

Part II

// Mapping SD Activities

TOOL 1

SD IN EDUCATION



Question

How can you start measuring progress?

Complexity

high

Completion time

1 day

Materials

Pen & template

Note

Education for SD raises sustainability awareness and equips learners with the knowledge, skills and values necessary to become responsible and active citizens and make informed decisions.

What is it for?

The checklist assists you in getting an overview of the SD activities already conducted in the impact area of 'Education'. It thereby helps you identify strategic and operational focus areas and the most important SDGs and makes gaps visible.

How to use it?

First, collect information on the activities conducted in 'Education' that target SD or, more specifically, the SDGs. You might want to talk to different stakeholders and re-search your institution's website. Then, try to logically categorise the found activities and briefly describe them, following the example given in the checklist. The provided categories are illustrative focal points for potential sustainable development measures, which can be supplemented by the focus areas specific to your HEI.

HEIs can use the 'comply-or-explain-principle' to discuss why they choose to implement certain SD actions (comply) or plausibly explain why they decide against them (explain). This method might be chosen to account for the different types of HEIs.

After that, you can assign a certain value to the specific activities, showing how strongly the activity influences the four sustainability dimensions (social, economic, ecological, and cultural), ranging from strong positive (+++), medium positive (++) , low positive impact (+) to no impact (0) and on the other side of the scale from low negative (-), medium negative (--) and strong negative impact (---). Additionally, the activity can either relate or not relate to the shared institutional vision (yes/no) and contribute to particular SDG targets. The SD activities are most likely aimed at several different targets.



MEASURES

Measures in Education

- Curriculum development
- Combining entrepreneurial and sustainable skills
- Extracurricular activities
- Project-based on-campus learning
- Transdisciplinary collaborations with regional stakeholders (e.g., companies, regional development agencies, organised civil society)
- New (digital) teaching and learning methods (e.g., citizen science)
- Establishing incentives such as awards and certificates



Possible Groups of
Measures in 'Education'



Checklist SD Activities in Education

Our Activities	Social	Economic	Ecological	Cultural	In line with vision	SDG targets addressed
SD as part of the curriculum						
Example IMT-BS: Social Innovation Game	++	+++	+++	++	Yes	All of the SDGs and their targets (indirectly); SDG4 (Quality Education), SDG9 (Industry, Innovation, & Infrastructure, SDG10 Reduced Inequalities, SDG11 Sustainable Cities & Communities, SDG17 (Partnerships) (directly
Extracurricular Activities						
Employability						
Entrepreneurial + Sustainable Skills						

strong positive (+++), medium positive (++) , low positive impact (+) to no impact (0) and on the other side of the scale from low negative (-), medium negative (--) and strong negative impact (---)

TOOL 2

SD IN RESEARCH



Question

What SD activities are already being conducted in Research?

Complexity

medium

Completion time

1 day

Materials

Pen & template

Note

Engage with researchers at your Higher Education Institution (HEI) to identify the areas where SD is influential and where your institution is driving sustainable innovation.

What is it for?

The checklist assists you in getting an overview of the SD activities already conducted in the impact area of 'Research'.

How to use it?

First, collect information on the activities in 'Research' that target SD or, more specifically, the SDGs. You might need to search your institution's website and talk to different stakeholders. In a conversation with researchers, you can ask them:

- What entry points to SD do your academic discipline or research topic possess?
- What impact does your research have on SD and regional development?

After that, try to logically categorise the found activities and research topics and briefly describe them, following the example given in the checklist. The provided categories are illustrative focal points for potential sustainable development measures, which can be supplemented by the focus areas specific to your HEI.

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MEASURES

Measures in Research

- Employing Responsible Research and Innovation (RRI)
- Experimenting with and adopting new modes of research, including transdisciplinary collaborations, participatory (action) research, and citizen science.
- Research on and with SD to elaborate practical solutions.
- Introducing incentive systems, such as research challenges on sustainability, awards



Possible Groups of
Measures in Research



Checklist SD Activities in Research

Our Activities	Social	Economic	Ecological	Cultural	In line with vision	SDG targets addressed
Research for practical solutions						
Example WH: Research Challenge Sustainability	+	++	+++	+	No	SDG 13.3 Building knowledge and capacity to meet climate change. A (Special and Differential Treatment for Developing Countries)
Responsible Research and Innovation (RRI) / Research with SD						
Transdisciplinary Collaborations						
Participatory Research						

strong positive (+++), medium positive (++), low positive impact (+) to no impact (0) and on the other side of the scale from low negative (-), medium negative (--) and strong negative impact (---)

TOOL 3

SD IN CAMPUS OPERATIONS



Question

What SD activities are already being conducted in Campus Operations?

