralizing HUB-KAHO's and KU Leuven's presence in the heart of Brussels. The campus will be placed on the corner of the Broekstraat and the Zandstraat, a few blocks from the T'Serclaes, Hermes, and Erasmus buildings in central Brussels. This new campus will house the lessons for the Social Work and Education programs and include student housing. The campus is planned to open September 2015.

Sustainability is a priority for the renovation work of the Meyboom building. As CO₂ reduction via energy conservation is a main goal of HUB-KAHO, extra emphasis was given to ensuring that the Meyboom building is energy efficient. The HUB-KAHO is working with engineers to evaluate energy saving initiatives for Meyboom, including: green roofs, increased insulation, LED and TL5 lighting, sunlight detection in classrooms, and efficient heating and air conditioning systems with an up-to-date building management system to avoid inefficiencies associated with the T'Serclaes building. The building will also have a rainwater harvesting system with dual benefits of decreased external water consumption and decreased pressure on local storm systems.

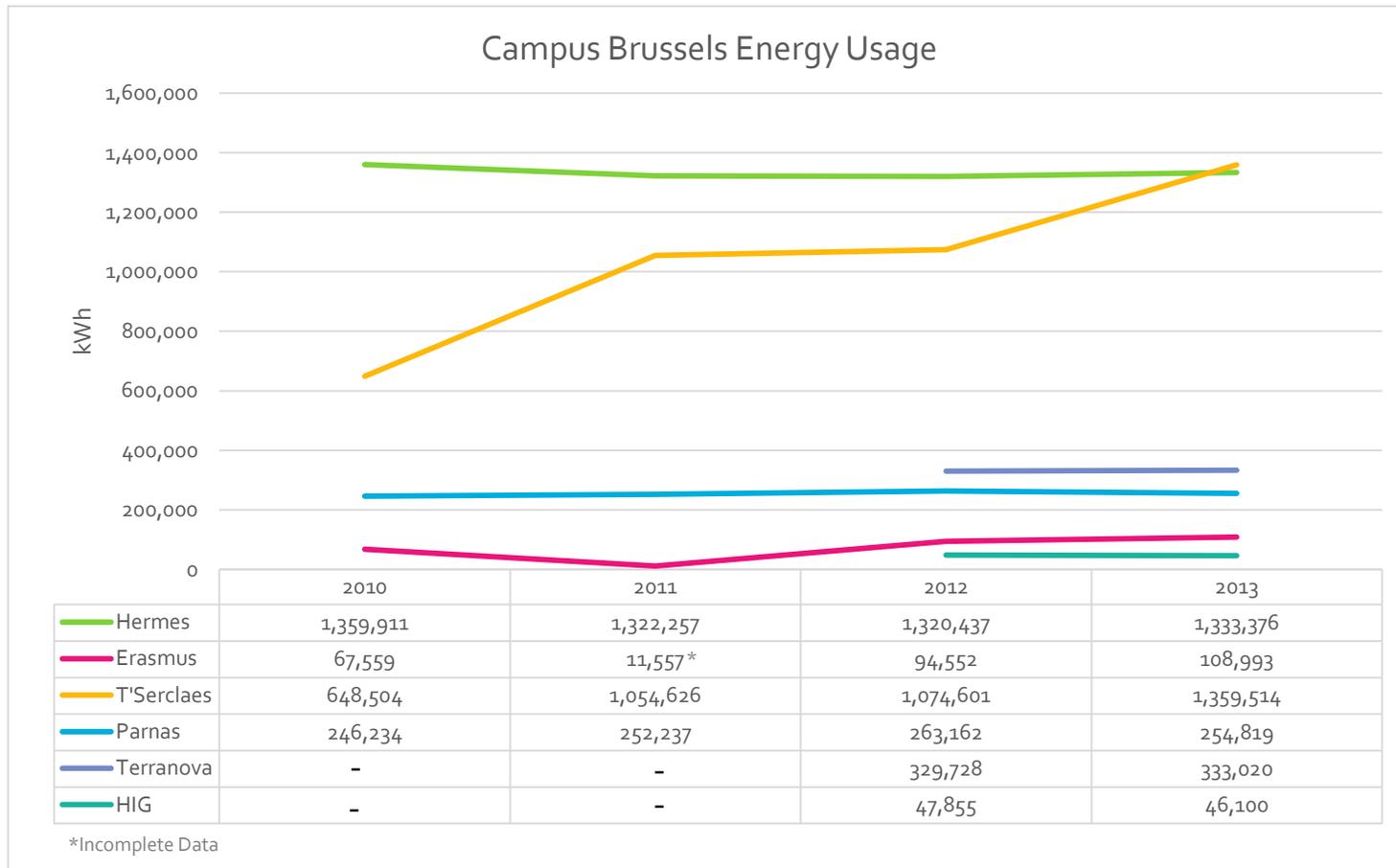


Electricity and Gas

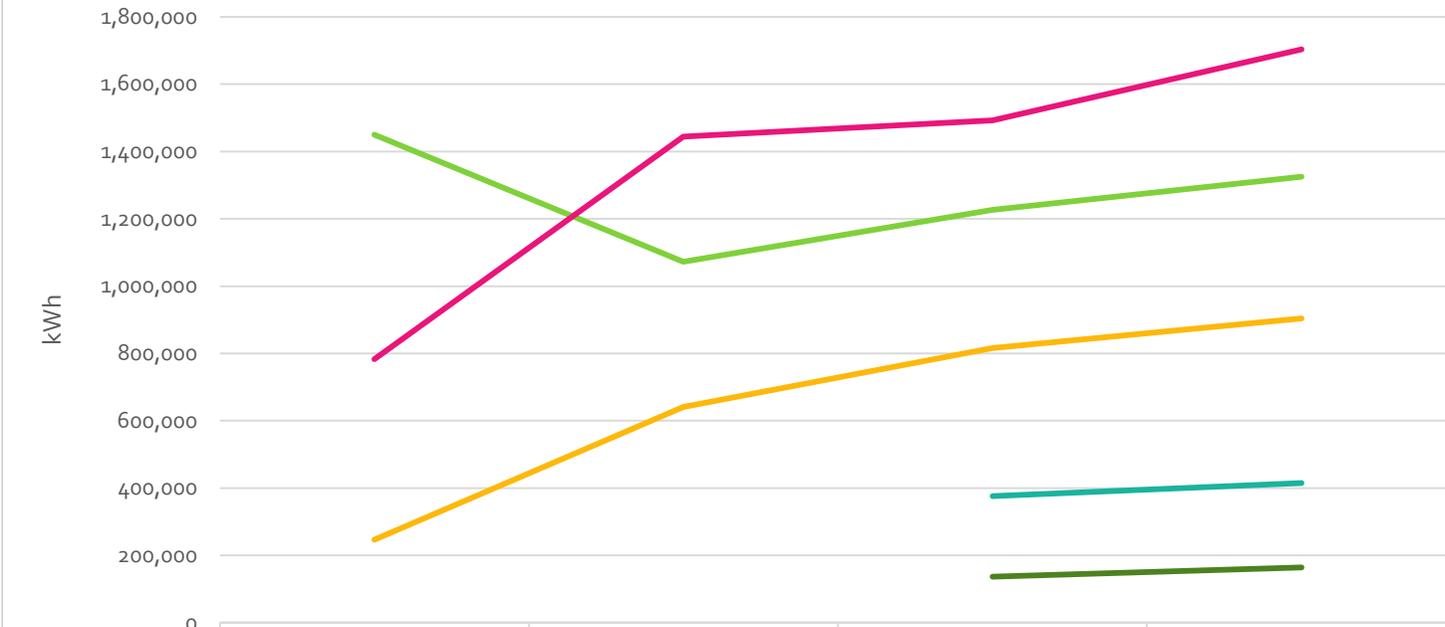
The energy usage of Campus Brussels continues to increase in part due to increases in student population and in part due to inefficiencies in the heating and lighting systems. The reduction of energy, and subsequent reduction of CO₂ and energy costs, are major environmental goals of Campus Brussels.

The end work of Laura Cieters (September, 2013) evaluated potential energy savings measures.

Sensitizing communication as to the practical use of energy is an ongoing priority for Campus Brussels.



Campus Brussels Gas Usage



	2010	2011	2012	2013
Hermes	1,450,435	1,072,604	1,226,826	1,325,182
T'Serclaes	783,328	1,444,405	1,492,782	1,703,503
Parnas	246,234	641,089	815,545	904,010
