ISCTE ⬤ Business School
Instituto Universitário de Lisboa

PROMOTION OF SUSTAINABILITY IN HIGHER

EDUCATION INSTITUTIONS: ISCTE-IUL

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Project submitted as partial requirement for the conferral of MSc.

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October 2017

- Spine -

PROMOTION OF SUSTAINABILITY IN HIGHER EDUCATION INSTITUTIONS: PROJECT ISCTE-IUL

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ABSTRACT

This project aims to empower ISCTE-IUL's promotion of sustainability through a social marketing approach where an integrated marketing communication strategy is used to reach internal and external audiences. At this point, digital marketing represents a considerable part of the communication action plan along with direct marketing and public relations. Seeking to develop and integrate marketing concepts with other approaches, social marketing aims to influence behaviours that benefit individuals and communities for a greater social good – which in this study is sustainable development. However the change of behaviours and attitudes demands an emotional link where individuals recognize a benefit with that adjustment. The involvement of people in sustainable-related activities as well as in discussion is proved to be a key factor to successful engagement with the subject.

Today's Higher Education Institutions (HEIs) play an imperative role of setting themselves has an example of sustainable development agents while fostering citizenship. As main responsible for creating and disseminating knowledge, HEIs are also accountable for training future generations with sense of responsibility and commitment towards sustainability.

Not only environmental issues are in global and local agendas, but also a sustainable economy and concern for a fair society is urgent. Local actions are required to influence the current course of sustainability, where governments and business are increasingly taking this responsibility. More than ever, academia is called for action, integrating not only sustainability into their curricula and operations, but most importantly using its influence in society. The promotion of sustainability can be challenging, yet rewarding.

Sustainability, Marketing, Higher Education Institutions, Communication

PROMOTION OF SUSTAINABILITY IN HIGHER EDUCATION INSTITUTIONS

RESUMO

Este projecto pretende fortalecer a promoção da sustentabilidade no ISCTE-IUL através do marketing social, onde uma estratégia de comunicação de marketing integrada é usada para atingir o público interno e externo. O marketing digital representa uma parte considerável do plano de ação de comunicação, juntamente com marketing direto e relações públicas.

Procurando desenvolver e integrar conceitos de marketing com outras abordagens, o marketing social tem como objetivo influenciar comportamentos que beneficiem os indivíduos e comunidades para um bem social maior − neste caso, o desenvolvimento sustentável. No entanto, a mudança de comportamentos e atitudes exige um vínculo emocional para que os indivíduos reconheçam benefícios na sua alteração. O envolvimento das pessoas em atividades relacionadas com a sustentabilidade, bem como o envolvimento na sua discussão, comprovam-se fatores chave para um compromisso de sucesso.

As Instituições de Ensino Superior (IES) desempenham um papel, imperativo como exemplo de agentes de desenvolvimento sustentável, promovendo ainda a cidadania. Como principais formadoras e dissemninadoras de conhecimento, são igualmente responsáveis pela formação das gerações futuras, transmitindo-lhes o sentido de responsabilidade e compromisso para com a sustentabilidade.

Não só as questões ambientais estão nas agendas globais e locais, mas também a busca por uma economia sustentável e a preocupação com uma sociedade justa é urgente. Ações locais são necessárias para influenciar o actual percurso da sustentabilidade, onde governos e empresas assumem um papel fulcral. Mais do que nunca, a academia é convocada para a ação, integrando não só a sustentabilidade nos seus currículos e operações, mas usando a sua influência na sociedade. A promoção da sustentabilidade é desafiante, mas recompensadora.

Sustentabilidade, Marketing, Instituições de Ensino Superior, Comunicação

I EXECUTIVE SUMMARY

Sustainability is a wider concept yet to be fully explored in regards to its dimensions and practices. For a long time, the notion of sustainability was related with environmental issues. Recently, economy and society were also recognized as key factors to achieve sustainable development. In regards to this, governments, business, academia and citizens are called to action. The world is in need of a global change and Higher Education Institutions have a key role in this path. Having as main responsibility the transfer of knowledge and research, these are responsible for fostering citizenship among its community and stakeholders, while contributing positively to the environment in which they have impact.

The United Nations Decade for Sustainable Development (2004-2015) has settled a milestone in the recognition of sustainability as a global concern. During this time, many HEIs improved their environmental impact while others have undertaken that same challenge. Moreover, Higher Education Institutions begin to realize how its financial sustainability works together with environment, and most importantly the preponderance society has in this triple perspective. Likewise, the role of HEIs in society is questioned when regards to sustainability. Skill their communities and stakeholders to be the rightful ambassadors of sustainable development, is filling the gap between information and people's attitudes and behaviours. In this, marketing has a leading role, where communication tools are fundamental to deliver the right message. Ranging from digital marketing to public relations, main goal of marketing communications in the promotion of sustainability is targeting people's emotion in a variety of contexts. Is about raising awareness and have audiences engaged with the subject. Targeted audiences and tailored messages become crucial when aligned with the communication objectives. Moreover, involvement has proved to be essential in order to promote change. As living laboratories, Higher Education Institutions are accountable for taking ownership of communication tools towards sustainable development. This project aims to demonstrate the increasing responsibility of HEIs in promoting sustainability, using ISCTE-IUL as a leading example. Based in an integrated marketing communication strategy, a communication action plan is designed to target professors, students and employees, but also external organizations and potential students.

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II   Context of the Problem

Sustainability has been relevant for the strategic plan of ISCTE-IUL since 2012/2013. It started with a 5-member team then in 2016, was a reinforcement and revisiting of the topic. Under the name "ISCTE-IUL Green Campus", meetings between the rectory team, services, faculty and students took place. Currently, in 2017, Sustainability@ISCTE-IUL group was created under a Rectors's order, also appointing ISCTE-IUL's Director of Sustainability. Under the project 'Environmental Management for Universities 2017-2018' - a cooperation between University of Aveiro, ISCTE-IUL, University of Gothenburg and Columbus Association – ISCTE-IUL had so far a friendly environmental audit and several webinars with Gothenburg University. The environmental policy was created and improvement proposals for social, economic and environmental actions are continuously being searched and studied.

How to communicate ISCTE-IUL's sustainability commitment to its stakeholders still remains a question. Which marketing and communication tools to use? Most importantly, how to engage with the community in the long-term? These are fundamental aspects to be considered in regards to ISCTE-IUL communication and are some of the questions which the present project intends to answer. Taking into consideration all stages of the implementation process towards an environmental management system - specifically the third one, regarding the communication strategy – a communication action is purposed. This project's goal is to suggest a set of communication actions for ISCTE-IUL in terms of sustainability promotion for internal and external audiences. It will focus on main targets of the organization – professors, students, employees, potential students and external organizations - aiming to raise awareness must most of all to involve ISCTE-IUL community in the sustainable development challenge.

III LITERATURE REVIEW

The World Summit on Sustainable Development turned the first decade of the new century, as a time for reflection about the demands placed by humankind on the biosphere (WSSD, 2002). Following this, the International Union for Conservation of Nature (IUCN) convened a meeting at the end of January (2006), to discuss the issue of sustainability in the twenty-first century, where *the concept was coined explicitly to suggest that it was possible to achieve economic growth and industrialization without environmental damage*". (W.M. Adams, 2006:1) Sustainable development thinking was progressively developed through the World Conservation Strategy (IUCN, UNEP, & WWF, 1980), the Brundtland Report (1987), and the United Nations Conference on Environment and Development in Rio (UNCED, 1992), as well as governments planning and wider engagement from business leaders and non-governmental organizations of all kinds. A change in environmental trends has been driven by the emergence of "green consumers", who had quite, influence in the way in which some industries faced the environmental challenge. (Elkington, 1994). Environmental issues, however, only amount to one part of a broader concept that is sustainability.

1   SUSTAINABILITY: ECONOMY, SOCIETY, ENVIRONMENT

The concept of sustainability has its principal inspiration from the Report of the World Commission on Environment and Development: Our Common Future, also known as Brudtland Report, where in the Commission's words, sustainable development is *"Development that meets the needs of the present without compromising the ability of future generations to meet their own needs."* (UN, 1987:37) Sustainability issues were recognized in the 20th Century and included not only on the world leader's agendas, but also in the scientific community and NGO's as a matter of discussion. This report has developed guiding principles for sustainable development, making clear it is impossible to separate economic development issues from environmental ones. In the international perspective it means the already existing economic interdependence between nations, leads also to an ecological interdependence. *"One of the key outcomes of the Earth Summit in 1992 is the*

recognition that this quest for sustainable development has economic, social and environmental dimensions and that the three aspects are interdependent." (UN, 2007:47) In 1995, Khan stated that the paradigm of sustainable development rested on three conceptual pillars - economic sustainability, social sustainability and environmental sustainability (Table 1). In mid-1990s these dimensions were named by John Elkington as 'People, Planet and Profits', when integrated in the Triple Bottom Line (TBL) accounting framework (Elkington, 2004). Recently, Jamali (2006) describes and give examples of economic, environmental and social dimensions.

Table 1 - The paradigm of sustainable development

Element	Criteria
Economic Sustainability	Growth
	Development
	Productivity
	Trickle Down
Social Sustainability	Equity
	Empowerment
	Accessibility
	Participation
	Sharing
	Cultural Identity
	Institutional Stability
Environmental Sustainability	Eco-system integrity
	Carrying Capacity
	Biodiversity

Source: (Kahn, 1995 apud Basiago, 199: 149)

Economic (profit), refers not only to financial viability, reducing the cost of doing business (Jamali, 2006), but also to market allocation of resources, sustained levels of growth and consumption (Khan, 1995). This dimension associates growth of the enterprise with the growth of its economy, however profit is also used for providing benefit to the society (Arslan, 2017). There was a strong belief among economists, that economic growth would bring the technological capacity to replenish

natural resources destroyed in the production process. Natural resources, however, are limited and that is the reason why we should be pursuing a form of qualitative growth rather than quantitative growth (Basiago, 1999).

Social (people) shifts the focus to the fair treatment of employees, as well as enacting favourable practices in the communities where companies conduct business. The social dimension represents *"the impact of the organization on the social systems within which it operates"* (Jamali, 2006:5) and according the author it ranges from public health and community issues to social justice, workplace safety, human rights and equal opportunity. Social performance is focused on the interaction between the organization and its stakeholders, where ignorance of this responsibility negatively affects sustainability and performance (Arslan, 2017),. Social sustainability's main goal is a society in which people behave less selfishly, acting on behalf of interests of the collective (Basiago, 1999).

Environmental (planet) suggests a planning process that allows human society to live within the limitations of the biophysical environment (Bergh, 1999). The bottom line referred to as 'planet' represents the implementation of sustainable practices. It focuses on organization's impact on natural ecosystems and involves a comprehensive approach to operations, aiming to eliminate waste and emissions while maximizing the efficiency and productivity of all assets and resources (Jamali, 2006). According to A. D. Basiago (1999) the environmental sustainability requires natural capital to be preserved and used as a source of economic inputs as well as a sink for urban wastes. It rests on the assumption that resources must be harvested no faster than they can be regenerated and wastes must be emitted no faster than they can be assimilated by the environment (Kahn, 1995).

There are many forms to present the three scopes of sustainability (Adams, 2006). These have been drawn in a variety of ways, as pillars, as concentric circles, or as interlocking circles. The three pillars model takes the three dimensions and labels them as the three requirements for sustainable development (UN WCED, 1987). In this model, sustainable development is achieved when all three pillars are working and system faces potential collapse if one of the pillars is unbalanced (Thatcher, 2015) . Concentric circles, (Moore & Barnard, 2012), indicate the relationship between the three dimensions, in which both economy and society are constrained by environmental limits, while interlocking circles on the other hand, acknowledge the intersection of economic, environmental, and social factors but also their

interdependence to achieve sustainable goals. According to the author's description, the three dimensions of sustainability can be design as in Figure 1.

Figure 1 - The three dimensions of sustainability
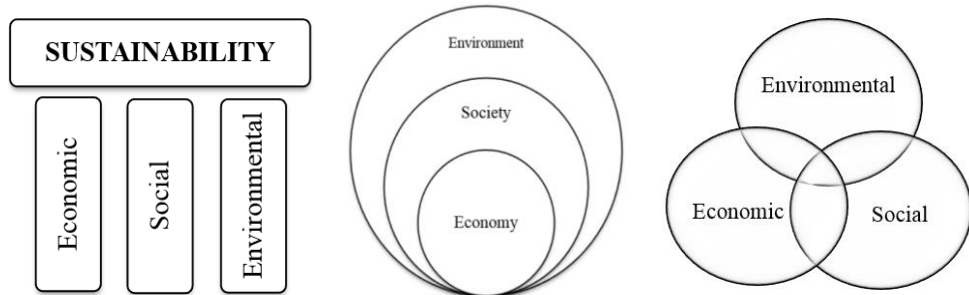
Source: Author own elaboration

The International Union for Conservation of Nature (IUCN) uses the interlocking circles model to show us that unlike theory, one factor is more dominant than the other two (Fig. 2). Economy is presented as the largest circle, society as the second largest and the environment as the smallest one, where is implicit that the first dimension economy can exist independently of society and the environment. By resizing the circles, the change needed is addressed to environmental integration into both dimensions - social and economic, in order to achieve a real balance on the sustainable development (IUCN, 2008).

Figure 2 - Interlocking circles (IUCN)

THE THEORY   NOW   THE CHANGE NEEDED

Source: W.M. Adams. (2006:2)

All of these dimensions should jointly be taken into consideration and integrated into decision making mechanisms for an accurate sustainability strategy Arslan (2017). According to the author, a TBL approach suggests that social and environmental factors should be included in the decision making criteria, instead of just being focused on profit maximization. It highlights companies' responsibility for multiple

impacts on society, with associated bottom lines and refers to a framework for measuring and reporting corporate performance against economic, social and environmental parameters. For Jamali (2006), stakeholders evaluate not only financial performance but also social and environmental performance, and that is why TBL brings out sustainability accounting as the complementary part of financial accounting, which provides more transparency and a larger framework to stakeholders' decision making process. *"TBL concept, as an indicator of success, accepts that profit is still important but it also emphasizes that environment which enables profit and people who live in that environment should not be damaged"*(Arslan, 2017:27)

There is a paradox in the sustainability subject (Adams, 2006): On the one hand, the rapid recognition given to the importance of sustainability, leads to the adoption of governments, civil society and business, strategies for increasing human welfare. While on the other, we are daily contributing to unsustainable consumptions levels of disposable goods, fossil fuels energy usage and intensive livestock and fishing, which at the end generates also high levels of urban waste. The fast response of governments, business and communities towards sustainability made it gain an increasingly relevance and turned out to be perceived as a matter of well-being and common good (Adams, 2006).

1.1   Corporate social responsibility

Over the last decades, an increasing pressure over firms to engage in corporate social responsibility (CSR) led their managers to question themselves between socially responsible behaviour and profitability. According to McWilliams & Siegel (2000) many responded to this issue, by attempting to demonstrate the effect of CSR on profitability, which as matter of fact was a key theme of the United Nations Conference on the Human Environment in Stockholm in 1972 (McCormick, 1991).

The "greening" of business can be can be described as the process to achieve no negative impact is made on the local or global environment, the community, or the economy. Many companies operate under corporate social responsibility initiatives while others truly integrate this concept as strategic goal of the organization. There is not a single definition of Corporate Social Responsibility, however the World Business Council for Sustainable Development (WBCSD) defines CSR as the

commitment of business to contribute to sustainable economic development, working with employees, their families, the local community and society at large to improve quality of life (Holme & Tinto, 2000). Palazzi and Starcher (1997) studied the meaning of CSR and why it made good business sense to integrate it into business strategies and practices. Globalization, increasing intensity of competition, rapid technological changes and changing value systems were pointed out by the authors as forces at work. Das Gupta (2008) also considered a shift from an industrial economy to knowledge and information based one, since demographic changes not only threaten the sustainability of our planet but create a mismatch between jobs and suitably trained workers. His study shows exactly how *"environmental challenges caused by pollution and resource depletion test the sustainability of our planet earth."* and why *"business leaders are called upon to play an important role in meeting these challenges."* (Das Gupta, 2008:8)

Corporate social responsibility emerged as a top management concern in both the United States and in Europe, around 60's and 70's and it is back on the agenda of many CEO's (Palazzi & Starcher, 1997). As back then, nowadays *"...it is also on the agenda of governments, both national and local, as well as NGO's, consumer groups, investors, and other actors in civil society"* (Palazzi & Starcher, 1997:5)

Being aware of not only shareholders' but also stakeholders' interests presents itself as key issue to achieve a low-risk and sustainable strategy, once their concerns, wants and needs are correctly identified and companies will later on be able to improve its performance towards them. Culture and religion may influence performance, however each organization responds in its own way. Regardless of the social context, values and beliefs, CSR must be seen as an investment and not as cost, in a process of continuous improvement, intrinsically connected with profitability (Palazzi & Starcher, 1997). After all, *'One of the most socially responsible things most companies can do is to be profitable'* (Makower, 1994:21)

Although the identification of stakeholders groups is not consensual, employees, customers, suppliers, financiers and local communities are always considered (Freeman & Phillips, 2002). The stakeholder's theory is a conceptual framework of business ethics and organizational management which addresses moral and ethical values in the management of an organization. The fundamental idea of this theory is that "an organization's success is dependent on how well it manages the relationships

with key groups (…) that can affect the realization of its purpose." (Freeman & Phillips, 2002: 3). For making the organization a place where stakeholder's interests can be maximized over time, the authors also point out the manager's job as the support of these groups, while balancing their interests. The stakeholder theory was first proposed in the book Strategic Management: A Stakeholder Approach by Edward Freeman.

2   RELATIONSHIP MARKETING

Fill and Osmond (2017) suggest that all organizations – commercial, government, charities, educational and other not-for-profit organizations – need to communicate with a range of stakeholders. Morgan and Hunt (1994) identified a range of relationships in which an organization is likely to be involved, and thus, by implication, within the domain of marketing. The conceptualization is presented in figure 3. It presents four categories of relationships: supplier partnerships, lateral partnerships, customer partnerships and internal partnerships.

Figure 3 - The relation exchanges in relationship marketing
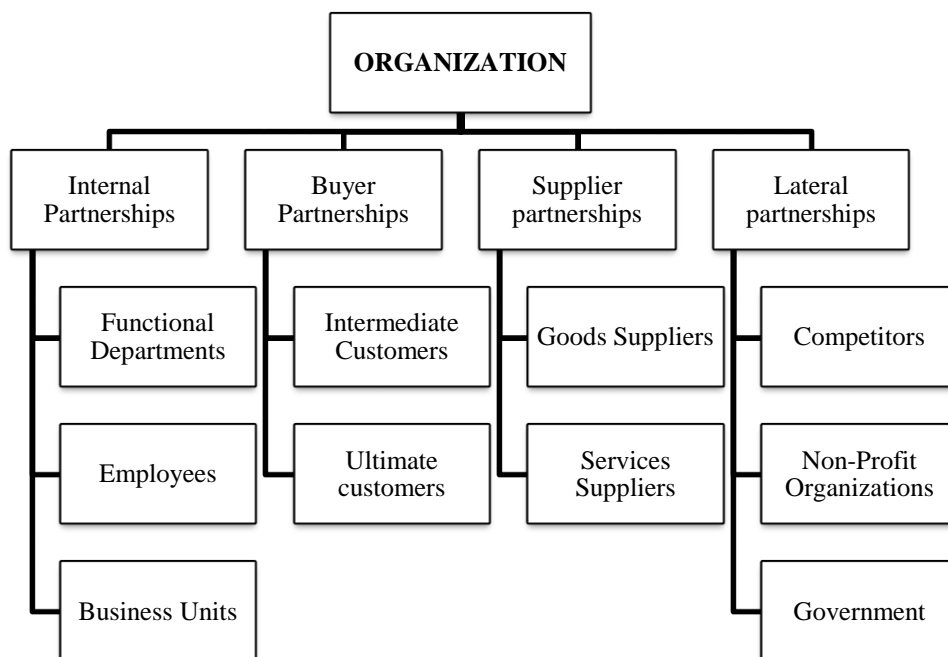
Source: (Morgan & Hunt, 1994:21)

Typically, marketing concept is the exchange of goods and services for others goods, services or money. Although there is not a universal agreement about this definition, Kotler and Zaltman (1971) consider the exchange process as the core idea of marketing. *"The analysis, planning implementation, and control of programs designed to bring about desired exchanges with target audiences for the purpose of personal or mutual gain"* (Kotler and Zaltman, 1971:2) is presented by the authors as marketing management, where wants, attitudes and behaviour of potential customers are examined. Social marketing on the other hand is used to influence the acceptability of social ideas. It consists of applying marketing techniques to campaigns aimed at changing behaviour for the benefit of individuals and society (EEA, 2016). According to MacFadyen, Stead, and Hastings (2003) there are three common elements on the definition of social marketing - the focus on voluntary behaviour, the recognition that there must be a clear benefit for the customer if change is to occur and the assumption of marketing techniques as tools to be used.

Leonard Berry (1981) described internal marketing (IM) as the vision of employees being internal customers and their jobs the internal products. While addressing the objectives of the organization, these products would satisfy the needs and wants of internal customers. IM application to services emerged after Piercy and Morgan (1991) proposition that external marketing tools could be applied internally in any marketing strategy . For Winter (1985) the role of IM is to align, educate and motivate staff towards institutional objectives, which will lead into staff understanding and recognition and also the sense of belonging. Internal marketing can also be considered as a "*planned effort to overcome organizational resistance to change and to align, motivate and integrate employees towards the effective implementation of corporate and functional strategies*". (Rafiq and Ahmed, 1993:222)

2.1   Marketing Communications

"Marketing communications are about the promotion of both the organization and its offerings" (Fill & Osmond, 2017:9). According the authors it recognizes the increasing role of organizations in the marketing process, as well as their impact in the minds of audience. "Marketing communications provides a core activity so that all interested parties can understand the intentions of others and appreciate the value of the goods and services offered." (Fill & Osmond, 2017: xiii). According to Fill **(1995)**,

effective communication is the main link between an organization and its environment as well as the key to the satisfaction of stakeholder's expectations. *"Once a thorough understanding of the stakeholders, external environment and the organisational context has been gained, it is then possible to set communications objectives for the campaign"* (Masterman & Wood, 2006:8). Communication objectives are set within the agenda of broader marketing objectives of the organisation and these in turn, are more specific and will have been set to achieve the corporate objectives (Masterman & Wood, 2006). They encompass the direct effects of communication such as brand awareness, response rates, attitude change, and personal recommendations. Sub-objectives could also be included, for each stakeholder or target audience.

