

The Carbon Footprint of Media Institutes in the Age of the Climate Crisis

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Abstract:

This article provides a concise overview of the carbon footprint of media institutes and the imperative need for sustainable practices in an era dominated by the climate crisis. Media institutions play a significant role in shaping public opinion and behavior, and their environmental impact is becoming increasingly pertinent. This research investigates the various dimensions of carbon emissions associated with media institutes, encompassing energy consumption, transportation, infrastructure, and waste management. It also examines the integration of sustainability into curriculum and operational practices. The primary goal of this research is to look at various insights from the historical literature that can help with the adoption of sustainable development in media institutes. The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) with an eighteen-year time range (2007 to 2024) is being considered to study various insights and gaps in the sustainable journey in a media institute.

The study emphasizes the importance of implementing eco-conscious strategies to mitigate carbon emissions, reduce energy consumption, and promote sustainable behaviours within media institutes. By analyzing case studies and best practices, this research offers actionable insights for institutions seeking to minimize their carbon footprint and contribute to climate change mitigation. Ultimately, the findings highlight the critical role that media institutes can play in fostering awareness and action toward environmental sustainability in an age marked by climate crisis challenges.

Keywords: Carbon footprint, Media Institute, Climate Crisis, Sustainable Practices & Environmental Impact, PRISMA

1. Introduction

Organizations of all types are significant contributors to international greenhouse gas emissions. As the climate crisis intensifies, the business case for supporting low-carbon practices is gathering pace, driven by market forces and regulatory demands. Compliance with carbon emission reporting requirements is becoming increasingly stringent, necessitating businesses and institutions to adopt transparent and effective carbon management strategies. Despite this growing pressure, the guidance for generating carbon footprints through hybrid environmentally extended input-output (EEIO) analysis remains underdeveloped and under-researched (Robinson et al., 2018). This gap in the literature highlights the need for more

comprehensive methodologies to assess and manage carbon emissions accurately. Higher Education Institutions (HEIs) are key components of education systems across the globe. They transcend international borders, socio-political regimes, and economic systems, making their role in addressing climate issues particularly significant. HEIs are beginning to implement carbon reduction policies on and off their estates. However, very few research articles document emissions arising from all directly and indirectly attributable activities within these institutions. A comprehensive understanding of the carbon footprint of HEIs is crucial, as these institutions not only educate future leaders but also serve as models for sustainable practices (Bekaroo et al., 2018).

A global research agenda focuses on identifying sources and sinks of greenhouse gas (GHG) emissions across various scales. This agenda encompasses multiple studies to understand emission profiles for different entities, including products, individuals, urban areas, and entire nations. Several methodologies have been developed for this purpose:

- **Product Carbon Footprint:** This typically measures lifecycle emissions from cradle to grave, following standards such as the Publicly Available Specification (PAS) 2050 and the GHG Protocol Product Life Cycle Standard.
- **Individual Carbon Footprint:** This measures GHG emissions associated with consumed goods and activities, providing insights into personal carbon impacts.
- **Urban Area Emissions:** Standards like PAS 2070 measure emissions in urban areas, helping to manage and mitigate urban carbon footprints.
- **National GHG Inventories:** These inventories, guided by frameworks such as those provided by the Intergovernmental Panel on Climate Change (IPCC), measure emissions associated with the consumption of goods and energy, as well as the imports and exports of goods and services at a national scale (Gao, 2013).

Understanding the different sources of emissions encompassed in these various methodologies is essential for creating accurate and actionable emission profiles. For instance, a product's carbon footprint looks at the entire lifecycle of a product, while national inventories consider the broader economic activities of a country. Each approach provides unique insights critical for developing targeted strategies for emission reduction. The climate crisis represents one of the most pressing challenges of our time, necessitating urgent and comprehensive action across all sectors of society. As influential entities in shaping public discourse and behavior, media institutes are uniquely positioned to lead by example in the pursuit of sustainability. This paper explores the carbon footprint of media institutes and underscores the necessity of adopting sustainable practices to mitigate their environmental impact.

