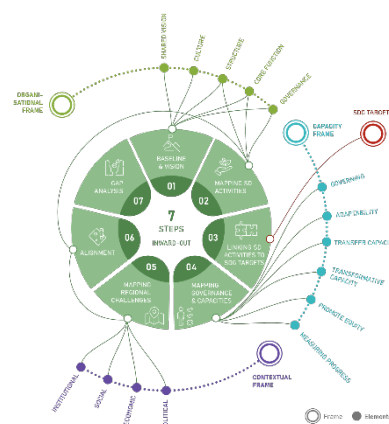# PART IV

// Self-assessment

TOOL 1
SELF-ASSESSMENT PATHWAY I

Question

Where are you on your journey towards sustainable development?

Complexity

high

Completion time

2 days

Materials

Pen & template

Note

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

What is it for?

This tool is designed to aid organisations, faculties, departments, and individuals assess success in integrating sustainable development into all campus-based activities and initiatives. It can also aid in developing or expanding a sustainable development strategy. The "Self-Assessment Tool Pathway I" especially targets organisations that have already begun the journey to sustainable development.

How to use it?

The guiding questions within the Self-Assessment Tool reflect the seven steps of the SDS4HEI Framework's Pathway I, starting with assessing the institutional baseline and moving towards analysing the regional ecosystem. There are four tiers of responses, similar to a Likert Scale (Yes, Somewhat, No, I don't know).

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By answering the questions, you will be led through the following steps of the imple-
mentation process:

1. Baseline & Vision
2. Mapping Sustainable Development Activities
3. Linking Activities to SDG Targets
4. Mapping Governance & Capacities
5. Mapping Regional Challenges
6. Alignment & Visualisation
7. Gap Analysis

If you wish to receive a digital feedback report on your or your HEI's performance, you
can also complete an online version of the self-assessment tool.

STEP 1
Shared Vision & Baseline

Description

The self-assessment begins with analysing the status quo at your HEI, resulting in the baseline and formulation of a shared vision of sustainability — the ideal goal to reach. A shared vision gives meaning to actions and motivates stakeholders to become active.

Assessing current practices

0 = no / not sure, 1 = somewhat, 2 = yes   **SCORE**

A. We have analysed the baseline for SD at our institution and can answer the following questions.

    a.   Our vision (a concrete image) of a sustainable HEI looks like:

    b.   Our trailblazers are:

    c.   Our important subsystems, such as administration and different faculties, can be assigned to the following transformation modes:

    d.   Our most important SDGs, according to our strategic plans, our vision and ongoing stakeholder discussions, are:

B. Contributing to the 17 SDGs is considered part of our strategic orientation and value statements.

C. The SDG(s) remain relevant to internal stakeholders and are an element of participatory actions conducted by our organisation.

Subtotal **/ 6**

#52

STEP 2
Mapping SD Activities

Description

By mapping SD activities in the core areas and choosing and striving towards meeting selected targets, immediate and feasible actions can be realised, progress can be measured, and long-term SD is given shape.

Assessing current practices

0 = no / not sure, 1 = somewhat, 2 = yes

SCORE

A. Activities contributing to the SDG(s) have been mapped.

a. What impactful SD activities are we already conducting in our core areas (education, research, outreach & partnering, entrepreneurial activities, governance and campus operations)?

b. These activities can be grouped into the following thematic focus areas:

B. These activities are in line with our vision for sustainability.

C. We have considered the impact of each activity from an environmental, economic, social, and cultural perspective

Subtotal | **/ 6**

Description

Linking the identified SD activities to specific SGD targets will help you to draw meaningful connections to regional challenges and potentials. The sub-targets of the SDGs are useful as they are more concrete and feasible.