Terranova	-	-	375,564	415,073
HIG	-	-	136,726	164,107

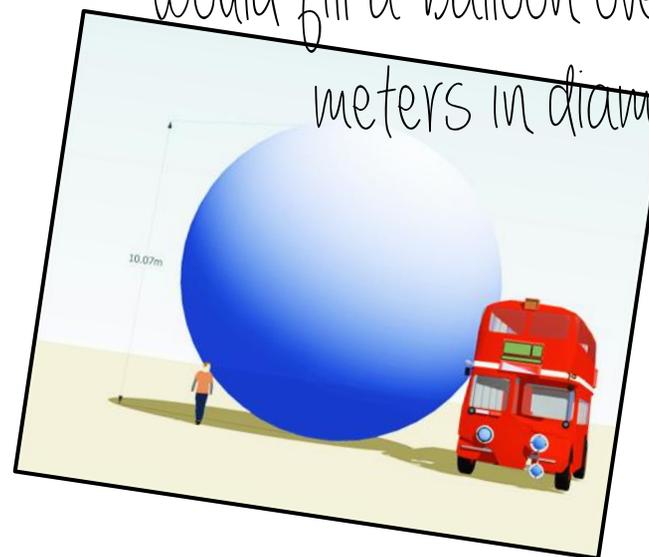
Greenhouse Gas Emissions

CO₂ reduction, by means of energy reduction, has been identified as a priority for the institution in its environmental plan. Campus Brussels strives to achieve a 10% reduction in CO₂ emissions (per capita) from the 2010 baseline by 2015.

The Greenhouse Gas Protocol Initiative estimates emissions of greenhouse gases (GHG) from “factor-based emissions” (i.e., indirect emissions resulting from the purchase of energy) in tons of carbon dioxide equivalence (CO₂e). CO₂ typically represents 99% of GHG emissions from the stationary combustion of fuels; other GHGs are converted to their CO₂ equivalence (potential for heat-trapping).

Campus Brussels’ estimated CO₂e emissions for factor-based emissions (i.e., indirect emissions resulting from the purchase of energy) for 2012 and 2013 are presented in the table below.

One ton of carbon dioxide gas would fill a balloon over 10 meters in diameter



Source: www.carbonvisuals.com

	Hermes		Erasmus		T'Serclaes		Parnas		Terranova		HIG	
	Electricity	Gas	Electricity	Gas	Electricity	Gas	Electricity	Gas	Electricity	Gas	Electricity	Gas
2012	287,71	385,95	20,6	243,15	469,61	57,34	256,56	71,85	118,15	10,43	43,01	
Total	673,66		20,6	712,76		313,9		190		53,44		
2013	290,53	416,89	23,75	296,23	535,9	55,52	284,39	72,56	130,58	10,04	51,63	
Total	707,42		23,75	832,13		339,91		203,14		61,67		

Campus Brussels Scope 1 & 2 Greenhouse Gas Emissions in tons of CO₂e based on Greenhouse Gas Protocol calculations.

Scope 3 Emissions

In 2013-2014, bachelor student Andreas Doms undertook the calculation of Campus Brussels' greenhouse gas emissions in his project work for his degree in Environment, Health and Safety Management. In addition to Scope 1 and 2 emissions, Doms examined select sources of Scope 3 emissions, including: student and staff transportation, solid waste, and wastewater.