In the age of the climate crisis, the carbon footprint of media institutes has become a significant concern, with discussions on environmental impact intensifying in media discourse (Foxwell-norton, 2009). Scholars emphasize the need for media studies to address the eco-crisis and

adopt greener practices, acknowledging the role of technologies in contributing to planetary decline. Analyzing greenhouse gas emissions, like in the Max Planck Institute for Astronomy case, is crucial for understanding and reducing the environmental impact of such institutions (Martin et al., 2022). The intersection of media, technology, and environmental sustainability is a key focus, with calls for integrating green practices into media ecosystems and bridging media practice with green cultural citizenship to combat the ecological crisis (Adam, 1975).

The primary goal of this research is to examine various insights from historical literature that can assist in adopting sustainable development practices in media institutes. To achieve this, the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework is employed, covering an eighteen-year time range from 2007 to 2024. This systematic review aims to identify insights and gaps in the sustainable journey of media institutes, providing a thorough understanding of past efforts and future directions for research and practice.

2. Literature Review

In 2012, the Higher Education Funding Council for England (HEFCE) published several guides to assist institutions in reporting and reducing their emissions. These guides primarily focused on direct emissions, with mandatory targets for institutions to reduce their Scope 1 and 2 emissions by 34% below a 2005/06 baseline by 2020. They also addressed a limited number of Scope 3 sources, such as water and waste, transport, and procurement (Gupta, 2022). However, there is no specific international standard for carbon footprinting in higher education institutions (HEIs), leading practitioners to adapt methodologies originally designed for profit-making enterprises. This adaptation is often conducted with limited success, complicated by the unrestricted use of assumptions and caveats (Edwardsson, 2012).

One promising approach to generating more accurate assessments is the hybridization of input-output analysis (IOA) and life cycle assessment (LCA) theories, known as environmentally extended input-output analysis and life cycle assessment (EEIOA-LCA). This method is favored for its detailed assessments free from aggregation errors (Berners-lee et al., 2011) demonstrated the use of IOA, informed by readily available financial expenditure data, to assess the supply chain emissions of an Australian university without requiring additional informational inputs. This approach can measure the total environmental impacts of an institution's activities and highlight areas for improvement along the supply chain.

Despite its potential, there is a notable absence of empirically supported full-scale EEIOA-LCA institutional footprints in the literature. As institutions face increasing pressure to reduce emissions, they risk falling behind on pledged targets for direct emissions, which diminishes their ability to manage and reduce Scope 3 emissions effectively (Batmunkh, 2022). The priorities currently favored by universities—such as promoting growth and economic fortune—can conflict with the importance of carbon management. Estate growth, in particular,

disproportionately magnifies Scope 3 emissions occurring upstream and downstream of the organizational boundary.

Universities serve multiple functions, influencing their activities and the GHG emissions they generate. The four primary functions of universities—education, research, governance, and enterprise result in diverse activities. Teaching activities, for example, require physical learning facilities (lecture theatres, libraries, ICT equipment) and a range of amenities to support student life (health and wellbeing services, sports and social services, retail, food and drink outlets). This array of amenities often leads to comparisons with small towns (Marks et al., 2020). Furthermore, the rise of internet access has led traditional universities to move activities online through distance-learning courses and Massive Open Online Courses (MOOCs).

The diverse infrastructure necessary for delivering degree programs adds to the complexity of HEI carbon footprinting. Additionally, the nature of research programs has a direct correlation with the energy intensity of activities, often leading to debates when comparing research-intensive institutions with teaching-intensive ones (Ridanpää, 2022). The varying specializations of universities, their demographic composition, and financial leverage further contribute to this complexity.

Examining university carbon management is crucial for continuing the debate on the role of HEIs in sustainability in the 21st century. By addressing these challenges, institutions can position themselves favorably to tackle future climate-related challenges. Universities play a vital role in providing technical solutions to climate-related issues and serve as pertinent case studies for assessing the relevance and applicability of carbon management standards. Their central role in education systems worldwide transcends political regimes and economic systems (Tavares et al., n.d.), making them a unique organizational form that can be studied universally and understood globally.