Assessing current practices

0 = no / not sure, 1 = somewhat, 2 = yes

SCORE

A.   We have linked ongoing activities for the SDG(s) with defined individual United Nations SDG target(s).

Our ongoing SD activities contribute to the following SDG target(s) (list the most important reoccurring targets:

Subtotal	**/ 2**

Description

To reach a certain SDG target, you need to identify, strengthen or develop the most relevant capacities and governance arrangements. We have identified six main capacities of transformative HEIs. By analysing the different variables that make up a capacity, you can determine what your HEI needs to work on to strengthen needed capacities. The variables are described in the SDS4HEI Framework.

Assessing current practices

0 = no / not sure, 1 = somewhat, 2 = yes

SCORE

A. We have examined the most relevant capacities for achieving our most important SDG target(s).

    a. What impactful SD activities are we already conducting in our core areas (education, research, outreach & partnering, entrepreneurial activities, governance and campus operations)?

    b. The following capacities are necessary to move forward with our institutional vision:

B. We already possess the needed capacities and don't have to work on developing them.

C. We have identified relevant governing structures and know who participates in decision-making processes.

    a. These are our current governing structures (offices, networks, etc.) that are important for SD:

    b. The following people/groups are able to participate in decision-making processes regarding SD:

D.   The SDG(s) are embedded into policies and regulations at our institutions.

E.   Our current governance structures impede/facilitate activities toward the SDG(s)

We have the following SD-related incentive systems in place:

| Subtotal | / 10 |

STEP 5
Mapping Regional Challenges

Description

The combination of sustainability and regional development can facilitate sustainable ecosystems. The following questions are best discussed and analysed together with regional stakeholders.

Assessing current practices

0 = no / not sure, 1 = somewhat, 2 = yes

SCORE

A. We have identified current and future (next 20 years) challenges within our region.

Our region is facing the following important SD-related challenges:

B. Regional stakeholders are aware of these challenges and willing to act upon them.

We are working together with regional stakeholders in the following transdisciplinary collaborations:

C. We have identified specific SDG targets that are relevant and can minimise risks and challenges in our region.

These are our governing structures (offices, networks, etc.) that are important for SD:

Subtotal | **/ 6**

#57

STEP 6
Alignment

Description

Visualise your key findings. The process of getting there is more important than the visualisation itself, as it entails thoughtful reflection on the insights gained. Nevertheless, visualisations facilitate internal and external communication.

Assessing current practices

0 = no / not sure, 1 = somewhat, 2 = yes

	SCORE
A. We have identified key findings from the activity mapping, target linking, governance & capacity mapping and regional challenge mapping.	
B. We can categorise and present them to stakeholders.	
Subtotal	**/ 4**

#58

Description

The Gap Analysis helps to identify relevant regional SDG targets not yet addressed by current activities, as well as areas of improvement. Forasmuch, it should cover all core functions of your HEI while accounting for the regional context.

Assessing current practices

0 = no / not sure, 1 = somewhat, 2 = yes

SCORE

A. Our institutional focus areas for the SDG(s) align with the main regional challenges.

B. Contributing to the 17 SDGs is considered part of our strategic orientation and value statements.

    a. We need to address the following SDG targets with our SD activities:

    b. Possible new/modified actions/measures in our core areas addressing or contributing to important SDG targets are:

C. We have the capacity to address these challenges.
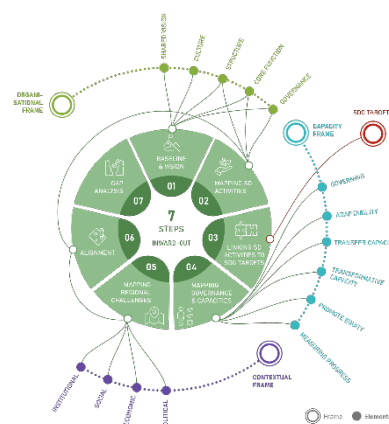
	Subtotal	/ 6

	YOUR TOTAL SCORE FOR SD IMPLEMENTATION	/ 40

TOOL 2
SELF-ASSESSMENT
PATHWAY II

What is it for?

