Our Path to Becoming a ‘Climate-Positive’ Organisation

BUas Strategy

Empowering collective action across campus and beyond to create climate-positive impact where all life thrives

CREATING MEANINGFUL EXPERIENCES

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Breda University OF APPLIED SCIENCES

Foreword

Towards the end of academic year 2022-2023, the BUas Executive Board made a decision to centre the organisation's sustainability-related activity on 'climate'. This decision was made to provide focus and increase our impact, based on the idea that the 17 Sustainable Development Goals are very broad in their scope of topics which makes them challenging to tackle simultaneously. Consequently, a new BUas-wide strategic theme started in September 2023 called 'climate & sustainability' – the name honouring the fact that it is a fool's errand to try to entirely separate climate from other sustainability topics given the interrelatedness between them. Key climate-related ambitions were identified within this strategic theme for education, research and operations. In the latter case, an ambition for BUas to become a 'climate-positive organisation' (CPO) was identified. This operations-related CPO project is the focus of this strategy document.

Note to readers:
This strategy document consolidates a large, complex project into a single, unified approach. It is underpinned by a series of supporting documents which set out the definitions and ambitions of the different topics which make up the project. Links to these documents are provided below. An executive summary can be found at the beginning of each document. (A document for mobility is currently missing while we seek a topic lead).

- **Energy**
- **Material inflow**
- **Waste**
- **Health**
- **Nature**
- **Climate adaptation**

Management summary

BUas is embarking on an inspiring journey to become a Climate-Positive Organisation—not just reducing our environmental impact, but actively contributing to the health and vitality of all life. This strategy document presents a clear, achievable pathway that transforms climate positivity from aspiration into concrete action.

Why this matters

Climate change demands bold leadership from educational institutions. By centering our sustainability efforts on climate while recognising its interconnection with broader sustainability issues, we're providing the focus needed to drive meaningful change. This CPO project positions BUas as an exemplar in higher education, strengthening our reputation and building resilience for our future, whilst crucially also inspiring current and future generations.

Our approach

We've adopted a regenerative approach—recognising that true sustainability means restoring and enhancing the living systems we depend upon, not simply doing less harm. In line with Buas' mission, building capability and empowering our staff, students and wider stakeholders is central to this approach, ensuring that climate-positive action becomes embedded throughout our organisation.

Our scope encompasses all campus operations: energy, materials, health, mobility, nature and climate adaptation. Uniquely, we've integrated 'Zoöp' governance principles, giving voice to non-human life through a "Speaker for the Living" role in our decision-making.

Ambitious yet manageable

Our ambition is expansive—we're committed to making climate-positive thinking and doing part of BUas' DNA across all our operations. While all topics are important, we're taking a phased approach, initially prioritising areas where we have current resources to make an impact: energy efficiency measures, circular economy principles, campus biodiversity, and sustainable procurement. By breaking this vision into manageable steps, we make transformation achievable while maintaining momentum.

From this point forward, climate considerations must inform every operational decision—not as an add-on, but as an integral part of how we think and act.

The business case

This is a story of ambition, creativity, and empowerment as much as costs and revenues. Energy efficiency improvements, waste reduction, and circular economy approaches will deliver direct cost savings within years. We'll avoid future retrofit costs by staying ahead of evolving regulations. Beyond financial returns, we'll create a healthier campus supporting wellbeing, build valuable expertise in sustainability practices, and strengthen BUas' competitive position.

A dynamic, adaptive framework

We will establish clear milestones to guide our progress while maintaining flexibility to adapt as we learn. This strategy is a living document, subject to continuous review and refinement as new insights emerge, legislation evolves, and our understanding deepens.

Success depends on continued collaboration and resourcing, adaptability, brave and bold leadership, and commitment to empowering stakeholders as active participants - together creating a climate-positive campus where all life thrives.

Contents

1 The business case

Becoming a climate-positive organisation represents a sound strategic investment in BUas' operational resilience, financial sustainability, and institutional reputation. The CPO project has demonstrated a compelling start since 2023, with collaborative workshops, a baseline CO_2 measurement, the formation of a core team and the co-creation of this strategy document establishing a solid foundation for transformative change. Additional small and low-cost but meaningful steps already achieved include two studium generale events, the elimination of single-use plastics from our catering outlets, the commissioning of a 'climate bench' for the campus, recycling our coffee grounds, strengthening the relationship between the community garden and Sibelicious, and reducing food waste through the Too Good to Go app and from meetings and events.

Building forward

For 2026, the CPO project is supported by an allocated budget of €100,000, supplemented by additional resources from the CW&S departmental budget. This investment enables us to advance priority initiatives across energy, procurement and biodiversity while building internal capacity and stakeholder engagement. We anticipate modest budget increases in subsequent years to maintain momentum and scale successful interventions, with the understanding that upfront investments will generate long-term returns. We must also recognise that strategic investments will be required to meet evolving environmental legislation; the CPO project ensures these necessary investments accelerate our broader transition and deliver maximum institutional value.

Financial returns through operational efficiency

Climate positive operations create direct bottom-line benefits. Resource efficiency improvements, particularly in energy, catering, and waste management, should deliver measurable cost savings within a few years. Our FastLane building assessment has identified concrete opportunities to reduce energy consumption while improving comfort. Circular economy approaches in procurement will decrease purchasing costs while extending asset lifecycles, and waste reduction strategies will lower disposal fees while recovering value through reuse and recycling.

Sustainable procurement practices will build resilience against volatile resource prices and supply chain disruptions. Continued investment in renewable energy and efficiency measures positions us ahead of anticipated regulatory requirements, avoiding future retrofit costs and ensuring smooth compliance with evolving environmental standards, including the EU's Corporate Social Reporting Directive (CSRD).

Beyond financial capital: Investing in organisational thriving

The business case extends well beyond direct cost savings. Climate-positive operations enhance our competitive position, strengthening BUas' reputation and appeal to environmentally conscious students, staff, and partners. A healthy, biodiverse campus supports physical and psychological wellbeing, contributing to improved cognitive function and community vitality.

Building internal capacity creates lasting organisational value. Staff and students gain expertise in the technical aspects of sustainability as well as systems thinking and regenerative practices—capabilities that enhance overall operational excellence. Our Zoöp governance model positions BUas as an innovation leader, attracting partnerships, visibility, and possibly funding opportunities.

Strategic positioning for the future

Proactive climate investment is more cost-effective than managing climate impacts retroactively. By acting now, BUas builds resilience against climate-related risks while positioning itself as a sustainability leader within Dutch higher education. The CPO project represents a shift from viewing sustainability as a cost centre to recognising it as a strategic investment strengthening our institutional performance. The path ahead requires sustained support and commitment but offers returns across financial, social, environmental, and reputational dimensions.

2 Introduction

Between June-December 2024, an external consulting company, Haskoning, was hired to support the initial phase of this CPO project, specifically supporting three parallel processes:

1. Climate-positive strategy development
   - > 'WHAT?' workshop to set ambitions & priorities (June '24)
   - > 'HOW?' workshop to translate ambitions into strategy (Dec '24)
2. CO_2 baseline measurement across all operational activities
3. Deep dive into energy efficiency of buildings ('FastLane' process)

The initial phase would culminate at the end of December 2024 with the delivery of a (high-level) climate-positive roadmap by Haskoning. This document highlights various relevant frameworks and initiatives to help guide our strategic direction forward, as well as suggesting some specific targets and next steps.

During the initial WHAT workshop[1], a list of relevant topics was identified to define the scope of the 'climate-positive' organisation project. An initial conclusion of the group was that the term 'climate-positive' should include ALL areas of BUas activity, i.e. education, research and governance (in particular finance and investment) as well as our operations, as depicted in the diagram below[2].

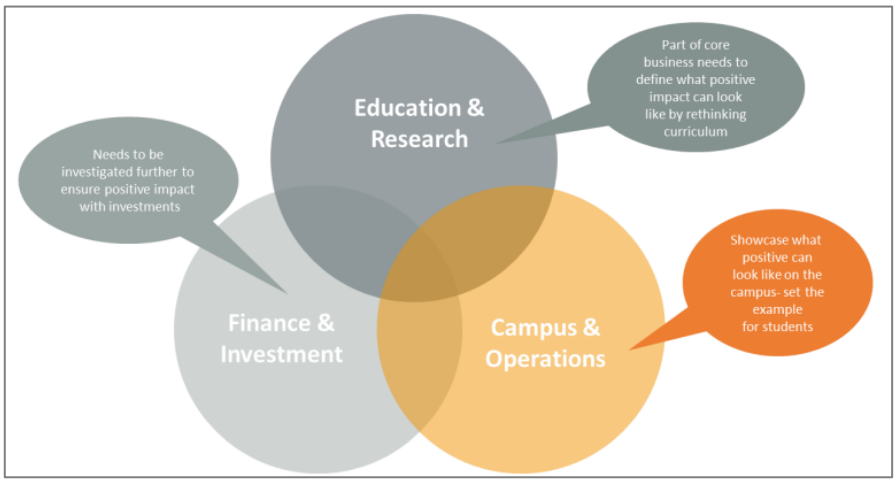


Figure 1.1: Spheres of influence

However, for the purposes of this specific project, it was agreed that the scope should be limited to **campus and operations**, whilst recognising the importance of maintaining a holistic perspective to address sustainability across the whole organisation, and the need for the organisation to ensure that sustainability in these other areas (education, research and governance) receives attention via other projects/initiatives.

The WHAT workshop defined which campus and operational elements should fall within a 'climate-positive' organisation's scope, establishing relevant topics and ambition levels for each. Haskoning's expertise supported topic selection. Prior to this director-level workshop facilitated by Haskoning, the BUas sustainability team conducted internal stakeholder workshops exploring: "What could/should 'climate-positive' mean for BUas?" These outcomes informed the WHAT workshop, incorporating broader stakeholder input into the decision-making. Results appear in the ambition web in Section 4.3. A workshop to determine the 'HOW' (exploring established frameworks/ principles to guide our work) was held 6 months later with a similar stakeholder group.

[1] For a list of workshop participants see Appendix 1
[2] Haskoning Climate-Positive Roadmap, p.1-2 (See: HaskoningDHV BUas Roadmap.pdf)

3 Project relevance

This chapter provides an overview of the relevance of this project to our BUas community and to higher education in general, to the local, regional, national and European contexts as well as providing the regulatory context and scientific foundation that inform this strategy.

3.1 Our BUas community

Our students and staff are increasingly aware of the climate crisis and expect BUas to demonstrate leadership on environmental sustainability. The BUas community views climate action not as an optional extra, but as a fundamental responsibility of a modern educational institution committed to shaping a better world and creating meaningful experiences.

Students who have grown up with climate change as a defining challenge expect their university to practice what it teaches. Many actively seek out institutions with strong environmental credentials when choosing where to study, viewing climate commitments as an indicator of values and forward-thinking approach. They expect transparency about environmental impact and want opportunities to engage and contribute to solutions.

Staff members similarly recognize the urgency of climate action and increasingly want their workplace to align with their personal values around sustainability. Many are eager to integrate sustainability into daily work, teaching and research but need institutional commitment and resources to do so effectively.

Both students and staff expect accountability. They want to see concrete targets, honest reporting on progress and challenges, and genuine commitment rather than superficial "greenwashing."

