

Development of Social Indicators to Evaluate USR Activities



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**USR Research Team, Chiba University of
Commerce**

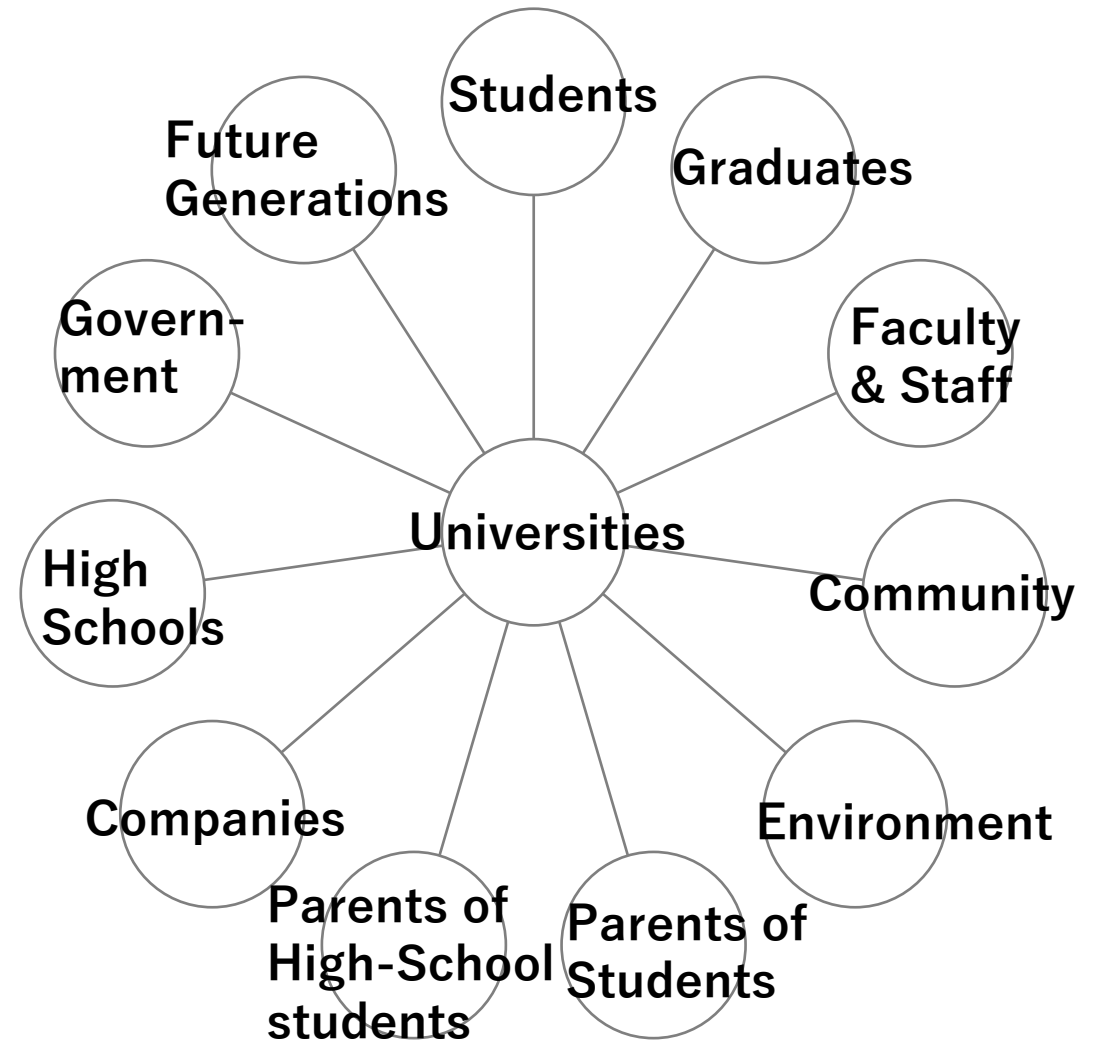
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Why USR?