The "Self-Assessment Tool Pathway II" is designed to aid organisations, faculties, departments, and individuals in assessing success in integrating SD into all campus-based activities and initiatives. It can also aid in developing or expanding a sustainable development strategy. Pathway II is especially beneficial for HEIs emphasising their Third Mission, entrepreneurial activities and those that have not yet established a unified sustainability vision but seek to promote transdisciplinary collaborations, encourage participation, and align their SD initiatives with regional development goals.

How to use it?

The guiding questions within the Self-Assessment Tool reflect the seven steps of the SDS4HEI Framework's Pathway II, starting with an analysis of challenges or potentials found within your regional ecosystem and moving towards establishing an institutional

#60

vision. By answering the questions, you will be led through the following steps of the implementation process:

1. Mapping Regional Challenges / Economic Potentials
2. Linking Challenges / Potentials to SDG Targets
3. Baseline & Vision
4. Mapping Sustainable Development Activities
5. Mapping Governance & Capacities
6. Alignment & Visualisation
7. Gap Analysis

STEP 1A
Mapping Regional Challenges

Description

The combination of sustainability and regional development can facilitate sustainable ecosystems. The following questions are best discussed and analysed together with regional stakeholders.

Assessing current practices

0 = no / not sure, 1 = somewhat, 2 = yes

SCORE

A. We have identified current and future (next 20 years) challenges within our region.

The following resources are considered especially valuable in our region:

B. Regional stakeholders are aware of these challenges and willing to act upon them.

We are working together with regional stakeholders in the following transdisciplinary collaborations:

C. We have identified specific SDG targets that are relevant and can minimise risks and challenges in our region.

The following SDGs and efforts are described in our national/local strategies:

D. Incentive systems driving SD exist in our region.

The following incentive systems exist:

Subtotal | **/ 8**

Description

Instead of analysing regional challenges, you can also put an emphasis on economic potentials within your region, following a potential rather than a challenge-driven approach. Potentials include sustainability-oriented start-ups, understood as entrepreneurs emphasising generating social value over economic value and those that generate social or environmental benefits regardless of their economic objectives

Assessing current practices

0 = no / not sure, 1 = somewhat, 2 = yes

SCORE

A. We know how our regional ecosystem is organised (production/consumption, value chains, employment patterns, etc.).

    a. Our region is specialised in the following sector(s) or field(s):

    b. Sustainable 'cross-innovations' exist in our region, i.e. new solutions that cross the boundaries of single sectors and [or] knowledge domains (e.g. Bitcoin as cryptocurrency):

B. There are successful sustainability-oriented spin-offs/start-ups (including not-for-profit.

    We are working together with regional stakeholders in the following transdisciplinary collaborations:

C. We have identified specific SDG targets that are relevant and can minimise risks and challenges in our region.

    These are our governing structures (offices, networks, etc.) that are important for SD:

Subtotal   **/ 6**

#63

Description

By linking the identified challenges or potentials to specific SGD targets, important focus areas become apparent. This will help you identify, develop, and expand meaningful SD activities in your institution that support the regional ecosystem.

Assessing current practices

0 = no / not sure, 1 = somewhat, 2 = yes

SCORE

A. We know which SDG targets are pivotal in addressing the challenges/ potentials encountered in our region.

  a. The following SDG target(s) are pivotal in addressing the challenges encountered in our region:

  b. The following SDG target(s) can bolster the region's resilience:

  c. The following SDG targets are pivotal in strengthening our region's economic potential in due consideration of social and ecological aspects:

B. Spin-offs and start-ups consider or aim to align with specific SDGs.

  These are:

Subtotal | **/ 4**

#64

Description

Clear goals and a vision (the 'what') are more important than exact measures (the 'how'). By aligning the institutional vision with the demands of the region, your vision will have a strong Third Mission focus.