There has been an empowerment of consumers in regards to information, where today's consumers can expose their ideas and criticism without censorship, but also exchange opinions with strangers and start the communication process, therefore controlling the environment itself (Dionísio & Rodrigues, 2009). Technology has changed 'when', 'where', and 'how' consumers process marketing communications (Keller, 2009). Today, communication has become more active and consumer's communication with brands has numerous contact points, at different times of the day. In addition, with technological advances, organizations now have many opportunities to interact with their audiences through digital but mainly social media (Hughes & Fill, 2007). According to Dionísio and Rodrigues (2009), new generations present a new pattern of media consumption, different from the previous generations considered 'traditional media' consumers. Consequently, companies using traditional media are now adopting different methods of communication to reach young people, the authors say.

According to Rothschild (1979), involvement acts as a mediating variable in learning, information processing, attitude change, and behaviour development. The author proposed two models of affective development, where in high involvement case, attitude precedes behaviour - meaning, the development of awareness and knowledge has impact from advertising, while additional personal selling is necessary to generate behaviour. In the low involvement case, behaviour is directly affected from advertising due to the absence of a well-formed attitude structure. As in the European Environmental Agency's study (2016), by using insights from behavioural science, communication activities can be designed to enhance the chances of people

doing 'the right thing'. Moreover, behavioural science shows that information itself will not automatically change people′s behaviour, being the reason why communication efforts should be focused on the desired outcome - aiming to change attitudes and behaviour - instead of using an information-knowledge approach (EEA, 2016). Other important characteristics have been identified by behavioural researchers, one of which concerns for the social context. *"When unsure about what to do in a certain situation, people are inclined to do what others do to obtain social acceptance"* is a phenomenon known as 'herding' (EEA, 2016:28). Further reading on the European Environmental Agency's study about "Communication, environment and behaviour", evidences emotions as a key factor to decision-making. Furthermore, behaviour change is suggested to be achieved by addressing fundamental human needs, such as appreciation, self-realisation, identity and need to belong. Within behavioural science, influencing people only by how choices are presented is called 'framing'. (EEA, 2016) Placing healthy food in an attractive way and in front of not so healthy food can influence what people eat, while labelling, as a platform for communication allows consumers to make an informed choice. Additionally, the 'spill-over effect' is an underlying phenomenon of behaviour change, where a person who has changed his or her behaviour in one aspect is likely to make a broader range of changes. According to EEA (2016), involving those potentially affected by a decision, to be part of the decision-making process is encouraging public participation. Several communication tools can be used to implement public participation, including public meetings, large-scale consultations and online discussion forums.

2.2   Promotional Mix

The promotional or communication mix, refers to one of marketing mix's 4Ps. For Fill and Osmond (2017) there are six main marketing communication disciplines or tools: advertising, sales promotion, personal selling, PR, direct marketing and digital marketing. However communication methods identified as elements of the promotional mix vary (attachment A). Once the promotional objectives and positioning have been determined, is necessary to establish the means by which they will be accomplished. To do so, it is necessary first to view communication strategy from each of different stakeholder perspectives, and second to determine the means by which strategies are selected. (Fill, 1995) The message and method chosen, will determine which media are appropriated as will the characteristics and preferences of

the target audiences (Masterman & Wood, 2006) (attachment B). The degree to which engagement occurs reflects audience perception, interpretation and meaning of the messages delivered.   Guerrilla marketing strategies, for example, seek primarily to surprise, to have diffusion effect and low cost effect on communication with consumers (Hutter & Hoffmann, 2011). Hughes & Fill (2007), in redefining the communication mix, proposed that tools be distinguished between planned and unplanned marketing communications. 'Planed' the author refers to the traditional tools used by marketers such as advertising, personal selling, sales promotions, telemarketing and public relations. On the other hand, unplanned marketing communications refers to word of mouth, news and social networks that are constantly updated.

Today, brands need to follow the concept of blended marketing, which means having an integrated view between online or interactive media and offline media. Is about integrating both,, thus reflecting the fusion between the traditional and the digital (Dionísio & Vicente Rodrigues, 2009). Each tool has different characteristics and capabilities, so the tools of the communication mix can be combined in different ways to achieve different results, be they cognitive or behavioural (Hughes & Fill, 2007). According to Kotler & Keller (2006), because of the use of various communication tools, the marketing mix must now be integrated in order to convey a coherent message and a strategic positioning. Each tools has its weaknesses and strengths, marketing tools are much more effective when combined (Daj & Chirca, 2009). According to the author, the main characteristics of integrated marketing communications are coherence, consistency, continuity, complementary and completing the organisation's image. For (Daj & Chirca, 2009) an effective integrated marketing communications process comprises the following:

1. Well thought out market segmentation:
2. Targeting process, that may include secondary and/or primary market research;
3. Determining the communications objectives;
4. Countering the competition;
5. Designing the messaging content
6. Selecting the means for communications;
7. Defining the mix of media, budget and priorities;
8. Measuring the effectiveness of the efforts.

3   SUSTAINABILITY AND MARKETING

The actions undertaken by organisations, as well as corporate reputation, are perceived not only in terms of brand values and profits but also in regards to their ethics and their impact on the environment (Fill & Osmond, 2017). Green marketing dates back from 1970, when environmental concern firstly appeared, and can be defined as *'the holistic management process responsible for identifying, anticipating and satisfying the needs of customers and society, in a profitable and sustainable way.'* (Peattie & Charter, 2003:727)

According to the authors, it emerged as an extension of social marketing, but with an emphasis on the physical sustainability of the marketing process. It defends a holistic and interdependent view of the relationship between the economy, society and the environment and sets an open-ended rather than a long-term perspective. Green marketing treats the environment as something with intrinsic value over and above its usefulness to society, keeping a focus on global concerns, rather than those of particular societies (Table 2).

Table 2 - The evolution of environmental concern

Factor	1970s environmentalism	1990s green
Emphasis	On 'environmental' problems	On the underlying problems with our social, economic, technical or legal systems
Geographic focus	On local problems (e.g. pollution)	On global issues (e.g. global warming)
Identity	Closely linked to other anti-establishment causes	A separate movement embraced by many elements of 'the establishment'
Source of support	An intellectual elite, and those at the fringes of society	A broad base
Basis of campaigns	Used forecasts of exponential growth to predict future environmental problems (e.g. limits to growth)	Uses evidence of current environmental degradation (e.g. the hole in the ozone layer)
Attitude to businesses	Business is the problem. Generally adversarial	Businesses seen as part of the solution. More partnerships formed
Attitude to growth	Desire for zero growth	Desire for sustainable growth
View of environment/ business interaction	Focused on negative effects of business activity on the environment	Focuses on the dynamic interrelationship between business, society and the environment

Source: (Peattie & Charter, 2003:728)

Going green means facing a management challenge and to do so, Peattie & Charter (2003) suggest several principles to be followed, where we can highlight three of them. First one is marketers[1] to take a leadership role while the organization is on the greening process, once it requires creativity, ability to work effectively across internal organizational boundaries and excellent communication skills. Second is adopting a holistic perspective, where green marketing and the management of eco-performance transcend functional boundaries as quality did to total quality management. Embracing a stakeholder approach is the third one, as internally and

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[1] A person whose duties include the identification of the goods and services desired by a set of consumers, as well as the marketing of those goods and services on behalf of a company.
Source: http://www.businessdictionary.com/definition/marketer.html - 22 September 2017

externally, organizations face an increasing depth of interest in their eco-performance[2] from an increasing range of interested parties.

Another paradox in the sustainability field arises when we put together the environmental concern along with marketing. That is exactly where 'sustainability' takes place, underlying the concept of auto-replenishment by using natural resources, producing pollution and waste at a rate which can't be absorbed by environmental systems. *'The pursuit of sustainability is the underlying principle of green marketing, and a company can justifiably claim green credentials if it is demonstrably and consistently moving towards sustainability.'* (Peattie & Charter, 2003:738)

Green Promotion

There is widespread consumer skepticism about environmental advertising where green promotion raises concerns about greenwashing [3] and 'green hype' (Carlson, Grove, Kangun, & Polonsky, 1996). For Peattie & Charter (2003) communication aims to inform stakeholders and particularly customers, while educating those, and seeking to establish the social and environmental credentials of the company. Truth is, that different communication issues will arise depending upon the nature of the media that marketers use. Public relations is pointed out as key communication channel for companies to put across messages relating to good eco-performance, both in relation to brands and to corporate level communications, aimed at building corporate reputation and identity. *'Green issues provide good opportunities for both informative and emotive marketing communications. The key is to understand the concerns of stakeholder audiences and then to communicate effectively and efficiently.'* (Peattie & Charter, 2003:749)

According to Polonsky and Rosenberger (2001), corporate motivations and pressures for greening, lead the way on how green marketing is implemented throughout organizational activities. Understanding them is therefore essential once it can occur as a result of external or internal pressures. External pressures include consumer satisfaction, reaction to competitor's greening actions and

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[2] *"The impact that products and businesses have on the human and natural environment within which they exist"* (Peattie & Charter, 2003:738)

[3] When a corporation supports the efforts of going green but, in turn, damages the ecosystem by manufacturing harmful products or providing detrimental services.
Source: http://www.businessdictionary.com/definition/greenwashing.html - 22 September 2017

channel/supplier's requests to modify inputs[4]. Internal pressures to green activities can be cost related since greening results in greater resource efficiency and financial savings. Philosophy may also be pointed out as an internal force, when firms view environmental objectives on the same level as other corporate objectives and green issues are incorporated into the firm's strategy, later on integrated into its tactical activities.

For Menon (1997) green marketing activities can occur at three levels. In strategic greening, where there is a fundamental change in corporate philosophy; quasi-strategic greening, which involves a substantial change in business practices; by tactical greening, where there is a shift in functional activities, such as promotion. Thus, the amount of change a firm requires can then be identified as well as its degree of commitment to environmental objectives. To Polonsky and Rosenberger (2001), itis important to see green marketing as a holistic approach, rather than to focus incorrectly on specific individual activities. While minimizing long-term ecological harm, the green marketing provides an integrated approach that continually re-evaluates how firms can achieve corporate objectives and meet consumer needs (Polonsky & Rosenberger, 2001). According the authors, green promotion needs to communicate substantive environmental information through integration with other activities. Thus, all green promotional activities need to be carefully evaluated to ensure that the firm is not criticized for greenwashing.

4   SUSTAINABILITY AND MARKETING IN HIGHER EDUCATION INSTITUTIONS

Manuel Heitor, current Minister of Higher Education, along with Hugo Horta, wrote in 2015 an article entitled "Reforming higher education in Portugal in times of uncertainty: The importance of illities, as non-functional requirements". In this article, 'ilities' are described has *"non-functional requirements, including but not limited to accessibility, quality, sustainability, efficiency, flexibility, and capability."***(Heitor & Horta, 2015:146)***,* where the authors suggest them to be taken in greater consideration while relevant elements in the modernization and reformation of higher

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[4] For example firms that comply with IS0 14000 are required to evaluate their suppliers' environmental performance. In this case, organizations will be pressuring their suppliers to meet the appropriate standards, who then pressure their suppliers, and so on.

education. A direct dependency is evidenced between the way people, institutions and society interact with knowledge and therefore its understating of 'illities' as a holistic perspective in the increasing complexity of our daily life. According to the authors, rethinking the ways of interaction with new knowledge is fundamental for the 21st century's society, where "*the new media contexts has shifted from a traditional sense of experiencing content to using content as context to construct a social world with others*" (**Heitor & Horta, 2015:147**).

4.1 Sustainability in Higher Education Institutions

The United Nations Decade of Education for Sustainable Development (2005-2014) was announced by (UNESCO, 2005), aiming to promote education as a basis for a more sustainable human society and to integrate sustainable development into education systems at all levels. Formed in 2012, after the UN Rio Conference, the Higher Education Sustainability Initiative (HESI[5]) is a partnership between the United Nations Department of Economic and Social Affairs (UN DESA), UN Global Compact's Principles for Responsible Management Education (PRME) initiative, UNESCO, UN Environment, United Nations University, UN-HABITAT and UNCTAD[6]. Given the objectives of UNCED in Rio, HESI has a special responsibility to provide leadership on education for sustainable development, where signatories HEIs from around the world, commit to teach sustainable development across all disciplines of study; encourage research and dissemination of sustainable development knowledge; green campuses and support local sustainability efforts; engage and share information with international networks. "Higher Education Institutions – Key Drivers of the Sustainable Development Goals" document, summarizes the special event of the 2017 High-level Political Forum on Sustainable Development at UN Head Quarters. Jonas Haertle, Head, PRME Secretariat, United Nations Global Compact, stressed that 'HESI provides a unique platform for higher education institutions and key UN system entities to engage with the academic sector and come together to share their knowledge and expertise in working on sustainable development issues.

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[5] https://sustainabledevelopment.un.org/sdinaction/hesi - accessed on 25 September
[6] The United Nations Conference on Trade and Development (UNCTAD) support developing countries to access the benefits of a globalized economy more fairly and effectively.
http://unctad.org/ - accessed on 25 September.

Other initiatives and their scope of action have been presented, such as Global Action Programme on Education for Sustainable Development (GAP), which was launched in 2014 seeking to generate and scale-up Education for Sustainable Development and accelerate progress towards sustainable development (Marie Paule Roudil - Director, UNESCO); Global Universities Partnership on Environment for Sustainability (GUPES), one of the flagship programmes of UN Environment's Environmental Education and Training Unit (EETU), aimed at promoting the integration of environmental and sustainability concerns into teaching, research, community engagement, greening of university infrastructure, facilities, and operations, as well as enhancing student engagement and participation in sustainability activities (Jamil Ahmad - Deputy Director of UN Environment)

For Hooey, Mason, & Triplett (2015), a sustainability culture in campus is held in four dimensions - curriculum, operations, community and campus (Fig. 4). In this model, the adoption of sustainable principles and practice in curriculum meets operations and community outreach in a campus environment that ensures student inclusiveness and equitable opportunities for engagement.

Figure 4 - Sustainability in campus
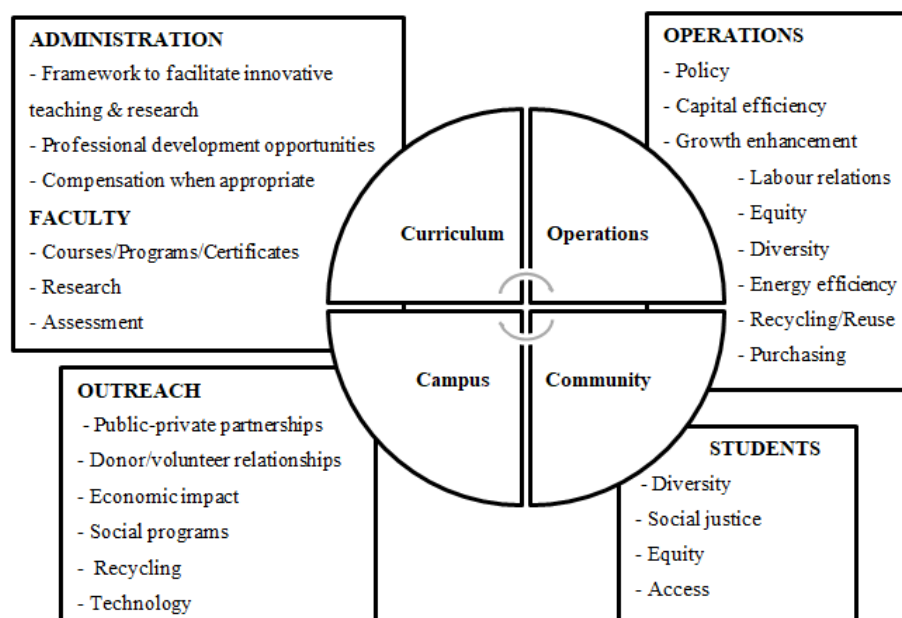
Source: (Hooey, Mason, & Triplett, 2015:289)

Interdisciplinarity increased its importance in the field of sustainability when 'sustainable problems' have been shown to be transversal to several academic

disciplines, ranging from the natural sciences to the social sciences and humanities (Yarime et al., 2012). The authors also state that in order to promote *"cross-sector and multi-stakeholder collaborations for sustainability, we need to choose which joint initiatives"* (Yarime et al., 2012: 103) to set and what mechanisms and stakeholder relations to hold. It is mandatory for HEI to rethink their missions and to restructure their courses, research priorities, community engagement and operations on campus. Courses providing holistic views and approaches, by allowing students to look into actual cases, make them acquire a new world view, different from the previous. However, the slow pace in higher education institutions' movements towards sustainability is pointed out by the authors has being influenced by the conventional university appraisal systems which do not consider sustainability perspectives in their evaluation methodologies.

For Velazquez, Munguia, Platt, & Taddei (2006:812) a Sustainable Higher Education Institution is "*a HEI (...) that addresses, involves and promotes, on a regional or a global level, the minimization of negative environmental, economic, societal, and health effects generated in the use of their resources in order to fulfil its functions of teaching, research, outreach and partnership, and stewardship in ways to help society make the transition to sustainable life-styles*". Based on a continuous improvement, the authors presented a model for a sustainable university set in four phases (attachment C). The first one is developing a sustainable vision for the organization; where the authors highlight the need of each HEI define its own concept of sustainable University. Phase two is stating the mission (who, what, and why) including sustainability as one of the core values of the organization, with an underlying philosophy for future actions. The third one is setting a sustainability committee - ideally with the representation of all key players in the university community - aiming to create policies, targets, and objectives. It "*does not take over the initiatives around the campus, it helps people responsible of those initiatives by disseminating and receiving information, coordinating initiatives, avoiding overlapping efforts, obtaining funds, and ensuring that policies are effectively implemented.*" (Velazquez, Munguia, Platt, & Taddei, 2006:814) In this phase, the authors underline the creation of sustainability policies as one of the most important roles of the committee. Finally phase four is implementing sustainability strategies for all aspects of the university. 'Greening the campus" is presented as the most recent aspect to be considered, in addition to education, research, and partnerships.

Similarly, Collins & Gannon (2014) present a four-type sustainability action model based the assignment of sustainability class projects [7] , integration of sustainability in curriculum, participation on a campus sustainability committee and conducting research on sustainability in higher education[8].

Drivers to sustainability initiatives

The UN Conference in Rio, placed education for sustainable development on the global agenda (Ralph & Stubbs, 2014), while sustainability declarations become relevant to higher education along with international and national policy directives (Wright, 2002). The Decade for Education for sustainable development is a key driver, but also financial savings achieved from environmental efficiencies and public image resulting from environmental behaviour are important factors. Pressure from stakeholders to address sustainability can also happen (Ralph & Stubbs, 2014). The authors also considered that when integrating sustainability, a HEI can be described as displaying the following characteristics: moral responsibility educating future leaders; leadership and vision towards sustainability; engagement in community outreach.

'Institutions of higher education, tasked with developing the next generation of leaders, must strive to not only teach the concepts but must emulate sustainability in all facets of the institution'. (Hooey et al., 2015:290)

Barriers to sustainability initiatives

Aiming to improve the effectiveness of sustainability initiatives' in HEI, several academics identified numerous constraints to its implementation. Lack of awareness, interest, and involvement (Ralph & Stubbs, 2014)- which in HEI goes from students and staff to teachers, faculty, administrators and employees – but also lack of standard definitions of concepts, makes difficult the understanding and comparison of results. Moreover lack of funding, more rigorous regulations and policies to promote sustainability on campus are pointed out as barriers in fostering education for sustainable development (Ralph & Stubbs, 2014). Without policy enforcement, many activities rely on voluntary actions while others have to be constrained due to limit access to funds (Velazquez, Munguia, & Sanchez, 2005). Furthermore, the lack of performance indicators turns very difficult to address effectiveness of an initiative,

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[7] Where students can have a positive impact for example on campus environmental performance
[8] Researchers seeking to understand environmental issues, are suggested to examine their own higher education institution, where two important areas are best practices and interinstitutional comparisons.

while the existing ones often measure environmental, over social and economic factors. Many authors (Urbanski and Filho, 2015, p. 213) (Hooey et al., 2015) (Velazquez et al., 2006) identify stakeholders' different levels of understanding and participation in sustainability as a barrier (Aleixo, Leal, & Azeiteiro, 2016). According to Velazquez, Munguia, and Sanchez (2005) Lack of time and training can be seen as limitations, when promotors and people in charge of sustainability projects, accumulate other functions on the institution, along with short participant's specialization towards sustainability and also little training by teachers. Truth is, the lack of timely communication, and information leads to efforts overlapped and unmet goals, caused by miscommunication between departments and dispersed or unavailable key information. Sustainability can be perceived as an intruder in a specific study field and university members may not want to change - then is precisely when resistance to change takes place. There will be more aspects to be considered as difficulties in the implementation of sustainable development in HEI, but the most important is that *"people responsible for sustainable initiatives transform barriers into challenges" (*Velazquez et al., 2005:389)

4.2   Marketing in Higher Education Institutions

Tareef & Balas (2009) showed that when applying marketing to Higher Education Institutions (HEI) we have to consider two aspects. First, that HEI operate differently from business, and second, that a marketing services approach must be used, instead of normal marketing-mix. We know there are several markets to target, when students, employers, society, parents, teachers, employees, government, quality assurance agencies and others, are identified as some of the stakeholders of the organization (Kantanen, 2007). Different stakeholders have different needs, and that is why the quality of HEI and its services is so important for them as well as for its customer satisfaction. The main customers of HEI are not only students, but also employers, faculties, and society/government (Pereira & Silva, 2003). According to the authors, there are external and internal customers for each of the three central activities - teaching, learning and research (Table 3).

Table 3 - The main customer of teaching, learning and research processes

Process	Internal Customer	External Customer
Teaching	Faculty	Student
Learning	Student	Employer
Research	Faculty	Society/Government

Source: (Antonio, Pereira, Terra, & Silva, 2003:14)

Etzel, Walker, Stanton, and Stanton, have identified three conditions when applying marketing to the education sector. Keep focus on students' needs, deliver the same mission throughout the university and develop a goal achievement orientation. In other words is making sure different departments and faculties coordinate their activities, putting efforts together into a single clear communication for the community, once successful marketing strategies are ultimately defined by customer's satisfaction towards the institution (Alhakimi & Qasem, 2014). An effective implementation of a strategy requires faculties to be supportive and therefore involved in the university marketing planning. Staff, faculties, professors, students and the community as a whole must identify university's needs as an extension of their own (Reese, 2008).