Table 1. – Comprehensive Literature Review

Insights	Practical Implications	limitations	Method used	Conclusion	Reference
Global alternative media sector can impact positive environmental change. Community media challenges industrial capitalism's environmental status quo.	Encourages paradigm shift in public sphere debate towards environmental change. Challenges hegemonic discourses to nurture planetary	Big governments, law, and science are limited by own discourses. Need for fundamental paradigm shift in public sphere debate.	Investigates role of global alternative and community media sector. Discusses impact on environmental change in the context of climate crisis.	The global alternative and community media sector can play a role in procuring positive environmental change.	(Foxwell-norton, 2009)

	imagination for change			Community and alternative media scholars can contribute to fostering environmental change.	
Media institutes' carbon footprint in climate crisis not specified. Research focuses on re-conceptualizing Finnish nationalism through climate change discourse.	Re-conceptualizes Finnish nationalism through climate change discourse. Examines 'carbon footprint nationalism' and national pride in Finland	Lack of focus on individual carbon footprints Limited exploration of other forms of environmental nationalism	Analyzed media discourse Re-conceptualized Finnish nationalism through climate change discourse	Finnish nationalism redefined through climate change discourse Carbon footprint nationalism influences national pride in Finland	(Ridanpää, 2022)
	Urges institutes to assess emissions and implement reduction measures. Work-related travel and electricity generation are major contributors to emission	Analyzing greenhouse gas emissions is the first step. Metrics for emissions have caveats in attribution.	Assessment of MPIA's GHG emissions in seven categories Analysis of emission sources and associated quantities for reduction strategies	MPIA astronomer produced 18.1 tCO ₂ e of research-related GHG emissions in 2018. Work-related travel dominates carbon footprint, must be addressed as community.	(Jahnke et al., 2020)
Media institutes' carbon footprint	Media industry studies should	Media industry studies should	Argues for eco-materialist	Media industry	(Maxwell, 2014)

<p>linked to environmental decline.</p> <p>Urgent need to evaluate greening strategies in media industries</p>	<p>consider eco-materialist approaches.</p> <p>Understanding ecological context of media operations is crucial.</p>	<p>consider eco-materialist approaches.</p> <p>Media technologies rely on human exploitation of the environment.</p>	<p>approaches in media industry studies.</p> <p>Emphasizes the ecological context of media industry subjects.</p>	<p>studies should incorporate eco-materialist approaches.</p> <p>Eco-crisis affects all organisms, requiring wider political economy critique.</p>	
<p>Media institutes contribute to carbon footprint due to operations.</p> <p>Media literacy important in addressing environmental impact of media institutes.</p>	<p>Media plays crucial role in spreading environmental awareness.</p> <p>Journalists transform technical jargon for public understanding.</p>	<p>Environmental journalists face challenges in covering complex, global issues.</p> <p>Journalists lack training in science and environmental reporting.</p>	<p>Environmental journalists face challenges in covering complex, global issues.</p> <p>Journalists lack training in science and environmental reporting.</p>	<p>Media plays a crucial role in spreading environmental awareness and education.</p> <p>Collaboration between scientists, journalists, and NGOs is important for reliable information.</p>	(Kaul, n.d.)
<p>Media institutes' carbon footprint not addressed in the study.</p> <p>Study focused on eco-anxiety impact of different media types.</p>	<p>Video media impacts eco-anxiety, radio and newspaper do not.</p> <p>Neuroticism influences pre-media eco-anxiety level and overall change.</p>	<p>Sample was not sex-balanced, primarily composed of women.</p> <p>Low mean age of participants could distort the results.</p>	<p>Sample was not sex-balanced, primarily composed of women.</p> <p>Low mean age of participants could distort the results.</p>	<p>Difference between pre- and post-eco-anxiety levels</p> <p>Neuroticism plays a significant role in eco-anxiety</p>	(Loll et al., 2023)
<p>Media influences low-carbon economy narrative in</p>	<p>Media influences low-carbon</p>	<p>Media can deform public acceptance of</p>	<p>qualitative study with case study and</p>	<p>Media shapes low-carbon economy</p>	(Chodkowska et al., 2023)