Strategic relevance: Ambition to Impact agenda

The CPO project aligns powerfully with Pillar 3's vision of **a caring community** where everyone can flourish. Climate-positive action directly supports wellbeing through healthier indoor environments, enhanced connections to nature on campus, and the sense of purpose that comes from contributing to meaningful change. Our focus on biodiversity, biophilic design and green spaces creates the physical conditions for flourishing whilst helping to address the climate anxiety many students and staff experience. The CPO project embodies inclusivity by giving voice to non-human life through our Zoöp governance approach (see Chapter 5) and by engaging diverse perspectives across our entire community in shaping our climate-positive future. Professional development through the Transdomain Learning Community (TLC) for Sustainability Transitions, and wider Community for Teaching & Learning (CTL), can act as the mechanisms for embedding climate-positive thinking and acting institution-wide. The campus upgrade, including the new Game & Tech Centre, presents an immediate opportunity to demonstrate exemplary climate-positive practice in new infrastructure. Most fundamentally, creating a caring community means caring for *all* life. A climate-positive BUas demonstrates that we take seriously our responsibility to future generations and to the living systems that sustain us all.

3.2 Higher Education Sector

Higher education institutions in the Netherlands are increasingly recognizing their responsibility and unique opportunity to lead on climate action, setting ambitious sustainability targets that go beyond regulatory requirements.

Leading examples include Wageningen University & Research, ranked as the world's most sustainable university for nine consecutive years (2016-2025) with their campus already 80% climate neutral. [3] Utrecht University aims

[3] WUR, 2024: https://www.wur.nl/en/about-wur/sustainability.htm

to be climate neutral by 2030 and natural gas-free by 2040. [4] The University of Amsterdam targets to meet Paris Agreement goals by 2040, requiring a 65% reduction in energy consumption. [5]

Among universities of applied sciences, HU University of Applied Sciences Utrecht has adopted the regional ambition "Utrecht climate neutral in 2030" as a key priority. Hanzehogeschool Groningen became the first organization in the Netherlands to partner with Al Gore's Climate Reality Project in 2018, committing to 100% renewable energy use by 2030. [6] Avans University of Applied Sciences aims to become carbon neutral as soon as possible. [7]

Within the Dutch higher education sector, sustainability performance is tracked through the SustainaBul, an annual ranking organized by Studenten voor Morgen since 2012. [8] Van Hall Larenstein University of Applied Sciences has been the most successful institution, winning five times including four consecutive years (2022-2025). Eleven Dutch universities of applied sciences signed a declaration committing to integrate the Sustainable Development Goals into educational programs. [9]

Higher education holds a particularly important pioneering role in the transition to climate positivity. As formative institutions, universities shape the values, knowledge, and skills of future professionals across all sectors of society. Students who experience sustainable practices during their education carry these principles into their careers, multiplying impact far beyond campus borders. When universities demonstrate that ambitious climate goals are achievable, they inspire other organisations, influence policy discussions, and shift public expectations about what is possible and necessary. [10]

3.3 Breda and West-Brabant (region)

BUas operates within a local and regional context where sustainability and circular economy are high priorities. The Municipality of Breda has established ambitious climate and circular economy goals that align with BUas' climate-positive ambitions.

Breda has set clear targets in its Duurzaamheidsvisie 2030, aiming to be a zero-waste city by 2030 and fully climate neutral by 2044, with climate resilience achieved by 2050. The vision emphasizes Breda's identity as a "Stad in een Park" (City in a Park), with specific targets including ensuring every resident lives within 200 metres of a green space. The recently published Inspiratiedocument "Breda, een circulaire stad in 2050" (December 2025) establishes Breda's goal to be fully circular by 2050. [11]

Breda actively participates in Cirkelstad De Baronie, a network of 28 organizations collaborating on circular construction, and supports Stichting Breda Circulair annually, which connects 80 partners focused on agrifood, circular hotspots, and biobased construction. [12]

At the regional level, Regio West-Brabant's "Aanpak Circulaire Regio 2023-2027" targets 50% reduction in primary raw materials by 2030 and replacement of at least 20% of fossil materials with biobased alternatives. [13] This supportive policy framework positions BUas as a natural partner in achieving shared sustainability and circular economy goals.

[4] Utrecht University, 2025: https://www.uu.nl/en/organisation/sustainability-at-the-university/operations/co2-neutral-by-2030
[5] UvA, 2023: https://www.uva.nl/shared-content/uva/en/news/news/2023/03/campus-gas-free-by-2040.html
[6] HU, n.d.: https://husite.nl/duurzaam/duurzame-hu/bedrijfsvoering/
[7] Life Terra, 2024: https://www.lifeterra.eu/en/avans-hogeschool
[8] Studenten voor Morgen, 2025: https://www.studentenvoormorgen.nl/en/sustainabul/
[9] Vereniging Hogescholen, n.d.: https://www.verenigninghogescholen.nl/duurzaam
[10] Disterheft et al., 2015
[11] Gemeente Breda, 2016
[12] Gemeente Breda, 2025
[13] RWB: https://www.west-brabant.eu/onderwerp/circulaire-economie

3.4 Dutch and European context

The Netherlands has established a comprehensive legal and policy framework for climate action. The Dutch Climate Act (Klimaatwet), updated in 2023, mandates at least 55% reduction in greenhouse gas emissions by 2030 compared to 1990 levels and climate neutrality by 2050. [14] National circular economy goals, established through the Rijksbrede programma Nederland Circulair in 2050, target a fully circular economy by 2050.

At the provincial level, Noord-Brabant aims for 50% renewable energy and 55% CO_2 reduction by 2030 compared to 1990, with full climate neutrality by 2050 and 100% renewable energy use by 2035. [15][16]

For educational institutions specifically, the Handreiking Vrijwillige Duurzaamheidsverantwoording provides a framework for voluntary sustainability reporting. While the Corporate Sustainability Reporting Directive (CSRD), mandatory for large enterprises since January 2025, does not yet legally require foundations and associations to report on sustainability, this creates indirect pressure on institutions like BUas. [17] As major suppliers, partners, and contractors begin CSRD reporting (which includes Scope 3 emissions covering their entire value chain), they will increasingly request sustainability data from their partners, including educational institutions.

At the European level, the European Green Deal, unveiled in 2019, represents the EU's overarching strategy to transform the union into a climate neutral continent by 2050. [18] The European Climate Law, adopted in June 2021, makes these ambitions legally binding, establishing a target of net-zero greenhouse gas emissions by 2050 and at least 55% emission reduction by 2030 compared to 1990 levels. [19] In December 2025, provisional political agreement was reached on a 90% emission reduction target by 2040.

This multi-layered regulatory and policy context, from European directives through national legislation to provincial strategies and sector-specific guidelines, creates both obligations and opportunities for BUas' climate-positive ambitions.

3.5 Scientific Foundation

The urgency of climate action is grounded in overwhelming scientific evidence documenting the accelerating pace of environmental change and the narrowing window for meaningful intervention.

The Intergovernmental Panel on Climate Change (IPCC), the authoritative voice of thousands of climate scientists worldwide, has provided increasingly urgent warnings. The IPCC's Special Report on Global Warming of 1.5°C[20] found that limiting warming to 1.5°C compared to pre-industrial levels would require rapid and far-reaching transitions across all sectors. [21] Global net human-caused CO_2 emissions must fall by about 45% from 2010 levels by 2030, reaching net zero around 2050.

The IPCC's 2023 Synthesis Report delivered what scientists called a "final warning," emphasizing that the window to keep 1.5°C within reach is nearly closed. [22] Limiting global warming to 1.5°C requires emissions to peak before 2025, reduce by 43% by 2030, by 60% by 2035, and reach net zero in early 2050. Current national commitments under the Paris Agreement would lead to approximately 3°C of warming by 2100, far exceeding safe limits.

The 2015 Paris Agreement committed nations to holding the increase in global average temperature to well below 2°C above pre-industrial levels whilst pursuing efforts to limit the increase to 1.5°C. However, current pledges

[14] Rijksoverheid, 2023: https://www.rijksoverheid.nl/onderwerpen/klimaatverandering/klimaatverandering-beperken
[15] Klimaatakkoord, 2019: https://www.klimaatakkoord.nl/klimaatakkoord
[16] Nederland Circulair in 2050, 2025: https://www.nederlandcirculairin2050.nl/nationaal-programma-circulaire-economie/doelen-2035
[17] Duurzaam Ondernemen, 2025: https://www.duurzaam-ondernemen.nl/handreiking-vrijwillige-duurzaamheidsverantwoording-onderwijsinstellingen-beschikbaar/
[18] European Commission, 2019: https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en
[19] European Commission, 2021: https://climate.ec.europa.eu/eu-action/european-climate-law_en
[20] 2018
[21] IPCC, 2018: https://www.ipcc.ch/sr15/
[22] Science Based Targets, 2023: https://sciencebasedtargets.org/blog/ipcc-releases-final-warning-to-keep-1-5-c-within-reach

remain insufficient, highlighting the critical need for institutions, businesses, and communities to go beyond minimum requirements and demonstrate leadership through initiatives like climate-positive commitments.

Climate change represents only one of nine critical Earth system processes that regulate planetary stability. The Planetary Boundaries framework, developed by Johan Rockström, Will Steffen, and colleagues at the Stockholm Resilience Centre, defines a "safe operating space for humanity" based on biophysical thresholds. [23] The nine boundaries cover climate change, biosphere integrity, biogeochemical flows, land-system change, freshwater use, ocean acidification, atmospheric aerosol loading, stratospheric ozone depletion, and introduction of novel entities.

While planetary boundaries operate at global scales, organisational action remains critical for systemic change. Organisations contribute through multiple pathways: direct emissions reductions, innovation in technologies and practices that can be replicated elsewhere, demonstration effects that shift expectations about what is achievable, education and capacity building that prepares future professionals, and advocacy that influences policy and creates pressure for ambitious climate action across sectors.

Higher education institutions hold particularly important leverage for systemic change because they shape the knowledge, values, and capabilities of future professionals across all sectors. When universities like BUas commit to climate-positive operations, they multiply impact far beyond their own carbon footprint. Students carry sustainable practices into their careers, research generates evidence-based solutions, and institutional example demonstrates feasibility of ambitious goals, collectively shifting trajectories in multiple systems simultaneously.

[23] Rockström et al., 2009; Steffen et al., 2015; Richardson et al., 2023: https://www.stockholmresilience.org/research/planetary-boundaries.html

4 BUas definition of 'climate-positive'

To develop a meaningful and unified approach to this complex challenge, substantial time was dedicated to exploring what 'climate-positive' means for BUas and to defining our overall ambition. This foundation is essential not only for robust strategy development, but also for transparency and accountability. To do justice to this foundational exploration, comprehensive background information is provided below, structured as follows:

4.1 A technical definition of 'climate-positive'

Terms like "carbon-neutral", "net-zero" or "climate-positive" have been around for a while, yet the diversity of phrases and the lack of clarity around them can be confusing, even misleading, since organisations often use them interchangeably to mean essentially the same thing. This is why we believe that communicating transparently about what we mean by certain terms, and what our intention is when it comes to our environmental ambitions, is really important.

According to the Science Based Targets initiative[24], the global standard for corporate climate action, **net-zero** emissions are achieved when human-caused greenhouse gas emissions are balanced by removing the same quantity of emissions from the atmosphere. This requires organizations to reduce emissions by at least 90% before 2050 and neutralize any residual emissions through permanent carbon removal. **Climate-positive** goes beyond this by removing more emissions than are produced, creating a net-negative emissions outcome.