According to Levitt (1980) there are three categories of universities' offerings: the core, tangible and intangible. The first one regards to the benefits of having a university diploma such as employment, status and lifestyle. The second on is about physical environment and attributes, which usually refers to infrastructures (layout of the campus, library and sporting facilities). Finally, the intangible offer includes things like social environment, service's quality, scholarships, merit awards, conferences and extra-curricular activities.

Segmentation must be used towards a better positioning of the institution, after being identified the differentiated customer's needs (Alhakimi & Qasem, 2014). Despite having students as a main target, when using a marketing strategy in higher education, both teachers' and students' expectations need to be met, in order to achieve quality (Scott, 1999). On the contrary to traditional human resources management, Tareef and Balas (2009) suggest employee's marketing segmentation to be based on motivational lines, taking in consideration it characteristics, wants and needs rather than grouping them by departments. HEI as a product is chosen by its customers relying on several marketing variables such as reputation, location, cost,

financial aids and others aspects (Owlia & Aspinwall, 1996). Traditional promotion, standard mass media, however, is not working efficiently anymore (Moogan, 2011). News ways of reaching students are a call for action, whereas technology, online platforms and social networks keep leading the way. According to Cann & George (2004) resource analysis and scanning the environment are two of the steps used, when implementing marketing strategies. In other words, an internal analysis matched with the opportunities and threats of the external environment, turns more accurate for institutions the process of decision making.

Beyond classic marketing concept, benefits of marketing and its functionality to HEI are better understood through the seven metaphors model (Dorin-Cristian, 2014). AS follows, it uses figurative meanings for marketing goals (table 4).

Table 4 - Seven metaphors model: benefits of marketing and its functionality to Higher Education Institutions.

Marketing as:	Marketing function:	University marketing goals:
A magnet	Attract resources and opportunities	Attract people, money, projects and elements creating good reputation.[9]
An arrow	Target identification and use of different mechanisms to send different elements in their direction	Target markets, results and opportunities. Towards whose it sends its products and offers, promotional messages, marketing activities, resources and attention.
A hook	Bring its public and resources closer, and grasp opportunities. Anchor which provides safety and stability to the organization.	"Anchor" itself in its mission, in the area of knowledge, culture and values of civilization and community.
A window	Communication interfaces. Access and communication with the external environment.	Insiders can look out and find out what's happening in the business environment, while outsiders who are interested to look within the organization can get involved and provide value.[10]
Binoculars	Helps to look carefully and see the exterior and interior environment, the changes, the opportunities and the threats.	Know the trends and future developments through activities such as marketing research, forecasts and scanning the marketing environment.
A strap	Link dynamically and flexibly to different situations, developments, trends and opportunities.	Intelligent and flexible relationships, to operationalize relational marketing
A cobweb	Develop network connections and interests to ensure their access to resources and ability to deliver greater value to their audience categories.	Initiate, establish and use links, partnerships, networks, relationships with various external entities.[11]

Source: **(Dorin-Cristian, 2014)**

[9] People – students, staff, faculty, partners and sponsors;

[10] Windows universities could use internet site and online tools, social media, newsletter or academic journal, open days and other academic events such as conferences, round tables, problems debated and solutions found;

[11] Example of external entities: other universities, network of universities, network of research institutes, NGOs, employers, suppliers and more others)

The seven metaphors model of marketing for universities helps to understand the mission of marketing applied to HEI, where social innovation takes place. It refers to new ideas that work in meeting social goals (Mulgan, Tucker, Ali, & Sanders, 2008) and that is why, it makes university to reflect not only on which its current marketing targets are, but also what they should and could be, when using marketing mix elements. Social innovation in higher education is all about HEI's relationships and stakeholders engagement. It is having the necessary tools to act as an attraction network, bearing in mind where resources come from and where do they go, while keeping informed of what's the environment inside and out the organization.

As the main communication potential of HEIs, Rowley (1997) and Licata & Frankwick (1996) have identified several academic stakeholders: Current and potential students, their families and relatives, the local community, society, the government, the business environment, the academic staff and the related-academic staff, the current and future employees. Despite all the stakeholders have to be communicated, Jongbloed, B. et al (2008) divided into two categories the higher education stakeholders - internal and external communication targets. According to the authors, at the internal level there are students, employees, the research teams and the academic management. While at the external level, are graduates, society, the business environment, the government and the professional associations. According to Avram (2015) internal communication elements have a stronger impact on the academic visibility on the market than the external communication, once the academic staff and the current students represent those who make direct contact with various audience categories and are directly responsible for externally promoting the academic image. Moreover the author states that *"efficient internal communication is the foundation of success of any company, and in higher education institutions this is of great importance as the academic staff is the one directly interacting with different audience categories, especially with students, who are the main consumers of higher education services"* (Avram, 2015:274).

As competitiveness is growing and the expectations of the target audience are increasing, also the access to information is easier (Daj A. and Chirca A., 2009). The authors suggest HEIs to evaluate and coordinate their activities according to the external environment influences by making contact with the real market needs and include them in their daily agenda. *"Recent studies indicate that nowadays higher*

education institutions are moving online across the spectrum of marketing activities, from building awareness to creating a high-quality virtual education system and they use online tools as an important and effective component of their marketing strategies." (Daj & Chirca, 2009:36)

Promotion of sustainability in HEIs

As stated in HESI's website, HEIs educate current and future decision makers, while playing a key role in building more sustainable societies and generating new paradigms. *"They have the mission to promote development through both research and teaching, disseminating new knowledge and insight to their students."* Questioning *"whether economic issues should receive priority over social issues, or the social issues should receive priority over environmental issues"* (Paraschivescu & Radu, 2011:116) is important when in developed countries seems to be a greater awareness of environmental issues rather than social ones (Dresner, 2002) and the assessment of the social dimensions of sustainability is reported much less frequently (Lozano, 2011). What is needed is a *"broad understanding of sustainability that, while taking the environment as fundamental, embraces economic, health, social justice and other humanitarian concerns"* (Selby, 2009:103) After all, *"The communication process is the link between the university and the various audience categories"* (Avram, 2015:274).

IV CONCEPTUAL FRAMEWORK OF REFERENCE

Literature Review	Key question	Relevance for the study
Sustainability	Several authors identified three dimensions: economic, social, environmental. Based on the existence of limited resources and sense of commitment with human rights, concerns for the future generations in regards to meet their own needs, on behalf of current actions.	Aiming to achieve sustainable development, its wide concept is transversal to the way society, economy and environment is currently designed. Sustainability is underling to citizenship, whereas every person and organization is accountable. In such a globalized world, this matter needs to be in global and local agendas.
Marketing	Represents the exchange relationships between organizations and its customers, mainly products/services and benefits. Many types of marketing exist and serve different purposes.	Is essential to use its techniques in order to have a favourable positioning. Social marketing aims to influence behaviours that benefit individuals and communities and to do so, also digital and direct marketing play an important.
Promotion and communication	As one of the 4's of marketing mix, promotion underlies the communication of an organization. Messages are delivered through communication tools and an effective strategy should have communication objectives to targeted audiences	From promotion-mix derives several communication tools which are intended to reach audiences. Internal and external communication demands differentiated tools, as well as the different segments chosen to target. An integrated marketing communication strategy is said to be effective due to its coherent message and strategic positioning.
Higher Education Institutions	Its main function is creating and disseminating knowledge. HEIs however, also take a role on student's citizenship, along with teachers and its staff. Main customers are potential students and its families, and many stakeholders can be identified.	Besides its quality in the processes of learning/teaching and research, a recognized HEI such as ISCTE-IUL has an important role to play in fostering citizenship and social responsibility. Besides the traditional 'duties' of academia, ISCTE-IUL looks for community engagement and is challenged to do it towards sustainable development

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V   METEDHOLOGY

The research methodology for primary data collection comprehends the qualitative method of semi-structured interviews of several agents taking action on the sustainability field, namely, Francisco Teixeira – Portuguese Environment Agency, Lia Vasconcelos – Researcher, Luísa Schmidt – Researcher and coordinator of the Portuguese working group dealing with the UNESCO's Decade of the Education for the Sustainable Development, Pedro Norton de Matos - Mentor and co-organizer of Greenfest and Susana Fonseca - Member of the board of ZERO (Association for the Sustainability of the Earth System). The main objective of these was to have a wider scope about sustainability in higher education, from those who work the subject in many different contexts.

Likewise, the following members of ISCTE-IUL were listened, due to its direct relevance in the promotion of sustainability in ISCTE-IUL itself - Director of sustainability; Pro Rector for Curricular and Pedagogical Innovation; Coordinator of the Communication and Multimedia department; Coordinator of the Marketing department of ISCTE Business School. Furthermore, relevant stakeholders were also listened, taking into consideration its activity in the institution.

In regards to secondary data, mainly online research was done upon documents, such as reports from international and national organization regarding sustainability, education for sustainable development, Higher education as well as marketing communications in Higher Education. Furthermore, a benchmark was used to address sustainability in Higher Education Institutions and find best practices. Research was conducted as a contribution to the development of literature review as well as contextualization of the subject matter. Data and information about ISCTE-IUL, was collected from the website and documentation from the strategic group of ISCTE-IUL, to address the current situation towards sustainability.

VI ANALYSIS

1   EXTERNAL ANALYSIS

1.1   Macro environment

1.1.1   Global Context

From an historical perspective, environmental issues always were a key theme of global discussions, yet recent meetings show an integration of social issues as part of human development. United Nations Climate Change Conference, also known as COP (Conference of the Parties) is held annually, from 1995, to assess progress in dealing with climate change. Perhaps the most relevant in the mid-1990s, was COP3 (1997), which held the Kyoto Protocol negotiations to establish legally binding obligations for developed countries to reduce their greenhouse gas emissions. COP21 (2015) resulted in the Paris Agreement whereas 195 UNFCCC (United Nations Framework Convention on Climate Change) members have signed the agreement, 148 of which have ratified it. Recently, at the United Nations Sustainable Development Summit (2015), world leaders adopted the 2030 Agenda for Sustainable Development and 17 Sustainable Development Goals (SDGs) (attachment D). It balances the economic, social and environmental dimensions which can also be aligned in 5 P's – People, Prosperity, Planet, Peace and Partnership (Fig. 5).

Figure 5 - Alignment of the sustainable development goals with the 5 P's

Source: National report on the implementation of the 2030 Agenda for Sustainable Development – PORTUGAL, page 11

Accordingly to the UN General Assembly at 21st October of 2015, SDG's *"are integrated and indivisible, global in nature and universally applicable, taking into account different national realities, capacities and levels of development and respecting national policies and priorities."*(UN, 2015:13)

- **1972 - United Nations Conference on the Human Environment**, held in Stockholm
  - o Led to the establishment of the United Nations Environment Programme (UNEP);
- **1987 – World Commission on Environment and Development (WCED),** held in Geneva, Switzerland
  - o Developed the theme of sustainable development and prepared a report for General Assembly - Brundtland report;
- **1992 – United Nations Conference on Environment and Development (UNCED) or Rio Conference** held in Rio de Janeiro, Brazil
  - o Led to the establishment of the Commission on Sustainable Development
  - o Agenda 21, a global plan of action to promote sustainable development
  - o Rio Declaration on Environment and Development, a series of principles defining the rights and responsibilities of States
  - o United Nations Framework Convention on Climate Change (UNFCCC);
- **2000 - Millennium Summit**, New York, USA
  - o World leaders ratified UN Millennium Declaration, Millennium Development Goals were launched;
- **2002 - World Summit on Sustainable Development (WSSD),** held in Johannesburg, South Africa
  - o Sustainable development was recognized as an overarching goal for institutions at the national, regional and international levels
  - o Reviewed progress in the implementation of Agenda 21 since its adoption in 1992;
- **2012 - UN Conference on Sustainable Development, Rio+20,** held in Rio de Janeiro, Brazil

o Launching the process to develop a set of Sustainable Development Goals (SDGs), build upon the Millennium Development Goals and converge with the post 2015 development agenda;

- **2005-2014 - United Nations Decade of Education for Sustainable Development (UN DESD),** 78th plenary meeting in 20 December 2002
    o Emphasizing that education is an indispensable element for achieving sustainable development;

Higher education and Sustainable Development

As follows, the UN DESD final report (2014) gives great insights about Higher Education. Its challenges in the DESD are considered as the translation of commitments into implementation, deeper innovation in staff development and across institutions as well as disciplinary boundaries to the preparation of learners with the capacity to address complexity (Fig. 6)

Figure 6 - Challenges of Higher Education in the Decade of Education for Sustainable Development

Translation of commitments into implementation requires coordinated change at multiple levels – in governance, planning, academic programmes, facility management and financial systems.

Deeper innovation in staff development and across institutions is necessary to transform curricula and pedagogy

Disciplinary boundaries continue to be barriers to the exploration of complex issues, and to the preparation of learners with the capacity to address complexity

Source: (UNESCO, 2014:112)

Actions around the World include Global Universities Partnership on Environment and Sustainability (GUPES) whose ambition is to implement environment and sustainability practices into the curricula; COPERNICUS Alliance, a European network of 60 members and project affiliated institutions committed to ESD; Promotion of Sustainability in Postgraduate Education and Research Network (ProsPER.Net), a network of 30 higher education institutions in Asia and the Pacific that have committed to work together; Mainstreaming Environment and Sustainability in Africa (MESA) and Alianza de Redes Iberoamericanas de

Universidades por la Sustentabilidad y el Ambiente (ARIUSA). Over the past 10 years, worldwide student population has doubled. Currently, about 20,000 HEIs work with an estimated 150 million students every year, whereas more than 80% of the decision-makers in industry, community and politics are graduates of universities. *"The size and influence of the sector, together with the transformative potential and economic and social value it provides to society, make a compelling rationale for investment in higher education for sustainable development."* **(UNESCO, 2014:114)**

An increasing number of HEIs is integrating sustainability in their process in various forms: curriculum, teaching and research and greening operations. Most recently at the UN Conference on Sustainable Development (2015), higher education leaders, UN Agencies, staff, students and networks came together to profile the contribution of HEIs to sustainable development. As previous literature review shows, the HESI has attracted commitments from university leaders to put sustainability plans in place and be transparent about progress through reporting. Early commitments of HEIs to sustainable development often started with the campus itself, as an example for its community. Many have improved their environmental footprints and have included healthy food, as part of their sustainability strategy. Social issues have also been recognized in terms of social inclusion. Examples of tools to improve HEIs sustainability include UNEP's Greening Universities Toolkit, 2013; The Higher Education Environmental Performance Improvement initiative; The Green Laboratory Self Evaluation Programme, and the Learning in Future Environments (LiFE) tool.

UN DESD final report notes that leadership towards sustainability in HE presents a considerable challenge; Student demand for sustainability-related education is on the rise; Academic staff development and organizational learning are important for creating sustainable universities; Networks of higher education institutions build capacity and expand influence on ESD; Interest in sustainability-related research is on the rise; Research into ESD itself has increased significantly during the DESD; Campus operations have made significant advances in sustainability; HEIs are extending the value and impact of their teaching and research at the local level and catalysing community change; The following aspects are also emphasized: Every student, regardless of discipline or career focus should learn to contribute to a more sustainable world; Online learning should be explored further to advance ESD in HE;

Communications in Higher Education for Sustainable Development

Raising public awareness during the DESD has been characterized by highly creative approaches, such as performance artists, television productions, large-scale information campaigns, interactive multimedia and internet creations. The influence of social media on individuals is increasing and the number of users is significant: Facebook: 1 billion; Twitter: 560 million; Google+: 400 million; and LinkedIn: 240 million13. This growth occurred while the DESD itself was underway, with organizations taking advantage of these new communication channels to reach higher levels of public awareness for sustainability. Still, the so called 'worth-of-mouth' from friends and colleagues, has gained a new meaning in this virtual world, having more influence on the ideas and actions when compared to 'top down' messages from governments and organizations.

"More understanding is needed on how this process works in an online environment, and of how to use online social networks more effectively to advance changes towards sustainable development." (UNESCO, 2014:143) Moreover, further research is required to understand changes in social norms and individual choices. According to the Global Survey on Sustainable Lifestyles [12], not only a holistic, compelling and pragmatic vision of what a sustainable society is becomes necessary, but also how it can be translated into ways that influence individuals.

1.1.2   National Context

Following the International Implementation Scheme of UNESCO for the UN Decade of Education for Sustainable Development, in 2005, Portugal formed in the same year, a Consultation Group, composed of representatives from government and civil society in order to present proposals for launching the DESD in Portugal.

Strategic objectives include raising public awareness regarding sustainable development; integrating sustainable development concerns into public and private strategies; encourage multidisciplinary scientific research in area of sustainable development and ESD. Regarding schools, it is proposed to turn all levels of education into centres if internationalization and dissemination of the values of sustainable development, furthermore to promote civic participation among the young, encouraging practices towards sustainable development. To foster a culture of

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[12] UNEP's Global Survey on Sustainable Lifestyles (GSSL) collected data from 8,000 young urban adults aged 18 to 35 from 20 countries around the globe about their vision and hopes for sustainable living.

ecological responsibility in government and a spirit of social responsibility, along with a culture of knowledge exchange and cooperation between stakeholders is also recommended. In 2010, the integration of sustainable development issues and its values was aimed in all levels curricula of education as well as projects development on the subject. A 'best practices guide for sustainability" was proposed to be produced and adopted by school and universities by 2007, alongside with continuous training for teachers in the field of ESD. For the marketing and communication areas, the integration of sustainability topics is suggested, through specific courses and workshops.

Concerning areas for actions, schools at all levels of education, are pointed out as the most appropriated institutions to act as drivers for the DESD. Students and teachers are the main targets as the priority should be given to projects in secondary schools and universities. For school projects, young people should be involved beyond the classroom and engage with activities design to solve problems that affect them directly. By doing so, schools will be reaching their ultimate role *"as places that transmit the values and practices of good citizenship and knowledge, of participation and innovation, of initiative and reflection, of debate and study, of observation and action, of sharing and cooperation."*(UNESCO, 2006:29) Examples of ESD initiatives already taking place include: Agenda 21 for schools, Eco-schools and network of schools associated with UNESCO.

Communication of sustainable development is included in the 'Transversal actions' chapter where there is a need to involve media. The term media refers to mass media, professionals working in these areas as well as advertising, design and marketing. It becomes part of the solution not only due to its considerable influence on the behaviour of public figures and private consumers but because the media have specific skills in communication, which are useful to reach different targets and to deliver a clear message. Likewise, advertising and marketing sectors are challenged *"to find innovative ways to promote the values of sustainability"* (UNESCO, 2006:35)

1.1.3   PESTEL ANALYSIS

POLITICAL

The Portuguese Republic operates under a democratic state of law where there are 4 organs of sovereignty: the President of the Republic, the Portuguese Parliament, the Government and the Courts.

The President of the Republic is the Head of State. He has no legislative powers, but is charged with promulgating, followed by publication, the laws of the Assembly of the Republic and the government's decrees-law or regulatory decrees. On the 24th of January 2016, Marcelo Rebelo de Sousa was elected President.

The Portuguese Parliament (Assembleia da República) is the national parliament and the legislative body of the Portuguese State. It is the second sovereign body of a Constitutional Republic and consists of 230 Parliament members. It is composed of members who are elected to represent the country's citizens for four-year terms. The current disposition of the parliament consists of 89 deputies of the Social Democratic Party (PSD), 85 of the Socialist Party (PS), 19 of the Left Bloc (BE), 18 of the Popular Party(CDS-PP), 15 of the Communist Party (PCP), 2 of the Green Party (PEV) and finally on of the People-Animal-Nature Party(PAN).

The Government is the executive branch of the Portuguese Republic. Its leader is the Prime Minister, whose job is to represent the Portuguese Government and coordinate his ministers. The current leader of the 21st Portuguese Government, Antonio Costa, was elected on the 26th of November of 2016. His Government is supported by a coalition of five parties of the Portuguese Assembly, the PS, the BE, the PCP, the PEV and PAN.

Finally, courts are the organs of sovereignty with competence to administer justice. They make binding decisions for all entities (public and private), taking precedence over any other authorities. Regarding sustainability issues:

- **Portugal 2020 objectives: Green growth -** aims a competitive and sustainable economy, with priorities in combating climate change, clean and efficient energy and competitiveness;

- **Program "Be Green 2017"** (Sê-lo Verde) - An initiative of the Ministry of Environment and Environmental Fund to encourage the adoption of good environmental practices, innovative and with environmental, social and economic impact in major music events, through the financing of green measures to be adopted at these festivals;

- **National Strategy for Environmental Education 2017 – 2020**: Establishes a collaborative, strategic and cohesive commitment to the construction of environmental literacy in Portugal. Was reinforced in 1996 and 2005, by the protocols of cooperation between the ministry of the environment and the ministry of education;

ECONOMIC

According to the Global Competitiveness Report for 2016-2017, produced by the World Economic Forum, Portugal ranks 46th place amongst the other 138 global economies analysed in these report. The country is also considered to be on a stage 3 of development, associated with an innovation driven economy, ranking the 36th place in 'higher education and training'. According to the International Monetary Fund and the World Economic Outlook Database, Portugal had in 2015, 10.4 million citizens, a GDP of 199.1 billion US$ and a GDP per capita of 19,121.6 US$. As many other countries, Portugal has started to plan a shift in its economy converting it into a circular based economy. Because society is still not aware of the importance of the circular economy, one of the initiatives of the Government was the creation of the Eco,nomia Portal, for dissemination of good practices. Besides that, the Operational Program Sustainability and Efficiency in the Use of Resources (POSEUR) aimed at supporting environmental education and awareness actions foreseen in National Environmental Education Strategy 2020, with an estimated amount of 12 million euros (2017-2020). Also incentive for dump end-of-life vehicles in the acquisition of an electric vehicle must be considered. In addition, the new funding strategy for the period 2014-2020, under Portugal 2020, set 20% of the volume of new European funds, about 5 billion EUR, will be allocated to climate change mitigation and adaptation policies and to the development of the green economy.

Regarding 'Economy and Environment' in the State of the Environment Report (Relatório do Estado do Ambiente), last decade, the number of organizations certified by ISO 14001: 2004 almost tripled: from 404 in 2004 to 1091 in 2014, with growth around 1% between 2014 and 2015. In 2015 there was 35 national

applications registered and the value of taxes with environmental relevance collected in Portugal corresponded to EUR 4.35 billion, the third consecutive year in which revenue increased, reversing the downward trend seen between 2008 and 2012 (excepting 2010).