Complexity

medium

Completion time

1 day

Materials

Pen & template

Note

Attempt to involve a diverse group of internal stakeholders and convene discussions on the topic.

What is it for?

The checklist assists you in getting an overview of the SD activities already conducted in the impact area 'Campus Operations'. By implementing measures that, for example, make the campus more accessible (social) or reduce energy consumption (ecological), HEIs have an immediate effect on the dimensions of sustainability and can 'lead by example'.

As institutional change mostly depends on establishing new routines, cultivating a culture of sustainability within the campus community has to become a cornerstone of the HEIs' efforts.

How to use it?

First, collect information on the activities conducted in 'Campus Operations' that target SD or, more specifically, the SDGs. You might need to talk to different stakeholders,

including your 'sustainability office'. Then, try to logically categorise the found activities and briefly describe them, following the example given in the checklist. The provided categories are illustrative focal points for potential sustainable development measures, which can be supplemented by the focus areas specific to your HEI.

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MEASURES

Measures in Campus Operations

- Sustainable campus design, such as green buildings, food/book donation and recycling stations, accessibility for all
- Resource management (e.g., greenhouse gas emissions, re-/upcycling, water usage, vegetarian food in the cafeteria)
- Energy consumption and renewable energy
- Waste management (e.g., composting)
- Alternative modes of transport
- Learning and awareness-raising activities (e.g., community garden, experiments)
- Implementing SD through campus experiences through a 'hidden curriculum' (e.g., green spaces, encouraging social interaction)



Possible Groups of Measures in 'Campus Operations'



Checklist SD Activities in Campus Operations

Our Activities	Social	Economic	Ecological	Cultural	In line with vision	SDG targets addressed
Resource Management						
Example BUU: Waste management centre	0	0	+++	++	Yes	SDG 12.4 Responsible Management of Chemicals and Waste)
Mobility						
Campus Design						
Economics & Finances						
Campus Practices						

strong positive (+++), medium positive (++) , low positive impact (+) to no impact (0) and on the other side of the scale from low negative (-), medium negative (--) and strong negative impact (---)

TOOL 4

SD IN OUTREACH & PARTNERING



Question

What SD activities are already being conducted in Outreach & Partnering?

Complexity

medium

Completion time

1 day

Materials

Pen & template

Note

Enhanced collaboration with external stakeholders regarding SD could address methods for motivating companies and organisations to participate in the initiative.

What is it for?

The checklist 'SD in Outreach & Partnering' assists you in getting an overview of the SD activities already conducted in the impact area 'Outreach & Partnering'. As part of their Third Mission, HEIs intensified internal stakeholder engagement, including students, staff, and leadership, and the engagement with public actors, such as governments, NGOs, schools, community organisations, and the private sector (e.g. companies).

Through strengthening different formats of transdisciplinary collaboration, HEIs can meaningfully connect their SD activities to the regional ecosystem.

How to use it?

First, collect information on the activities conducted in 'Outreach and Partnering' that target SD or, more specifically, the SDGs. You might need to talk to different internal and external stakeholders and research your institution's website. Then, try to logically categorise the found activities and briefly describe them, following the example given in the checklist. The provided categories are illustrative focal points for potential sustainable development measures, which can be supplemented by the focus areas specific to your HEI.

HEIs can use the 'comply-or-explain-principle' to discuss why they choose to implement certain SD actions (comply) or plausibly explain why they choose against them (explain). This method might be chosen to account for the different types of HEIs.

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MEASURES

Measures in Outreach & Partnering

- Fostering a collaborative culture with quadruple helix actors and active engagement of external stakeholders increases motivation.
- Implementing a system of recognition and incentives for collaborations
- Introducing new formats and communication channels such as living labs, exhibitions, position papers and lectures
- Reporting on SD activities through science communication to facilitate visibility, reputation building and the establishment of a culture of sustainability within a region.