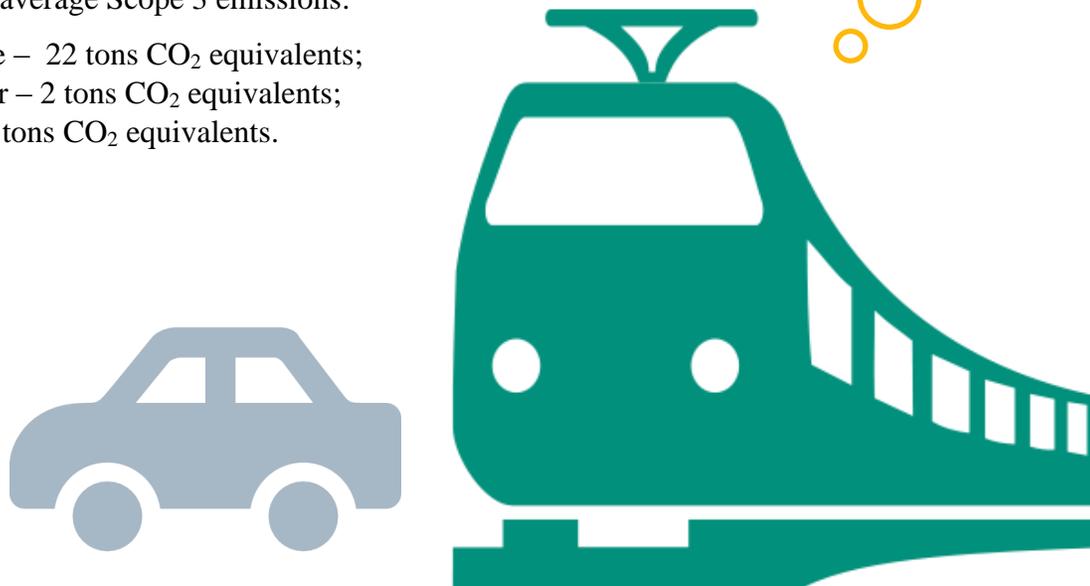
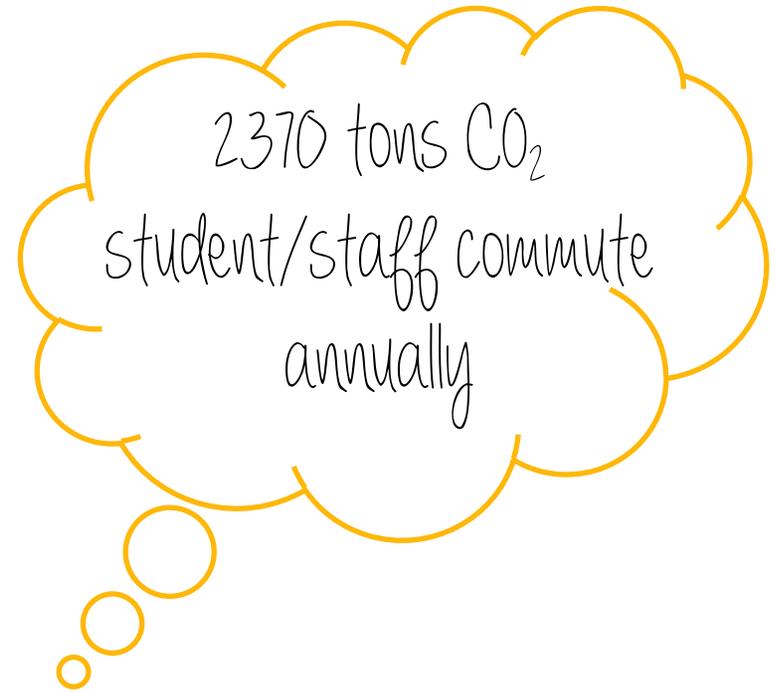
On average, CO₂ emissions from daily commuting are:

- 3.15kg /employee;
- 2.02kg/student.

The difference can be attributed to more frequent use of autos by employees. In total, this amounts to an annual average of 423 tons of CO₂ emissions for employee commuting and 1947 tons for student commuting.

Additional annual average Scope 3 emissions:

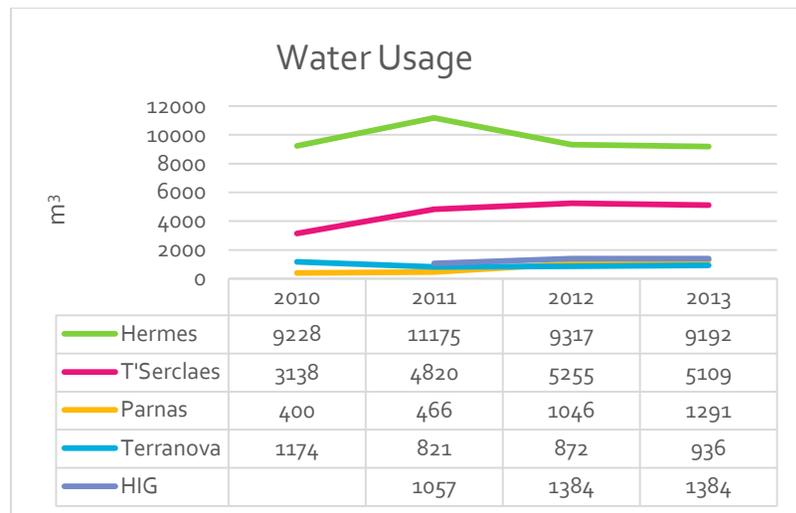
- Solid waste – 22 tons CO₂ equivalents;
- Wastewater – 2 tons CO₂ equivalents;
- Paper – 40 tons CO₂ equivalents.



Water

Campus Brussels uses only tap water, so there is no extraction of ground or surface water.

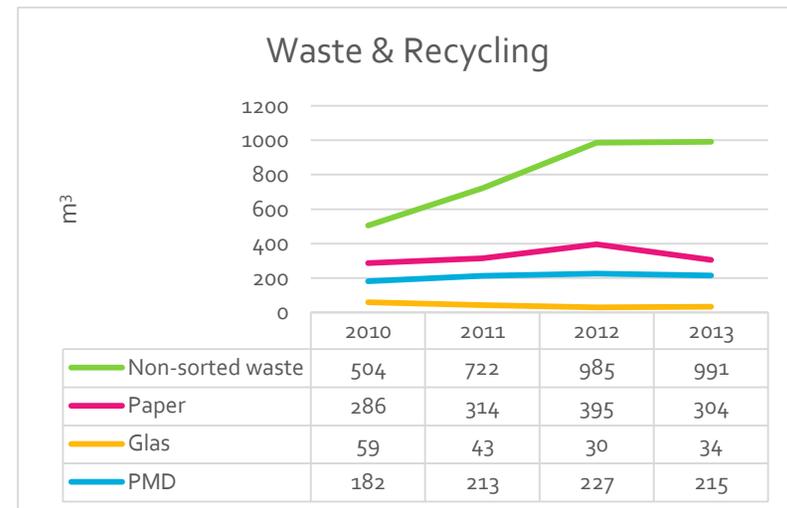
There has been a slight increase in water consumption from 17,874 m³ in 2012 to 17,912 m³ in 2013, corresponding to an increase in student population.