- To develop human resources to tackle sustainability issues
- To respond diversified needs of stakeholders

CUC President Project
Chiba University of Commerce

to be sustainable and socially responsible university



Projects with students as education programs



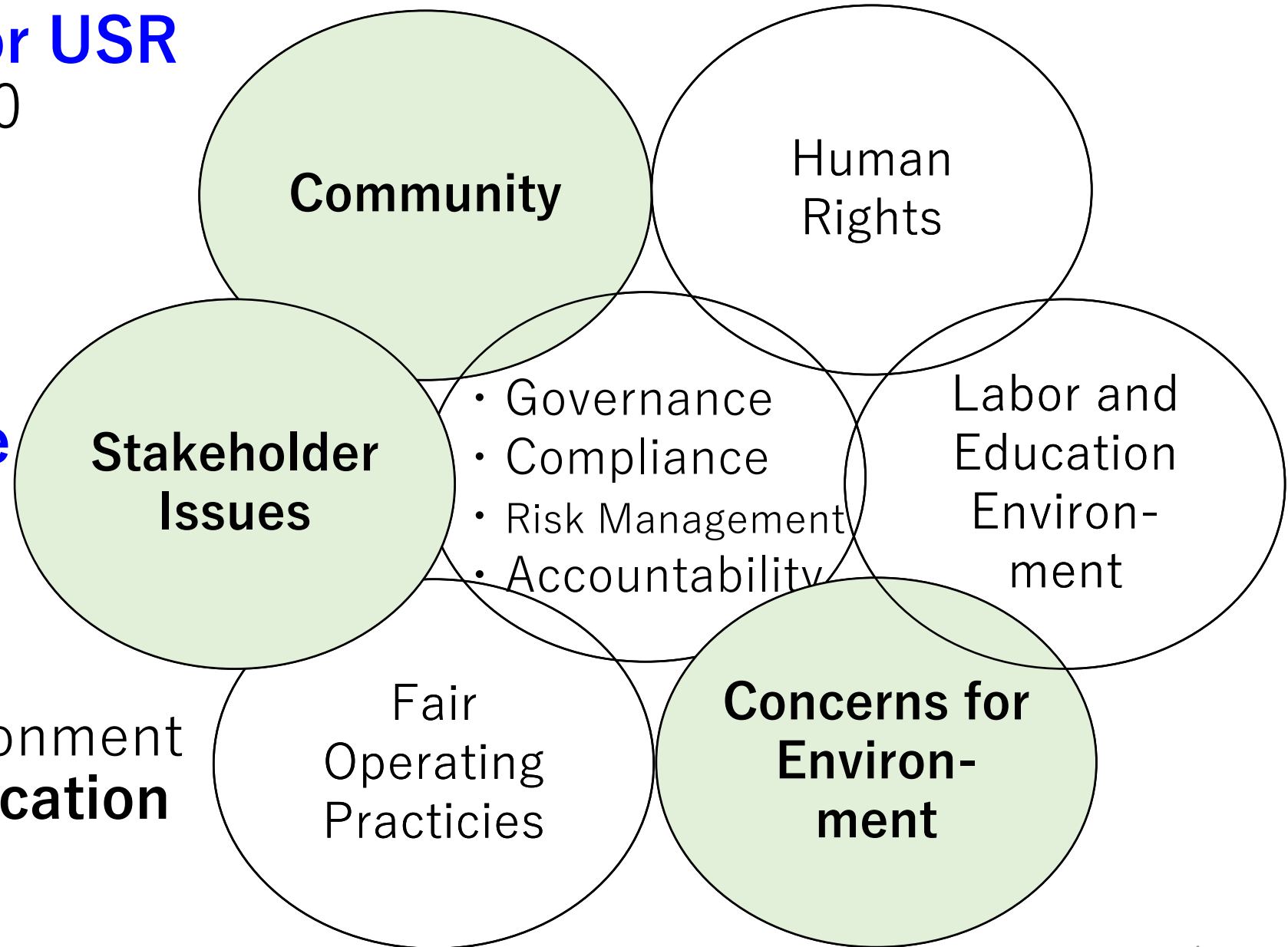
7 Core Subjects for USR

based on ISO 26000



Focused on 4 Core Subjects

- Community
 - Stakeholder Issues
 - Concerns for Environment
- + **Research and education**