Based on authoritative sources, here's how one could present the distinctions:

Term	Definition	Key Characteristics
Carbon neutral	Balancing CO_2 emissions through offsets	> May not involve actual emission reductions > Focuses only on CO_2 > Can rely heavily on offsets > Not aligned with 1.5°C pathways
Net-zero	Reducing GHG emissions by 90%+ and neutralizing residual emissions	> Must reduce emissions first (90%+) > Covers all GHGs (not just CO_2) > Includes all scopes (1, 2, and 3) > Uses permanent carbon removal for residuals > Aligned with 1.5°C pathways
Climate-positive	Removing more emissions than produced	> Goes beyond net-zero > Net-negative emissions > May include broader environmental benefits > Creates positive climate impact

Table 4.1: Technical definitions[25]

[24] Science Based Targets: https://sciencebasedtargets.org/
[25] *Table synthesized from Science Based Targets Initiative (2025), C40 Cities (2013), and IPCC (2018).*

We recognise that there is no 'agreed' definition of the term "climate-positive". As a result, the term is used in different ways, which we acknowledge could be confusing. We have therefore decided to define the term in the most meaningful way for our own organisation.

The purely technical part of the definition of becoming 'climate-positive' when it comes to our campus and operations is as follows:

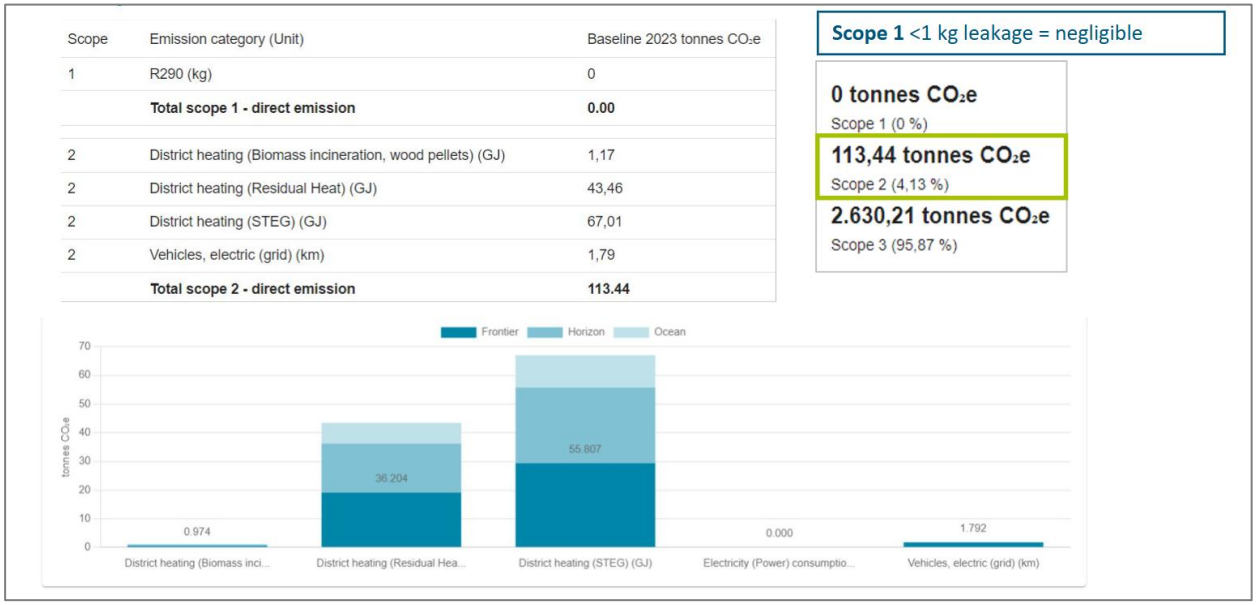
Climate-positive means that our collective, BUas-wide activities go beyond achieving 'net zero' carbon emissions to create an environmental benefit by removing additional carbon dioxide from the

This means that we seek to go beyond 'net zero' or carbon neutrality. In this technical sense, our aim at BUas is to be climate-positive across all emissions scopes - scopes 1,2 and 3, as defined by the Greenhouse Gas Protocol[26].
Emissions are broken down into Scopes 1, 2, and 3 as follows:

- **Scope 1** includes **all direct emissions** that are generated from sources that are directly owned or controlled by an organisation. These include the use of natural gas at local or international sites, using liquid fuels to run a fleet of owned vehicles, or gases leaking from air-conditioning and refrigeration units.
- **Scope 2** includes **all indirect emissions** from the generation of the electricity purchased and used by an organisation at local or international sites.
- **Scope 3** includes **all indirect emissions that occur in an organisation's value chain** – so activities that they do not own or control. These are usually the greatest share of an organisation's carbon footprint.

Simple summary: Scope 1 are those direct emissions that are owned or controlled by a company, whereas scope 2 and 3 indirect emissions are a consequence of the activities of the company but occur from sources not owned or controlled by it.

In 2024, Haskoning was hired to carry out a baseline calculation of our emissions across scopes 1-3. The results of this foot printing exercise can be seen below (Figures 4.1 and 4.2).



Scope	Emission category (Unit)	Baseline 2023 tonnes CO_2e
1	R290 (kg)	0
	Total scope 1 - direct emission	**0.00**
2	District heating (Biomass incineration, wood pellets) (GJ)	1,17
2	District heating (Residual Heat) (GJ)	43,46
2	District heating (STEG) (GJ)	67,01
2	Vehicles, electric (grid) (km)	1,79
	Total scope 2 - direct emission	**113.44**

Figure 4.1: Results Haskoning baseline calculation of our scope 1 and 2 emissions

[26] **World Resources Institute (WRI) & World Business Council for Sustainable Development (WBCSD). (2004).** *The Greenhouse Gas Protocol: A Corporate Accounting and Reporting Standard* (Revised Edition). https://ghgprotocol.org/

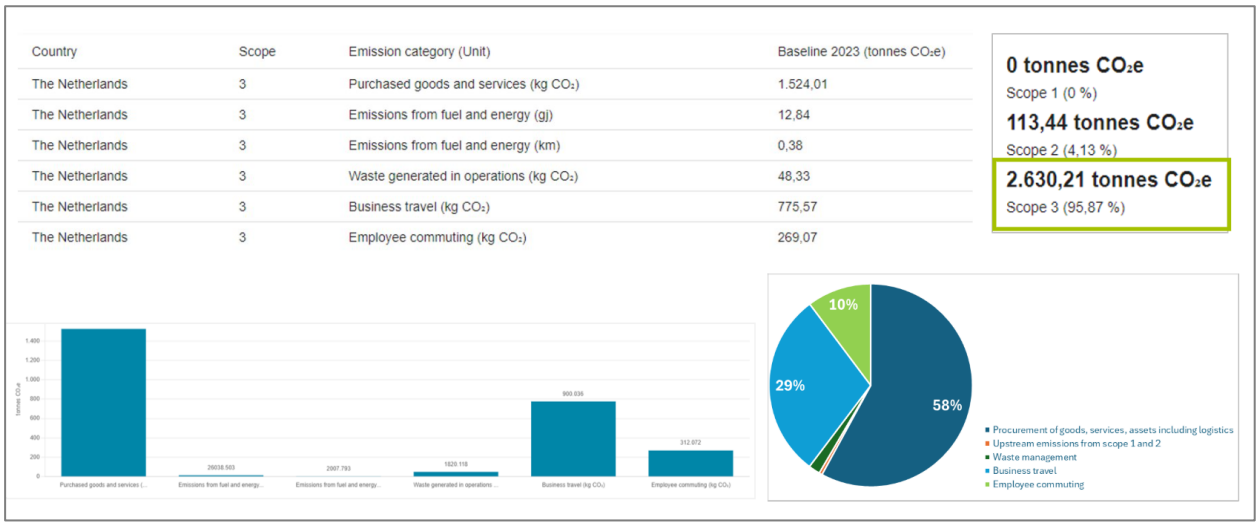


Figure 4.2: Results Haskoning baseline calculation of our scope 3 emissions

What this baseline measurement (Figure 4.1 and 4.2) shows:

- **Scope 1** (Baseline measurement: **0%**): Negligible. The fact that we do not use natural gas on campus gives us a huge head start. Since we also do not own any vehicles, our target is to keep gases leaking from air-conditioning and refrigeration units to an absolute minimum.
- **Scope 2** (Baseline measurement: **4.17%**): This is about maximising the use of renewable energy sources. Our current mix of energy sources are: 1) electricity purchased from a third party; 2) on-site production of solar energy and 3) district heating (purchased from a third party). Since we already purchase our electricity from a company which provides 100% Dutch renewable energy, our target is to a) work towards maximising our own on-site generation of solar energy, b) monitor the progress of district heating towards transitioning to more sustainable sources of energy and c) investigate the feasibility of installing a ground source heat pump system.
- **Scope 3** (Baseline measurement: **95.83%**): This is the most challenging scope as it is by far the largest area of our carbon footprint and is about influencing others (mostly relating to procurement activities) as well as our own travel behaviour. Our main focus is on behaviour change in order to reduce our carbon emissions from procurement and mobility, as well as waste management. The emphasis at this stage is on continuous review. It is too early yet to define specific targets.
  We recognise that to achieve climate positivity in our scope 3 activity it will involve carbon offsetting. However, the emphasis will be on reducing emissions as far as possible through behaviour change, as a necessary step towards systemic change, and offsetting only when we reach point where we can't get any further reducing emissions. At that point we will need to carefully consider which offsetting scheme(s) we find acceptable. It may be desirable to develop a BUas-wide carbon offsetting policy to guide our decision-making.

4.2 A broader definition of 'climate-positive'

Whilst the technical part of the picture described above remains a vital part of our definition, we have chosen to define and interpret the term 'climate-positive' more broadly at BUas so that it is about more than purely carbon emissions reduction, to include wider environmental and social benefits.

There are several reasons for choosing the term 'climate-positive':

- 'Climate-positive' broadens the scope to include important interrelated topics, beyond only the carbon reduction element of sustainability. This is important since during our initial round of workshops with various different groups within the BUas community, as well as during the Haskoning-led WHAT workshop, it was clear that additional aspects of sustainability were highly valued as part of this project – many stakeholders expressed, for example, a desire for a greener and more biodiverse campus; for others it was important that the indoor climate within our buildings should optimise health and wellbeing.

- ‘Climate-positive’ centres around an inherently positive narrative and vision of the future, through which we aim to inspire and engage people, directly contributing to our mission of *shaping a better world.*
- ‘Climate-positive’ can also be used to describe the way we approach sustainability education and research within BUas, in way that ‘carbon neutral’ or ‘net zero’ cannot.
- Lastly, the terms ‘net zero’ and ‘carbon neutral’ do not resonate easily with people since they are technical terms far from most people’s daily lives. The term ‘climate-positive’ allows us to move away from an abstract, technical goal giving us scope to include important social and ecological aspects which might otherwise be overlooked. Importantly, we can use this term to emphasise the creation of a mindset which centres on “doing more good – not just less bad” – as described by the UK-based organisation Go Climate-Positive.[27]

In summary, our ambition at BUas is to make a contribution to climate positivity on a broader scale. For us, it's about creating the conditions for all of life to thrive, through creating a vibrant and healthy place to study, teach and work. There is a natural link between energy, resource use, nature and health.

4.3 Our ambition web

The ambition web (below) can help us to show these interconnections and what we need to balance.