Materials Used and Waste Generated

Net Brussel collects sorted and non-sorted waste for Campus Brussels. Net Brussel recycles the sorted waste (plastic, metal, drink—PMD, paper, and glass) in its center for recycling at Vorst. The non-sorted waste collected by Net Brussel is burned in an energy recuperation installation.

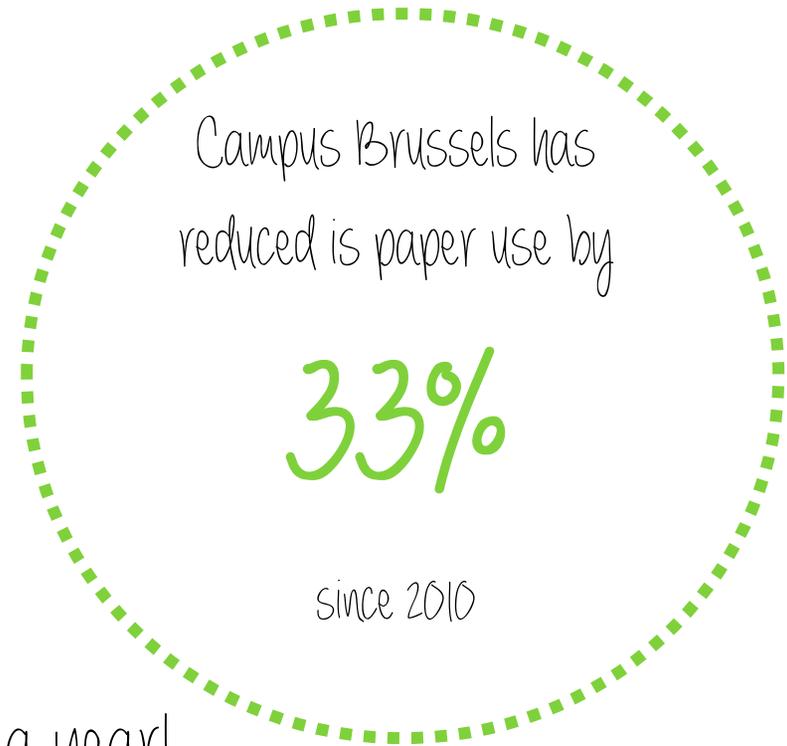
In 2013, 39.58% of waste was recycled. The percentage of sorted waste to overall waste has significantly decreased since 2010, when over 50% was recycled.



Paper

Since 2010, Campus Brussels has been working to reduce the use of printing paper. In 2010, the former HUB used 7,500,000 sheets of printing paper. In 2011, the HUB switched to 100% recycled paper with FSC and EU ecolabels, which is still used by HUB-KAHO and KU Leuven at Campus Brussels. Thanks to sensitization actions and automated double-sided printing, the campus now consumes less than 5,000,000 sheets of printing paper despite the increase in student enrollment.

By utilizing the Papercut software, staff members have been able to track their paper consumption on a year-to-date basis. Sensitization actions are built into the software—in addition to tracking the number of sheets of paper consumed, the equivalent number of trees used, CO₂ emissions, and energy required for their printing jobs is also provided to the user. Individual usage can be compared to the average of the entire institution.



That's equivalent to saving 300 trees a year!



Economic Performance

A number of structural changes occurred in academic year 2013-2014 that impact the finances of Campus Brussels. Firstly, the integration with the KU Leuven transferred academic and research funds from HUB-KAHO to KU Leuven, while some operating costs of these programs remained with HUB-KAHO. This accounts for a short-term discrepancy on the balance sheet of HUB-KAHO (see figure on page 32). Additionally, the STUVO student services assets have been transferred to the HUB-KAHO.

As an educational institution, HUB-KAHO receives significant financial assistance from the government (€40,819,541 in 2013). In addition, HUB-KAHO receives investment subsidies from AGION (*Agentschap voor Infrastructuur in het Onderwijs* – Agency for Infrastructure in Education) for the finance, construction, and renovation of its campuses. In 2013, this totaled €457,000.

Wages

Job Description	HUB-KAHO and KU Leuven Gross Entry Wage	Federal Minimum Wage
Administrative and Technical	€1,630.00	€1,501.82
Educational	€3,240.54	
Professor	€4,131.61	

Wages are legally fixed by the Flemish government. The table above illustrates the comparison between some relevant entry

wages and the Belgian federal gross minimum (€1,501.82 per month, €9.12 per hour for workers 21 years of age and over; €1541,67 for workers aged 21½ with six months seniority; €1559,38 for workers aged 22 with twelve months seniority). HUB-KAHO and the KU Leuven offer gross minimum salaries above the federal minimum wage.

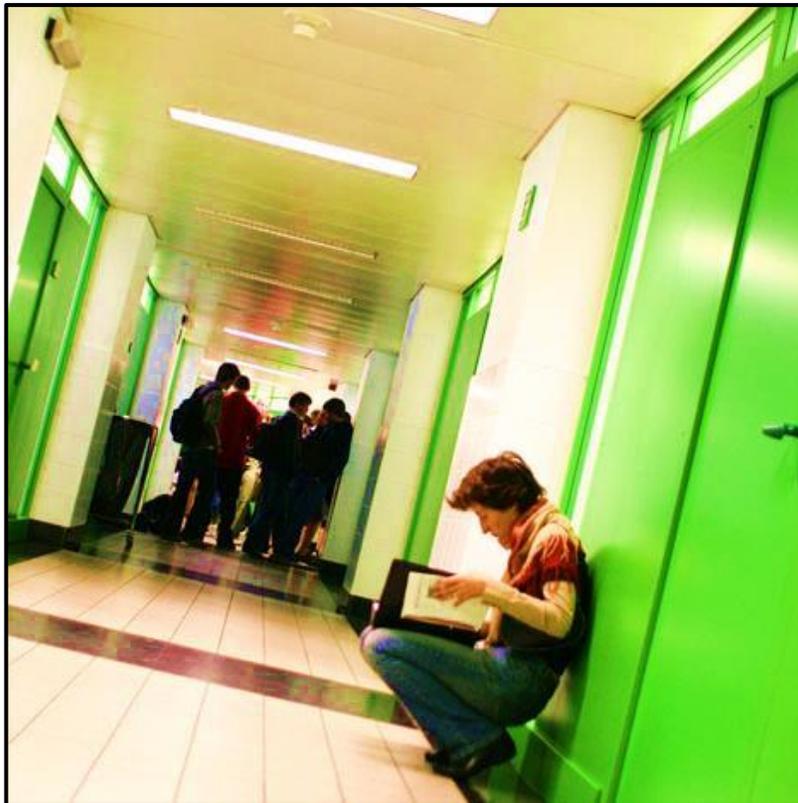
Indirect Economic Impacts

Although the organization does not actively consider or attempt to measure its indirect economic impacts, an institution of higher education naturally impacts the local economy by means of:

- enhancing knowledge amongst people in Brussels, contributing to a magnet city for companies to employ skilled workers;
- providing education, which in turn makes it possible for more students, and society at large, to more easily engage in the economy;
- granting student scholarships, that allow more students to study;
- generating a positive impact on local businesses in Brussels;
- providing education programs in English and Dutch, enabling greater access to education for international students, whom in turn can bring knowledge back to their home economies.

The management of Campus Brussels does not yet consider the economic impacts of climate change. However, there are some risks and opportunities posed by climate change that have potential financial implications for the Campus Brussels:

- increased costs for heating and cooling systems;
- costs for changes to the buildings (isolation, solar-systems) due to severe regulation;
- costs associated with changing energy provider;
- costs due to image damage (if the campus is a late adopter of climate initiatives)



Stakeholder Feedback of Triodos Bank

Triodos Bank NV, one of the first Belgian banks to promote sustainable options for finances, considers schools and higher education institutions as important actors in spreading knowledge about the importance of sustainable development to younger generations. Triodos sees relationships with higher education institutions as a valuable asset. Not only in helping institutions manage their finances in a sustainable way, but also incorporating sustainability, in the larger sense, into the organization. In their view, the implementation of sustainability in higher education institutions gives incentive to students to do the same later on. Since 2012, Triodos Bank has provided Campus Brussels with feedback on its sustainability report.

Triodos Suggestions to Further Improve Transparency of Campus Brussels

- What are HUB-KAHO's policies concerning the choice of financial institutions (i.e., is sustainability taken into account)? The website www.fairfin.be can help the institution determine the impact of certain investments. On the Triodos Bank website are examples of sustainability projects supported by the banks' customers' savings.
- Continued involvement in the KAURI network can further foster collaborations with other institutions that value sustainability.

HUB-KAHO

Direct economic value generated	2010	2011	2012	2013
a) Revenues Operational subsidies; tuition and fees; proceeds from educational activities; services and research; inventory and change orders being processed; fixed assets; memberships fees, donations, subsidies; other operating income.	€53,424,145	€52,301,916	€52,425,420	€51,956,681
b) Extra Revenue Financial income, extraordinary income, profit from extraordinary activities.	€1,358,157	€8,945,730	€1,506,155	€1,548,755
Economic value distributed				
c) Operating Costs Goods, raw materials, and consumables; services and other goods; depreciation for liabilities and charges; depreciation allowance; provisions for liabilities and cost; other operating costs.	€16,890,803	€14,991,226	€14,283,383	€14,431,049
d) Employee wages and benefits Employee salaries, social security, and pensions.	€35,695,472	€37,130,809	€37,937,117	€38,111,998
e) Payments to providers of capital Interest of loans.	€1,092,670	€1,031,306	€2,003,787	€1,997,559
f) Extra Costs Additional financial costs (excluding interest of loans)	€28,620	€18,092	€21,849	€0
Economic value retained	€799,788	€7,466,543	€-320,360	€-1,035,170

Faculty of Economics & Business

The FEB aims to develop a stimulating environment for staff and students, in which they feel free to develop their innovative, ethical, and entrepreneurial expertise in education, research, and business, whilst emphasizing the role of economic policy and business in the greater society. The Faculty strives to be: innovative, collegial, and collaborative with its internal and external stakeholders; inclusive of students in governance; enabling of staff and students to pursue aspirations; a center for debate on social, economic, and ethical issues; and socially responsible upholding the principles for ethical and sustainable education and research in economics and business.

In research, the FEB has a number of research departments and centers which directly relate to themes of ethics, responsibility, and sustainability: the Centre for Economics and Corporate Sustainability (CEDON), the Centre for Economics and Ethics (CEE), the Centre for Institutions and Economic Performance (LICOS), the Research Centre of Energy, Transport, and Environment (ETE), and the Policy Research Centre for Sustainable Materials Management.



Values of the FEB: Rigor and Relevance in Research and Education

While pursuing its mission and vision, the FEB is committed to be:

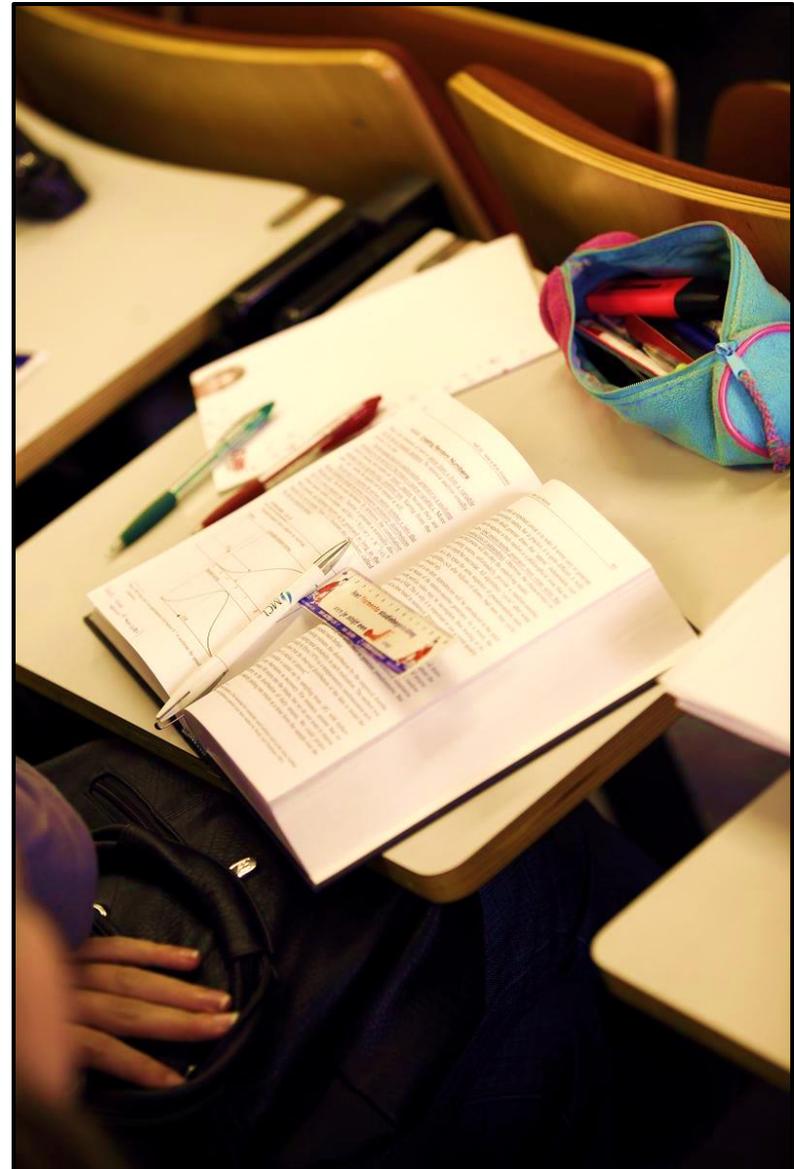
Rigorous, in what we teach, what we research, and in teaching what we research;

Relevant, in our dedication to translate practice-based evidence into evidence-based practice, and to foster research with high academic and societal impact, and high visibility in the corporate world;

Collegial, in our style of management and towards our relevant internal and external stakeholders;

Innovative, in education and entrepreneurship, and in our ambition to play at the forefront of the research community;

Socially responsible, in our role as an open-minded center for debate on corporate, economic, societal and ethical issues, with an international and intercultural focus.



Mission Statement FEB

The primary missions of the FEB are education and research.

A FEB education aims to prepare students for successful entrepreneurial endeavors and careers in the corporate world, in national and international public policy making, or in research. To achieve this, the FEB offers high-quality, research-based degree programs in the fields of both economics and business, and from bachelor to PhD.

Secondly, the FEB wants to foster research with high academic and societal impact, and high visibility in the corporate world. The FEB's ambition is to be the leading learning and research community in Belgium and to excel in the different research subfields the school hosts, thereby deserving its high rank among the top of European schools of economics and business.

To achieve these twin primary objectives, the FEB wants to develop a stimulating environment for staff and students, in which they feel free to develop their innovative, ethical, and entrepreneurial expertise in education, research, and business, whilst emphasizing the role of economic policy and business in the greater society and keeping a global focus through international exchanges and cooperation.

Vision of the FEB

The FEB at KU Leuven will be recognized as one of Europe's leading academies of scholarship in economics, business (economics), and related disciplines, with the standing of its academic core activities recognized and supported by its core stakeholders and evaluated and certified by the most well-regarded external quality assessors.

Targets for Ethics, Responsibility, and Sustainability (ERS)

The Faculty has set the following ERS-related targets:

- further elaboration of learning trajectories in ethics, sustainability, and responsibility visible in courses, internships, guest lectures, master theses and partnerships;
- serve society through policy-orientated research: achieve a more central role in public debate on (higher) education through the new Leuven Economics of Education Research Center emphasizing the “service to society” role of academic staff;
- increase impact in the public debate through upgrading the importance of policy-orientated outlets (such as the *Leuvense Economische Standpunten*);
- reinforce the focus on ethics, responsibility, and sustainability in education by renewing learning trajectories and stimulating existing extracurricular student initiatives;
- reinforce the focus of ERS in research placing stronger focus on ethics and scientific integrity in PhD programs;
- strengthen the visibility of FEB research on ERS themes by mapping projects and research initiatives situated in the ERS domain;
- stimulate debate on ERS in corporate governance through initiatives in the Deloitte Chair on Corporate Governance;
- transfer knowledge, skills, and attitudes through extracurricular educational activities;
- safeguard ERS as a guiding set of principles in the governance of FEB by incorporating collegiate and participative style of management.

Formal Commitments Regarding ERS

PRME

Principles for Responsible Management Education (PRME) is an initiative founded in collaboration between the United Nations and business school. The PRME mission is to inspire and champion responsible management education. More information about the PRME initiative can be found at www.unprme.org.

The FEB is a member of PRME, and thus adheres to the six principles of PRME signatories:

-  1) *purpose*: the Faculty will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy;
-  2) *values*: the Faculty will incorporate into its academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact;
-  3) *method*: the Faculty will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership;
-  4) *research*: the Faculty will engage in conceptual and empirical research that advances its understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value;
-  5) *partnership*: the Faculty will interact with managers of business corporations to extend its knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges;



6) *dialogue*: the Faculty will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organizations, and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

RIO+20

The FEB@HUB sub-faculty in Brussels is also a signatory of the Declaration of Commitment to Sustainable Practices of Higher Education Institutions on the Occasion of the United Nations Conference on Sustainable Development (Rio+20), and therefore commits to: the teaching of sustainable development concepts, research on sustainable development, campus greening efforts, supporting sustainability efforts in the local community, and engaging with international frameworks for sustainable development.



RIO+20
United Nations
Conference on
Sustainable
Development

Code of Ethics for Scientific Research in Belgium

The KU Leuven endorses the Code of Ethics for Scientific Research in Belgium. This code establishes the major principles of ethically-justified scientific practice. Despite the great diversity of subjects and methods of scientific research, there are general principles and standards of behavior to which researchers are obliged to conform.

Research

Research Centers

Center for Economics and Corporate Sustainability – CEDON@HUB

CEDON@HUB is an interdisciplinary research group focusing on the interactions between: economics, business, sustainable development, and corporate social responsibility (CSR). Within CEDON, economists, engineers, psychologists, and other scientists collaborate with business and social interests to develop strategies for sustainable development and CSR. The interfaces of environment, society, and economics are the central themes in CEDON activities. Within CEDON there are several research themes, including: environmental, energy, and ecological economics; safety- and health-related public and private policy research; and corporate social responsibility and social entrepreneurship.