SOCIAL

The 1st Great Survey on Sustainability in Portugal [13] carried out by the Institute of Social Sciences (ICS) of the University of Lisbon in August 2016, shows that most of the Portuguese population have heard of sustainability (72.6%). Amongst the 27.4% who didn't, the great majority citizens from the age of 54, with reduced schooling. According to the same report, respondents consider companies' duty to carry out social responsibility actions, especially in the areas of health, education and social solidarity. As pointed out by Luísa Schmidt, the fight against waste has become evidence amongst the Portuguese population, where 59.2% of the respondents were willing to reduce resources consumption, being the most likely women, householders with younger children up to 12 years of age, groups between 25 and 54 years old, individuals with higher education, inhabitants in metropolitan areas and residents of the Azores; Madeira, North and Centre.   Portugal has moved rapidly from rural society to a "pseudo-modern", without the educational reforms required to overcome high rates of illiteracy, and as result the country is not prepared to face challenges posed by competitiveness and globalization. The country lacks of civil participation by large section of the population, and has yet to integrate the values and actions towards sustainable development **(UNESCO, 2006).**

In 2016 to Agency Lusa, Susana Fonseca, from Sustainable Earth System - Zero Association, stated *"Portugal is among the countries in the world that have the highest environmental deficit,"* pointing out the need to change lifestyle, from food to mobility, choosing to reduce consumption and reuse equipment. The country has *"a bio capacity of 1.5 hectares, per capita, but we each spend 3.9 hectares per year globally (gha), so we have to go to other countries to obtain resources"* in order to guarantee the way of life and way of production. According Zero Association, in 2016 the Portuguese ecological footprint was 160% above its bio capacity, placing the

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[13] The face-to-face survey was conducted in 2016, from April 7 to May 7, to 1,500 residents in Portugal, aged over 18, in a random sample, according to region, gender, age and schooling, with a 95% confidence interval.

country in the group of 35 countries with the highest environmental deficit. According to World Wilde Fund Living Planet Report 2016, Portugal would need to have 2,6 times more resources to sustain the current level of consumption. Food has a significant influence on the ecological footprint of each citizen, where vegetables as an alternative to animal protein*, "has a much lower environmental impact and can foster local or national employment,"* added Susana Fonseca. A study carried out by Zero, in June 2017, revealed food consumption is amongst the most important human activities, with 32% of the country's total footprint followed by mobility, with 18%.

TECHNOLOGICAL

Technological improvement is considered to be one of the main goals for the future of Portugal. In line with the economic restructuration and sustainable development, most of the Portuguese technological improvements are being developed in renewable energy and new means of transportation. In the first semester of 2017 renewable energies accounted for 49,2% of electricity production, representing an important role in the Portuguese electricity system. This sector is expected to continue growing by a annual rate of 2,6% until 2030, leading to a 4,300 million euros contribution to the GDP by the end of this period. At the end of 2015 there were 1924 megawatts of electric production awaiting green light, of which 91% was destined to solar energy, proving the big investment made in this type of energy production. In 2017 the Alentejo region was responsible for 35,7% of the solar production mainly due to its plains and many days of solar exposure. Following this data the group China Triumph International Engineering Co. (CTIEC) decided to invest in a construction of giant electric solar plant in Alcoutim, placed in the north of Algarve on the border with Alentejo, is planned to be in function in 2019, cost 200 million euros and produce 383 gigawatts per year, the equivalent of the early consumption of cities like Leiria or Coimbra. The wave energy production is currently negligible due to its many technical difficulties. Even though its technical difficulties this energy has been a great bet for many entities since it's constantly producing energy, contrary to solar and wind power.

Currently and following a global trend, Portugal is strongly investing in the electric car business. Not only has the Government support the sales of type of cars but, on August 8 of 2016, it inaugurated the country's first fast-loading corridor between Lisbon and Algarve. In the first six months of 2016 the sales of electric cars

grew 43% compared to the same period of 2015, and by the end of the year 700 cars were sold reaching a total of 4230 circulating in Portugal. In the public sector we already see cases of 100% electric car usage, as in the case of the Lisbon Municipality and the car of the prime minister himself. Electric cars are getting cheaper and this will help the country to reduce its atmospheric emissions 26% by 2030, as undertook in the Paris Agreement signed in December of 2015, since 23% of this emissions are produced by transportation.

ENVIRONMENTAL

The State of the Environment Report, prepared since 1987, recognizes the progress achieved, but also the main constraints, and identifies the country's position towards commitments and targets in this area. In the last decades Portugal has evolved positively in several domains, but there are still long term challenges as having a circular economic model, which closes the cycle of materials through eco-design, repair, reuse, renovation, remanufacturing, product sharing, waste prevention and recycling. Also decarburization is a commitment in order to achieve the ambitious, yet attainable goal of having a neutral economy of fossil fuels by 2050, accordingly to the Paris Agreement. This responsibility though, must be shared by all agents in society, such as public administration, the business and industrial sectors, non-governmental organizations and individual citizens.

According to the Report on the State of the Environment 2016, Portugal presented in 2015, a 51.7% rate of electricity production from renewable sources and its energy dependence from abroad was 78.3% in 2015, which represents an increase of 8.1% compared to 2014. In 2014, the most recent year available on Eurostat, Portugal had a 52.1% increase in final gross energy consumption, which was the third highest rate in the EU, exceeded only by Sweden and Austria. In terms of emissions by sector of activity, 'energy' made the largest contribution in 2014 (68%), with the production and transformation of energy and transport being the most important sub-sectors (23% and 24% of GDP). The transport sector continues to be one of the most energy-intensive, accounting for 36.5% of total primary energy consumption by 2015. In the waste sector, urban waste production in Portugal was 4.52 million tons in 2015, corresponding to a daily production of 1,26 kg per inhabitant. These wastes were

subject to the following management operations: 34% landfilling, 21% energy recovery, 24% mechanical and biological treatment, 9% material recovery, 10% mechanical treatment and 2% organic recovery.

Moreover, companies that promote sustainable and environmentally friendly practices can see their good environmental performance recognized by adhering to environmental management instruments such as the European Union Eco-label, the Eco-Management and Audit Scheme or the ISO 14001 Environmental Management System.

LEGAL

Portugal also has an environmental legislative framework which meets the requirements of the European Union (EU) and meets the challenges of its protection. Portugal's accession to the European Economic Community (CEE) in 1986 was a fundamental milestone in the development of environmental policy in the country. In the following year, the United Nations publishes the famous Brundtland Report and, Portugal publishes the Law of Bases of the Environment, which is still in effect. In 1922, at the Rio Conference, Portugal chaired the EU delegation and played a key role in the decisions then taken. In the last few years, several legal questions towards a sustainable development took place, such as the following.

- Vegetarian meal in public canteens was approved by the Portuguese Parliament (Assembleia da República) on the 3rd of March 2017, due to the merger of diplomas from PAN, BE and PEV, after a public petition with approximately 15,000 signatures;
- Environmental responsibility Decree-Law no. 147/2008, of July 29 (Diploma of Environmental Responsibility) amended by Decree-Law no. 245/2009, of September 22, by Decree-Law no. 29-A / 2011 , Of March 1st and Decree-Law No. 60/2012, of March 14, establishes the legal regime of liability for environmental damages;
- The legislative amendment, introduced by article 11 of Law 82-D / 2014, of December 31, to Law no. 35/98, of July 18, which defines the statute of non-governmental environmental organizations allows these organizations to benefit from the tax benefit of a 0.5% share of the personal income tax paid on the basis of annual declarations;

- The Constitution of the Portuguese Republic of 1976 recognized the fundamental rights of the Environment and Quality of Life, promotion and Environmental Education and respect for the values of the Environment as fundamental values with the development and participation of citizens;

1.2   Micro environment

1.2.1   Sector Analysis

Higher Education in Portugal

In this chapter, the evolution and current situation of Higher Education in Portugal will be analysed in further depth, yet due to large scale changes in the educational system after the Bologna reform in the European education, this analysis will only account from year 2000. Also communication in Higher Education Institutions will be analysed according to the Hanover Research study in 2016, about 2016 trends in higher education marketing.

Portuguese Higher Education is mainly regulated by law nº 46/86, also known as the Base Law of the Education System (Lei de Bases do Sistema Educativo) and the law n º 62/2007, known as Legal System of Higher Education Institutions (RJIES – Regime Jurídico das Instituições de Ensino Superior). These documents sustain the existence of two subsystems in Higher Education – university and polytechnic. The first one concerns to scientific knowledge production and fundamental research, while the second regards to applied knowledge and professional strand. RJIES has also acknowledged public and private institutions as well as public institutions of private law. It gave HEIs the possibility to request an 'independent legal status', keeping their public nature while operating as 'private foundations'.

To access HEIs, the differentiation of access is based on a global mark calculated from the results of all three years of high school and several nationwide exams produced by the Portuguese Government. According to the statistics office of the Ministry of Science, Technology and Higher Education (DGEEC) in 2016/2017 there were 361,943 students in higher education institutions of whom 302,596 studied in the public system - 192,201 in the university and 110,395 in the polytechnic. In the public system there are several areas of study, being the most representative,

engineering (24.5%), administration and law (19%), health (15%), this three areas represent more than 50% of the total of students. On the other hand, with the lowest number of students are education (3.7%), technologies of information and communications (2.4%), Agriculture, fishing and veterinary science (2.4%), amounting only to 8.5% of the total number of students in the public system. The total amount of students can also be divided by male (46%) and female (54%), maintaining the tendency that women are the larger segment in higher education institutions for the last fifteen years at least. As for graduations, in 2015/2016, Portugal had 73,086 graduates of whom 59% were females and 41% were males. In the public system the number of graduates reached 60,876, of which 42,082 belonged to the university subsystem and 18,794 to the polytechnic, contradicting the almost 50/50 distribution that existed before the RJIES was implemented. The bulk of the registered graduates was undergraduates (64%), followed by masters (33%) and finally the PhDs (3%). The faculty of higher education institutions, in 2015/2016, reached its lower level since 2000, having only 23,383 teachers for the whole system - private and public. Contrarily to the distribution of students by gender the faculty has majority of males (56%) in relation with female teachers (44%).

The increasing funding of student social support is associated with an increasing participation in higher education, particularly by young people (Fig. 7).

Figure 7 - Participation rate in higher education by age
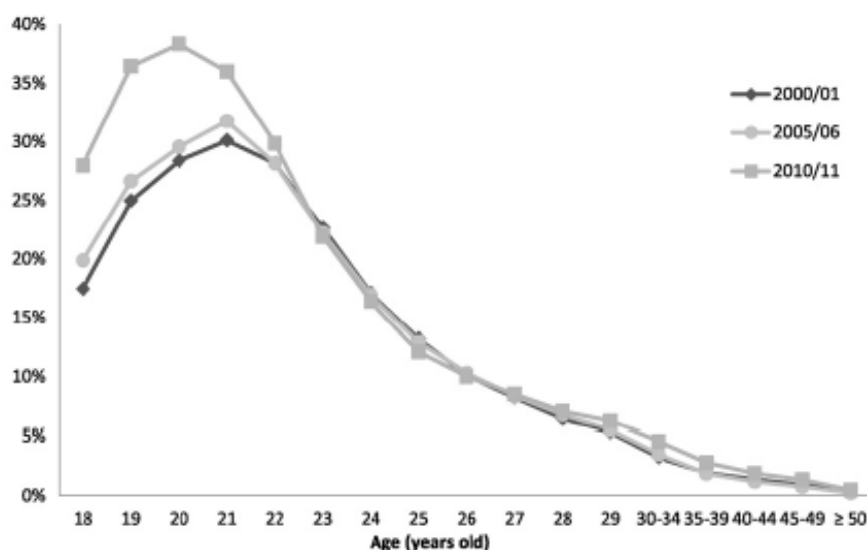
Note: participation rate is calculated as the percentage of residents in the country with a certain age that are enrolled in higher education; Source: GPEARI

Source: Heitor & Horta (2015:150)

Figure 8 quantifies the impact of public policies in higher education, relating the expenditure with the number of students enrolled in the public higher education sector over twenty years.

Figure 8 - Relation between expenditure on social support for students and the number of students enrolled in higher education, public higher education sector, (1991–2011)
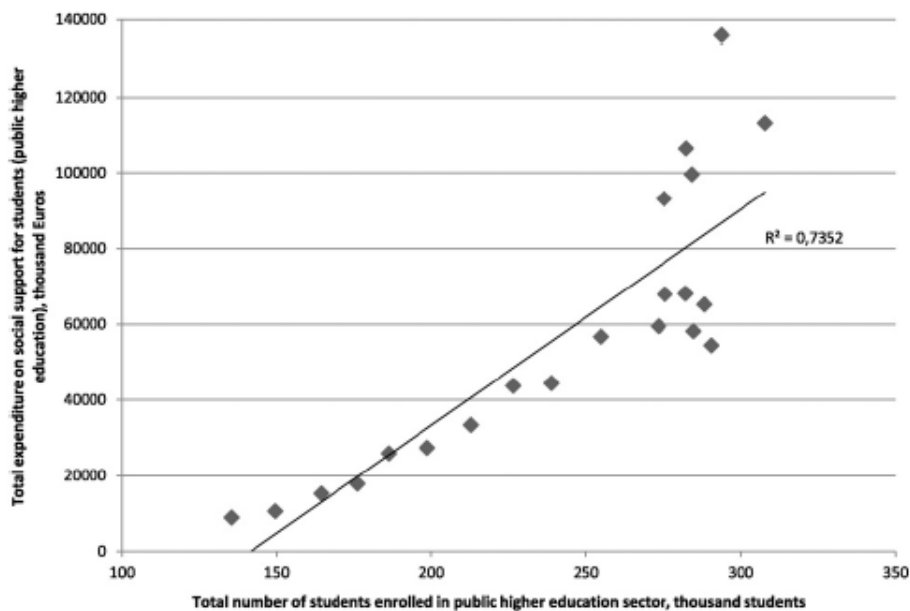
Note: each dot represents a year; Source: GPEARI/MCTES

Source: Heitor & Horta (2015:150)

Communication in Higher Education Institutions

As suggested in "2016 Trends in higher education marketing, enrolment, and technology" report, by Hanover Research (2015), emerging tendencies in regards to higher education marketing points out that there are several methods of engaging with students - Institutional websites, mobile marketing and social media.

Marketing automation tools, developed for today's control of our communication plans, work to integrate a multiplicity of effective higher education communication tools – email, content marketing, social media marketing, landing pages and analytics. Through these platforms, institutions are able to reach, analyse, monitor and leverage a wide range data, concerning their targets in order to develop personalized communications throughout the entire cycle of their students.

According to (Hanover Research, 2015) several top trends about marketing in HEIs can be identified and accountable for the most of universities without spending that much amount of time and money. No surprises when technology is on the centre of any of those approaches.

- Responsive design and mobile development: create intuitive and user friendly websites that can be explored on multiple devices and platforms. Web presence is key, but mobile is an essential evolution;
- Use of web analytics: data-driven analytics to define who, how, and where they are reaching their targets and audiences;
- Strategic social media: all kind of organizations are evaluating return-on-investment (ROI) on their social media tactics. Social media budgets are being taken to new places;
- Marketing automation: higher education institutions trust in marketing automation to establish and maintain significant relationships with students. Collect data that allows them to develop more personalized, multichannel messages and marketing communications;

According to Noir sur Blanc (Communication agency), referred on the Hannover Research report, to reach this effective marketing and branding strategies, rigorous effort and time are required, as well as consistency is crucial both in purpose and messaging. HEIs' communications must always be supported by facts and data. It is important to confirm consistency amongst identity, positioning, strategy development, goals and communication. - not only on the messages delivered by the Communication department.

Social and digital - According to the same Hannover report, branding and marketing in HEIs have profoundly changed around the online landscape, developing platforms that work external engagement and communication. 'Social' and 'digital' refer to the use of social media and digital marketing more generally, and take into account the importance of effective, responsive and intuitive websites and mobile optimization, while Twitter, Facebook, YouTube, and podcasts are digital tools used by institutions to market their programs.

Institutional websites - As in a recent analysis in "Consistent Website Experiences with Intuitive Navigation", a website's homepage is essential towards the student experience, and it can be decisive about whether to attend. Some other trends in higher education marketing points out that institution should focus on website personalization and optimization. Personalized content integrated on institutional websites proves the value of marketing automation strategies, which are able to apprehend big volumes of student data and create tailored communications.

Mobile - Hannover Research refers the study "Marketers will focus on mobile more than ever before in 2014", to state that mobile presence is certainly one of the dimensions on which universities invested the most in the last years – not only on the institution's website but also developing mobile-friendly course content. Almost half of Internet users and consumers across the world are using mobile devices as their primary device for accessing Internet. Instead, mobile marketing must aim to disclosure information quickly accessible, concerning download time and consumers finding what they are looking for; rewarding, linking a mobile session to a desired result; and easy to navigate, because when using mobile devices, users get to be even more demanding and impatient.

Create a social media strategy- sector communication

To win competitive advantage from other organizations and differentiate themselves, institutions have to prepare, organize and manage their social media actions. According to the study "Social Media for Higher Education" mentioned in the Hannover Research report (2015), a successful social media initiative starts with choosing a suitable audience, defining objectives, steering social media inputs, planning engagement tactics and content creation, and ends the cycle with measuring efforts, as visible on table 5.

Table 5 - Creating a Social Media Plan within an Institution of Higher Education

Step	Actions	
Prepare to get social	- Built a social media team - Craft a social media policy - Train the staff	- Make social media part of the curriculum
Choose audience	- Uncover the various demographics, lifestyles, interests, geographic locations, and values of audience segments	- Answer relevant questions about audience: How do they seek information? How do they use social media? What challenges are they trying to solve?
Define objectives	- Ensure that the team understand and agree with social media goals -Goals and objectives should be SMART: specific, measurable, attainable, realistic, and time-bound	- Possible objectives could include: increasing admissions, increasing student retention rate, raising awareness of specific programs, raising money, fostering faculty culture, gathering feedback
Social Media Listening	- Gauge the health of the school's brand - Understand audience - Flag student retention issues - Identify influential advocates and detractors	- Handle crises – respond quickly to the right people with the right information - Find potential applicants -Collect student feedback
Plan engagement tactics	- Give a glimpse of student life (e.g., video campus tours) - Spread good news (e.g., university accolades, stories about faculty, research accomplishments)	- Foster student-to-student or faculty-to-faculty discussion - Help students make connections - Ask and answer questions
Plan for content creation	- Choose themes and topics (ask students/admissions teams/faculty, join higher education LinkedIn groups, follow higher education news sources, discover keywords in web analytics, monitor competing schools)	- Select media types (blog posts, e-newsletters, webinars, e-books, success stories, videos, podcasts) - Use a content calendar to stay on track Distribute content
Measure efforts	- Focus on metrics that relate to objectives: awareness, attention, and reach	- Measure and optimize conversions

Source: (Hanover Research, 2015:15)

1.2.2   Benchmark and Best Practices

A functional benchmark intends to compare an operation with similar ones within the broad range of an industry. In this case, the promotion of sustainability will be compared within Portuguese HEIs - to have the realistic perspective - and with international HEIs – to have the ideal perspective. This study aims to identify the best practices of promoting sustainability, not only to keep up with the initiatives of other universities on this subject, but mainly to have a role model of actions to implement, adapted to the current context of ISCTE-IUL.

The selection criteria of HEIs used in Portugal was not only based on the acknowledgment of sustainability from those who already have actions in this field, but also taking into consideration the location of ISCTE-IUL and its independent legal status. On the other hand, from the international universities, were chosen those who stand as an example on the sustainability paradigm. In the national context, were elected the two main universities of Lisbon – Lisbon University and Nova University – as well as two of the universities with foundational regime - Porto University and Minho University – the last one recognized for its high standards towards sustainability. Concerning the international context firstly was chosen the University of Gothenburg because of its cooperation in the project 'Environmental Management for Universities' with Columbus Association in which ISCTE-IUL is enrolled (along with Aveiro University). Secondly, was elected the Cambridge University due to its similarity with the Portuguese context, yet with further advance in the field of sustainability. Thirdly, the Harvard University was nominated for its wider notoriety - also in regards to sustainability promotion – and because the Green Campus ISCTE-IUL working group was adapted from the Harvard University Sustainability Report.

The analysed data was collected from the universities' website, once there was no need of further research through other means. The acknowledgment of sustainability as core value of the institution was considered to be a key factor of the study, reason why additional investigation was made over strategic and activities' plan of each agent, when applicable. To address the degree of sustainability integration and promotion in the academic community, extra analysis was conducted on relevant documents and online pages which were found, regarding initiatives taking place on

the selected HEIs. The information presented below refers only to sustainability and sustainable development aspects, identified during the benchmark.

GOTHENBURG UNIVERSITY (GU)

Was the first university in the world to be environmentally certified under both ISO14001 and EMAS (Eco-Management and Audit System), in 2014. In the over 10 years, has reduced its energy consumption and carbon footprint and a number of PhD/research schools have been formed in addition to courses and study programmes which have been sustainability labelled.

Mission/vision refers to responsibility for the development of society. With a global perspective, and responsibility for its goal in society, relies on research, education and cooperation. Set in four dimensions - quality, strong civic responsibility, global engagement and inspiring work environment - all education is research based and aims to have close contacts with the surrounding environment. GU contributes to solutions of both regional and global problems, and is characterized as an attractive employer, with effective information provision and qualified support functions.

Established on the world stage for climate research, has researchers as authors of UN reports and aims to be leader in this area. The main goal is to increase the integration of sustainable development in education, but also to create awareness in students about their offered programs related with sustainability, where programs are specifically labelled with symbols - according to the university's regulations - when programmes associated to the environment and sustainable development are sustainability focus or sustainability related.

GU is actively working to increase student participation and even employs students so they can provide support to student initiatives, while participating in the efforts to increase the focus on sustainability in the education at the university. Student community is also invited to be part of the internal environmental audits and to contribute and speak their mind in a committee at their faculty or join a student association. 'Gothenburg Students for sustainability' is a website where sustainability issues come together on the hands of students groups, whereas most of them are associated to the student unions. The organisations arrange many different activities, like lectures, workshops, movie screenings, debates, bike days, and study visits. They also work to improve the universities sustainability by being part of campus

development and working for integrating sustainability into all education programs. Besides that, they have a platform where students looking for an internship, thesis project or a job (sustainability-related) can connect with a network of organizations. Moreover, the welcoming students' event of 2017 had United Nations Sustainable Development Goals as key theme. Scientists and teachers from University of Gothenburg also explored new ways of learning at the workshop 'How to engage students in sustainability'.