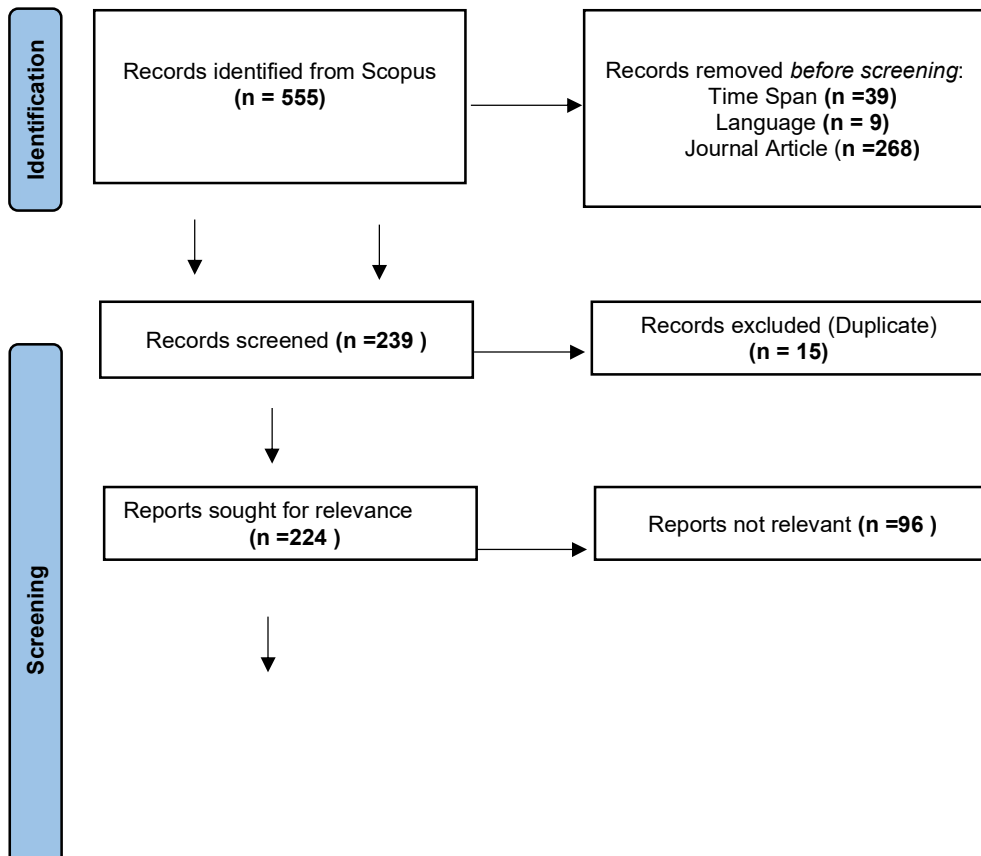
<p>transitional economies.</p> <p>Media in Poland affects energy transition discussions and low-carbon benefits</p>	<p>economy narrative in Poland.</p> <p>Political preferences of media affect coverage style and quality.</p>	<p>low-carbon economy.</p> <p>Political preferences of journalists influence media coverage on energy transition.</p>	<p>horizon scanning methods</p> <p>Analysis based on Poland as a case study country</p>	<p>discourse based on political connections.</p> <p>Media mobilize community for pro-environmental activities, especially on the internet</p>	
<p>Turkish media's climate crisis news framing analyzed for social responsibility.</p> <p>News frames shape public perception on climate crisis in Turkey</p>	<p>Understanding how climate crisis news is framed in Turkish media</p> <p>Analyzing the content and production style of climate crisis</p>	<p>Lack of systematic comprehensive action plan for climate crisis in Turkey.</p> <p>Absence of clear accountability in news reporting affects credibility.</p>	<p>the paper uses news framing theory to analyze climate crisis journalism in Turkey.</p> <p>The research focuses on analyzing news samples from online news sites.</p>	<p>The study aims to understand the content and production style of climate crisis journalism in Turkey.</p> <p>The news framing theory will be used to analyze online news sites.</p>	<p>(Crisis & Framework, 2022)</p>

3. Methodology

"A systematic literature review (SLR) is a strategy for locating, analyzing, and summarising the body of finished and documented work created by researchers, scholars, and practitioners that is systematic, explicit, thorough, and reproducible"(Okoli & Schabram, 2012). The SLR method permits an evidence-based approach to selecting, identifying, and analyzing secondary data. SLR is different from other review methods because of its principles, i.e., inclusivity, transparency, heuristic, and explanatory nature. These leave room for an impartial overview of the search results and eliminate discrepancies or errors (Pahlevan Sharif et al., 2019). The current research uses the "Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA)" method for analyzing the quality of systematic reviews in carbon footprint in media institutes in a more comprehensive fashion, paying particular attention to

the specific guidelines followed in this method, its use across several disciplines like tourism(Pahlevan-Sharif et al., 2019), and Agriculture(Oruma et al., 2021), and many other fields.