CUC Self-Check Sheet (social indicators for self-assessment, 2020)

※As an addition to existing indicators (employment rate, class satisfaction, dropout rate, etc.)		FY 2021	FY 2022	FY 2023
1. Profile				
1 – 1.	Total number of full-time faculty members (Undergraduate and Graduate)			
1 – 2.	Total number of full-time students (Undergraduate and Graduate)			
1 – 3.	SDGs Awareness of faculty members and students	%	%	%
1 – 4.	Sustainability/integrated report to disclose non-financial information	Yes/No	Yes/No	Yes/No
1 – 5.	Statement on USR/SDGs initiatives in the university's guide	Yes/No	Yes/No	Yes/No
2. Ressearch and Education				
2 – 1.	Number of SDGs-related subject(s)			
2 – 2.	Budget for SDGs-related research	Yen	Yen	Yen
2 – 3.	Number of SDGs-related activities that faculty members and students participate			
2 – 4.	Number of SDGs-related activities that faculty members and students participate			

The indicators need to be examined.

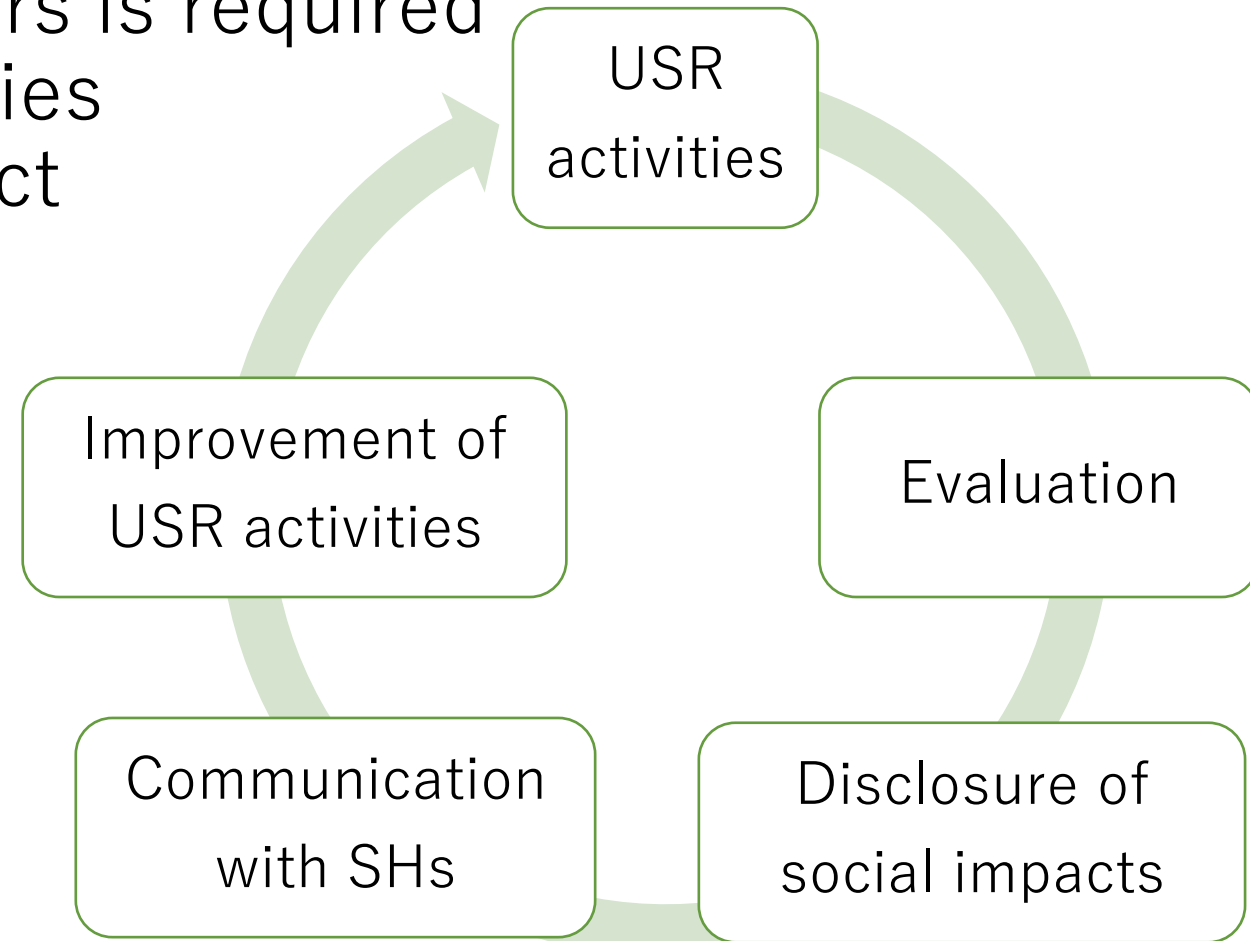
…**Quantification?**

…**Generalization?**

Implications from Ranking Programs



- **Continuous review** of indicators is required
 - **to evaluate** the USR activities
 - **to disclose** the social impact effectively in the integrated/sustainability report.
- The **annual cycle** is important for universities (just like companies).



CUC Integrated Report (2021-)

Evaluation of our USR activities and disclosure of the result

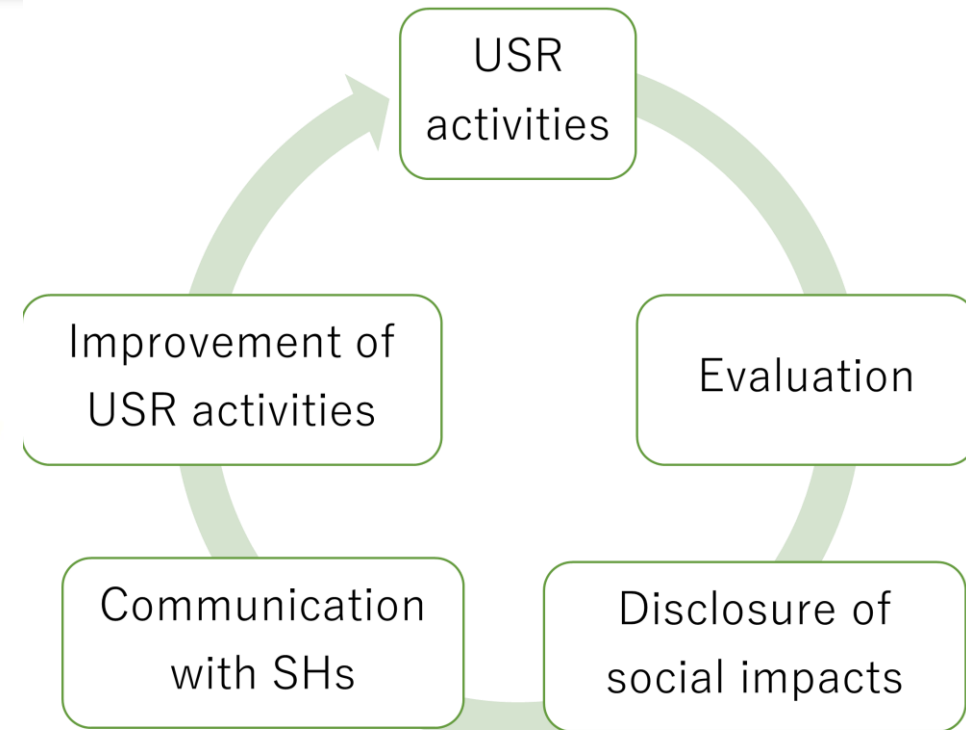
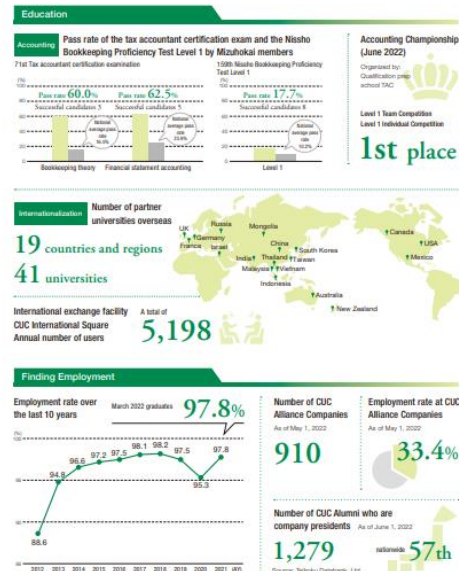
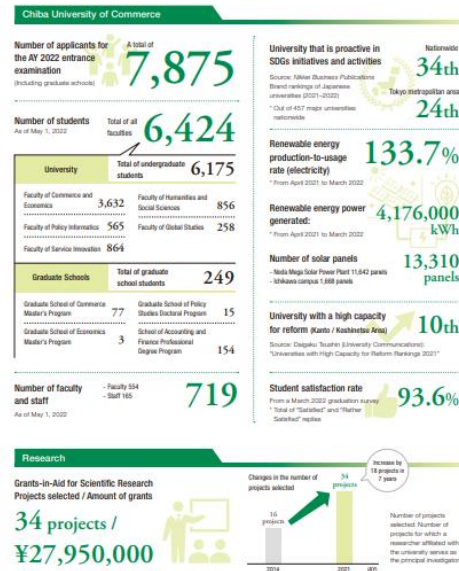
Chiba University of Commerce
Integrated Report
2022