Center for Economics and Ethics – CEE@Leuven

The aim of the Center for Economics and Ethics is to: 1) organize and stimulate scientific research on the ethical aspects of economic activity; 2) stimulate ethically-inspired research in the Faculty; 3) foster interdisciplinary contacts; 4) confront the Christian ethical tradition with the concepts of justice, freedom, and efficiency as they are formulated in the social sciences and in philosophy; 4) project applied problems of economic and business ethics against this general theoretical background; 5) stimulate the social debate on ethical aspects of economic activity (ethical norms for economic life, distributive justice, welfare economics, altruistic motivations, ethical aspects of the

market economics, environmental economics, poverty and living standard, etc.).

Centre for Institutions and Economic Performance – LICOS

LICOS focuses on theoretical and empirical research of micro- and macro-economic aspects of transition, institutional changes and economic performance across the world. LICOS is internationally oriented and is working together with other research centers and institutes in Europe and throughout the world. LICOS performs state-of-the-art innovative research in the area of development economics.

Research Centre of Energy, Transport, and Environment – ETE@Leuven

An important element of ETE research relates to numerical partial and general equilibrium models for the assessment of transport, energy and environmental policies.



Research Projects on Sustainability Themes

POLICY RESEARCH CENTRE FOR SUSTAINABLE MATERIALS MANAGEMENT (2012-2015)

The interdisciplinary Policy Research Centre for Sustainable Materials Management (SuMMa) started in January 2012 to investigate and foster the role of policy in Flanders, which is necessary to make a transition towards sustainable materials management.

COLLABORATION OF SCHOOLS AND COMMUNITIES FOR SUSTAINABLE DEVELOPMENT (2011-2014)

The FEB@HUB Sub-Faculty is partner in this project, which started in October 2011. CoDeS is a Comenius multilateral Network funded by the Lifelong Learning Program from the EU that focuses on school community collaboration addressing sustainability.

Seminars

LICOS organizes seminars on micro- and macroeconomics aspects of transition, institutional changes, and economic performance across the world. In the past, seminar topics included, “Global Food Security and the Role of Innovation Systems”, “Natural resources, inequality, and Public Social Expenditure”, “Armed Conflict and Schooling in Rwanda”, “The Impact of Row Planting on Farmers’ Yields in Ethiopia”, “Mobile Messaging for Health and Education”, “The Unintended Consequences of Hosting Refugees.”

CEDON organizes an annual Belgian Environmental Economics Day (BEED), which offers an opportunity to researchers in the areas of environmental, resource, and ecological economics from universities, university-colleges, or research institutes in Belgium, to present their recent work. It is an academic, one-day meeting open to all interested stakeholders (academics, public servants, consultants, students, etc.). BEED also aims at making the scientific discipline of environment economics more visible in Belgium. It can be seen as an intermediate platform between individual researchers and traditional international professional associations (European Associations of Environmental and Resource Economists EAERE, International Society of Ecological Economics ISEE).



PhD Research Related to Ethics, Responsibility, and Sustainability

New methods for the use of high-frequency data and sustainability scores in portfolio management

Jonathan Cornelissen, defended successfully June 22, 2013

An economic view on environmental law enforcement

Thomas Blondiau, defended successfully March 22, 2013

Energy and mobility policy in a federal state

Toon Vandyck, defended successfully September 25, 2013

Essays on political economy of energy and environment

Lotte Ovaere, defended successfully September 26, 2013

Structural Changes in international food markets and implications for Africa: Evidence from Senegal

Lotte Ovaere, defended successfully September 6, 2013

Energy and transport policies with strategic governments

Wim Benoot, defended successfully October 25, 2013

Globalization and poverty in West-Africa

Liesbeth Colen, successfully defended June 11, 2013

Economic Instruments for European Waste Management

Maarten Dubois, defended successfully June 11, 2013

Interacting Externalities

Marieke Franck, ongoing

Sustainability Reporting in Higher Education

Kim Ceulemans, ongoing

Collaborative Governance for Sustainable Materials Management

Inge Vermeesch, ongoing

Corporate social responsibility in an international setting

Joost Luyckx, ongoing

Spaces of learning and transformation in corporate social responsibility

ToTran Nguyen, ongoing

Sustainable transportation network

Ward Passchyn, ongoing

On the nature of environmental innovations and firm behavior

Sascha Rexhäuser, ongoing

Implicit evolutionary motives can energize sustainable behavior

Jan Ryckmans, ongoing

Social role of multinational corporation in global society

Kaiyu Shao, ongoing

Societal role of multinationals in global society

Barbara Marije Tielemans, ongoing

Corporate social responsibility

Sophie Van Eupen, ongoing

Economic analysis of sustainability and food security

Elena Briones Alonso, ongoing

Development and food policy

Koen Deconinck, ongoing

Aid effectiveness and hunger in developing countries

Andrea Guariso, ongoing

Education

The Faculty collaborates with other departments and faculties to develop students' analytical skills, strengthen students' language skills and global orientation, and improve students' understanding of non-economic concepts in an interdisciplinary and transdisciplinary way.

Flemish institutions of higher education can voluntarily apply for a Special Quality Characteristic (Bijzonder Kwaliteitskenmerk) when having their educational programs accredited by the Dutch-Flemish Accrediting Organization NVAO. The Brussels campus decided to apply and has successfully been awarded the Special Quality Characteristic of Sustainability for its academic programs Environment, Health, and Safety Management and Business Engineering based on the two-star AISHE certificates both programs received after an external audit by the Dutch organization Sustainable Higher Education (Duurzaam Hoger Onderwijs - DHO).

The FEB is currently developing a supplement to the traditional ECTS course files that addresses the themes of ERS, as well as teaching methods and competencies of education for sustainable development (ESD). In academic year 2013-2014 this course file was applied to the Master of International Business Economics and Management in a first pilot study. Once validated, this supplement will be applied to the other programs of the FEB to assess what aspects of education for sustainable development are integrated in FEB curricula.