Assessing current practices

SCORE

0 = no / not sure, 1 = somewhat, 2 = yes

A. We have an idea of how SD is understood in our region

SD is understood as:

B. We engage with regional supporters and opponents to formulate a vision.

The actors we engage with are:

C. We have a concrete image of what we want to sustain.

This image is:

Subtotal **/ 6**

Description

By mapping SD activities in the core areas and choosing and striving towards meeting selected targets, immediate and feasible actions can be realised, progress can be measured, and long-term SD is given shape.

Assessing current practices

0 = no / not sure, 1 = somewhat, 2 = yes

SCORE

A. Activities contributing to the SDG(s) have been mapped.

    a.   What impactful SD activities are we already conducting in our core areas (education, research, outreach & partnering, entrepreneurial activities, governance and campus operations)?

    b.   These activities can be grouped into the following thematic focus areas:

    c.   What positive/negative, intended/unintended impacts can our actions have on our community (four dimensions of sustainability)?

d.   How can our actions surpass our region and positively affect the global level (e.g., knowledge transfer)?

B.   We have mapped our activities in entrepreneurial education.

a.   What SD-related entrepreneurial activities are we already undertaking in our core areas (education, research, outreach & partnering, entrepreneurial activities, campus operations, governance)?

b.   How do these activities contribute to meeting regional challenges or potentials?

c.   What positive/negative, intended/unintended impacts can our actions have on our community?

d.   How can our actions go beyond our region and positively affect a global level?

Description

To reach a certain SDG target, you need to identify, strengthen or develop the most relevant capacities and governance arrangements. We have identified six main capacities of transformative HEIs. By analysing the different variables that make up a capacity, you can figure out what your HEI needs to work on to strengthen needed capacities. The variables are described in the SDS4HEI Framework.

Assessing current practices

0 = no / not sure, 1 = somewhat, 2 = yes

SCORE

A. We have examined which capacities are most relevant for achieving our most important SDG target(s).

    a. What impactful SD activities are we already conducting in our core areas (education, research, outreach & partnering, entrepreneurial activities, governance and campus operations)?

    b. The following capacities are necessary to move forward with our institutional vision:

B. We have identified relevant governing structures and know who participates in decision-making processes.

    a. These are our current governing structures (offices, networks, etc.) that are important for SD:

    b. The following people/groups are able to participate in decision-making processes regarding SD:

D. The most relevant SDG(s) are embedded into policies and regulations at our institutions.

E. Our current governance structures impede/facilitate activities toward the SDG(s).

F. We have established incentive systems in our organisation.

We have the following SD-related incentive systems in place:

Subtotal   **/ 10**

#69

STEP 7
Alignment

Visualise your key findings. The process of getting there is more important than the visualisation itself, as it entails thoughtful reflection on the insights gained. Nevertheless, visualisations facilitate internal and external communication.

Assessing current practices

0 = no / not sure, 1 = somewhat, 2 = yes

	SCORE
A. We have identified key findings from the activity mapping, target linking, governance & capacity mapping and regional challenge mapping.	
B. We can categorise and present them to stakeholders.	
Subtotal	**/ 4**

#70

STEP 7
Gap Analysis

Description

The Gap Analysis helps to identify relevant regional SDG targets not yet addressed by current activities, as well as areas of improvement. Forasmuch, it should cover all core functions of your HEI while accounting for the regional context.

Assessing current practices

0 = no / not sure, 1 = somewhat, 2 = yes

	SCORE
A. Our institutional focus areas for the SDG(s) align with the main regional challenges / economic potentials.	
B. There are no important SDG targets for the region that are not being addressed.	
a. We need to address the following SDG targets with our SD activities:	
b. Possible new/modified actions/measures in our core areas addressing or contributing to important SDG targets are:	
C. We have the capacity to address these challenges.	
Subtotal	**/ 6**
YOUR TOTAL SCORE FOR SD IMPLEMENTATION WITH 1A	**/ 42**
YOUR TOTAL SCORE FOR SD IMPLEMENTATION WITH 1B	**/ 40**