In this study, a systematic literature review was done to map the development and application of carbon footprint in media institutes in various industries. Scopus's academic database searches relevant publications and is credited to be the largest multidisciplinary dataset of peer-reviewed scientific publications worldwide. For paper retrieval, three search criteria were created. Firstly, only scholarly journals were chosen for assessment to maintain quality, and papers from conferences, book reviews, and editorials were removed. Second, the search timeframe for publications was shortened to 2007–2024. This phase was chosen because it is when growth is most pronounced. Third, articles should only be considered in English. PRISMA narrowed the search to better understand the carbon footprint in the media institute's research. The flow chart for PRISMA is shown in Figure 1



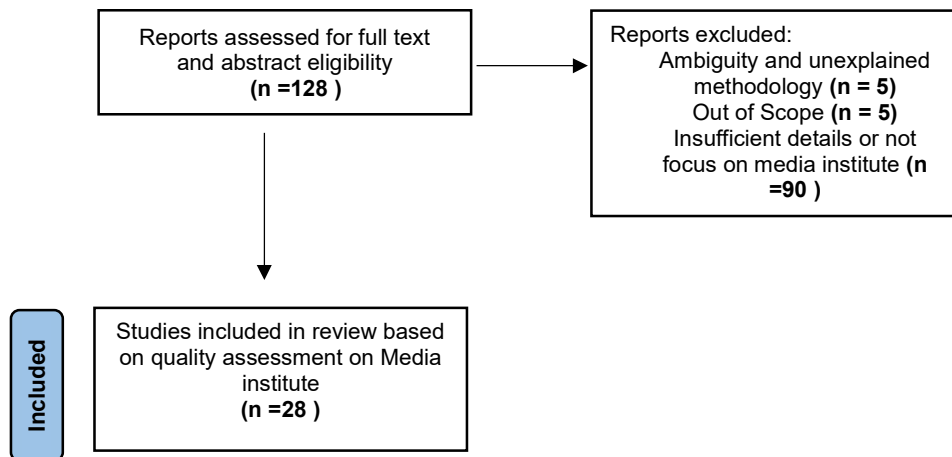


Figure 1 PRISMA Flow Chart

We obtained our primary source materials reviewed for this study from Scopus, and it was implemented using 'keywords/title/abstract.' We constructed two search phrases (SP) for our preliminary source material search, and selection was used in the retrieval process. These keywords can be used to find pertinent word variations.

SP- TITLE-ABS-KEY (carbon AND university) AND (LIMIT-TO (EXACT KEYWORD, “Carbon Footprint”) AND (LIMIT-TO (SUBJAREA, “SOCI”))

- 1) RQ1: Carbon mitigation is vital for the reaching UN’s SDG goals
- 2) RQ2: UN’s 2030 goal

A Categorization system was established to correctly classify discovered articles after locating and screening the published studies on carbon footprint in media institutes. This classification system consists of Five key themes (National Context, Year, Sectors, Article Types, and Key performance indicators for carbon footprint)

4. Detailed Analysis

4.1 Categorization based on year

The frequency analysis of the final sample, consisting of 128 articles, based on the articles released year by year, is displayed in the table below. These articles provide a concise overview of the carbon footprint of institutes or universities and emphasize the imperative need for sustainable practices in an era dominated by the climate crisis. Between 2007 and 2012, research growth on the carbon footprint of institutes and universities was relatively low. Only 19 articles were published during this period, representing 14.84 percent of the total articles. This indicates that interest and focus on the environmental impact of educational institutions were in their early stages, with limited publications each year. From 2013 to 2017, there was a

noticeable increase in the number of articles published on this topic, and this period accounted for 28 articles, representing 21.88 percent of the total articles, reflecting a moderate rate of research activity. The growing awareness and recognition of the importance of sustainable practices in educational institutions began to influence more studies and publications in this area. The period from 2018 to 2023 saw a significant rise in the number of articles produced on the carbon footprint of institutes and universities, comprising 81 articles, representing 63.28 percent of the total sample. This substantial increase highlights an intensified focus and prioritization of sustainability in both academic and practical domains within educational institutions. Over the last ten years (2013-2023), there has been a dramatic increase in research publications on the carbon footprint of educational institutions, with 109 papers accounting for 85.16 percent of all articles published. This research activity surge indicates that academics and practitioners have increasingly recognized the importance of establishing sustainable practices to ensure a better future.