Courses related to ERS

Environmental Economics
Development Economics
Labor Economics
Religion and Meaning of Life
Health Economics
Welfare, Inequality, and Poverty
Environmental and Transportation Economics

Advanced Development/Public/Labor/Health Industrial Economics
People and Organization
Philosophy and Ethics
Sociology of Labor
Social Marketing
Socially Responsible Entrepreneurship
Economics of Global Innovation
Global and Sustainable Governance
Social and Economic Geography
Biotechnology
Chemistry w/Applications in Technology and Sustainability
Corporate Social Responsibility
CSR Management
Ecology
Energy Management
Energy Supply
Environmental Economics
Environmental Law
Environmental Management
Environmental Technologies
International Project CSR
Occupational Health and Safety Management
Occupational Rights
Philosophy
Sustainable Development Philosophy
Sustainable Development Sociology
Psychosocial Aspects and Stress at Work
Citizen Law
Safety Psychology
Social Entrepreneurship
Social Law
Social Profit Project
Sustainable Development

ERS Initiatives in Education

Excursions

The International Study Visit to London aims to give students of the Environment, Health, and Safety Management program real-world perspective into selected themes of sustainable development/corporate social responsibility. Students are presented with select themes in the context of Belgium, then challenged to compare the Belgian perspective with that in the UK during a five-day excursion that includes guest lectures, interviews, and company visits. Examples of recent themes include NGO-business collaboration, sustainable mobility, and local policies on sustainable development.

Interdisciplinary Approach

The Interdisciplinary Assessment Project (IAP) is a course requirement for certain master students. This course gives students the opportunity to cooperate in interdisciplinary teams to resolve real-life cases of business problems. In these cases, economic, technical, and sustainability issues are brought together and resolved. The latest edition of the IAP focused on sustainable resource use and included projects of Volvo Cars & Trucks Ghent, Tyco Electronics Brugge, Toyota Belgium, Alural, SGS, Terumo and Verimpex. The winning project at Group Machiels was on tools, technologies, and products for enhanced landfill mining, an innovative new business concept to valorize materials and energy from abandoned landfill sites.

Group Work

The course Socially Responsible Entrepreneurship focuses on critical management studies and its application in HRM, marketing, accounting and strategy; diversity in organizations; and CSR theory, stakeholder dialogue and multi-party

negotiations. Students prepare plans (mission, actions, pitfalls) to introduce a socially-responsible way of managing a company. In addition, students give group presentations on specific CSR or diversity-related themes.

Case Studies

The purpose of Cultural Issues in International Business is to develop guidelines of how to deal with cultural differences in a constructive way. The course discusses the meaning of culture and its relevance for organizations, cross-cultural encounters with its challenges; and ways to deal with cultural differences. The lectures rely on case studies, experiential exercises, and film fragments to conduct a meaningful discussion on the different topics at hand. The group presentations involve discussion on the meanings of culture, the development of a cultural profile of a particular country and this in relationship to an international business topic. Students are expected to present the main theoretical insights regarding the business topic, to identify the main values and assumptions that characterize a particular country and finally, relate both aspects to understand how the business topic emerges within and is influenced by the country's cultural values and assumptions.

Theses

The FEB ensures sufficient opportunities for students to devote their master thesis topic to ERS and CSR-related subjects, for example to Green Supply Chains and Sustainable Supply Chain Management, Social Marketing, or CSR and the changing role of MNCs in global society.

Since academic year 2010-2011, Colruyt Group annually awards the Prize for Corporate Sustainability to selected FEB

master theses at the Brussels Campus on the subject of corporate social responsibility. The selection process for the winner focuses on theses having to do with the topic of corporate social responsibility that meet specific criteria of the Colruyt Group—such as: relevance of the thesis to business, innovative character of the thesis, theme of the thesis (for example, ethics, value-driven undertaking, environment, energy, mobility).

Business Seminars on CSR

Campus Brussels incorporates sustainability and CSR themes in its series of annual business seminars open to students and public. In 2013-2014, Bruno Tuybens, Member of Parliament, discussed major geopolitical challenges and developments of CSR, calling on his experience in government and working with the private sector. In 2013-2014, Michaël Bremans discussed the origins and strategy of Ecover, an environmentally-friendly cleaning product company.

Operational Sustainability as a Learning Opportunity

Theses and Project Work

Bachelor and master projects have focused on improving the sustainability of campus Brussels (waste reduction, energy reduction, air quality, GHG calculations, stakeholder engagement, etc.).

Sustainability Reporting as a Learning Tool: Co-Authorship

In the master year of the degree program Environment, Health and Safety Management is the course CSR Management. As students from this program will likely find careers as environmental coordinators or health and safety coordinators, they must be familiar with systems and tools that support such functions (i.e., ISO, GRI, environmental management systems, etc.). Since academic year 2012-2013, students from this course are involved in the preparation of the Campus Brussels sustainability report. Graduates familiar with sustainability reporting can promote the practice in their future careers and increase the reporting trend in Belgium.

Sustainability Reporting as a Learning Tool: Stakeholder Feedback

The Campus Brussels sustainability report is also used as a learning tool in CSR courses. In addition to learning about the theory and approach behind sustainability reporting, in-class activities give students the chance to engage more deeply in the reporting process of Campus Brussels and in turn enriches stakeholder engagement processes of the campus.

Sustainability Communication

Students enrolled in the marketing course of Business Administration at Campus Brussels are utilized to help develop marketing schemes for sustainability projects at Campus Brussels. In academic year 2013-2014, students developed the marketing plan for the Thursday Veggieday kickoff week.

Internationalization

Internationalization and diversity are important themes of the FEB. The Faculty boasts a student population of diverse nationalities. Internationalization and diversification efforts include:

- **Student Mobility.** Partners with other higher education institutions in Europe and around the world to allow students the opportunity to go on exchange programs during their studies. The FEB also welcomes international exchange students. These programs vary in terms of length, with short exchanges of a week to longer exchanges of up to a year.
- **Staff Mobility.** Staff members are also encouraged to maintain international ties by spending part of their time abroad.
- **Staff Diversity.** As outlined in the goals of the Faculty, the FEB wishes to increase the international diversity of its faculty members.
- **English Degree Programs.** English degree programs in economics and business management attract students from all over Europe and the world to study in Leuven and Brussels.
- **Collaboration.** The FEB strives to collaborate with other education institutions, governmental agencies, and other organizations on projects that promote internationalization and diversity.



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