HARVARD UNIVERSITY

Has its own webpage for sustainability, which demonstrates the high level of commitment with sustainability. In 2000, faculty and staff helped launch the 'Harvard Green Campus Initiative' after a movement led by students and faculty which made sustainability at Harvard to grow. In 2004, Harvard adopted a set of Sustainability Principles that defined the University's vision for a healthier and more resilient future. In 2008, Office for Sustainability was formalized to broaden and enhance the University's engagement in sustainable campus operations. Harvard adopted a short-term goal to reduce University-wide emissions 30% by 2016. The university has several recognitions and awards in the field of sustainability and according to its President, Drew Gilpin Faust, Harvard students' take a deep understanding of the sustainability challenges and are able to address them in the future.

Harvard's commitment with Sustainability relies on educating and empowering students; translating research and teaching into practice; institutionalizing best practices and amplifying impact. The office for sustainability is where research and teaching should inform solutions to problems on campus and far beyond it, is comprised of a team of professional sustainability staff. There is a continuous desire for improvement, by collaborating across disciplines to generate new ideas and innovations. A more sustainable campus is a goal to achieve, reason why they use it as a test to generate solutions, where each member of the community has a role to play. At the website, students, staff and alumni will find 'tools &resources' for greening actions they want to take in their daily basis. Furthermore, students grant is an incentive for innovative sustainability projects.

The Harvard Sustainability Plan considers the University's role in the world and recognizes its shared responsibility to build and operate a campus that contributes

to the well-being of every member of the community. Their plan has the following goals, commitment and standards:

- Emission and energy: towards energy efficiency, energy management, and renewable energy.
- Campus operation: to conserve resources, reduce pollution, and enhance personal well-being - restorative impact on the surrounding environment
- Nature and Ecosystem: protect and enhance the ecosystems and green spaces they own, manage or impact
- Health and well-being: enhance the health, productivity, and quality of life of our students, faculty, and staff
- Culture and learning: power of collaboration and integrated knowledge across disciplines leads to more powerful and effective solutions - strengthen and cultivate a "One Harvard" culture, across schools and departments

Sustainability in Harvard relies on 12 topics - Academics & Research; Climate change & Energy; Community engagement; Food; Green Buildings; Health & Welness; IT; Nature & Ecosystems; Preparedness & Resiliency; Purchasing; Transportation; Water. Their progress can be checked on Sustainability Plan., along with stakeholders' engagement, where the governance structure and organizational framework, is characterized by a collaborative effort, with wide initiative that the community has invested in making successful.

CAMBRIDGE UNIVERSITY

The mission of the University of Cambridge is to contribute to society through the pursuit of education, learning, and research at the highest international levels of excellence. Its values include the 'concern for sustainability and the relationship with the environment'.

Cambridge Green Challenge is the institution's online page for sustainability that defies its community to build a more sustainable university. Their 'Green Impact' encourages departments and colleges across the University in reducing their environmental impacts, according to the environmental accreditation scheme. In order to incorporate sustainability into degrees, discuss ideas, and challenge students to develop solutions (to issues relating the University of Cambridge), there are several incentives to research on the living lab – such as academic research, practical projects,

internships and awards. It draws on the expertise and talent of students and staff at the University of Cambridge, which encourages application of knowledge to the real-world context, enhances skills of those involved, increases connections between people, and provides more opportunities to reach the University's mission. There are staff volunteers who provide a local focus point for environmental and energy issues.

'Green lines' is Cambridge newsletter for sustainability, both for students and staff members, which gets them updated on the upcoming events and news. The role of Student Engagement Coordinator was recently created, aiming to increase interaction between the University's students and the work that the University is doing to improvement its environmental performance. The Environmental Sustainability Strategy Committee (ESSC) consists of the following members: The Vice-Chancellor; Three members nominated by the University Council; Three members appointed by the General Board; Two student members appointed by the Committee, one on the nomination of the CUSU Executive (Cambridge University Students' Union) and one on the nomination of the Graduate Union Executive Committee; The Chair of the Bursar's Environment and Planning Sub-Committee; Up to four further members co-opted by the Committee for their expertise, of which two may be external members.

According to ISO14001, Cambridge currently holds a silver certificate in regards to its Environmental Management Systems (EMS), called EcoCampus, and is working towards the gold level. The institution presents an Annual Environmental Sustainability Report and University's Environmental Sustainability, Vision, Policy and Strategy 2015-2020 (attachment E.) lying on 7 principles: Sustainable food; Waste management; Procurement policy; Sustainable construction and refurbishment; Travel; Teaching and researching; Partnership and engagement. Amongst other documents we can find: Travel Plan; University of Cambridge Sustainable Food Policy; Environment and Energy Section Communications and Engagement Strategy.

UNIVERSITY OF MINHO (UM)

Promoting higher education and contributing to the construction of a model of society based on humanist principles that have the knowledge, creativity and innovation as factors of growth, sustainable development, well-being and solidarity. The university objectives include: interaction with society through contributions to the public understanding of culture and partnerships for social and economic

development; contributing to the social and economic development of the region in which it operates; promotion of its institutional sustainability and its competitiveness in the global space.

On the University's website there is specific tab for 'sustainability', where we can find not only the sustainability reports but also sustainability indicators. The Sustainability Policy, on the other hand can be found in the 2020 Strategic Plan. For UM, sustainability is based on four axes - social, economic, environmental and cultural. There is training and education of non-teaching staff, equality and diversity, sporting and cultural events. On the educational action, Minho's University intends to equip their students with a deep knowledge and a set of tools transversal to their area of training, which will enable them to put Sustainability into action. The research activities provide physical and administrative structures for the development of interdisciplinary and multidisciplinary teams to search for and discover new solutions to global challenges and, wherever possible, demonstrate them on campuses. The administration, management and operation goal is to put sustainability's challenges in action through different activities, while regularly disclosing Minho's University performance in the Environmental, Social, Economic and Cultural dimensions - according to the best international practices for this purpose. This serves as a communication tool for the strategy and the path taken, but also as an instrument for demonstration and induction of new behaviours, as well as the promotion of new partnerships with other institutions that share the same vision as the institution. Example of a relationship with the municipality is Guimarães European Green Capital 2020, where UM is partner of the City Council in the candidacy. Moreover, UM is member of the United Nations Global Compact.

UMinho uses Facebook, Instagram, LinkedIn, YouTube and twitter. Besides that, exists an YouTube channel for AAUM TV,(students representative – Associação Académica da Universidade do Minho) as well as the Academic Radio (Rádio Universitária). There is also the yearly magazine of UMinho and an online newspaper.

PORTO UNIVERSITY (PU)

Through the activity report, there is an emphasis on financial sustainability, however PU does not present sustainability as a strategic goal.

Yet, the Faculty of Engineering (FEUP), has wider actions on the sustainability subject. Although its mission does not refer to sustainability it recognizes as result the promotion of wellbeing of global society. 'FEUP and Sustainability' is a specific tab in the website's Home Page of the faculty which leads to the sustainability reports and strategic plan, with sections devoted to environmental, social and economic policies. Integration of sustainability into educational content and competency objectives as well as harmonization of the training offer, to promote the sharing of curricular are included in the document. The training in energy and environmental sustainability policies, are pointed out as particularly important for the ethical and civic education of students. FEUP is member of the EAUC (Environmental Association for Universities and Colleges). -

Uses Twitter @feup_porto, Facebook FEUP, Instagram FEUP, FEUP Tv, Engineering Magazine and two others webpages as communications tools with FEUP community - 'Engineering in 1 minute' and 'FEUPWorld' – with information about the industry and recent news.

LISBON UNIVERSITY (LU)

Vison and values include promotion of social responsibility as well as innovation and society's development. Sustainability tab does not exist in the website, but through the strategic plan is possible to notice nuclear processes as teaching, investigation, and society, while key indicators are social responsibility, sustainability, equality and inclusion. There is reference of few others initiatives sustainability related, such as energy efficiency improvement, number of social responsibility actions and waste reduction.

The Faculty of Engineering, known as IST (Instituto Superior Técnico), is the most representative of LU in regards to sustainability. In both 2017 activities plan and mission/values, there is no mention to 'sustainability', however strategic objectives reference the 'sustainability of the campis'. Namely, infrastructure characterization and electricity, water and gas consumption profiles with implementation of reduction measures, carpooling system and the U-Bike project. There is information on IST's website regarding a 'Sustainable Campus' project aiming to improve energy efficiency, however it is still under construction, with no further public information.

NOVA UNIVERSITY (NU)

Its mission is to serve society on a local, regional and global level. Sustainability related is one of its focus – Promotion of solidarity and sustainable development in the health, economic, technological, cultural and social plans in the region of Lisbon but also at a national and international level, with special attention to the countries where the Portuguese Language is spoken. The participation in the U-Bike Portugal project is a concrete step towards changing behaviours and mentalities, while is also committed to the social responsibility of its academic community, organizing and supporting actions of social and community interest. Ranging from curricular volunteer work, to activities in articulation with several organizations, NOVA offers volunteering opportunities, involving students, teachers and staff. moreover nu has a strong promotion of its sports.

Faculty of Sciences and Technology (FCT – Faculdade de Ciências e Tecnologia) is one of the most recognized institutions in Lisbon in regards to environmental concern. Sustainability and Communication are in the faculty's values as a way to achieve the quality policy and therefore, organization's mission and vision of a school that promotes the development of the society where it is inserted. At the faculty's website, there is a tab named 'Green Campus' which leads to another webpage. The Green Campus project aims to improve FCT''s environmental performance by implementing and certifying an environmental management system in accordance with ISO 14001: 2004 standard. FCT is in phase 3 of the EMS process - Design and Implementation of the Environmental Management System and the Action Plan. It has an environmental policy which, in addition to the sustainable use of resources, promotes the awareness and involvement of all those who are part of the faculty. The Green Campus areas of action are water, waste, energy, quality of the sound environment, ecology and safety. There is a final note at the webpage referring to need of Nova University to integrate the principles of sustainable development into its organic units, as subscriber of the Charter of Universities for Sustainable Development and as a member of the COPERNICUS-CAMPUS network.

The main aspects to consider are summarized in Table 6. When marked with an (X), higher education institutions recognized the aspects numbered from 1 to 8:

1. Recognizes at least one dimension of sustainability- Mission, vision, values
2. Presents relevant information about sustainability on the website
3. Has its own page for sustainability
4. Involves the community
5. Has focus on students
6. Acknowledges sustainability in a holistic perspective
7. Uses social media to communicate sustainability
8. Uses others communication tools for sustainability

Table 6 - Benchmark of sustainability in HEIs

Institution	Nr. students	1	2	3	4	5	6	7	8
Cambridge	12,000	X	X	X	X	X		X	X
Gothenburg	38,560	X	X	X	X	X	X		X
Harvard	22,000	X	X	X	X	X	X	X	X
Lisbon - IST	47,794 - 11.412	X							
Minho	19,500	X	X	X	X		X		
Nova - FCT	19,867 – 7,960	X x		x					
Porto - FEUP	29 796 - 7924	X x	X	x			x		

Source: author own elaboration

The best practices of sustainability in universities refer to Cambridge, Gothenburg and Harvard. A common feature of these three universities is the informal communication used in their webpage and even reports. The image is engaging and reports are figurative. Portuguese universities, although recognizing sustainability-related aspects on their activity, still lay behind in comparison to their international counterparts.

1.2.3 Interviews

Besides literature review and studies on the subject of sustainability, marketing and Higher Education, interviews were found to be essential in order to address the actual

paradigm on promoting sustainability in HEIs. For this reason, the following national agents taking action on the sustainability field were chosen for this study.

Francisco Teixeira - Director of the Department of Communication and Environmental Citizenship of the Portuguese Environment Agency, since October 2009. It is part of the Working Group on Environmental Education for Sustainability that accompanies the cooperation between the Ministry of Education and Environment.

Lia Vasconcelos - Doctorate in Environmental Engineering - Social Systems (1997). Has focused her research on innovative decision processes namely developing methodologies to mobilize and involve multi-stakeholders in collaborative processes aiming at new forms of governance in collaborative public policies in environmental planning and management.

Luisa Schmidt - Member and coordinator of the Portuguese working group dealing with the UNESCO's Decade of the Education for the Sustainable Development (2005-2014). She is member of CNADS[14] and the EEAC[15] working group. Is a sociologist and researcher at the ICS-UL[16], with focus in the two main areas of her PHD: Sociology of Communication and Sociology of the Environment.

Pedro Norton de Matos - Mentor and co-organizer of Greenfest, Portugal's largest sustainability event, and has extensive experience in management, telecommunications and information technology. He holds a degree in Business Organization and Management from ISCTE-IUL.

Susana Fonseca - Member of the board of ZERO - Association for the Sustainability of the Earth System, since January 2001. She is former president of Quercus and holds a PhD in Sociology, from ISCTE-IUL.

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[14] National Council of the Environment and the Sustainable Development
[15] European Environment and Sustainable Development Advisory Council
[16] Institute of Social Sciences of the University of Lisbon

Pedro Norton de Matos proves that ideas generate ideas and we can all be influencers in this new era of globalization. In December 2008, he inaugurated Greenfest at the Estoril Congress Center inspired by a greenfestival in San Francisco, California, along with a technology convention he has visited, where Dell presented its commitment to sustainability. **Pedro Norton de Matos**, points out the difficulty of defining 'sustainability' as an obstacle to getting the message across. In his opinion, HEIs play a fundamental role providing knowledge as a mean to achieve sustainable development. Likewise, for **Luisa Schimdt** and **Susana Fonseca**, universities should be an example for society, acting as sustainability laboratories regarding also their use of resources. As a privileged entity of research and teaching, HEIs' are responsible for disseminating and creating knowledge - affirms **Lia Vasconcelos** - whereas any of these activities are articulated with their key role in promoting sustainability, acting also at the level of social transformation. **Susana Fonseca** reinforces HEIs' fundamental responsibility for education in the sustainability subject, where the curricula should include this matter, along with professor's willingness to change teaching methods. According to **Pedro Norton de Matos**, academia needs to change, re-educating its community and foster active citizenship. Moreover, states the need for commitment, involving all the agents, as a centre of knowledge, putting all efforts into an interdisciplinary model. In addition, refers to young adults as agents of change and transformation, highlighting their capacity for judgment, criticism and evaluation. Furthermore, affirms those young people and university students play a leading role in changing the system.

When asked about the actions that could be taken by HEIs, in the context of sustainability, both **Luisa Schmidt** and **Pedro Norton de Matos** referred the introduction of sustainability in the curricula as a cornerstone. Bearing in mind environmental, social, economic and governance functions is fundamental, while opening of the University to society – **Luisa Schimdt** affirms. Besides, universities should be closer to the local councils and institutions, but also to secondary education, extending its influence for the youngest. **Pedro Norton de Matos** mentions green campus as one of the actions to take, privileging renewable energies and urban gardens, emphasizing also the canteens with diverse nourishment, while involving local communities. Organizations have a capacity for pressure that is not within reach of individuals - says **Francisco Teixeira**. Besides that, internal impulses are key engines to achieve development in a University. In regards to the National

Environmental Education Strategy, he reminds the Council of Rectors of Portuguese Universities, as participant entity on the monitoring committee, which will follow the reports and the final evaluation of the strategy. Proactivity in discussing these issues would benefit HEIs, he suggests. **Luisa Schimdt** also mentions the possible contribution of HEIs to a national database, together with other entities**. Pedro Norton de Matos** refers to university campus as a city, where it is necessary to take advantage of the internal competencies. Despite academy's conservatism, University is an open, inclusive, collaborative platform and should not operate in a closed circuit, but rather as the eco-system it represents. According **to Lia Vasconcelos**, the central aspect of the promotion of sustainability is very much related to the change of attitude and behaviour in the day to day and in the places frequented by each one of the stakeholders, so that that the methodologies of communication to use are very identical. On the other hand, if we consider the roles that each of them has in the face of society in general, they may assume different functions if they are acting as recipients or educators in the various roles they assume in society, she concludes.

Concerning the communication of HEIs towards sustainability, **Susana Fonseca** suggests employees to have a long-term training, differentiated by its responsibilities, while top management acting as an example, being also open for discussion. Short term training for professors is also recommended, with additional adaptation of contents to each teaching area, debating the difficulties and doubts towards this change. To reach students, the involvement of group students is proposed, as a practical approach to sustainability through the existing events under their organization. Also keeping presence in online media is suggested, as well has maintaining a close relationship with food concessionaires at the university. For **Luisa Schmidt** involving all groups and elements of the university is essential, although students are key and driver of change and enthusiasm. According to her, communication should lay in the four dimensions of sustainability. Environmental, in terms of energy efficiency; social, paying attention to students who need more support, providing social cohesion within the University; Economic through savings and creation; and Governance, referring to the involvement with institutions, local councils, schools and community. **Francisco Teixeira**, mentions valuing volunteering, and integrating environmental issues into curricula. In addition, refers suggests teacher training in environment areas, promoting research projects on the social perception of environmental issues and publication of relevant research papers. In

agreement with **Lia Vasconcelos**, communication is underlying in all initiatives that promote sustainable functioning of the stakeholders themselves as the equipment they use. Also ensuring sustainability-promoting teams which areformed, monitor sustainability activities, is a way for stakeholders to appropriate actions and contributing more effectively, once the results are communicated to them. **Pedro Norton de Matos** enumerates three steps, when communicating sustainability - Alignment, Mobilization and Involvement. Alignment is for people to know what the values are and see those values translated into observable behaviours. Means aligning the mission and vision of the institution, where the digital option helps immensely, he says. Mobilize, must be done with authenticity and passion, corresponding the messages delivered with the content. Set an example, as an act of sincerity. Engaging, is making people part of the solution, building the solutions together. According to **Pedro Norton de Matos**, more and more, we live in network, and HEI's should foster a cooperative model, with leadership, but also co-responsibility, with time for debate and decision, but essentially with their vision, mission and values very present.

About collaboration, **Susana Fonseca** stated NGO's can provide their knowledge and be messengers of the sustainability concern, for the academic community. The main would be disseminating information and understanding, while also getting closer to the youngest audience. For **Francisco Teixeira**, an NGO can help the University in creating a sustainability plan, not only due to its nature of 'think global, act locally' but also because historically, they master the techniques and instruments of communication. On the other hand, HEIs can provide their insights on the current paradigm of society, conducting studies together with NGO's and exchanging scientific knowledge – refers Susana Fonseca.

At last, with regards to the future of sustainability in Portugal and in HEIs, P**edro Norton the Matos** claims a civilizational and intergenerational challenge. Not to mention the existence of a natural heritage, that cannot be wasted and must be preserved - he concludes. Similarly, **Luisa Schmidt** reinforces social responsibility of the Universities in importing the subjects of global order, working and transmitting them. Also people have to understand better what is happening and what society is going to become - all connected to technology, she completes.

2   INTERNAL ANALYSIS

2.1   Characterization

The mission of ISCTE-IUL is to create and convey scientific knowledge according to the best international standards, training highly skilled professionals, mainly at the postgraduate level, in the areas of management, information technology and architecture, social sciences and public policy, for the advancement of society.

ISCTE-IUL was founded in 1972 and is currently one of the Portuguese universities which adopted the Foundation Regime. With approximately 9200 students enrolled in undergraduate (46%) and postgraduate (54%) programs, 450 teachers, 250 researchers and 250 non-teaching staff, ISCTE-IUL community rounds 10000 persons. It is a research university, with eight units performing high-quality research, recognized in periodical assessments by the Foundation for Science and Technology. Part of ISCTE-IUL is also the Institute for Management Development (INDEG), which employs activities of strong public recognition in the domains of education, postgraduate studies and research and community service in the areas of its jurisdiction. In the domain of entrepreneurship, AUDAX-IUL is nowadays a national reference as it has developed partnerships with various local authorities, business associations, COTEC and the Massachusetts Institute of Technology (MIT).

Among students, ISCTE-IUL is also known for its students groups, responsible form many activities taking place on Campus. The institutional representative of students is ISCTE-IUL Students' Union, founded in 1988, with several areas of action ranging from culture and recreation, to education politics and social responsibility as well as sports. Course students groups – eleven out of sixteen bachelor degrees -have also gained quite relevance in the academic environment, in terms not only of student's engagement but also in regards to events organisation. ISCTE Junior Consulting (IJC) is the Junior Company of ISCTE-IUL, which develops consulting projects in various areas of Management. Founded in 2010, has a set of partner entities that support its growth. In addition, ISCTE-IUL counts with an AEIESEC delegation on Campus.

The three scientific areas of ISCTE-IUL - management and economics, social sciences and public policies as well as technology and architecture – are dived into

four schools: ISCTE Business School, School of Sociology and Public Policy, School of Social Sciences and School of Technology and Architecture. Is the Portuguese University more internationalized in the percentage of students who are foreign - 20%, combining 77 Nationalities and 18 programs entirely taught in English. It holds 450 cooperation agreements with foreign universities and 15 worldwide partnerships. ISCTE-IUL has presence in various international rankings, both generalist, Scimago and Times Higher Education, as well as in specific area rankings. ISCTE-IUL has also an Accredited Quality System by ISO9001.

2.2   Sustainability Situational Diagnosis

Detailed information on this subject was provided by Vasco Rato – Director of Sustainability – and Susana Fonseca – Pro Rector for Curricular and Pedagogical Innovation, on behalf of the sustainability strategic group of ISCTE-IUL.

According to its strategic plan, ISCTE-IUL intends to be recognized as a university of reference in the Portuguese university system and also international; with a specialization profile based on the development of its human and scientific potential in its three scientific areas; an innovative university committed to sustainability. Various actions related with sustainability issues already take place in the University such as FISTA 2016, Green talks – 1st and 2nd Edition, and more recently IULCOME 17. In terms of curricula, ISCTE-IUL has several courses related with sustainability, but are not integrated into all programs of the university.