The increasing awareness of social and environmental issues has pressured educational institutions to seek long-term sustainable solutions. The role of these institutions in addressing climate change has become more prominent. Universities and institutes are progressively adopting more efficient and sustainable procedures. This shift is driven by the rising demand for environmentally responsible practices from students, staff, and the broader community. Academics and practitioners have actively addressed educational institutions' environmental impact. This engagement is reflected in the growing number of research publications.

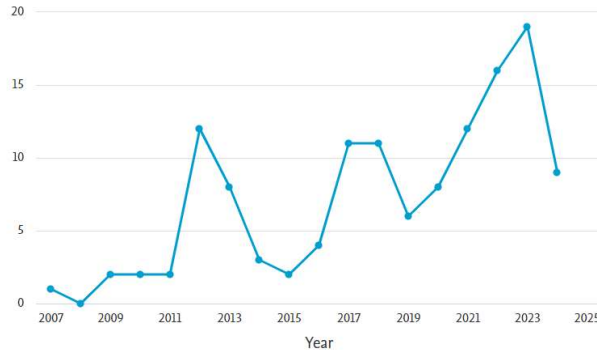


Figure 2 Categorization based on the Year (Source- SCOPUS database)

4.2 Categorization based on the national context.

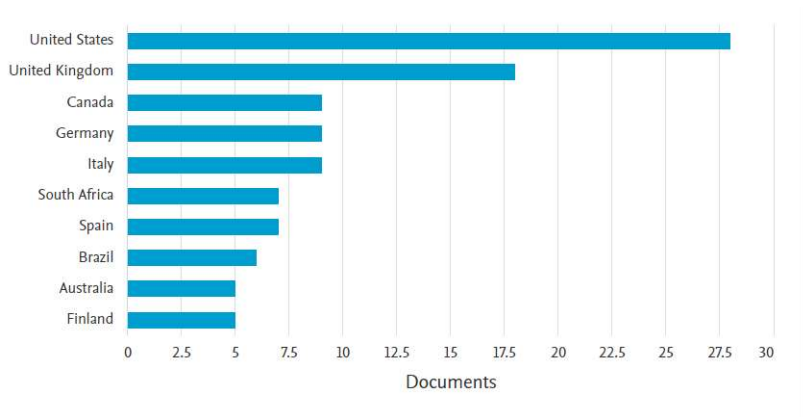


Figure 3 Categorization based on the national context (Source- SCOPUS database)

The frequency analysis of the final sample, consisting of 128 articles, provides a concise overview of the carbon footprint of institutes or universities and the imperative need for sustainable practices in an era dominated by the climate crisis. The distribution of these articles across various countries and territories is presented in the table below. This analysis reveals the global interest and research efforts focused on understanding and mitigating the environmental impact of educational institutions.

The United States leads in research on the carbon footprint of educational institutions, contributing 28 articles, representing 21.88 percent of the total sample. This significant contribution highlights the country's proactive approach to addressing environmental concerns within its educational sector. The United Kingdom has contributed 18 articles, accounting for 14.06 percent of the total. This reflects the country's strong emphasis on sustainability in higher education. Canada, Germany, and Italy each contributed nine articles, representing 7.03 percent of the total sample. These countries are committed to exploring and implementing sustainable practices in their educational institutions. South Africa and Spain have each contributed 7 articles, constituting 5.47 percent of the total sample each. This indicates a growing interest and effort in these regions to address the carbon footprint of educational institutions. Brazil has contributed 6 articles, accounting for 4.69 percent of the total, showing active participation in the global discourse on sustainability in education. Australia, Finland, and the Netherlands each contributed 5 articles, representing 3.91 percent of the total sample. These contributions reflect these countries' ongoing efforts to integrate sustainability into their educational systems. China, Portugal, Saudi Arabia, and Switzerland each contributed 4 articles, making up 3.13 percent of the total sample each. These steady contributions consistently focus on sustainability issues within their educational sectors. Colombia, India, and Nigeria each contributed 3 articles, representing 2.34 percent of the total sample. This shows a developing interest in understanding and mitigating the carbon footprint of educational institutions in these countries.