...What to do to build the cycle?

At a Glance – Learning about the Chiba University of Commerce from Data

Introduction of some of the projects at CUC that take on various challenges in the fields of information, research, education, and employment.

* AY 2021 results (including some information from 2022)



Research and Findings

- 1 Analysis of Integrated Reports issued by THE Impact Ranking 2022 top-ranked Universities
- 2 Research on Excellent Integrated Reports issued by Companies
- 3 Verification of the Effectiveness of Indicators of the “Self-Check Sheet”



1

Analysis of Integrated Reports issued by THE Impact Ranking 2022 top-ranked Universities

Integrated Report - financial + non-financial information (social responsibility)
-> **How is USR (SDGs) presented in the report?**

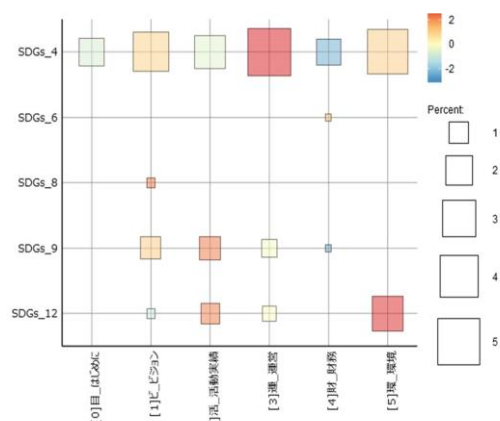
Using Text-mining Technique – KH Coder extracts SDGs concept from Integrated reports (Quantitative assessment)

Target Universities – 10 universities ranked in THE impact rankings

No. 1 in Japan

Hokkaido University

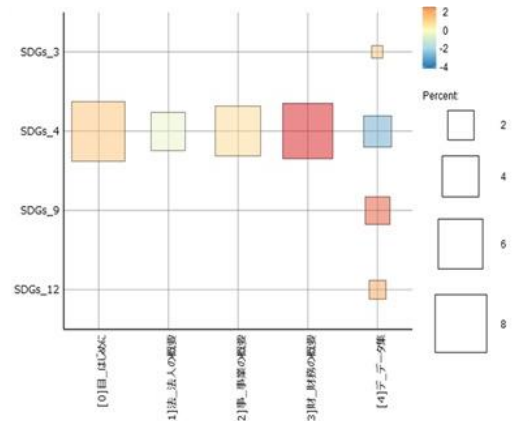
- THE impact rankings #1 (among Japanese universities)