In the past, there was a 'social responsibility' working group with the aim of addressing sustainability issues at ISCTE-IUL. Later in April 2016 a new 'Green Campus ISCTE-IUL' workgroup was formed. It was intended to be an 'umbrella' for the multiple initiatives related to sustainability, such as campus management, researching, teaching, social support to students, link to public institutions and stakeholders. The position of Director of Sustainability was created in March 2017, while a sustainability manager is yet to be hired. It is planned however, to execute operational in day-to-day management of processes, having its function inserted in ISCTE-IUL's quality department. Sustainability strategic group of ISCTE-IUL, has not yet a formal presence in the institution, but is composed of three dimensions, each one with a coordinator – Planet, People and Prosperity. The activities which are now

being organized can be divided into the following scopes: Resources and Waste; Nature and Ecosystems; Campus Operations; Health and Well-Being; Culture and Learning. Many of these actions were taken under the cooperation project 'Environmental Management for Universities', in February 2017, where the overall goal is to reduce environmental impact and strengthen sustainable development in a whole institution approach. Having as partners the University of Aveiro, University of Gothenburg and Columbus Association, this programme has the duration of 18 months and is divided into three phases for the implementation of an Environmental Management System: preparation, planning and documentation; implementation and staff training; communication, audit and reporting

According to the Director of Sustainability, the functions of the strategic group are giving opinions and ideas, while working (voluntarily), in the various aspects of a university institution on the way to sustainability. There are no restrictions, once anyone who expresses an interest and who can make an important contribution is welcome. Currently the 'Sustainability Group' has representation of students, non-teaching staff, faculty and researchers. In parallel, there is another group that will be called 'Sustainability Committee'. This is created specifically to serve as an executive group for the development and implementation of ISCTE's environmental management system. As stated by the Director of Sustainability one important thing to be influenced is the food issue, through impacts reduction, both in the resources used and waste produced.

The objective so far, is to produce more training and more pedagogical contents that we can use internally in the institution, but also to share in a logic of University extension, to the outside. "What we are trying to do, in the social dimension and in the economic dimension, is the identification of the critical aspects that could have a negative or positive impact, to help us set goals for improving our performance and our contribution" - Interview, Director of Sustainability.

Regarding the interaction and communication intended with the different agents of the community, the Director of Sustainability affirmed none of these goals could be achieved without the involvement of the entire community and even some external stakeholders. Additionally, was addressed the need to understand what their expectations, needs and interests are, in order to involve the whole community. The first level of communication is, therefore, to collect information. The second level,

which is very important – he highlights - is how we share the conclusions and decisions that we make about the way forward for greater sustainability. The option so far, is based in the communication of small videos, which allows to have animated content, with image and sound that is interactive for people and that can be shared in different media, shares the Director. Also a site is being prepared (accessible from the ISCTE website) which will allow people to access all the documentation about sustainability. *"We clearly and objectively assume the idea of having communication and impact in the internal and external community. Above all, on the one hand, we need to mobilize people in the internal community. But in the outside community we need to tell people that this is our way of being"* Interview, Director of Sustainability

As reported by the Pro Rector, ISCTE-IUL is member of the Observatory of Responsibility of Higher Education Institutions and pioneer in this approach to sustainability. In the long term, ISCTE-IUL is desired to become a sustainable HEI in the various dimensions of sustainability. GRACE and "Portugal sem Beatas" are some of the partners of ISCTE-IUL. In relation to the community, there have already been some campaigns of sustainability communication, such as the environmental policy done through design and marketing. IULCOME 17 also had the theme of sustainability with all the projects around social responsibility and environment. At this welcome event, freshman year students had to do some research on the subject and have participated in volunteer actions. The Pro Rector also recalls the involvement of ISCTE-IUL in the Green Talks, organized the Students' Union, besides the decision of having a Vice-president for Social Responsibility.

In addition to the communication prepared by ISCTE-IUL's communication department, the group has elements from different groups of internal stakeholders, aiming to have them 'around the same table'. Underlying the concept of 'ambassadors', they can bring information to their peers, as this is a commitment for ISCTE-IUL – communication to be made not only by campaigns supported by the communication and multimedia office, but by the peers of different groups in the community. *"I believe that there will be a need for training for all employees, teachers and researchers. So that in the daily procedural, practice incorporates and change these same procedures."* - Interview, Pro Rector

2.3   Marketing and Communications Diagnosis

Along with information of the sustainability group of ISCTE-IUL, detailed information on this subject was provided by Vasco Trigo – Coordinator of the Communication and Multimedia Department – and Tiago Barbosa – Marketing Manager and ISCTE Business School Marketing Office Coordinator.

So far, there are no established and documented routines for sustainability promotion, but the environmental policy (and video animation) already publicized, along with short videos to be produced and later on disclosed. ISCTE-IUL has a net of communication tools that includes the website, e-mailing, Facebook, twitter, My ISCTE (intranet), Fénix system, YouTube channel and an internal TV broadcasting. For the Coordinator of Communication the best way to capture the attention for sustainability-related issues is through videos, showing examples of the desired behaviours. Moreover, affirms the message to deliver is the same for all community, once the main goal is to raise awareness and encouraging the change of habits. It is also referred as communication strategy, the usage of social media to reach the youngest audiences, and concern for target engagement. Moreover, 'involvement' is appointed as the key factor to success in regards to communicate sustainability. E-mail, TV and traditional advertising are seen as obsolete once their promotional potential has strongly decreased. The use of communication's channels already existing is suggested in order to reach even more persons – for example, student's course groups, as way to achieve undergraduates. Also the cooperation with professors and even students could be useful, according to the Coordinator of Communication, to take advantage of their experience and put together a set of actions to be implemented in campus, towards efficient communication and marketing actions on the subject of sustainability. Large scale events, able to create an impact are also suggested to occur, as well as having 'influencers' and key note speakers at ISCTE-IUL. There are 11 members at the communication department, but none with the responsibility of marketing. Persistence in the transmission of message is a critical success factor, when we want to change behaviours, says the Coordinator. *"Involvement of the whole community is essential, but that is also the challenge."* Interview, Coordinator of Communication and Multimedia

Tiago Barbosa, affirms the role of marketing as the demonstration of added value to potential and current candidates - at strategic level - and the ability to communicate in the client 'language'. He describes internal clients as employees, teachers and students, and external clients other students and potential students. According to Tiago, Portuguese HEIs have higher sensitive to sustainability due to the values of fraternity and freedom - the foundation of democracy in Western Europe. Moreover, HEIs without sensitivity for sustainability can be punished by consumers themselves, due to freedom of speech and fast diffusion of information, leading to mass mobilization when there are complaints, or someone points out an organization's lack of sensitivity to 'fundamental' issues. While contributing to the promotion of sustainability, ISCTE-IUL is also influencing parents' behaviour, and here the degree of penetration is affected – he adds. Rather than just publicity, exists a change in behaviour. Marketing of ISCTE-IUL is not yet developed, since is focused on communication and multimedia, although the sensitivity of teachers and collaborators to students' ambitions helps to greatly influence the marketing strategy.

"ISCTE-IULt culture is a very open culture, and does not segregate. There is a strong intention to qualify and skill people" Interview, Marketing Manager. Additionally, ISCTE-IUL has as a culture of keeping up its students. In the context of sustainability, there is the ability to more easily reach the emotional side of students and their families, which can be done through the positive animosity existing in ISCTE-IUL. Marketing culture is an agent of change, '*the question is to create conditions of engagemen*t', says Tiago. Having IULCOME 17 as example, those who are sensitive, feel satisfied, those who are not sensitive, begin to have sensitivity, and those who have just entered in ISCTE-IUL, receive this whole emotional part. *"Marketing works the emotional way and opens doors to the rational."* - Interview, Marketing Manager.

Nothing happens in ISCTE-IUL other than with the students, or as having them involved. '*Marketing should make them ambassadors of these values',* being the *w*ord of mouth the best marketing strategy – appoints Tiago. There are always 3 to 4 generations in the same space, and that is the reason why, communication has to go beyond the conventional methods, involving employees and students into actions, while raising awareness. Listen to them, is letting us know how to communicate specifically to this audience. Realizing how to communicate is essential to creating

engagement. *"ISCTE-IUL has created a culture of its own. We have to have sensitivity without losing our identity."* Interview, Marketing Manager. The difficulty of building effective mass communication, leads to and ideal for ISCTE-IUL marketing, based on having people dealing with specific areas, such as internal communication, communication for students, potential candidates, and so on. This way, is believed communication would be much more effective, along with target segmentation. When asked to enumerate tools to promote sustainability at ISCTE, the Marketing Manager elected a mobile application, connected with the internal services, where all the communication strategy would be based. Practical and functional, this app with enable mobile communications. It would also allow segmentation, one of the great problems of internal communication. Making others the vehicle of communication would bring word of mouth, and benefit to the sustainability concern. Answering to what challenges does ISCTE-IUL faces in terms of communication and promotion of sustainability, the Marketing Manager said to make communication more efficient - especially at the digital level, because it is easier to disseminate. He suggested investing in virtual campus visits – showing what is done at the campus, along with the students groups and classrooms. Foreign students and even potential students would benefit, by having access to ISCTE-IUL culture.

2.4   Interviews

Having the testimonies of those who take action at the moment is crucial for a right application of a project. The main objective of internal interviews is to have the contribution of each type of stakeholder, in order to understand not only the challenges of communication, but also the acknowledgement of sustainability in their core activity at the institution.

Students' Union Canteen - Filipa Gonçalves, Owner

At the Students' Union Canteen, food management creates zero waste through the existence of 'SOS products' - fast cooking products. When asked about shopping local, price is still an important and decisive factor. Working with local producers would be favourable, yet local agriculture is not always legalized, which is an obstacle for this type of partnerships. A vegan diet is said to be more expensive but is not true – she held. Everyday there is a vegan option, at the price of social meal,

which according to Filipa is quite successful. The Student's Union canteen puts all efforts in the idea that everyone, no matter what, should be able to eat at their station. There is concern about the sugar and salt quantities used, as well as having healthy choices available every day. At the bar there are vegan options and second line, opening soon, will provide even more vegetarian and vegan options. There is still lacking control on nutritional table values, she admits, however training with be welcomed. In her opinion, communication about sustainability related issues has to improve, making the information available to everyone. Although the students Union have rebranded its image, naming "Students' Union Canteen" there seems to be no incentive on the integration of canteens as 'extension' of ISCTE-IUL itself, in terms operations and sustainable food. When asked about the relationship with the institution, confesses there are no proposals from ISCTE-IUL regarding the sustainability issue. Better communication of what is happening would enable her to coordinate processes with suppliers and adapt the service provided. About the current actions taken, Filipa is investing in non-disposable products, in addition to the recycling that already occurs. Create more interactive events and actions, fostering the critical thinking of the community, in her opinion, is crucial for promoting ISCTE-IUL sustainability. Meanwhile, communicating through food will still be a great way of delivering the message.

Representative of employees - Rosário Candeias, ISCTE-IUL

Although having further knowledge about sustainability in ISCTE-IUL, the representative of employees' states there is still a global lack of knowledge, from the ISCTE-IUL community regarding this issue. She points out 'access to information' as an important factor to take into consideration when broad sharing of projects and activities take place – only interested people notice mass communication. When asked about the role of ISCTE-IUL affirms there is much to do, to achieve sustainability, for instance in internal processes, the integration of results is missing. There is a large investment in computer systems and therefore no need to spend as much paper. Often the same information is duplicated and paper-version is not useful because it is digital already. These are some of the procedures to be reviewed, lacking internal and transversal guidelines. Raising awareness however, should involve people, inviting them to participate in solutions. It is not easy to have people engaged but foster its interest and create a sense of community would be crucial. For social inclusion, internal social responsibility is also mentioned, as well as the voluntary program, yet

to be approved. When asked about the expected relationship between ISCTE-IUL and its staff, was said it relies on the example, and communication about what is being done, along with the involvement of ISCTE-IUL staff on its own mission, vision and values.

AUDAX-IUL - Gonçalo Pernas, Vice President

AUDAX-IUL can be a vehicle for communicating the practices of ISCTE-IUL, once there is to be the most sustainable incubator in the country. Based on a reciprocal relationship ISCTE-IUL can also take on the practices of AUDAX-IUL and implement them. At this initial phase, and regarding the sustainability area, things take time to settle. Communication must be aligned with the introduction of the theme, in a transversal way, and in all school, stated the Vice-President of AUDAX-IUL. A Also practical perspective next to the external stakeholders is suggested. When asked about communication challenges, was affirmed that beyond having a Sustainable Campus there should be the integration of this theme in the curriculum, and in learnings. Overcoming some lack of internal communication - among schools, areas and departments is also referred. General actions are well communicated, however its operationalization is not, and finding a way to gather all the information - accessible for everybody – is mentioned.

Diretor of ESPP – Helena Carreiras; Diretor of IBS – José Paulo Esperança; Diretor of ECSH – Filipe Reis

The main challenges identified by the School's Directors are twofold: to adjust institutional structures and processes for the inclusion of sectoral sustainability objectives; and to promote a change of attitude in the use of resources and in sustainable behavior in cultural and daily practices. The expected relation is to have school as participants in the share of principles and decisions that are taken in the ISCTE-IUL plan as a whole. Awareness campaigns and a pedagogical attitude towards all the innovations that are being introduced are suggested. Make the campus more sustainable energetically and reduce the waste of paper is also a concern, along with improvement in mobility. It is believed that future themes of sustainability will be even more transversal, with the creation of subjects that address these issues for all students. There is the assumption of evolution in the sense of gradually introducing more weight to these contents. An open organizational culture to this type of issues is

also recommended, although the issue of sustainability is relatively peaceful. The ISCTE community as a whole is sensitive to this type of questions, is assumed. Regarding communication, one of the Directors pointed out the need to have differentiated communication for students and faculty, especially at the level of the message that is conveyed. Students appropriate and use the campus in a totally different way, and so the communication requests to be segmented. Either in everyday practice or in research, there is believed to be a great development, one the Directors appoint.

Although contributions from **Mariana Pinto – Students' Union** and **Ana Silva – ISCTE Junior Consulting** were collected and taken into account in the implementation; in regards to student's involvement, there was not a truly understanding of students' community engagement and acknowledgment of sustainability. For further studies is suggested to be take in consideration not only all the students groups, because of their circle of influence, but a statistical approach, The fact that ISCTE-IUL has a variety of degrees and different targets on these, demands a deeper understanding of student's perception of sustainability. Nevertheless, the concern for having students' groups integrated in ISCTE-IUL activities is indicated during this study.

2.5   SWOT Analysis and conclusions

Strengths	Weaknesses
- Acknowledge the priorities for an effective communication on the sustainability subject - Recognizes fragilities of current communication - Has a wide variety of communication tools - Community seems interested on the sustainability subject - There are already several activities	- Does not use communication tools on its full potential neither with segmentation criteria - Social media has no impact or strategy - There is no responsible for internal communication - There is no responsible for ISCTE-IUL marketing strategy - Uses traditional communication tools with no balance between online and offline - There is no investment on 'mobile'

sustainability-related that can be put together - Top management seems supportive with sustainability related issues - There is dedicated people working on sustainability - ISCTE-IUL is committed with sustainability - ISCTE-IUL culture is innovative and welcoming - There is a proximity relationship within the community - ISCTE-IUL campus is medium-size - Students community is very active - Has a fast changing environment - Has strong autonomy on its decisions - Has vegetarian options - Presence in international rankings - Implemented U-Bike and POSEUR - High notoriety	communication - Institutional communication is formal and distant - Does not integrate communication with students groups - IULtv has low impact on the community and has no presence in key 'staying places' - There is no platform (internal and external) informing the on-going processes taking place in ISCTE-IUL, so people can participate, discuss or make suggestions - Volunteer work, although useful, does not have the level of commitment and efficiency needed for achieving strategic objectives - There is no proportional students representation in the decision-making processes - ISCTE-IUL does not have open meetings - ISCTE-IUL does not communicate efficiently its partnerships - Sustainability is not present in curricula - No existence of an effective recycling system - There is no recognition of sport teams - Different values and image of ISCTE-IUL in the four schools - No standards on healthy and vegetarian options
Opportunities	**Threats**
- Increasing concern for sustainability issues - Higher Education Sustainability Initiative (HESI) - UN Decade Education for Sustainable Development (UN DESD) - National Strategy for Environmental	- Misunderstand concept of sustainability - Difficult to communicate - Behavioural change takes too long - People lack of acknowledgement in regards sustainability issues - RJIES is not revised for years - Hyper consumption society

Education	- Negative influence from industries, fostering materialism
- Increasing awareness on the sustainability issues	- Country lack of civil participation
-Portugal is committed with sustainable development	- Academia conservatism
- High investment in clean energy	- Highly differentiated audience in HEIs
- There are national and international funds for supporting HEIs in the environmental area	
- Social media as effective communication tools	
- Online trends in Higher Education	

VII IMPLEMENTATION

The main goal of this project is to empower ISCTE-IUL communication in regards to sustainability, getting the most out of the existing competences the university already has along with findings from recent studies. Moreover, insights were given from the literature review, external and internal analysis and personal experience as student of ISCTE-IUL during five years, invited member of ISCTE-IUL sustainability group and former Coordinator of the Education Policy & Social Responsibility Department at ISCTE-IUL Students' Union., also organizer of Green Talks - 1st and 2nd edition.

## 1   Marketing and communication objectives

Within the framework of Project Columbus, ISCTE-IUL has to present a communication strategy until December 2017. Once ISCTE-IUL has already many communication tools, an integrated marketing communication (IMC) strategy would be recommended in or order to ensure a coherent message and strategic positioning. Still the main issue is to segment and target the diversity of audiences to which communicate. After the internal analysis of the institution, a deeper knowledge of what already is done, in line with SWOT results, allows to set the objectives for this plan. Based on ISCTE-IUL's three dimensions of sustainability – People, Planet and Prosperity - a scheme of objectives towards sustainability was designed (Fig.9).

Once identified the communication objectives, segmentation, targeting and positioning will take place, to later on suggest communication actions in accordance with the chosen target. The communication action plan is divided in four parts – communication matrix, description, calendar and further actions & conclusions. An IMC strategy in ISCTE-IUL means using marketing techniques such as audience segmentation to design communication actions and tailored messages to the targeted audiences. Hence, using online and offline communication tools, balancing also traditional and new media. ISCTE-IUL wants to be an example of HEI in the sustainability field, so one of the strategic goals of the institution will then be to promote its sustainability - internally and externally. Three strategic dimensions have already been acknowledged by the institution however there is still work to do on how to communicate them effectively. Marketing and promotion tools go beyond 'pure'

communication, and that is exactly why the actions purposed are intend to impact sustainability as a whole.

Figure 9 **-** ISCTE-IUL view on sustainability
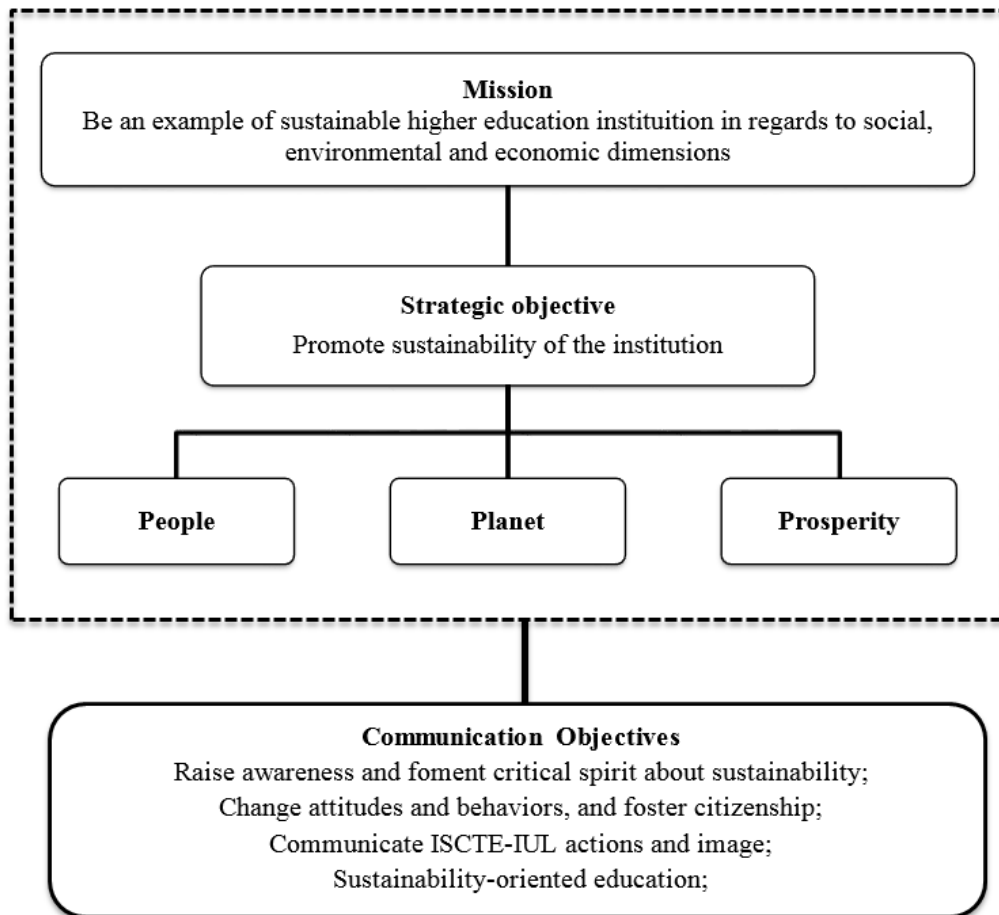
Source: Author own elaboration

Sustainability at ISCTE-IUL is aimed to be part of the institution's mission, while having the strategic and long term objective of promotion, regarding its three strands. This way, an aggregated strategy is designed to communicate sustainability holistically, from which derive the four communication objectives. Literature review suggests communication tools to be backed by other policy instrument as well as new technology, better infrastructures and appropriate institutional support, to ensure green behavior and long lasting improvements.

2 STP - Segmentation, Targeting and Positioning

As literature review demonstrates, there are internal and external audiences to be considered, and therefore requiring different communication tools (Fig. 10). It is important to adapt the messages within each context, but still have consistency and agreement between the two. When an agreement is not possible, **Sara Burgess (2016)** suggests internal communications to include what is being said externally along with an explanation about why this message is different. As STP will further demonstrate, for ISCTE-IUL internal communications are directed to individuals while in the external context, communications intend to target mostly organizations.