Possible Groups of Measures in 'Outreach & Partnering'



Checklist SD Activities in Outreach & Partnering

Our Activities	Social	Economic	Ecological	Cultural	In line with vision	SDG targets addressed
Transdisciplinary Collaborations						
Project with local businesses on how to reduce water waste in car washes	0	+++	+++	+	Yes	SDG 6.3. By 2030, improve water quality by reducing pollution, eliminating dumping, minimising the release of hazardous chemicals and materials, halving the proportion of untreated wastewater, and substantially increasing recycling and safe reuse globally.
Citizen Science Formats						
Public Welfare						
Qualification Offerings						
Network Activities						

strong positive (+++), medium positive (++), low positive impact (+) to no impact (0) and on the other side of the scale from low negative (-), medium negative (--) and strong negative impact (---)

TOOL 5

SD IN ENTREPRENEURIAL ACTIVITIES



Question

What SD activities are already being conducted in Entrepreneurial Activities?

Complexity

medium

Completion time

1 day

Materials

Pen & template

Note

Attempt to assemble a diverse group of internal stakeholders and engage in discussions on the topic.

What is it for?

The checklist assists you in getting an overview of the SD activities already conducted in the impact area of 'Entrepreneurial Activities'. This helps your HEI better align its entrepreneurial support with sustainability, creating new perspectives on green business practices and professions.

How to use it?

First, collect information on the activities conducted in 'Entrepreneurial Activities' that target SD or, more specifically, the SDGs. For this, you might need to talk to different internal and external stakeholders, your start-up centre, and spin-offs, as well as

research your institution's website. Then, try to logically categorise the found activities and briefly describe them, following the example given in the checklist. The provided categories are illustrative focal points for potential sustainable development measures, which can be supplemented by the focus areas specific to your HEI.

HEIs can use the 'comply-or-explain-principle' to discuss why they choose to implement certain SD actions (comply) or plausibly explain why they choose against them (explain). This method might be chosen to account for the different types of HEIs.

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MEASURES

Measures in Entrepreneurial Activities

- Entrepreneurial support programmes with a focus on SD
- Entrepreneurial consulting oriented towards SD
- Raising awareness through training and workshops
- Non-university partnerships (e.g., Impact Hubs)
- Awards, competitions for solutions for societal challenges
- Recognising the potential for promoting a regional ecosystem



Possible Groups of Measures in 'Entrepreneurial Activities'



Checklist SD Activities in Entrepreneurial Activities

Our Activities	Social	Economic	Ecological	Cultural	In line with vision	SDG targets addressed
Entrepreneurial Support						
Impact Start-up Hub	++	+++	+++	++	Yes	SDG Target 8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalisation and growth of micro-, small- and medium-sized enterprises, including through access to financial services
Equal Opportunities						
Incentive Systems						
Regional Cooperation						

strong positive (+++), medium positive (++) , low positive impact (+) to no impact (0) and on the other side of the scale from low negative (-), medium negative (--) and strong negative impact (---)

TOOL 6

SD IN GOVERNING



Question

What SD activities are already being conducted in Governing?

Complexity

medium

Completion time

1 day

Materials

Pen & template

Note

Seek to emphasise participatory governance structures specifically focused on SD, which can serve as an interface to the regional ecosystem.

What is it for?

The checklist assists you in getting an overview of the SD activities already conducted in the impact area 'Governing'. Participatory governance structures and dedicated staff, such as sustainability officers or green offices, are essential to making SD visible, communicating actions, and motivating stakeholders to participate.

Still, SD needs to be integrated into everyday practices within HEIs and become part of the wider organisational culture. Therefore, it is essential to recognise and give leeway for SD efforts, for example, through financial incentives.

How to use it?

First, collect information on the activities conducted in 'Governing' that target SD or, more specifically, the SDGs. You might need to talk to different stakeholders and

research your institution's website. Then, try to logically categorise the found activities and briefly describe them, following the example given in the checklist. The provided categories are illustrative focal points for potential sustainable development measures, which can be supplemented by the focus areas specific to your HEI.

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MEASURES

Measures in Governance

- Rethinking structures and power relations
- Governing by participation: Enabling participation, including stakeholders' involvement in decision-making processes
- Establishing SD-related governance structures such as green offices
- Implementing incentive systems, policies and regulations
- Raising awareness and offering training opportunities



Possible Groups of
Measures in 'Governing'



Checklist SD Activities in Governing

Our Activities	Social	Economic	Ecological	Cultural	In line with vision	SDG targets addressed
Participatory Structures						
New Governance Structures						
Hiring sustainability manager	++	0	++	+++		SDG target 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning
New Modes of Governing						
Incentive Systems (internal/external)						
Rules, Regulations & Policy						

strong positive (+++), medium positive (++), low positive impact (+) to no impact (0) and on the other side of the scale from low negative (-), medium negative (--) and strong negative impact (---)