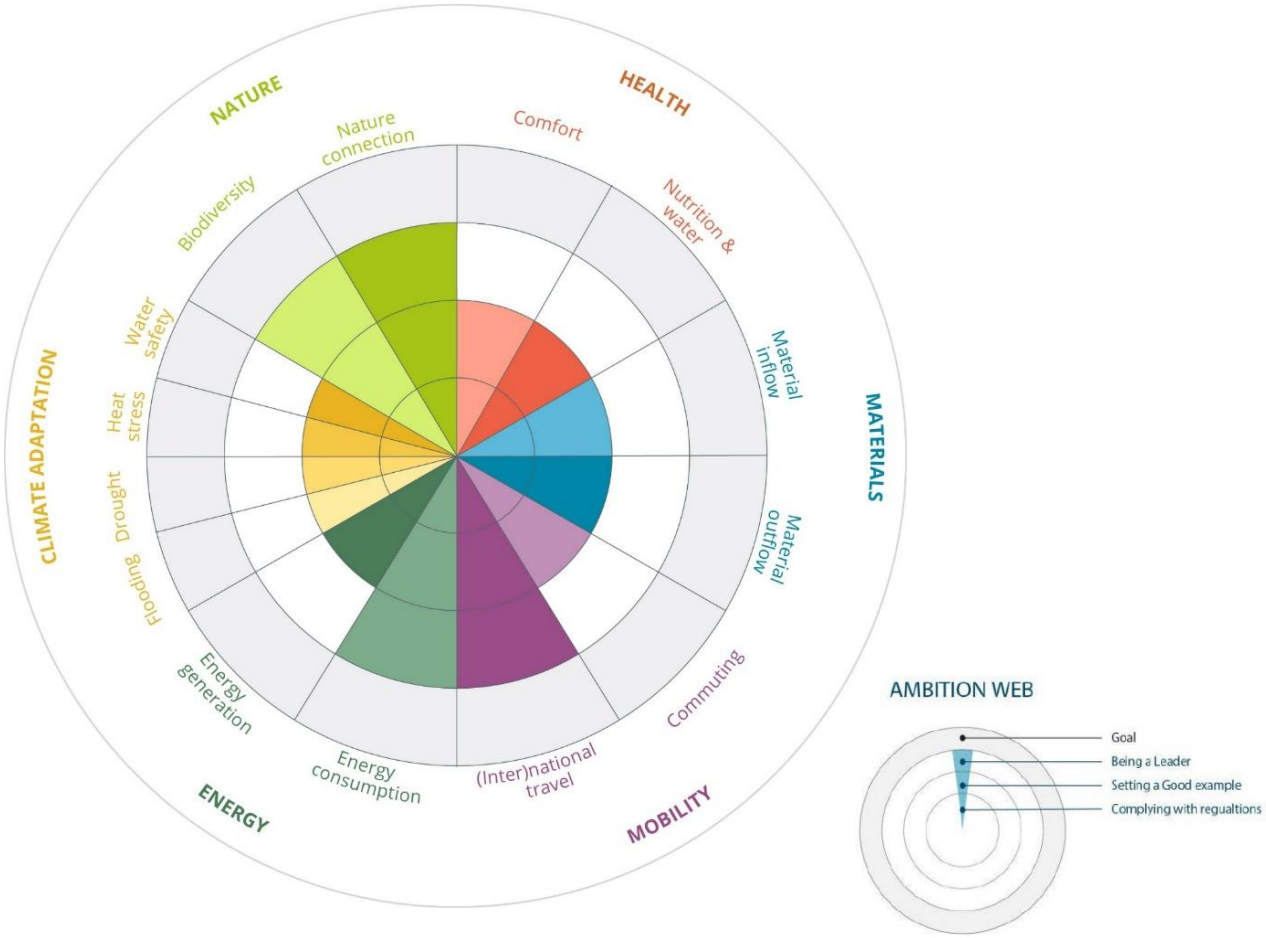


Figure 4.3: Updated BUas ambition web (original source: Haskoning b.v.)

[27] Why go climate-positive? (2025) Retrieved December 8, 2025, from https://go-positive.co.uk/climate-change/climate-positive/

Figure 4.3 presents a slightly updated version of the original ambition web as presented in the Haskoning Roadmap. Since working further on the definitions of the topics and sub-topics contained within the web, the core team recognised the need to make some small adjustments to the original diagram.

- 'Interaction' is removed (since it is covered in usual business of C,W&S)
- 'Alternative modes of transport' becomes 'Commuting'
- 'Nature' removed from 'Health'
- New heading 'Nature' to include sub-topics 'nature connection' and 'biodiversity'
- Header 'Nature & climate adaptation' becomes just 'Climate adaptation'
- 'Nature' positioned between Climate Adaptation and Health to emphasise link
- 'Nutrition & water' remain under 'Health'
- Names of sub-topics under 'Materials' amended to 'Inflow' and 'outflow'
- Ambition level for material inflow changed from FRONTRUNNER to GOOD EXAMPLE given the scale of the challenge.

The ambition web provides a useful framework for structuring our onward strategy. In the supporting documents for each topic, we set out detailed information about what each topic means for BUas, including its definition, scope, our ultimate goal(s), connection to other topics, key stakeholders and indicators of success.

4.4 An overview of ambitions per topic

An overview of the topics and our ambition for each is provided below:

Energy

- Achieve 'Paris-proof' status for all our buildings as a minimum (i.e. performance below 70 kWh/m²GO per year) through (at least) FastLane scenarios 1-3, demonstrating climate leadership.
- Achieve a better balance between energy consumption and generation by maximising on-site renewable energy generation (within constraints) and investing strategically in off-site renewable initiatives to close gap.

We recognise that our increased usage of AI equates to increased energy (and water) consumption. This issue needs to be addressed in our energy reduction targets, working in collaboration with ICT, CW&S and the AI team.

Material inflow:

- For buildings: prioritise circular materials where technically feasible and materials with Environmental Product Declarations (EPDs), and expect documentation of demountability potential and material origin for major building components.
- For goods & services: reduce our overall consumption of goods and services through improved efficiency and circularity; minimise environmental footprint and maximise ecological value of procured goods.

Material outflow:

- Reduce our waste as much as possible; ensure the waste streams we do produce avoid becoming landfill as far as possible by using R-ladder strategies.

Health

- Achieve a comfortable and pleasant indoor climate in all buildings, above all focusing on thermal comfort, ventilation and lighting.
- Explore ways in which our buildings can provide healthy environments for other life forms, where desirable and appropriate.
- Ensure that a focus on healthy eating is achieved within our catering & banqueting.

Mobility

- Reduce our (inter)national travel to minimise environmental impact and where we really need to travel seek to do this using more sustainable modes.

> Strengthen our commuting policy to (even further) encourage more sustainable modes/practices.

Nature

> Create thriving, biodiverse ecosystems on campus that strengthen Breda's ecological network and contribute to regional biodiversity.
> Strengthen indoor and outdoor nature connection across our community, revealing our inherent belonging and promoting well-being and environmental stewardship along the way.

Climate adaptation

> Understand the climate risks to our campus and how to minimise these, whilst maximising ecological value, positioning ourselves ahead of regulatory requirements wherever possible; implement measures as far as we can.

4.5 Our BUas definition of becoming a 'climate-positive' organisation

As described above, from internal discussions and feedback, it is clear that the ambition of becoming climate-positive at BUas is wider than a purely technical goal of significant carbon emissions reduction. Therefore, our **BUas definition** of becoming a climate-positive organisation is as follows:

Climate-positive is not only about striving to become carbon negative or about doing less harm. At BUas, it means **empowering stakeholders to make a positive contribution to the health and vitality of all life on our campus and beyond**, through how we manage and engage with our campus, provide a healthy environment in which to work and study, procure goods and services, and choose to travel. We see 'climate' in the context of the wider aspects of sustainability to fully support BUas in its mission to shape a better world and contribute to a flourishing future for all.

Alternative shorter version:
Becoming climate-positive sets our sights beyond carbon neutrality or minimising harm. At BUas, it means actively contributing to planetary health through our campus operations, creating a vibrant, healthy and inspiring environment where all life can thrive.

Importantly, with this definition we acknowledge that:

> Interpretations (including our own) of the term 'climate-positive' are very likely to evolve, and that that this term will be defined differently in the future as knowledge, opinions, values, technologies and regulations develop. We therefore need to remain open to adjusting our terminology/definition(s) over time.
> We cannot become 'climate-positive' on our own as a single organisation in isolation; our efforts have to be inherently collaborative.
> We may never reach the technical definition of 'climate-positive'; we rather see this as a direction of travel – a line on the horizon - and of a way of approaching life (a mindset), where we aim to have as much positive impact as we possibly can within our sphere of influence.
> **We do not consider becoming 'climate-positive' as some kind of label or box to check. It is a long-term, on-going commitment. We set milestones for each four-year strategic period and constantly review our progress along the way** (see Chapter 10: Implementation Approach).

Our definition of CPO consciously invites a regenerative approach. Regenerative projects seek to develop the inherent potential (adding value) in everyone and every living system they touch. Figure 4.5 below helps to visualise the different levels at which we aim to have impact through this project by depicting the nested systems in which the project sits:

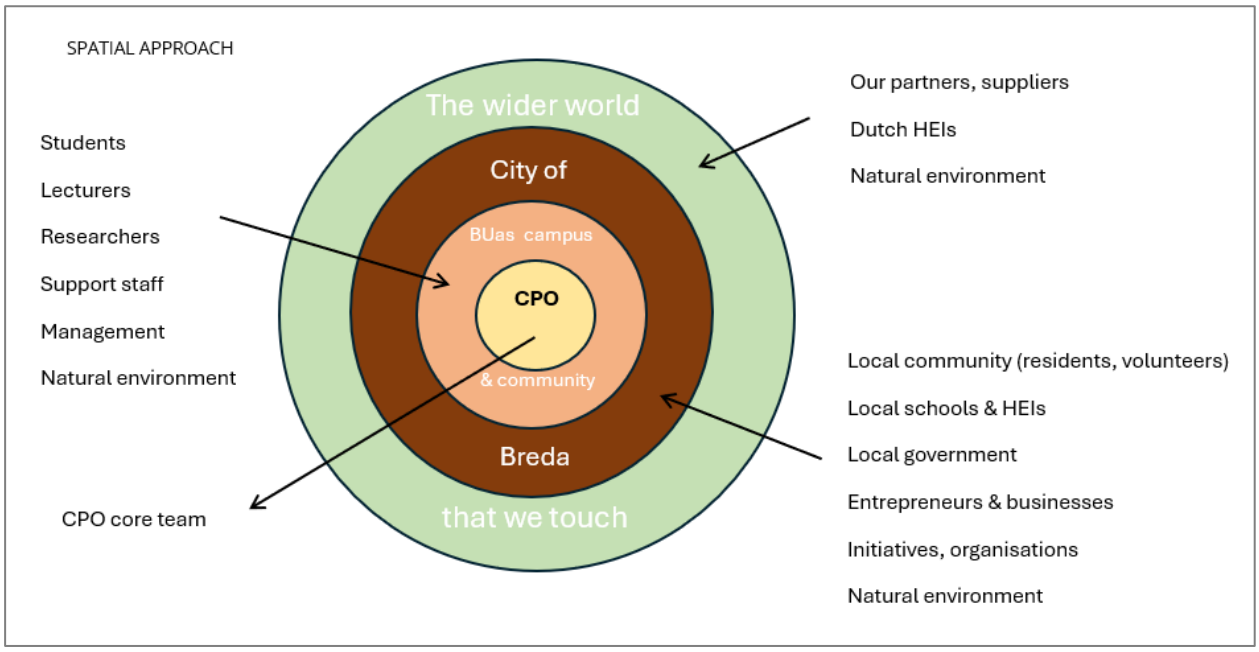


Figure 4.4: Nested systems approach

The diagram above helps to explain how the social and capability-building aspects of this project are also important. This aspiration of the project is made explicit in the purpose statement below.