Figure 10 - Communication tools in internal and external audiences

Internal Comms
- Intranet
- Emails
- Meetings
- Training
- Newsletters
- Phone Calls

- Websites
- Social Media
- Flyers
- Events
- Photography

External Comms
- Advertising
- News Releases
- Conferences
- Speaking Engagements
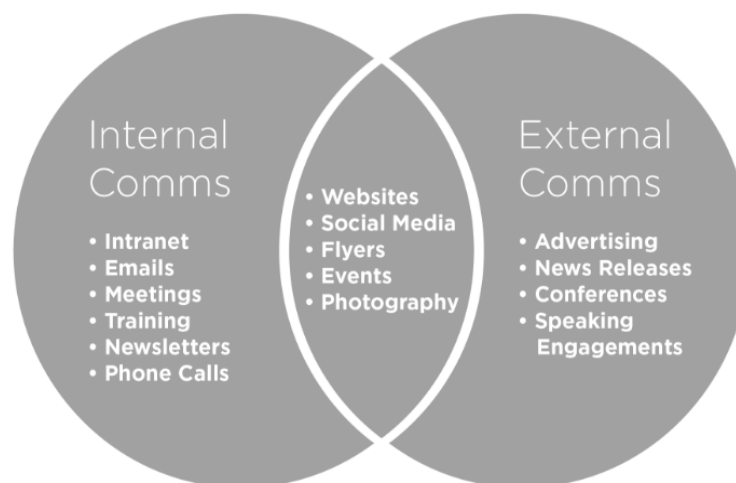
Source: "11 ways to perfect your internal communications Plan", Sara Burgess, July, 2016

Segmentation

To create more or less homogeneous groups, behavioural and demographic criteria will be used, so each target can be characterized by similar needs, demands and attitudes. Psychographic criteria would also be useful for promoting sustainability once lifestyle habits, personality and motives would be some of the variables to consider. On the other hand due to the initial process of communication strategy in which ISCTE-IUL is at the moment, 'general' criteria ends to be more adequate, by creating an 'umbrella' concept which can be tailored later on, adapting the strategy

and creating new actions. It is clear this process can only be done after a first evaluation on audience responsiveness, change behaviours and attitudes towards sustainability.

In the internal context, behavioural criteria are used due to the differentiated responsibility and role of each agent - such as teaching, learning or working - but also the bond with the organisation - in terms not only of seniority but the 'time spent' at the university, both seen as the amount of years and involvement on school's activities. Demographic criteria are used to segment essentially by age and occupation, justifying the 'needs and wants' of the different generations. Regarding the external audience, behavioural and demographic justify the role of each agent in society, where the communication to each of them should be differentiated, taking into consideration also the desired relationship with each agent. As previously evidenced in the literature review, it can be argued 'who' are the customers and stakeholders of the institution as well as 'which' of them to communicate with, and 'how' to do it. Nonetheless communication is crucial for ISCTE-IUL's image, both for internal or external audiences.

Target

Segmented by their core activity at the university, internal audience can be divided into at least five segments: students, professors, employees, researchers and investees. Considering investees and canteens an extension of ISCTE-IUL and research as parallel activity, the main targets identified are students, professors and employees. In regards to the external audience, many stakeholders can be studied such as employers, NGO's, local municipality and suppliers, as well as potential students. According to the segmentation criteria chosen, it is possible to divide external audience in students and organizations. First one regards to individuals, aged between 15 and 25, from secondary education, main activity is learning, aim to continue their studies and get a diploma. About organizations, they can be NGO's, business, associations, municipality, amongst others. What is common between them is being collective and have potential interest in a partnership. Figure 11 shows the five main targets of the current communication action plan for ISCTE-IUL sustainability.

Figure 11 - STP: Targeting
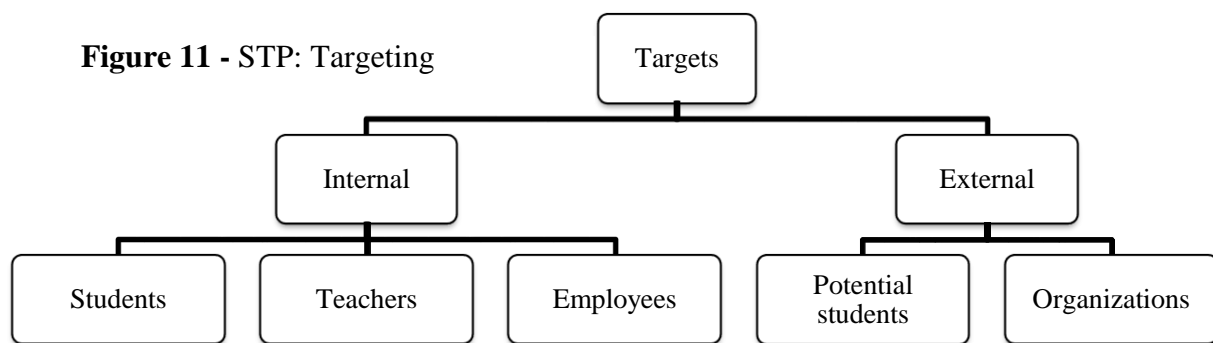
In regards to marketing communications, main differences between individuals and collectives targets are figured in attachment F, which shows the differences between consumer and business-to-business marketing communications.

Positioning

Considering its differentiated targets, ISCTE-IUL positioning will also differ accordingly. The institution should position itself, knowing the image it wants to project to internal and external audiences. Different targets have different needs and wants. In order to develop a communication plan with a value proposition, next step will be setting messages to meet those requirements.

Table 7 - STP: Positioning

Target	ISCTE-IUL positioning
Students	Concerned about its community, sustainability as a facilitator of life on Campus
Teachers	Innovative and supportive in regards to sustainability-oriented teaching. Fosters training and debate
Employees	Communicative and interactive with its staff. Promotes internal social cohesion
Potential Students	Innovative HEI, concerned about its environmental impact and future generations
Organizations	Economic, environmental and social sustainability. An example for society and overall stakeholders

3   Communication Action Plan

As shown by the sector analysis of Higher Education, new marketing trends rely mostly on social media. Moreover, engagement and involvement of stakeholders are constantly mentioned in the literature review, as well as in the interviews, as an effective way of reaching the audiences and influence their behaviour. For this reason, a social media plan was conducted, along with online communication tools, actions for short-term training and learning, events and guerrilla marketing. This communication action plan, aims to promote a socially responsible and informed community, while creating value for the positioning of ISCTE-IUL as a sustainable Higher Education Institution.

3.1   Communication Matrix

From the main objective 'promoting sustainability' derives three strategic dimensions, with the following four communication objectives:

- Raise awareness and foment critical spirit about sustainability
- Communicate ISCTE-IUL actions and image
- Change attitudes and behaviours, and foster citizenship
- Sustainability oriented education

According to STP, external and internal audiences encompass five main targets - students, teachers, employees, potential students and organizations. Likewise five categories were considered, namely social media, online tools, training & learning, events and guerrilla marketing. As result, eleven main actions were purposed, resulting in fourteen activities.

The communication matrix aims to relate these three dimensions – communication objectives, targets and actions – not only for better understanding the communication plan and its impact in audiences, but also to assure alignment with the institution's strategic goal of promoting its sustainability. The matrix allows an easy evaluation of the communication plan – and readjustment whenever necessary - due to its global perspective, in line with the institution's mission towards sustainability. As follows, the marked activities indicate its main targets, in accordance with communication objectives.

Table 8 - Sustainability communication matrix ISCTE-IUL

Sustainability communication matrix ISCTE-IUL	Target Audience					Strategic goal: Promoting sustainability			
	Internal			External		Communication objectives			
Actions	Students	Teachers	Employees	Potential students	Organizations	Raise awareness and foment critical spirit about sustainability	Communicate ISCTE-IUL actions and image	Change attitudes and behaviours, and foster citizenship	Sustainability oriented education
1. Facebook Page	X	X	X	X		X	X		
2. Instagram	X			X		X	X		
3. YouTube channel	X	X	X				X		
4. Email signature		X	X		X	X		X	
5. Online Newsletter	X	X	X				X		
6. Website	X	X		X	X		X		X
7. Merchandising	X		X				X		
8. Training		X	X			X		X	X
9. Summer/Winter course	X			X	X	X		X	X
10. ISCTE Talks	X				X	X		X	
11. Outdoor Cinema	X								
12. Music event	X								
13. Annual Green Challenge	X				X				X
14. Guerrilla marketing	X	X	X			X			

Source: Adapted from University of Cambridge - Environment and Energy Section Communications and Engagement Strategy, January 2014

First six actions regard online communications while others concern to a physical environment. Main action 'Events', detailed further, was divided into four activities - due to its differentiated approach in engagement with students. ISCTE Talks for instance, intends to inspire people, while outdoor cinema is related with culture and leisure. Music events on the other hand, can put together all community, yet will have greater impact among students relating sustainability with entertaining. Also environmental-friendly practices can be implemented in parties. Finally Green Challenge aims to arise discussion about sustainability issues, where solution oriented challenges can have potential implementation in ISCTE-IUL. Moreover, networking with organizations in this area would be an asset.

3.2   Description

According to the study of Hanover Research (2015), to win competitive advantage from other organizations and differentiate themselves, HEIs have to prepare, organize and manage their social media actions. Therefore, a social media plan for ISCTE-IUL was conveyed, taking into account the existing competences of the institution as well as its wider potential to become a leading example not only in the sustainability field but in regards to community engagement (Table 8).

Table 9 - Social Media Plan for ISCTE-IUL

Step	Actions
Prepare to get social	- Built a social media team with consultancy board with representation of students, teachers, employees and relevant alumni - Craft a social media policy, after hearing different stakeholders of ISCTE-IUL - Train the staff of the communication department, using insights from the consultancy board and potential external advisory
Choose audience	- Uncover the various demographics, lifestyles, interests, geographic locations, and values of audience segments of ISCTE-IUL – internal and external - Answer relevant questions about audience: How do they seek information? How do they use social media? What challenges are they trying to solve?
Define objectives	- Increase ISCTE-IUL community engagement with sustainability initiatives on Campus - Raising overall awareness about global and local sustainability issues - Foster ISCTE-IUL 'green' culture, internally and externally - Gathering feedback and responsiveness
Social Media Listening	Regular diagnosis analysis of ISCTE-IUL brand by: - Understanding audience interests and reactions - Flag ISCTE-IUL community sensitivity for sustainability issues - Identify influential supporters and critics of the sustainability subject - Find potential new students and partners -Collect feedback

Plan engagement tactics	- Give a sights of ISCTE-IUL 'green' culture (e.g. video campus tours) - Spread good news and best practices (e.g., university awards and achievements, such as ISO14001 certification and moreover, share decisions and on-going processes) - Foster interdisciplinary discussion between the different audiences of ISCTE-IUL on the subject of sustainability - Ask and answer questions to increase participation of the whole community in the on-going processes, making their opinions accountable to the decision making processes
Plan for content creation	- Search relevant topics on economic, social and environmental dimensions with local and global relevance - Chose topics with application on the studies areas of ISCTE-IUL - Select best practices at work and daily routine – for individuals and collective - Benchmark 'sustainable' HEIs', join/follow sustainability-related and higher education groups, integrate consultancy board's feedback - Social media and social networks - e-newsletters, webinars, e-books, online streaming, podcasts, Facebook, Instagram, website, etc. - Use a content calendar to stay on track
Measure efforts	- Focus on metrics that relate to objectives: awareness, communication, behaviour change, education - Measure and optimize conversions: viewers, visitors, followers, likes, shares, downloads, subscriptions, merchandising purchase

Source: Adapted from (Hanover Research, 2015:15)

Once the social media plan is completed, detailed description of the communication actions take place. There are eleven main actions suggested to be implemented in ÎSCTE-IUL, divided into six features – marketing media; targeted audience; main objectives of the action; message to the target; details about the action, its implementation and examples; evaluation, i.e. metrics of the chosen marketing communication tools to measure impact and success of the action. As follows, digital marketing as great preponderance, with six actions using online communications, followed by direct marketing and public relations.

Table 10 - Action: Facebook Page

Action	Facebook Page
Marketing | media	Digital marketing
Target	Internal and external
Main objectives	- Engage ISCTE-IUL community in its activities - Promote the 'green' image of ISCTE-IUL to external audiences
Message	'Green' ISCTE-IUL communication
Detailed actions	- Regularly share 'all kind' of sustainable initiatives in ISCTE-IUL - Share content sustainability-related about Higher Education, Business, Society, Lisbon, Portugal, international context and others - Foster participation from ISCTE-IUL community on the on-going sustainability-related processes through: live chat, polls, contests, comments on posts - Share live streaming events, videos (teasers, promotion, conferences, webinars) and photos - Share links to other online communications such as website, YouTube, linked-in and others - Informal language and image to reach a wider audience - Ensure there is at least a Portuguese and English version of contents - Create a content policy - Need budget for Facebook campaigns
Evaluation	- Fan Reach, organic reach, engagement, storytellers, click through rate, negative feedback -Viewers, visitors, followers, likes, shares, links to other social media

Table 11 - Action: Instagram

Action	Instagram
**Marketing	media**	Digital marketing	social media
Target	Students and potential students
Main objectives	- Engagement with the youngest - Connect ISCTE-IUL within mobile communication - Invigorate and spread ISCTE-IUL 'green' image, world wide
Message	The 'world' of sustainability is huge and crosscut to our existence, it has place for any action, person or idea - Sustainability is fun and rewarding
Detailed actions	- Share photos and videos of sustainability issues worldwide and turn ISCTE-IUL itself, a topic to be promoted by its followers - Balance between external and internal content - Relevant, pleasing, emotional and engaging content - Daily activity and time framed - Referrals and hashtags campaigns, links with other tools
Evaluation	- Followers (growth rate and engagement), clicks through URL's, hashtags

Table 12 - Action: YouTube channel

Action	YouTube channel
Marketing	media	Digital marketing	social media
Target	Internal and external
Main objectives	- Have presence in the worldest main video tool to disseminate sustainability-related content - Learning and leisure and self-promotion content - eg.: tutorials, cooking videos, online classes, ISCTE-IUL campus and culture , etc
Message	- Sustainability has many fields of action
Detailed actions	- Live streaming events of ISCTE-IUL and also recorded - Share YouTube channel: Facebook, Instagram, linked in, website - Create several playlist – eg: social, learning, cooking, sports, etc
Evaluation	- viewers, subscribers, drop-of-point, shares, likes, dislikes and comments

Table 13 - Action: Email signature

Action	E-mail signature
**Marketing	media**	Direct marketing , digital marketing	e-mail
Target	Teachers and employees
Main objectives	Raise awareness about scarcity of resources and its unrestrained use
Message(s)	- Spread the image of a sustainable ISCTE-IUL - Sensitize people on the paper use reduction
Detailed actions	- Create a template email signature that assures to convey the message of a sustainable HEI and promotes the image of 'green' ISCTE-IUL - Message "Be Green, keep it on the screen" - Optional: Create a link to the sustainability website or promotional video or internal campaign
Evaluation	- How many e-mail subscriptions - Real impact on reduced paper usage

Table 14 – Action: Online Newsletter

Action	Online Newsletter
Marketing	media	Digital marketing
Target	- Employees and teachers - Students
Main objectives	Engagement with the internal community
Message	- Inform about latest news and activities - Disclosure local and global trends on the sustainability subject
Detailed actions	- Received by e-mail and shared in Facebook - 2 newsletters – Teachers and employees; students Adapt language and content to each target - Maximum: 2 pages - 3 topics – example: news, events and achievement - 1 call to action – example: see more on [website link]
Evaluation	- Bounce rate, delivery rate, spam complaint, list growth rate, ope rate, click through rate Number of e-mails were seen and open links on Facebook, sharing rate

Table 15 - Action: Website

Action	Website
Marketing | media	Digital marketing | online website
Target	Internal and external
Main objectives	- Centralize information about sustainability in ISCTE-IUL - Be referenced as the main tool of communication and information
Message	- Formal documentation is available - Latest news and coming events
Detailed actions	- Neutral language to achieve a broader audience - Online shop for merchandising - Online platform for volunteering - Repository of studies and thesis on the subject of sustainability
Evaluation	- Visitors, referrals, bounce rate, exit pages, conversion rate

Table 16 - Action: merchandising

Action	Merchandising
Marketing | media	Direct marketing, digital marketing, sales promotion
Target	Internal and external
Main objectives	- Disseminate ISCTE-IUL 'green' image - Make people ambassadors of ISCTE-IUL's concern for sustainability
Message	- ISCTE-IUL is a social responsible and innovative HEI
Detailed actions	- Online store/catalogue at the website and sustainability website - Share catalogue/online store in Facebook, Instagram, YouTube, etc. - Make videos, and take photos of the products – and share. - Sponsorship – e.g.: ISCTE-IUL sport teams and staff events' organization - Improve the physical point of sale - Offering merchandising in contest, events, etc. - Partnership with 'sustainable' brands to adapt the image of ISCTE-IUL
Evaluation	- nr of items sold, nr of buyers, gross margin, conversion rate

Table 17 - Action: Training

Action	Training
Marketing | media	Direct marketing, public relations
Target	Teachers and employees
Main objectives	Engage employees and teacher within sustainability issues
Message	- We all have responsibility in promoting sustainability in our daily activities - We are all responsible for promoting sustainability in ISCTE-IUL, acting as influencers
Detailed actions	-Online and/or presently trainings - Both short and extended courses -Differentiated programs for each target, and adapt some of these according its responsibility in the function - Paid and free courses (according to partnerships and costs involved)
Evaluation	- Nr of subscriptions, participants, participants satisfaction, applicability of sustainability-related subjects on participants job tasks after the course

Table 18 - Action: Guerrilla Marketing

Action	Guerrilla marketing
Marketing | media	Direct marketing
Target	Internal
Main objectives	Change behaviours and attitudes; Create social buzz
Message	- Small actions can have huge impacts - Surprise and shock sometimes is needed to change our attitudes
Detailed actions	- Identify 'bad practices' of the community and replicate them with guerrilla marketing strategies - Use statistic data to shock people on their daily activities - Use ISCTE-IUL main spaces to implement these actions - Create a group of people responsible for this kind of actions, coordinated with the sustainability strategic group of ISCTE-IUL Example: - Collect a considerable amount of cigarettes and put them all together, constraining the normal occurrence of a specific activity (or space);
Evaluation	Word-of-mouth and feedback

Table 19 - Action: Events

Action	Events
Marketing | media	Direct marketing, public relations
Target	Internal and external
Main objectives	- Promote social environment and discussion of sustainability-related issues along with network and fun – when organized by ISCTE-IUL - Have presence in main events, representing the institution
Message	- Sustainability is versatile to many contexts - ISCTE-IUL has a position in several areas of activity regarding sustainability
Detailed actions	- Celebrate partnerships with several agents from different areas, short and long term. - Advertise events in social media, e-mail and through students network communication - Create large scale events with the involvement of students and other relevant agents - Create contests and challenges to increase worth-of-mouth, potential participation at events, and energize audiences making them part of the decision whenever possible (eg.: Polls) - Bring key note speakers and real influencers to share their stories and knowledge - Promote social responsibility initiatives Examples: - Volunteer fair, similar to "Career Week" but in the social context; - Green Challenge, similar to "IULCOME", yet adjusted to undergraduates and master students; - Outdoor Cinema, movies but also documentaries, taking advantage of 'sustainable advertising' (promotional videos, ISCTE videos) - ISCTE Talks, regular pitch event on sustainability, similar to TEDx - Music event, according to budget (sunsets, or large scale)
Evaluation	Nr of participants, referrals on social media, direct feedback

Table 20 - Action: Summer/Winter courses

Action	Summer/Winter courses
Marketing | media	Public relations, direct marketing
Target	Internal and external
Main objectives	Disseminate knowledge about the wider range of sustainability Recognition of ISCTE-IUL as agent on transfer knowledge
Message	- Sustainability is much more than environmental issues - Sustainability is fun and has many applications and activities
Detailed actions	- Short term courses for: students, potential students, ISCTE-IUL community and externals - Invite and publicize this courses also in secondary schools, similarly to '11 and 12 hours of management" - Similar organization to ISCTE-IUL summer schools - Celebrate partnerships - Business, ONG's, researchers, municipality - Location: inside and out ISCTE-IUL Campus - Promote outdoor activities and voluntary initiatives - Use and offer merchandising of sustainability at ISCTE-IUL
Evaluation	Nr of subscriptions, participants, instructor performance, participants satisfaction

3.3   Calendar

Bearing in mind the academic year, from September to July, this communication plan refers to Jan 2018 to September 2019 as an adaptation period – Kick-off Period - where several actions can already take place, specially social media which are easy to create and disseminate. The period ranging from September 2018 to August 2019 – Action Period - will then be the time framework to have large scale events, well planned, and ready to happen. The presented calendar was designed to be flexible and easy to adjust, so actions can be extended to the following years.

At this stage, 'sustainability' has yet to be gently pushed into audiences' daily activities, however the goal is to create a 'green' culture in ISCTE-IUL, where attitudes and behaviours do not need to be communicated, but integrated into operations and people's mind. For this reason, was taken into account the already existing communication tools and the importance of having consistency in the communication plan, aligned with each step ISCTE-IUL takes towards sustainability.

Table 21 - Calendar: Communication action plan for sustainability ISCTE-IUL

Action	2018 Kick-off Period								2019 Action Period											
	1 Jan	2 Feb	3 Mar	4 Apr	5 May	6 Jun	7 Jul	8 Aug	1 Sep	2 Oct	3 Nov	4 Dec	5 Jan	6 Feb	7 Mar	8 Apr	9 May	10 Jun	11 Jul	12 Aug
Facebook Page	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Instagram		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
YouTube channel				■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Email signature			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Online Newsletter			■			■			■			■	■			■		■		
Website									■	■	■	■	■	■	■	■	■	■	■	■
Merchandising					■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Training	■				■				■				■			■				
Summer/Winter course												■						■		■
Guerrilla marketing					■					■						■				

Source: Author own elaboration

Social media can be launched as soon as possible, with the already existing information of sustainability in ISCTE-IUL, in accordance with the social media plan. Disclose this three tools separately will allow an increasing engagement and focus on the communication. The e-mail signature image and message needs yet to be designed and was planned to be launched with the first edition of the newsletter to create buzz - online newsletter was designed as trimestral. Website needs to be carefully thought, in terms of image and content, reason why is only launched in beginning of year 18/19, recommended to be launched at IULCOME. Applications for mentors and even participants should be made in this website, as well as future initiatives sustainability-related. Merchandising was scheduled still in the kick-off period so it can be arranged which type of items to buy and have for sale. A distribution and cost plan should be elaborated along with the decision about the best point of sale. Training was designed for students holidays, when employees' and faculty's workflow is planned to be lower, while summer/winter courses happen during holidays so students can assist them. Good planning, allows it only to be launched next year. Guerrilla marketing, are initiatives that can be taken during the year, with no limits, however, once for semester was the planned. Events should be scheduled according to student's groups' plan of activities, so there can be a multi-disciplinary team and all efforts are put together. If not possible, ensure there are no similar or proximity dates of big events. Large scale events must always be 'synchronized' with student's deliveries, exams and holidays.