4.3 Categorization based on sector

The frequency analysis of the final sample, consisting of 128 articles, provides a concise overview of the carbon footprint of institutes or universities and the imperative need for sustainable practices in an era dominated by the climate crisis. The distribution of these articles across various academic disciplines in the table below. This analysis reveals the interdisciplinary nature of research focused on understanding and mitigating the environmental impact of educational institutions. Environmental Science leads in research on the carbon footprint of academic institutions, contributing 78 articles, representing 60.94 percent of the total sample. This dominant contribution highlights the central role of environmental science in addressing sustainability issues within educational sectors.

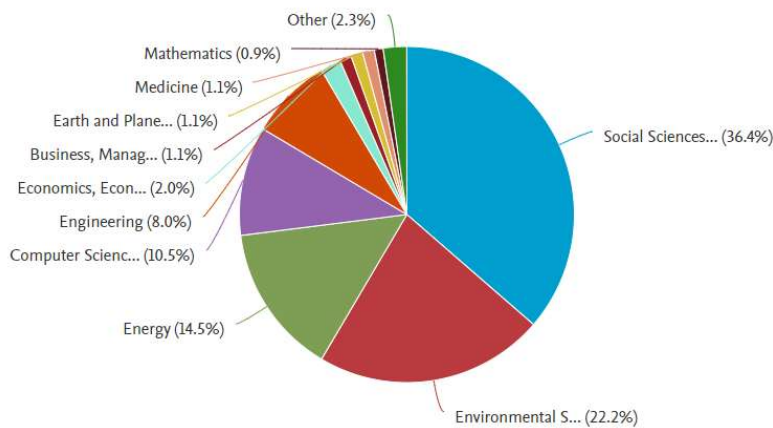


Figure 4 Categorization based on Sector (Source- SCOPUS database)

The field of Energy has contributed 51 articles, accounting for 39.84 percent of the total. This reflects the significant focus on energy consumption and management as key factors in the carbon footprint of educational institutions. Computer Science and Engineering have contributed 37 and 28 articles respectively, representing 28.91 percent and 21.88 percent of the total sample each. These fields demonstrate a notable commitment to exploring technological and engineering solutions for sustainability in education. Economics, Econometrics, and Finance have contributed 7 articles, which constitute 5.47 percent of the total sample. This indicates an emerging interest in the economic implications and financial strategies related to sustainability in educational institutions.

Business, Management, and Accounting have contributed 4 articles, representing 3.13 percent of the total. This growing focus reflects the importance of organizational and managerial practices in achieving sustainability goals within educational institutions. Earth and Planetary Sciences and Medicine have each contributed 4 articles, making up 3.13 percent of the total sample each. These steady contributions highlight the interdisciplinary nature of sustainability research. Mathematics and Decision Sciences have contributed 3 and 2 articles, respectively, representing 2.34 percent and 1.56 percent of the total sample each. This shows a developing interest in quantitative and decision-making aspects of sustainability in educational institutions. Nursing, Agricultural and Biological Sciences, Arts and Humanities, Physics and Astronomy,

and Psychology have each contributed 1 or 2 articles, collectively representing 4.69 percent of the total sample. These emerging contributions underscore the diverse academic interest in addressing the carbon footprint of educational institutions.

4.4 Categorization based on Article type

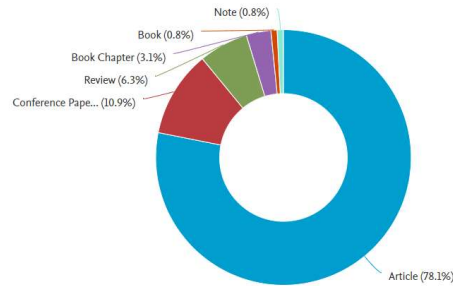


Figure 5 Categorization based on Article Type (Source- SCOPUS database)

The frequency analysis of the final sample, consisting of 128 documents, provides a concise overview of the carbon footprint of institutes or universities and the imperative need for sustainable practices in an era dominated by the climate crisis. The distribution of these documents across various types is presented in the table below. This analysis reveals the diverse formats in which research focused on understanding and mitigating the environmental impact of educational institutions is disseminated. Articles are the dominant format, with 100 documents representing 78.13 percent of the total sample. This significant proportion highlights that peer-reviewed journal articles are the primary medium for disseminating research on the carbon footprint of educational institutions. Conference papers account for 14 documents, making up 10.94 percent of the total. This indicates a substantial contribution from academic conferences, where researchers share and discuss their findings with peers in a collaborative setting.