4.6 Our purpose statement

To ensure alignment in our efforts and on the rationale behind this project, and by way of a 'north star' for the project to keep us on track, the project core team has agreed upon the following **purpose statement**[28] which emphasises the team's underlying motivation for this project:

> **To** activate the organisation at all levels to fully embrace our transition to becoming a climate-positive university of applied sciences across our campus operations,
>
> **In a way that** positively engages our students, staff and wider stakeholders to deepen our understanding of the role we can each play in creating thriving, caring environments,
>
> **So that** we inspire our (wider) community by embedding climate-positive principles in everything we do, actively contributing to the health and vitality of all life across and beyond campus borders.

4.7 Our guiding principles

The core team have agreed a set of **guiding principles** for the way in which we wish to work on this project.

- We seek to inspire our students, staff and the world beyond with our positive framing and the sincerity of our ambition.
- Through our positive narrative, we stimulate the BUas community to feel part of this project and to take personal responsibility in contributing to its goals and ambition.

[28] The purpose statement (above) is structured in an intentional way, with the three parts relating to the structure below:
FUNCTION – a transformative activity ("**To**....")
BEING – how this activity adds value ("**In such a way that**...")
WILL – the source of the will to engage this effort in an ongoing way ("**So that**....")

- We seek to develop the consciousness and capabilities of all stakeholders involved in the project, including our own.
- We recognise that we cannot carry out this project alone and that we need the commitment of the wider organisation and all other stakeholders to join us on this journey.
- We view the development of CPO as a coherent whole, seeking to identify the relationships between its various topics, as well as making a connection with our education and R&D.
- We view the project's development from non-human as well as human perspectives.
- We harness the skills and creativity of our students to help us on this journey.
- We look to bring benefits beyond the borders of our own campus; particularly by supporting local entrepreneurs and linking with relevant organisations.
- We endeavour to create a network of partnerships across BUas and beyond to share expertise and lessons learned along the way and enhance our impact.
- We acknowledge the need to balance urgent action on climate change with the other intrinsic values and strategic priorities of BUas.

5 Becoming a Zoöp

5.1 BUas as a Zoöp: integrating the non-human in our climate-positive journey

As BUas commits to becoming climate-positive, we recognise that genuine transformation requires fundamentally rethinking how we make decisions about our campus, operations, and future. This is why we are pursuing recognition as a Zoöp - a designation that formalises our commitment to include non-human perspectives in organisational governance within our CPO project scope. Given our already strong focus on biodiversity and nature within this project, we are already well on our way to acting as a Zoöp. We see this Zoöp initiative as strengthening what we are already doing by providing new perspectives. Specific annual goals forming part of our Zoöp commitment directly align with and add value to our CPO project plan.

5.2 What is a Zoöp?

A Zoöp (from 'zoë' meaning 'life' in Greek) is an innovative governance model granting formal voice to living systems and ecosystems affected by an organisation's activities. In practice, this means appointing an external "Speaker for the Living" who actively represents the interests of plants, animals, soil, water, air, and broader ecological systems in decision-making. The Speaker participates in strategic discussions, challenges proposals from an ecological perspective, and helps the organisation consider impacts beyond human interests.

This model has been successfully adopted across the Netherlands - from urban development to cultural institutions - demonstrating that integrating non-human perspectives leads to more innovative, resilient, and genuinely sustainable outcomes.

5.3 Why Zoöp status advances our climate-positive ambition

Becoming climate-positive demands more than incremental improvements - it requires systemic change in how we operate. The Zoöp model directly supports this transformation:

- **Expanding our decision-making lens** - By institutionalising ecological representation, strategic CPO decisions, from campus development to procurement, consider regenerative potential rather than merely reducing harm.
- **Driving authentic accountability** - The Speaker scrutinises our climate commitments, identifying gaps between intention and impact, creating structural accountability extending beyond human stakeholders to the living systems upon which we depend.
- **Catalysing cultural transformation** - When ecological perspectives are woven into regular governance, sustainability shifts from specialised concern to institutional identity, embedding climate-positive thinking throughout our organisation.
- **Demonstrating exemplary practice** - Becoming a Zoöp positions BUas as a governance pioneer, offering tangible demonstration of operationalising nature-inclusive principles.

5.4 Living our values

Pursuing Zoöp status aligns with our commitment to operate as a collaborative, learning organisation taking responsibility for impacts across and beyond campus. It provides practical structure for inspiring stakeholders through exemplary practice, showing that climate-positive action requires not just new technologies or processes, but new ways of thinking about whose interests matter in organisational decision-making.

By becoming a Zoöp, BUas demonstrates that climate-positive means restoring relationship with the living world - acknowledging that human flourishing is inseparable from ecological flourishing. (See Appendix 2 for our Zoönomic Annual Plan 2026).

6 Scope

In the above definition, we limit the scope of this climate-positive organisation (CPO) project to our campus and operations. We also set out the topics which are considered to be in the scope of the project. Whilst 'nutrition & water' is included as a sub-topic under 'Health' in the (revised) ambition web, we do not have a topic lead allocated within the CPO core team for this topic. Rather, our intention is to reference the BUas-wide 'Vision on Catering & Banqueting' as the organisation's guiding document in this regard and to align with the AHF catering operations team and CW&S at regular intervals on the obvious overlap between environmental sustainability within our catering choices and the health and nutritional aspects.

Despite our broad interpretation of 'climate-positive', we should be mindful that not all aspects of sustainability are within the scope and definition of this climate-positive ambition, since 'climate-positive' is not synonymous with the much broader term 'sustainability' (which could be aligned with the 17 Sustainable Development Goals). As the term 'climate-positive' suggests, our emphasis is on environmental sustainability, contributing predominantly to SDG 6 (Clean water and sanitation), SDG 11 (Sustainable cities and communities), SDG 12 (Responsible consumption & production), SDG 13 (Climate Action) and SDG 15 (Life on Land).

Via the CPO project we also contribute to the following socially-focused Goals: SDG 3 (Good health & wellbeing), SDG 4 (Quality education).

We also contribute to the overarching SDG 17 (Partnerships for the Goals).

We do not consider the following SDGs to fall within the scope of this CPO project: SDG 1 (No poverty), SDG 2 (Zero Hunger), SDG 5 (Gender equality), SDG 7 (affordable and clean energy), SDG 8 (Decent work and economic growth), SDG 9 (Industry, innovation and infrastructure), SDG 10 (Reduced inequalities), SDG 14 (Life below water) or SDG 16 (Peace, justice and strong institutions). Consequently, as an organisation, we should ensure that these SDGs are either addressed in other projects/initiatives (for example, our focus on social safety and inclusion contributes directly to SDG 5 (Gender equality) and SDG 10 (Reduced inequalities), or consciously excluded from the scope of BUas-wide activity as a whole. The 'Groeimodel duurzaamheidsverantwoording onderwijs & kennis' within the 'Handreiking Vrijwillige Duurzaamheidsverantwoording' also provides a useful framework for cross-checking potential gaps.

7 Relation to other BUas initiatives

We have already mentioned (in Chapter 6) the link between CPO and the AHF catering team/CW&S. In addition, we see links between CPO and the following BUas programmes/projects/initiatives:

7.1 Meaningful AI Endeavours

The new strategic direction 2026-29 states (p.6): *"Although AI will increase our energy usage, we remain committed to becoming a climate-positive organisation."* This presents the organisation with a difficult dilemma and a real challenge in trying to realise these two conflicting ambitions. In terms of environmental sustainability, we must ensure collaboration between the CPO and AI teams, ICT and CW&S to use AI appropriately and minimise resource consumption wherever possible, whilst harnessing opportunities to maximise resource savings, such as exploring the feasibility of repurposing server-generated heat for building heating. The new Game & Tech Centre provides a perfect opportunity to explore such interventions. The setting up of a small working group to focus on the environmental impacts of AI is currently being explored. Conversely, AI can also contribute to our CPO ambition by helping us work more smartly and efficiently on campus (with a link to the Smart Campus project below).

7.2 Game & Tech Centre and student housing

Collaboration between CPO and the steering committee for this new building development has already been established and must continue in order to align the new building with our CPO ambition as far as possible. This development provides a concrete and high profile means of demonstrating our climate-positive commitment. Conversely, failure to do this would severely compromise our CPO ambition, and thereby potentially our reputation.

7.3 Internationalisation

Mobility presents a particular challenge for our climate-positive ambition. Since BUas began as a school for 'tourist officers' in 1963, travel and international collaboration have been central to our identity. Our strategic emphasis on European partnerships - including KreativEU alliance activities - and selective global partnerships aligns with CPO goals to reduce travel emissions while maintaining meaningful international collaboration. KreativEU participation offers opportunities to promote sustainability innovation through alliance experimentation and knowledge-sharing, while our European R&D focus positions climate change and sustainability as a potential cross-cutting research theme for international partnerships. Our Internationalisation at Home approach strengthens virtual cooperation, recognising that digital developments enable international engagement without leaving campus.

7.4 Professorship Sustainability Transitions

Several CPO-related workshops have already been provided by the Transdomain Learning Community (TLC). More broadly, the CPO project and the professorship share a purpose around enabling transitions towards a more sustainable future and inviting people to explore their own personal and professional roles in these transitions through engagement and empowerment. The professorship and CPO project can also mutually benefit each other though the sharing of knowledge, expertise, networks and potential partners. This helps us to bring our sustainability endeavours at BUas together into one coherent story across the organisation.

7.5 Community for Teaching & Learning (CTL)

The CPO ambition is directly relevant to CTL since achieving climate-positive status requires embedding sustainability thinking into every aspect of our operations and educational delivery, making staff development essential to our success. The CPO project offers rich opportunities for professional growth as staff learn to integrate climate considerations into their daily work, teaching practice and decision-making. The Transdomain Learning Community for Sustainability Transitions has already provided CPO-related workshops for staff and

can continue to play a key role in building staff capacity for climate-positive action. The CTL provides the ideal infrastructure to scale up climate-positive competencies (which align with the typical BUas skills and human skills emphasised in the Strategic Direction 2026-29) across departments and academies, ensuring that sustainability knowledge becomes part of our collective professional expertise rather than remaining in specialist pockets. This mutual reinforcement strengthens both initiatives, as staff who develop their climate/sustainability capabilities through CTL become active contributors to CPO goals, whilst CPO creates meaningful real-world contexts for professional learning that directly connects to BUas' strategic ambitions and societal impact.

7.6 Student & employee wellbeing / campus spatial plan

Our ambition to enhance and facilitate the connection between the campus and nature is highly relevant to student and employee wellbeing, given all the well-researched benefits of being in contact with nature to our human sense of wellbeing. It is similarly relevant to the campus spatial plan and the way we use, design and furnish spaces which can often benefit from biophilic design. Additionally, a comfortable indoor climate (heating, lighting, ventilation etc.) is key to our wellbeing on campus and fits within the scope of CPO.

7.7 Project Predictive Campus Analytics

BUas is developing a Predictive Campus Analytics system. This is an AI-driven forecasting tool that predicts campus occupancy. The system integrates with existing data sources to optimize workforce planning for catering, cleaning, facilities, and events. The Predictive Campus Analytics project creates an infrastructure and capabilities that directly support CPO ambitions. For example, campus occupancy predictions enable energy-efficient building management by adjusting heating, cooling, and lighting based on actual usage patterns, contributing directly to our 2029 milestone of 'Paris-proof' buildings. The system's data integration and analytics framework can be extended to track sustainability metrics, measure the impact of CPO interventions, and support evidence-based decision-making for emissions reduction. By aligning these projects, BUas demonstrates how operational excellence and sustainability reinforce each other, positioning the institution as a model for integrating climate positive principles into campus operations.