No. 2 in Japan

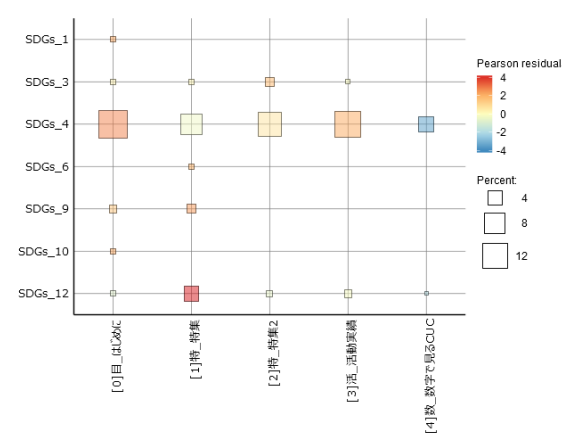
Kyoto University

- THE impact rankings #2 (among Japanese universities)



Chiba University of Commerce

- THE impact rankings #49 (among Japanese universities)



- Top universities describe more about diverse SDGs
- Analyzing integrated reports may suggest characteristics of universities

2

Comparative Study: The top-7 companies' and CUC's integrated reports

ESG data book = **the progress** of sustainability initiatives **with quantitative and qualitative data.**
 = **an easy-to-understand tool** to show the **improvement/deterioration.**

Disclosure of **changes over years**
 = The degree of improvement

The FY 2021 integrated report issued by Ricoh

<p>Creativity from Work "はたらく"の変革</p>	Contribute to "Creativity from Work" of all customers to whom we deliver value 価値を提供するすべての顧客の"はたらく"の変革に貢献	Top score rate*1 in customer surveys 顧客調査でのトップスコア率*1	30% or more 30%以上	Europe: 24% APAC: 40% 日本:28% 米州:28% 欧州:24% APAC:40%
		Fulfilling value proposition for customers 顧客への提供価値拡充度	20%*2	10%
		Digital specialist development DXによる価値提供スキル保有人材	IPA*3 ITSS L3 1.5 times IPA*3 ITSS L3 1.5倍	(Planned to disclose the result from FY2022) (2022年度より実績開示予定)
<p>QOL Enhancement 生活の質の向上</p>	Contribute to the enhancement of social infrastructure for 30 million people 3,000万人の生活基盤の向上に貢献	Number of people to whom we have contributed by improving social infrastructure 生活基盤向上貢献人数	10 million people 1,000万人	1.6 million people 160万人
		Reduce GHG emissions by 63% for scope 1 and 2, and 40% for scope 3 100万本未来の森プロジェクト	GHG scope1, 2 reduction rate (vs. FY2015) GHGスコープ1,2削減率(2015年度比)	30%

Programs プログラム名	指標	FY2017 2018年3月期	FY2018 2019年3月期	FY2019 2020年3月期	FY2020 2021年3月期
Ichimura Nature School Kanto 市村自然塾関東	Number of graduates 卒塾生数 (Accumulated total) (卒塾生累計数)	56 (844)	56 (900)	51 (951)	10 (961)
Ricoh Science Caravan リコー・サイエンスキャラバン	Number of caravan events 実施回数 (Number of children who experienced the program) (子どもの体験者数)	18 (2,523)	17 (2,666)	17 (2,183)	5 (258)
Forest Conservation Projects 森林保全プロジェクト	Amount of assistance money 支援額 (Number of projects supported) (支援プロジェクト数)	12 (6)	12 (6)	9 (4)	23 (3)
Forest Conservation with Stakeholders (Ena Forest Projects) ステークホルダー協働の森づくり(えなの森)	Number of participants 参加者数 (Number of regional participation) (地域の方の参加者数) (Number of employee participation) (社員参加者数)	1,064 (684) (249)	1,114 (801) (249)	1,164 (950) (152)	488 (449) (39)
One Million Trees Project 100万本未来の森プロジェクト	Number of trees planted 植林木数	—	—	10,000	92,000