The choices taken about the actions to put in place were all based on the idea and question – how to engage ISCTE-IUL's community and stakeholders through an interactive communication. The efforts were significantly made on digital marketing, which according the 4 C's framework (Table 22) , is the set of tools able to reach larger audiences, with high levels of interaction and delivering personal messages, as regarding communications. It was also important its characteristics related to the ability to adjust strategies as the circumstances also may change. The goal is to make the communication more personal, delivered through the community's preferred channels.

Therefore, it is crucial to leverage social media to connect with the audience. By doing this, learning also the culture and language of this media, communication can increase the engagement and maintain high levels of interaction. This can be reached by consistent uploading relevant content to the audience considering its wants and needs. Also relating it with content they will like, share and comment - other words, interact and relate. Content needs to be responsive – easy to access and even mobile friendly. Both budget and costs of these type of action are flexible, both in form and in time, and mainly depend on the top management. All of the above is intended to create relation with audience on a personal level. Therefore the choice to use online tools and the social media. Also events are meant to be prepared and a strategy of public relations, in order to optimize the level of positive publicity delivered by the institution to its stakeholders and community.

Table 22 - The 4 C's framework: a summary of the key characteristics of marketing communications tools

	Advertising	Sales promotion	Public relations	Personal selling	Direct marketing	Digital marketing
Communications						
Ability to deliver a personal message	Low	Low	Low	High	High	High
Ability to reach a large audience	High	Medium	Medium	Low	Medium	High
Level of interaction	Low	Low	Low	High	High	High
Credibility						
Given by the target audience	Low	Medium	High	Medium	Medium	High
Costs						
Absolute costs	High	Medium	Low	High	Medium	Low
Cost per contact	Low	Medium	Low	High	High	Low
Wastage	High	Medium	High	Low	Low	Medium
Size of investment	High	Medium	Low	High	Medium	Medium
Control						
Ability to target particular audiences	Medium	High	Low	Medium	High	Low
Management's ability to adjust the deployment of the tool as circumstances change	Medium	High	Low	Medium	High	High

Source: Fill & Osmond, 2017:16

3.4   Further actions

First of all, a rebranding on the sustainability ISCTE-IUL logo is suggested, to a more attractive and engaging as well as green, to ensure a clear message of a sustainable ISCTE-IUL. Once the rebrand is elaborated, the creation of a label is proposed along with a labelling policy. ISCTE-IUL's sustainability labelling can be used in several ways, such as merchandising, food, events advertising and courses programs. By doing so, ISCTE-IUL reinforces its commitment with sustainability, disseminating its image among several of the activities in which is enrolled, internally and externally.

Secondly, is fundamental to create a mobile app to integrate all the communication content and features of ISCTE-IUL from which its sustainability would benefit. In respect of recent trends, mobile communication is demanding for effective engage with audiences, and represents a key question for communicating sustainability.

Also podcast, is an interesting tool, although premature for this stage of communication. Digital marketing tools previously defined need to be addressed as successful so others can be explored. Consequently, this option is not discarded, due to its potential relevance in ISCTE-IUL community, but remains as an experimental tool to explore later.

Partnerships are not a communication tool but rather the establishment of relationships. Reference to partnerships is made in some of the proposed actions, although it is a fundamental part of the communication and evolution of ISCTE-IUL as a sustainable HEI.

Integration of sustainability into curricula is essential as well as the involvement of students in decision making processes and also institutional events. Hiring staff for the sustainability department, even if temporary, would also benefit the institution's commitment with sustainability. It would bring focus on the strategic goal to achieve, but most importantly would set a team effort in engaging ISCTE-IUL's community and stakeholders

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Social transition towards sustainability requires citizens' engagement and participation, and direct and personal contact. Communication is essential and part of the engagement approach to encourage the target group to take new actions. Social media in one hand is highly interactive and allows communities to discuss and share ideas through direct conversation. Public participation on the other hand, consists of involving the community to be part of the decision making-process.

In line with the literature review, the current action plan suits an effective integrated marketing communication strategy (Daj & Chirca, 2009), as follows: Well thought out market segmentation – used behavioural and demographic criteria to segment ISCTE-IUL communication audience; Targeting process, that may include secondary and/or primary market research – according literature review, many targets are to communicate, according to external and internal analysis, main targets are students, faculty and employees (internal) and potential students as well as external entities (external); Determining the communications objectives – an aggregated strategy lead to four communications objectives; Countering the competition – a benchmark was conducted, international and national; Designing the messaging content – detailed actions were elaborated; Selecting the means for communications – blended marketing keep online and communication tools and balance traditional with innovation; Defining the mix of media, budget and priorities – besides current communication tools, a social media plan was conducted, mix of media is defined in the actions purposed and priorities are in calendar; Measuring the effectiveness of the efforts – metrics and evaluation criteria were defined previously. Looking back to the communication action plan, all steps have been accomplished in order to have an IMC. A rigorous literature review and detailed analysis provided the support for this action plan, but also the interviews were a fundamental contribution, especially with regard to the practical application of 'promoting sustainability in HEIs' in a project applied to ISCTE-IUL.

VIII   CONCLUSIONS

Sustainability issues were recognized in the 20th Century and settled a mile stone since then. First concept is said to be coined in the Brudtland report (1987), but truth is many authors back then have discussed the dimensions of sustainability and its relations, in an overall conclusion of existing three dimensions – economic, social and environmental – which remain the basics of today's approach to the subject. Even dating thirty years from now, sustainability notion is recent once it is based on the economic model in which today's society is found, concerning for resources usage and human rights equality, on behalf of future generations. Corporate social responsibility dates from 60's and 70's addressing moral and ethical values in the management of an organization, in which stakeholders interests matter. The acknowledgement of the subject and its promotion was therefore the key question of this study. Also the evolution of sustainability in society was considered, on the external analysis, for a more comprehensive hindsight on the matter. Hence, marketing and communication tools were researched and developed for sustainability promotion in HEIs. These, were built upon a three-relational model between sustainability, marketing and Higher Education Institutions. The construct was devised so that a connection could be established between sustainability and marketing with an application on HEIs.

The external analysis provided a framework for implementation and allowed a better understanding of global and national contexts. In the 21st century, is clear that the United Nations keep having a fundamental role on the evolution of sustainability acknowledgement and its communication. The Decade of Education for Sustainable Development (2004-2015) prompted change in the field of education, while the Sustainable Development Goals (2017) launched a worldwide responsibility on humankind actions. Moreover, the PESTEL analysis gave important information of the country's current status, where Portugal is committed with the subject of sustainability. A comparison between HEI's sustainability, allowed to benchmark international best practices' as the future of sustainability in Portuguese Higher Education Institutions. Likewise, the contributions of external agents, proved HEIs have a key role in training its community towards sustainability values and skills,

while setting themselves as a role model for people and institutions. Furthermore, involvement of the external and internal audiences is pointed out as crucial, whereas internal competences and motivations should be taken into account to effective engagement.

In regards to the internal analysis, ISCTE-IUL is characterized by its diversity and extra-curricular activities. Sustainability is increasingly being integrated in the institution operations as awareness within its community arises. About marketing communication tools, these are still quite traditional and have small influence on students. Effective mass communication was found to be a challenge, along with internal communication.

The implementation was carefully elaborated in line with ISCTE-IUL's strategic goals aiming to communicate effectively with external and internal audiences. STP was done for this initial phase of communication, although other segments could be targeted. The emergence of digital marketing and social media is undeniable, however participation of people in initiatives is yet fundamental. Further actions, refer to operational aspects of the communication which will also have an impact on the positioning of ISCTE-IUL.

Limitations of this study include planned interviews that were not able to be done to the following agents - Sofia Santos, Secretary General of Business Council for Sustainable Development; Paula Castro, Director of the Master in Sustainability and Studies of the Environment in ISCTE-IUL; Ricardo Fonseca – Director of ISTA School, ISCTE-IUL; Patricia Martins – President of AIESEC in ISCTE-IUL. The objective was to collect all the contributions of sustainability representatives with relevance for the project. Furthermore, the lack of studies and bibliography about 'promotion of sustainability in higher education institutions' brought difficulties in settings strategies and priorities on the current project. The concept of sustainability itself is not consensual, which provides a wide range for discussion in the application of marketing communication tools.

The trend in marketing seems to be moving away from mass marketing towards relationship marketing, with an increased focus on the importance of maintaining and developing these relationships. Marketing communications clearly have a role to play in this context, where emotional and rational engagement of the consumer becomes

more critical. The speed and access to information increased along with communication and technological revolution, meaning good practices can be shared faster. Numerous types of marketing can be used to promote sustainability such as relational marketing, social marketing, cause-related marketing, and also guerrilla marketing. These, suits perfectly when sustainability has to be communicated, underlying a desire behaviour change in the targeted audience. 'Green nudges' are being increasingly used once it is a low-cost alternative, but also because 'nudges' target people's emotion and not their values or attitudes. 'Nudging' attempts to influence the choices, without limiting the set of choices available to them – it consist of making a choice attractive and easy by making small changes (EEA, 2016). Social marketing was the 'umbrella' concept for this project, where professors, students, staff and other stakeholders should be on the same page. Institutions should approach different tactics in order to reach the growth of the brand awareness and attractiveness. Students must be the first brand ambassadors once they take ownership of the word-of-mouth.

In addition to its diversity, ISCTE-IUL has all the skills to address sustainability in its core activity, mission and positioning. Internally, communication is suggested to be enriched for a better engagement of the academic staff. In regards to the adoption of sustainability-related features to existing processes, departments should be challenged to improve their eco-performance. Listen the community instead of just reporting makes the difference. Involving, challenging and relying on each other's experience and motivations are key to success. Students on the other hand, are still underrepresented. Institutionally there is a representative (Students' Union), but there must be a responsibility of the HEIs to the student community as a whole. Educate the 'new comers' is brought to be essential, while setting as example on the institutional practices. ISCTE-IUL has the strong ability to adapt to innovation, nevertheless is necessary to streamline processes, incorporate insights from the youngest and break conservatism of the academia.

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X ATTACHMENTS

Attachment A – Promotion Mix

Communication tools	Description
Advertising	Mass media communication where space is bought. Can be corporate, brand or product based
Celebrity endorsement	Communicating the products benefits and characteristics endorsement through connections with a celebrity or authoritative person
Corporate events	A form of internal marketing used for reward, information provision, motivation, and training
Corporate identity	Developing a consistent image for the organization as a whole, using stationery, livery, uniforms, logo and in-house publications
Direct marketing	Direct marketing is promotion via any person-to-person communication guaranteeing exposure to identifiable individuals in a chosen target audience
Exhibitions	Opportunity to display products in an environment which brings buyers and sellers together
Internal marketing	Intra-company communications to develop loyalty, commitment, shared vision
Merchandising	Products linked to the core product but with a promotional merchandise focus (for example, souvenirs, T-shirts, photos)
Publicity	Delivering exposure to a known target audience
Promotional events	Events which communicate with a selected group of people about the organization and its products (such as product launches, product trials, opening ceremonies)
Public relations	Communications from the organization to any of its stakeholders such as local community, employees, suppliers
Sponsorship	Association with an entity, event or activity. Contribution (financial or in-kind) to an activity (often a sport, music or arts event) by an organization usually in exchange for name, brand or product exposure
Testimonials	Using existing customers opinions within the message such as satisfied customer quotes, excerpts from reviews. Can be combined with celebrity endorsement
Word-of-mouth	Encouraging one-to-one communication between target market members

Source: (Masterman & Wood, 2006:75,76) and (Crosier, 2003:420)

Attachment B – Media tools

Medium	Description	Used for
Cinema	Very high impact due to focused attention of audience - targeting through location and film selection	- Advertising - Product placement - Sales promotion - Sponsorship
Radio Local, regional, national, international	Low impact, low cost medium - Targeting by region and listener profiles	- Advertising - Sales promotion - Public relations - Sponsorship
Printed media Newspapers, magazines, trade journal	Low impact and cost - Precise targeting can be achieved. Some have long life	- Advertising - Public relations - Sales promotion
Posters Outdoor media boards, transport, Indoor transport, shopping, centres	Low cost and short exposure time but good, repeats and geographic, targeting. Requires strong visual message or short written to gain attention	- Advertising
SMS Text/picture messaging	Non-personalized message received personally as text message. High attention level but can be intrusive. Direct response possible	- Direct marketing - Sales promotion - Customer service
Mail Flyers, letters, e-mails	Can be highly personalized if database technology employed. High impact if well designed. Highly targeted with direct response. Can be seen as junk mail	- Advertising - Direct marketing - Sales promotion
Web page Own web page, other organizations' web pages, search engines, Banner ads, pop-ups, search engine listings, website referrals, click-throughs	Can get across complex information to an international audience at low cost. Targeting difficult to achieve and monitor. Gives direct response and interactivity	- Advertising - Public relations - Direct sales - Sales promotion - Customer service - Internal marketing
Exhibitions and events	Highly targeted and high impact.	- Direct marketing

Trade fairs, corporate events, product launches, press conferences Other events (sports music, arts)	Multi-functional in generating sales, publicity and relationship building	- Publicity - Internal marketing - Sponsorship - Product placement - Sales promotion

Source: (Masterman & Wood, 2006:77,78)

Attachment C – Sustainability university model
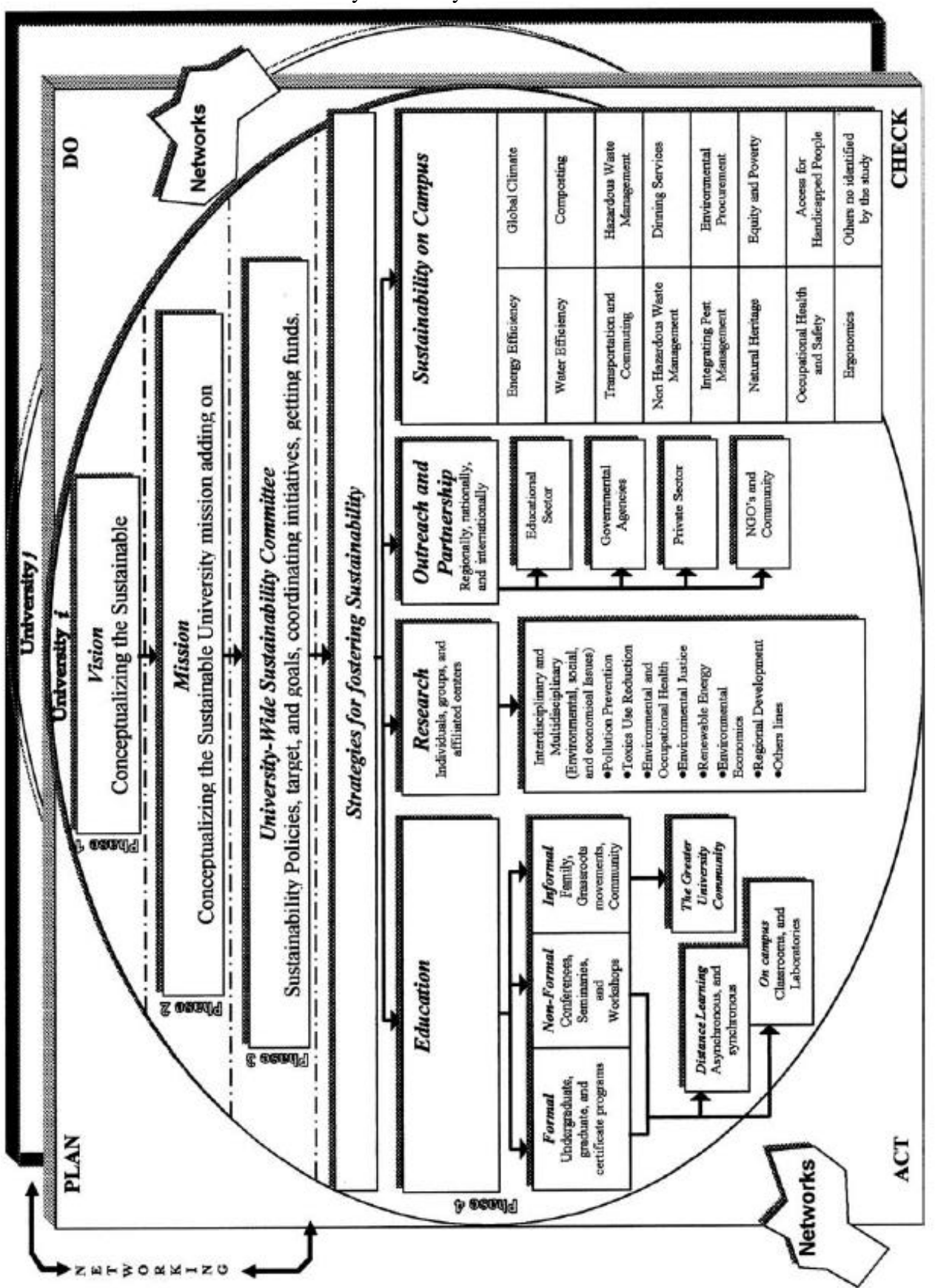
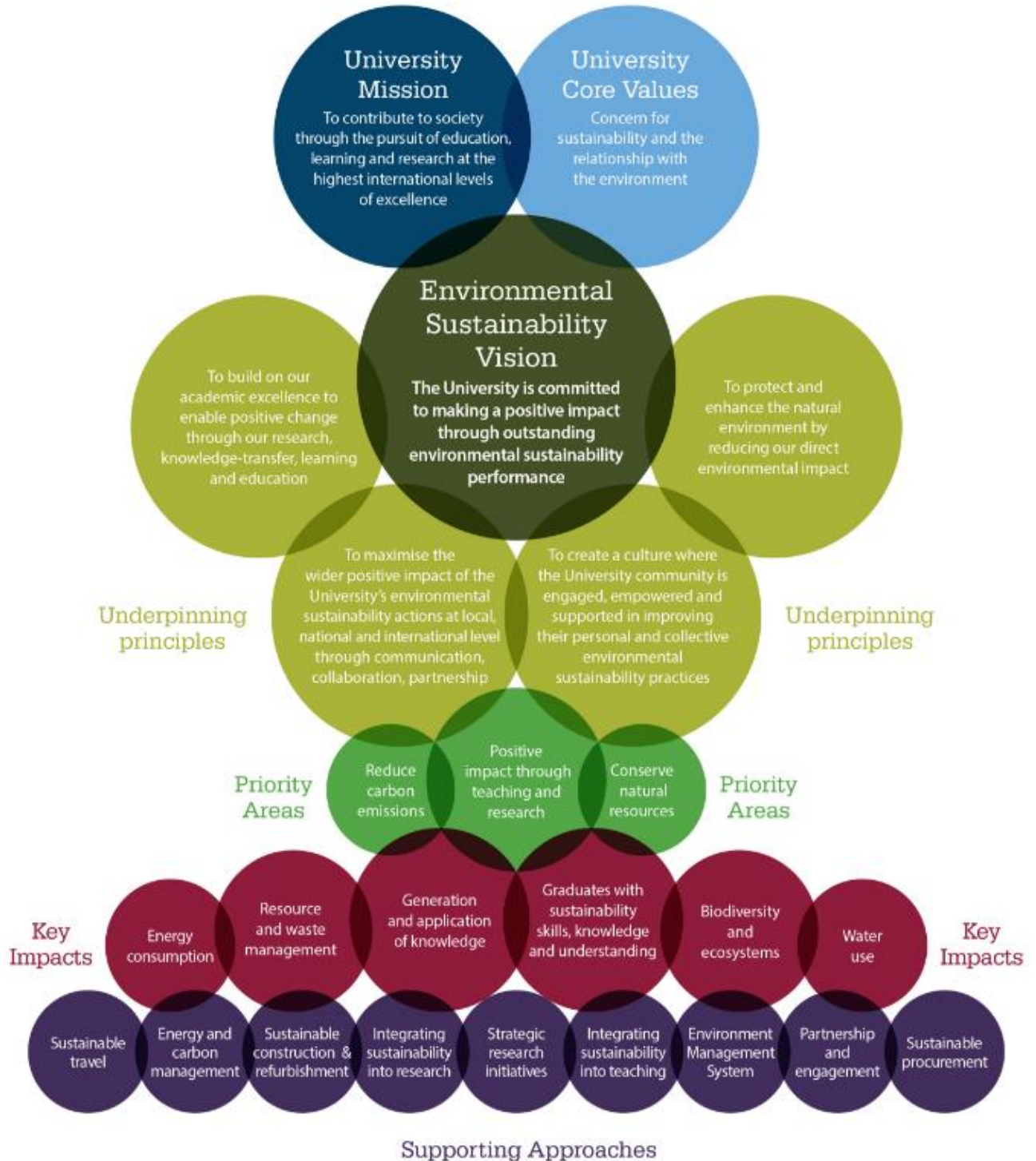**Source:** (Velazquez, Munguia, Platt, & Taddei, 2006:814)

Attachment D – Sustainable Development Goals

Source: https://sustainabledevelopment.un.org/sdgs - 24 September 2017

Attachment E - Cambridge's University Environmental Sustainability, Vision, Policy and Strategy 2015-2020

Source: https://www.environment.admin.cam.ac.uk/policy - 1st October 2017

Attachment F - Differences between consumer and business-to-business marketing

	Consumer-oriented markets	Business-to-business markets
Message reception	Informal	Formal
Number of decision makers	Single or few	Many
Balance of the promotional mix	Advertising and sales promotions dominate	Personal selling dominates
Specificity and integration	Broad use of promotional mix with a move towards integrated mixes	Specific use of below-the-line tools but with a high level of integration
Message content	Greater use of emotions and imagery	Greater use of rational, logic- and information-based messages, although there is evidence of a move towards the use of imagery
Length of decision time	Normally short	Longer and more involved
Negative communications	Limited to people close to the purchaser/user	Potentially an array of people in the organisation and beyond
Target marketing and research	Great use of sophisticated targeting and communication approaches	Limited but increasing use of targeting and segmentation approaches
Budget allocation	Majority of budget allocated to brand management	Majority of budget allocated to sales management
Evaluation and measurement	Great variety of techniques and approaches used	Limited number of techniques and approaches used

Source: Fill & Osmond, 2017:23