8 Stakeholders and partners

Achieving a climate-positive organisation requires collaboration across our BUas community and external partners. Our approach engages internal stakeholders at all levels while leveraging external partnerships to maximize impact and share knowledge.

8.1 Internal stakeholders

Our internal departments, Education, Research & Information Management (ER&IM), Finance, Control & Student services (FC&S), People & Organisation (P&O), and Marketing, Communication & Student community (MC&S), play crucial roles in managing campus operations, implementing sustainable practices, and engaging our community. Core team members have been appointed from these various departments to lead specific sub-topics, bringing their departmental expertise directly into the CPO strategy development and implementation. Each department contributes to climate-positive goals through their specific expertise and responsibilities.

All employees are essential stakeholders who contribute through their daily work practices, decision-making, and integration of climate-positive principles into their professional activities. Their expertise and commitment drive the practical implementation of our CPO ambitions.

All five academies are key stakeholders. They are engaged both through their operational activities and by integrating CPO themes into their educational programming and research. Also, students from all academies form a vital part of our climate-positive journey. As the primary users of our campus, their choices and behaviour significantly impact our sustainability performance. They can contribute actively to solutions through curriculum projects and research assignments. To strengthen engagement across all academies, we aim to work with staff and student ambassadors from each academy who can champion climate-positive initiatives within their specific educational communities.

The executive board and management teams hold a strategic role in the CPO project. They play a crucial part in flagging our climate-positive goals in other strategic themes and organizational priorities and ensure integration of CPO considerations into institutional decision-making processes. Their involvement is essential for embedding climate-positive thinking throughout the organisation and ensuring that sustainability considerations are weighted appropriately in (strategic) choices.

Alumni represent an important stakeholder group as ambassadors for climate-positive thinking. Through their professional networks and positions in various fields and organisations, they can extend BUas' impact beyond campus borders and provide valuable insights from practice.

8.2 External Partners

Our climate-positive journey is strengthened through collaboration with diverse external partners (as earlier indicated in Figure 4.1: Nested systems approach):

- We collaborate with Haskoning, a Dutch sustainability consultant who provides expertise on technical solutions, measurement methodologies, and strategic direction.
- We seek to support local entrepreneurs, businesses and initiatives (for e.g. we already have collaborations with PlaST(i)EK - based at Stek in Breda, Prinsenzwam and Breda National Park City).
- Local residents are part of our ecosystem since our campus is public and available to anyone to experience it. The example we set is also visible to local residents.
- Our suppliers are key partners in transitioning to sustainable procurement and circular economy practices.
- The Municipality of Breda, along with other city-wide sustainability initiatives, are an important partner given our shared commitment to regional sustainability goals and our role within the city.
- We aim to collaborate with fellow universities of applied sciences and other educational institutions to share best practices and learn from each other's experiences.

9 Governance

The CPO project is structured with compact leadership and distributed responsibility across the organisation. This governance structure ensures that decision-making remains focused and efficient through the core team whilst enabling broad participation and distributed ownership across the entire BUas community.

13.1 Leadership

The initiative is led by the CPO strategic lead (Policy Advisor Sustainability) who guides overall strategic direction, acts as linking pin to the Executive Board, ensures alignment with institutional priorities, oversees the budget and advises on links with external initiatives/developments, and by the CPO project manager who manages the project on a day-to-day basis, including communications, ensuring the project plan is implemented, monitoring the project outcomes, facilitating new partnerships, and coordinating activities across all sub-topics.

9.2 Core team

The core team forms the operational backbone of the project, with designated topic leads responsible for each of the sub-topics. These topic leads contribute to strategy development, drive implementation, and are responsible for monitoring within their specific domains. The CPO Core Team consists of topic leads who between them cover Energy, Nature Connection, Biodiversity, Climate Adaptation, Mobility, Waste, Material Inflow and Health. Each topic lead manages their specific domain(s), develops action plans, and coordinates with relevant internal and external stakeholders. Additional colleagues and external experts may be involved in sub-topic working groups, bringing specialised knowledge and supporting implementation as needed.

9.3 Second ring stakeholders

Beyond the core team, we work with a "second ring" of engaged internal stakeholders who contribute to CPO ambitions through their roles across the organisation. This includes staff and student ambassadors from each academy, ICT, AHF catering operations, contract managers, and representatives from services.

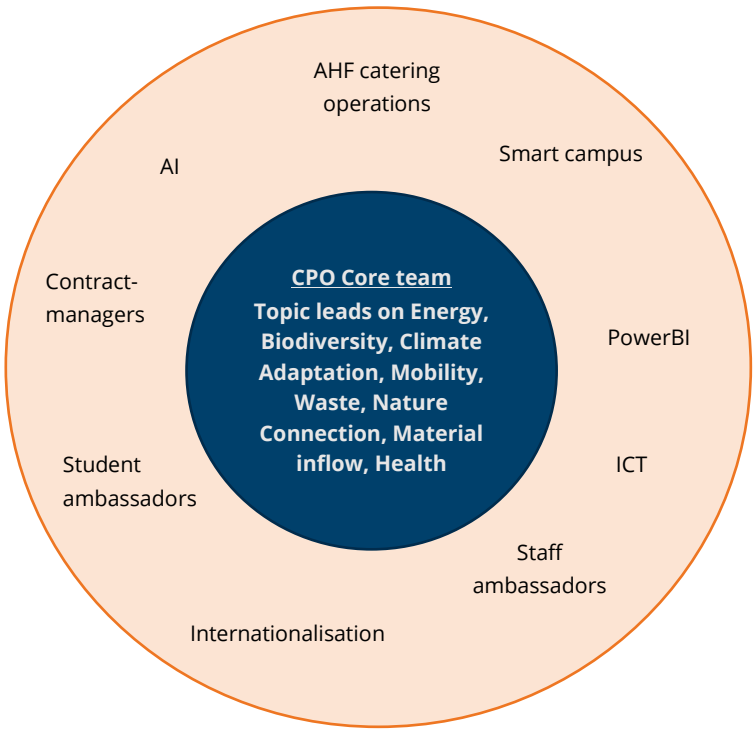


Figure 14.1: CPO core team and 'second' ring stakeholders model

9.4 Wider responsibilities

Management teams and team leads are responsible for implementing CPO initiatives within their areas, allocating necessary resources (also ensuring the CPO topic leads have sufficient capacity for their role), and embedding climate-positive thinking in their operations and/or curricula.

External partners fulfil advisory, implementation, and knowledge-sharing roles depending on their specific expertise and the nature of our collaboration. Clear agreements define expectations and deliverables for each partnership.

Regular coordination between all stakeholders ensures alignment, efficient resource use, and collective progress toward our climate-positive ambitions.

9.5 Strategic oversight

Currently the project has an academy director/EB member acting as a 'sponsor'. Consideration is being given to the creation of a CPO steering committee or alternative form of strategic governance.

10 Implementation approach

As stated in Chapter 4: BUas' Definition, we do not see becoming 'climate-positive' as a label or a check box we can tick off. It's an ongoing process, and one which is continually emergent - there is no finish line. We continually strive to work more deeply and with greater impact. With this in mind, we will set ourselves ambitious but realistic goals and regularly review these.

10.1 'A Milestone-Based Approach'

Rather than setting a fixed end date for achieving climate positivity, we have chosen to work with four-year milestones, mirroring the BUas strategic periods. This approach acknowledges that:

- The science and technology around climate action continue to evolve rapidly
- Our understanding of what is feasible and realistic will deepen as we progress
- Setting ambitious but achievable milestones creates momentum and maintains engagement
- Flexibility allows us to adapt to changing circumstances and new insights

Our commitment is to continuous progress, transparent reporting, and learning from each phase to inform the next.

At each milestone, we will conduct comprehensive reviews to assess our progress against our goals and update our understanding of what is achievable. These reviews will enable us to adjust timelines and targets based on evidence and experience, set specific goals for the next four-year period, and report transparently on our successes and areas requiring additional focus.

This milestone-based approach ensures that we maintain momentum, celebrate progress, and continuously push towards our ultimate ambition of being a climate-positive organisation, while remaining realistic about the challenges ahead and adaptable to new developments in climate science and technology.

10.2 Project plan

Achieving climate positivity requires both immediate action and longer-term structural and cultural change. The CPO project plan (a separate document) balances quick wins and first steps that demonstrate progress and build momentum, transforming how we operate as an organisation.

For each sub-topic within CPO there is an action plan defining actions for the strategic period set out in the topic definition documents. These action plans are bought together in the CPO project plan for each strategic period.

The project plan requires regular review and updating to remain relevant and effective. Each year, we will evaluate progress against our goals, assess the effectiveness of our strategies, and incorporate new insights from implementation experiences, technological developments, changing legislation, and evolving scientific understanding of climate challenges. This annual update ensures that our approach remains relevant.

11 Budget and resources

Achieving climate positivity requires financial planning and resource allocation. Our approach to budgeting and resources balances between different categories needed to transform our campus operations.

11.1 Annual CPO Budget

An annual CPO budget will be established to support (core) project activities including smaller initiatives per topics, data support, licences, engagement initiatives and events. This dedicated budget ensures continuity of CPO operations and enables systematic progress toward our climate-positive goals regardless of specific project investments.

11.2 Regular Operational Costs

Many CPO-related expenses fall under regular operational budgets and are integrated into existing financial planning processes. For example, energy costs, waste management contracts and maintenance are managed through standard departmental budgets. These costs are closely linked to the MJOP (Meerjaren-onderhoudsplan/ Multi-Year Maintenance Plan), which plans preventive and corrective maintenance for buildings and infrastructure. By integrating climate-positive projects into the sustainable MJOP and regular operational budgets, we ensure that routine maintenance and replacement decisions support our climate-positive goals. When purchasing goods, the most sustainable options will always be identified. If a substantially higher budget is required, this will be discussed with the contract owner.

11.3 Investments

Achieving our climate-positive milestones can also require investments beyond regular budgets. When such investments are proposed, we will conduct analysis documenting both the Return on Investment (ROI) and Social Return on Investment (SROI). The ROI analysis will capture financial benefits and the SROI analysis will quantify broader value creation including environmental impact reduction, health and wellbeing benefits for the campus community, reputational enhancement, and contribution to regional sustainability goals.

11.4 Human Resources

The CPO project requires dedicated personnel. This includes the strategic lead (Policy Advisor Sustainability), project manager and topic leads for each sub-topic. In many cases, CPO-related work falls within the existing responsibilities of staff members, but priority and the support of the director are required. This integration ensures that climate-positive thinking becomes embedded in standard work practices rather than requiring entirely separate personnel structures, though dedicated coordination capacity remains essential for overall project success. Furthermore, the CPO core team is very small team with a large and ambitious agenda, meaning that we are highly dependent on colleagues and external stakeholders to support our initiatives.

12 Defining and measuring success

12.1 Baseline measurement

In Section 4 we explained our overall definition of becoming a climate-positive organisation. In the supporting documentation, we set out the definition of CPO for each of the specific topics within the scope of this CPO project, along with a statement of the ambition for each topic. Having defined these ambitions, we need to have an understanding of the current state in order to identify what we have to do to achieve the ambition. This is where our baseline measurement comes in.

In 2024, Haskoning undertook a baseline measurement across our BUas operations in order to deduce the carbon footprint of our organisation. This baseline activity was split into two parts:

CO_2 footprint analysis

Within this CO_2 footprint analysis, the footprint of BUas' operations (scopes 1,2 and 3) is calculated and examined in detail. This enables us to identify the so-called 'low-hanging fruit' within our operations and set ambitious and realistic CO2-reduction targets. The footprint data, using 2023 as our baseline, is presented in a 'Net Zero tool' visual dashboard.