3

Verification of the effectiveness of indicators of the “Self-Check Sheet”

- ① Awareness of the SDGs among faculty, s
- ② No. of student projects related to the SDGs
- ③ No. of products/services generated by SDGs-related student projects
- ④ Faculty involvement in SDGs
- ⑤ No. of SDGs-related projects conducted in collaboration with industry/government/private sector
- ⑥ No. of students participating in community service
- ⑦ Are there opportunities for faculty/staff and students to learn about efforts to address environmental issues?

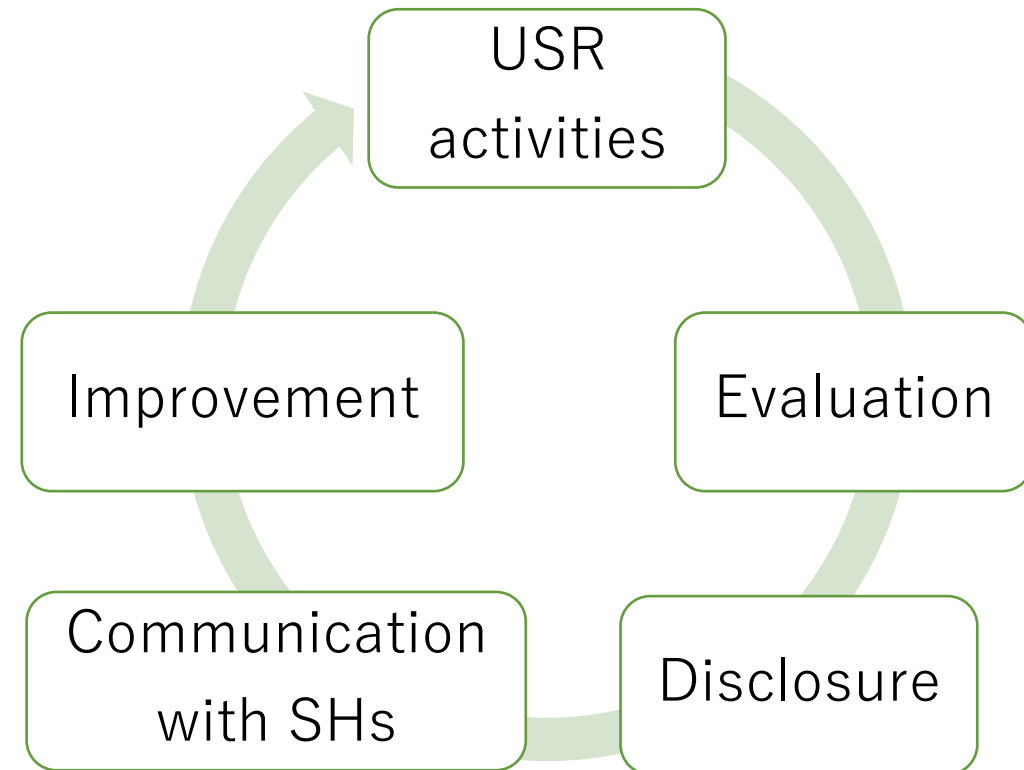
Revision to make questions
easier to answer

Discussion

Continuous review of indicators and **reflecting them in the integrated report** is required to enhance the cycle.

Further challenges

- to **define materialities**, especially for education and research
- to establish comparable social indicators over time, **based on the university's founding principles** rather than mid-term management plan



< References >

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- Times Higher Education (THE) “University Impact Ranking 2022” <https://www.timeshighereducation.com/impactrankings>
- UI Green Metric World University Ranking <https://greenmetric.ui.ac.id/>