Reviews contribute 8 documents, representing 6.25 percent of the total. Review papers provide comprehensive insights and syntheses of existing research, helping to consolidate knowledge and identify future research directions in the field of sustainability for educational institutions. Book chapters comprise 4 documents or 3.13 percent of the total sample. These chapters offer in-depth analyses on specific aspects of the carbon footprint and sustainability practices within educational institutions, contributing to edited volumes on related topics. There is 1 book in the sample, representing 0.78 percent of the total. This book provides a holistic and detailed coverage of the carbon footprint of educational institutions and the strategies needed for sustainable practices. There is also 1 note, accounting for 0.78 percent of the total. Notes typically offer brief contributions or preliminary findings that can prompt further research or discussion in the field.

The data illustrates a preference for journal articles as the primary means of disseminating research on the carbon footprint of educational institutions. The significant number of

conference papers suggests active engagement in academic conferences, fostering collaboration and exchanging ideas. Reviews and book chapters provide comprehensive and in-depth analyses, while books offer extensive topic coverage. The presence of notes indicates ongoing, preliminary research contributions.

4.5 Categorization based on KPIs Carbon Footprint of Media Institutes

Energy Consumption-Energy consumption constitutes a significant portion of the carbon footprint of media institutes. This includes the electricity required for running broadcast equipment, computers, lighting, heating, ventilation, and air conditioning (HVAC) systems. The reliance on non-renewable energy sources exacerbates the carbon emissions associated with these activities.

Data Centers and Broadcasting Equipment-Data centers, which store and process vast amounts of digital information, are energy-intensive operations. The cooling systems required to maintain optimal operating temperatures further increase energy consumption. Similarly, broadcasting equipment, including transmitters and studio facilities, contribute to high energy usage.

Transportation- Transportation-related emissions are another major contributor to the carbon footprint of media institutes. This encompasses the travel of journalists, staff, and equipment to various locations for news coverage, events, and interviews.

Employee Commuting and Business Travel- Daily commuting by employees and frequent business travel for reporting and networking purposes significantly contribute to greenhouse gas emissions. Using fossil fuel-based transportation modes, such as cars and airplanes, intensifies the environmental impact.

Infrastructure- The physical infrastructure of media institutes, including buildings and production facilities, also affects their carbon footprint. These structures' construction, maintenance, and operation consume energy and materials, leading to carbon emissions.

Sustainable Building Practices-Adopting sustainable building practices, such as using energy-efficient materials, implementing green roofing, and integrating renewable energy sources, can help reduce the carbon footprint associated with infrastructure.

Waste Management- Media institutes generate various types of waste, including electronic waste (e-waste), paper, and plastics. Improper disposal of these materials contributes to environmental degradation and carbon emissions.

E-waste Recycling and Reduction-Implementing effective e-waste recycling programs and reducing the use of disposable materials can mitigate the environmental impact. Promoting digital documentation over paper use can also contribute to waste reduction.

Integration of Sustainability into Curriculum and Operations- To foster a culture of sustainability, media institutes must integrate eco-conscious principles into their educational curriculum and operational practices.

Sustainable Curriculum- Incorporating sustainability topics into the curriculum can educate future media professionals about the importance of environmental stewardship. Courses on environmental journalism, sustainable communication practices, and the role of media in promoting sustainability are essential.

Conclusion

The British Broadcasting Corporation (BBC) has proactively reduced its carbon footprint by implementing various sustainability initiatives, such as using renewable energy, improving energy efficiency in buildings, and promoting sustainable travel options for employees. National Public Radio (NPR) has adopted green office practices, including recycling programs, energy-efficient lighting, and encouraging the use of public transportation among its staff. The climate crisis demands immediate and sustained action from all sectors, including media institutes. By adopting sustainable practices, media institutes can significantly reduce their carbon footprint and be role models for environmental responsibility. These institutions can play a pivotal role in promoting sustainability and addressing the climate crisis through education, operational changes, and public engagement. Media institutes can adopt various operational practices to reduce their carbon footprint, such as:

- Implementing energy-efficient technologies.
- Encouraging remote work to reduce commuting.
- Utilizing virtual meetings to minimize travel.
- Practicing green procurement by choosing environmentally friendly products and services.

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