FastLane

The specialised Fastlane approach of Haskoning provided us with detailed insights into the energy transition scenarios for our three buildings (Ocean, Frontier, Horizon). The result is a real estate sustainability plan, in the form of an online FastLane dashboard. The dashboard enables us to zoom in per building and per measure to gain insights into the investments, energy savings and CO2-emission reduction of the selected measures.

The Haskoning baseline measurement was not able to determine a baseline for *all* aspects within the scope of the CPO project. For the topics of biodiversity, nature connection, comfort (indoor climate) and climate adaption different approaches are required. These approaches are detailed in the supporting documents per topic.

12.2 Metrics

Metrics are inherently problematic, a point which Jerry Z. Muller alludes to in 'A tyranny of Metrics'[29]: "The things that get measured may draw effort away from the things we really care about. And measurement may provide us with distorted knowledge - knowledge that seems solid but is actually deceptive." This quote reminds us that, whilst metrics can certainly be helpful, we should be critical as to what we are measuring and why. We must remain alert to their incompleteness, knowing that they show us but a fragment of the dynamic complexity at work, and that they can be misleading when treated as ends in themselves.

Such an approach aligns with regenerative development which values longer-term outcomes and impacts evaluated through qualitative measures such as a project's capability-building qualities, community engagement and ecosystem resilience. These aspects offer a more comprehensive view of a system's health and vitality, guiding us toward interventions that enhance the well-being of all components within the system.

> *" When you build or restore, you cannot merely do this in isolation, but must also repair the world around it, and within it,* ***so that the large world in this one place*** *becomes more coherent, and more whole; and that which you make takes its place in the web of nature, as you make it."*

Figure 12.1: Paraphrased by Bill Reed (Regenesis), from Christopher Alexander's, A Pattern Language

[29] 2018

With this in mind, we define the metrics for this project by working backwards, starting with the **overall aim** for this project, which is based our purpose statement and links directly back to our definition of a climate-positive organisation. This ensures we stay on track in measuring what really matters.

Our **overall aim**, based on both our definition and on our purpose statement, is:

> "To accelerate climate-positive action across and beyond campus by inspiring and empowering our community and stakeholders through collaboration and exemplary practice, actively contributing to the health and vitality of all life."

From this overall aim, we can deduce **two overarching goals**:

1. To make a positive contribution to the health and vitality of human and non-human life in the world around us (i.e. on campus and beyond).
2. To build capability in our staff, students and wider stakeholders to empower them to actively contribute to climate-positive action.

From here we can work backwards to deduce which outcomes are required to achieve this overall aim and overarching goals:

STRATEGIC OUTCOMES (Process & Culture)

1. **Active Ownership & Participation**
   - > Staff, students, and stakeholders demonstrate active ownership of climate-positive goals through participation, initiative-taking, and adoption of sustainable practices
2. **Collaborative Networks & Knowledge Sharing**
   - > Established internal and external partnerships that advance climate-positive practices
   - > Active knowledge exchange and dissemination of lessons learned with stakeholders beyond campus borders
   - > Positive engagement with and contribution to Breda community and initiatives
3. **Embedded Climate-Positive Culture**
   - > Climate-positive principles integrated into decision-making, procurement, operations, and campus life
   - > Visible leadership and exemplary practice that inspires action by others
   - > Sustained momentum and commitment to ongoing climate-positive action leading to increased institutional reputation
   - > A continually improved position in SustainaBUL ranking (also relevant for education, research & governance)
4. **Project Team Capacity & Leadership**
   - > Project team members equipped with enhanced knowledge, skills, and capabilities in climate-positive transformation and systems thinking
   - > Project team demonstrates effective leadership in driving collaborative change across the organisation

OPERATIONAL OUTCOMES (Environmental & Physical)

5. **Healthy & Thriving Campus Environment**
   - > Green campus spaces that support physical, psychological and social wellbeing of students, staff and local residents
   - > Increase in variety and vitality of biodiversity on the campus
   - > Increased sense of inherent connection to nature indoors and outdoors amongst campus users
   - > Improved comfort within our buildings (temperature, humidity & CO_2)
   - > Campus designed and managed to be resilient to climate impacts (heat stress, flooding, drought), with a focus on nature-based solutions
   - > Campus operates as a Zoöp, integrating non-human perspectives into decision-making
6. **Sustainable Campus Operations**
   - > Implementation of circular economy principles for materials (using R-ladder strategies)
   - > Reduction in energy consumption and transition to renewable sources
   - > Increase in (investment in) renewable energy generation
   - > Improved water management leading to reduced water consumption
   - > Achievement of waste reduction targets and diversion from landfill/incineration
   - > Reduced carbon-intensive travel and increased adoption of sustainable mobility options
   - > Sustainable catering practices that support human and non-human health and vitality, reduce waste, and minimize environmental impact
   - > Adoption of sustainable procurement practices by staff, students, and suppliers
   - > Reduced consumption of goods and services through improved efficiency and circularity
   - > Increased positive ecological impact of procured goods and services and reduced negative environmental impact (e.g. carbon footprint, packaging, toxicity etc.)

12.3 Key performance indicators

While outcomes are the actual results or impacts that are achieved as a result of the project and provide a clear picture of its overall success, Key Performance Indicators (KPIs) are specific, quantifiable measures that track progress towards achieving goals and objectives and help us to monitor performance and identify areas for improvement, For the CPO project, we consider both KPIs and outcomes as essential for evaluating our effectiveness and making informed decisions for future planning and strategy.

A concept list of KPIs can be found in Appendix 3. This list will be reviewed and refined over the coming months and will be included as part of a comprehensive CPO measurement framework (currently in development). This framework will depict which indicators will we use to measure progress against our desired outcomes; how often will we measure, and by what methods.

Several established frameworks have informed our outcome and KPI definitions, ensuring robust and comprehensive measurement and monitoring, including two which are considered of particular relevance; the SustainaBUL ranking and the EU's Corporate Social Reporting Directive (CSRD).

SustainaBUL ranking

BUas participates annually in the Dutch sustainability ranking for HEIs, 'SustainaBUL', with the aim of continually improving on our position. Whilst the indicators (covering governance, education, research and operations) are reviewed and adjusted every year, the indicators relating to operations tend to stay fairly static and incorporate the following topics:

- > Energy usage
- > Water usage
- > Circularity
- > Mobility

- Catering
- Biodiversity

Since all of these areas are covered by topics which fall within the scope of the CPO project, our monitoring and evaluation framework will automatically take these indicators into account.

Corporate Social Reporting Directive

Whilst the EU's Corporate Social Reporting Directive (CSRD) so far only applies to larger businesses, it will be rolled out to non-corporate organisations within the next few years. Whilst we do not know exactly which metrics will be applied to the public sector, we can assume that a range of environmental, social and governance indicators will be applicable and may include a requirement to report on the following key topics from the current CSRD legislation, and which are relevant to CPO:

- Greenhouse Gas (GHG) Emissions (scopes 1,2 and 3)
- Energy Consumption
- Water Usage and Management
- Biodiversity Impact
- Resource use and circular economy
- Affected communities
- Business conduct

Whilst the link between CPO and the environmental-related metrics are more obvious, the topics of community engagement and supplier relationships are also considered highly relevant since forming external partnerships and supporting local businesses and initiatives are key aspirations of this project. These topics will therefore also be accounted for in our CPO measurement framework.

Handreiking Vrijwillige Duurzaamheidsverantwoording (Onderwijs- & kennisinstellingen)

The recently published Guidelines for Voluntary Sustainability Accounting (2025) is specifically focused on educational organisations and helps institutions implement sustainability accountability in an accessible, uniform, and transparent way. These indicators will also be incorporated into the CPO measurement framework.

13 Communication

A Communication Plan for CPO is currently in development, including the following topics:

- Internal: How do we keep staff and students engaged and informed?
- External: How do we communicate with partners and the wider community?
- Transparency: How do we make progress and results visible and accessible?

Additionally, the CPO Communication Plan will link directly with the CPO measurement framework to ensure that we keep the BUas community and wider stakeholders updated on the project's progress. Qualitative reporting in the shape of shared stories will form a central part of this.

Appendix 1

List of workshop participants, Haskoning Ambition sessions (2024)

CPO Ambition session – Defining the WHAT, 12th June 2024

Director/Board-level:

- Sandra Nauta - Director F,C&S
- Aafke de Kok - Director P&O

Other staff:

- Dr. Frans Melissen - Transversal professor of Sustainability Transitions
- Justine Sicard - Team lead C,W&S
- Niels Kuijstermans - C,W&S team
- Anna Koens-Waddilove - Policy Advisor (ER&IM), Strategic lead CPO
- Harry Reinders - Lecturer, procurement & facility management (AHF)
- Patrick van Gijzen - Project manager CPO *(temporary)*

Students:

- Victor Thienne Colombo - Student (AGM)

Also invited:

- Ingrid Timmermans - Vice-president of the board of directors
- Chantal van der Putten – Director of ABEL / project sponsor CPO
- Debbie Dermout - Assistant Director responsible for campus-related developments
- Dr. Nina Nesterova - Professor Sustainable Development of Tourism & Transport

CPO Ambition session – Defining the HOW, 5th December 2024

Director/Board-level:

- Ingrid Timmermans - Vice-president, Board of Directors
- Chantal van der Putten – Director of ABEL / project sponsor CPO
- Debbie Dermout - Assistant Director responsible for campus-related developments
- Sandra Nauta - Director F,C&S

Other staff:

- Justine Sicard - Team lead C,W&S
- Niels Kuijstermans - C,W&S team
- Anna Koens-Waddilove - Policy Advisor (ER&IM), Strategic lead CPO
- Rob van der Rijt - Researcher, professorship Sustainability Transitions
- Harry Reinders - Lecturer, procurement & facility management (AHF)
- Patrick van Gijzen - Project manager CPO *(temporary)*

Students:

- Sogand Barzalein - Green Office student
- Lotta Esteban Sprong - Graduate thesis student, biophilic design on campus *(absent due to illness)*

Appendix 2

Zoönomic Annual Plan 2026 – *concept version*

> Zoöp: BUas Climate Positive Organisation project
> Year: 2026
> Date: 28 January 2026

This document (the zoönomic annual plan) serves as an overview of the goals and interventions to which our zoöp is committed in 2026. It describes the regenerative goals our organisation has set and the interventions associated with them.

Goals & interventions

Goal 1: Build collective understanding amongst our community and stakeholders that considering non-human life in our practices and decision-making is integral to our Climate Positive Organisation ambition

Interventions and indicators

Challenge ourselves to include mention of being a Zoöp in our formal and informal communication and events wherever possible

> Include Zoöp, a reference to non-human life or biodiversity at least monthly in our CPO communications (portal articles, presentations, reports)
> Include Zoöp, biodiversity and non-human life in all CPO events
> All sub-topic strategic documents explicitly address connections to Zoöp and non-human life
> Ask feedback from community members on increased awareness of Zoop, non-human life and biodiversity in CPO communications

Create a glossary for CPO/ Zoöp to ensure intentional and consistent use of language to describe the approach/intended impact of the CPO project

> Work on the glossary with core team
> Complete (initial) glossary definitions before the start of the new academic year (and continue to build on this as necessary/appropriate over time)
> Glossary is implemented by the core team and second circle
> Communications include glossary terms
> Feedback from stakeholders on clarity and usefulness of glossary terms

Goal 2: Make initial steps in enhancing biodiversity on our campus by encouraging more thriving species and healthier ecosystems.

Interventions and indicators

Build on our existing community garden by laying the foundations of a tiny food forest on campus

> Soil prepared for food forest and first species planted

Baseline biodiversity assessment by Blom Ecologie (butterflies, bees, hoverflies, birds, vascular plants, honeybee impact analysis)

> Field surveys completed by Blom Ecologie
> Assessment report received with species inventories

Verify current pesticide use status and implement elimination policy if needed

> Current pesticide use documented
> Pesticide elimination policy adopted (if applicable)

Update compost bins for Community Garden
> New/updated compost bins installed and operational

Update ecological mowing schedule and implement
> Revised mowing schedule documented and approved
> Mowing schedule implemented across designated areas

Share weekly Community Garden drop-in sessions for students/staff/neighbours
> Weekly drop-in sessions scheduled and communicated
> Attendance tracked for at least one semester

Explore Installation of rain barrel for Community Garden and wildflower irrigation
> Rain barrel installed and connected to irrigation system

Investigate possibilities for a green roof
> Feasibility study completed
> Recommendations documented for decision-making

Develop BUas icon species list (10-20 species) based on assessment results
> Icon species list finalized with 10-20 species
> Species rationale documented based on Blom assessment

Expand wildflower meadow areas if green light by Blom Ecologie
> Additional wildflower meadow area(s) established

Conduct baseline soil animals survey with community (citizen science)
> Survey completed with community participation documented
> Results compared to 2025 baseline data

Participate in campus events with Gardening Club / Community Garden
> Gardening Club present at minimum 2 campus events
> Event participation documented with photos/attendance

Plant flowering bulbs across campus
> Flowering bulbs planted in designated locations
> Number and locations of plantings documented

Install wildlife infrastructure (bird boxes, hedgehog boxes, bat boxes, wildlife wood piles)
> Wildlife infrastructure installed based on Blom recommendations
> Installation locations mapped and documented

Goal 3: Improve the sense of ecological belonging amongst campus stakeholders

Interventions and indicators
> Develop and conduct first outdoor nature connection survey using validated instruments
> Survey instrument selected/developed using validated methodology
> Baseline survey conducted with documented response rate
> Create free herb picking zone in Community Garden
> Designated herb picking zone established with signage
> Herbs planted and accessible to community

Install interpretive signage at key biodiversity locations across campus
> Interpretive signs designed and installed at designated locations
> Number and locations of signs documented

Organise events around the Community Garden
> Minimum of 2 events organised throughout the year
> Event attendance and participant feedback documented

Continue with regular Community Garden sessions (weekly drop-ins for students/staff/neighbours)
> Weekly drop-in sessions maintained consistently
> Annual participation numbers tracked and reported

Publish methodologies and results to inspire other institutions
> 2026 monitoring results published (report/website/article)
> Methodologies shared in accessible format for other institutions

Develop and implement biophilic design checklist for all indoor/outdoor space planning
> Biophilic design checklist developed and approved
> Checklist integrated into space planning procedures

Enhance indoor greenery
> Additional plants installed in indoor spaces
> Number and locations of new plantings documented
> 'Campus Botanicals' art exhibition on display
> Exhibition installed and open to campus community

Goal 4: Increase the positive ecological impact of procured food & beverages on campus.

Interventions and indicators

> Encourage current suppliers to source more of their produce through local producers who enhance biodiversity and work regeneratively
> Overview of local producers in our current suppliers' supply chains
> Have conversations/meetings with current suppliers about local sourcing
> Barriers identified by suppliers (cost, logistics, availability, certification)

> Explore how we can support new partnerships with local, sustainable sources/producers (who enhance biodiversity and work regeneratively)
> Identify and map local, biodiversity-enhancing producers
> Plan meetings/site visits with potential local suppliers
> Pilot projects or trials with local producers initiated
> Stakeholder feedback on feasibility, costs, and benefits of local sourcing
> Lessons learned from exploration phase informing procurement decisions

> Write a tender for new supplier of food & beverage that includes more than human life
> Tender document completed with explicit biodiversity/non-human life criteria
> XX number of biodiversity-related requirements included in tender (mandatory vs. desired)
> XX percentage weighting of biodiversity criteria in supplier evaluation scoring

> Explore the relation between food & beverage and the community garden
> Organise exploration meetings or workshops involving catering and community garden stakeholders
> Increase the use of produce from community garden used in campus catering (herbs, vegetables, etc.)
> Explore how to increase student/staff involved in community garden activities related to catering

> Stakeholder feedback on feasibility and value of garden-catering connections

Goal 5: Installation of large-scale operational campus equipment seeks to minimise ecological harm and enhance conditions for all life on campus wherever possible.

Interventions and indicators

New contract for maintenance of our e-installations with specifications that enhance conditions for all life on campus

> New maintenance contract signed
> Contract terms include ecological requirements/specifications

Tender and implementation for our Air Treatment Handling Units with specifications that enhance conditions for all life on campus

> Tender process completed and contractor selected
> New Air Treatment Handling Units installed and operational according to agreed ecological requirements/specifications

Appendix 3

(Concept) Climate-Positive Organisation KPIs

This list will be reviewed and refined over the coming months and will be included as part of a comprehensive CPO measurement framework (currently in development).

Energy

KPI	Unit of Measurement
Reduction & Efficiency	
Mix of energy used on campus	% and type
Total energy consumption across all buildings	kWh/m²GO per year
Number of buildings achieving Paris-proof status (<70 kWh/m²GO)	Number
Annual reduction in total energy consumption	%
Energy consumption attributable to AI operations (if possible to extrapolate)	kWh and % of total
Renewable Generation	
On-site renewable energy generation capacity	kW installed
Annual on-site renewable energy production	kWh
Percentage of total energy consumption met by on-site renewables	%
Investment in off-site renewable energy initiatives *(longer-term goal)*	€ and kWh equivalent
Net balance between consumption and total renewable generation (on-site + off-site)	kWh

Material inflow

KPI	Unit of Measurement
Buildings	
Percentage of new/renovated building materials that are circular	%
Percentage of building materials with Environmental Product Declarations	%
Percentage of major building components documented for demountability potential	%
Goods & Services	
Total spending on goods and services (year-on-year comparison)	€
Percentage reduction in consumption of goods and services	%
Number of procurement contracts with sustainability criteria integrated	Number
Percentage of suppliers meeting defined environmental/ecological standards	%

Average ecological footprint per procurement category	Relevant metrics per category

Waste

KPI	Unit of Measurement
Total waste generated per capita	kg per FTE + student
Annual reduction in total waste generated	%
Waste diversion rate from landfill/incineration	%
Percentage of waste streams processed using R-ladder strategies	%
Number of circular/zero-waste initiatives implemented	Number

Health

KPI	Unit of Measurement
Indoor Environment	
Percentage of buildings meeting thermal comfort standards	% (based on surveys & measurements)
CO_2 levels in occupied spaces	Average ppm, % time in acceptable range
Lighting quality metrics	Lux levels, % spaces meeting standards, dimmable lighting percentage in specific rooms
Occupant satisfaction scores for indoor climate	Survey-based score
Catering	
Percentage of plant-based menu options	%
Percentage of organic, local, and seasonal ingredients	%
Food waste per meal served	kg
Non-Human Health	
Number of building features supporting other life forms	Number (green roofs, nesting boxes, etc.)

Mobility

KPI	Unit of Measurement
Travel Reduction	
Total kilometres travelled for business purposes per FTE	km per FTE (by air, road, rail)
Annual reduction in carbon-intensive travel	%
Number of flights taken for business purposes (year-on-year)	Number
Sustainable commuting	
Modal split of employee commuting	% by mode (bike, public transport, car, walking)
Percentage of commuters using sustainable transport modes	%
Average commute distance by mode	km

Nature

KPI	Unit of Measurement
Biodiversity	
Total of species (butterflies, wild bees, birds, soil animals, vascular plants, trees)	Number
Variety within species (butterflies, wild bees, birds, soil animals, vascular plants, trees)	Number
Soil animal vitality	Grade (according to bodemdierendagen.nl)
Presence of icon species	Percentage
Conversion of grasslands into wildflower meadows	Percentage
Increase in biodiversity infrastructure elements (nesting boxes, insect hotels, etc.)	Number
Ranking on biodiversity scale for SustainaBUL	Grade
Nature Connection	
Nature Connection Index score	Number
Nature Connection patterns visibility	Percentage
Nature Connection facilities	Percentage
Community Garden and Food Forest participation	Number of showups

Climate Adaptation

KPI	Unit of Measurement
Climate risk assessment completion	Yes/No, date of last update
Number of climate adaptation measures implemented	Number
Area of campus utilizing nature-based climate adaptation solutions	m^2
Water retention capacity of campus grounds	m^3

Strategic Outcomes (Process & Culture)

KPI	Unit of Measurement
Active Ownership & Participation	
Number of staff and students actively participating in climate-positive initiatives	Number
Number of sustainability initiatives originating from staff/students	Number
Participation rates in sustainability training/workshops	%
Collaborative Networks	
Number of active partnerships (internal and external)	Number
Number of knowledge-sharing events hosted/participated in	Number
Number of collaborative projects with Breda community organisations	Number
Embedded Culture	
Percentage of procurement decisions incorporating climate-positive criteria	%
Number of departments with integrated climate-positive practices in standard operations	Number
SustainaBUL ranking position (year-on-year)	Ranking position
Institutional reputation metrics related to sustainability	Survey-based or external rankings
Project Team Capacity	
Number of team members completing relevant training/development programs	Number
Self-assessed capability improvements	Pre/post survey scores

Operational Outcomes (Environmental & Physical)

KPI	Unit of Measurement
Healthy & Thriving Campus Environment	
Green campus spaces supporting wellbeing of staff and students	m² or qualitative assessment
Enhancement in variety and vitality of biodiversity on campus	Biodiversity measures
Increased sense of ecological belonging amongst campus users	Survey-based score
Improved comfort within buildings (temperature, humidity & CO_2)	Measured parameters & satisfaction scores
Campus resilience to climate impacts (heat stress, flooding, drought)	Risk assessment scores, measures implemented
Campus operates as a Zoöp	Qualitative: decisions informed by Speaker for the Living
Sustainable Campus Operations	
Implementation of circular economy principles for materials (R-ladder strategies)	Number of initiatives, % materials circular
Reduction in energy consumption and transition to renewable sources	kWh and %
Increase in (investment in) renewable energy generation	kW capacity and €
Improved water management leading to reduced water consumption	m³ per capita
Achievement of waste reduction targets and diversion from landfill/incineration	kg and %
Reduced carbon-intensive travel and increased sustainable mobility adoption	km travelled, modal split %
Sustainable catering practices supporting health, reducing waste, minimizing impact	Multiple measures (waste, plant-based %, etc.)
Adoption of sustainable procurement practices by staff, students, and suppliers	% adoption, number of trained staff
Reduced consumption of goods and services through efficiency and circularity	€ and %
Increased positive ecological impact and reduced negative environmental impact of procured goods	Environmental metrics per category

Cross-Cutting Metrics

KPI	Unit of Measurement
Total GHG emissions (Scope 1, 2, 3)	tonnes CO_2e
Total water use per capita	m^3 per FTE + student
Annual budget allocated to climate-positive initiatives	€
Number of decisions informed by Speaker for the Living input (Zoöp governance)	Number

Games

Leisure & Events

Tourism

Media

Data Science & AI

Hotel

Logistics

Built Environment

Facility

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